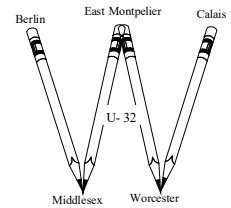


Washington Central Unified Union School District

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

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



**WCUUSD Policy Committee
Meeting Agenda
10.12.22 4:45-6:45 PM
Central Office, 1130 Gallison Hill Rd. Montpelier
Via Video Conference**

Virtual Meeting Information

<https://tinyurl.com/4sp3n5mz>

Meeting ID: 845 0455 0862

Password: 991166

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

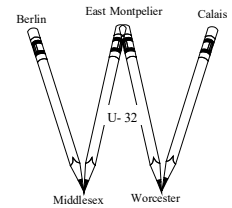
1. Call To Order
2. Approve Minutes of 9.19.22 - pg. 2
3. Review Policies (Discussion/Action)
 - 3.1. Policy Work Plan-pg. 6
 - 3.2. F2 Non -Discriminatory Mascots & Branding-pg. 9
 - 3.3. C5 Weapons and Firearms-pg. 12
 - 3.4. Building Access Policy
 - 3.5. School Choice
 - 3.6. Equity Policy & Practices
 - 3.6.1. [Vermont Department of Inclusion Equity Lens Tool](#) -pg. 14
 - 3.6.2. Agency of Education : [Educational Equity](#)
 - 3.6.3. Montpelier Policy: Diversity, Equity and Inclusion Harassment - pg. 44
 - 3.6.4. Champlain Valley Policy -pg. 48
 - 3.6.5. Essex Westford Policy Sample - pg. 50
4. Future Agenda Items
 - 4.1. Anti-Racism
 - 4.2. Humanity and Justice Statement
5. Adjourn

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Meagan Roy, Ed.D.
Superintendent



**WCUUSD Policy Committee
Meeting Minutes Unapproved
9.19.22 4:30-6:30 PM
Central Office, 1130 Gallison Hill Rd. Montpelier
Via Video Conference**

Present: Chris McVeigh, Meagan Roy, Jonathan Goddard, Amy Molina, Ellen Knoedler, Michelle Ksepka, Natasha Eckart Banning, Cat Fair, Nick Van Den Berg

- 1. Call to Order: Chris McVeigh called the meeting to order at 4:34 p.m.**
- 2. Approve Minutes of 8.9.22: Chris McVeigh moved to approve the minutes of August 9, 2022.** Cat Fair would like to clarify a few things from the minutes - she does not mean to single out Calais and Doty in her comments; she meant to convey stakeholders involved “across the district” - she was citing concerns about small schools such as Calais and Doty.... policy that considers “the challenges for smaller schools like Calais and Doty.” minimum and optimal class sizes - when you consider minimum and optimum class sizes, it forces smaller schools to create multi-age classrooms; this has implications for school choice and for student population and ultimately, possibly, school closure. Meagan suggested that a conversation about school choice touches the topic of class size and has implications for small schools such as Calais and Doty. **The minutes as amended were approved.**
- 3. Review Policies**
 - 3.1.School Access:** Chris McVeigh noted that this policy consideration has some implications on easement agreements for Calais and Middlesex. The easements create a minimum allowance for access; he stated that the discussion for school access policies will have to consider whether a uniform policy across WCUUSD will provide the level of easement that Calais and Middlesex allow, or will the policy vary based on each school? He spoke about the school access forms and the requirements that the forms delineate - for example, requiring liability insurance. He also noted that, based on legal counsel, if you are providing access to groups, you can’t disallow access to groups based on the beliefs of the groups. He suggested that the policy might be able to indicate that the group

would need to display the same values that WCUUSD states; however, he thinks language around this would need to be very specific. He suggested, for example, using the language to require that groups comply with antidiscrimination laws and our antidiscrimination policies. He spoke again about the easement rights that two of the towns have in place. Meagan Roy stated that the topic of “school safety” will need to be considered in school access policy. She stated that the school safety audit results will be received soon and this will have an impact on building access. Cat Fair stated that we will need the staff capacity to be sure that the building is back to its needed degree of cleanliness and readiness for students on the next school day. Chris McVeigh indicated that this is alluded to in the building use form - the expectation that the building space will be left in the same condition in which it was found, after the group uses it. Amy Molina asked whether the policy draft is an existing policy or is this a new draft? Chris McVeigh had created this policy draft because the town of Middlesex had been raising concerns about having access to the Rumney building. For Calais and Middlesex, the school boards had conveyed easements to the towns when the Act 46 merger happened. She asked how this policy would be applicable to the whole district. Meagan Roy indicated that we don’t have a building use policy; we have building use forms; with differing forms/ criteria/ processes in each building. The reason we are considering a policy is to have consistency; however, the fact that there are easements in two of the towns creates some challenge to creating a uniform policy. Amy Molina stated that U-32 did have a school board approved building use policy. Chris McVeigh stated that this draft policy is an attempt to level the minimal “playing field” across the schools. There was some conversation about the verbiage in the first paragraph of the draft policy. The committee reviewed the draft policy that Chris had created. Meagan Roy asked whether the committee would be willing to start the policy draft from U-32’s existing policy, and work into that policy the easement concerns. Amy Molina suggested, could the easement issues be woven into the “priorities of use” part of the policy? She noted that U-32 has historically had a great deal of requests for use of the building and she would like to work out some clear parameters. Some discussion followed around the fee that U-32 requires. Michelle Ksepka indicated that all of the forms (for all of the schools) include fees; each school principal uses discretion based on the circumstances. Amy Molina recalled the discussions at U-32 about requiring custodial staff, for example, on weekends when the building is in use - this is the reason that the building is not available for use on Sunday. Chris McVeigh recalled that at Rumney School, custodians were not called in specifically, for example, on Wednesday evenings for basketball leagues. He does not recall Rumney School requiring fees; however, he recalls that groups were required to provide insurance. Michelle Ksepka stated that the building use forms had been reviewed by the insurance company - there has been the possibility for “hold harmless” agreements in the building use form. Some discussion followed around AAU - they have insurance for the use of the building; the school rec associations don’t have their own insurance; they fall under the schools’ (except at one elementary school.) Chris McVeigh reviewed that priorities for building use will be needed in the policy (for example, use on Town Meeting Day.)

Meagan Roy suggested that the school safety requirements will likely not be met if another group closes up the building at the end of an evening event. Safety audit: Meagan Roy explained that she will receive a first draft and will have the opportunity to look for inaccuracies in the document and will have the option of creating an executive summary. Ellen Knoedler reminded the committee of the uses of the buildings for events such as election day. Amy Molina suggested that we have legal counsel review the policy and provide insight. She also noted that, for example, the Boy Scouts - our local Boy Scouts have indicated that they do not discriminate based on sexuality- they are more “don’t ask, don’t tell....” but when the national organization expresses discrimination, how do we handle this? Chris McVeigh recalled Rumney School addressing this. We will have Bernie Lambeck review the policy through the legal lens, once we have it in draft form. Chris McVeigh asked, should we have a two-part policy? One for the elementary schools; one for U-32? Meagan Roy suggested starting with one policy and seeing how it fleshes out when we consider it across the district. She indicated that she likes the prioritization list in U-32’s policy. Amy Molina stated that insurance should be carefully considered. She asked whether our insurance companies would be ok with the idea of a “hold harmless” agreement. Is there a way to get a rider on our insurance for some groups that do not have the financial wherewithal to purchase their own insurance? Michelle Ksepka noted that our insurance company would prefer that every group is covered, naturally. A “hold harmless” agreement is something that would hold up in court if it went to that, is her understanding. Chris McVeigh suggested that if we want our communities to be interested and invested in our buildings, we want to foster a mutually interdependent relationship; we want to figure out a way to make this work, or at least to not discourage the use of our buildings. Michelle Ksepka reminded the group that mainly what the insurance company will ask is “are we at fault?” when it comes to injuries at the schools. Chris McVeigh suggested that requiring insurance eliminates a significant portion of our community. He suggested that the waivers and “hold harmless” agreements do have some validity regarding liability; he suggested, too, having Bernie Lambeck review these documents. Natasha Eckart Banning followed up on the idea of, for example, a person slipping on icy walkways when attending an evening group event - how to address the liability issue. Chris McVeigh suggested starting with the existing policies and agreements (for example, the “key use” agreement that Calais uses.) Cat Fair indicated that she believes the key use agreement will be a finding in the security audit and that while the sentiment is great, the safety reality is no longer appropriate. Jonathan Goddard stated that there may be circumstances where we need to pay staff to work in the building; that is a cost that we may have to assume/ incur if we are making the buildings more accessible to the community. He reiterated the security/ safety element that is a real concern - for example, requiring a safety sweep after events.

3.2. Policy Review Cycle Draft: This template had been shared for committee members to consider - some policies have been plugged into the template for place holders, but Meagan Roy suggested that the committee will create a more specific plan. Michelle Ksepka and Amy Molina had created a google doc with color coded policies, indicating “required, suggested, optional” and the current status. Chris McVeigh suggested a three year policy review cycle. Amy Molina suggested that when the VSBA suggests an updated policy, we would need to override the planned review cycle. Meagan Roy suggested that at the end of the school year, the committee could look ahead to the next year and determine how to edit the planned review cycle. Meagan Roy will add policies to the template that had been created and shared. Chris McVeigh would like to create a poll of committee members to decide which policies should be included, in what order, in the “Selected Reviews” column. Natasha Eckart Banning reviewed the process to date around anti-racism policy, and the importance of looking at all of the policy work through the lens of humanity and justice. Equity Policy as a stand-alone policy: Natasha Eckart Banning will compile some information and sample policies for the committee to consider at the next meeting.

3.3. Meeting Date & Time: The committee decided on Wednesday nights for committee meetings, at 4:45- 6:30, on a Wednesday that is “off” from a board meeting. (second Wednesday)

4. Future Agenda Items

4.1. Next meeting, Wednesday, October 12, 2022 4:45 - 6:30 PM

4.2. School Choice

4.3. Anti-Racism

4.4. Humanity and Justice Statement

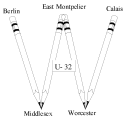
5. Adjourn: The committee adjourned by consensus at 6:09 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary



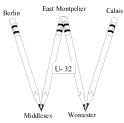
DRAFT

Month	Goal #1: Educational and Academic Outcomes Goal #2: Broadening Communication with the Community Goal #3: Long Term Planning		
	Mandatory Policies <i>(new or revised)</i>	Selected Reviews	Policy Review Cycle <i>(sequential order on adoption date)</i>
August			
September			
October	F2: Non-Discriminatory Mascots & Branding (New required policy as of 8/15/22) C5: Weapons and Firearms	Building Access policy (second discussion) School Choice: Soliciting Community Input	A1: Board Conflict of Interest (Adopted 2019)
November	C13: Students Who Are Homeless (New required policy as of 9/13/22) C34: Use of Restraint & Seclusion (Recommended policy; VSBA updated to C70 in 2022)	A22: Notice of Non Discrimination (Recommended policy updated after WCUUSD adoption) Anti-Racism/ Equity Policy (Recommended policy)	C9: Nutrition & Wellness (Required policy updated after WCUUSD adoption)
December	E1: Title I, Part A - Parent & Family Engagement (Required policy updated after WCUUSD adoption) A30: Role and Adoption of School Board Policies (Policy to consider; VSBA updated 2021)	A22: Notice of Non Discrimination (Recommended policy updated after WCUUSD adoption) Anti-Racism/ Equity Policy (Recommended policy; second discussion if needed)	C2: Student Drugs & Alcohol (Adopted 2020)
January		Intra-school Choice (Second discussion - identify issues)	D1: Proficiency Based Graduation Requirement
February		Intra-school Choice (Third discussion if needed)	D2: Grade Advancement (VSBA removed)
March			
April			



May			
June			

DRAFT



BOARD POLICY DEVELOPMENT & MAINTENANCE

The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine the educational policies of the school district...” ([VT School Boards Association Resource Directory, 2022](#))

One of the standing committees of the Boards of WCUUSD is the Policy Committee. The board selects representatives to the Committee. In addition, three administrators (two local building administrators and one central office administrator) are on the committee. The committee meets once per month to review policies and each year a work plan is established outlining which policies will be reviewed or developed during the school year. Policies are identified for review or development three ways:

1. Mandatory policies (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected reviews (Board or Policy Committee requests a review ahead of the regular review cycle for a variety of reasons. The Policy Committee establishes a process for considering requests for policy review that come from the public.)
3. As part of the policy review cycle (Our goal is that all policies are reviewed no less than every five years and policies are reviewed in sequential order.)

As stated in the VSBA reference above, policy is different than procedures. Whenever possible, the Policy Committee generally does not include procedures in policy. Policy implementation and procedure development is the role of the administration. Sometimes guidelines are added to policy to provide guidance to the administration as it develops procedures and implements policy.

All board policies, by state law, must be warned before the board can adopt a new policy, revise and/or repeal an existing policy. This process helps all of the boards to efficiently address their policy governance role. We are continually making improvements to the system.

Model Policy on Nondiscriminatory Mascots and School Branding

Statement of Policy

It is the policy of the *[name of school district or independent school]* to provide welcoming, positive, and inclusive learning environments for all students by prohibiting the use of discriminatory school branding, which undermines the educational experiences of members of all communities and perpetuates negative stereotypes.

Definitions

1. "School" means a public school or an independent school approved under section 166 of Title 16.
2. "School board" or "Board" means the board of directors or other governing body of an educational institution when referring to an independent school.
3. "School branding" means any name, symbol, or image used by a school as a mascot, nickname, logo, letterhead, team name, slogan, motto, or other identifier.

Administrative Responsibilities

The superintendent or designee shall:

1. periodically review and provide recommendations for necessary updates to the nondiscriminatory school branding policy as necessary;
2. assist the school board in its review of the district's school branding to ensure compliance with the policy following any school branding changes or updates to the policy;
3. assist the school board in ensuring the prohibition of school branding that directly or indirectly references or stereotypes the likeness, features, symbols, traditions, or other characteristics that are specific to either:
 - a. the race, creed, color, national origin, sexual orientation, or gender identity of any person or group of persons; or
 - b. any person, group of persons, or organization associated with the repression of others;
4. Develop a procedure for an individual to file a complaint that an element of school branding is in violation of the policy.

Complaints

An individual may request an opportunity to appear before the Board for purposes of presenting the complaint, relevant facts, and further explanations. The board shall hear the complaint in a fair and just manner. The Board shall render a decision within 45 days of the hearing, which must include a summary of facts and basis for the decision.

If the individual is unsatisfied with the Board's decision, the individual may appeal the decision to the Secretary of Education. Appeals shall be filed within 30 days of the school board's decision by sending a written notice of appeal to the Agency of Education.

FIREARMS

Policy

It is the policy of the _____ School District to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess 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

For the purposes of this policy, the terms “firearm” “school” and “expelled” shall be defined consistent with the definitions required by state and federal law.

Sanctions

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

A student found by the school board after a hearing to have brought a firearm 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 to school.
2. The student did not intend to use the firearm 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 his or her designee.

The superintendent shall refer to the appropriate law enforcement agency any student who brings a firearm 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).

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.

VSBA Review:	10/11/19, updated 11/18/2020
Date Warned:	
Date Adopted:	
Legal Reference(s):	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 School Zones 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, 4313
Cross Reference:	Search and Seizure
	Student Conduct and Discipline

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

WEAPONS / FIREARMS

POLICY:	<u>C5</u>
WARNED:	<u>5.15.20</u>
ADOPTED:	<u>6.3.20</u>
EFFECTIVE:	<u>6.13.2020</u>

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

Definitions:

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

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

Policy Statement

PART A: WITH REGARDS TO STUDENTS

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

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

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

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

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

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

Policy Implementation

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

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


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

PART B: WITH REGARD TO PERSONS OTHER THAN STUDENTS

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

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

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

A high-angle, warm-toned photograph of a diverse group of seven people standing in a circle, leaning in and smiling as they look at something in the center. The group includes a man with glasses and a light blue shirt, a woman with glasses and a white shirt, a man with curly hair and glasses in a dark jacket, a woman with curly hair in a dark vest, a woman with blonde hair in a dark top, a man in a yellow jacket, and a man in a maroon sweater. The background shows a wooden table and chairs, suggesting a meeting or collaborative workspace.

DECLARATION OF INCLUSION

A Vermont Diversity, Equity & Inclusion Initiative

Table of Contents

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Historic Roots

"When you move to Vermont, bring with you what you did that made you a success, and adapt it to The Vermont Way." - Ernie Royal



Ernie Royal was the owner of Royal's Hearthside Restaurant in Rutland, Vermont, from 1964 to 1993.

He was recognized in Who's Who in Black America, and served as a board member for the National Restaurant Association and Culinary Institute of America. He was also a member of the U.S. Culinary Olympic Team.

He was Vermont's first Black restaurant owner, the first Black board member of the National Restaurant Association Board, and a mentor to many.

Background

Distressed by recent catastrophic events unfolding across the country relating to human rights, justice, and equality, Bob Harnish, a long-time resident of Pittsford, decided to do something. His concern led him to Al Wakefield, a former businessman in the Rutland area, who shared similar distress and felt a need to do something “hands-on.”

The intent of the Declaration of Inclusion is to indicate and reinforce the message to all visitors, residents, and those thinking about or planning to come and stay, that:

- Vermont is a welcoming community
- Vermont invites all to bring their families and friends, as well as their talents and skills
- Vermont is a community of people who will treat them fairly, provide encouragement and support for their interests
- Vermont will bring the full resources of the state, cities, and towns to ensure their well-being and security

Background

More specifically, the goal of the Declaration is to:

- Highlight the fact that we as Vermonters are not fully aware of the systemic racism that is present in our majority “white” society
- Raise consciousness about the importance of diversity, the positive effect that diversity can have on our economy, and on equity and justice
- Emphasize the importance of preparing our youth to live and prosper in the more diverse society in which we all will soon be living
- Tell the world at large that Vermont welcomes all people to our state, which is struggling to maintain its population and its ability to fund basic programs for its citizens
- Attract people with myriad skills and traditions to Vermont to live, work, and raise families in a state that values and encourages diversity in its population
- Focus attention on examining employee manuals, police protocols, and hiring practices to promote fairness and equity in applying legislation, ordinances, etc., within our towns and the state as a whole
- Employ best practices in coaching municipal and state employees, including police, to value and respect all citizens

Background

Evidence of Commitment

Town Level

Inclusion in the town's website, employee manuals, police protocols, newsletters, economic development marketing materials, etc.

State Level

Inclusion in major addresses by leading state officials, printed materials used to welcome visitors, policies and operating procedures, external communications, public relations pieces, etc.

Organizational Level

Inclusion in policies, operating procedures, and similar documents used by labor unions, law enforcement agencies, and academic institutions throughout the state.

Goal Statement

To have each Vermont municipality adopt and implement a Declaration of Inclusion. *Adopt* means formal approval by the municipality's governing body. *Implement* means the enactment and furtherance of plans, policies, programs, procedures, and relevant training that support and advance the intent and spirit of the Declaration.

Read the Declaration of Inclusion

The Town of _____ condemns racism and welcomes all persons, regardless of race, color, religion, national origin, sex, gender identity or expression, age, or disability, and wants everyone to feel safe and welcome in our community.

As a town, we formally condemn all discrimination in all of its forms, commit to fair and equal treatment of everyone in our community, and will strive to ensure all of our actions, policies, and operating procedures reflect this commitment.

The Town of _____ has and will continue to be a place where individuals can live freely and express their opinions.

By the _____ Selectboard on _____ 2021.

Why Adopt a Declaration of Inclusion?

A town or city adopting a Declaration of Inclusion is making a statement to its citizens and to others that this is a town that believes in treating everyone fairly, recognizing that “everyone” does not look or act alike, that we expect our municipal government to abolish any language in ordinances, hiring practices and police protocols that favor the white majority or diminish the rights of others.

A town or city may not necessarily be reacting to a prior incident or situation but, in most cases, will just be doing what is right and fair for all citizens – present and future.

A welcoming town thrives because it encourages diversity, which brings new vitality to the economy and increased tax revenue.

Presenting the Declaration

Following are some ideas to consider as you prepare to present the Declaration.

We know that each town or organization is different and that the strategy for gaining adoption and implementation of the Declaration may be different.

01

HOW TO PRESENT

Depending on the Selectboard or group, you may want to present it at one meeting and return to it at the next meeting and request a motion to adopt.

02

FIND AN ALLY

Prior to the second meeting, you may be wise to approach a friendly member to support the Declaration of Inclusion, speak to it, and make the motion to adopt. We recommend that you be present at both meetings for support and to answer any questions.

03

REWORDING THE DECLARATION OF INCLUSION

The organization/Selectboard may wish to change the wording. This is acceptable provided the basic thoughts are preserved, the designated groups are considered, and they continue to be included.

Presenting the Declaration

04

THE GOAL

The goal is to have statewide adoption, including at the state level. Governor Scott issued a Proclamation of Inclusion in May 2021. You can read it in the support for the Declaration section!

05

HAVE A CONVERSATION

Speaking with those who may be reluctant, do not see a need for the statement, or even oppose the Declaration may be useful as well. Doing so provides an opportunity to discuss and hopefully resolve statements such as: "We don't have those problems here" and "I am not a racist. Why do we need such a statement in our town?"

06

THE PATH FORWARD

There may be doubt about the ways to implement, monitor, and assess progress on the Declaration. Turning words into action is not the easiest. Since each community is different, with different needs and different stages of socioeconomic development, we suggest follow-up discussions led by a skilled discussion leader. He/she/they may be a respected member of the community, a professional facilitator, or a competent consultant. We can help identify those potentially interested in working with you.

Declaration Talking Points

As you are preparing to present the Declaration of Inclusion to your town or group, you might consider some of the reasons and suggestions below and put these thoughts into your own words.

I believe that this town has always treated people respectfully and fairly so we should say it with a forceful statement. By stating it, it then becomes a message that we welcome all people and we thrive when we have a diverse population. Think of the Irish, Italians, and Poles who came here to work in the marble and granite industries and the important heritage they brought with them. Vermont would not be the culturally rich state it is without these immigrants and many more. These people all brought skills, ambitions, religious traditions, interesting food, unique customs, and so much more.

The United States as a whole is the most diverse country on earth and the most successful by almost any measure. And, it is no coincidence that Burlington and Chittenden county have the most dynamic economy in Vermont, as well as the most diverse population. Diversity brings creativity that leads to solutions and a richer life for all.

Historically Vermont has been, and still is, one of the least diverse states, but our children will be living in a more diverse community of people in this country. Let's prepare our children by encouraging and promoting diversity in our town and schools, encouraging them to be comfortable with people of all backgrounds and beliefs so they can survive and thrive in the world.

Declaration Talking Points

We all want our cities and towns (and our state) to grow in a healthy way, to increase our tax base, and fund our schools and roads. To make this happen we need to welcome all people. We need to reach out, proactively, to the world at large, with the message that **WE WELCOME ANYONE** who wants to live and work and add richness to our state. Currently, the population in Vermont is static or declining with low fertility rates and young people leaving the state. The remaining population is aging and putting a strain on underfunded state resources.

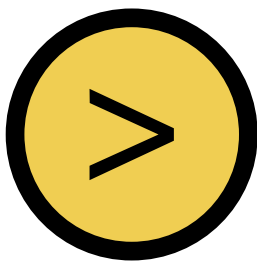
With remote work becoming well accepted, people are moving to Vermont, bringing with them jobs, new skills, and capabilities. They embody the way our world will look in 10 to 20 years and their presence may inspire other talented folks to move to our town and state. These new residents will be remodeling homes and building new ones, their tax dollars paying for better-funded services. With a more vibrant and interesting economy, more of our young people will want to stay, work, and raise their families in Vermont.

A Declaration of Inclusion is another tool in the “toolbox” of those responsible for the town’s economic development, that is, their toolbox of reasons why someone should locate a business here, perhaps choosing our town (or state) over another.

Declaration Talking Points

A Declaration such as this would mark the town and its leaders as a forward-thinking community of people, stepping out in front for what we know is right and deeply rooted in the values that America and Vermont say they champion.

We all have heard that America is a “melting pot” of people from all over the world; America has always welcomed diverse people and embraced their cultures, languages, foods, customs, religions, and traditions. This is nothing new. Let’s continue the tradition. Let’s take this small but affirmative step toward the American ideal as stated in our precious Constitution.



Add your own thoughts to these reasons and end by urging adoption of the Declaration of Inclusion or something similar and making it an integral part of the guiding principles of the town.

Be prepared to provide copies of the Declaration to Select Board members, town managers, and others.

Contact Us

J. Alvin Wakefield

Al Wakefield has been a resident of Vermont for over 35 years, most of that in Mendon. As many others have done, Al and his family came to the community to ski, enjoy the great outdoors, and the more relaxed life that Vermont affords.

During their first visit here, the Wakefields dined at Royal's Hearthside Restaurant, met Ernie and Willa Royal, and subsequently acquired both the restaurant as well as the newly established Royal's Gourmet Food Market.

Al's visits with the Royals and, subsequently, with Preston Smith, Frank Punderson, and Otto Iannanatuoni – all long-time residents and successful business owners – convinced the Wakefields that they would be accepted and could continue to build their dreams here.

After two years, the Wakefields sold the enterprises and Al went on to build an international executive search firm, operating from Mendon and New York City.

Contact Al

al@wakefield-global.com | 802.770.3958

Contact Us

Robert (Bob) Harnish

Bob Harnish moved to Vermont in 1964 in response to the lure of skiing after college and a three-year tour in the Air Force. He and his wife, Breda, purchased Summit Lodge, which they later sold to buy the Cortina Inn.

The couple had no children of their own, but over the years they “took underwing” a Puerto Rican boy, George Valentin, and two Hmong (Laotian) kids, Sheng and Maisian Vang. All three have moved on, after getting college degrees, to have families and impressive careers. These relationships have made clear to Bob the struggles faced by people in the BIPOC and AAPI communities in Vermont as well as other states.

Hospitality is in Bob’s DNA. This goes beyond innkeeping to the whole of Vermont as a state that will benefit enormously in terms of diversity, culture, vibrancy, tax dollars, and much more by letting the world know that people of all backgrounds are welcome. Bob resides in Pittsford.

Contact Bob

rharnish24@gmail.com | 802.779.7714

Contact Us

Norman Cohen

Norman Cohen has been in Vermont for 50 years, having been offered the position of Assistant U.S. Attorney in 1969. Norman married and raised his family in Rutland; one daughter still lives here. He entered private practice in 1973, formed the law firm of Cohen and Rice in 1985, and retired from the practice of law in 2019.

Norman has served on many local municipal and non-profit boards including the Rutland Town School Board, the Rutland Town Planning Commission, and is active in Rutland's Project VISION and Habitat for Humanity of Rutland County.

Bringing with him his knowledge of law and his expertise in “word crafting” acquired from six years of sports writing, Norman adds depth to our small team whose goal is to increase diversity in Vermont.

Contact Norman

norcoh26@gmail.com | 802.558.1998

Contact Us

Liz DiMarco Weinmann, MBA

Liz DiMarco Weinmann is a Strategic Growth Specialist, Nonprofit Leader, Business Educator, and Author. She guides and advises high-energy executives and board members at small-to-mid-size nonprofits, foundations, and educational institutions that want to achieve revenue growth through actionable strategic plans, bottom-line focused marketing initiatives, and fundraising campaigns to cultivate, secure, and sustain support from major donors, foundations, and corporations.

Liz possesses over thirty years of experience and expertise in business development, financial growth, and stakeholder engagement at global marketing services firms, nonprofits, and higher education, primarily in New York and Washington, D.C. Since 2002, she has helped diverse leaders to improve resource productivity and raise millions of dollars, with a focus on advancing the vision, mission, capacity, and values of organizations that have a strong commitment to achieving positive societal impact.

Liz has been an enthusiastic and engaged resident of Rutland for 40 years.

Contact Liz

lizweinmann@gmail.com | 732.614.1482

Support for the Declaration of Inclusion

**We're on our way to our goal of a Declaration of Inclusion
being adopted and implemented by each of
Vermont's 246 towns and cities!**

A sample of towns, cities, and our consulting collaborators

The Town of Franklin
The first to adopt

Brandon
Middlebury
Pawlet
Pittsford
Rutland City
Shrewsbury
South Hero
Tinmouth
Waterbury
West Rutland
Woodstock

Vermont League of Cities
and Towns (VLCT)

Vermont Association of
Planning and Development
Agencies (VAPDA)

Rutland Young
Professionals (RYP)

Proclamation of Inclusion

State of Vermont Executive Department

WHEREAS,

Vermont and Vermonters have a rich history of celebrating freedom and diversity, including the abolition of slavery in 1777, activism in the abolitionist movement, our embrace of European immigrants to work in mines and quarries, recognition of same sex marriage; state recognition of Abenaki peoples; and protection of undocumented immigrants from potentially overreaching federal enforcement; and

WHEREAS,

despite Vermont's tradition of leadership in freedom and diversity, historically Vermont has been and still is one of the least racially and ethnically diverse states in the country; and

WHEREAS,

one of the silver linings to be found after the pandemic may be that remote work may continue to be well accepted and people have moved and are moving to Vermont bringing jobs, new skills and capabilities and cultural and racial diversity; and

WHEREAS,

people and families who have moved or who are moving to Vermont may inspire others to move as well, inevitably adding richness in diversity of history and experience to our State; and

WHEREAS,

with more vibrant communities, businesses and restaurants and cultural activities, facilities and resources, more of Vermont's young people will want to stay, work and raise their families in Vermont; and

WHEREAS,

it is essential for all to know, Vermont seeks to achieve equality and equity and to create a culture in which racial, ethnic and other cultural disparities are openly acknowledged and addressed and where no one person is more likely to experience society's benefits or burdens than any other person; and

WHEREAS,

the State of Vermont is committed to growing and nurturing a diverse society in which we want our youth to live and prosper; and

WHEREAS,

the State of Vermont is committed to identifying overt and implicit bias and systemic racism throughout State government systems and functions, and to eliminating racial, ethnic and other cultural disparities that may now exist within State government as one of the state's largest employers and as a provider of a variety of essential services to the public at large; and

WHEREAS,

the State of Vermont has demonstrated leadership and has achieved notable and laudable success in addressing racial and other disparities through the work of the Director of Racial Equity and the Racial Equity Advisory Panel, as well as the Governor's Racial Equity Task Force working to address systemic bias in our State systems and institutions, examine existing law on hate crimes, evaluate systems of support and look to increase civic participation among racially diverse populations; the Agency of Transportation through its Office of Civil Rights; the Agency of Education through partnerships with professional associations in anti-bias efforts; the Human Resources Department through its work building more inclusive representation in the State government workforce; the State's Human Rights Commission; and the Office of the Attorney General's Civil Rights Office; and

WHEREAS, the Department of Public Safety has provided leadership through its Fair and Impartial Policing Initiative, as well as comprehensive policy work on hiring and promotions, data collection, use of force, body worn cameras, greater transparency regarding improper conduct and attempts to achieve comprehensive law enforcement training modernization and cultural change.

NOW, THEREFORE, I, Philip B. Scott, Governor, hereby proclaim as follows:

1. The State of Vermont formally condemns discrimination in all of its forms and welcomes all people who want to live and work and add richness to our State, regardless of race, color, religion, national origin, sex, gender identity or expression, age, or disability and will protect these classes to the fullest extent of the law.

2. Let the second week of May be known as Inclusion Week to emphasize these ongoing efforts to make Vermont a more inviting state for all people.

3. I call upon all Vermonters to denounce prejudice, to openly acknowledge and address our own implicit bias and welcome and celebrate all people, of all races, colors, religions, national origins, sex, gender identity or expression, ages, disabilities, and continue to work together to ensure every individual can live freely, equitably, and express their opinions free from fear, intolerance and prejudice.

Given under my hand and the Great Seal of the State of Vermont on this 7th day of May, A.D. 2021.

Philip B. Scott
Governor

A handwritten signature in black ink, reading "Philip B. Scott". The signature is stylized, with a large "P" and "S" and a long horizontal stroke extending from the end.

Inclusion Week Proclamation

State of Vermont Executive Department

Proclamation 21-061, A Proclamation of Inclusion signed on May 7, 2021, established the second week of May as Inclusion Week; and

WHEREAS, Vermont strives to be a leader in protecting hard-fought civil rights, and is committed to eliminating hatred and bigotry in all systems and institutions to improve outcomes for all Vermonters and build more multicultural and socially cohesive communities; and

WHEREAS, Vermont must create a culture in which racial, ethnic and other cultural disparities are openly acknowledged and addressed; and

WHEREAS, Vermont has demonstrated leadership in this regard through the creation of a Racial Equity Advisory Panel, Racial Equity Task Force and the hiring of the Executive Director of Racial Equity; and

WHEREAS, the State must and will continue to address the challenges of achieving racial and ethnic equity across Vermont and to nurture the diverse society in which we want our youth to live and prosper; and

WHEREAS, Vermont will continue to welcome all persons with myriad skills and traditions to work, live and raise families; and

WHEREAS, we must bring state and local leaders, agencies and interested parties together across Vermont to examine existing law on hate crimes, evaluate systems of support and look to increase civic participation among racially diverse populations; and

WHEREAS, we also urge those same leaders and all Vermont residents to denounce prejudice and welcome all persons, regardless of race, color, religion, national origin, sex, gender identity or expression, age, or disability, and to protect these classes to the fullest extent of the law.

I, Philip B. Scott, Governor, hereby proclaim May 9-15, 2021 as
INCLUSION WEEK in Vermont.

Given under my hand and the Great Seal of the State of Vermont on this 7th day
of May, A.D. 2021.

Philip B. Scott
Governor



Brittney L. Wilson
Secretary of Civil and Military Affairs

Letter of Support

Rutland Young Professionals



The Rutland Young Professionals (RYP) Board of Directors is proud to support the Declaration of Inclusion created by Rutland County residents Al Wakefield, Bob Harnish, and several others.

Rutland Young Professionals is an all-inclusive organization focused on creating a vibrant Rutland Region. We engage with our community, create social and professional networking opportunities, and work to build a region that attracts and retains young professionals – young professionals of different races, ethnicities, genders, religions, sexual orientations, political affiliations, and more. Rutland Young Professionals is committed to making the Rutland Region a great place to work, live, learn, and play. We are also committed to doing our part to ensure that everyone – especially our diverse friends, colleagues, and members – feels comfortable and safe in our community.

We believe that diversity – in backgrounds, perspectives, and experiences – make us stronger as both a community and an organization. Our differences should be valued and embraced.

We know that there are many benefits to adopting the Declaration of Inclusion, but it is especially important for the demographic we serve, and Vermont as a whole. More young professionals are leaving the state every year. Vermont must continue to grow both culturally and economically in order to attract and retain young professionals. Vermont is home to the third oldest population in this country, so awareness and support of activities that promote diversity, equity, and inclusion in all of its forms are critical to ensure that we continue welcoming young professionals in the Rutland Region and beyond. Our hope is that these individuals will choose to make their home in the Rutland Region, raise families here, start businesses, and become engaged in their respective communities.

For these and many other reasons, we strongly support the adoption of the Declaration of Inclusion – or an alternative version if deemed more appropriate – by all 27 towns and cities in the Rutland Region.

The Rutland Young Professionals Board of Directors

We Are One Rutland

Chamber & Economic Development of the Rutland Region



Saying it was disturbed by national and local events related to racism, Rutland County's leading economic development organization on Tuesday took a stand on behalf of inclusion, diversity and community.

The Board of the Chamber and Economic Development of the Rutland Region approved a resolution denouncing bias and discrimination and creating a new committee to ensure the organization does its part going forward.

"We have a social and moral obligation to lead," CEDRR said in a statement. "We can no longer remain silent and must in fact speak out to condemn discrimination of all kinds and embrace diversity in our communities. It makes economic sense, but far more important, it's the right thing to do."

The board unanimously approved the resolution, and directed the Executive Director Lyle Jepson to establish a Diversity, Equity and Inclusion (DEI) Committee that will be charged with, but not limited to, the development of a DEI Strategic Plan. The resolution requires the plan to include education, projects and activities to address bias, racism and discrimination as well as increase diversity, equity, and inclusion throughout the CEDRR organization and the entire Rutland Region.

The resolution also directs the executive director to develop strategies that increase the understanding of systemic racism, equity, access to opportunity, diversity and inclusion among CEDRR staff, board members, committees, and members. It further encourages all members to support CEDRR and Jepson in this important and essential journey.

"We are alarmed, disturbed and concerned by national and local events and discourse relating to racism and intolerance of diversity," Jepson said.

"Remaining silent is no longer an option -- and we know words are not enough, so we are poised to examine our own implicit biases and root out barriers to opportunity for everyone within our membership and our community."

CEDRR Board Chair John Casella II said the resolution is critical for the community.

“This is a long overdue and needed period of transformation, and CEDRR believes that with a spirit of openness, humility, and respect, we can not only learn from one another, but we can create a diverse, equitable, and inclusive community where all can feel safe and where all can feel they belong and can thrive,” Casella said.

“We are one Rutland,” Jepson said. “We are actively listening with our minds, our hearts, and with open arms. We are prepared for the ‘essential journey’ to an inclusive community and country.”

Our Vision for "Project Inclusion"

Ultimately the goal is to increase diversity in Vermont and abolish racism with general acceptance by the public and respect for the dignity of all people.

The Declaration of Inclusion being adopted by towns and the Governor's Proclamation on inclusion provide recognition but not strategic direction, policy sustainability, or operational guidance.

Diversity in our population is an important component required for vital and dynamic town, city, and state economies but how to achieve that diversity and the way to gain acceptance by the largely white population are equally important aspects to consider.

Community leaders at all levels in Vermont must prioritize equity, diversity, and inclusion in their decision-making and we should require them to step down if they are unwilling to address their own or the community's biases before making decisions. Municipal leaders and law enforcement officials must engage effectively with community members on the subject of systemic racism, racial justice, public safety, and law enforcement. They need to engage the public in conversations on these and other issues important to an increasingly diverse population.

Community and state leaders can work closely with the many organizations already existing, organizations such as Rutland Forward, Vermont Partnership for Fairness and Diversity, Vermont's Local Solutions and Community Action Team, the Vermont Equity Caucus, Project VISION, Vermont Council on Rural Development, the Vermont League of Cities and Towns and many more. In addition, and very important, is the Vermont Office of Racial Equality and its Executive Director, Xusana Davis.

The difficult work is just beginning but the rewards will be enormous.

– Bob Harnish

Statement of Equity & Racial Justice

Middlebury, Vermont Selectboard

Human diversity can be defined as differences in race, ethnicity, nationality, gender, gender identity, sexual orientation, socio-economic status, age, physical and/or mental capabilities, and religious beliefs, among other differences; and all of these vast diversities exist among and between the residents of The Town of Middlebury.

The Middlebury Selectboard stands with our community and commits to being more visible, vocal, and supportive in our efforts to ensure equity and racial justice and to directly address systemic and overt racism and implicit bias. We are ready to assist and, with Town staff, will do our best to make a difference.

As leaders, the Middlebury Selectboard commits to strengthen the trust in our community by employing Town staff team members who reflect the values of integrity, compassion, and respect for the diversity of all individuals, and demonstrate these high moral values every day.

What follows are concrete ways that we are addressing these issues. We will continue to add to this list throughout the coming months. We welcome your input.

COMMITTEE. The Selectboard has formed a Diversity, Equity, and Inclusion (DEI) Workgroup composed of three Selectboard members – Farhad Khan, Dan Brown, and Lindsey Fuentes-George - tasked with vetting our options for moving forward with our DEI work. The Selectboard is also considering converting the DEI Workgroup to a full Committee, which would potentially include staff members as well as members of the general public.

PARTNERSHIPS. The Selectboard commits to broadening our partnerships in ways that will amplify all of our efforts and help effect real change around these critical issues.

REPRESENTATION. The Selectboard encourages diverse candidates to apply for staff and board positions. We will work to implement new ways to broaden and enhance this outreach.

EDUCATION. The Selectboard commits to investing in additional staff and board training around topics related to implicit bias, racism, and equity at the municipal level. We will also share these resources with the public.

RESOURCES. The Selectboard will work to identify and partner with experts, affected communities and organizations to provide a digital toolkit of resources, including reporting mechanisms, and information available to members, partners, and staff.

REPORTING. The Selectboard will publicize avenues for community members and staff to report racist or discriminatory incidents.

COMMUNICATIONS. The Selectboard commits to including diverse voices, perspectives, and imagery in our messaging and publications.

Brian R. Carpenter, Chair

Heather Seeley, Vice Chair

Nick Artim

Updated August 31, 2021

Designed and edited by



ELICIA PINSONAULT

creative works

Policy Type	Policy Category	Policy #	Policy Link	Procuedure 1
Required	Board Operations	A01	BOARD MEMBER CONFLICT OF INTEREST	
Required	Board Operations	A02	Board-Superintendent Relationship Policy	
MRPS Policy	Board Operations	A03	A03 Expectations for Montpelier Roxbury Board Members	
MRPS Policy	Board Operations	A04	A04 Superintendent Expectations	
Required	Student	B8	B8 Electronic Communication Between Employees and Students	
Required	Student	C12	C12 Prevention of Sexual Harassment As Prohibited by Title IX	
Required	Student and Personnel	C14	C14 Policy on Section 504 and ADA Grievance Protocol for Students and Staff	
MRPS Policy	Board Governance	C28	C28 Transgender and Gender Nonconforming Students	See policy & procedures for F11: Pupil Privacy
Required	Personnel	D06	D06 SUBSTITUTE TEACHERS	
Required	Student	D7	D7 SPECIAL EDUCATION	
MRPS Policy	Personnel	D07	D07 VOLUNTEERS AND WORK STUDY STUDENTS	Volunteers and Work Study Students Procedure
Required	Personnel	D08	D08 ALCOHOL AND DRUG-FREE WORKPLACE	
Required	Personnel	D11	D11 Drug and ALCOHOL TESTING	
Required	Personnel	D12	D12 PREVENTION OF EMPLOYEE HARASSMENT	See policy document for procedure
MRPS Policy	Personnel	D15	D15 HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT COMPLIANCE	
Required	Student	D16	D16 PROFICIENCY-BASED GRADUATION REQUIREMENTS	2022-2023 Montpelier High School Program of Studies
MRPS Policy	Board Operations	E01	E01 FISCAL MANAGEMENT	Management of Federal Equipment Procedure
MRPS Policy	Board Operations	E02	E02 Budget Execution	Allowable Ability of Cost Procedures
Required	Board Operations	E03	Budget Policy	
MRPS Policy	Personnel	E08	E08 TOBACCO PROHIBITION	Tobacco Procedure
MRPS Policy	Personnel	E11	E11 TRAVEL REIMBURSEMENT	

Procedure 2	Procedure 3	Procedure 4					
Volunteer Levels							
Montpelier High School Flexible Pathways Handbook	2022-2023 Handbook (coming soon!)						
Federal Procurement Procedures							

Policy Type	Policy Category	Policy #	Policy Link	Procuedure 1
Required	Student	F03	F03 Transportation	
Required	Student	F05	F05 EDUCATION RECORDS	Educational Records Procedure
Required	Student	F07	F07 STUDENT ALCOHOL AND DRUGS	Student Alcohol & Drugs Procedure
MRPS Policy	Student	F10	F10 PARTICIPATION OF HOME STUDY STUDENTS IN SCHOOL PROGRAMS AND ACTIVITIES	Participation of Home Study Students
Required	Student	F11	F11 PUPIL PRIVACY RIGHTS	Pupil Privacy Procedure
Required	Student	F12	F12 PARENTAL INVOLVEMENT	See policy document for procedure
MRPS Policy	Student	F13	F13 IN-DISTRICT ELEMENTARY SCHOOL TRANSFER POLICY	In-District Elem School Transfer Procedure
Required	Student	F14	F14 STUDENT FREEDOM OF EXPRESSION	
Required	Student	F15	F15 Student Attendance	Attendance Procedure
Required	Student	F19	F19 LIMITED ENGLISH PROFICIENCY STUDENTS	
Required	Student	F20	F20 Prevention of Harassment, Hazing, and Bullying of Students	Harassment, Hazing, and Bullying Procedure
Required	Student	F21	F21 FIREARMS	
MRPS Policy	Student	F22	F22 Diversity, Equity, and Inclusion	
MRPS Policy	Student	F28	F28 Federal Child Nutrition Act Wellness	
Required	Instructional	G03	G03 RESPONSIBLE TECHNOLOGY USE	
Required	Instructional	G04	G04 TITLE I COMPARABILITY	Title I Part A Comparability Compliance Procedure
Required	Instructional	G05	G05 ANIMAL DISSECTION	
Required	Instructional	G14	G14 Class Size	
MRPS Procedure	Student			Meal Charge Procedure

Procedure 2	Procedure 3	Procedure 4					
Truancy Procedure Flowchart	Unexcused Attendance Procedure						

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

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.

Term	Definition
Redressing	A remedy or setting right an undesirable or unfair situation.
Genocide	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.
Indigenous people	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.
Systemic inequities	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.
Oppression	Prolonged cruel or unjust treatment or control of a person, people, or nation.
Marginalization	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”).
Equity	Distributing resources, power and decision making to marginalized groups or individuals in order to redress marginalization.
Underserved	Provided with inadequate service to experience equitable outcomes.
Anti-racist	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.
Culturally agile	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.
Pluralistic	Relating to or advocating a system in which two or more states, groups, principles, sources of authority, etc., coexist without hierarchy.
Multicultural	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.
Responsiveness	The quality of reacting quickly and positively.
Bias	Prejudice in favor of or against a person, or group compared with another, usually in a way

	considered to be unfair.
Stereotypes	An exaggerated or distorted belief that attributes generalized and simplistic characteristics to members of a particular group, ignoring their individual differences.
Decolonized perspectives	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.
Revisionist frameworks	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.
Privileged positions	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.
Subjugated positions	Situations where your identities and beliefs are treated as less important than other people in dominant societal norms.
Affinity groups	Groups of people who are drawn together because of a shared, strong interest or engagement in a common activity or lived experience.
Transformative	Causing a marked change in someone or something.
Trauma-informed	Education that recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life.
Tools of oppression	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.
Non-Dominant culture	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)