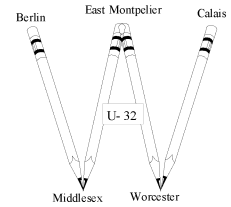


Washington Central Unified Union School District

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

Debra Taylor, Ph.D.
Interim Superintendent



WCUUSD Policy Committee Meeting Agenda 6.23.20 4:30-6:30 pm

Via Video Conference*

Link: <https://tinyurl.com/ydx4uuul>
Dial by Your Location 1-929-205-6099
Meeting ID: 92853757112
Password: 778340

1. Call to Order
2. Approve Minutes of 6.16.20 – pg. 2
3. Review Existing Policies
 - 3.1 Section C – Students
 - 3.1.1 Current (C20, C45, C46, C49) – pg. 6
 - 3.2.1 Additional – (D1, D2, D3, D4, D5, D6, E1, E45, E46, F1, F 22) -pg. 13
4. Future Agenda Items
 - 4.1 School Choice (Fall, 2020)
 - 4.2 C7 Student Attendance (Review in the fall after guidance from AOE)
5. Adjourn

NEXT MEETING DATE: To be Determined

***Open Meeting Law temporary changes as of 3/30/20:**

Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.

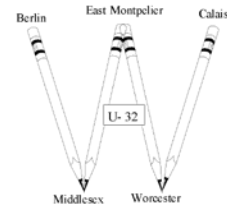
Our building will not be open for meetings. All are welcome to attend virtually.

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Debra Taylor, Ph.D.
Interim Superintendent



WCUUSD Policy Committee Meeting Minutes 6.16.20 4:30-6:30 pm

Via Video Conference*

Link: <https://tinyurl.com/y9yvl84m>

Dial by Your Location 1-929-205-6099

Meeting ID: 955 4639 1841 Password: dKZvkuwqX7

Present: Chris McVeigh, Debra Taylor, Jody Emerson, Dorothy Naylor, Marylynne Strachan, Aaron Boynton

1. **Call to Order:** Marylynne Strachan called the meeting to order at 4:39 p.m.
2. **Approve Minutes of 6.9.20: Dorothy Naylor moved to approve the minutes. Seconded by Marylynne Strachan. Dorothy Naylor had suggested a few edits for clarity. This motion carried unanimously, with noted edits.**

3. Review Existing Policies

3.1 Section C – Students

Marylynne Strachan agreed that waiting until August or the fall is appropriate, regarding Student Attendance. At that time we will have more guidance. We will revisit the Student Attendance policy in the fall.

3.1.1 Current (C9, C20/C45, C46, C49):

C49: Kindergarten Entrance: The committee asked Marylynne Strachan for her input on the kindergarten entrance date. The committee discussed this issue further. Marylynne Strachan stated that she supports the September 1st deadline but thinks having a window of a few days after September 1st seems reasonable. She thinks that setting the June 1st deadline (for parents to appeal) could be challenging to parents who may have missed the deadline. Debra Taylor indicated that the best way to set a policy is to create it for the majority and not consider all of the possible exceptional cases, which can be discussed on a case by case basis.

Some discussion followed around assessment/ screening. Marylynne Strachan indicated that she doesn't feel we have universal assessments that are adequate to help with this issue of kindergarten readiness.

The committee suggested revisiting this discussion at the next committee meeting. Marylynne Strachan asked for clarification from Aaron Boynton - had he spoken with other administrators and had they expressed an opinion on the matter? He indicated that, for instance, Jennifer Miller-Arsenault feels strongly that it's appropriate to eliminate the second paragraph and create a hard and fast date of September first.

Dorothy Naylor moved to approve the policy, eliminating the second paragraph. Seconded by Marylynne Strachan. This motion carried with two in favor, one opposed.

This policy is ready to go to the board, after the second paragraph is eliminated, as agreed upon.

C9: Nutrition and Wellness: This policy is ready to go to the board for approval.

C20: Student Conduct and Discipline: The committee considered this updated version. Chris McVeigh spoke about in school and out of school suspension - that students should be provided due process in both cases, to share their side of the story.

Jody Emerson will wordsmith that portion of the policy to make it clear that students have an opportunity to share their side of the story.

On the school bus portion, Chris McVeigh suggested some clarity in the verbiage about reporting unsafe behaviors to the principal.

This policy is ready to go to the board, with noted edits and with updated language from Jody Emerson around the "due process" issue.

C46: Interrogation... Chris McVeigh indicated that he is in support of this policy in its edited form; he supports letting students know their right to record the interrogation, however, to let them know that they are responsible for the recording. Debra Taylor asked about the case, for example, if another student was named in the questioning, then a privacy/ confidentiality issue would arise. (For example if a student shared their video recording which includes information about, and naming of, another student.) The committee discussed this issue, including the issue of transcription of the video or audio recording. Discussion followed around the idea of a power discrepancy.

Chris McVeigh suggested bringing this policy to the WCUUSD board for a full board discussion around this issue of a student's right to video or audio record an interrogation. Dorothy Naylor asked, is there another non-technology way to provide this right to students? Chris McVeigh suggested that Debra Taylor run this by board counsel to see if they have any insight. The committee would like to discuss this at the full board level, with input from legal counsel.

3.2.1 Additional:

Chris McVeigh suggested that the committee address only “required” policies at this time, and to consider the “recommended” policies after the start of the new school year.

C24: Interscholastic Sports: Aaron Boynton indicated that in light of proficiencies (versus grades), having a grade point average requirement for participation is outdated. Jody Emerson indicated that U32 uses *attendance* versus grades or “good standing” as a requirement to participate in co-curricular activities. The committee agreed to strike #1 in the policy regarding grades.

This policy is ready to go to the board, with this edit.

C22: (recommended): Student Activities, Elementary:

The committee decided to address this policy since time remains in the meeting. Some discussion followed around some of the schools having athletics through the school and others through a recreation league.

Some discussion followed around whether these recommended policies(C22 and C23) are needed.

Jody Emerson suggested, after discussion, to consider C23 but only the first two paragraphs (as the detail in the recommended draft is very specific and more procedural or handbook material). The committee agreed that C22 is not needed, and will not address this policy.

Marylynne Strachan moved to bring C23 to the board for approval, with only the first two paragraphs. This motion carried.

C25: Admission on Non-Resident Tuition Students from Non-Operating Districts:

Debra Taylor noted that much of this policy is covered by the law.

The committee agreed to send this policy to the board for approval. No edits were suggested, except those that were already made throughout the entire packet.

4. Future Agenda Items

4.1 School Choice (6.30.20)

4.2 C7 Student Attendance (in the fall after guidance from AOE)

Committee members discussed whether to meet next week. They agreed to meet next week, but not the following (June 30).

The committee will not meet in July.

5. Adjourn: The meeting adjourned by consensus at 6:30.

Respectfully submitted,

Lisa Stoudt, Committee Recording Secretary

NEXT MEETING DATE: Tuesday, June 23, 2020 at 4:30 pm

***Open Meeting Law temporary changes as of 3/30/20:**

Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.

Our building will not be open for meetings. All are welcome to attend virtually.

Section C – Students

Current WCUUSD Policies

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C20

WARNED:

ADOPTED:

EFFECTIVE:

STUDENT CONDUCT AND DISCIPLINE

The Board of School Directors is committed to fostering healthy, safe spaces for students to learn and grow, cultivate empathy, build a capacity to listen, understand, and effectively communicate. All students have the right to learn in a physically and emotionally safe environment.

Applying restorative approaches in response to unsafe and/or unhealthy behaviors fosters opportunities for students to take responsibility for their behavior, move forward, and contribute to fostering a culturally appropriate school climate as a citizen of their community.

Student Conduct: Students are encouraged to conduct themselves in a manner that is respectful of themselves and others. Students, with the support of parents/guardians, are responsible for attendance, work completion, and cooperation within the school environment. Familiarity with the family (student-parent) handbook and classroom expectations provide opportunities for students to understand the expectations for conduct.

Responses to the unsafe behavior of students is progressive in nature. When unsafe behaviors occur and cannot be effectively addressed in the classroom, they may be asked to leave the classroom and report to one of the following locations: LOFT (Loss of Free Time), Student Services, or a planning room (SPARK Center), or Community. In these locations, restorative approaches are practiced, with support from a guiding adult with whom the student has a relationship.

The principal or their designee shall be responsible for carrying out discipline procedures within the following guidelines.

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

1. **Emergency Removal:** A student who poses an ongoing safety risk, or disruption of the educational environment may be immediately removed from the school, or be placed within the school as determined by the principal or their designee in a manner that allows for continued access to academics. The parent or guardian of a student who is asked to leave school is notified by the principal, or their designee. If the parent or guardian cannot be located, the student shall remain at school for the remainder of the school day.

2. **In School or Out of School Suspensions for < Ten Days:** The principal may suspend a student from school for a period of 10 days or less for unsafe behavior that constitutes a policy violation, and/or an illegal action. Students assigned to an in school suspension shall be provided access to academic assignments and reasonable accommodations for completion of those assignments. The student and their parent or guardian must be given notice of the infraction and an explanation of why the student is suspended from attending class for any portion of the school day or requested to participate in an afterschool restorative activity. The administration shall provide a restorative approach to meeting the needs of the student, provide opportunity for the student to take responsibility for what happened, and ensure supports are in place that help to foster the future success of the student and reduce recidivism. Prior to an out of school suspension, the student and their parent or guardian shall be given an opportunity for an informal hearing with the principal or their designee. The student and their parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell their side of the story, and a decision in writing to the parent or guardian. The student is responsible for class assignments during their period of suspension.- Restorative re-entry meetings may be required prior to a student returning to school from an out of school suspension. Students have the opportunity to repair harm caused in the community with the restorative practices model.

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

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

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

Student Bus Conduct:

Students are encouraged to conduct themselves in a manner that is respectful of themselves and others.

Students are expected to follow the expectations set forth in the family (student-parent) handbook and by the bus driver, which is distributed to all families each year by each school. Students are encouraged to conduct themselves in a manner that is respectful of themselves and others. Unsafe

behaviors will be reported to the school principal. Responses to the unsafe behavior of students is progressive in nature, Parents will be notified by the principal or by their designee when consequences are applied.

Riding the bus is a privilege and not a right. Under certain circumstances, that privilege could be taken away. Consequences often involve assigned seating and may require removal from the bus for a period of time.

In the event a student is denied transportation privileges for a period of time, parents will be given notice by letter as well as by direct verbal contact.

The principal or designee, in consultation with the bus company, may remove a student from the bus when that student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver. The student's health and safety will be taken into consideration in such instances.

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

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

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

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C45

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

BUS DISCIPLINE

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

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

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

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

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

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

Legal Reference(s): 16 V.S.A. §§1221

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C46

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

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

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

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

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C49

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

KINDERGARTEN ENTRANCE AGE

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

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

Section D – Instruction

Current Approved WCUUSD Policies

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**PROFICIENCY BASED
GRADUATION REQUIREMENTS
(PBGRs)**

POLICY:	<u>D1</u>
WARNED:	<u>6/1/19</u>
ADOPTED:	<u>6/12/19</u>
EFFECTIVE:	<u>7/1/19</u>

It is the policy of Washington Central Unified Union School District to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in Washington Central's Student Learning Outcomes (SLO), in alignment with Vermont's Education Quality Standards.

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

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

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

Legal Reference(s):

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

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

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**GRADE ADVANCEMENT:
RETENTION, PROMOTION &
ACCELERATION OF STUDENTS**

POLICY: D2

WARNED: 6/1/19

ADOPTED: 6/12/19

EFFECTIVE: 7/1/19

Policy

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

Definitions

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

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

Implementation

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

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

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**RESPONSIBLE COMPUTER,
INTERNET & NETWORK USE**

POLICY: D3

WARNED: 6/1/19

ADOPTED: 6/12/19

EFFECTIVE: 7/1/19

Purpose

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

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

Policy

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

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

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

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

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

Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking

websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

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

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

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

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

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

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

6. Methods to address the following:

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

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

Policy Application

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

Limitation/Disclaimer of Liability

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

Enforcement

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

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

Legal Reference(s):

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

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: D4

WARNED: 6/1/19

ADOPTED: 6/12/19

EFFECTIVE: 7/1/19

TITLE I COMPARABILITY

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

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

Legal Reference:

20 USCA §6321(c).

20 USC 7801(26) (LEA defined)

16 V.S.A. 144

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: D5

WARNED: 6/1/19

ADOPTED: 6/12/19

EFFECTIVE: 7/1/19

ANIMAL DISSECTION

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

Definition

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

Alternative Education Method

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

Discrimination

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

Procedures

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

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **D6**

WARNED: **6/1/19**

ADOPTED: **6/12/19**

EFFECTIVE: **7/1/19**

CLASS SIZE

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

Implementation:

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

Section E – School- Community Relations

Current Approved WCUUSD Policies

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY:	<u>E1</u>
WARNED:	<u>6/1/19</u>
ADOPTED:	<u>6/12/19</u>
EFFECTIVE:	<u>7/1/19</u>

**TITLE I PARENTAL INVOLVEMENT
COMPACTS**

The Washington Central Unified Union School District¹ maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.²

Definition:

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

School District Parental Involvement Compact.⁴

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

School Level Parental Involvement Compact.⁵

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

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

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

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

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

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

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

Legal Reference(s):

*Title I, Part A of the Elementary and Secondary Education Act ("No Child Left Behind Act"), 20 USC §6318.
16 V.S.A. §144b. Definition of "LEA" for NCLBA purposes.*

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

Sample School District Parental Involvement Compact.⁶

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

- 1 The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
 - B. Establishing communication between the school district staff and parents.
 - C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
 - D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.

- 2 The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
 - A. Providing workshops to assist schools in planning and implementing strategies.
 - B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
 - C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
 - D. Seeking input from parents in developing workshops and other activities.

- 3 The school district builds the capacity of schools and parents for strong parental involvement by:
 - A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
 - B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
 - C. Providing a master calendar of school district meetings to discuss pertinent topics.

- 4 The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
 - A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

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

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

6. The school district involves parents in the activities of the schools served under Title I, Part A by:
 - A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
 - B. Providing school and parent-teacher organization coordination of events.

Title I, Part A Parental Involvement Policy Appendix B

School Level Parental Involvement Compact⁷

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

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

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

⁸ 20 USC §6318(c)(1).

⁹ 20 USC §6318(c)(2).

¹⁰ 20 USC §6314(b)(2).

¹¹ 20 USC §6318(c)(3).

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

¹² 20 USC §6318(c)(4) & (5).

¹³ 20 USC §6318(d).

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

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

¹⁵ 20 USCA §6318(f).

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY:	<u>E45</u>
WARNED:	<u>6/1/19</u>
ADOPTED:	<u>6/26/19</u>
EFFECTIVE:	<u>7/1/19</u>

ROLE OF RELIGION IN THE SCHOOLS

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

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

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

Considerations

What not to do

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

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

What schools may do

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

Tips for Planning Activities

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

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

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

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

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

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

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

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY:	<u>E46</u>
WARNED:	<u>6/1/19</u>
ADOPTED:	<u>6/26/19</u>
EFFECTIVE:	<u>7/1/19</u>

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.

Section F – Non-Instructional Operations

Current Approved WCUUSD Policies

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY:	<u>F1</u>
WARNED:	<u>6/1/19</u>
ADOPTED:	<u>6/12/19</u>
EFFECTIVE:	<u>7/1/19</u>

TRAVEL REIMBURSEMENT

Policy

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

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

Implementation:

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

Legal Reference(s): 2 CFR 200.474

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **F22**

WARNED:

ADOPTED:

EFFECTIVE:

Policy: Diversity, Equity and Inclusion

Our students have been courageous and committed to making this District a more inclusive, just, and equitable community. By adopting this policy, the Board both recognizes their leadership and affirms that students should not bear that burden. The District must take affirmative steps to recognize and eliminate the biases (conscious or unconscious), and behaviors (purposeful or not), that harm students and impair their education.

The Washington Central Unified Union School Board commits the District to concrete action to provide a barrier-free safe and supportive learning environment for all our students; one that affirms the identity of each student and acknowledges and celebrates differences to create a sense of belonging for each child. The District will counteract the present and historical impact of bias, prejudice and discrimination that, for generations across our nation, has blocked access to truly equitable educational opportunities for all students - in particular, those who are marginalized. This policy arose in the context of our intentional support of our students of color, but it extends to all students and represents a commitment within our District to ending discrimination based on race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, socioeconomic background, or disability.

1. Expectations for District Administration

Superintendent's Obligation: The Superintendent has primary responsibility for assuring compliance with this policy and must ensure that the District takes affirmative steps to achieve consistent and substantial progress toward the objectives of this policy.

Assessment: To the extent consistent with law and best practices, the District will systematically gather and use data disaggregated by race, ethnicity, language, special education, sex, gender identity, sexual orientation, and socioeconomic background to inform district decision-making.

Reporting: At least annually, the Superintendent will report to the Board on the District's compliance with this policy.

2. Board Expectations

Policy Review: At least annually, the Board will review and examine District policies and Board action to consider their effect on perpetuating inequities or contributing to disproportionate access and outcomes, including the achievement gap.

Board Education and Training: At least annually, Board members will participate in trainings related to diversity, equity, and inclusion in education or otherwise relevant to the objectives of this policy.

Concerted Action: The Board will promote and support regional and statewide actions that support the objectives of this policy.

3. Expectations for Recruitment Practices and Professional Development

Recruitment and Hiring: The Superintendent will develop recruitment and hiring procedures to ensure the District follows best practices to promote diverse and inclusive applicant pools and ensure bias-free hiring practices.

Professional Development: The District strives to have a workforce that is capable of eliminating achievement and access disparities for students and fostering an inclusive learning environment both in classrooms and the greater school community. To support the WCUUSD staff in their work, the District will provide professional development for its staff this is specifically designed to:

- strengthen the knowledge and skills needed to identify and counteract one's own biases;
- counter biased practices that perpetuate disparities in achievement and access; and
- support inclusive teaching and learning practices to ensure that all students learn at high levels.

4. Expectations for Curriculum

The District will continually evaluate the delivery of its curriculum and other educational resources to ensure that all students have equitable access to high-quality and culturally relevant instruction. The District will ensure that the curriculum incorporates the voice, culture, and perspectives of all students, particularly students from communities that have been marginalized.

5. Conflict Resolution

The District will educate all students and staff about the significance of how what they say and do affects others. The educational resources provided will particularly address impacts on students from marginalized communities. The District will regularly provide education and training about hazing, harassment, and bullying, including information outlining potential consequences for students who engage in that conduct and the resources available for students who are targets of that conduct.