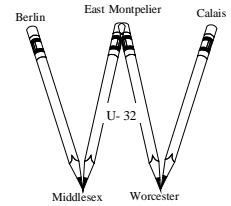


Washington Central Unified Union School District

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
9.14.21 4:30-6:30 p.m.
Central Office, 1130 Gallison Hill Rd., Montpelier
<https://tinyurl.com/437fbk7b>
Meeting ID: 859 0430 1057
Passcode: 777686
Dial by your location: 1-929-205-6099**

Via Video Conference*

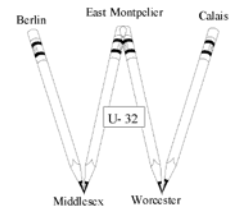
1. Call to Order
2. Approve Minutes of 6.21.21 – pg. 2
3. Technology Policies (Discussion/Action)
 - 3.1. B8 Electronic Communication Between Employees & Students – pg. 5
 - 3.2. D3 District Take Home Device & Personal Device Policy – pg. 8
 - 3.3. F49 Acceptable Use – pg. 12
 - 3.4. F44 Password Management – pg. 16
 - 3.5. F40 Change Management – pg. 19
 - 3.6. F43 Backups – pg. 23
 - 3.7. F47 Electronic Mail – pg. 25
4. Review Policies (Discussion/Action)
 - 4.1. School Choice Policy – pg. 29
 - 4.2. E46 Memorials Policy – pg. 64
 - 4.3. Family Request to Remain in School at End of Year
 - 4.4. Conflict of Interest – pg. 65
 - 4.5. Face Mask Policy – pg. 66
5. Future Agenda Items
 - 5.1. Anti-Racism
 - 5.2. Commitment to Humanity and Justice Statement
6. Adjourn

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Bryan Olkowski
Superintendent



WCUUSD Policy Committee Meeting Minutes Unapproved 6.21.21 3:45-5:00 PM

Present: Chris McVeigh, Dorothy Naylor, Lindy Johnson, Amy Molina, Michelle Ksepka, Jody Emerson, Ellen Knoedler, Jim Garrity

1. **Call to Order:** Chris McVeigh called the meeting to order at 3:47 p.m.
2. **Approve Minutes of 5.25.21 and 6.7.21:** Dorothy Naylor moved to approve the minutes of May 25, 2021. This motion carried unanimously. Chris McVeigh moved to approve the minutes of June 7, 2021. This motion carried unanimously.
3. **Technology Policies:**
 - 3.1. **D3 District Take Home Device & Personal Device Policy:** Chris McVeigh indicated that he has heard from staff members who would like to provide input about this policy. He suggested that we put off the discussion of this policy until the next committee meeting so that time is allowed for natural discussion, rather than at a WCUUSD board meeting. Scott Thompson asked whether it might be appropriate to have a broader statement of policy around technology/ devices, and then reference specifics in a procedural attachment. This might make for a more durable over time policy (and the procedures can be updated as needed.)
Dorothy Naylor moved to table this agenda item until the next policy committee meeting. This motion carried unanimously.
4. **Review policies:**
 - 4.1. **School Choice Policy:** Chris McVeigh noted that the intention is to have forums throughout the fall in the five towns. The intention at this point in the process is to start fleshing out a very rough draft and to seek community input. He welcomed comments.
Scott Thompson stated that among the themes in the survey comments, it was hard to detect a common or broad trend. Would it be easier to have a "School Assignment" policy? Whereas, normally a student would be assigned to their town school but under some circumstances the assignment might change. I.E. the expectation would be that the student attends their home town school but the possibility exists for other options. He stated that he is envisioning something

similar to what is currently happening, where parents make a request and it is considered on a case by case basis.

Dorothy Naylor suggested that, after seeing this evolve, the committee might want to put this off for a bit. At this time, she believes that the merged district has the capability, and is making progress toward, offering consistent student offerings across the district. She stated that it is important, at the meetings that are planned in the fall that the intention is communicated broadly. She believes the committee should take its time and continue for a year or two, to carry this out as we have been, and to see how it plays out over a few years as the merged district takes shape. Ellen Knoedler stated that this dovetails with the conversations that have taken place recently about raising up all of the schools, and while there may be exceptions and some unique needs, if all of the schools offer the same programs and interventionists, etc. then the push to go to a different school may go by the wayside. She believes that, in light of the curriculum audit, making sure that every school offers the same, and community is very important, and keeping kids in their towns is critical. Lindy Johnson stated that she believes taking our time is the right thing to do. She stated that using the term "School Assignment" does not seem like a wise choice of words for the policy.

- 4.2. E46 Memorials Policy:** Dorothy Naylor noted that, in the policy, regarding existing memorials being eventually removed, she believes it is important to indicate in the policy that those who are memorialized will be included in the common memorial. Jody Emerson reminded the committee that this had been addressed in the past when families were made aware that memorials would be moved to a common space - this will require contacting families yet again. This was difficult for families in the past. Amy Molina indicated that her interpretation of the policy under "philosophy" is that U-32 already has a common space designated. She does not see how it would require current memorials to be moved again. Jody Emerson stated that, even at the elementary schools, contacting families to move or remove memorials, will cause the families to revisit grief. Michelle Ksepka stated that her understanding from previous conversations is that whatever is chosen will be the same at each school - e.g., a wall space at each school or a bench at each school. Amy Molina suggested that a common memorial space at each campus is appropriate; we are looking for a common way to memorialize those lost at each campus but it doesn't necessarily have to be the same structure or space. Edit Procedure first paragraph: "common memorial" change to "*will charge the administration at each school with developing a common memorial for that school...*" Michelle Ksepka suggested that we hear from, and get feedback from elementary school administrators on this policy. Amy Molina reiterated what Jody Emerson had stated previously, that this was very difficult for families in the past at U-32. She stated that administrators had made a lot of phone calls to families and in one case she believes a home visit was made. Jody Emerson stated that U-32 had also followed up with a letter. She noted that there is currently an inventory of the memorials at each school; she reviewed the inventory.

Some discussion followed about cases where a memorial plaque is attached to a tree, or a bench, or a boulder, etc. - will the plaque be removed but the item to which it was attached remain?

Chris McVeigh suggested sending this to elementary principals and letting them know that this will be considered early in the school year, and to seek their input.

4.3. Family Request to Remain in School at End of Year: This had been brought up at a WCUUSD board meeting and suggested that the Policy Committee address. The committee will address this at a future meeting.

4.4. Conflict of Interest: The committee discussed this draft. Some discussion followed around the inevitability in small communities that these circumstances will arise. Discussion points regarding this draft policy: Change language to “staff member *WILL* be excused from participation...”

Some discussion followed regarding using “shall” versus “will.” Scott Thompson suggested that the last bullet be moved to the first. Discussion of changing “whenever practical” to “whenever possible” -Amy Molina brought up the circumstances when parents are coaches. It was discussed that this policy is not meant to apply to coaches. Insert language that this policy does not apply to co-curricular or extra-curricular activities. “Co-curricular coaches may coach their own children.” But add “and coaches” to the bullet about administering discipline.” Add definition to “Staff member” in the first bullet - “including administrators, Teachers, coaches and advisors (including volunteers), and others employed by the district.” Amy Molina suggested defining staff member in the introductory paragraph in the same way “child” and “parent” are defined, rather than adding a bullet.

5. Future Agenda Items:

5.1. Anti-Racism

6. Adjourn: The committee adjourned by consensus at 5:10 p.m.

Respectfully submitted, Lisa Stoudt, Committee Recording Secretary

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**ELECTRONIC COMMUNICATION BETWEEN
EMPLOYEES AND STUDENTS**

POLICY: **B8**

WARNED: **5.14.21**

ADOPTED:

EFFECTIVE:

I. Statement of Policy

The Washington Central Unified Union School District (WCUUSD) recognizes electronic communications, and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, the WCUUSD recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this model policy is adopted to provide guidance and direction to WCUUSD employees to prevent improper electronic communications between employees and students.

II. Definitions. For purposes of this policy, the following definitions apply:

- A. **Electronic communication.** Electronic communication is any computer-mediated communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.
- B. **Social media.** Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.
- C. **Employee.** Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including supervisory union employees.
- D. **Student.** Student means any person who attends school in any of the grades Prekindergarten through 12 operated by the district.

III. Policy on Electronic Communication Between Students and Employees.

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

A. Inappropriate content of an electronic communication. Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:

1. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the employees' or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or demeaning;
6. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
7. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
8. Communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.

B. Procedures. The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV.A. and B. below).

IV. Enforcement Responsibilities

A. Student communications violation of this policy. In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

B. Employee communications violation of this policy. In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student shall or the student's parent or guardian may submit a written report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type

of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications by an employee may result in appropriate disciplinary action.

C. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).

D. **Other district policies.** Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

V. Reporting to Other Agencies

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

B. **Reports to Vermont Agency of Education [AOE].** Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.

C. **Reporting Incidents to the Police.** Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.

D. **Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

<i>Legal Reference(s):</i>	2018 Acts and Resolves No. 5 (located at https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf)
	16 V.S.A. § 1698
	16 V.S.A. § 570

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

DISTRICT TAKE HOME DEVICE &
PERSONAL DEVICE POLICY

POLICY: D3

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

The mission of the District Take Home Device & Personal Device Policy in WCUUSD is to create a collaborative learning environment for all learners. This environment will support students and teachers in the use of technology to enhance student learning and engagement in the classroom. It will create equity and level the playing field for all learners by providing every student with a device to use both in school and at home.

In 2019 the District expanded the use of Chromebooks and the ability for students to take home the devices to support their schoolwork. Students at all WCUUSD schools will have the opportunity to check out a district-owned Chromebook (Grades 3-12) or Tablets (Grades PreK-2) for the school year. This device will allow filtered access via the district network to educational resources and materials needed for students to be successful. It will also allow all student access to G Suite for Education, online textbooks, educational web-based tools, and many other useful websites.

Education and Access

G Suite for Education is a closed system whereby only students and staff have access. It includes applications that enable students to:

- Create projects
- Collaborate with their classmates
- Send emails to students and teachers
- Submit assignments

As a G Suite for Education District, we are able to monitor student Chromebook activity through web-based management tools.

Before each Chromebook device connects to the Internet, it must pass through district network firewalls and filters. This happens whether the device is browsing at school or home using another WiFi router that is providing the Internet connection. We are currently using Content Keeper for Chromebook and other background tools.

Daily Care and Maintenance

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken, or fail to work properly, must be submitted to administrators in the schools who will provide it to the IT department. Do not take District owned Chromebooks to an

outside computer service for any type of repairs or maintenance. Do not attempt to repair the device yourself. We understand accidents happen. Report them immediately so that the district can fix the device.

- Students are responsible for bringing fully charged Chromebooks for use each school day.
- Chromebooks must have a District asset tag on them at all times and this tag must not be removed or altered in any way. If removed there may be disciplinary action.
- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook. Plug-in connectors are **fragile** and must be handled with care.
- Never transport your Chromebook with the power cord plugged in. Never store your Chromebook in your carry case or backpack while plugged in.
- Clean the screen with a soft, dry microfiber cloth or anti-static cloth. No liquids.
- Student should never leave a Chromebook unattended, such as in a vehicle or any unsupervised area.
- Transport Chromebooks with care, Chromebook lids should always be closed and tightly secured when moving.
- Never move a Chromebook by lifting from the screen. Always support a Chromebook from its base with the lid closed and open or close it using two hands.

Chromebook screens can be easily damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not store the Chromebook with the screen in the open position or tablet mode.
- Do not place anything on the Chromebook that could put pressure on the top or screen.
- Do not poke the screen with anything that may mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g., pens or pencils)
- Do not place the device near magnets or anything with high electric current.
- Do not place anything in the sleeve or backpack that may press against the cover.

Digital Citizenship and Internet Safety

WCCUSD asks that all computing equipment is used for educational purposes or to support those employees who provide educational services. We expect device holders to use electronic resources safely and responsibly. We ask that students engage a trusted adult if you are unsure about something related to the use of your computer or electronic resources. We ask that you do not share your account information or the account information of others. Never post or share pictures of yourself or others unless you have school permission. Please tell a trusted adult if you come across something that is dangerous or disturbing. All school rules for how you behave and how you treat others apply for in-person and for electronic communications.

Security, Filtering, and Monitoring

The school district is required by law to provide certain levels of filtering and monitoring of the use of all district owned technology and electronic resources. All students are expected to support these efforts to provide a safe and legal electronic learning environment. It is expected that parents/guardians will monitor the student's use of the Internet at home so that the district-owned device is not used to access illegal or inappropriate websites or download any material from those sites. Please be aware of these cautions.

- Do not use district equipment or electronic resources for commercial or personal gain.
- Do not use district resources and email addresses for political purposes, like trying to influence elections.

- Do not use district resources for anything illegal or indecent such as bullying, posting inappropriate images or text, or passing along information that is harmful or inappropriate.
- Do not participate in any activity to alter, bypass or attempt to bypass the school district network, security settings, filters, safety settings, or user roles.
- Do not install or download personal software or applications (apps), games, or operating systems.

Lost or Damaged Equipment

Students and parents are responsible for district-owned technology that is issued to them, just as they are for other district-owned items such as textbooks, athletic equipment, or library books. The district will repair or replace the device, but students and parents may be responsible for the cost of those repairs or replaced devices. Please remind your student to report a missing Chromebook to the library staff or classroom teacher (in-person or via email) as **soon** as it's misplaced. We can help them locate. After 24 hours we will disable the device.

The WCUUSD Transportation Staff have been asked to return any found devices to the U-32 Technology Office.

Submit Chromebooks that need repair, with the sleeve and power cord to the Building Technology Specialist, teacher-librarian, or classroom teacher depending on your school. If we are able to fix the device, we will do so and return it. If we are unable to fix the problem, we will issue a new device. Physical damage or lost equipment may cost a student or employee a replacement fee.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices such as, but not limited to, laptops, mobile devices, cell phones, and e-readers to promote student learning and to further the educational and research mission of the district. The use of personally owned devices at school by staff and students is voluntary and a privilege, and subject to all school district policies and procedures. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during any school-related activity.

The district assumes no liability or responsibility for any act of a staff, student or guest user that is inconsistent with school district policies and procedures. Any individual who brings personally owned devices onto school property is solely responsible for that equipment.

If the District has reasonable cause to believe a staff member or student has violated school district policies or procedures authorized personnel may confiscate and hold a staff member, student's or guest user's mobile or personal device in accordance with school district policies and procedures for privacy and security.

Law Enforcement Requests Regarding District Devices

From time to time, the district may receive an equipment access or seizure request from law enforcement. In order to respond to these requests in a structured way, no employee, vendor, or consultant should act independently on these requests. Absolutely no district devices or accounts are to be given to law enforcement without permission of the Superintendent or Superintendent's

designee. All requests for equipment, software, or account access, including subpoenas should be directed to the Office of the Superintendent.

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

ACCEPTABLE USE POLICY

POLICY: F49

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Overview

WCUUSD’s intentions for publishing an Acceptable Use Policy are not to impose restrictions that are contrary to WCUUSD’s established culture of openness, trust and integrity. IT is committed to protecting WCUUSD's employees, partners and the company from illegal or damaging actions by individuals, either knowingly or unknowingly.

The question of Internet safety includes issues regarding the use of the Internet, Internet-capable computing devices, and other electronic devices in a manner that promotes safe online activity for children, protects children from cybercrimes, including crimes by online predators and cyberbullying, and helps parents shield their children from materials that are inappropriate for minors. To promote the safe and appropriate online behavior of students and staff as they access material from the Internet, the district will use the following four-part approach. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of WCUUSD. These systems are to be used for business purposes in serving the interests of the company, and of our clients and customers in the course of normal operations. Please review Human Resources policies for further details.

Effective security is a team effort involving the participation and support of every WCUUSD employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

Purpose

This policy applies to employees, contractors, consultants, temporary and other workers, including all personnel affiliated with third parties. This policy applies to all equipment that is owned and/or leased by WCUUSD.

Scope

This policy applies to the use of information, electronic and computing devices, and network resources to conduct WCUUSD business or interact with internal networks and business systems, whether owned or leased by WCUUSD, the employee, or a third party. All employees, contractors, consultants, temporary, and other workers at WCUUSD and its subsidiaries are responsible for exercising good judgment regarding appropriate use of information, electronic devices, and network resources in accordance with WCUUSD policies and standards, and local laws and regulation. This policy applies to employees, contractors, consultants, temporaries, and other workers at WCUUSD, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by WCUUSD.

Right to Search, **Examine** and Monitor – No Expectation of Privacy

All devices that connect to the WCUUSD network are discoverable. To ensure compliance with WCUUSD internal policies as well as applicable laws and regulations, and to ensure service user safety, WCUUSD administration reserves the right to monitor, inspect, and/or search at any time all WCUUSD information systems. This examination may take place with or without the consent, presence, or knowledge of the involved service users. ~~The information systems subject to such examination include, but are not limited to, electronic mail system files, personal computer hard drive files, voicemail files, printer spool files, fax machine output, desk drawers, and storage areas. All searches of this nature will be conducted after the approval of the Legal and Human Resources Departments.~~

All district-owned and personally owned Internet-capable devices in all district facilities accessing the Internet through district network resources will be filtered and monitored (and could be discoverable) to prevent access to obscene, racist, hateful, violent, or other objectionable material as specified in the FCC Children's Internet Protection Act or district policies.

Since WCUUSD's computers and networks are provided for business and educational purposes only, service users should have no expectation of privacy associated with the information they store in or send through these information systems. WCUUSD administration additionally retains the right to remove from its information systems any material it views as offensive or potentially illegal. WCUUSD reserves the right to turn over potentially illegal material to law enforcement for civil and or criminal prosecution.

Internet Access / Acceptable Use for Personal Activity

Service users are generally provided with Internet access to perform their job duties, but this access may be terminated at any time at the discretion of a service user's supervisor. Service users must take

special care to ensure that they do not represent WCUUSD in an official capacity on Internet discussion groups and in other public forums, unless they have previously received administration authorization to act in this capacity. All information received from the Internet should be considered to be suspect until confirmed by reliable sources; there is a great deal of inaccurate and deliberately misleading information available on the Internet. Separately, service users must not place WCUUSD material (software, internal memos, press releases, databases, etc.) on any publicly accessible computer system such as the Internet, unless both the information Owner and the Information Technology Department have first approved the posting. On a related note, sensitive information must not be sent across the Internet unless it is in encrypted form.

Supervision

When students and staff access the Internet from any district facility, district staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates district policies, procedures and/or the network use agreement, then district staff may instruct the person to cease using that material and/or implement sanctions contained in district policies, procedures and/or the network use agreement.

Unbecoming Conduct

Prohibited Activities: Users must not test or attempt to compromise computer or communication system security measures unless specifically approved in advance and in writing by the WCUUSD IT Team or is specifically a part of their job duties. Incidents involving unapproved system cracking (hacking), password cracking (guessing), file decryption, bootleg software copying, or similar unauthorized attempts to compromise security measures may be unlawful and will be considered serious violations of WCUUSD internal policy. Likewise, short-cuts bypassing systems security measures, as well as pranks and practical jokes involving the compromise of systems security measures are absolutely prohibited.

Harassing or Offensive Materials: WCUUSD computer and communications systems are not intended to be used for and must not be used for the exercise of the service users' right to free speech. Sexual, ethnic, and racial harassment --including unwanted telephone calls, electronic mail, and internal mail -- is strictly prohibited and is cause for disciplinary action up to and including termination of employment. Service users are encouraged to promptly report the communications to their manager and the Human Resources Department. WCUUSD retains the right to remove from its information systems any material it views as offensive or potentially illegal.

Appropriate Behavior: To avoid legal problems, whenever any affiliation with WCUUSD is included with an Internet message or posting, "flaming" or similar written attacks are strictly prohibited. Likewise, service users must not make threats against another user or organization over the Internet. All Internet messages intended to harass, annoy, or alarm another person are similarly prohibited.

Business Activities not Related to WCUUSD: It will be a violation of policy for any user to conduct business other than that of Washington Central Unified Union School District on WCUUSD Information Systems.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

PASSWORD MANAGEMENT

POLICY: F44

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

Strong and consistent management of user IDs and passwords enables the WCUUSD to authenticate individual users, trace actions to users, and fully utilize the secure features of the network and system infrastructure of the organization and to protect sensitive information to the fullest extent practical. All employees and personnel that manage or have access to systems and networks must adhere to the password policies defined below in order to protect the security of sensitive information and data.

Purpose

This policy applies to any and all personnel who have any form of user or administrator account requiring a password on any network, system, or system component.

Scope

The scope of this policy includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any WCUUSD facility, has access to the WCUUSD network, or stores any non-public WCUUSD information.

User ID & Password

User-IDs and Passwords: WCUUSD requires that each service user accessing multi-user information systems have a unique user-ID and a private password. The unique user-ID and in some cases, the initial password will be issued by WCUUSD Information Technology Department. All issued passwords must be changed at first login and is enforced through group policy. These user-IDs must then be employed to restrict system privileges based on job duties, project responsibilities, and other business activities. Each service user is personally responsible for the usage of his or her user-ID and password. All activity logged under a user account is the responsibility of the user who owns the account.

Role Accounts/Anonymous User-IDs: With the exception of electronic bulletin boards, Internet web sites, and other systems where all regular users are intended to be anonymous, users are prohibited from logging into any WCUUSD system or network anonymously. Anonymous access might, for example, involve use of "guest" user-IDs. When users employ system commands that allow them to change active user-IDs to gain certain privileges, they must have initially logged-in employing user-IDs that clearly indicated their identities. This might, for example, take place on UNIX systems with the SU command. Demonstration software and/or demonstration systems for customers are exempt in that a customer may access the system anonymously; however, all

administrative tasks performed by WCUUSD employees, representatives, contractors, or otherwise must not be anonymous.

Difficult-to-Guess Passwords: To ensure that password systems do the job they were intended to do; users must choose passwords that are difficult-to-guess. This means that passwords must NOT be related to one's job or personal life. For example, a car license plate number, a spouse's name, or fragments of an address must not be used. This also means passwords must not be a word found in the dictionary or some other part of speech. For example, proper names, places, technical terms, and slang must not be used. The password "WCUUSD" must never be used (regardless of upper or lower case) on network (public or private) connected systems, even for demonstration accounts or public access. The password length must be a minimum of eight alphanumeric characters with the maximum number of characters being system dependent. Creating passwords that are at least 15 characters or more can ensure a more secure environment. If words are used in your password, ensure that you are using non-compound words.

Random Characters Must Be Used: At least one special character and one numeric character should be used to increase the difficulty in guessing passwords. An example would be the numeric character '3' in place of the letter 'E'. Special and Numeric characters include numbers, punctuation marks, and delimiting characters such as the "@" symbol.

Passwords Change Frequency: Passwords should only be changed when there is a reason to believe that a password has been compromised. Changes should occur every year for privileged accounts. This must be enforced by software controls on multi-user systems and within the Active Directory domain. Additionally, passwords must not be re-used. All multi-user systems, which have the capability to prevent the re-use of passwords, will not allow a user to enter a password that has been recently used, within 5 uses. Additionally, software controls may be employed that prevent the repeated changing of passwords to facilitate the minimum number of changes within a short period of time.

Password Storage: Passwords must not be stored in readable form in batch files, automatic log-in scripts, software macros, terminal function keys, in computers without access control systems, or in other locations where unauthorized persons might discover them. Similarly, passwords must not be written down in some readily decipherable form and left in a place where unauthorized persons might discover them.

Sharing Passwords: If users need to share computer-resident data, they should use electronic mail, group-ware databases, public directories on local area network servers, and other similar mechanisms. Although user-IDs are shared for electronic mail and other purposes, passwords must never be shared with or revealed to others. Users should not disclose passwords to administrative staff or to managers, even when requested to do so – the password for a user account is not required for administrative purposes and any request for your password should be viewed as suspicious. The exception to this is the 'Administrator' or 'root' password, which is shared by users who require special access. Sharing a password (or any other access mechanism such as a dynamic password token) exposes the authorized user to responsibility for actions that the other party takes using the disclosed password. If a service user believes that someone else is using his or her user-ID and password, the service user must immediately notify the administrator for the information system in question. If a password is discovered written down in an easily accessible location (for example on a whiteboard, or written on a sticky note attached to the bottom of a keyboard) the account will be treated as if it had been disclosed and will be disabled.

Multi-Factor Authentication

The implementation of Multi-factor authentication is highly encouraged whenever applicable not only for work accounts but for personal accounts too.

Privileged User-IDS and Passwords: Certain privileged accesses on production systems require the use of the administrative or Super-User (root) accounts. Knowledge and use of such user-IDS shall be restricted to a need-to-know basis. All users granted such access shall have their names added to the authorized administrative user list and shall be removed when access is no longer required. If a privileged user-ID/password has been determined to be compromised, then the scope of the compromise must be assessed and all passwords relating to the compromised system must be changed as appropriate.

Password Policy Conformance Auditing: From time to time the Information Technology Department or the Security Team may audit the multi-user computer systems for password policy conformance. If a password is not long enough (16+ characters) or does not contain enough special characters or is based on a dictionary word and is easily guessed, the account related to the weak password will be required to choose a more secure password. Audits may also include checking the vicinity of one's workspace for passwords that have been written down (sticky note on keyboard) but will not include a search of personal effects or within desk drawers.

Password Account Blocking: After six consecutive login failures an account will be blocked from further access for a minimum of 30 minutes (not including Network Infrastructure). If a user has had an account disabled in such a manner, they must contact the Information Technology Helpdesk following the IT Support Request Process to have the account re-enabled if it is necessary for the account to be accessible within the lockout time frame.

Violations of Password Policy: In the event that a password has been disclosed, either by accident or by the negligence of a user, the account in question must be disabled. In order for a service user to regain access to computing resources, an internal ticket request must be submitted by the user's manager before the account may be re-enabled for their use. Repeated violations or disclosure of access control information to an outside party will result in disciplinary action up to and including termination of employment. If your account has been disabled or you suspect that it has been disclosed, please immediately contact the Help Desk (ithelp@u32.org)

Recommend

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

CHANGE MANAGEMENT

POLICY: F40

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

The objective of change management in this context is to ensure that standardized methods and procedures are used for efficient and prompt handling of all changes to control IT infrastructure, in order to minimize the number and impact of any related incidents upon service.

Purpose

To control all changes to equipment, software or procedures will be established and followed for change, integrating operational and application change control procedures, and logging all changes.

Change Advisory Board (CAB)

A CAB is a group of people who run formal CAB meetings to assess, prioritize, authorize, and schedule changes as part of the change control process.

There are two components of a best practice CAB: 1) The right people and 2) An effective CAB meeting structure.

The CAB should include at least one representative from all groups affected by the changes on the agenda (including non-IT groups and student(s) if applicable) and can include managers or non-managers, such as a network engineer or teacher or administrator. It is likely to include groups from functional and technical disciplines such as the IT Helpdesk, application support, server support, etc. An affected manager of a change (or team leader) who was invited but cannot attend a meeting may designate an alternate to attend in their place. Please ask the CAB owner (chairperson) for guidance as needed on this item (or any item in this policy document).

The CAB owner acts as a chairperson and should be a CAB member. This person is typically a change manager or on the change management team.

The responsibilities of the CAB members include the following:

- Review changes prior to the meeting.
- Assess and recommend the approval or rejection of proposed changes in a timely manner. If a CAB member doesn't approve a change, make sure they explain why.
- Attend scheduled CAB meeting(s) or send a qualified representative.
- Act as a liaison between the CAB and its team regarding change management policies, procedures, questions, or enhancements.

The responsibilities of the CAB owner include the following:

- Develop the vision and strategy for CAB meetings.
- Lead CAB meetings and make sure the required representatives attend (representatives from all groups affected by changes).
- Define and communicate the CAB members' roles and responsibilities.
- Document and communicate the CAB meeting agenda before CAB meetings and decisions after the meeting.

Regular CAB meetings should take place at least monthly; however, a weekly or biweekly schedule is recommended.

All teams affected by a change should be represented in the CAB meeting.

The CAB Meeting Agenda should include the following:

- All high-risk changes and changes marked as required by the CAB - A review of all failed and backed out changes
- Change management process updates
- Reviews for each change that include:
 - A risk/impact assessment (on the district)
 - The effects on the infrastructure and customer service as defined in the Service Level Agreement (SLA) as well as on capacity and performance, reliability and resilience, contingency plans, and security
 - The impact on other services that run on the same infrastructure (or on software that is in the cloud)
 - A resource assessment, including the IT, district, and other resources required to implement and validate the change
 - The effect, risk, and/or impact of not implementing the change
 - Other changes being implemented on the schedule of change
 - Technical capability and technical approval required

A change that goes into production can impact many teams, including central office, parents, administrators, students, IT, and other groups. If you don't consider all technical impacts of a change, there is a higher risk of a system outage or malfunction. This makes an effective CAB essential because it provides awareness of the changes for impacted teams and makes sure all technical aspects of a change are considered.

Types of Significant Change

There are three types of significant change that should be considered:

Standard Change – Standard Change is a consistent or routine change that takes place on a regular interval (weekly, monthly, quarterly, yearly) that should be formally reviewed and approved before being implemented. These changes have fairly common steps and guidelines and are generally low risk to the environment and seldomly require modification.

Once approved, this change does not need to go back to a change advisory board (CAB) or administration team for regular approval.

However, the schedule for change must be published and communicated on a regular basis. Additionally, if a standard change causes an issue or outage, it must be brought back to the CAB for review and discussion.

Examples of Standard Change:

- Lifecycle replacement of hardware
- Routine Software Patching and Updates
- Firewall Changes not requiring a service outage
- DNS entries

Normal Change – Normal Change is a change that may be common, but may also be unique in its construct. A normal change should be reviewed (and approved/scheduled or denied) by the CAB or administration as it may contain risk to the environment such as system downtime, data loss, security risk, enumeration or dissemination of PII, PHI, or other types of information.

Examples of Normal Change:

- Storage or Virtualization Platform replacement
- Application upgrade that impacts functionality or the data model of a system
- Telephone system enhancement or upgrade work that may cause an outage

Emergency Change – Emergency Change is a Normal Change that must be introduced and implemented as soon as possible, even before the CAB or administration team needs to approve or deny the change. The CAB owner will quickly determine if emergency change is warranted for a particular circumstance. These changes typically represent a crisis or opportunity that must be addressed without undue risk to the district. While the change may need to be implemented before a CAB meeting, the change **MUST** still go through the CAB or administration team **AFTER** implementation so they can review the efficacy of the change and the emergency nature of it and provide their approval or dissent to the change. **YOU MAY NOT SKIP THIS PART OF THE PROCESS.**

Examples of Emergency Change:

- Implementing a security patch to a zero-day exploit
- Isolating the network from a large-scale Distributed Denial of Service (DDOS) Attack

Change Management Requirements

There shall be a formal approval for proposed changes that could potentially impact the operational environment. Prior to any operational change there shall be a risk assessment that:

- Identifies significant changes.
- Records significant changes.
- Assesses the potential impact of such changes.

- Procedures and responsibilities for aborting and recovering from unsuccessful changes
- All changes shall be reviewed in advance and requires the written approval of the or designee.
- All changes shall be communicated to all relevant individuals.

Change Policies Computers/Workstations

There shall be a formal approval for proposed Local Administrator Access: WCUUSD service users will not have the right to change the local administrator passwords on WCUUSD provided desktop computers. Service Users may request access to the local administrators group from the Information Technology Department, however, this will void the computer and the service user from being supported by the Information Technology Department. Systems that have been modified and require the assistance of the Information Technology Department will be re-loaded with the original software configuration that the Information Technology Department supplies to service users when issued a new system.

Configuration Changes: The standard network and systems configuration on WCUUSD laptops is configured so that in most cases the computer can be transferred from network to network without substantial configuration changes.

Changes to Hardware: Computer equipment supplied by WCUUSD must not be altered or added to in any way (e.g., upgraded processor, expanded memory, or extra circuit boards) without prior knowledge and authorization from the Information Technology Department.

Changes NOT Related: Any changes that are not related to the changes listed above must adhere to and comply with the District Change Management Policy.

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

BACKUPS

POLICY: F43

5.14.21

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Individual User Responsibility: WCUUSD users must ensure that information that represents any part of a plan, system design, or that relates to the management of accounts are adequately protected from loss. District file servers and information stored in Google GSuite in the cloud are frequently backed up and archived; this is the suggested method for ensuring that information loss is prevented. If a user is unable to ensure adequate loss protection, they should contact the WCUUSD Information Technology Helpdesk (ithelp@u32.org) for assistance in resolution of this problem.

Not Responsible for Backups of District or Personal Data stored locally on devices: WCUUSD information systems are for official district use. Personal, non-school or work-related data should not be stored on district systems. WCUUSD will not backup user's district, school or personal data files or programs that are not stored on WCUUSD servers (or in the Google G-Suite environment) or have no relevance to WCUUSD business. Employees, Staff members, students, etc. who store personal, non-school or work-related data on their school devices do so at their own risk and expense. Examples include but are not limited to encoded music files, digital images personal pictures and games. The Information Technology Department may remove such items from WCUUSD systems at their discretion without prior warning to individuals.

General Storage Rules

- Maintain records in an appropriate storage form (i.e., Storage area network, network attached storage, paper, magnetic tape, microfilm, flash drive, optical disk) for the recommended length of time indicated by this policy.
- All records being prepared for storage should be described and include the following information on a label in order to facilitate their reference, review, and destruction:
 - The inclusive dates
 - Originating department name
 - Type of media
 - Date of destruction
 - Contact name and telephone number.
- Ensure the appropriate forms of records are complete and copies of such records can be reproduced in a complete and readable form upon request.
- Store all records in a manner that permits the efficient retrieval of stored records and the efficient return of records borrowed from storage.

- Restrict access to stored records to those individuals who have an appropriate need and permission to retrieve the records.
- Ensure all records are stored in a climate-controlled location with protection from hazards (i.e., theft, water, fire).
- Confirm that records copied onto an alternative storage medium (storage area network, network attached storage, microfiche, diskette, tape) are complete and readable before the original paper record is destroyed. All records stored in an alternate format must be available for reading and/or duplicating within a reasonable timeframe. Once records have been transferred, the original version can be destroyed according to this policy.
- Protect computerized data with password, code or card system.
- The Uniform Preservation of Business Records Act requires retention of general business records for three years from the creation of such records if no retention period is specified by regulation.
- Credit card transaction data should be stored only as long as required for financial tracking and auditing purposes. The specific credit card holder information such as the account number, expiration date, or other magnetic stripe information should never be stored in electronic format unless specific approval is received from the IT Department and the WCUUSD Policy Committee.

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

ELECTRONIC MAIL

POLICY: F47

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

Electronic email is pervasively used in almost all industry verticals and is often the primary communication and awareness method within the district. At the same time, misuse of email can post many legal, privacy and security risks, thus it's important for users to understand the appropriate use of electronic communications.

Purpose

The purpose of this email policy is to ensure the proper use of WCUUSD email system and make users aware of what WCUUSD deems as acceptable and unacceptable use of its email system. This policy outlines the minimum requirements for use of email within WCUUSD Network.

Scope

This policy covers appropriate use of any email sent from a WCUUSD email address and applies to all employees, vendors, and agents operating on behalf of WCUUSD.

Definitions

FERPA - The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to

disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

HIPAA - The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. The US Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule.

PCI - The Payment Card Industry Data Security Standard (PCI DSS) is a set of security standards designed to ensure that ALL companies that accept, process, store or transmit credit card information maintain a secure environment.

The Payment Card Industry Security Standards Council (PCI SSC) was launched on September 7, 2006 to manage the ongoing evolution of the Payment Card Industry (PCI) security standards with a focus on improving payment account security throughout the transaction process. The PCI DSS is administered and managed by the PCI SSC (www.pcisecuritystandards.org), an independent body that was created by the major payment card brands (Visa, MasterCard, American Express, Discover and JCB.).

The PCI DSS applies to ANY organization, regardless of size or number of transactions, that accepts, transmits or stores any cardholder data.

FOIA - The **Freedom of Information Act (FOIA)**, is a federal freedom of information law that requires the full or partial disclosure of previously unreleased information and documents controlled by the public organizations. The act defines agency records subject to disclosure, outlines mandatory disclosure procedures, and defines nine exemptions to the statute. The act was intended to make U.S. government agencies' functions more transparent so that the American public could more easily

identify problems in government functioning and put pressure on Congress, agency officials, local officials and the president to address them.

Policy

- All use of email must be consistent with WCUUSD policies and procedures of ethical conduct, safety, compliance with applicable laws and proper district practices.
- WCUUSD email account should be used primarily for WCUUSD district-related purposes; personal communication is permitted on a limited basis, but non-WCUUSD related business uses are prohibited.
- All WCUUSD data contained within an email message or an attachment must be secured according to the Data Protection Standard, state and federal laws and should adhere to all FERPA, HIPAA, FOIA and PCI requirements.
- Email should be retained only if it qualifies as a WCUUSD district record. Email is a WCUUSD district record if there exists a legitimate and ongoing district reason to preserve the information contained in the email.
- Email that is identified as a WCUUSD district record shall be retained according to WCUUSD Record Retention Schedule.
- The WCUUSD email system shall not to be used for the creation or distribution of any disruptive or offensive messages, including offensive comments about race, gender, hair color, disabilities, age, sexual orientation, pornography, religious beliefs and practice, political beliefs, or national origin. Employees who receive any emails with this content from any WCUUSD employee should report the matter to their supervisor immediately.
- Users are prohibited from automatically forwarding WCUUSD email to a third-party email system. Individual messages which are forwarded by the user must not contain WCUUSD confidential or above information.
- Users are prohibited from using third-party email systems and storage servers such as Google, Yahoo, and MSN Hotmail etc. to conduct WCUUSD business, to create or memorialize any binding transactions, or to store or retain email on behalf of WCUUSD. Such communications and transactions should be conducted through proper channels using WCUUSD-approved documentation.
- Using a reasonable amount of WCUUSD resources for personal emails is acceptable, but non-*work-related* email shall be saved in a separate folder from work related email. Sending chain letters or joke emails from a WCUUSD email account is prohibited.
- WCUUSD employees shall have no expectation of privacy in anything they store, send or receive on the district's email system.
- WCUUSD may monitor messages without prior notice. WCUUSD is not obliged to monitor email messages.

The Internet has been plagued with hoaxes alleging various security problems. Many of these hoaxes take the form of phishing attacks or chain letters, which request that the receiving party send the message to other people. Service users in receipt of information about system vulnerabilities should forward it to the WCUUSD Information Technology Helpdesk (ithelp@u32.org), who will then determine what if any action is appropriate. Service users must not personally redistribute system vulnerability information.

Distribution of Unsolicited WCUUSD Marketing: Service users must not use facsimile (fax) machines, electronic mail, instant messenger, auto-dialer robot voice systems, or any other electronic communications systems for the distribution of unsolicited advertising material.

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**INTRA-DISTRICT ELEMENTARY
SCHOOL CHOICE POLICY**

POLICY: _____

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

The Washington Central Unified Union School District (WCUUSD) offers parents/guardians school choice within the district. The choice of school will be guided by the needs of students, parents and the district. It is the policy of WCUUSD to offer students the option to enroll in a school of their choice within the District. The District places students in the District's schools based on a student's town of residence. Transportation is available to students who attend their town school.

Voluntary School Choice: The Superintendent of Schools will develop procedures consistent with the following guidelines:

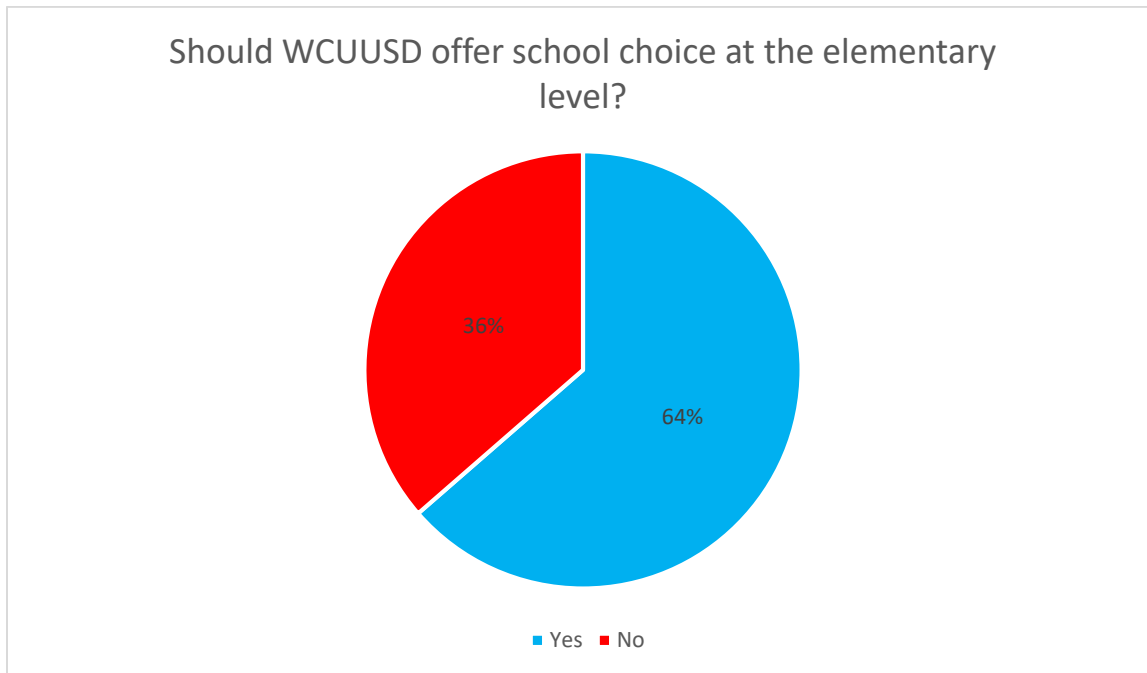
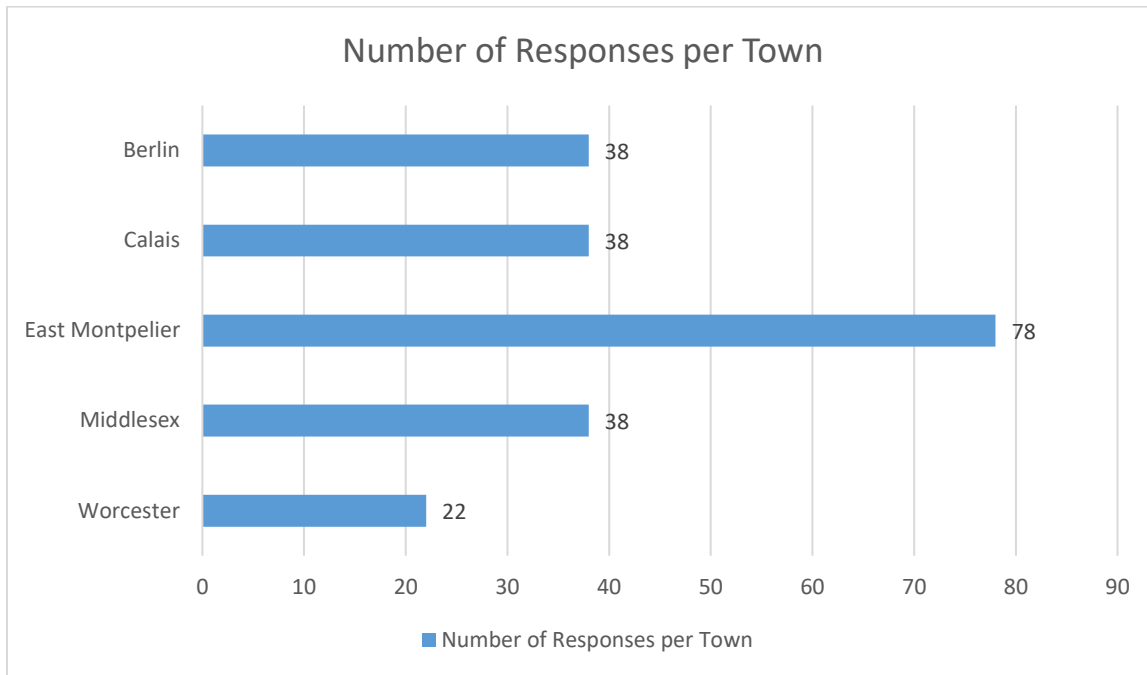
- Requests to attend a school in another town within WCUUSD will be granted based on space availability and with the goal of creating balanced class sizes for all schools.
- Regardless of residence, every family will have a choice of enrolling in any elementary school operated by the District (Berlin, Calais, Doty, East Montpelier and Rumney).
- Transportation is the responsibility of the student's family and will not be provided. Parents must maintain transportation and regular attendance in the enrolled school.
- Younger siblings entering school after a child who has exercised school choice may attend the same school as their older sibling.

~~**Involuntary School Choice:** The Superintendent of Schools will develop procedures consistent with the following guidelines:~~

- ~~• After the voluntary school choice has taken place, the Superintendent along with the elementary principals shall look at the class sizes for each grade level. When there are classes sizes less than _____~~
- ~~• Transportation will be provided to these students due to involuntary school choice.~~

Elementary School Choice Survey Results

As of 6/2/2021, we have received 214 responses from parents.



Feedback on why or why not WCUUSD should offer school choice at the elementary level.

- Some schools get services/supports that are not as readily available as others. School choice would allow parents to choose where works best for their students, and also allow for schools to focus on things that can make their schools the greatest they can be.
- If you're in the U-32 district and can accommodate travel from one school to another you should have a choice
- I am very satisfied with Berlin; I have no reason to send my children anywhere else. :)
- There may be reasons a family would like to use school choice and I have no problem with that.
- I think that creating a school choice policy would create further equity gaps between the five towns in the U-32 district. More motivated families with potentially higher achieving students would likely be the ones to choose to move their children - leaving the five different elementary schools in very different situations. I worry about the inequity of some families being able to commute to different a school in a different town, while other families might not be able to. The class configurations, too, are already often made last-minute, and I worry school choice may exacerbate this situation. If transportation were provided this would be a major added expense - while we are already cutting full time teachers and allied arts positions. I cannot see how this would either help students or alleviate the budget.
- I believe this will lead to smaller schools in the district closing because of lack of interest/enrollment.
- "For many reasons! Parent to school proximity with work. For example, elementary schools have early care at 7:30-which is when most schools start school, CES doesn't start until 8:45- it's so late. I could drop my children off at school if it was school choice because Calais is actually further for me than EMES.
Schools offer different programming. Some kids need a bigger cohort of children while others don't. Having a small group in a grade is not always ideal.
More teacher selection. At Calais there is one teacher per grade, that teacher may not be a good fit for your child. Offering more choice is helpful for the student and teacher.
- It will help the kids
- Offering choice will help equal out inequalities between districts. Allowing parents to move children with certain needs to schools more willing to accommodate them will not only benefit those children, but will create some accountability for schools who have allowed their own offerings to lapse. In addition, no one knows and loves a childlike their parent; offering parents greater choice will improve their children's education.
- Some people might want to have a choice
- A different school might make the most sense logistically for some families
- Ability to choose the school that best fits the family/student needs.
- I think it's about having a good fit for your child.
- Some school "lines" are closer to other school or more convenient and offer more bus stops at daycares etc..
- We have no desire to move schools. EMES is amazing.
- I feel if we pay taxes to all of the 5 schools and have one school board we should be able to put our child in the school of our choice!
- I would only be supportive of this if it were to close the smallest of the schools (Doty and Calais). But I feel that their only choice should be for the elementary school that is closest to

them. If any student can go to any elementary school in the districts the best school would become overrun with too many students that they would not be able to handle. If that would happen the quality of each student's education would diminish.

- If there is school choice, I feel there is a strong chance that the schools will become less equitable. Families from the smallest schools may gravitate toward those that are perceived to have more resources, higher quality educators, etc. I would prefer the district to focus more on ensuring students in ALL schools have equal opportunities, similar curricula/standards, etc.
- At this time, under the "leadership" of the current superintendent, I am not confident that issues around access and equity would be addressed in a choice environment given that the superintendent has shown this year that he is not interested and not capable of addressing these fundamental issues in the current, non-choice environment. Further, a transition such as this demands that educators feel confident about leadership and educators' recent and overwhelming vote of no confidence publicized widely around the state shows that this is not the current climate in the district.
- I think it's about having a good fit for your child.
- More flexibility and consistency for kids whose families move between towns.
- We are currently trying to buy a house and we would love to keep our kids in Calais elementary but unfortunately all of the houses in Calais are WAY over our budget and we are being forced to look outside of Calais but really dreading it. We have one child that is very shy and has a difficult time connecting with others and another child on an IEP and a one on one and the thought of putting her through that big of a change is devastating.
- With small schools, sometimes kids don't mesh well with their particular class and it would be helpful for those kids to go to a bigger school with more options for social groups.
- If you guarantee first that the children who live in the town get first dibs, then I would change my answer to yes.
- "The district leadership appears broken and the School Board has lost trust with voters through its unwillingness to remedy the leadership failures in a timely or transparent way. The superintendent, as evidenced in losing the confidence of most educators in the district, appears incompetent and fully embodies the qualities of a desperation pick of a tired school board when he was hired. He belittles families and educators, and he's not shown a willingness to understand the district's values or priorities. Such a switch to school choice would likely be a dismal failure unless the board replaces him with somebody who genuinely cares about our school communities and demonstrates a modicum of leadership skill.
- I am indifferent on this topic really but I can't really see why it would be necessary.
- To fill available spots
- This will help simplify foster parenting, and it will help with transportation when schools are way in the "wrong" direction from a daily work commute.
- If enough parents, choose to send their kids to the larger schools in the district then per pupil costs will increase for the smaller schools thus resulting in more cuts to those budgets. Smaller schools will suffer and eventually lead to closures. Or is per pupil cost a district wide calculation?
- The real question is why not? There may be many benefits to children and families to attend a school in the district other than the one closest to their home. Some students may have

special needs. It may also be more convenient for working parents to have their children attend a school closer to their work than their home. If school choice exists outside of the district for high school, why not allow it also for Elementary School within reason.

- We should work to make all schools equitable not divide time and resources
- We should be able to have school choice because although we are unified, each school has unique qualities that may fit our child's needs and family's needs best.
- More choice seems better
- We should be able to have school choice because although we are unified, each school has unique qualities that may fit our child's needs and family's needs best.
- Tax payers pay to go to the school they live in. Consider consolidation before school choice.
- Give parents the option to send kids to schools with potentially larger social circles. Test the proposition that the actual parents of kids at tiny schools want to keep their kids there.
- I would worry about equity, ie. families who can afford to drive their kids to another school, etc. Also, our schools are such a critical part of our town community!
- Families can pick what they feel is the best match for their child.
- As long as there is classroom space.
- Could make some schools have larger classrooms.
- As a SU, we should have confidence that each school has equity. That being said, families should have the ability to choose which of the schools best matches their child (maybe friends, certain teachers, environments or proximity to their homes or places of work).
- In case child has issue with other students and parent might want to consider a different atmosphere
- It would allow kids to get a better education if they could find the right fit for them.
- Flexibility
- Flexibility for parents. A school outside the family's district might work better logistically for the job commute, grandparents, or other factors.
- It can be hard for some students to be stuck in the same social configuration throughout all of the grades.
- As long as there is classroom space.
- While the idea of having choice of elementary school does sound appealing I think it would ultimately cause a lot of chaos. There would likely be an incredible demand for certain schools over others. It would be challenging and feel unfair if those who do actually live in the town that the desired school is in end up having to send their kids to one of the other schools. Transportation would also be a complicated issue.
- Why would we off this now knowing the schools have not been treated equally. I'm not sure at this point that it would be equitable for each town. Some schools have had much more money put into building upkeep and renovations and the smaller schools carry on with much less. We have taken on the burden of debt from other schools. If too many students choose to go to school out of towns like Calais and Worcester it just gives you (the board and admin.) a good excuse to close our little schools and merge them. The amount of time on a bus for students going out of town would be ridiculous!
- This is exactly what people were scared about when we consolidated.
- It would make it easier for families to move within the district without worrying about pulling their child from the school they are used to.

- I believe some schools in the district have better academic curriculum and special education and parents should be able to choose the best fit for their child.
- Schools should be for the local community
- If people want it then I don't see why not.
- I don't want to be forced out of my school due to space limitations
- Language offerings, playground offerings, outdoor classroom offerings, art offerings differ
- You should have a "Don't know" or "Not applicable question." This survey has not explained what school choice is. School choice could mean that I get to choose which school in the district my kid goes to. It could also mean that there is a lottery for school assignments and that even if I want my kid to go to my town's school depending on results of the lottery they may not be able to. This survey should be stopped now and any results discarded because respondents have not been appropriately informed and may not understand the district's intent. before sending out any survey like this in the future, WCUUSD should provide the community with a written description in lay person language of what school choice means in this context and how it could impact different students and stakeholders in the community. Are you considering having only people that want to go to different schools or are you planning to have each school have its own focus (arts, science, language etc), or something else? None of this has been communicated so responded have no idea what they are answering about so all results should be discarded until you first give the community context to understand the questions and conduct a new survey
- Without knowing more about the context, it's really hard to answer these questions. Are we talking about Rumney becoming the foreign language elementary school, Berlin the STEM school, Doty the arts school etc? Or are we just talking about regular instruction in different buildings? My answers might vary based on the context, so it's hard to answer here.
- No point. If you want to make the schools more even, do it at the schools. Don't shuffle the kids around
- No interest
- I think this flexibility could help families who have difficult logistics in terms of getting kids to/from school accomplish that. Given the geography of Vermont, sometimes the closest school (and easiest one to travel to on your way to/from work) is not the one that would be in your town. This would also help with things like after-care. Our school does not currently have on-site after-care, and I do not really want to pay for my kids to be on a bus for half of the afternoon - this is a serious equity issue, and while school choice wouldn't solve it, it might mitigate it to some extent. It could also allow families to send their student to a school that seems like a better fit for their student, especially given the inequities that currently exist in terms of access to maker spaces, music programs, additional PE classes, etc. It would be preferable to solve those equity problems for real, but until that happens this seems like the next best thing.
- Since we are all now one district it makes sense.
- I believe you will have yuppie wealthy schools and poor less privileged schools with school choice. It will be school choice for the more privileged that have the means to transport their kids and not really for all. I believe kids from different economic backgrounds should learn to work together. I do not support school choice.
- Not a strong opinion.

- "Yes. Several families moved out of our town to neighboring schools over the several years. There were varying reasons of course, but what a hassle to have to sell your home just to move down the road. It's hard when there is only one grade per school if students are having issues.
- Each school is so unique that maybe some children would benefit from a small school like Doty, or a more diverse school like Rumney or EMES.
- Even the kids get tired of seeing each other. They can become bitter and mean towards each other."
- Don't feel strongly but Doty is small, we'd like to have more kids in the class
- *I selected my home based on the school district. I want my child to go to school with classmates that live near us*
- *They are too young to decide what school they want to go to.*
- *I think it's unfortunate to keep the kids separate until they go to U-32. This and group sports would be a great way for kids to get to know their future peers.*
- *One of the benefits of public education is attending school with peers from your "neighborhood".*
- *I think elementary school is a little young for kids to be going too far just to attend a different school; but if they for instance live on the town line and the other school is closer, choice may be beneficial.*
- *I would be open to it, but as a yes or no it is too hard to answer as there are too many unknowns - would this affect the student/teacher ratio at our school? how would the tax burden be handled? ect*
- *Why not? If the school can handle it, go ahead. If it would be a hardship, no.*
- *"School choice" is part of the false narrative pushed by those who favored the district merger that was overwhelmingly rejected by voters. It has been proven to undermine public school systems, and results in greater inequalities and less actual choice for those unable to utilize this option. Strengthening schools should happen for all schools, on a school by school basis. I strongly, strongly oppose this concept.*
- *Only if students from a town had first spots in their home town school.*
- *Students live in communities and have neighbors. They should go to school in those communities and with those neighbors.*
- *We wouldn't have interest*
- *School is an important element of community engagement and families from neighboring towns might be less likely to chip in/volunteer/organize events etc... if they are "commuters" and don't view themselves as part of the community.*
- *We prefer the school we bought a house in the town for*
- *It is important to build a strong community within individual communities in the supervisory union. I see the elementary school as key to this. If there is a reason someone wants a child to go to a different elementary school because they're not happy with what's happening at their home school, the issue should be addressed rather than switching to a different school. I think this would undermine communities and I do not think it's a good idea.*
- *I have students who currently go to EMES but will go to Berlin next year. If they could stay at the school, they have been at since they began school it would be socially a best fit for them. However, if this isn't an option it is totally understood.*

- *I do think some kids would benefit from options for schools. And sometimes people in North Montpelier are closer to Calais than East Montpelier*
- *Instability in annual funding if populations move significantly. Increase in Transportation needs.*
- *Working the way, it is set up now*
- *I don't need it...my child is going to graduate next year.*
- *I have 4 kids, and they are all very unique. We would have benefited over the years from choice. One, to be in positive peer groups and two to be in a classroom/school setting more appropriate to that child. I grew up in a district with school choice within and it allowed for more opportunities and uniqueness between schools.*
- *No comment*
- *It seems unnecessary. There are schools local to each community. Each school should have similar resources and programs, given that they are now all part of one district. If they don't, the focus should be to create equity and parity among the schools and their resources rather than spending resources on creating a school choice program.*
- *What a horrible idea. Merger has been--and remains--a disaster. Elementary school choice would ruin what little remains of community in each town.*
- *It benefits everyone as long as there is enough space*
- *I think people should have the option of which school to send their child to. Some schools might better meet the needs of specific children.*
- *I believe this would be okay if the town residents who chose their local school were registered first*
- *People should stay in the school district they are from*
- *Should not offer school choice because families will gravitate towards the stronger schools, making the weaker ones even weaker, and so on. A vicious cycle.*
- *We share a common school board and funding streams; the schools should be equivalent but each have their own nuances in terms of size and makeup. If one appeals to a family in the community more than another, it would be nice to allow choice.*
- *Not necessary and would change the balance of each school socially, social economics and possibly educationally.*
- *Only if students from a town had first spots in their home town school.*
- *To be honest, I don't have a strong preference either way. I live in East Montpelier, and don't know much about the other elementary schools. I think if there are programs not offered at a particular school, they should be made available to those interested. I'm not sure if that is the case in elementary school or not. If there were to be school choice, one concern might be transportation for that student to get to their choice school. Does that responsibility lie with the school they are going to, the school they have chosen NOT to go to, or the parents. What is the associated cost? I just don't know much about what that would look like.*
- *I would need more information on the benefits of school choice to support this idea but it seems like it would lead to chaotic staffing issues and it might create inequity in different schools. But with more information, I might consider it.*
- *I think that having options for my children's education is definitely better than not. What works for some students may not work for others.*

- *School choice only makes sense to me if there is no local option. If there is a local option than school choice undermines the sense of local community, it could hurt some schools if kids choose to go to others, and it impacts some families more if the distance becomes problematic. All of our schools should be striving to meet local needs so school choice is not needed. If there are themes in terms of many kids wanting to leave one school, then that school should get support. If there are themes of many kids wanting to go to one school than the others should look to see what they're doing and replicate it. I think this is a terrible idea and only in extreme cases (terrible bullying, for instance) should this be explored.*
- *Needs may be at another school*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *It's not necessary.*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *"We would not take advantage of school choice. We intentionally purchased a home in Middlesex so our children could attend Rumney.*
- *I also want to note that at this time I do not understand well enough what implications school choice might have for Rumney. Would it result in a larger student to teacher ratio? "*
- *Some parents don't have the proper transportation*
- *I am not sure if it means someone living in any given town would still have a guaranteed spot in that town and additional seats might be available for out of town kids. Some people have invested greatly by moving in particular towns for their school.*
- *The district is very small, the schools are very small and personalities are very large. School choice, used sparingly might help with finding better fits.*
- *It is always a good thing for families to have a many choices as possible when it comes to education.*
- *I don't need it...my child is going to graduate next year.*
- *It's one thing to have allowances for teachers or staff who live in one town and teach in another, but allowing for school choice creates greater likelihood of competition for resources and \$ for facilities, and I fear would be a slippery slope to the smaller schools being shut down. Instead, invest in each school as appropriate for that town. Sharing of certain resources or programs, especially now that we're able to do Zoom classes for older kids, should be easier with the consolidation. Let's try that instead of jumping to the school choice so soon after consolidating.*
- *I don't think it is a big issue to have kids from another town participate in our school, as long as the East Montpelier students don't suffer.*
- *We share a common school board and funding streams; the schools should be equivalent but each have their own nuances in terms of size and makeup. If one appeals to a family in the community more than another, it would be nice to allow choice.*
- *It's great to have options for families, and we are one school district.*

- *IF we can offer transportation, making the choice available for all, then I support it. Our schools each have unique programs and there could be reasons that one school would support a child in a way their home school does not.*
- *Prefer not due to impacts on communities of locale and costs in time & climate due to increased transportation. What are other ways to increase cross-town choices via seasonal language/arts/music/academic/outdoors/athletic programs?*
- *I'm happy with the elementary school. I think one of the strengths of our schools is that we have these small, tightknit elementary school communities, and I worry that opening that up to allow choice among the 5 schools would diminish that. Also, it seems like a logistical puzzle in terms of bussing that could cost taxpayers more unnecessarily.*
- *Sending kids to their own town school builds community for that town.*
- *As a unified union school district all the funding is in one pot, so school placement shouldn't matter.....right?*
- *Needs may be at another school*
- *When providing my "yes" answer I am thinking of families who might move towns within the WCUUSD in the middle of their child's (or children's) elementary school career. School choice in this situation would allow consistency for the children in not having to switch schools, while allowing families more options in seeking new housing knowing their kids might be able to remain in the same school community even if they move towns. I am sure there are other great reasons for school choice, but this is what comes to mind for me. Bearing in mind that distance and transportation would certainly be a major challenge and barrier to many families.*
- *I wished there was a depends option. I think school choice could be an option as long as we don't increase the gap between lower income families. I would be concerned about transportation (unless we ensure transportation is provided) for families with limited means.*
- *I wish there was a "maybe" choice because while I don't feel the need for my own family, there may be families where this is very important and they may be able to receive certain services at another school. I feel like this is a case-by-case basis type of thing. But I am answering 'no' for my specific family, NOT that I am unsupportive of it in general.*
- *I am unsure of this answer, I am used to going to a school that is in "your" town, however am open to other possibilities.*
- *My real answer is "I'm not sure". What I believe is most important: high quality schools for all our children, that are able to meet their diverse needs, build and sustain loving and inclusive school cultures/climates in which all kids can thrive, and create conditions in which every kid learns and loves learning. I believe the very best school will help kids be more connected to a multi-generational community. I think a better solution to the underlying conditions that might push people toward school choice would be to make every one of our schools outstanding and maximize the benefits of community-based schooling. I would passionately oppose school choice if it is likely to result in more segregation aligned with socio-economic status (eg: all the kids whose parents can get them out of Berlin or Worcester send their kids to other schools).*
- *I feel like it would lead to more privileged kids congregating in one or two schools.*
- *Actually my votes should be 'maybe.' I support offering families choice, but I am concerned that such a policy would further drain students and resources out of the smaller schools (esp.*

Doty, Rumney). I would not want to prioritize transportation costs over all the other needs the District has.

- *We should support all the school, choice might make school unfairly unbalanced.*
- *While we are all one district, and should have roughly the same offerings in all of the schools, each elementary school has it's own culture and personality. Parents should be able to choose which school best suits the needs of their children and families.*
- *Some people live on town lines and are closer to one school then the town they live in .. my only concern would be how it would affect enrollment in some of the schools*
- *It would make since to include Northfield in this group. We live in West Berlin bordering Northfield and are geographically much closer to Northfield School that Berlin. My daughter attends community events with kids who go to Northfield, so that is where her friends are.*
- *I love Doty and have no need to switch my child. However, it is a small school and I could see the potential for issues to arise. For instance, if a child and teacher relationship isn't ideal, then a parent should have the ability to switch their child to get another teacher. There is also a small social group among students. If there is a challenging dynamic for the children in a grade level, it may be better to move your child to another school.*
- *I absolutely love our elementary school and our small community. It feels like extended family. This feels appropriate for my young children, and gives them something to look forward to as 7th graders... making new friends with children from surrounding towns.*
- *I would not utilize it but if families have a preference or maybe live closer to one school, I would support the idea of giving them that choice.*
- *WCUUSD should instead merge Doty into Rumney AND Calais into East Montpelier and combine teachers, buildings etc. to give our students equal access to great elementary education, despite socioeconomic differences.*
- *Because our assigned school is not a good match for my kids, maybe if we had a choice in schools the schools would be forced to step up and treat & teach our kids properly. At this point the schools treat our kids like crap and we get told to "move" if we aren't happy with the assigned school. There is not any accountability for teachers.*
- *family's tend to move around the district, just because you move 5 miles down the road our kids should not have to move schools*
- *If a family lives closer to a different school but in a different town to make it easier for transportation.*
- *IN such small towns, sometimes one peer group/school culture just isn't a good fit. It would be nice for those kiddos to be able to go to a neighboring school.*
- *Because my daughter was devastated when she had to leave EMES.*
- *I think it would be helpful when kids are struggling socially at one of the schools.*
- *In certain instances (where a family moves while the child is in 5/6 grade, a parent works at another school, etc) I think it can be beneficial to offer school choice. I don't agree with offering it just to offer it (because they want to try another school, they don't like their teacher, etc)*
- *I worry it can lead to an inequitable learning experience for students depending on their elementary school choice. Furthermore, I fear an unintended mindset that can develop in our community that perceives schools as being "the good school" or "the bad school."*

- *The 5 schools offer different environments, supports and approaches. Every child is different. The best fit for you may not be in your zip code.*
- *If we move, I would like my child to not need to change schools. I also really like Berlin.*
- *We waited a long time to get to Berlin for school*
- *School choice is a good way for allowing the tax paying citizens an option of how they choose to spend their money. Different schools may also offer different “specialties” for students. Berlin could offer extra emphasis on language or arts while E Mo could offer extra emphasis on hands on agriculture, or something like that.*
- *I really like the public schools in this area, but I feel I’ve questioned whether I like the school my daughter goes to currently and I feel options and choices are more fair to parents kids and tax payers.*
- *We don't have an on-site after care program at CES. My children need after care and I don't want them to have to take the bus over to EMES after school to take after care. I'd rather they attend EMES and stay on-site for after care.*
- *NA*
- *There are plenty of social and/or geographic reasons that a choice program makes sense in our district. Our own specific reasons are explained below.*
- *School choice is a reasonable outcome of Act 46. Small elementary schools limit choice for students for social connections. There are circumstances where choice would benefit students.*
- *I feel for parents and staff that having a school choice could make things easier for many of reason. Parents work schedules, district employees schedules and moving situations.*
- *Maybe??? Gosh, this is the first I’ve heard so to decide yes or no or provide why, I would need time and info to consider.*
- *I suppose I don’t see why we would? Why make things complicated.*
- *Flexibility for all*
- *I think the proximity of the towns makes school choice a logical program to pursue.*
- *Space limitations. I bought a house in the town specifically for the school. I worry that might be an issue.*
- *I don't really have a strong opinion but could see this being an interest for families that live closer to another elementary school than the one in their town or who are unhappy with their current school and would like to try another.*
- *Small community is important.*
- *Each family has different needs and some schools better met those needs and choice would maybe allow people to place their kids in a school with opportunities that better meet their needs.*
- *I think that using a market/choice based process to allow parents to select their school will result in the best outcome though an organic bottom up process. It may also show that parents will choose their local school.*
- *I feel it would get complicated.*
- *Would negatively affect the school community and potentially could not be taken advantage of by those of less socio-economic means do to transportation or other issues.*
- *It's a great idea. For limited slots.*

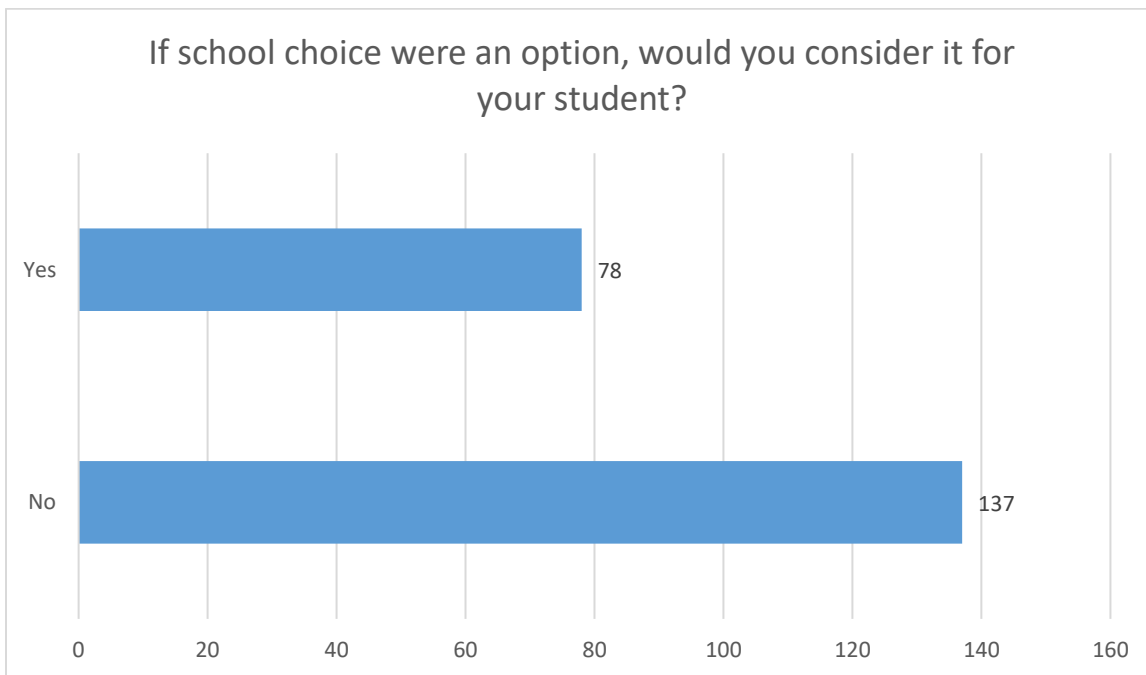
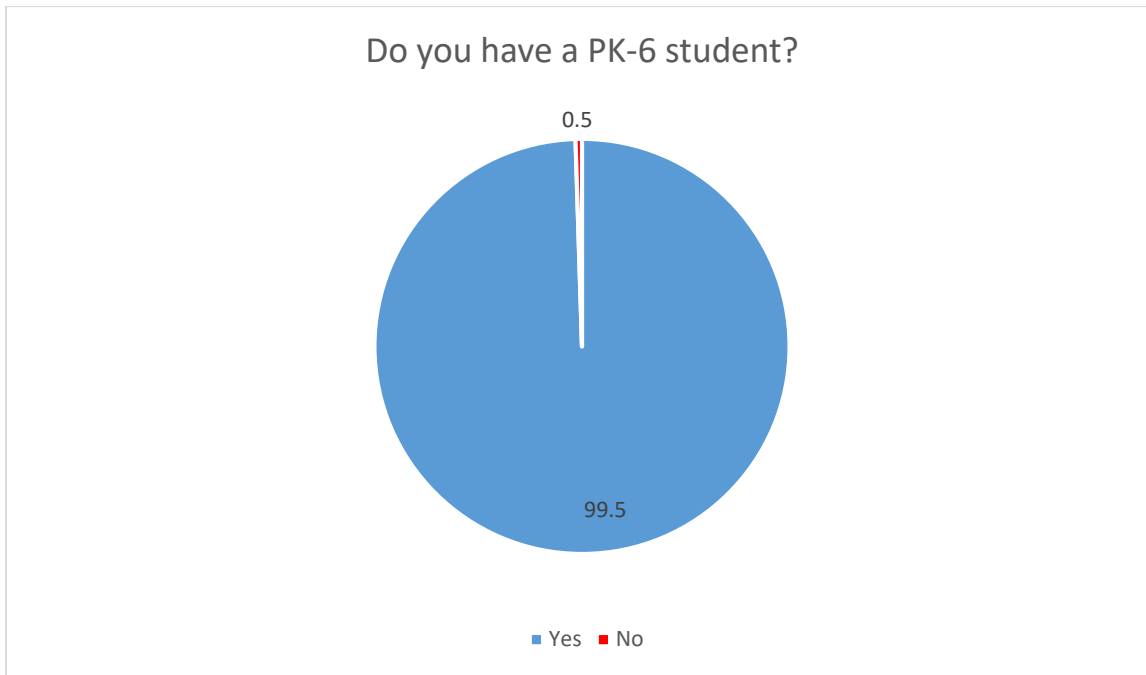
- *Kids should go to school in the town/city they live in and if one isn't available, then it soils be next closest town/city*
- *Students should be able to continue their education and have stability that area, even if the parents are separated and live in different towns.*
- *It should be where the child feels most comfortable.*
- *Certain schools environments may be more suitable for special needs students at other locations.*
- *Would keep consistency of education. Allow social and adult roots relationships to be established and maintained*
- *We are moving from one Washington central town to another (the current real estate market has made it extremely difficult to limit home searches to a singular town), which would transition my son away from his peers and community for 2 years, only to rejoin them again. It would be HUGELY beneficial for him to be able to remain within his current school community.*
- *I believe it would allow kids from being uprooted if situations beyond their control arise.*
- *Each school, family, and learner are unique. Our district schools are all special in their own ways, and giving families options which best suit their needs will ultimately serve our communities and students the best. Just as some students thrive in a large school, others may flourish in a small school. Some families have the flexibility to be available to be home for their children after school, while for others this is not a possibility. If being able to select another school in the district helps reduce stress on families and children then that should be an option. Ultimately, whatever alleviates the stress levels on our community members - no matter what their age - in the best interest of our district's children.*
- *To offer more flexibility to parents in case they are unable to find child care close to home.*
- *I think that it has the potential to impact instruction when students and their families have the choice to switch between schools. It will impact the numbers within schools/classrooms thus impacting staffing needs with the potential of declining enrollment impacting keeping all of the smaller local schools open. In smaller communities, the local school is the backbone of the community.*
- *Not sure why it is being considered?*
- *A huge benefit to having a merged district*
- *"My daughter is one of the only girls in her grade at Calais and it has been extremely depressing for her to not have close friends since preschool because there are so few girls to choose from. A larger classroom would benefit her socially.*
- *In addition, her academic time at Calais has been challenging because of the school administrator's need to combine grades into the same room and even change teachers after the school year has begun in order to try to figure out how to make a class with so few students. There has been a lot of wasted time and confusion over the years trying to figure out how to make this work. A school with at least two classroom per grade level would be much more appropriate for good learning and socialization at a young age plus it would lead to more stability in hiring so that the schools could hire experienced teachers in the grade level instead of having to move teachers from one grade to another frequently in order to accomodate the puzzle of staffing classrooms depending on the combinations of kids that work out each year."*

- *It is now one district. Some children would really benefit from a different teacher or group of children.*
- *Because it will overload certain schools and create uneven distribution of students. It has the potential to create greater disparity between socioeconomic classes.*
- *If choice is offered to families with transportation and schedule flexibility, and certain schools are seen as desirable, two classes of kids will develop: kids without socio-economic means will stay in their town school, and others will leave. It will be horrible for equity. If this is being considered, just close Doty and Calais now, don't draw out a slow death. We saw this clearly in the pandemic, with remote versus in-school populations.*
- *My family fought hard to get in the Berlin district and paid heavily for it. Allowing school choice at the elementary level would create tension, resentment, and and chaos amongst parents and families. Not to mention that all of the towns pay different tax rates, which would allow someone to pay less tax and receive a better education.*
- *Gives families another option if desired.*
- *School choice is a good way for allowing the tax paying citizens an option of how they choose to spend their money. Different schools may also offer different "specialties" for students. Berlin could offer extra emphasis on language or arts while E Mo could offer extra emphasis on hands on agriculture, or something like that.*
- *I think the choice is important for a variety of reasons. One is that some people live on the edge of one town and are actually closer to another school. Two if a child moves but within district and they want to stay with friends.*
- *Because sometimes the nearest school is out of your district and is not practical when you have to work*
- *More information is needed on why is this question is being asked. Are there differences in what is being offered between the schools? The only reason I can think of why choice would matter is if a family moves to a different in-district town and wants their kids to stay with their friends to finish elementary school, which I support.*
- *"Our school, which can be read as - where I live vs where I (or my wife) work governs our availability to work. My work day as a Paramedic starts at 4 am on the days I am not obligated to get ready for or bring to school a child. I get home by 7 on most of those work nights.*
- *It is not an option to start work after I bring my child to school (9:30)!*
- *Were there an opportunity to have my kid in the same school where my wife works... Now! That would be a tailor made option. I could have a full time job at the same time as my wife."*
- *If services/programs are offered at another school your child needs or is interested in they should have no restricted access.*
- *Yes, because my child does well academically and the school fulfills his needs. Best option*
- *Location. EX: You can live in Calais but EMES is much closer to you.*
- *I believe that it should be the parents' choice where their child goes to elementary school regardless of where they live. I also think this would be helpful for families that have separate living conditions better meet their child's needs.*
- *Keeping kids in their own school district allows for efficiency of transportation and community oversight. It will protect from voluntary school changes (admittance permitting) based upon a particular school's founded or unfounded inadequacies. It allows for all the*

schools to have a healthy strive for excellence rather than one school being the "go to" school. I do believe teacher's children should have the option. Teachers should have the option of their child attending the school district in which their parent teaches.

- *Consolidation of schools should be considered before any roving student options.*
- *In the event that we have to move to another town in the district, we would like our child to have the opportunity to remain at EMES*
- *I'd have to know a lot more about what the specific details of the school choice in question would be, and so would anyone else answering such questions. The value of this survey is minimal, and quite possibly distorting, without a sense of what would be on offer. I am only answering the multiple choice questions in the affirmative because on balance I think school choice *can* be a good thing; whether it would be for our community is an open question. And yet this survey will show that I am "in favor" of school choice. You should at least have a "I don't know" option, or allow respondents to not enter a choice. In short, this is a poorly designed survey.*
- *Choice is always a good thing to have access to. If my child was being bullied or not thriving for any reason that could be worked on by a change of environment, school choice is an option I would love to have. I think this would be good for community building, choosing to be somewhere rather than it being a "have to" would help families be more engaged.*
- *I would have loved this as an option 5 years ago. It really doesn't affect me either way at this point in time. I understand how it could be beneficial for employees of the district.*
- *To offer more flexibility to parents in case they are unable to find child care close to home.*
- *Because the housing market is very limited and kids who have been in school don't want to change but yet may be forced to*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students In the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Having options strengthens the district as a whole*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students In the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Provides more option for parents and students, although I am not interested.*
- *Having options strengthens the district as a whole*
- *We have land in Berlin and would love to be able to move to it and build our dream house but we don't want our son to have to leave East Montpelier Elementary school. If there was school choice this would be an amazing opportunity for our family.*
- *Housing market is expensive and limited. We would like our son to stay at Berlin but might need to move out of Berlin.*
- *some families are split families*
- *The benefits to making connections in our town are really valuable. I have concerns about the positive negative effects--does it reinforce the resources and advantages of the better schools and further degrade any disadvantages Worcester/Berlin might already be experiencing? These things are rarely cases where there's no effect at all. I also am*

uncertain the benefit of school choice? I would be opposed to more students coming to Calais, but I don't understand why someone would choose to do this.



Feedback on if you school choice were an option; would you consider it for your student?

- Some schools get services/supports that are not as readily available as others. School choice would allow parents to choose where works best for their students, and also allow for schools to focus on things that can make their schools the greatest they can be.
- I would love the freedom to move to a different town and still have my very shy child be able to stay where he is comfortable
- Again, Berlin is a great school with great staff, wouldn't want my kids to go anywhere else.
- We are very happy with our experience at Calais.
- We are committed to our local elementary school. While things are not perfect, I feel strongly that the solution is to become more involved in school and help my children problem-solve rather than try to pick what is the 'perfect choice' within our district. For what it's worth we love Rumney.
- Because we have a great school and its one of the main reasons I moved to my town.
- For many reasons! Parent to school proximity with work. For example, elementary schools have early care at 7:30-which is when most schools start school, CES doesn't start until 8:45- it's so late. I could drop my children off at school if it was school choice because Calais is actually further for me than EMES.
- Schools offer different programming. Some kids need a bigger cohort of children while others don't. Having a small group in a grade is not always ideal.
- More teacher selection. At Calais there is one teacher per grade, that teacher may not be a good fit for your child. Offering more choice is helpful for the student and teacher.
- It's up to the kids
- "My requests for disability accommodation for my child are ignored by her school, despite repeated written requests. In addition, when my son told teachers that children watch porn on the bus, he was ignored. When I requested some improvement in supervision to prevent ongoing porn showings, I was told the school is not liable for what happens on buses and "boys will be boys." I don't want my children exposed to pornography while they are in the care of their school, and this is but one instance that reflects the attitude of my children's school. The administration does not seem to care about kids.
- I wish I had some choice about where my children are spending such a large part of their childhood."
- I like the school we have
- Happy with our home school
- Larger classroom in newer school with more programming options.
- Personally no- we are good where we are at. But I think it should be available, as long as it doesn't decimate or overpopulate any one schools numbers.
- It's a possibility ..driving to Rumney from my house is at least a 20 minute drive on most dirt road. I'm not able to utilize before abs after care because it tacks on so much extra time to my already hour commute. Berlin would be a much easier alternative to us but wish this was offered before she started back in kindergarten as now she is established with her peers and already has so many challenges with learning disability and behavioral issues that I feel moving her to a different school would be counterproductive at this point
- We have no desire to move schools. EMES is amazing.
- I feel like my child would benefit to be able to stay at the elementary school he started at vs. Being forced to move to a new school in the same district. I also think with child care being

far and few between it would be beneficial for parent to choose the school in the district that is most convenient to where they work for before and after school care.

- I love EMES and so does my child. The community is great and the school is at the center of the community. I would not want my child going anywhere else.
- We have pride in our "home school" and feel families from all five towns should feel confident that their children are receiving a high-quality education in their own town.
- No. We are happy with our community school.
- Personally no- we are good where we are at. But I think it should be available, as long as it doesn't decimate or overpopulate any one schools numbers.
- We have no need at this time.
- If we are forced to buy a home outside of Calais and still in the U-32 district, we would keep all three of our children in Calais elementary
- I love my kid's school and they are very happy there.
- I love our local school
- Satisfied with current school and educators.
- I am happy with the school we are at and I can't think of a reason why she would need to go anywhere else
- If there was a program at another school that was not offered at outs that my kids would really benefit from, I would consider school choice
- My current student and I are well served by their school.
- If I see the curriculum and services at another school are better why not?
- We love EMES and are very happy with our daughters' experience there.
- I live close to my school and feel it connects us as a community.
- Our children currently attend East Montpelier. We love the school and both children have gained strong friendships, feel comfortable and feel part of the community. Our family needs are to purchase a home. (We are currently renting a home that is too small and does not meet our family needs). There is a very limited market for homes in our price range prompting us to look outside of East Montpelier. Our children are adamant in remaining at "their" school, forcing us to remain in a rental situation that we have outgrown.
- I love EMES
- Our children currently attend East Montpelier. We love the school and both children have gained strong friendships, feel comfortable and feel part of the community. Our family needs are to purchase a home. (We are currently renting a home that is too small and does not meet our family needs). There is a very limited market for homes in our price range prompting us to look outside of East Montpelier. Our children are adamant in remaining at "their" school, forcing us to remain in a rental situation that we have outgrown.
- We live in East Montpelier and are paying for a new school so we will go there. The program and teachers are excellent.
- We like our local school, it's one of the bigger schools so we're not worried about our kids having limited social circles, don't want to transport longer distances to a school with potentially less opportunity.
- We love Doty!! We are super happy with the school and have no desire to change.
- EMES is the best fit for my child.
- We are happy with our school and it's close by.

- If a teacher my child was going to have wasn't a good fit. If they needed a better social situation. If it was more convenient for my work schedule
- We can't afford to rent in EM, and our children have only known emes their whole lives. To have to move and start a new school would be devastating.
- Depends
- My son can thrive in his education to find the right fit for him and not molded to learn a certain way.
- I like EMES
- If I moved to a different part of the district, I would want my child to stay at his school. As it is now, I am locked into a specific, and expensive, geographic area.
- My child doesn't need it. I would have used it for my older child.
- We are happy with our school and it's close by.
- If it were an option, I would however consider utilizing school choice. If the possibility of being able to move house to another town while keeping my child in the same school were an option, that would open a lot more housing possibilities as it is hard to find housing options in a town where the elementary school is in high demand and the housing market is therefore competitive.
- I believe community/town schools are the heart of small towns and when we send our kids out of town to school we lose the core of our community! SAVE SMALL SCHOOLS! It is the death of a town to close a school. Small schools matter and are what make Vermont "Vermont". The staff actually know student names and look out for students that may otherwise fall through the cracks. When class size goes up, the quality of education goes down!
- We are staying at our school.
- He only has one more year, rising 6th grader and we don't plan to move this summer. If we did though, I'd want him to be able to stay at CES.
- Same explanation as to why they should offer choice. Finding the best fit for their child.
- I like my child's school
- Depending on where I lived. Regardless of town/ city lines. One may live closer to another. I would still send my child to Berlin though. I really like the teachers.
- Our choice is our towns school, Rumney.
- Language offerings, outdoor classroom offerings, art offerings, playground offerings differ
- I doubt it. I want my kid to go to the school in our town, but as mentioned above what school choice means in this context has not been explained
- Again, it's very hard to answer this question without more context.
- Happy where we are
- I like having my kids in the school within our community, that's why we moved here.
- As I mentioned previously, after-care is an issue, since it is not provided on-site. While I think this is a huge lack of equity (some students have to sit on a bus for who knows how long while some walk down the hall to after-care) and should be addressed in its own right, choice would allow us to mitigate this circumstance for our family.
- I am happy with where my child is
- Because of my answer above.

- Happy with our school.
- Definitely if it seemed as though they would thrive in a different environment i would definitely be open to it.
- Only for a bigger social group we love the school and teachers
- *I chose my house for the school I wanted my child to attend*
- *She is only 4 years old and will not decide on where she would want to go to school if that was an option.*
- *I like Rumney, my only issue is where it's located (opposite side of town from us)But not enough of a issue to switch schools*
- *Love Calais.*
- *Love Calais.*
- *We moved to this town specifically so our child could attend this school, would not choose another one*
- *Our school is 2.5 miles from our house - the kids have their friends there and we love all the teachers - no interest in switching*
- *We live close enough to our elementary school. We like it and have no need to change.*
- *We are Berlin residents. This is our community. The school is an integral part of that community. Our children need to be in, belong in, and want to be in our community school.*
- *We moved to East Montpelier for the school*
- *My last written response answers that. Also, Calais offers an excellent education.*
- *I am mostly happy with our school, plus transportation would be challenging*
- *I like our school as is!*
- *We prefer the school we bought a house in the town for*
- *It is important to build a strong community within individual communities in the supervisory union. I see the elementary school as key to this. If there is a reason someone wants a child to go to a different elementary school because they're not happy with what's happening at their home school, the issue should be addressed rather than switching to a different school. I think this would undermine communities and I do not think it's a good idea.*
- *Specific to my child , he has made great progress with his learning/social development at EMES.*
- *My child is very happy where she is and it is close to us.*
- *I love our school*
- *Like the school she is in now*
- *I am happy with where she is.*
- *Yes.... He has never had a positive peer group. That said I like his teachers and he is going into 6th grade so it is unlikely we would switch schools unless we moved.*
- *Berlin elementary is really good good for my son*
- *I don't see a need or a benefit.*
- *It just furthers the disconnect between the community and the schools.*
- *Not convenient for us*
- *I said no, but I might. My child definitely has difficulties with certain basic skills and if I thought another school might better meet her needs I would choose it. That being said, I don't know that any of the other schools would better meet her needs at this point.*

- *I chose to purchase a home with school district in consideration and am satisfied with my town's school*
- *Cannot get my student to a further away school*
- *Should not offer school choice because families will gravitate towards the stronger schools, making the weaker ones even weaker, and so on. A vicious cycle.*
- *I love EMES, and the school has been a good fit for my kids.*
- *We love our school and would not be interested in sending our kids elsewhere.*
- *We moved to East Montpelier for the school*
- *My daughter will be starting kindergarten in the fall, and she has been going to a private preschool, so I don't have any first-hand knowledge of EMES, other than the emails, etc. that I receive. That being said, I have heard excellent things about EMES, and all the communication I have had with the school has been great. I am looking forward to my daughter starting kindergarten at EMES.*
- *I like the school my child goes to and appreciate living right near it.*
- *My children are very happy with Calais Elementary School and so am I! The staff is incredible!*
- *I want to feel confident that my school is on track. If I had concerns, I would want them addressed at my school and not take my child away - that doesn't solve the issue.*
- *Happy with our location but think choice is important*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *Have no reason to send him elsewhere.*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *We moved to Middlesex so our kids could attend Rumney. We are very happy with the education and environment that Rumney provides and we would not be interested in sending our kids to a different school.*
- *One school might offer a sport that another school does not*
- *Happy where we are.*
- *Currently the needs of both my elementary students are being met at EMES. If they don't continue to be well met I would want school choice for an option.*
- *I am very happy with BES.*
- *I am happy with where she is.*
- *See above. Additionally, I love our school, I love that my children, spouse, and I have this connection to our neighbors and the town. Without it, we wouldn't know nearly as many people in our community.*
- *I think East Montpelier is a fantastic school and would be foolish to send my kids anywhere else.*
- *I love EMES, and the school has been a good fit for my kids.*
- *We've always planned to send our child to our town's elementary school. It's close to our house and we've heard great things about it. (Our oldest is in pre-K but at Turtle Island, but he'll go to our town's school once he's in Kindergarten).*

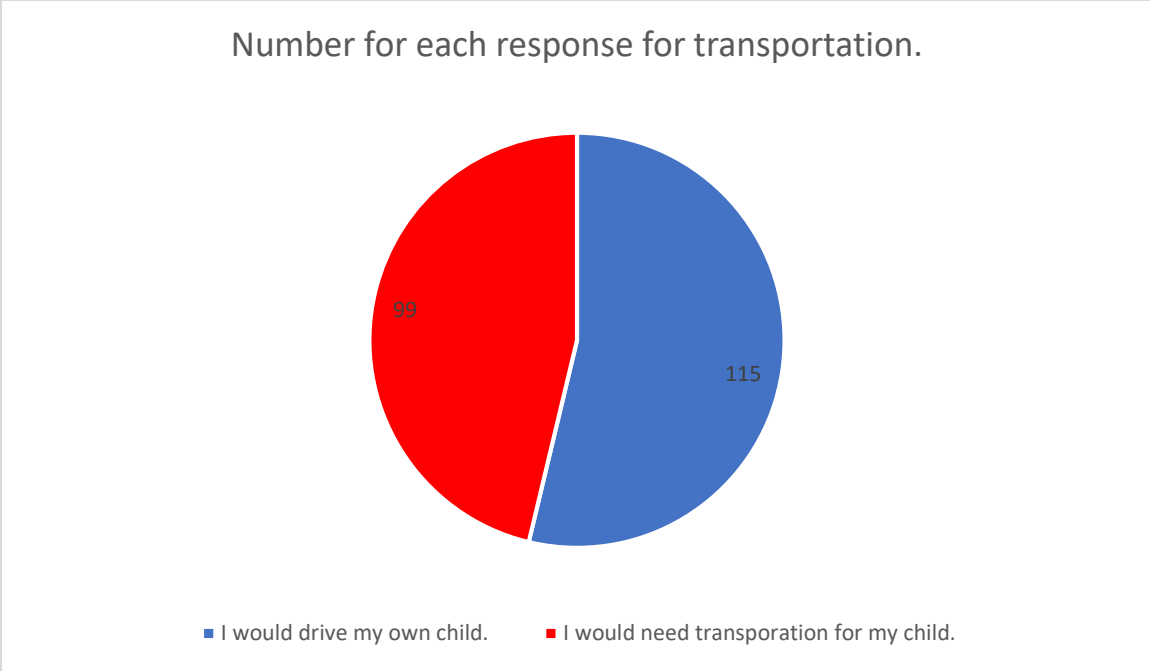
- *I would consider if for one of my children, as he would do better in a school with the systems that another utilizes. But for my other child, it's best to stay with neighborhood peers.*
- *Very satisfied with Doty teachers, leaders, and community. Wish we had a few more students to benefit from it!*
- *We love EMES and are completely happy there. We value the small community feel that having a small local elementary school fosters.*
- *I want my kid to go to the school with his neighbors.*
- *They are a fourth grader with two years remaining at his current school. Making that transition now wouldn't make sense. If they were starting 1st grade or Kindergarten, then it would be a consideration.*
- *Happy with our location but think choice is important*
- *I wish "maybe" were an answer here. "Not right now" would be more accurate for us. We very much wish to purchase a home in the next few years. Actually, we wish we could now, but the pandemic housing market is insane, so we have ceased our search for the time being. The longer we remain in East Montpelier, the stronger our bonds become with the school community here. And the stronger the bonds become for our daughter with her classmates. We also have a younger child who will be starting preschool in a couple years, and I'm sure it will be the same for her. The longer we live in our current home (which is longer than we intended), the less moving out of East Montpelier feels like an option, purely based on the school. Yet homes here are prohibitively expensive, even for two people with steady, decent incomes. (It's incredibly frustrating and demoralizing, but I digress.) If school choice were available, we might feel we could broaden our housing search to other communities within the WCUUSD.*
- *We love East Montpelier teachers, staff and the supportive community. We are lucky we landed here.*
- *I moved to Middlesex so my children could attend this specific school so I don't feel we would need to make a different choice for any current reason.*
- *I believe that Calais Elementary is a beautiful, thoughtful and well balanced school.*
- *I love living in a community with multi-generational families where kids in my daughter's class have great-grandparents, still living, who also attended this school. I want my kids to know their neighbors and have real relationships with their local agemates. As it happens, our school is doing well by our child, who is thriving and in love with learning. It is convenient for us. We feel very fortunate to live in a community with a single village center, where the school is located, and to have a wonderful group of teachers, staff and administrators at our school.*
- *I'm very happy with my current school, and I want to support our town school.*
- *We are very happy with our school right around the corner (EMES), and moving schools would complicate our transportation needs.*
- *My to be 6th grader should be at her school for final year*
- *At present, our current situation suits our needs. Regardless, it should be an option for others who would benefit from choosing their school within our district.*
- *It's not an issue for our family but I can see how it could be for others*
- *Geography, relationships in our town*

- *I am not interested in switching schools at this time, however, if either a teacher/student dynamic needed improvement or social issues became a challenge for my child, then I would consider switching to another school.*
- *We are incredibly happy with our school. I can't imagine them anywhere else.*
- *I am happy with our school*
- *My child is a student at EMES and that is precisely why I chose to live in East Montpelier (and why I will stay in East Montpelier) because it is an excellent elementary school with Alicia at the helm.*
- *Because our assigned school is not a good match for my kids, maybe if we had a choice in schools the schools would be forced to step up and treat & teach our kids properly. At this point the schools treat our kids like crap and we get told to "move" if we aren't happy with the assigned school. There is not any accountability for teachers.*
- *yes my family wants to buy a house in another town but we are waiting until our kids are in high school so we don't have to move them now*
- *I live the same distance from both schools. Being given the option would be helpful*
- *I would not use this school choice because our school is a good fit for my kids. But I can imagine a scenario in which a kid could really benefit from school choice.*
- *Because my daughter was devastated when she had to leave EMES.*
- *Rumney is the right fit for my kiddos.*
- *I have no need for my children to attend another school and we love Doty!*
- *I love East Montpelier. One of the reasons my family moved to the town was the reputation of the school.*
- *Our school is awesome! and a great fit for our particular kids.*
- *I would love to keep my child in Berlin if at all possible.*
- *She's doing well at berlin*
- *I would choose the school that offers services and programs in the best interests or fit for my students.*
- *Over the year our school has changed a lot. I don't know what other school policies are but I'd like to, find out and compare*
- *I want an after care program for my children and there is not one at CES.*
- *We currently live in Middlesex but we will be moving to Calais at some point this fall or winter well after the start of the next school year. Our child is very happy with the current school and by all accounts is an asset to the class both socially and academically. We feel like it would be unnecessarily disruptive to switch schools for something like half of the sixth grade year. We are completely ready to handle transportation and hope that you develop a policy that will accommodate. Thank you for this effort.*
- *Expanded social choice*
- *Sometimes teacher combos don't work in a certain school, as well as working at one school and child going to another.*
- *Because I'm always looking for what is best for my child.*
- *I'm very happy with our school.*
- *Like EMES*
- *EMES is the bomb!*

- *I don't see the need at this point. I understand why it would be attractive, but I foresee confusion and unhappiness if someone doesn't get what they want. If you live in the town, you should go to the school, unless there are mitigating circumstances.*
- *I am very happy with EMES and wouldn't want to switch schools. Also, all other school options are further away.*
- *We love Doty!*
- *We are excited about EMES*
- *Our school has no morning care program. It has been hard for us as working parents not having a morning program. Our careers require early starts for both of us and long commutes which require starting our commute well before 8:30. My work starts at 700 ends at 330 with a 45-minute commute. My husband had to change jobs to make it work. So he could drop off and I pick her up but now he travels for work often and when he is gone I need to take vacation time every day to do school drop off and make it back for pick up at the after school program. We don't have family near or any other options. So having that type of program at the school would be amazing.*
- *We are happy at EMES.*
- *I would keep her at Rumney, no reason to change.*
- *For reasons stated above. I don't support the proposal.*
- *My youngest will be in 6th grade next year. Too late to consider it.*
- *For us, having our daughter go to school in the town we live in, is exceptionally combiner for us. The only way having a choice of school, would be if parents worked in a different town/city & they couldn't make any other arrangements.*
- *It would open up more possibilities of affordable housing in other towns while also maintaining the same curriculum for my children. Everyone wins!*
- *If I were to move out of Berlin town, I would definitely want to keep my child at Berlin elementary due to them being more familiar with the school and the school being familiar with them and their needs.*
- *I would consider it because I have found some aspects of the system we are stuck in to be extremely toxic. Rumney has burned through a new principal every single year we have been in attendance, which speaks volumes to the structural issues at play. I have felt many times that my district let my child's educational needs fall through the cracks unaddressed, failed to communicate extremely critical information like injuries, and willfully tried to isolate parents away from participating in activities at the school. Certain teachers and staff at the school are consistently verbally/emotionally abusive to the students or passive aggressive to the parents and I am quite fed up with the toxic culture there honestly. We would like to explore other districts offerings.*
- *Would keep consistency of education. Allow social and adult roots relationships to be established and maintained*
- *We are moving from one Washington central town to another (the current real estate market has made it extremely difficult to limit home searches to a singular town), which would transition my son away from his peers and community for 2 years, only to rejoin them again. It would be HUGELY beneficial for him to be able to remain within his current school community.*

- *One year left at EMES and we're facing a possible move for to our home being sold. Uprooting would cause undue stress*
- *I am an employee of East Montpelier Elementary School and would appreciate the opportunity to have my daughter at the same school as me next year. While there are many benefits to her attending our local school, the logistics of getting her to school in the morning feels impossible. Next year I will be required to be at my school at 8:15, however she cannot be dropped off at her school (which is 25 minutes away) until 8:45. This does not include days with early morning meetings, which typically begin at 8:00. Additionally, having her attend my school would allow me to attend after work meetings more easily as I would not need to be concerned about my daughter being home alone for long periods of time. In summation, having the same schedule as my daughter would allow me to fulfill my professional obligations with considerably less stress.*
- *Yes*
- *We moved to E. Montpelier specifically for the school.*
- *We like EMES*
- *I work at a different school from the town I live in, both are in the WCUUSD*
- *I would opt into East Montpelier Elementary for my daughter because the school is larger. I already have to drive my other two children to U-32 and I could take her on the way. Calais Elementary is too small of a school to adequately serve the needs of children.*
- *There seem to be many staff leaving after the trying of times of covid and the superintendent's approach. I would want my kids to have the best choice for their learning, which may not be at our current school.*
- *Because we would want the chance to provide our child with the best educational opportunity available.*
- *I will do what's best for my kid, and I have the financial means to do it. However, unless there is seamless, easy, and free transportation and before and after school care, those with means will take the best deal, leaving those that have no choice in the "school choice."*
- *We spent years getting into the Berlin district for the education. We moved our family to be allowed to attend Berlin.*
- *Berlin has a great school community.*
- *I would choose the school that offers services and programs in the best interests or fit for my students.*
- *He's in 6th grade next year and has an established peer group.*
- *It would be of great help in my case as a single mother*
- *More information is needed on why is this question is being asked. Are there differences in what is being offered between the schools? The only reason I can think of why choice would matter is if a family moves to a different in-district town and wants their kids to stay with their friends to finish elementary school, which I support.*
- *I value my local school and all it has to offer, however, choice would make sense for our family/work situation. There is no question, I would accept and make use of this option if available.*
- *At this time Berlin offers, in comparison, all the services and programs my child needs*
- *My child does extremely well at Berlin and its one of the better schools to suit his needs*
- *We love EMES and it's in close proximity to us.*

- *We originally looked into this option for our son as he attended the Rumney preschool program and we wanted to keep him with the students he first went to school with but we were told it would be 19,000 a year which was completely unfeasible for us.*
- *I love my children's school. (2) I like them in close proximity to where I live.*
- *In the event that we have to move to another town in the district, we would like our child to have the opportunity to remain at EMES*
- *Again, I'd have to know details to have anything useful to say.*
- *Our child is doing well and we are happy with his placement so would not move him, but we support school choice at this level because our older child would have benefitted and we would have tried it for her.*
- *Because my student is going to U-32 next year so it does not affect us.*
- *Yes*
- *Trying to buy a new house and Berlin real estate is very Slim Pickens*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students in the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Close to work, and after school activities*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students in the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Transportation would be an issue, and I live in Middlesex primarily because of the school.*
- *Close to work, and after school activities*
- *We have land in Berlin and would love to be able to move to it and build our dream house but we don't want our son to have to leave East Montpelier Elementary school. If there was school choice this would be an amazing opportunity for our family.*
- *Housing market is expensive and limited. We would like our son to stay at Berlin but might need to move out of Berlin.*
- *My grandchild may need to live with us.*
- *I love Calais. My kid loves Calais. The school is very well organized, communicative, caring, and supportive. The bus system works well for both our home and our aftercare setting, and even for Grandma!*



Of the 99 of the people who said they would need transportation for their child, only 19 of them said yes that they would consider school choice.

Other questions, thoughts or concerns.

- Please explain to the public the overall motivation for initiating the discussion around school choice. Has it been requested by a number of families? Is it because one or more elementary schools are consistently not meeting students' or parents' expectations? Or is it truly to provide choice to make the best fit for the child? Is the board considering school choice in order to eventually merge schools and close those with the smallest populations?
- "Any school choice policy will likely have space limitations and if determined exceeds space availability, a lottery." what does this mean? If this policy in any way leads to students who live in a certain town not being able to attend their town's school, there would be major community pushback.
- I think it could be beneficial, even though many would not request this. My school district offers it and very few take any action. The ones that do is mostly because they have a parent who works in the same town.
- I do not think the school district should pay to transport a child to a different school of choice if the transport adds a cost that otherwise would not be there. I imagine that a different school would be chosen if a family is able to transport their child there and wishes to do so instead of a very long bus ride to/from the home school.
- When might this option become available?
- Will this impact taxes in East Montpelier and will this impact class size currently at EMES?
- "I am surprised by this survey by the board asking for input from families when there seems to be little regard for community voices during school board meetings since the current superintendent came to the district. Public comment periods are often cut short or sometimes eliminated during school board meetings. Inquiries or concerns directed to the superintendent

are belittled or minimized. I do not have confidence in the board or superintendent to launch such a significant undertaking successfully at this time.

- If we're talking about choice, I vote that the board chooses a new superintendent whose interest in our students, families, educators, and staff exceeds his own personal interests as a political wannabee who wants unilateral control over a district he did not even bother to get to know before making changes. At the point when we have competent leadership, then school choice could be extremely positive for our unified district."
- Please take into full consideration, the kids on IEP's with disabilities and the high pricing of houses in this area. A switch to a new school would ruin all of the major progress that she's made. This last year has taken a big toll on our kids and this increase in housing prices, forcing their parents to relocate to a different town shouldn't be taken out on them and their education.
- Successful school choice requires collaboration among many stakeholders along with clear lines of respectful communication. Why is the School Board so quick to dismiss community concerns? It was said at a board meeting that if people aren't happy, they can just run to serve on the school board--for some families, this luxury isn't an option, and such an attitude shows the arrogant disregard some Board members seem to have when community members voice opinions. Why doesn't the School Board allow more forums or time for community engagement?
- No, I'd be interested in hearing why parents might want this option in general though
- I would only support school choice if there was no chance a local kid was boxed out of their own town's school. Only use local choice to fill available spots. First priority needs to be the local (their own town's) school
- It's nice to know we could potentially move within the district and without disrupting school placement.
- "I think this is another tool being used to consolidate schools based on the erroneous belief that it will reduce costs to taxpayers for education in the long run.
- What if there is high demand for choice? Will this lead to building expansions and at what cost to the taxpayers? Will transportation costs increase? Please proceed cautiously."
- The district should not incur any additional transportation costs if a child opts to attend another school unless it is for a student with special needs / physical disability.
- I feel like people should be able to choose if they live closer to a school in another town. Otherwise why do people want choice. That presumes some schools are better than others.
- Consolidated schools and equality among family and program offered would allow students to benefit and not only those that are able to get in by choice.
- If we do school choice, there should be a protective measure to ensure that students do not get bumped out of their local schools. Best way to do this would probably be to have the lottery if a school is oversubscribed be for those students trying to come in via school choice rather than holding a lottery and sending local students who want to stay local to someplace significantly further away.
- "Could staff members be allowed to have their children attend schools were they work?"
- Is this a step toward school closures?"

- I'm happy this option is being explored. Any other state I'm aware of in NE offers this option but VT seems to be elitist and feels like clubs that you can only belong to if you make a certain amount of money.
- It should be option for all parents
- We need to allow kids to find a school that fits them to become the best versions of themselves.
- It is a changing world. I consider strict residency rules a relic of the Eisenhower era. Many of the factors that made sense in 1955 simply don't apply now. I am very appreciative and want to congratulate the school district and the committee for considering this option - I think it will benefit families.
- My biggest question is regarding transportation. How would the bus system operate if kids are scattered between the 5 towns?
- Read response above. I am not in favor of sending students out of town!
- "I am a parent of 2 children at Berlin and a teacher at U-32 and this concerns me. Is this something for the near or distant future? Why has the union not heard of it yet?"
- In my opinion the ONLY reason to have school choice is if a family moves from one town to another - it would be nice to offer the option of keeping students in their school.
- I do not believe all schools in our district are equal in terms of sports, special education, and curriculum. Because of this, parents should be able to choose which school would benefit their child the most.
- Why is this being considered? What impact will this have on class size? Will families who reside in the towns of each school be offered a spot at their own school first before opening spots up to others?
- I might consider school choice but I'd strongly prefer not to for maintaining community, friendships and convenience, in our home community. All U-32 elementary schools should offer the same access to foreign language, outdoor classrooms such as ECO at EMES-the sole U-32 elem. school ECO participant, progressive outdoor learning spaces and playgrounds, after school sports, reading, math, science, art, music, p.e., etc
- "This survey has not explained what school choice is. School choice could mean that I get to choose which school in the district my kid goes to. It could also mean that there is a lottery for school assignments and that even if I want my kid to go to my town's school depending on results of the lottery they may not be able to. This survey should be stopped now and any results discarded because respondents have not been appropriately informed and may not understand the district's intent. before sending out any survey like this in the future, WCUUSD should provide the community with a written description in lay person language of what school choice means in this context and how it could impact different students and stakeholders in the community. Are you considering having only people that want to go to different schools or are you planning to have each school have it's own focus (arts, science, language etc), or something else? None of this has been communicated so responded have no idea what they are answering about so all results should be discarded until you first give the community context to understand the questions and conduct a new survey
- You also have required questions that should not be required. In order to provide my feedback in response to a request for free expression you have required that I answer yes or no

questions above that I don't know the answer to. You should therefore not consider the results of this survey. The results are not valid."

- "Without knowing more about the context, it's really hard to answer these questions. Are we talking about Rumney becoming the foreign language elementary school, Berlin the STEM school, Doty the arts school etc? Or are we just talking about regular instruction in different buildings? My answers might vary based on the context, so it's hard to answer here.
- School choice seems like a strange option for a rural school district where busing would be required.
- I also have some concerns about school choice becoming the justification for closing and consolidating some of the smaller schools in our district. Our local community schools serve a purpose that far exceeds their per pupil cost and we lose more than a building when they close. "
- Please don't. It's complicated. Work from the schools up, don't create stress and competition.
- I would never switch schools. Why are you asking this question? How would you fund this? Why change something that's working? Is it not working? What if a school gets more interest and another gets less, do those schools get more and less money? Feels like transportation will be an issue, are we going to have a bus drive 30 minutes off route to pick up one kid because the family can't transport but they don't want to attend the school in their town? That's not helping that family or the kids OR the school in that town. I assume you would not require a child in a town to go outside of their town correct?
- I have addressed my concerns above - equity seems to be lacking in the district, and school choice could be a way to address that, by allowing families to choose which schools and offerings at those schools they would prefer.
- We should consider offering the different schools depending on work schedules also. Not all schools have Community Connections so it may make sense for a child to go to school in Berlin if their parent works at the hospital or something like that.
- *This is a bad idea, and I wish you weren't even talking about it, frankly. We have other issues to resolve -- time spent on this one takes away from other more legitimate ones.*
- *Families who move into communities look at the schools in those communities before making those decisions. In fact, that is so much a part of the decision making, that Zillow listings of houses name those schools. Anything that weakens any one of our elementary schools weakens that town, reduces property values there, and threatens its future. Opponents of consolidation warned that it would kill the smaller communities among our five towns. Proponents said it would allow us to create efficiencies that would lift up all of us. Fine. Do it. Build up the elementary schools in all our towns instead of inviting parents to pick and choose in a way that could kill them. Those with resources, time, and privilege will consolidate in one place. Those remaining will be those most in need, and this will only increase the burden on those communities.*
- *I strongly object to this idea. Resources are not equal throughout the district (music/art/student-teacher-ratio etc...) and this could shift the balance in a negative way while putting a strain on the smaller schools!*
- *why are you considering this would be my biggest question?*
- *I think this is a great idea for other kids. My kid is doing great*

- *I'm concerned that time is being spent on this issue right now when there are so many more pressing concerns relative to education. If a student/parent has a pressing and or legitimate reason, like a parent that works at the neighboring elementary school, it seems like it could be something made available in those situations. But as a general rule, this seems like a poor use of our resources with little need or benefit for the community.*
- *As noted above, I think this is a terrible idea. Merger has been--and remains--a disaster. Elementary school choice would ruin what little remains of community in each town. It just furthers the disconnect between the community and the schools.*
- *I think there was a provision for school choice (pending available slots) in the previous Rumney bylaws.*
- *If we opened to school choice - could we consider making each school a "magnet" for a different area - offering languages/immersion sections, STEM focus, art/music focus, etc to allow for more diverse offerings without needing to fund all options at all schools?*
- *I guess I would have concerns about cost and how it affects each school. It seems the biggest cost may be transportation if the family is not able to provide that for their student.*
- *I don't understand what's driving this at all. I think more context would be helpful. This only seems to create challenges - weakening schools, undermining local communities, avoiding issues instead of addressing them, etc. It would be helpful to know what is driving the desire for school choice. For instance, if it is lack of resources at one school should a merger be considered. If it is high performance at one school then the other schools should be invested in to get those outcomes. School choice seems to create solutions for just a few kids as opposed to creating systemic solutions that benefit all the kids.*
- *I have experience with charter school choice Which was important for child needs*
- *The lottery idea seems ridiculous at the elementary level. I am also concerned that if a school is in high demand, the potential consideration from that school to adapt to that demand would compromise their existing quality. It is hard not to see some kind of school consolidation with this idea.*
- *I would hate to see any one school become the parking place for 'trouble' kids. I would also fear that the district might move students without dealing with the very real problems that caused them to need to be moved.*
- *If we opened to school choice - could we consider making each school a "magnet" for a different area - offering languages/immersion sections, STEM focus,art/music focus, etc to allow for more diverse offerings without needing to fund all options at all schools?*
- *I wonder if this might be seen as a move toward eventual school consolidation? I don't think that is a bad thing, but it might generate some push-back. I'm generally in favor of consolidation at some point in the future if it helps us better serve all of our student students.*
- *School choice brings a fear of "separate and not equal." I support the choice, but it would need careful planning and oversight.*
- *Is it fair to assume that a given school's population would be determined by residency? And that fulfillment of choice requests would not impact student population at any individual school? What are the top one or two motivators driving this exploration?*
- *Note copied from above: I'm happy with the elementary school. I think one of the strengths of our schools is that we have these small, tightknit elementary school communities, and I worry*

that opening that up to allow choice among the 5 schools would diminish that. Also, it seems like a logistical puzzle in terms of bussing that could cost taxpayers more unnecessarily.

- *This survey seems like a litmus test to see any community interest in move students around in order to justify closing or consolidating elementary schools in our district.*
- *I have experience with charter school choice Which was important for child needs*
- *How do you plan on providing the same options for all income levels and family situations?*
- *I feel the elementary schools should be able to maintain as much community autonomy and individual strength and resources as possible. I was not in favor of a merger and I am somewhat concerned about putting any additional burdens on some of the elementary schools with a lottery of additional students. But I honestly would have to learn more about it all in order to answer in a more informed way. I am in favor of something like a petitioned request on a case-by-case basis to attend another elementary school if that other school has the services that are needed by a particular child. I am unsure what the other reasons would be to open school choice other than switching to a perceived 'better' school, which should be something that a family chooses by where they choose to live. Again, this is initial responses without more information. If there were cases where families were split up from divorce or other life circumstances and children needed to stay in a system they started in, even if the parents moved, I feel like this could also warrant a case-by-case petition request. But I'm not sure opening it up to the entire district for choice makes a ton of sense.*
- *Offering school choice often sets in motion a series of events that inevitably pushes toward closing small schools. I know advocates would say - if parents want their kids out of that school, perhaps it needs to close? Another way to approach the problem could be to ask what is needed to make that school a wonderful place for kids to learn. In many ways, I believe our school is a wonderful place to learn. I don't know what is right or wrong in the long run, but I do not want to see our local school close before it's really time.*
- *I don't think this is necessary at all. I don't understand why it's even up for consideration.*
- *I am concerned about draining students and resources out of our smaller schools. If folks are requesting this in order to access resources at one of the bigger schools, perhaps we can get more creative in resource-sharing.*
- *You real should explain what school choice is. At a national level the term is very different then what you asking about (I assume).*
- *Choice and flexibility are important in providing the best education for our children.*
- *This is long overdue and a great idea*
- *Thanks for asking*
- *A child loses half a year of academic progress and it can negatively impact social/emotional well-being to switch schools unnecessarily*
- *I also worry about this when they arrive to U-32 in 7th grade. If school choice does lead to the fears I identified, there will be an even greater range of skills in the students depending on their elementary school. This is already a challenge, and I believe school choice may make it worse.*
- *I only answered the above question because it was required. I opted for not choosing to change schools so it doesn't apply.*
- *I hope if they do school choice, the kid that live in Berlin can still attend Berlin without a lottery!*

- *I understand that funding is always a fight between schools. It may be a good thing for our schools to have some healthy competition to avoid stagnation.*
- *I think equity needs to be at the front of your decision making. If there's an opportunity for something at one school, but not at another school, you need to offer that opportunity to all children across the district and pay for busing to allow them to take advantage of that opportunity. Why do some schools have after care and some don't? Why did my taxes go up nearly \$1000 this year to afford other schools to have opportunities that my kids don't have?*
- *I understand that if demand exceeds availability, you would likely go with a lottery since it eliminates potential controversy. That said, I feel like not all requests will be “apples to apples” and it might produce better outcomes if requests were handled on their merits (like impact on the schools and all of the kids affected by the decision).*
- *This is a reasonable outcome from Act 46. If school choice highlights disparities among schools then the problems should be addressed not suppressed.*
- *I would be concerned about the implications of school choice on the ability of the school district to equalize education and experience for all students across the district. I imagine there are possible implications like more stratification across the district for things like enrollment numbers, strength of faculty, diversity. I would be worried that this might lead to competition between schools, schools becoming good at some things and weaker at others, instead of working to increase quality in all realms across all district elementary schools.*
- *I don't understand the reason? Each town has a school, typically this happens if a town doesn't have a school? Otherwise, as long as my children can continue to go to our school that would be obviously super important.*
- *How do you approach the question of equity among tax payers in the 5 towns in a school choice model? School consolidation is a priority for AOE; it seems school choice may eventually lead to consolidation of schools that see fewer students in attendance, but would allow that transition to happen gradually/naturally. Will those living in towns with more-often-chosen schools see their class sizes grow substantially?*
- *In order to support others having this choice I would need to know what the rules were. Do all who live in the town get first choice? Is it a one/one switch only? What does the choice look like? I have many questions.*
- *My only concern would be that one school would get more interest and more students than the others putting a strain on the teachers and staff.*
- *Not at this time*
- *I think you may find that convenience is the most important factor in parent's choice. Harwood school district has used school choice for many years and it would be worth really understating their experience. Over the long run, it resulted in declining numbers at the most out of the way/inconvenient school (fayston) which was then targeted for closure. Many parents will worry that a similar outcome is preordained and that choice is ultimately just a way to consolidate... I suspect a lot of parents will be interested in Berlin and EMES as they are convenient to many for work or commuting.*
- *In general, I don't support the proposal. In general, if a parent wants school choice for the child, it is my opinion the committee and administration should first answer the question why. Then try to address those issues. That question is not being asked in this survey and is my*

opinion should be for the committee to do its work. Also I only answered the transportation question because it was required.

- *It makes sense in a consolidated district to offer some slots. There are so many reasons why it would make sense for certain individuals- proximity to the school, a parent working in another district, social/emotional issues, wanting to stay where there is a good fit after moving, and more. Yes, yes, please!*
- *I am not looking to see any of our school's close. Rather, I would like to see each of our buildings continue to offer unique but equitable learning experiences for all of our children.*
- *I would not be in support of school choice for elementary schools. It would negatively impact our schools and communities.*
- *I think offering school choice is a great option as an alternative to combining the schools. In all honestly, it might be a good transitional move to help communities understand that combining these elementary schools would not be such a big deal and could actually benefit the communities.*
- *Merging the 5 schools was a big mistake. We are already seeing choices from the top that demonstrate a race to the bottom under the guise of equity. No one is fooled.*
- *I think it's important to disseminate resources as evenly as possible throughout all schools in the district so that all of the children have the same opportunities. I would hate to see some schools get priority over others and have children suffer because of it.*
- *Equity is a massive concern here - if choice is only realistically offered to those with socio-economic means, we will not achieve equity, which this board has said it supports. Please consider transportation, and before and after school care. Who benefits - the rich or the poor?*
- *I understand that funding is always a fight between schools. It may be a good thing for our schools to have some healthy competition to avoid stagnation.*
- *If given a choice with my older son (who is now at U-32) I would have considered it as he started having troubles and the principal at the time and the schools one teacher option was not working for him and did more damage than good. It would've been nice to have a choice. The school I work at does have school choice. It isn't over used but a nice option for families.*
- *This opportunity would definitely help us a lot to me and my daughter's day a day routine. Hope you could give us a choice*
- *This survey needs some background information for me to give any useful answers. My understanding is that all schools are on the same curriculum and have the same opportunities. I support school choice if there is a reason, but no explanation has been provided here. Will choice cost more? Are the opportunities between schools actually different? Will towns be tuitioning their students to other towns? If so, how will that affect the individual schools? If this is just a matter of not requiring families to move their kids if they move between towns, that seems like a good idea and I am surprised it isn't already allowed.*
- *Our local schools are fantastic, each school having its own strength or weakness. How great would be if each family could attend, within reason, the school that fit their family and children's individual needs without having to relocate to another community?*
- *We would love the opportunity to have freedom of choice for our child's elementary school. I believe parents would feel much better about sending their child to school if they had the right to choose regardless of where they live. I also feel this option would help to bring our small*

town communities closer together as our children would foster relationships with children outside of their own town and bring our communities closer through these relationships.

- *School choice can be good if it encourages healthy "competition" between schooling options, offers students the ability to attend school closer to home, allows children to attend a school that emphasizes things important to them and their families, etc. It can be bad if it concentrates resources in certain schools and leaves others to languish, or otherwise causes uneven distribution of resources that harms children and families who for some reason aren't able to take advantage of benefits that may come to some families with school choice. I'd love to see models of what is being considered, and reference to studies or other data that might help us understand the dynamics and consequences of introducing school choice.*
- *"What happens when a school becomes unnecessary. Due to lack of enrollment.?"*
- *What happens to those employees.?"*
- *What happens when you only have 40 students in a school. Would it be feasible to continue running the school?"*
- *If people searching for houses in the area could expand their search history or search radius it would be more beneficial to keep their children in a school district of choice*
- *When might this option be available?*
- *If there was school choice, I'd like to explore if a gifted and talented program could be assembled.*
- *When might this option be available?*
- *If there was school choice, I'd like to explore if a gifted and talented program could be assembled.*
- *Not sure what the benefit of school choice is?*

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: E46

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

MEMORIALS

Philosophy

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

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

Policy

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

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

Procedure

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

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

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

Policy

CONFLICT OF INTEREST: STAFF WITH CHILD ENROLLED IN SCHOOL

This policy is designed to address and minimize conflicts of interest (actual and perceived) that may arise when a child of a school staff member is enrolled in the same school. In this policy, "child" includes biological child, stepchild, adopted child, and any student with whom a staff member has legal guardianship or other legal relationship. Parent includes stepparent, adopted parent, significant other, or the staff member holds a position of authority/decision making over their own child. .

Conflicts of Interest will be addressed by the school principal on a case-by-case basis, guided by the following general principles:

- Whenever practical, students will not be placed in a classroom in which their parent is the teacher.
- Administrators, teachers and other staff shall not administer discipline to their own child, or to other students involved in an incident with their child.
- Staff shall avoid situations in which they serve two, possibly conflicting, roles, e.g., a special educator serving on an IEP team involving their own child.
- If the duties of staff member's position involve participating in a proceeding, such as a disciplinary proceeding or special education evaluation, the staff member shall be excused from participation and the superintendent shall assign another District staff member with a like position to participate instead. If the staff member's employment status presents a conflict for participating in the proceeding in an official capacity the staff member may still participate as a parent provided that state verbally before the proceeding commences that they are participating as a parent only and not in their official employment capacity.
- A staff member with a child enrolled in the school shall not treat their child with more or less favor than other students.

COVID-19 Facemask Policy

A. Statement and Purpose

It is the purpose of this policy to provide protection against the spread of COVID-19 within our school facilities and our community in general. Pursuant to the Washington Central Unified Union School District (herein after WCUUSD) Board's authority, and the Agency of Education's August 19, 2021 Memorandum, it's the goal of the Board to implement the policy that contributes to stopping the spread of COVID-19.

B. Mandatory Mask Mandate

To fulfill the goal previously identified, the Board adopts this policy which mandates use of a facemask by any individual entering any of the school buildings within WCUUSD. The individuals affected must use a facemask when inside the facility, except when removal is needed in order to eat, drink, or for other personal or medical needs. The mask shall be put on promptly after the activity requiring its removal is completed. This mandate applies to anyone who is in any of the buildings within any of WCUUSD's buildings, including any students, WCUUSD employee, whatever their position, any vendors, community members coming to visit, parents, or any other individual who, for whatever reason, enters one of WCUUSD's buildings.

This mandate applies throughout the WCUUSD. The District will consider exemptions for medical reasons. To assert a medical exemption, the applicant, or their parent or guardian, must request the exemption in writing and submit the request to the Superintendent. A claim for a medical exemption must include medical evidence to support the claimed exemption and submit the application and supporting evidence to the Superintendent for a decision. The Superintendent shall issue a written decision to the application within three business days of receiving the written application. If the applicant is dissatisfied with the Superintendent's decision, the applicant shall have ten days in which to file a written appeal to the Board to review the Superintendent's decision. Any appeal shall be submitted to the Central Office at _____ Gailson Hill Road, _____, Vermont. The Board will rule on the appeal at its next regularly scheduled Board meeting and issue a written decision within three days of the appeal hearing. The Board's decision shall be final.

C. Social Distancing

When practicable as determined by the building principal, in consultation with the Superintendent, students and staff and any other individuals in the building shall social distance from each other, maintaining at least a three-foot distance. If social distancing is not practicable,

the principal of the building, in consultation with the Superintendent, shall explain writing why social distancing is not practical, and forward that explanation to the Superintendent and the Board claim. The building principal shall review the practicability of social distancing shall be reviewed at the end of each semester unless the Superintendent or the Board directs otherwise, and submit a written report to the Superintendent and the Board claim.

While the Board has established this policy, the Superintendent may recommend to the Board alterations to this Policy by presenting those recommendations to the Board in writing. Whether the recommendation is to loosen restrictions in this Policy or increase them, the Superintendent shall explain their recommendation in writing and explain how the recommendation compares with recommendations from the Center for Disease Control _____, recommendations from the Vermont Health Department, recommendations from the Vermont Agency of Education, or any other reputable site or organization. Sections of the cited comparative recommendations shall be attached to the Superintendent's written recommendations. If the Superintendent expresses in their written recommendations is an urgent one, the Board shall hold an emergency meeting to address the Superintendent's recommendations, otherwise the recommendations shall be addressed at the next regularly scheduled Board meeting.