

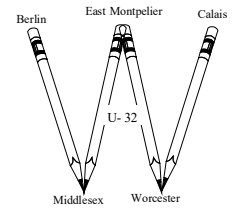
# Washington Central Unified Union School District

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

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



**WCUUSD Policy Committee  
Meeting Agenda  
12.14.22 4:45-6:45 PM  
Central Office, 1130 Gallison Hill Rd. Montpelier  
Via Video Conference**

**Virtual Meeting Information**

**<https://tinyurl.com/5n6fczz4>**

**Meeting ID: 812 0833 4894**

**Password: 184628**

**Dial by Your Location: 1-929-205-6099**

1. Call To Order
2. Approve Minutes of 11.15.22 – pg. 2
3. Review Policies (Discussion/Action)
  - 3.1. District Equity Policy – pg. 7
  - 3.2. C13 Homeless Policy - pg. 17
  - 3.3. C5 Weapons & Firearms - pg. 20
  - 3.4. Board Conflict of Interest - pg. 23
  - 3.5. Building Use Policy - pg. 27
  - 3.6. Drug & Alcohol Policy
4. Future Agenda Items
  - 4.1. Humanity and Justice Statement
5. Adjourn

# Washington Central Unified Union School District

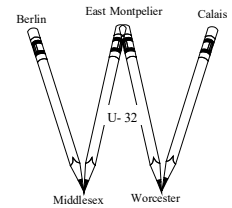
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Meagan Roy, Ed.D.  
Superintendent



**WCUUSD Policy Committee  
Meeting Minutes Unapproved  
11.15.22 8:30-10:30 AM  
Central Office, 1130 Gallison Hill Rd. Montpelier  
Via Video Conference**

**Present:** Superintendent Meagan Roy, Amy Molina, Chris McVeigh, Michelle Ksepka, Natasha Eckart Baning, Cat Fair

- 1. Call to Order:** Chris McVeigh called the meeting to order at 8:33 a.m.
- 2. Approve Minutes of 10.12.22:** Natasha Eckart Baning moved to approve the minutes of October 12, 2022. Seconded by Chris McVeigh, this motion carried unanimously. No changes to the agenda were noted. Superintendent Roy suggested that we review the work plan and consider policies associated with physical security (e.g. cameras in buildings.)
- 3. Review Policies**
  - 3.1. F2: Non- Discriminatory Mascots & Branding:** The committee reviewed the model policy from VSBA. Chris McVeigh suggested incorporating a process for review or a timeline for review for this policy. Superintendent Roy indicated that she would support reviewing the policy before the end of the school year. Some discussion followed about the language in this model policy; question about procedure within the policy. Chris McVeigh suggested “tightening the language” around the “Complaints” portion in the policy. Amy Molina stated that she does not believe we have a mascot currently that would fit into the concerns within this policy; she wonders whether we are spending a lot of time and energy on crafting a policy around something that does not apply? Chris McVeigh stated that he thinks it is important to adopt a policy with some clarity, rather than “backfilling” should issues come up in the future. Discussion around the language “the board *shall* hear the complaint...” Natasha Eckart Baning stated that the timeframe within complaint is vague in the language of the draft policy; she would like to flesh out the timeframe between having a hearing and rendering a decision. Amy Molina wonders if the timeline is extended to allow for community forums, legal input, etc. Superintendent Roy suggested, in terms of the timeline, she feels that 30 days is a reasonable compromise for the board to schedule a hearing, logistically - based on experience, it can be challenging to schedule a board meeting for hearings.

Natasha Eckart Banning stated that there is a process/ procedure in place, for example, around the topic of “flags.” She wonders if it would make sense to create a similar process/ procedure for this topic. Chris McVeigh suggested scheduling the hearing at the time of the next regularly scheduled board meeting. Some discussion followed around whether it is necessary to have a timeframe for when the board has a hearing - i.e. the timeline can indicate when the board renders a decision, but not the hearing. Superintendent Roy suggested that “within 30 days” seems like a practical time frame for the board to hold a hearing; then denote a timeframe for the board to render a decision after the hearing. She noted that the board typically comes to a decision at the hearing. Chris McVeigh asked whether the committee would like to bring it to the board as a whole to discuss the time frame questions, both around when to hold a hearing and when to render a decision. Michelle Kssepka noted that this policy is included in the board packet and on the agenda for the next board meeting. The committee agreed to bring this to the board later this week for discussion around these issues.

- 3.2. **C13: Students Who Are Homeless:** Superintendent Roy noted that this is an update to VSBA’s required policy; the updates reflect McKinney Vento. She noted that the law is fairly straightforward. Chris McVeigh suggested designating the liaison and the contact information for the liaison; Superintendent Roy indicated that the liaison is Kerra Holden, which is typical (the Director of Student Services designated as liaison). Superintendent Roy stated that another piece of the work plan is to create a time frame for reports to the board around some of these policies. She will include a report to the board in the December Superintendent written report.
- 3.3. **C5: Weapons and Firearms:** Chris McVeigh thanked Amy Molina for working on this first draft. Chris McVeigh had written some notes on the draft policy; he reviewed the notes with the committee for their consideration and discussion.  
Some discussion around differentiating between “firearms” and others. Amy Molina indicated that regardless of whether it is, e.g. a gun or a grenade, that is the level at which an expulsion hearing is implemented. “Destructive device” will be included in the language of the policy, along with “firearm.” Dangerous weapon: Swiss army knife blade falls under this category according to the length in the policy. Some discussion followed around whether this should be included in “non-dangerous weapon” or “dangerous weapon.” Superintendent Roy indicated that this policy would allow discretion from the administration, and that maybe the length of the weapon is not necessarily an indicator. Amy Molina stated that kids shouldn’t have knives at all, but the discretion from the administration should be how long was the blade, what type of weapon, what was the intention, etc. There was some discussion to end the sentence after “folding knife” and eliminate verbiage around the length of the knife. Chris McVeigh asked, do we mean to allow for discretion for anything that is not considered a destructive device? The discretion is around determining whether the item is a “dangerous weapon.” Chris McVeigh indicated that this is a significant departure from what we have had; do we want to include language in the policy to indicate this? Superintendent Roy stated that she feels this is made clear in the definitions. Natasha Eckart Banning stated that she believes this is a good direction for this policy. She feels

that adding more language will make it more confusing. She suggested having someone read it without the context of this committee discussion to see if the intent is clear. Chris McVeigh suggested asking Jonas Eno-Van Fleet to read the draft. Superintendent Roy suggested that the version resulting from today's discussion will not be ready for the board's consideration at tomorrow's meeting. Chris McVeigh suggested removing this from the board agenda tomorrow and wait until we have an updated draft. The committee agreed to this.

- 3.4. **A1: Board Conflict of Interest:** Superintendent Roy stated that this policy is up for review; there are no new updates or changes. Cat Fair stated, generally, there is not a compliance piece or a responsibility to board members to be sure that they are familiar with this policy. She spoke about "compulsory training" for staff and wonders whether some similar mechanism can be in place. Superintendent Roy stated that there is very little mechanism or accountability measure to cause board members to agree to a Code of Ethics. It is a suggestion, an acknowledgement that this is best practice; but she is not sure there is a way to create policy around this. (Based on her experience in the past, at other districts.) Cat Fair asked whether this is a position statement or a policy? Michelle Ksepka noted that this policy the committee is considering is slightly different from the VSBA model policy. Some discussion followed around the topic of board learning and board training as part of the board work plan. Natasha Eckart Baning shared that she has had experience with this board where board members recuse themselves due to conflict of interest, so she believes this board is cognizant of this. Superintendent Roy suggested at the next Policy Committee meeting, comparing the VSBA model policy with this current iteration, with the benefit of past board members taking part in the discussion. The committee, including administration, agreed to discuss this further at a future meeting.
- 3.5. **Building Access Policy:** Chris McVeigh noted that he had suggested changes to the policy because two of the towns in WCUUSD have easements in place. He explained some of the easements, for example, in Middlesex. He stated that these easements create different scenarios for the context of this policy. Amy Molina suggested moving the statement about an easement to one place in the scope of the policy. Chris McVeigh stated, though, that if the principal's discretion goes against the language in the easement, it is not acceptable. Superintendent Roy suggested asking the board as a whole what are their thoughts on this language. Amy Molina suggested some language to clarify under category 4; the committee agreed that this helps to clarify. The committee agreed that this policy is not yet ready for review by the board. Discussion followed - whether to include "rate sheet" in procedure and not in the body of the policy. Superintendent Roy indicated that she feels the "rate sheet" should be consistent among the elementary schools.

#### 4. **Public Comments:** none

- 5. Future Agenda Items:** Natasha Eckart Baning asked, when do items move from future agenda items to the actual agenda? Superintendent Roy stated that the next policy committee meeting agenda (in December) includes the following two:

**5.1. Anti-Racism**

**5.2. Humanity and Justice Statement**

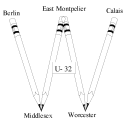
Natasha Eckart Baning shared that she had attended a training last week about the work of the school board through the lens of equity. She is excited to focus on this topic.

Superintendent Roy asked whether there is a slide deck (from the training) or a model policy or some other items to frame the discussion at the next committee meeting (e.g., the committee typically does its work by considering and discussing policy drafts.) Natasha Eckart Baning will share a resource that can be included as part of the Policy Committee packet for next month.

**Surveillance Cameras:** Amy Molina shared that we do not currently have policy referring to surveillance cameras. VSBA has a model policy but it does not specifically speak to cameras on buses. Superintendent Roy will add this to the work plan in January and in the meantime Amy Molina will try to gather some resources from other school policies around this topic. Cat Fair stated that we should also check the language in the transportation contract.

- 6. Adjourn: The committee adjourned by consensus at 9:57.**

Respectfully submitted,  
Lisa Grace, Committee Recording Secretary



**To:** WCUUSD Policy Committee  
**From:** Meagan Roy  
**Re:** Information for December 14 Policy Discussions

### **District Equity Policy**

Earlier in the Fall, the policy committee reviewed some resources and sample Equity Policies during a preliminary discussion. The Committee agreed to dedicate more time in December for this discussion to decide on the right approach. In the packet to support this discussion:

**Resource material from the VSBA/AOE:** [Equity Lens Tool](#)

#### **Policy Examples:**

CVSD Equity Policy: This is an example of a district who used the [VSBA Model Equity Policy](#)

EWSD Equity Policy: This is an example of a policy that grew out of a much longer, more robust process undertaken by a committee over time

### **C13: Homeless Students**

This is a new required policy. Last month the Committee did not recommend any changes to the model policy but did want a report on homeless procedures. That report will be shared at the 12/21 Board meeting to support the first reading. Policy Committee should confirm that this is ready for First Reading in December.

### **C5: Weapons**

We had a lengthy discussion last month about the draft shared, and agreed that we should consider a “clean” draft that attempted to incorporate everything we discussed. That updated draft is included in this packet and the committee should review for accuracy. The committee also discussed having a non-committee member read the policy for clarity, although this is inherently what the First Reading will reveal. Policy Committee should confirm whether this is ready for First Reading in December or January.

### **A1: Board Conflict of Interest**

The Committee wanted to focus its discussion on the differences between the VSBA Model Policy and our Policy (neither have been reviewed since 2019). To facilitate this discussion, both are included in the packet. The only difference of substance appears to be that our policy references the School Board Code of Ethics and states that members will observe their provisions. The rest of the differences appear to be in formatting only and aren’t substantive.

### **Building Use Policy**

The packet has the revised draft from our conversation last month.

## Equity Lens Tool

Objective: The Vermont AOE is committed to improving the learning of every student by ensuring that educational equity is at the center of all decision-making at the state, local and building levels. By utilizing an equity lens tool, the AOE aims to provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for equity; and to produce policies, programs, practices and decisions that result in equitable outcomes. (*Adapted from Portland Public Schools Racial Equity Lens*)

Definition: Educational equity means that every student has access to the resources, opportunities and educational rigor they need at the right moment in their education, whatever their **race, gender/identity, sexual orientation, ethnicity, religion, language, disability, family background, or family income may be**. (*Adapted from CCSSO, Leading for Equity*)

Protocol: For any policy, program, practice or decision, consider the following questions as they pertain to the bolded group characteristics above:

1. Who are the groups affected by this policy, program, practice or decision? What are the potential impacts on this group or groups?
2. What assumptions and/or biases regarding the stakeholders/communities/students/groups affected by this policy, program, practice or decision have you surfaced/considered?
3. What equity gaps\* currently exist for these stakeholders/communities/students/groups?
4. Does this policy, program, practice or decision have the potential to create, ignore or worsen existing equity gaps or produce other unintended consequences? If yes, how?
5. What are the barriers to more equitable outcomes that you have identified (e.g., mandated/legal, political, emotional, financial, programmatic or managerial) and how can they be mitigated and/or eliminated?
  - a. What are the current policies, programs, practices and decisions that can be adapted or refined that will result in more equitable outcomes?
  - b. If barriers or equity gaps persist, what new policies, programs, practices and decisions must be made to ensure equitable outcomes?
6. In using this protocol, what questions were raised and remain unresolved regarding the policy, program, practice or decision?

\* Generally speaking, *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities—while *achievement gap* refers to outputs/outcomes—the unequal or

### Contact Information:

If you have questions about this document or would like additional information, please contact:

Jess DeCarolis, Student Pathways, at [jess.decarolis@vermont.gov](mailto:jess.decarolis@vermont.gov)

inequitable distribution of educational results and benefits. *Equity gap* pertains to inputs and outputs as both contribute to the presence or absence of educational equity.

March 20, 2020



## DISTRICT EQUITY POLICY

### **Policy**

The \_\_\_\_\_ School District (District) is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. The \_\_\_\_\_ School Board (Board) holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

### **Definitions**

**Equity:** Each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

**Culturally Responsive Practices:** The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.

### **Implementation**

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making;
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;
- Monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs;

- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in culturally responsive practices and delivery of quality culturally relevant instruction;
- Incorporate the principle of equity into the District's strategic plan and identify measurable outcomes to prepare all students for college, career, and life.

The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide a \_\_\_\_\_ (monthly, quarterly, annually) status report to the Board.

<i>VSBA Version:</i>	<i>July 21, 2020</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	
<i>Policy Reference(s):</i>	

# Essex Westford School District

## EQUITY POLICY

### Policy Code: C29

First Reading: 09.15.2020

Second Reading: 06.01.2021

Third Reading: June 15, 2021

Adoption: June 15, 2021

### Background:

The Essex Westford School District approaches equity through recognizing and **redressing** the impact of racism in the United States. This nation would not have evolved as it has without the **genocide** of the **indigenous people**, nor would the economic infrastructure exist as it does without the enslavement of native African people and their descendants. In an effort to recognize and undo the harm of centuries of **systemic inequities** and **oppression**, we begin with this lens and framework. EWSD recognizes the impact of systemic oppression of groups of people impacted by histories and current experiences of **marginalization** in addition to race including gender, abilities, and other identities. Given that identities are intersectional--meaning people have race, gender, abilities and other aspects of self, at the same time--this policy was developed to create equity in EWSD.

EWSD centers equity in policy, practice and environment. EWSD is committed to ongoing education internally and with the larger communities of Essex and Westford toward the goals of this policy.

### Definition of Educational Equity:

Educational **equity** occurs when all students are provided with what they need in support of their academic, social-emotional and career development. Equity recognizes that economic, social, political, and educational historical and current practices have created inequities that require explicit, intentional intervention. Equity prioritizes visibility, voice, and empowerment of people and groups who are harmed by inequitable rules and behaviors by requiring fair, respectful, and just educational systems and practices. From a data perspective, educational equity means there is no predictability of success or failure that correlates with any social or cultural factor - a child's outcomes are not predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical or cognitive ability, or any other cultural marker.

### This Policy serves to meet the following goals:

- A. Inform curriculum decisions, including **anti-racist** education and LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, and asexual, +) affirming education, and disability, cultural, ethnic, religious, multi-linguistic, and socioeconomic diversity awareness and representation for educators and their students beginning in Pre-Kindergarten.
- B. Redefine accountability procedures and frameworks to center transformation and redressing harm.
- C. Support and protect people in **underserved**, marginalized positions while in school care.
- D. Ensure family engagement is inclusive and centers the needs, experiences, and decision-making (both process and content) of people from communities who are systemically and structurally oppressed within the district.
- E. Support and retain educators, administration, and staff from marginalized groups.
- F. Ensures school environments reflect, appreciate, welcome, and protect diverse personal cultural expressions and experiences, including through food, language, music, art, and clothing.
- G. Inform how EWSD schools celebrate and recognize cultural practices.

- H. Describe methods to ensure faculty/staff/administrator understanding, growth and development as anti-racist, **culturally agile**, proficient, and responsive educators to create visibility and respect for all students in their educational environments in developmentally sensitive ways.
- I. EWSD will apply a transparent equity process to policies, procedures and practices throughout the district in all decision making and monitoring.

#### **Indicators for progress monitoring:**

When EWSD centers equity in policy, practice and environment:

- **Pluralistic, multicultural** education begins when schooling begins.
- The students, staff, administration, and faculty are diverse, therefore, education occurs with and from the foundational belief that equity is essential.
- Curriculum is diverse thus, responsive educators center impact on marginalized communities in curriculum selection.
- Accessibility of curriculum is a necessity for all learners, therefore, as instruction is designed, it must be designed for all students to be successful.
- Educators demonstrate cultural agility and **responsiveness**, and therefore, assignments into leadership roles are contingent upon this.
- All staff are supported through mandatory education on topics of **bias, stereotypes** and equity and therefore do not rely on students to educate them or others.
- EWSD operates from a **decolonized perspective** of the history between groups with specific attention to undoing **revisionist frameworks** that perpetuate inaccurate portrayals of people in **privileged** and **subjugated** positions.
- All students shall feel comfortable expressing their cultural heritage through food choices and other cultural and experiential markers of identity.
- Cultural humility, concepts of cultural diversity, visibility, and respect for all identities is integrated throughout both the curriculum and the year and is not limited to celebrations during particular times of the school year.
- **Affinity groups** for marginalized students and staff are part of the school structure.
- Discipline is **transformative, trauma-informed**, and driven by the need to foster student learning and development.
- Activities, services, policies, and practices are always developed and carried out by including and centering the needs and experiences of people from communities who are systemically and structurally oppressed within the district.
- Poverty is recognized as a **tool of oppression**. Educators in collaboration with administrators will demonstrate the ability to remove inequity created by poverty in the classroom.

#### **Procedure Development:**

An EWSD Equity Advisory Committee for the EWSD Equity Policy will be established to direct in the development, monitoring, and adjustment of the procedure for implementation of this policy. As **non-dominant cultural** ways of being or doing are centered in this policy, it is important that EWSD maintains consistent alignment and connection between policy and procedure. As such, an EWSD Equity Advisory Committee shall be designed, and empowered to inform administrative decision-making.

#### **Monitoring**

All elements of this policy shall be tracked and reported quarterly and provided to the board and will be shared with the community. An EWSD Equity Monitoring Report will be published annually to the EWSD community and to the Equity Advisory Committee.

### **EWSD Equity Policy Glossary of Bolded Terms**

Please recognize that as community and culture evolves, language and definitions change, too. This glossary is intended to support understanding of the EWSD Equity Policy. Listed as they appear in the document, the following definitions are offered.

<b>Term</b>	<b>Definition</b>
<b>Redressing</b>	A remedy or setting right an undesirable or unfair situation.
<b>Genocide</b>	The deliberate killing of a large number of people from a particular nation, ethnic or religious group or other group who hold a common identity with the aim of destroying that nation or group.
<b>Indigenous people</b>	First people, Aboriginal people, and Native people who are a culturally distinct ethnic group who are native to a particular place rather than descended from migrants or colonists.
<b>Systemic inequities</b>	Outcomes that occur when the fabric of organizations, institutions, governments or social networks contains an embedded bias which provides advantages for some members and marginalizes or produces disadvantages for other members.
<b>Oppression</b>	Prolonged cruel or unjust treatment or control of a person, people, or nation.
<b>Marginalization</b>	The unjust exercise of authority or power. Often refers specifically to abuse of power with a systemic and historical expression. The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called “marginalized groups”) and benefits other groups (often called “dominant groups”).
<b>Equity</b>	Distributing resources, power and decision making to marginalized groups or individuals in order to redress marginalization.
<b>Underserved</b>	Provided with inadequate service to experience equitable outcomes.
<b>Anti-racist</b>	An anti-racist is someone who is supporting an antiracist policy, practices and behaviors through their actions by expressing and acting on ideas that counteract racism and systemic racism. This includes the expression of ideas that racial groups are equals and do not need developing.
<b>Culturally agile</b>	A dual consciousness that understands one’s own culture and cultural assumptions as well as a basic understanding of cross-cultural differences and the ability to adapt or modify one’s behavior to effectively relate to and value culturally diverse others as equal to their own.
<b>Pluralistic</b>	Relating to or advocating a system in which two or more states, groups, principles, sources of authority, etc., coexist without hierarchy.
<b>Multicultural</b>	The coexistence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles.
<b>Responsiveness</b>	The quality of reacting quickly and positively.
<b>Bias</b>	Prejudice in favor of or against a person, or group compared with another, usually in a way

	considered to be unfair.
<b>Stereotypes</b>	An exaggerated or distorted belief that attributes generalized and simplistic characteristics to members of a particular group, ignoring their individual differences.
<b>Decolonized perspectives</b>	The active resistance against colonial powers defining the lens of history, policy, law, and practices through a shifting of power towards political, economic, educational, cultural, and power that originate from a colonized nation's own indigenous culture.
<b>Revisionist frameworks</b>	A criticism of the history being presented through the lens of the historians and organizations represented through colonists and dominant cultures in a colonized nation.
<b>Privileged positions</b>	Unearned social power afforded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because they are taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.
<b>Subjugated positions</b>	Situations where your identities and beliefs are treated as less important than other people in dominant societal norms.
<b>Affinity groups</b>	Groups of people who are drawn together because of a shared, strong interest or engagement in a common activity or lived experience.
<b>Transformative</b>	Causing a marked change in someone or something.
<b>Trauma-informed</b>	Education that recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life.
<b>Tools of oppression</b>	Individual and systemic mechanisms for maintaining power or dominance over a group of people. For example, poverty/ denying accumulation of wealth can be used to deny people access to power and opportunity. Unfair wage practices are one example of how systems engage in tools of oppression.
<b>Non-Dominant culture</b>	Cultures within a community whose values, beliefs, ways of knowing, thinking, being and/or doing are not reflected. These attributes are actively or unconsciously oppressed by the dominant culture. This results in a lack of representation in education, artistic expression, political process, decision making communication, and business.

Citations:

VSA Title 16 Chapter 1: Right to Educational Opportunity

*Vermont State Board Rule 2000 EDUCATION QUALITY STANDARDS*

Vermont State Board Rule 2100 STATUTORY AUTHORITY 16 V.S.A. §§164 and 165

Vermont State Board Rule 2110 Statement of Purpose

Every Student Succeeds Act (ESSA)

**CODE F36**

## ***DISTRICT EQUITY POLICY***

### **Policy**

The Champlain Valley School District (District) is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. The Champlain Valley School District Board of School Directors (Board) holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

### **Definitions**

**Equity:** Each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

**Culturally Responsive Practices:** The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.

## **Implementation**

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making;
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;
- Monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs;
- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in culturally responsive practices and delivery of quality culturally relevant instruction;
- Incorporate the principle of equity into the District's strategic plan and identify measurable outcomes to prepare all students for college, career, and life.

The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide a regular status report to the Board.

*Date Warned: 11/25/20*

*Date Adopted: 12/15/20*

*Date Reaffirmed: N/A*



## Required

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

## Board of Directors' Policy

## Students Who Are Homeless

**POLICY:** C13

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

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

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

## Policy

The Washington Central Unified Union School District (District) is committed to the success of every student. Homeless students in the District will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

The District will designate a liaison for students in homeless situations to carry out duties as required by law.

The District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the school district in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for homeless students. Homeless students will have access to all programs and services for which they are eligible, including but not limited to special education services, preschool, school nutrition programs, and language assistance for English learners.

## Definitions

- 1. Homeless students** means those lacking a fixed, regular and adequate nighttime residence, which could include:
- A. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
  - B. Living in motels, hotels, trailer parks or camping grounds **due to** the lack of alternative adequate accommodations;
  - C. Living in emergency or transitional shelters;
  - D. Being abandoned in hospitals;

- E. Having a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
- G. Migratory children living in conditions described in the previous examples.

- 2. **Enroll and enrollment** mean attending classes and participating fully in school activities.
- 3. **Unaccompanied youth** means a homeless child or youth not in the physical custody of a parent or guardian.
- 4. **School of Origin** means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

### **Administrative Responsibilities**

The superintendent or designee shall develop written procedures to ensure the following rights of eligible students:

- 1. Equal access to the same free, appropriate public education, including public prekindergarten education, as is provided to other children and youth;
- 2. Immediate enrollment, even when records normally required for enrollment are not present;
- 3. Remain in the school of origin, if it is in the student's best interest, in order to maintain educational stability;
- 4. Access to all educational and related services for which they are eligible, including Title I services, educational programs for children with disabilities, educational programs for English learners, career and technical education, programs for gifted and talented students, and free school meals;
- 5. Full participation in school, which may include participation in extracurricular activities;
- 6. Transportation, provided by the local education agency (LEA), to and from the school of origin;
- 7. Privacy, such that information about a homeless student's living situation will be treated as a student education record and not deemed to be directory information.
- 8. Dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.

<i>VSBA Update:</i>	<i>September 13, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>McKinney-Vento Homeless Assistance Act (as amended by ESSA) 42 U.S.C. §§ 11431 – 11432</i>
	<i>Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99</i>
<i>Cross References:</i>	

*DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and*

**Required/Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**Weapons & Firearms**

**POLICY:** C5

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

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

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

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

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

a. The term “dangerous weapon” means

1. Any knife, dagger, switchblade or, a folding knife with a blade in excess of two and one-half inches. Any folding knife with a blade less than two and one half inches, including a pocket knife and pen knife, shall be considered a dangerous or deadly weapon if it is used, threatened to be used, or possessed in a threatening manner or with the intent to cause harm to any person.
2. Any other weapon, device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of producing death or serious bodily injury.
3. Articles designed for other purposes but which could easily be used to inflict serious bodily harm and used by a pupil in a threatening manner. Examples are files, compasses, scissors, etc. A student who uses any article capable of inflicting serious bodily harm in an aggressive, belligerent or threatening manner, shall be deemed to be in possession of a weapon.

b. “Firearm/Destructive Device” means

1. any weapon, whether loaded or unloaded, which will expel a projectile by the action of an explosive and includes any weapon commonly referred to as a pistol, revolver, rifle, gun, machine gun or shotgun.
2. any destructive device, including explosives, incendiaries, or poison gas, including but not limited to: (i) bomb (ii) grenade (iii) rocket having a propellant charge of more than four ounces (iv) missile having an explosive or incendiary charge of more than one-quarter ounce; (v) mine; or (vi) similar device, unless such destructive device is under the supervision of a teacher and used as part of the curriculum.

c. "At school" means any setting that is under the control and supervision of the school district. It includes school grounds, facilities and vehicles used to transport students to and from school or school activities.

d. "Expelled" means the termination of educational services to a student for greater than 10 days, and is determined by the board.

## **Policy Statement**

### **PART A: WITH REGARDS TO STUDENTS**

#### **Dangerous Weapons - Sanctions**

No student shall knowingly possess or use a dangerous weapon at school. However, with the prior written consent of the superintendent or their designee, a student may possess a device that might be considered a dangerous weapon for a predetermined educational purpose.

The principal or his/her designee shall be responsible for carrying out discipline procedures, conforming with the guidelines established in WCUUSD Policy C20; Student Conduct and Discipline, for any student who knowingly possesses or uses a dangerous weapon at school.

#### **Firearm/Destructive Device - Sanctions**

No student shall possess or use a firearm or destructive device at school.

The principal or designee shall be responsible for carrying out discipline procedures, conforming with the guidelines established in WCUUSD Policy C20; Student Conduct and Discipline, for any student who possesses or uses a firearm or destructive device at school.

Any student who brings a firearm or destructive device to school, or who possesses a firearm or destructive device at school shall be immediately suspended and brought by the superintendent to the school board for an expulsion hearing.

The superintendent shall refer to the appropriate law enforcement agency any student who brings a firearm or destructive device to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department for Children and Families (DCF).

A student found by the school board after a hearing to have brought a firearm or destructive device to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a firearm or destructive device to school.
2. The student did not intend to use the firearm or destructive device to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

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

**Policy Implementation**

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

The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

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

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

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

**Legal Reference(s):**

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

**Required****WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** A1**WARNED:** 11.1.19**ADOPTED:** 11.20.19**EFFECTIVE:** 11.25.19**BOARD MEMBER CONFLICT OF INTEREST**

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

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

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

When a conflict of interest claim against a board member is brought to the board in writing and

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

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

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



## **BOARD MEMBER CONFLICT OF INTEREST**

### **Policy**

It is the ethical and legal duty of all school board members to avoid conflicts of interest as well as the appearance of conflicts of interest.

### **Definitions**

“Conflict of interest” means a situation when a board member’s private interests, as distinguished from the board member’s interest as a member of the general public, would benefit from or be harmed by his or her actions as a member of the board.

### **Implementation**

In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards.

1. A board member will not give the impression that he or she would represent special interests or partisan politics for personal gain.
2. A board member will not give the impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration.
3. A board member will not use his or her position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. A board member will not solicit or accept anything of value in return for taking particular positions on matters before the Board.
5. A board member will not give the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
6. Board members will be familiar with, and adhere to, those provisions of Vermont education law that define school board powers and govern board member compensation and public bidding processes.

### **Avoiding Conflicts**

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

## **Complaints of Conflict of Interest**

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

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

VSBA Version:	10/11/19
Date Warned:	
Date Adopted:	
Legal Reference(s):	16 V.S.A. § 262(d) (Election of officers) 16 V.S.A. § 557 (Gratuity/compensation prohibited) 16 V.S.A. § 558 (Eligibility for election to school board) 16 V.S.A. § 559 (Public bids) 16 V.S.A. § 563(20) (Powers of school boards)
Cross Reference:	<sup>1</sup> See 16 V.S.A. § 563(20). "...establish policies and procedures designed to avoid the appearance of conflict of interest."

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**USE OF SCHOOL FACILITIES POLICY**

**POLICY:** \_\_\_\_\_

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

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

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

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**Purpose:**

The Washington Central Unified Union School District is responsible for maintaining the school property and facilities in good condition of the public education of the students of the entire School District. The Board is also responsible for ensuring that budgeted funds approved by the taxpayers for public education are used as intended. The school property is public property, and the Board recognizes that some groups or individual may want to utilize the property for a variety of uses. This policy permits the use of District school property and facilities for other purposes, on an occasional basis, as long as the use is primarily for the benefit of the students and taxpayers of the School District and does not conflict with, detract from, or otherwise limit regular school programs or sponsored activities. This policy also establishes that use by other groups or entities, whose mission is more general than just serving the School district, whether for profit or not for profit, may be permitted under certain circumstances. This policy sets forth the priorities of uses and the conditions under which such uses are permitted.

**Scope:**

The facilities covered by this policy include all real estate, buildings, and property contents owned by the Washington Central Unified Union School District in each of its member Towns, and U-32.

The principal, or designee, shall manage and determine availability of, the facilities on an ongoing basis.

Some areas may be restricted from general public use for extended periods of time due to the necessity of maintaining or conserving those areas for current student activities, recovery efforts (i.e. grass on playing fields), for security reasons, or for maintain confidentiality.

Equipment use may be permitted under certain conditions but is not automatically included in permission for use of any space. Some equipment may be excluded from non-school program use at the discretion of the principal or designee due to reasons that include but are not limited to safety, liability, conservation for school programs and resources, or situations where depreciation of equipment may be difficult to assess.

**Priorities of Use:**

When the School District grounds or facility are subject to an easement, the principal's decision must comply with grounds or facility use outlined in the easement. In situations where easement rights apply, a user may appeal the principal's decision to the superintendent for decision.

Facilities shall be made available so as to preserve the following priority of uses:

**Category 1. School Activities and School-Sponsored Activities**

First priority is that all facilities be available for public school purposes, including, but not limited to, instruction, extra-curricular and co-curricular activities, and other school-sponsored activities and events. No school facility or portion thereof shall be contracted for, or dedicated to any other purpose, except on an occasional basis as further set forth below, so as to maintain this availability.

### **Category 2. School-Related and School-Supporting Activities**

Second priority shall be use by the individual School's Recreation or co-curricular Department and School established organizations or groups, the express purpose of which is to provide benefit and support to the School District. Such uses may include, but are not limited to, use by parent-teach organizations, booster clubs, recreational organizations that benefit students and/or taxpayers, and fundraising activities whose purpose is to benefit the School District.

### **Category 3. Other Groups or Individuals Providing Educational Benefits or Services on a Non Profit Basis to the School Community**

Third priority shall be given to non-profit use by groups or individuals to provide curricular, extra-curricular or post-secondary educational opportunities of a kind or at a level not otherwise generally available to the School District population. Examples include, but are not limited to, classes, or non-profit athletic, artistic or similar group endeavors offering activities that provide opportunities for enrichment to the School District community.

### **Category 4. Use by Other Public Entities**

Fourth priority will be given to other public entities for events or programs that are open to the public. Such uses include use as a site for a public civil function, such as a public meeting on a legislative or municipal issue. Public entities include local, state, and federal governmental entities, including subdivisions, agencies, organizations, or programs operated by such entities.

### **Category 5. Other Occasional Uses**

Use by an entity not described in the previous categories may be permitted by the principal, or designee, for an educational or community purpose, where such use does not conflict with the goals of this policy. The use is subject to specific terms and conditions consistent with the policy.

Process – The principal, or designee, shall establish a use permit process that may include variations by each category. This process shall be reviewed and approved by the board on an annual basis. It is required that groups or individuals in categories 2 through 6 follow the process in obtaining permission for use.

Conditions of Use – The following conditions shall be applied by the principal, or designee, in deciding what uses will be allowed and what terms and conditions will be applied to each specific use in granting permission. In the event of a conflict between potential users or uses, or if an issue arises concerning terms and conditions of use, the principal shall have the authority to decide the conflict.

1. Nondiscrimination – All users of school facilities must agree in writing to not unlawfully discriminate on the basis of disability, race, color, national origin, sex, age, religion, ancestry, sexual orientation, or place of birth. Failure to adhere to this agreement shall result in the cancellation or termination of the use.
2. Lawful Use Only – Compliance with School Policies – All users of the school facilities must agree in writing that their use will not violate any federal, state or local laws, including but not limited to: the use of tobacco, alcohol or other controlled substances; illegal gambling; possession of weapons. Users must also agree in writing to take responsibility for notifying attendees of this condition. Failure to comply with this agreement shall result in the cancellation or termination of the contracted use as well as denial of future use.
3. Maintenance of the Facility - All users shall agree in writing to use school facilities appropriately, to oversee treatment of the facilities by those involved in the use and to leave the facility in at least as good condition as it was in at the time they commenced their use. Additional fees will be assessed to any group for litter, and/or damage to the property.
4. Non-Endorsement Clause – Use of School District property or facilities by any group or entity other than those described in categories 1 or 2 above shall not constitute and shall not be considered an endorsement of said group or entity, or of its use or activity, policies, opinions, agendas, actions or beliefs. Any person or entity using the facility for a purpose other than categories 1 and 2 above shall clearly state the identity of the presenting entity or individual in all promotional materials, advertising, signs, ad descriptions of the activity or event, and shall not state or imply that the activity is sponsored or endorsed by the U-32 School District, unless such support or endorsement has been explicitly given in writing.
5. Special Purpose vs. General Purpose Facilities - Before committing any special purpose facility for use for a non-school purpose, particular care shall be taken to avoid creating a general unavailability of such facilities for high priority uses in category 1. This may mean taking measures to assure a strict limitation on the availability of a given special use facility to all outside users. Special use facilities include auditoriums, libraries, playing fields, gymnasiums, cafeterias, and other special purpose rooms and facilities.
6. Schedule of Fees - Consistent with the Board’s responsibility to maintain the facilities for use in educating the students of the School District, and that the tax monies appropriated by the school district are intended to be used for the education of those students, the principal with board approval shall develop and charge appropriate fees for use of school facilities

and related equipment for uses in categories 2 through 6. The fees charged shall not be less than the actual cost of the use, taking into account costs such as utilities, custodial services, security, and maintenance. The principal may only waive fees subject to rules established by the Board. The board shall review the rules and fee structure annually.

7. Insurance - The principal or designee shall include as an express condition of use, for any user entity not covered under the School District's insurance policy, a requirement that the user entity submit proof of insurance as specified for the particular use, prior to commencement of the use, specifically listing the School District as additionally insured. The Board shall establish the standard limits of liability to be required each year.
8. Written Use Agreements - The principal shall prepare and maintain, with Board approval, a form of written use agreement that states all conditions of use. If a fee is charged, or proof of insurance required, with respect to a particular use, a written agreement shall be signed by the principal or designee and a duly authorized representative of the user, prior to commencement of the use, reciting all conditions of use and agreement to any fee imposed for the use. Each written agreement shall have attached to it a copy of this policy. It shall also include, in its specific terms, the conditions listed in this policy to the extent they are applicable to the particular use.
9. Duration of Use - Uses in categories 2 through 6 shall be limited to occasional use, meaning use of limited duration and frequency. When an occasional use by users in categories 2 through 6 involves a series of weekly activities or events on more than one date, such use shall not be for more than a two-month period. Upon a showing of special circumstances, the principal or designee may extend the period by up to an additional two months.
10. Cancellation or Postponement of a Scheduled Event - The School District reserves the right to cancel a scheduled event (reoccurring or otherwise) if it conflicts with the rescheduling of a student event(s) made necessary by weather or other circumstances beyond the control of the School District. The School District reserves the right to cancel or postpone any scheduled event due to serious concerns for public safety, employee safety or security of the property. The principal or designee is authorized to order the cancellation or postponement of a scheduled event under these circumstances and shall make every effort to give reasonable notice to the party intending to use the property. The principal or designee shall also make every reasonable effort to reschedule postponed events.
11. Equipment - Users in categories 2 through 6 may only use equipment related to the facility if prior permission is obtained from the principal or designee. Equipment used shall be limited to that which is negotiated in the agreement with the principal or designee. The principal or designee shall factor in the cost of use of the equipment in the fees charged. Examples of equipment related to the facility are computers, sports equipment, scoreboards, theater lights, and sound equipment.
12. Outside Contractors - All outside contractors, and specific contract agreements for services to be provided to an entity using School facilities, must be approved by the principal or

designee in writing, prior to commencement of use of the facility. The user assumes all responsibility for any damages or additional costs related to the use of contractors.

### U-32 RATE SHEET FOR FACILITIES USE

	Educational & Civic Organizations WCUUSD	WCUUSD Non- Profit Organizations		Other Non-Profit Organizations		For Profit Organizations	
Room/Area Requested		Per Occasion		Per Occasion		Per Occasion	
		0-4 Hours	4-8 Hours	0-4 Hours	4-8 Hours	0-4 Hours	4-8 Hours
Generic Classroom	NO CHARGE	\$20.00	\$40.00	\$30.00	\$60.00	\$40.00	\$80.00
Special Classrooms (Lab, Shop, Music, Fitness)	NO CHARGE	\$30.00	\$60.00	\$40.00	\$80.00	\$50.00	\$100.00
Athletic Fields (Does not include lighting or extra field lining)	NO CHARGE	\$40.00	\$80.00	\$50.00	\$100.00	\$60.00	\$120.00
Gymnasium	NO CHARGE	\$75.00	\$150.00	\$125.00	\$250.00	\$175.00	\$350.00
Auditorium	NO CHARGE	\$75.00	\$150.00	\$125.00	\$250.00	\$175.00	\$350.00

Reception Cafeteria Atrium Shapiro (No Kitchen)	NO CHARGE	\$30.00	\$60.00	\$40.00	\$80.00	\$50.00	\$100.00
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### U-32 RATE SHEET FOR FACILITIES USE MISCELLANEOUS FEES

	WCUUSD Educational & Civic Organizations	WCUUSD Non- Profit Organizations	Other Non- Profit Organizations	For Profit Organizations
Audio/Visual Equipment	N/C	\$15.00 per occasion	\$15.00 per occasion	\$15.00 per occasion
Custodial	N/C or \$35.00 per hour on Saturday	\$35.00 per hour	\$35.00 per hour	\$35.00 per hour
Security (Required for 200+ attendance and adjusted yearly)	\$23.00 per hour Plus mileage @ \$.43 per mile	\$23.00 per hour Plus mileage @ \$.43 per mile	\$23.00 per hour Plus mileage @ \$.43 per mile	\$23.00 per hour Plus mileage @ \$.43 per mile
Stage Crew Director	N/C	\$25.00 per hour	\$25.00 per hour	\$25.00 per hour
Stage Sound Lighting with Tech Support	\$20.00 per hour	\$40.00 per hour	\$40.00 per hour	\$40.00 per hour
Food Service Director	\$35.00 per hour (if after hours)	\$35.00 per hour	\$35.00 per hour	\$35.00 per hour
Food Service Personnel <sup>4</sup>	\$20.00 per hour (if after hours)	\$20.00 per hour	\$20.00 per hour	\$20.00 per hour
Technical Set- up (i.e.: Specific Software Installed)	N/C	\$100.00 per occasion	\$100.00 per occasion	\$100.00 per occasion
Outside Field Lighting Charge	N/C	Requires Board Approval	Requires Board Approval	Requires Board Approval