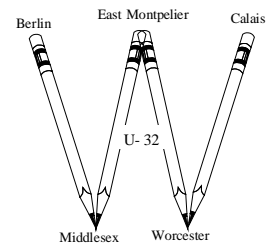


Washington Central Supervisory Union

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
6.26.19 at 6:30 PM

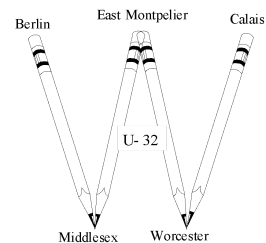
U-32 Middle/High School, Room 128/131

- 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 6.12.19 and 6.18.19 – pg.
 - 2.2 Approve Board Orders
- 3.0 Discussion Agenda
 - 3.1 Budget Update
 - 3.2 Meeting Protocols
 - 3.2.1 Advisory Boards/Committees
 - 3.3 Retreat
 - 3.4 Communication
 - 3.5 VSBA Resolutions
- 4.0 Action Agenda
 - 4.1 Approve Recommended Policies – pg.
 - 4.2 Authorize Chair to Sign Letter of Agreement for Superintendent of Record
 - 4.3 Approve Resolution to VSBA
- 5.0 Future Agenda Items
- 6.0 Summary of Meeting – Next Steps for Board Members
- 7.0 Adjournment

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Washington Central Unified Union School District Board

Unapproved Meeting Minutes
6.12.19 at 6:30 PM

U-32 Middle/High School Room 128/131

unapproved

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

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

Others Present: ORCA videographer; Times Argus David Delcore; Nicole Mace, VSBA; Susan Holson, VSBA; Sue Ceglowski, VSBA; Helena Kehne, Calais; Richard Kehne, Calais; Neil Odell VSBA; Jim Salsgiver, VSBA; Jeff Fannon, Calais (also VTNEA); John Brabant, Calais; Ellen Knoedler, East Montpelier; Michael Duane, East Montpelier; Rubin Bennett, East Montpelier; Bridget Asay, MRPS; Michele Braun, MRPS

1.0 Call to Order: Scott Thompson called the meeting to order at 6:34 p.m.

1.1 Reception of Guests: Scott Thompson welcomed those present; introductions were made.

1.2 Agenda Revisions & Board Comments: Scott Thompson suggested moving action item 5.9 to the top of the action agenda. Scott Thompson indicated that he has one goal for the meeting, that by the end of the meeting, we don't all go away "hating each other." He also noted that, going forward, the configuration/ seating arrangement protocol may change. He invited feedback from those present.

1.3 Public Comments & Correspondence: Vera Frazier shared that she had received an email stating that meeting dates are not shared on the web pages and public calendars; however, Rubin Bennett stated he was able to find that information online. John Brabant asked whether the public will be permitted to participate in discussions during the course of the meeting. Scott Thompson stated that his intention is to do so; however, if the meeting agenda and time constraints require, he may have to curtail some of the discussion.

2.0 Administrator Voices: Administrators shared plans for professional learning during the summer months.

3.0 Consent Agenda

3.1 Approve Minutes of 6.5.19: **Flor Diaz Smith moved to approve the minutes of June 5, 2019. Seconded by Dorothy Naylor, this motion carried unanimously.**

3.2 Approve Board Orders: no board orders tonight

4.0 Discussion Agenda

4.1 VSBA Dues: Scott Thompson invited members of the VSBA to speak to the board, to initiate discussion around VSBA dues. Representatives for VSBA spoke about the mission: to support board members in their roles. Jeff Fannon of VTNEA spoke briefly regarding the relationship between VSBA and VTNEA.

Chris McVeigh asked for clarification about negotiations regarding health care this past year. Nicole Mace explained. He also asked about relationships between VSBA, Vermont Principals Association and Vermont Superintendents Association.

Michael Duane spoke about his understanding about the health care negotiations issue, including the fact that VSBA filed an unfair labor practice claim against NEA. He asked whether email exchanges might be made public.

Richard Kehne reminded VSBA that they are to represent school boards and that they have thrown the Vermont school boards under the bus. He stated that VSBA is no longer representing us. He stated that it is clear based on actions from the past five years that we are not being represented fairly.

John Brabant asked that board members not rush to approving membership; take their time. He reminded board members that the testimony of the Vice President of VSBA made to the Department of Education does not support the towns of this supervisory union. He asked board members to watch the video of this testimony. He asked the board to consider becoming members of the Alliance for Vermont School Board Members, a newly formed organization.

Rubin Bennett shared his perspective. He asked that board members consider the ongoing supportive relationship that they have with VSBA and not take punitive action over a specific issue (for example, Act 46).

Scott Thompson stated that he is grateful that the board has the luxury of taking time to deliberate over this issue and take action based on thoughtful discussion. This will be revisited at a future meeting, or future meetings. He thanked VSBA members and advocates for attending.

Lindy Johnson shared an email she had received today from an East Montpelier community member, urging WSUUSD board members to maintain VSBA membership.

John Brabant asked this the content of the email be added to the public record.

Ellen Knoedler asked when the answers to the questions that were posed tonight will be shared. Superintendent Kimball suggested that the follow up questions be put in writing and provided to VSBA for written response to be shared.

4.2 Recommended Policies: Superintendent Kimball shared a table of policies, including some that need to be in place immediately to create student handbooks for the start of 2019-20 school year. Board members discussed the possibility of adopting a slate of policies to keep the schools running smoothly, keeping in mind that at the end of this school year, the board may revisit some of the policies.

4.3 Facilities Work for Summer and Going Forward: Superintendent Kimball had provided an overview of facilities work that is currently planned for the summer.

4.4 Retreat: Flor Diaz Smith reviewed some of the ideas that board members had created: to have short board meeting (retreat) in July, without administrators, to discuss board roles, and, further, in August, a larger retreat, including administrators, to discuss other topics related to school board effectiveness. Jonas Eno-Van Fleet stated that, as a new board member, he would appreciate an opportunity to meet and discuss in a more free-flowing dynamic. Dates were discussed: August 1st is a date that is likely to work for administrators and board members together. July 17th is another possible date, to include the new superintendent.

Flor Diaz Smith asked for input regarding content for these meetings. Board members would like Flor Diaz Smith, Scott Thompson, and Jonas Eno-VanFleet to prepare topics for content and provide to board members for feedback.

4.5 Meeting Protocols

4.5.1 Dates: July 17th, August 1st, and then first and third Wednesdays as agreed upon.

4.5.2 Sub-Committees: Scott Thompson suggested making this a retreat topic.

4.6 Communication for Budget & Amendments: Scott Thompson had shared a draft of information for communication. Board discussion followed. Flor Diaz Smith stated that she feels that we need to move forward in a short amount of time and would like to share information without it being inflammatory.

Lindy Johnson also stated that she feels some of the information in this draft document is inflammatory, and that she doesn't believe it should have been shared for public input at this point.

Richard Kehne stated that he does not believe the board should be hiding the facts around the budget and its tax implications, and that he warns the board that they are not starting on the right foot if they do not state the facts in this document, and in this process.

Dorothy Naylor stated that our taxpayers should know exactly what they are paying for - the whole picture - that the truth is worth telling, even if it is painful; for example, that these tax increases are likely to go on for many years for some towns.

Flor Diaz Smith reiterated that the verbiage in the draft document is inflammatory, not that she believes the facts should be omitted.

Jonas Eno-VanFleet asked community members whether they believe that the verbiage around amendments is controversial? Michael Duane stated that the ballot is confusing.

Scott Thompson asked whether board members would continue to work on this draft document, and provide an update as soon as possible (tomorrow?) They will.

4.6.1 Budget & Article Informational Public Hearing 6.18.19 and 6.24.19: Superintendent Kimball reviewed this document. John Brabant asked that the board consider Allen Gilbert's op-ed and be sure that the figures that are shared to support this budget are accurate. Scott Thompson will be available at the meetings to present and to answer questions. Lori Bibeau will be present as well.

4.7 Litigation: Michael Duane stated that we are still waiting for a decision from Judge Mello - he had indicated that a decision might be forthcoming June 12th (today)

about various issues related to Act 46. He believes that this case will ultimately be decided by the Vermont Supreme Court. He suggested that the board not take action on item 5.8: "Approve Debt Form;" to wait on that item to see what the court decides, as this directly relates to the current litigation underway.

Jonas Eno-Van Fleet asked for some clarification from Michael Duane around the action to approve debt form. Brief discussion followed.

5.0 Action Agenda

5.1 Approve First Reading of Recommended Policies: Dorothy Naylor moved to approve first reading of recommended policies as presented. Seconded by Marylyne Strachan. This motion carried unanimously.

5.2 Approve Required Policies: Chris McVeigh moved to amend Policy A-1 to strike sub-C, and to add that any procedures that are currently in existence be attached to the policies to which they apply. Steven Dellinger-Pate stated that procedures are shared in handbooks, but that if policy and procedures are published together, then any time a procedure is changed, it must be done by board action. Chris McVeigh stated that having policy and procedure published in two separate places is not user friendly.

After discussion, **Chris McVeigh amended his motion to require administration to provide procedure to a policy, along with the policy, whenever a policy issue has been raised. Seconded by Marylyne Strachan, this motion carried unanimously. (This is an amendment to Policy A-1).**

Jonas Eno-Van Fleet asked that procedures be linked to policies, for instance on the webpage and in parent handbooks, to make these documents more intuitive and user friendly.

Flor Diaz Smith moved to approve required policies as presented, and amended previously, for school year 2019-2020. Seconded by Dorothy Naylor. Discussion: Jonas Eno-Van Fleet asked whether this will be a yearly action. Answer - it is not expected to be needed yearly. **This motion carried unanimously.**

5.3 Authorize Superintendent to Award Fuel Oil, Propane, Woodchip, and Wood Pellet Bids: Superintendent Kimball reviewed these bids. Lindy Johnson moved to authorize the superintendent to award these bids, as presented. Seconded by Flor Diaz Smith, this motion carried unanimously.

5.4 Authorize Superintendent to Sign All Documents & Contracts on Behalf of WCUUSD: Superintendent Kimball shared that one of the results of an audit from the past was to recommend this action. Flor Diaz Smith moved to authorize the superintendent to sign all documents and contracts on behalf of WCUUSD. Seconded by George Gross, this motion carried unanimously.

5.5 Approve Blanket Authorization for Check Orders: Chris McVeigh moved to approve blanket authorization for check orders, as presented. Seconded by Jonas Eno-Van Fleet. Discussion: **Scott Thompson suggested the following amendment: " , except that VSBA dues may only be paid upon an affirmative vote of the board, warned for this purpose." Seconded by Dorothy Naylor.** Flor Diaz Smith asked for clarification around this practice. Lori Bibeau and Superintendent Kimball explained this annual practice, to pay bills in a timely manner. Jonas Eno-Van Fleet asked whether there are other vendors which are required to be specifically denoted, as suggested re: VSBA.

None were heard. A vote was called on this amendment. **This motion carried, with two votes of “nay.”**

A vote was called on the original, amended motion to approve blanket authorization for check orders. This motion carried unanimously.

5.6 Approve Revenue Anticipation Note: Lori Bibeau explained this board authorization. She asked board members to sign this document on the day after the budget vote (assuming it passes.) **Dorothy Naylor moved to approve the revenue anticipation note and investment bid, as detailed on pages 42 -44, including the verbiage “contingent upon successful voter approval of the budget.” Seconded by Flor Diaz Smith, this motion carried unanimously.** Board members signed these documents.

5.7 Award Investment Bid (please see above)

5.8 **Approve Debt Form:** Lori Bibeau shared that this is a practice that has gone on for years; the lending entities have indicated that this action must be taken by boards in order to support this standard practice. **Dorothy Naylor moved to table this until June 26, 2019. Seconded by Vera Frazier.** Discussion: Jonas Eno-Van Fleet asked for clarification - this means the board needs to schedule a meeting for June 26th, rather than holding the date in the case of the budget not passing.

Michael Duane suggested that the board contact other school districts that are in similar situations - what process have they used?

Superintendent Kimball stated that Lori Bibeau is meeting with other Business Managers tomorrow and intends to discuss this with others.

A vote was called. This motion carried unanimously.

5.9 **Approve Leave of Absence Request: Lindy Johnson moved to approve paternal leave of absence for Ted Nathanson. Seconded by Dorothy Naylor, this motion carried unanimously.**

6.0 Future Agenda Items: advisory boards/ committees

7.0 Reflection & Summary of Meeting – Next Steps for Board Members: Ellen Knoedler asked whether the upcoming votes in Calais and Middlesex around properties, will have any impact on action item 5.8? Superintendent Kimball said that they will not.

8.0 Adjournment: The board adjourned by consensus at 9:15 p.m.

Respectfully submitted,
Lisa Stoudt, Board Recording Secretary



Fwd: WCUUSD

1 message

Lindy Johnson <lindyjvt@gmail.com>
To: kmetivier@u32.org

Wed, Jun 12, 2019 at 7:38 PM

To be added to the record as requested by John Brabant. Bill suggested I send it to you.

Lindy

Begin forwarded message:

From: Flor Diaz Smith <diazsmith.flor@gmail.com>
Date: June 12, 2019 at 6:33:01 PM EDT
To: Lindy Johnson <lindyjvt@gmail.com>
Subject: Fwd: WCUUSD

----- Forwarded message -----

From: john pandolfo <john_pandolfo@yahoo.com>
Date: Wed, Jun 12, 2019 at 4:51 PM
Subject: WCUUSD
To: Flor Diaz Smith <diazsmith.flor@gmail.com>, Lindy Johnson <lindyj@hotmail.com>, Lindy Johnson <ljohnbce@u61.net>

Hi Flor and Lindy,

Hopefully I am misunderstanding, but it sounds like there may be a discussion of the WCUUSD Board tonight regarding whether to hold/maintain membership in the VSBA. If so, please share my input with all board members:

I absolutely urge the WCUUSD board to hold/maintain VSBA membership. As a resident of East Montpelier, and the Superintendent of a newly merging district, I would question why any thought would be given to not holding or maintaining VSBA membership. I can think of no valid reason. I would hope there is not a partisan/biased sentiment against VSBA related to any perceived position on Act 46. VSBA supports school boards, district and school administration, and schools systems in general, in many, many ways. This includes policy support and development (I believe many of the WCSU policies reflect the VSBA models), advocacy on many fronts, training and guidance, as well as in many other areas. WCSU has clearly benefitted from VSBA support in the past, and it would be shortsighted to give up that support. Our school systems, including our boards, benefit from unity!

Respectfully,
John Pandolfo

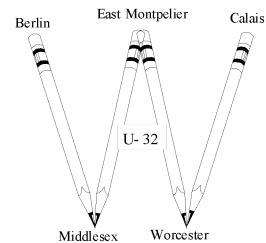
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diazsmithSTUDIO
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William Kimball
Superintendent



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

Washington Central Unified Union School District Board

Special Meeting

Unapproved Minutes

6.18.19 at 6:30 PM

U-32 Middle/High School Room 128/131

Present: Flor Diaz Smith, Lindy Johnson, Lori Bibeau, Scott Thompson, Allen Gilbert, Steven Dellinger-Pate, Richard Kehne, Dorothy Naylor, Jonathan Goddard, George Gross, Chris McVeigh, Rosemary Morse, Don Welch, Paul Cate, Sandal Cate, Peter Harvey, Lucy Wollaeger, David Lawrence, Virginia Burley, Leslie Matthews, Scott Bassage, Corinne Stridsberg

1.0 Receive Questions Regarding Fiscal Year 2019-2020 Budget and Proposed Amendments to Articles of Agreement

Scott Thompson shared a slide show to explain the budget development to date.

Sandal Cate asked whether the budget development process will be different next year. Will each town not have an opportunity to approve a budget that pertains to its own community? Scott Thompson indicated that it is unknown, but that he believes the budget development will start from the ground up, beginning at each school. He stated that his preference would be to be transparent about this process.

Richard Kehne stated that the argument is around equity, and he believes that we need to have accountability at a micro-level to establish trust.

Flor Diaz Smith stated that the budget development will begin in August as it always has.

Richard Kehne asked board members to not use the concept of “equity” to sell the budget, because he believes this is not an equitable scenario. He stated that if you strangle the taxpayers in a community, then you are strangling the children in the community.

Some discussion followed around assessment of costs.

Corinne Stridsberg asked whether close scrutiny has been given to the “administration” category in the pie chart of expense categories. Lori Bibeau explained that the agency of

education is going to provide specific guidelines for which positions fall under “administration” so that this can be shown more consistently.

Richard Kehne asked about the capital fund percentage. Discussion followed around this topic. Mr. Kehne stated that it is important to capitalize on the capital fund by generating income but have tight controls on how these monies are spent.

Discussion followed around creating a separate article for voters to consider regarding the capital fund.

Scott Thompson shared about the trend of declining enrollment in WCSU.

Allen Gilbert noted that one of the goals of Act 46 has been around equity for students. Now that we have equal access to funds for all students, will we see the same amount of equalized per pupil spending across the towns? Discussion followed around this topic.

The topic of debt was discussed.

Richard Kehne again noted that there is no equity in this scenario; that it is a travesty. Scott Bassage asked, how is it helping children when their parents are stressed by a huge tax increase?

Corinne Stridsberg stated that Act 46 was first touted as saving money. What is it that can be said to the community, a light at the end of the tunnel? about how Act 46 is going to benefit our students?

Board members discussed that in August, budget development will begin. Lindy Johnson reviewed that the Act 46 process has been ongoing for four years; it has not been a tight timeline in that respect. This happened in November, when the timeline was crunched; however, she reminded those present that over the past four years there has been a lot of public input.

Chris McVeigh stated that, while this discussion has gone on for four years, we were not grappling with the idea of one board, one budget; we were working hard toward an alternative structure. Now with the one board/ one budget, we are faced with the same amount of money but competing interests.

Richard Kehne spoke about our local representatives, who have not honored their promises that we would have flexibility in Act 46. He noted that they all voted in favor of Act 46 (except Anthony Polina). He reiterated that he does not intend to vote in favor of this budget, out of principle.

Flor Diaz Smith asked those present to consider honoring the work of the board members that they have elected.

Scott Thompson summarized by sharing contact numbers and online access for supporting documents. He reminded board members that the next budget and articles information meeting is on June 24th at 6:30. He stated his belief that, while he too has problems with

some of the equity issues that are discussed, he does not believe that this budget is the “battlefield” to choose to make the point.

Scott Thompson shared information about the articles of agreement and explained the meaning of each article. Sandal Cate stated that the way the articles are arranged on the ballot is very confusing.

Rosemary Morse asked why there is not a designation to comingle the budget ballots. She stated that, when/ if the budget is voted down, then it is known which towns voted against it. This can come back to the children; she noted that this had been an issue years ago with the U-32 budget; it is important to designate in the future to comingle the budget ballots.

Richard Kehne suggested that there be a simplified “cheat sheet” for each article so that people understand what they are voting for.

Corinne Stridsberg stated that absentee ballots are already coming in; any information that is going out about this vote should be going out before this weekend.

Allen Gilbert stated that the revenue raising aspect of the budget is very difficult to understand, and he suggested a better explanation for this at the Monday, June 24th informational meeting.

David Lawrence asked whether there is any provision as part of Act 46 which allows for evaluating the status, for example, in five years.

Richard Kehne stated that he believes the recourse at this point is in voting for legislators.

Peter Harvey stated that this meeting has been much more informative and engaging, because of the ongoing dialogue with the members of the audience.

Meeting ended at 7:50 p.m.

Respectfully submitted,
Lisa Stoudt

Need to Have - Not Already Sent to Board				
VSBA	Title	WCSU-Wide	Schools Only	
B20	Personnel Recruitment, Selection, Appointment & Background Cks	D1		
B22	Complaints About Personnel & Instructional Materials	D10		
C20	Student Conduct & Discipline	NONE	F1	
C21	Search & Seizure of Students by School Personnel		F3	U-32:Slightly more detailed than elementary
C22	Student Activities (Elementary)		F12	Berlin: Co-Curricular Athletics & Rec Program Calais: Has no policy Doty: None EMES: Co-Curricular Activities Rumney: None
C23	Student Clubs & Activities (Secondary)		F12 F12a F12b	U-32: Co-Curricular Equity & Access Physical Evaluations Team Placement & Try-Outs
C24	Interscholastic Sports		F12	Doty: Interscholastic Activities
C27	Student Self-Expression & Student Distribution of Literature	NONE	NONE	
C28	Transgender & Gender Nonconforming Students	NONE	NONE	*This was recently taken off VSBA Model website
C30	Student Medication		F6	All Elem: are the same U-32: More detailed (take off procedures)
C32	Eighteen Year-Old Students	NONE	NONE	
C34	Restraint & Seclusion	NONE	F1b	All Elem: None U-32:Safe Restraint is under the Student Conduct & Discipline Policy
D30	Field Trips		G3 G3 G3a G3b	All Elem: Same U-32: Includes International Info Berlin: Fundraising to Support Field Trips U-32:Field Trip Health
E32	Visits by Parents, Community Members or Media		H5	Berlin, Calais, Doty, EMES: none Rumney: Visitors to School U-32: Visits to School by Parents, Community Members, Media or Other
F32	School Crisis Prevention & Response/Procedures for Bomb Threats		E7 E7 E7a E7R	Berlin: Crisis Prevention & Response U-32: Bomb Scares Berlin: Emergency Evacuation EMES: Bomb Scares
	Need a workgroup to draft a common policy			
NO VSBA Model, but need to have ((Will need new Policy number w/in VSBA numbering system))				
	Fundraising & Sales to Students on School Property		E12	U-32 only
	Bus Discipline		F2	
	Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel		F4	U-32 only
	Student Exchanges		F29	U-32 only
	Foreign Exchange Students		F30	U-32 only
	Kindergarten Entrance Age		G13	Elem only
	The Role of Religion in Schools		H10	
	Memorial		H11	U-32 only

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **B20**

WARNED: **6/7/19**

ADOPTED:

EFFECTIVE: **7/1/19**

**PERSONNEL RECRUITMENT,
SELECTION, APPOINTMENT AND BACKGROUND CHECKS**

Policy

It is the policy of the Washington Central Unified Union School District to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of state law regarding the recruitment, selection and employment of school district employees and contractors.

Persons subject to criminal record checks and abuse registry checks under this policy include all those recommended for full-time, part-time or temporary employment in the school district, including student teachers, and those contractors and employees of contractors who may have unsupervised contact with students and are subject by law to criminal record and abuse registry checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The district shall ensure that adults employed in the schools maintained by the district receive orientation, information or instruction on the prevention, identification and reporting of child abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.

Definitions

1. The term "criminal record" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
2. The term "unsupervised" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).
3. The term "abuse registry" as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
4. The terms "employ" or "employment" as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary

employment in the school district, including student teachers and those contractors and employees of contractors who may have unsupervised contact with students.

Recruitment

1. The board is committed to securing the services of the best personnel available. Only individuals who meet applicable state licensing requirements will be employed.
2. The board seeks minority applicants in accordance with its policy pertaining to non-discrimination. The district will attempt to provide an educational experience enhanced by the professional contributions of representatives of different races, physical conditions, sexes, ethnic backgrounds and age groups.
3. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
4. Written or electronic applications will be required of candidates for employment. The application will include a statement to be signed by the candidate listing the dates, locations and dispositions of any convictions, including findings of guilt, pleas of nolo contendere or guilty, for criminal violations. The application will also include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired.

Selection

1. It is the policy of the board to select employees solely on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate. The superintendent shall require that all applicants, as a condition of employment consideration, cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. Applicants the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases and other information necessary to conduct criminal record background investigations. The costs of such checks will be borne by the (prospective employee) (the school district). All offers of employment will be conditioned upon completion of the background investigation and a finding that the information provided by the application during the pre-employment process was accurate, complete and truthful.
2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate he or she intends to appoint or is prepared to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges or sex offense convictions against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.

4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the Superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district or supervisory union.

Appointment

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.
2. Subject to any pre-employment screening processes approved by the board, the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
 - o notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
 - o ask the person subject to the check to indicate if his or her record should be maintained or destroyed after the retention period specified in the District's user agreement with VCIC.
5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete or untruthful.

Legal Reference(s): 16 V.S.A. §§251 et seq. (Criminal record checks)
16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)
Act 1 of 2009 (Adjourned Sess.)
Act 108 of 2010

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B22

WARNED: 6/7/19

ADOPTED: _____

EFFECTIVE: 7/1/19

PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy

It is the policy of the Washington Central Unified Union School District to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The district places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the principal for his or her review and decision. In the event the principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy.

Appeal to the Board

If the above steps do not resolve the concern of the complainant, he/she may request a session of the board for the purpose of reviewing the superintendent's decision. If the school board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

*Legal Reference(s): 16 V.S.A. §1752 (Suspension, dismissal)
1 V.S.A. §§310 et seq. (Open meetings)*

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C20

WARNED: 6/7/19

ADOPTED: _____

EFFECTIVE: 7/1/19

STUDENT CONDUCT AND DISCIPLINE

The Board of School Directors is committed to fostering healthy, safe places for children to learn and grow.

In the context of this purpose, discipline should be designed to help move a child from a dependency upon external controls for managing behavior to developing the internal controls necessary for managing one's own behavior.

Student Expectations: Students are expected to conduct themselves in a manner that is respectful of: others, property, and their own well-being. Students are expected to be responsible for attendance, work completion, and cooperation in the classroom and other school environments. Students are expected to follow the rules set forth in the family handbook and by the classroom teacher. Basic rules of student conduct will be stated in a family handbook and distributed to all families.

Responses to student misbehavior will be progressive in nature. When student misbehavior cannot be adequately addressed in the classroom, such options as time-out and planning room will be considered before school removal is contemplated (as delineated in articles 1 through 5).

The principal or his/her designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

When suspension or expulsion of students is deemed necessary, due process requirements will be followed. The term suspension means removal from school activities for a specified amount of time that is non-negotiable. Once the specified time has elapsed, the student will return to normal school activities, unless otherwise determined by the principal in consultation with the student's parent(s) and teacher(s).

1. **Emergency Removal:** A student who poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process of the school, shall be immediately removed from the school, or to a place within the school determined by the principal or his/her designee to be sufficiently secure to permit the academic process of the school to continue. The parent or guardian of a student who is to be removed from school will be notified by the principal, or his/her designee. If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day.

2. **In School Detention or Suspensions:** The principal or his/her designee may assign a student to in-school suspension for up to 10 consecutive days. The educational program of a student assigned to in-school suspension shall be continued to an extent determined to be feasible and appropriate by the principal. Students assigned to in-school detention shall be provided with a reasonable opportunity to complete academic assignments. The student and his/her parent or guardian must be given notice of the infraction, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent or guardian. If appropriate, the school may provide counseling or related activities designed to bring about an improvement in their behavior. The school will request a parent conference before reinstating the student to pre-suspension status.

3. **Suspensions for < Ten Days:** The principal may suspend a student from school for a period of 10 days or less for violations of school rules. Prior to such a suspension, the student and his/her parent or guardian shall be given an opportunity for an informal hearing with the principal or his/her designee. The student and his/her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent or guardian. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

4. **Suspensions for > Ten Days:** The principal may suspend a student for more than 10 days, but for a fixed period of time for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. Long-term suspension must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the board. The student and his/her parents must be notified in writing of the date, time, and place of the hearing and given an opportunity to present evidence, cross-examine witnesses, to be represented by counsel, and receive a written decision within 10 days of the hearing. The notice shall also include a statement of the rule infraction(s) alleged, the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

5. **Expulsion:** The superintendent or principal may recommend for expulsion any student whose misconduct makes the continued presence of the student harmful to the welfare of the school. A student may be expelled only after a majority vote of the board supporting the recommendation of the superintendent or principal, preceded by notice and a due process hearing conforming to the requirements set forth in paragraph 4 above.

6. A legal pupil who has a disability or suspected of having a disability that has yet to be diagnosed is subject to the due process protections outlined in Articles 1 through 13 of **Rule 4313: Discipline Procedures for Students Eligible for Special Education Services** of the Vermont Department of Education Special Education Regulations.

*Legal Reference(s): 16 V.S.A. §1161a, et seq.
Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973
Vt. State Board of Education Manual of Rules & Practices §4313*

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C21

WARNED: 6/7/19

ADOPTED: _____

EFFECTIVE: 7/1/19

**SEARCH & SEIZURE OF
STUDENTS BY SCHOOL PERSONNEL**

Policy

In order to provide a safe and orderly school environment, Washington Central Unified Union School District retains the right to examine all its property and to carry out searches or to seize property of students while on school property or at school related events under the guidelines provided in this policy.

I. SCOPE AND GENERAL POLICIES

- A. This policy applies to searches of students' persons, possessions, desks, lockers, and vehicles by school administration or teachers.
- B. Searches may be conducted only upon reasonable suspicion that the search will uncover evidence that a student has violated a school rule or policy, or has violated the law, including possession of contraband. Searches will be conducted within the law, will meet the requirements of the state and federal constitutions, and in the least invasive manner possible.
- C. Desks, lockers, textbooks, technological devices and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance, and emergencies. Pursuant to this policy, they may also be searched.
- D. If there is a clear and imminent danger to the health and safety of school individuals, or clear and imminent risk of danger to school property (such as a bomb scare), general searches of school property may be allowed under closely supervised conditions that respect individual rights.

II. DEFINITIONS

As used in this policy:

"Contraband" means weapons, drugs and other illegal substances, or other objects which are evidence of a violation of state or federal law or school policy.

"School property search" means the search of desks, lockers, textbooks and other materials or supplies loaned by the school to a student.

"Possessions search" means a search of the student's pockets, bags, purses and other movable possessions performed by requiring a student to empty those items.

"Vehicle search" means a search of a student's vehicle.

"Person search" means a search of a student's person and may require the student to loosen or remove clothing.

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

III. PUBLICATION

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

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C27

WARNED: 6/7/19

ADOPTED: _____

EFFECTIVE: 7/1/19

**STUDENT SELF-EXPRESSION
AND STUDENT DISTRIBUTION OF LITERATURE**

It is the policy of the Washington Central Unified Union School District to allow limited distribution of non-school sponsored literature on school grounds or at school events by students. Accordingly, the Superintendent/Principal may allow students to distribute these materials so long as they are in compliance with this policy.

Non-school sponsored literature means any printed, written, or electronic materials prepared by non-school organizations or individuals that are not made as a part of the curricular or approved extracurricular programs of the district. They include such things as fliers, invitations, announcements, pamphlets, posters, photographs, pictures, audio recordings, digital recordings, and electronic messages. Materials prepared under the supervision of school staff as part of classroom instruction or classroom activities are not restricted by this policy.

Distribution means circulating non-school sponsored literature in ways that include: handing to others on school property or during school-sponsored events; posting on school property such as walls, bulletin boards, and district web-sites; placing upon desks, tables, on or in lockers; or making available in principal's office.

This policy prohibits the distribution of literature that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;ⁱ
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugsⁱⁱ;
- D. Incites violence;
- E. Interferes with or advocates interference with the orderly operation of the schools;ⁱⁱⁱ
- F. Primarily seeks to advertise for sale products or services;^{iv} or
- G. Has fundraising as its primary purpose.^v

When a student wishes to distribute copies of non-school sponsored literature, the materials must include the name of the person or organization sponsoring the literature, and shall be submitted to the superintendent/principal to review ahead of time in order to confirm that the literature does not fall in one of the prohibited categories listed above.

The superintendent/principal does not need to review the literature ahead of time when the materials will be distributed by a student to other attendees of a student group meeting at school during non-instructional time. However, even in these cases, students must ensure that the materials do not fall into one of the prohibited categories.

The superintendent/principal may place reasonable time, place,^{vi} and manner^{vii} restrictions on the distribution of non-school sponsored literature. However, the administrator cannot use these restrictions or others to discriminate as to the point of view reflected in the materials.^{viii}

Student Self-Expression

Students have a right to express themselves on school property and at school functions through speech or expressive actions, provided they do not materially and substantially interfere with the orderly operation of the school and the rights of others.

This policy prohibits student self-expression that:

- A. Is obscene, vulgar, or profane, or harms the reputation of others;
- B. Violates federal, state or local laws;
- C. Advocates the use or availability of tobacco, alcohol or illegal drugs;
- D. Incites violence; or
- E. Interferes with or advocates interference with the orderly operation of the schools.

The situation in which students express themselves may affect the amount of freedom they are given in their speech. If the speech is part of a school-sponsored publication, when a reasonable person would think that the speech is endorsed by the school district, the school district may exercise more control. School district representatives may have editorial control over the style and content of student speech in school-sponsored activities, such as class work or a school newspaper, so long as their edits are reasonably related to legitimate school-related concerns.^{ix}

ⁱ *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986) (student may be disciplined for giving speech at school assembly that contained sexual innuendos and vulgar language). T-shirt that impugned character of sitting U.S. president was not vulgar or offensive within meaning of *Fraser* according to Second Circuit Court of Appeals. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

ⁱⁱ *Morse v. Frederick*, 551 U.S. 393 (2007) (school officials may prohibit speech that they reasonably believe advocates illegal drug use, so long as the speech cannot be interpreted as commenting on any political or social issue). Student had First Amendment right to wear T-shirt that criticized President Bush by depicting him as a drug and alcohol user and a “chicken-hawk” because it did not advocate use of drugs. *Guiles v. Marineau*, 461 F.3d 320 (2d Cir. 2006).

ⁱⁱⁱ The standard for evaluating the reasonableness of controls on student self-expression and student speech is whether or not the speech substantially or materially disrupts school activity, or could reasonably be forecast to cause such disruption. *Tinker v. Des Moines Indep. Community Sch. Dist.*, 393 U.S. 503 (1979) (students protesting Vietnam War entitled to wear black armbands).

^{iv} As indicated here, a district could choose to prohibit all distribution of literature that promotes the sale of products or services. As with all viewpoint neutral prohibitions, care must be taken that the prohibition is evenly enforced without exceptions. If a district wishes to allow distribution of materials supporting some commercial activity but not others, it must make the distinction based on criteria that are objective and viewpoint neutral.

^v A common question may be whether students selling items to raise money for parent-teacher organizations is permitted. If such organizations are clearly delineated (either in this policy or elsewhere) as school-sponsored groups and their literature is delineated as school-sponsored literature, then distribution of their fundraising materials would not be restricted by this policy.

^{vi} Examples of a “place” restriction might be that literature be posted only on bulletin boards and not on windows, or that it be made available on a specified table in the principal’s office. The district must bear in mind that the restrictions must be aimed at preventing disruption to student learning.

^{vii} A “manner” restriction might specify whether or not persons distributing the material may stand at the main entrance to the building, or might limit the number of copies of a pamphlet that may be distributed.

⁷ The basic principle in evaluating the constitutionality of restrictions on distribution of materials in a limited public form is that the restrictions may not be based on the viewpoint of the materials or the one distributing them. *Lamb’s Chapel v. Center Moriches Union Free School Dist.*, 508 U.S. 384 (1993); *Rosenberger v. Univ. of Virginia*, 515 U.S. 819 (1995); *Good News Club v. Milford Central Schools*, 533 U.S. 98 (2001).

^{ix} *Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 273 (1988) (school officials may exercise editorial control over school newspaper); *Peck v. Baldwinville Central Sch. Dist.*, 426 F.3d 617 (2d Cir. 2005) (teacher may censor elementary school student’s poster expressing religious views when it did not meet pedagogical requirements of class assignment).

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C30

WARNED: 6/1/19

ADOPTED: _____

EFFECTIVE: 7/1/19

STUDENT MEDICATION

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

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C32

WARNED: 6/1/19

ADOPTED: _____

EFFECTIVE: 7/1/19

EIGHTEEN YEAR-OLD STUDENTS

Policy

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

Permission

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

Communications with Parents/Guardians

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

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

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

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

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

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C34

WARNED: 6/1/19

ADOPTED: _____

EFFECTIVE: 7/1/19

USE OF RESTRAINT AND SECLUSION

Section 1. Statement of Purpose

1.1 It is the policy of this unified union school district that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district of appropriate interventions by district staff.

Section 2. Definitions. The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

2.3 **Functional Behavioral Assessment** means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 **Mechanical Restraint** means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
- c. Vehicle safety restraints including a seat belt or harness used for balance or

- safety on a car or bus; or
- d. Seat belts in wheelchairs or on toilets.

2.5 Parent means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

2.6 Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

2.7 Physical Restraint means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

2.8 Positive Behavioral Interventions and Supports means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

2.9 Prone Physical Restraint means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

2.10 School means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

2.11 School Personnel means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

2.12. Seclusion means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 **Substantial Risk** means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 **Supine Physical Restraint** means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a school as defined in paragraph 10.

Section 3. Policy

3.1 The superintendent or his or her designee shall develop administrative procedures to ensure district compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.¹

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.²

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.³

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.⁴

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.⁵

3.7 Processes to ensure that each school in the district maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.⁶

3.8 Procedures to ensure that each school in the district implements follow-up procedures that are consistent with the requirements of State Board of Education rules.⁷

¹ See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

² See SBE Rule 4501.2.

³ See SBE Rule 4502.

⁴ See SBE Rules 4502.3 and 4502.4.

⁵ See SBE Rule 4503.

⁶ See SBE Rule 4504.

⁷ See SBE Rule 4505.

3.9 Annual notification procedures to ensure that each school in the district informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.⁸

3.10 Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the Board in Policy B22.⁹

Section 4. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless he or she submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.¹⁰

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school district/supervisory union policies or procedures.¹¹

⁸ See SBE Rule 4506.

⁹ See SBE Rule 4507

¹⁰ See SBE Rule 4509, 4510.

¹¹ 16 V.S.A. 563

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C45

WARNED: 6/1/19

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EFFECTIVE: 7/1/19

BUS DISCIPLINE

Student Expectations: Students are expected to conduct themselves in a manner that is respectful of others, property, and their own well-being. Students are expected to follow the rules set forth in the family handbook and by the bus driver, which will be distributed to all families.

Students are responsible for their own behavior. The driver is responsible for monitoring behavior. Unmanageable behavior will be reported to the school principal. Parents will be notified by the principal or by his or her designee.

School discipline policies and procedures will be followed. Riding the bus is a privilege and not a right. Under certain circumstances, that privilege could be taken away.

In the event a student is denied transportation privileges for a period of time, parents will be given notice by letter as well as by direct verbal contact when possible. The driver in consultation with the principal or designee may remove a student from the bus when that student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver. The student's health and safety will be taken into consideration in such instances.

Student behavior may be monitored by video cameras and other monitoring procedures at the discretion of the Board. Students' rights of access as stated in Federal Law (IDEA 504 and American Disabilities) will be adhered to.

Bus discipline removal procedures will follow state and Federal regulations and due process procedures.

Legal Reference(s): 16 V.S.A. §§1221

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C46

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EFFECTIVE: 7/1/19

**INTERROGATION OR SEARCHES OF
STUDENTS BY LAW ENFORCEMENT OR OTHER NON-SCHOOL PERSONNEL**

The purpose of this policy is to establish guidelines pertaining to interrogation of students on school grounds or at school-sponsored activities. Students may not be interrogated by law enforcement or other non-school government officials unless there is a legal basis to do so, including evidence of abuse or neglect or an imminent health or safety threat.

1. A student in school may not be interrogated by any non-school authority without the knowledge of the school principal or his or her designee, and knowledge and permission of parent or guardian, unless the interview or interrogation is part of a child abuse or neglect investigation conducted by the department of social and rehabilitation services in accordance with Chapter 49 of Title 33 of the Vermont Statutes Annotated.
2. Any interrogation by non-school personnel must be conducted in private with the principal or his or her designee present.
3. A student may not be released to the custody of persons other than a parent or legal guardian, unless placed under arrest by legal authority or otherwise taken by legal authority exercised by child protective services.
4. If a student is removed from the school by legal authority, the student's parent(s) or guardian(s) shall be notified of this action by school officials as soon as possible.
5. No questioning by non-school personnel of a student under the age of eighteen who may be accused of an offense shall occur unless the parent(s) or guardian(s) have been notified and have been given the opportunity to be present at the time of the questioning. Questioning may, however, take place without notification of parents if such questioning is required due to an emergency or urgent potential danger to life, or property, as determined by the Principal, and reasonable efforts to notify the student's parents are unsuccessful.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C47

WARNED: 6/1/19

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EFFECTIVE: 7/1/19

STUDENT EXCHANGES

Exchanges of students between school districts can provide educational and personal benefits for the students involved. In many cases, such exchanges also benefit the school as a whole, as the participants make valuable contributions to the schools they attend.

In the acceptance of foreign or domestic exchange students, Washington Central Unified Union School District students and staff find unique opportunities to learn and understand people and cultures different from their own.

WCUUSD encourages such exchange programs and similarly encourages the providing of programs which allow WCUUSD students an opportunity to travel, live, and study in other cultural settings.

PROCEDURES

Area Schools Student Exchanges

The principal is authorized to approve one-for-one exchanges of WCUUSD resident students with students who reside in other school districts providing that the principal of the non-resident's school has similarly approved the proposed exchange. In approving such proposed exchanges, the principal shall follow the procedures as listed below:

1. Only one-for-one exchanges may be made. For every non-resident student accepted under this program a resident student must be accepted at the school that the non-resident students would have otherwise attended.
2. An application for an exchange must be made in writing to the Principal of the receiving school with a copy to the Principal of the sending school.
3. Applications must be made annually. Number of years in the program will be considered in determining priority for renewal. Renewal requests must be received on or before May 1st prior to the year of the requested attendance. Renewal applications received after May 1st will be treated on the same basis as new requests.
4. All new requests will be considered according to the order in which they are received.
5. Special education students will be considered only if the proposed exchange is approved by the student's I.E.P. team and the receiving school determines that the student's special needs can be met without added burden of cost or resources to the school system.
6. Students will not be accepted who have a history of behavior or attendance problems unless it is mutually agreed by the two principals that the change in schools shows genuine promise of correcting the problem(s).

7. Transportation of the student will be the sole responsibility of the parent or guardian.
8. Students accepted under this exchange program will be entered on the school register as tuition non-resident students (for whom tuition payment is waived by the Board) thereby making them eligible to represent WCUUSD on all activities under the sponsorship of the Vermont Headmasters' Association.
9. No students will be approved for exchange after September 30 each year unless the circumstances are extenuating and beyond the control of the student.
10. Once a student has been notified of acceptance, his/her place is assured for the forthcoming school year.

Foreign and Domestic Exchange Programs

Application from a student applying for admission to WCUUSD under the sponsorship of an approved foreign or domestic exchange program will be screened by the principal to determine whether all of the below listed guidelines have been met and/or agreed to by all parties. Upon completion of said screening, the principal shall make a recommendation to the superintendent regarding the acceptance of the student. The superintendent shall in turn inform the Board of accepted students.

1. The student must be sponsored by a recognized and approved (as per the Vermont Headmasters' Association) agency or organization whose prime purpose is to provide pupil exchange programs
2. The student must have approved arrangements to reside with a family living within the school district.
3. The student must demonstrate a level or proficiency in written and spoken English sufficient to enable him/her to benefit from the academic program of the school without undue hardship to the instructors and other students.
4. The student will not be granted a U-32 High School diploma although the student, if a senior, will be allowed to participate in the graduation exercises and may be granted an honorary diploma at the discretion of the principal.
5. The students will not receive an official transcript or be granted any academic credit from a WCUUSD school, although, at the student's request, the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at WCUUSD school will be solely at the discretion of the student's home school.
6. The student will not be enrolled in driver education.

Exception

Students who do not meet all of the stated conditions, but who are worthy of special consideration in the judgment of the principal, may be granted admission by the Board upon the recommendation of the principal.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C48

WARNED: 6/1/19

ADOPTED: _____

EFFECTIVE: 7/1/19

FOREIGN EXCHANGE STUDENTS

Washington Central Unified Union School District encourages the presence of foreign exchange students in the school as a means to foster the understanding of different world cultures.

Once enrolled, if an exchange student's proficiency is found to be insufficient to succeed in regular instructional programs without special professional assistance, the sponsor or exchange organization must assume all financial responsibility for any educational support deemed necessary by the school. The sponsor or exchange organization also assumes all financial responsibility for a student's withdrawal from school, for any reason.

WCUUSD will allow up to three foreign students per academic year to attend the school under the following criteria:

- Participants must be sponsored by agencies recognized and approved by CSIET (Counsel on Standards on International Educational Travel)
- Students must reside for the entire term of enrollment with at least one adult whose legal residence is within the school district.
- Students will be admitted to WCUUSD based on the first three legal district residents who submit a tuition waiver.
- Students must not have graduated from high school or its equivalent.
- Students will only be accepted under full-time academic status.
- Students must have sufficient knowledge of the English language to enable effective oral and written communication and the use of instruction materials printed in English.
- Students must be able to function in the regular educational program at school without special professional assistance.

Any person(s) wishing to sponsor and enroll a foreign exchange student in WCUUSD will be subject to the following guidelines:

- The WCUUSD Board of Directors will review all requests by the Guidance Department for placement of foreign exchange students no later than the second regular board meeting in August for placement in the upcoming academic year.
- To enhance cultural diversity, WCUUSD will generally not accept more than one exchange student from the same foreign country in the same academic year. Exceptions may be allowed if all slots are not filled.
- Sponsoring organizations must give assurances at least two weeks prior to the start of the academic year that an exchange student will be placed with a WCUUSD host family.

Exchange students will generally be treated as all other students enrolled in WCUUSD:

- They will be expected to follow all policies and procedures of the school and will be subject to the same disciplinary action as all other students for any infraction of those policies and procedures.
- They must meet all academic standards to maintain full-time student status.
- They and their host family are subject to all fees including but not limited to:
 - a) School meals.
 - b) Curricular and co-curricular materials, books, and equipment not regularly provided by the school.
 - c) All activity fees.
 - d) All cost related to lost or damaged school property while in their possession.

Certain exceptions, however, apply to exchange students:

- They will not be granted a U-32 High School diploma, although the student, if a senior, will be allowed to participate in graduation exercises and may be granted an honorary diploma at the discretion of the principal.
- They will not receive an official transcript or be granted any academic credit from WCUUSD, although, at the student's request, the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at WCUUSD will be solely at the discretion of the student's home school.
- They will not be enrolled in driver's education.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C49

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KINDERGARTEN ENTRANCE AGE

The Washington Central Unified Union School District recognizes that a successful beginning school experience fosters good self –concept and positive attitude toward school. Research has shown that children who are fully five when they enter kindergarten are more likely to be physically, emotionally, socially, and intellectually ready for that school experience. The intent of setting the standard age of admission into the kindergarten program at five years of age on or before September 1 of a given year is to help ensure the success of children through the advantage of maturity.

Children who are 5 years of age on or before September 1 are eligible for enrollment in kindergarten. Children whose birthdays are between September 1 and September 30 will be considered for enrollment in kindergarten upon written parental request to the principal. Readiness for, and enrollment in kindergarten for these children will be determined by procedures set by the administration. The procedures will include input from the parent, teachers, principal and others as appropriate. If consensus cannot be reached the principal will make the final decision.

ROLE OF RELIGION IN THE SCHOOLS

The primary mission of the public school is education. The proper role of religion in the public school lies in its academic value and not in the appropriation or endorsement of any particular religion or belief system, nor of religion over non-religion. By “academic value” is meant the meaning of religious systems and the role they have played in the development of human history and culture.

This policy reserves the school’s role of deepening understanding of humanity as a whole, while preserving the family’s role of guiding children in a particular belief system if it chooses to do so. This policy also safeguards the function of school as a meeting place for children and families of different backgrounds and beliefs. The application of this policy will enhance our understanding of and respect for differences in religious beliefs and practices, and deepen our understanding of our common humanity. In furtherance of this policy:

1. All engagement with religion, whether in the form of teaching about a religious holiday, the role of religion in history, school programs, or the academic study of religion itself, must be done solely with education and understanding as its goal.
2. Curriculum planning should include the study of religion, where appropriate, as an important part of a complete education, which can enhance student understanding and appreciation of diverse religious beliefs and practices.
3. Our schools will be sensitive, respectful and responsive to the experiences of diverse religious cultures and traditions.
4. Staff will be provided information, guidance and specific advice regarding the implementation of this policy and the current rulings regarding secularism and/or the role of religion in schools.

Considerations

What not to do

- Schedule important school events, (i.e. – open house) on significant holidays of community religious groups, (i.e. Yom Kippur, Good Friday).
- Recognize holidays in an overly religious way;
- Celebrate holidays that are purely religious in nature, as opposed to holidays that combine religious and secular traditions;
- Teach religious values in holiday activities;
- Hold holiday activities that rise to the level of religious practice;
- Require students to participate in activities related to a religious holiday;

- Impose rigid attendance policies that have the effect of penalizing students who are absent from school for religious holidays;
- Set up permanent religious displays; or
- Hold a holiday music program that includes only religious music.

What schools may do

- Schedule school breaks to coincide with religious holidays;
- Acknowledge religious holidays, as long as activities emphasize secular instruction about religious traditions; and as long as activities include diverse religious traditions;
- Hold programs that include religious themes, as long as the programs emphasize cultural, rather than spiritual, aspects; and as long as they reflect the diversity of religions and/or traditions;
- Perform religious music as part of a program that includes secular music or music from a variety of religious traditions;
- Set up temporary displays about religious holidays, as long as the displays acknowledge the diversity of traditions and are used to teach about the holidays;
- Hold a performance that features music related to religious holidays, such as Christmas carols and secular seasonal songs, as long as the concert isn't dominated by religious music; and as long as the concert reflects the diversity of the community.
- Hold activities related to religious holidays even if somebody might be offended. As with other curriculum controversies, mere exposure to ideas that may be objectionable to some people does not create a reason for elimination, and schools cannot effectively teach if they are forced to avoid anything controversial.

Tips for Planning Activities

Teachers planning such activities are encouraged to answer the following questions:

Is this activity designed to, or might it have the effect of, either promoting or inhibiting a particular religion or religion in general?

How does this activity serve the academic goals of the course or the educational mission of the school?

Will any student or parent be made to feel like an outsider, not a full member of the community, by this activity or the way it is being taught or presented?

Do I include activities to teach about diverse religious holidays at various times of the year?

Am I prepared to teach about the religious meaning of this holiday in a way that enriches students' understanding of religion, history or cultures?

When I display student work that contains religious symbols, signs or content, do I include an explanation of how this work connects with current studies? Which Vermont Standard, Vital Result or Learning Opportunity is addressed by this activity?

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: E46

WARNED: 6/1/19

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EFFECTIVE: 7/1/19

MEMORIALS

Philosophy

The Washington Central Unified Union School District Board of Directors recognizes that the death of a student or staff member is a traumatic event, and that memorial activities, ceremonies, and monuments serve an important function in the healing process. The Board of Directors also recognizes that there are many variables that can lead to inequities in the type and placement of memorials, including family resources, variations in cultural views and customs, circumstances of death, length of attendance, and the popularity of the deceased.

For these reasons and others, the Board of Directors believes that there should be a common space designated in the school or on the school grounds where students or staff who die while enrolled or working at the school can be honored.

Policy

It is the policy of the WCUUSD that deceased students or staff will be remembered within a common memorial location, and that no independent or individual memorials will be erected or placed on the school campus.

Temporary tributes, such as flowers, photographs, and similar memorabilia will be limited to a reasonable period of time as determined by the administration. After this period, all items will be removed.

Procedure

The Board of Directors will charge the administration with developing a common memorial, to be approved by the Board at a public meeting. Each deceased person will be allotted the same amount of space within the common memorial. Individual designs and materials may differ, but must be made of durable materials. All content, including graphics and text, are subject to approval by the administration.

The cost of creating and maintaining the common memorial will be borne by the school. Individualized commemorations within the common memorial will be created and paid for by the friends and family of the deceased. If there is no one willing or able to provide an individual commemoration, a standard remembrance will be provided by the school.

Existing memorials will be grandfathered for a period of 12 months from the date of adoption of this policy, or for the period previously agreed to when the memorials were erected, but in no case longer than 24 months. The administration will contact the owners or family members for each memorial on school grounds as of the date of this policy, and inform them of these removal provisions. Memorials not removed by the applicable dates will be placed in storage for a period of six months. Memorials not claimed after six months will be disposed of.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: F45

WARNED: 6/1/19

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**FUNDRAISING & SALES TO
STUDENTS ON SCHOOL PROPERTY**

PURPOSE

The Washington Central Unified Union School District board of directors recognizes that some individuals or groups in the WCUUSD community may wish to raise funds for the purpose of financing additional educational opportunities for students that are outside the regular budgeted curricular and co-curricular programs of the school. Additionally, the board recognizes that funds or other resources may need to be raised on behalf of organizations or individuals with acute needs that are part of our community and/or part of our citizenship responsibility. "Fund-raising" for the purpose of this policy includes fund-raising drives for cash donations from individuals, businesses, and other groups; sales of school-related items, food, apparel, or other household items; raffles; and donations for goods and/or services. The school board recognizes that fundraising may benefit students' overall experiences as a supplement to taxpayer funding for curricular and co-curricular activities. The school board also recognizes that fund-raising activities can be an important learning experience for students, in part through encouraging the development of business skills, honest dealing, and personal, as well as group, goal attainment. Nevertheless the school board intends to limit fund-raising and establish controls over the fund-raising that does occur.

I. SCOPE OF POLICY

A. This policy applies to:

1. All fundraising activities conducted at WCUUSD schools, represented as sponsored by WCUUSD schools, or intended to support curricular or co-curricular activities at the school. This includes fundraising efforts by the booster club, class trips, athletic teams and clubs, and any other groups and individuals at WCUUSD schools.
2. On-campus sales and fund-raising activity occurring on school grounds, whether for student projects, school programs, commercial, or other purposes (charitable causes).

B. This policy does not apply to:

1. General admission to school-sponsored activities such as athletic and drama events and student dances.

2. Sales related to student programs that are managed by the administration, which include but are not limited to the lunch program, yearbook sales, graduation supplies, student supplies in classrooms, or the formation of a school store.

II. AUTHORIZATION FOR FUNDRAISING

- A. Fundraising activities and use of WCUUSD school names or logos require advance approval of the principal, or designee.
- B. The principal shall establish the procedure for application, management, and reporting for all fund-raising efforts at WCUUSD schools.
- C. The principal, or designee, in consultation with the school board has the authority to limit the number of fund appeals during a school year, so that the community is not overburdened by excessive requests for funding support from WCUUSD.
- D. The principal, or designee, has the authority to use discretion in approving methods and timing of fund-raising in a manner that will avoid potential confusion because of duplication or multiple efforts by fund-raising groups.

III. THE FOLLOWING CONDITIONS APPLY TO FUNDRAISING:

- A. All funds raised on behalf of WCUUSD schools become the property of the school and must support the educational mission of the school. Any unused funds remain the property of the school and will be used in succeeding years in a manner consistent with the spirit of the original effort as much as is reasonably possible. Items purchased with funds raised under this policy become and remain the property of the school as public property. Individuals who raised the funds have no special claim to the administration of leftover funds or priority claim as to the use of any school property acquired from fund-raising.
- B. Fundraising must be conducted in a manner that strengthens student learning of valued behaviors, such as honest dealings, business accountability, and compliance with the mission that was originally established for the need or desire to raise funds.
- C. Student time at school is valuable, and time spent on fundraising should not detract in any significant way from students' academic school day or co-curricular activities after school.
- D. Persons proposing or promoting any type of fundraising shall disclose to the principal any financial or other tangible benefit of any type that they may derive from the activity. Additionally, any significant costs relating to the fundraising will be disclosed.
- E. Proceeds of any fundraising efforts on behalf of the school shall be submitted to the treasurer of the student activities account, who shall be accountable to the organization, as well as the principal or designee, for the funds.
- F. Fund-raising at WCUUSD schools must be for group benefit only. Fund-raising solely for the benefit of an individual is prohibited with the following exceptions: an individual happens to be the

only remaining member of a team or group program that has been qualified by the governing body of that activity to continue participating in a competition or performance at a higher level than the rest of the team or group; funds are being raised to support the 8th grade Washington, D.C. trip: or funds are being raised for an individual with acute needs.

G. Fund-raising incentives or prizes offered by professional fund-raising companies to individual students are prohibited.

H. Donations of equipment, supplies, uniforms, or services by anyone or any entity in return for promotional recognition are prohibited unless approved in advance by the school board.

I. All fund-raising efforts must have a staff or administrative sponsor from the application process to the final reporting. This sponsor is responsible and accountable for supervising the fund-raising group's compliance with this policy.

J. Coin drops that impede public traffic are strictly prohibited.

K. Employees or others requesting donations from general fund-raising organizations such as the Booster Club must have their request approved by the principal or designee prior to submitting that request to any school-affiliated fund-raising organization.

L. Employees may fundraise from other employees or adults for gifts or charitable causes if approved by the administration.

IV. SALES TO STUDENTS

A. No person, outside the school community, shall sell or attempt to sell anything to a student on school premises without advance approval of the principal, or designee.

B. The principal, or designee, is authorized to approve vendors to sell on school grounds school logo apparel or other items, student photographs, and traditional graduation materials.

C. Transactions related to authorized sales to students are not to occur during classroom time. Such transactions may occur only during students' free time, TA, before school, or after school.

D. The school is not responsible for casual sales of personal property between students, or between students and school employees, on school premises.

E. All other sales of products by outside vendors to students require the approval of the school board.