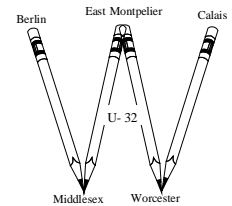


Washington Central Unified Union School District

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 6.16.20 4:30-6:30 pm

Via Video Conference*

Link: <https://tinyurl.com/v9yvl84m>
Dial by Your Location 1-929-205-6099
Meeting ID: 955 4639 1841 Password: dKZvkuwqX7

1. Call to Order
2. Approve Minutes of 6.9.20 – pg. 2
3. Review Existing Policies
 - 3.1 Section C – Students
 - 3.1.1 Current (C9, C20/C45, C46, C49) – pg. 5
 - 3.2.1 Additional – pg. 22
4. Future Agenda Items
 - 4.1 School Choice (6.30.20)
 - 4.2 C7 Student Attendance (in the fall after guidance from AOE)
5. Adjourn

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.

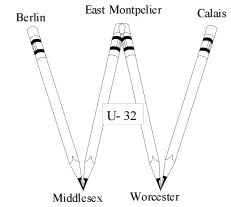
Our building will not be open for meetings. All are welcome to attend virtually.

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Debra Taylor, Ph.D.
Interim Superintendent



WCUUSD Policy Committee Meeting Minutes - Unapproved 6.9.20 4:30-6:30 pm

Via Video Conference*

Present: Chris McVeigh (Chair), Debra Taylor, Jody Emerson, Jaiel Pulskamp, Aaron Boynton, Dorothy Naylor, Townes DeGroot, Brian Fischer

1. **Call to Order:** Chris McVeigh called the meeting to order at 4:34 p.m.
2. **Approve Minutes of 6.2.20:** Dorothy Naylor moved to approve the minutes of June 2, 2020. Seconded by Jaiel Pulskamp, this motion carried unanimously.

Brian Fischer, U-32 Food Director, joined the committee to answer some questions and provide some input based on discussion from the previous meeting re: C9 Nutrition & Wellness.

Brian shared that Reinhart is a big provider; we do buy several local foods from them, such as Cabot, etc. He spoke about some of the other purchasing practices, at U-32 and at the elementary schools. He spoke about Reinhart's pricing structure, which is hard to compete versus local farmers' pricing structure.

Brian suggested that the policy might include language such as "make purchases when we can, locally," but he thinks that having specific requirements around local purchasing would be an imposition. Jaiel stated that her intention was to use such verbiage ("when possible..."); she spoke about the possibility of creating a task force for fundraising to support purchasing locally, especially local meat products. She shared her concerns with using the meat products from some of the larger providers or the USDA program.

Brian shared the pricing structure that Reinhart uses - a markup of only 3%. Additionally, Reinhart provides rebates. It is very hard to compete with this.

Dorothy Naylor asked whether there would be benefit to having one account with Reinhart versus each school having its own account. Brian shared that an account needs to be held for each site of delivery.

Some discussion followed around the greenhouse. Jody Emerson stated that she could get the powerpoint presentations that had been shared around the greenhouse. The committee discussed student, staff, and community involvement in the greenhouse.

Debra Taylor noted that at this time we do not have a district-wide person coordinating the purchasing. She suggested that when the WCUUSD board begins its work on the Efficiency Study, this can be a topic of discussion. Brian stated that there has been a lot of conversation and sharing of ideas and practice during this distance learning period; more so than normally in the past. Chris McVeigh suggested that maybe the foodservice directors at each school would want to participate in discussions, for example, around the Efficiency Study.

Jody Emerson stated that each school has so much on its plate right now with trying to plan the fall, she suggests waiting until Spring 2021 to begin these discussions. Aaron Boynton agreed.

Debra Taylor suggested that there may be some staff who are interested in pursuing this at this time. Chris McVeigh suggested that some board members might be interested as well. Dorothy Naylor stated that it is important that the foodservice staff be included in these discussions, so that each school is represented.

Committee members thanked Brian for his participation, and for the work that has been done during this spring with the COVID19 crisis.

3. Requested Review

3.1 C7 Student Attendance: Debra Taylor suggested that we might want to see how things go in the fall; we don't know what it will look like yet - for instance, there may be more "tele-medicine" practice. Jody Emerson stated that she thinks we will be getting some guidance from the state regarding attendance. Debra Taylor suggested that the attendance policies might need to be revisited in the fall, and that at this time it might be wise to leave the policy as it is. Chris McVeigh suggested approving the policy as it stands but to put it on the future agenda list so that we remember to revisit.

4. Review Existing Policies

4.1 Section C – Students

4.1.1 Current (C20/C45, C46, C47/C48, C49)

C20 Student Conduct and Discipline: Dorothy Naylor suggested an edit to the first page, for clarity. The committee will revisit this policy at the next meeting.

C46 Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel: The committee had discussed the idea of video recording during these interrogations, at the previous meeting. They discussed the location of the interviews: is the school required to open its doors to allow the interview to take place there? Dorothy Naylor stated that she does not think it's appropriate to tell students that they have the right to video record an interview. They might not understand the implications of video recording. The committee will revisit this at the next meeting. Chris McVeigh asked Townes DeGroot what he thinks of the idea of video recording? He stated that, as a student, he would like to know the rights that he has.

C47: Student Exchange: The committee discussed this policy, including the fact that we do not charge tuition to foreign exchange students. A few edits were suggested, for clarity. This policy will go to the WCUUSD board.

C49: Kindergarten Entrance Age: Aaron Boynton suggested that the second paragraph be eliminated altogether. It is ambiguous and could open schools to a lot of appeals. Dorothy Naylor asked how this date dovetails with preschool entrance dates and requirements. Discussion followed around this policy and the September 1 deadline (for 5th birthday) to enter kindergarten. Chris McVeigh brought up the concept of proficiency, in this context. He stated that he would like the policy to allow for flexibility. Some discussion followed around principals having some discretion.

Aaron Boynton shared that the principals had suggested that the verbiage in the policy be black and white and not suggest that parents can appeal.

Chris McVeigh asked committee members their thoughts on removing the second paragraph. He would like to keep it; Jaiel stated that she would like to keep it, to allow for some flexibility. Dorothy Naylor stated that she could go either way; she sees both sides of the issue.

Some discussion followed around the possibility of changing the second paragraph. Debra Taylor suggested, for instance, requiring a written request by June 1st for an exception. Some discussion followed around providing some sort of assessment that might help inform a decision. The committee agreed to keep the paragraph as it stands and to wait for Marylynne to take part in discussion about this at the next meeting.

4.2.1 Additional

Debra Taylor reminded the committee that policies expire on June 30th; she suggests that the entire slate of policies that have not been addressed be put on the agenda for the WCUUSD Board to consider at the meeting later this month. Chris McVeigh will contact Debra Taylor to clarify this plan to prepare for the WCUUSD board.

5. Future Agenda Items

School Choice (6.30.20), C7 Student Attendance (in the fall after guidance from the state), C20 Student Conduct and Discipline, C46 Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel, C49 Kindergarten Entrance

6. Adjourn: The meeting adjourned by consensus at 6:31 p.m.

Respectfully submitted,
Lisa Stoudt, Committee Recording Secretary

NEXT MEETING DATE: Tuesday, June 16, 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.

Section C – Students

Current Approved WCUUSD Policies

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C9

WARNED: 6/1/19

ADOPTED: 6/12/19

EFFECTIVE: 7/1/19

NUTRITION & WELLNESS

Purpose

It is the intent of the Washington Central Unified Union School District to comply with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). In accord with those requirements, this policy has been developed in consultation with parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public.

Policy Statement

It is the policy of the Washington Central Unified Union School District to establish goals for nutrition promotion and education, nutrition guidelines, physical activity and other school based activities that are designed to promote student wellness. The district will review and consider evidence- based strategies in determining these goals.

I. Goals for Nutrition Promotion and Education.

- A. The school district shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the district shall provide a nutrition component in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.
- B. Nutrition education and promotion programs shall be conducted by appropriately licensed staff members.
- C. To the extent practicable, nutrition education and promotion shall be integrated into core curricula in areas such as science and family and consumer science courses.
- D. The district will limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.

II. Goals for Physical Education and Physical Activity.

- A. The district shall provide physical education classes for all students as required by Education Quality Standards.
- B. The district shall offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may

include recess and movement built into the curriculum, but does not replace physical education classes.

III. Goals for Nutrition Services

- A. The district shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- B. The district shall provide adequate space for eating and serving school meals.
- C. The district shall provide a clean and safe meal environment for students.
- D. The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
- E. Food shall not be used in district schools as a reward or punishment.
- F. The district shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.
- G. Schools participating in the National School Lunch and School Breakfast programs shall make free potable water available to children in the meal service areas.
- H. Whenever possible, make purchases from locally sourced food distributors.

IV. Nutrition Guidelines.

- A. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines.)
- B. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards^[i].
- C. School district fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards^[ii].
- D. The district is required to establish nutrition guidelines for all other foods provided, but not sold to students during the school day. Foods provided but not sold may include food that is part of a classroom celebration or provided by parents or community organizations free of charge.
 - (1) *It is the policy of the district that, when feasible, food provided but not sold should be limited to those foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.*
 - (2) ~~Food provided but not sold will, at minimum, comply with the Smart Snacks Standards^[iii].~~

V. Other School Based Activities

The district will implement other wellness based school activities from time to time at the discretion of the superintendent or ~~his or her~~their designee. These activities will be in accordance with evidence-based strategies such as those provided in the Vermont School Wellness Policy Guidelines.

VI. Assessment:

The district will conduct an assessment of the wellness policy every 3 years. This assessment will determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.

VII. Policy Implementation

- A. The district will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation, monitoring, and periodic review and update of this policy.
- B. The superintendent or ~~his or her~~their designee shall periodically monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
- C. The district shall annually inform and update the public about the content and implementation of this policy, including the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.
- D. The superintendent or ~~his or her~~their designee shall report at least annually to the board and to the public on the district's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Legal Reference(s): 16 V.S.A. §§131 & 906(b)(3).

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.

Code of Federal Regulations, 7 CFR Part 210 and Part 220.

Vermont Education Quality Standards 2120.5

Vermont School Wellness Policy Guidelines, Joint Guidance from Vermont Agency of Agriculture, Food and Markets, the Vermont Agency of Education and Vermont Department of Health. 2016.

^[i] [See Resource: Summary, Nutrition Standards for All Foods Sold in School, <https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf>]

^[ii] See above

^[iii] ^[iii] A useful summary of the Smart Snacks Standards can be found at, <https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf>

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** C9**WARNED:** 6/1/19**ADOPTED:** 6/12/19**EFFECTIVE:** 7/1/19**NUTRITION & WELLNESS**

Purpose

It is the intent of the Washington Central Unified Union School District to comply with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). In accord with those requirements, this policy has been developed in consultation with parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public.

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- C. To the extent practicable, nutrition education and promotion shall be integrated into core curricula in areas such as science and family and consumer science courses.
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- B. The district shall provide adequate space for eating and serving school meals.
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- C. The district shall annually inform and update the public about the content and implementation of this policy, including the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.
- D. The superintendent or their designee shall report at least annually to the board and to the public on the district's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Legal Reference(s): 16 V.S.A. §§131 & 906(b)(3).

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^[ii] See above

^[iii] ^[iii] A useful summary of the Smart Snacks Standards can be found at, <https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf>

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C20

WARNED: 6/7/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

STUDENT CONDUCT AND DISCIPLINE

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

Applying In the context of this purpose, discipline-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~~strengthening the school climate as a~~ citizen of their community.

~~should be designed to help move a child from a dependency upon external controls for managing behavior to developing the internal controls necessary for managing one's own behavior.~~

Student ~~Expectations~~Conduct: Students are ~~expected-encouraged~~ to conduct themselves in a manner that is respectful of: ~~others, property, and their own well-being themselves and others.~~ Students, with the support of parents/guardians, ~~-are expected to be~~ responsible for attendance, work completion, and cooperation ~~in the classroom and other~~within the school environments. Familiarity with the family (student-parent) handbook and classroom expectations~~Students are expected to follow the rules set forth in the family handbook and by the classroom teacher provide opportunities for students to understand the expectations for conduct.-~~

~~Basic rules of student conduct will be stated in a family handbook and distributed to all families.~~

Responses to ~~student misbehavior will be~~ the unsafe behavior of students is progressive in nature. When ~~student misbehavior~~unsafe behaviors occur and cannot be ~~adequately~~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 a student has a relationship. with whenever possible. In these cases, such support may take place in a planning room, LOFT (Loss of Free Time), or Community. such options as time out and planning room will be considered before school removal is contemplated (as delineated in articles 1 through 5).

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

When suspension or expulsion of students is deemed necessary, due process requirements ~~will be followed~~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 ~~will 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 ~~a continuing danger to persons or property~~an ongoing safety risk, or ~~an ongoing threat of disrupting~~disruption of the educational environment ~~the academic process of the school, shall~~may be immediately removed from the school, or ~~to be~~placed within the school as determined by the principal or ~~his/her~~their designee ~~to be sufficiently secure to permit them in a manner that allows for continued access to~~ academics. ~~process of the school to continue~~. The parent or guardian of a student who is ~~asked to leave~~to be removed from school ~~is~~will be notified by the principal, or ~~his/her~~their designee. If the parent or guardian cannot be located, the student ~~will~~shall be ~~detained~~remain at school for the remainder of the school day.

2. **In School ~~Detention~~ 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. The principal or his/her~~their ~~designee may assign a student to in-school suspension for up to 10 consecutive days. The educational program of a student assigned to in-school suspension shall be continued to an extent determined to be feasible and appropriate by the principal. Students assigned to in-school detention suspension shall be provided with a reasonable opportunity to complete access academic assignments. 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 his/her~~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. of the evidence against the student. Parents or Guardians are notified in writing of the administrative decision, an opportunity for the student to tell his/her~~their ~~side of the story, and a decision in writing to the parent or guardian. 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, educating the student, and ensuring supports are in place that help to foster the ee to support the future success of the student and reduce recitivism~~recidivism. ~~If appropriate, the school may provide counseling or related activities designed to bring about an improvement in their~~ 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. ~~behavior. 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. The school will request a parent conference before reinstating the student to pre-suspension status.~~

3. **Suspensions for < Ten Days:** ~~The principal may suspend a student from school for a period of 10 days or less for unsafe behavior that constitutes a policy violations, and/or an illegal action. of school rules. Prior to such a suspension, the student and his/her~~their ~~parent or guardian shall be given an opportunity for an informal hearing with the principal or his/her~~their ~~designee. The student and his/her~~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 his/her~~their ~~side of the story, and a decision in~~

~~writing to the parent or guardian. The student will be responsible for class assignments during his/her/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 using restorative practices model. The school will request a parent conference before reinstating the student to pre-suspension status.~~

4. **Suspensions for > Ten Days:** The principal ~~or their designee~~ may suspend a student for a fixed period of more than 10 days, ~~but for a fixed period of time for misconduct when the misconduct makes the continued presence of the student harmful~~continuous unsafe behaviors that harm to 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 ~~his/her/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 ~~his/her/their~~ period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

5. **Expulsion:** The superintendent or principal may recommend for expulsion any student whose ~~misconduct makes the continued presence of the student~~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.

6. 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 ~~rules~~expectations set forth in the family (student-parent) handbook ~~family handbook~~ and by the bus driver, which ~~will be~~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 ~~Students are responsible for their own behavior. The driver is responsible for monitoring behavior.~~Unmanageable behavior 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 his or her 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.;

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, 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*

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C20

WARNED: 6/7/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

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: 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~~their 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 hertheir 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: C46

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

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**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 (5) 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 five (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 C – Students

Additional Recommended/Optional Policies

Recommended**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** C22**WARNED:** _____**ADOPTED:** _____**EFFECTIVE:** _____**STUDENT ACTIVITIES (ELEMENTARY)**

Policy

The school will maintain a student activity program appropriate to the maturity of students and as varied as staff and facilities permit. The program will be designed to offer for the greatest number of students worthwhile leisure time interests, wholesome recreational and social activity, and opportunities to develop skills in democratic and cooperative management for these activities.

Implementation

The following criteria for eligibility for participation in school sponsored activities are intended to set standards for academic eligibility.

1. Students should have passing grades in ____ courses taken during the previous marking period.
2. Students should be in good disciplinary standing as determined by the principal.
3. Students should be in regular attendance and should be in attendance on the day of the activity unless excused by the principal.
4. The rules and regulations of the Vermont Principals' Association will be followed for the activities of seventh and eighth grade students.

The board will approve new requests for co-curricular activity sponsorship based on the following considerations.

1. The level of student interest in the activity;
2. The fiscal ramifications of sponsorship;
3. The availability of qualified personnel to supervise the activity;
4. The impact of adding or eliminating the activity on the balance of types of activities available in the total activity program;
5. The potential of the activity to help participating students meet the goals of the school's curriculum; and
6. The recommendation of the superintendent.

All school sponsored activities will be under the ultimate control of the school district and will comply with all policies and procedures of the school.

Recommended**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** C23**WARNED:** _____**ADOPTED:** _____**EFFECTIVE:** _____**STUDENT CLUBS & ACTIVITIES (SECONDARY)**

Policy

The school will maintain a student activity program appropriate to the maturity of students and as varied as staff and facilities permit. The program will be designed to offer for the greatest number of students worthwhile leisure time interests, wholesome recreational and social activity, and opportunities to develop skills in democratic and cooperative management for these activities.

Clubs and activities may be (1) school-sponsored and related to the curriculum, (2) student-run and not related to the curriculum, or (3) community-sponsored and not related to the curriculum. This policy addresses the first two categories. The third is addressed in the school district policy on Community Use of School Facilities¹

I. School-Sponsored Curriculum-Related Groups

- A. Curriculum-related groups are the only type entitled to school sponsorship. The controlling factor in deciding whether an activity will be sponsored by the school will be whether that activity is directly related to the school's curriculum. No activity that is not directly related to the curriculum or educational mission of the school will receive sponsorship, regardless of whether it meets the other criteria for sponsorship.
- B. Activities or clubs which meet at least one of the following criteria will be considered curriculum-related.
 - 1. The subject matter of the student group or club is actually taught or will be taught in a regularly scheduled course.
 - 2. The subject matter of the group or club is such that it concerns the body of courses as a whole.
 - 3. Participation in the group is required for a particular course.
 - 4. Participation in the group results in academic credit.
- C. The principal [or superintendent] will approve new requests for activity sponsorship based on the following considerations.
 - 1. The potential of the activity to help participating students meet the goals of the school's curriculum.
 - 2. The level of student interest in the activity;
 - 3. The fiscal ramifications of sponsorship;
 - 4. The availability of qualified personnel to supervise the activity; and
 - 5. The impact of adding or eliminating the activity on the balance of types of activities available in the total activity program.

- D. All school-sponsored activities will be under the ultimate control of the school district and will comply with all policies and procedures of the school. The principal [or superintendent] may set standards for academic eligibility for participation in these activities.

II. Student-Run Noncurriculum-Related Groups²

- A. A student-run noncurriculum-related group, or “student group” is one that is created by students, run by students, and provides activities for students. If a group or club is organized or run by adults, even if students attend its meetings, then it is a community-sponsored group and must comply with Policy E2.
- B. Student groups, clubs or activities may use school facilities and have access to such things as the public address system, bulletin boards, and publications³ provided that an equal opportunity is given to all student groups. If the district opens its facilities to any student group, then it must provide the same opportunities to all other student groups.⁴ A fair opportunity will be provided to non-sponsored student groups wishing to conduct meetings on school premises during non-instructional time provided that:
1. any such meeting is voluntary and student initiated;
 2. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
 3. employees or agents of the school or any governmental entity are present at religious meetings only in non-participatory capacities;
 4. the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
 5. non-school persons do not direct, conduct, control or regularly attend activities of student groups.⁵
- C. Listings and notices referring to non-sponsored clubs or activities will include a disclaimer of school sponsorship or endorsement. District faculty and staff may only be present at activities of student groups as monitors for keeping order.
- D. The superintendent [or principal] may do the following with respect to student groups, as long as the same rules are applied to all student groups:
1. adopt rules to prohibit lewd and obscene speech
 2. prohibit student groups from using school facilities if they are likely to cause material or substantial disruption of school operations
 3. impose time, place, and manner restrictions, and
 4. require parental permission for student participation.

Legal Reference(s): 20 U.S.C. §§4071 et seq. (*Federal Equal Access Act*)
Prince v. Jacoby, 303 F.3d 1074 (9th Cir.), cert. denied 540 U.S. 813 (2002)
Rosenberger v. University of Virginia, 515 U.S. 810 (1995),
Board of Education of Westside Community Sch. v. Mergens, 496 U.S. 226 (1990).
Sease v. School District of Philadelphia, 81 F. Supp. 183 (E.D. Pa. 1993)

¹ See VSBA Model Policy H3 Community Use of School Facilities

² This section is governed by the Equal Access Act, 20 U.S.C. 4071 et seq. It states, in part, that: It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair

opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

³ *Prince v. Jacoby*, 303 F.3d 1074 (9th Cir.), cert. denied 540 U.S. 813 (2002), held that since yearbook was paid for by student body funds and not by public funds, the school could not charge a religious student group for inclusion in the yearbook when other groups were included without charge. *Rosenberger v. University of Virginia*, 515 U.S. 810 (1995), held that university could not limit funds to student group due to its religious viewpoint where group ran newspaper with Christian view on news while other newspapers were funded. Funds were from mandatory student activity fee and not from public funds.

⁴ Even allowing only one noncurriculum student group to meet in school facilities is enough to create a limited open forum and trigger the application of the Equal Access Act. *Board of Education of Westside Community Sch. v. Mergens*, 496 U.S. 226 (1990).

⁵ Equal Access Act, 20 U.S.C. 4071; *Sease v. School District of Philadelphia*, 81 F. Supp. 183 (E.D. Pa. 1993) (school secretary who led gospel choir violated provisions of law even though choir was outside her regular duties in district).

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C24

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

INTERSCHOLASTIC SPORTS

Policy

It is the policy of the board to provide an interscholastic athletic program for students to complement and supplement their educational programs. All school sponsored activities will be under the ultimate control of the school district and will comply with all policies and procedures of the school.

Implementation

Athletic programs should meet the following criteria:

1. Programs should provide a wide basis of participation in both team and individual sports in interscholastic competition.
2. Programs should provide athletic facilities and opportunities for participation on an equal basis for ~~girls and boys~~ students.
3. Programs should employ qualified personnel in coaching and supervision positions.
4. Programs should stress the educational as well as recreational benefits derived from participation in interscholastic sports.
5. Programs should conform fully with the rules and regulations of the Vermont Principals' Association.

The board will make determinations related to individual activities to be included in the athletic program of the district based on the following considerations:

- The level of student interest in participating in an activity;
- The level of community interest in an activity;
- The impact of adding or eliminating an activity on the balance of opportunities for ~~girls and boys~~ students to participate in the total athletic program;
- The potential of the activity to remain competitive with other participating schools; and
- The availability of qualified personnel to coach and supervise the activity.

The following criteria for eligibility for participation in interscholastic sports are intended to set standards for academic eligibility:

1. Students should have passing grades in ____ credits in courses taken during the previous marking period.
2. Students should be in good disciplinary standing as determined by the principal.
3. Students should be in regular attendance and should be in attendance on the day of the event unless excused by the principal.
4. Students will also meet the criteria set forth in the guidelines of the Vermont Principals' Association.

Legal Reference(s): 16 V.S.A. §§1073 et seq. (Legal pupils)

16 V.S.A. §563(24) (Participation of home study students)

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C24

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

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Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C25

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

ADMISSION OF NON-RESIDENT TUITION STUDENTS FROM NON-OPERATING DISTRICTS

Policy

It is the policy of the Washington Central Unified Union School District to assure that non-resident students are admitted to the schools of this district, when space is available, in compliance with federal and state laws and regulations governing tuition payment and non-discrimination. This policy shall not apply to students who are enrolled through the public high school choice program created by Act 129 of 2011(Adj. Sess.).²

Implementation

1. Tuition: On or before January 15th of each year, the school board shall establish non-resident tuition rates for the next school year and shall notify the school board of all sending school districts and the Secretary of Education of any proposed increase in tuition rates. Separate tuition rates may be established for elementary and secondary students, and for students who are eligible to participate in special education programs. Tuition rates will be established in accord with Chapter 21 of Title 16 of the Vermont Statutes Annotated, and regulations of the State Board of Education.
2. Criteria for Admission: No non-resident will be denied admission as a tuition student if the reason for denial is that the student is disabled as defined in section 504 of the Rehabilitation Act of 1973 as amended or that the student is in need of special education services. Nor will any child be denied admission on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, marital status or any other classification protected by federal or state law.

Subject to the non-discrimination requirements above, a non-resident who applies for admission as a tuition student shall be admitted if space is available and, if the student has previously attended school, the student is in good standing at the school or schools most recently attended. Good standing shall be demonstrated when the applicant shows:

- o that ~~he/she/they~~ has~~ve~~ not been legally dismissed or suspended for more than ten days during the preceding twelve months for disciplinary reasons, and
- o that ~~he/she/they are~~is making satisfactory progress toward the completion of an approved school or home study program, and

¹ This policy is meant for districts that accept tuition from non-operating districts. This policy is not recommended for districts accepting private pay students.

² See 16 V.S.A. §822a

- that ~~his/her~~their school attendance record presents a reasonable likelihood that any existing attendance requirements of this school district will be met.

A non-resident who is unable to provide evidence of good standing may be admitted as a non-resident tuition student if it is the determination of the superintendent, based on information presented by the non-resident, that there is a reasonable likelihood that the applicant will benefit from and succeed in the programs offered by the schools in this district.

Appeal

A non-resident applicant for admission as a tuition student may appeal the superintendent's denial of ~~his or her~~their application by submitting a written request to appeal to the board within ten days of the denial. The board will provide an opportunity for the applicant and/or ~~his or her~~their parent or guardian to discuss the request not to uphold the decision of the superintendent. The board will render a decision within 30 days of the request to appeal.

Payment of Tuition

Tuition for non-resident students shall be payable at any time prior to enrollment. When a student enrolls after the beginning of a semester, tuition for the student will be pro-rated accordingly and will be payable immediately.

Legal Reference(s): 16 V.S.A. §1093 (Non-resident students)
9 V.S.A. §4500 et seq. (Public Accommodations—Non-Discrimination)

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C25

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

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2. Criteria for Admission: No non-resident will be denied admission as a tuition student if the reason for denial is that the student is disabled as defined in section 504 of the Rehabilitation Act of 1973 as amended or that the student is in need of special education services. Nor will any child be denied admission on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, marital status or any other classification protected by federal or state law.

Subject to the non-discrimination requirements above, a non-resident who applies for admission as a tuition student shall be admitted if space is available and, if the student has previously attended school, the student is in good standing at the school or schools most recently attended. Good standing shall be demonstrated when the applicant shows:

- o that they have not been legally dismissed or suspended for more than ten days during the preceding twelve months for disciplinary reasons, and
- o that they are making satisfactory progress toward the completion of an approved school or home study program, and

¹ This policy is meant for districts that accept tuition from non-operating districts. This policy is not recommended for districts accepting private pay students.

² See 16 V.S.A. §822a

- that their school attendance record presents a reasonable likelihood that any existing attendance requirements of this school district will be met.

A non-resident who is unable to provide evidence of good standing may be admitted as a non-resident tuition student if it is the determination of the superintendent, based on information presented by the non-resident, that there is a reasonable likelihood that the applicant will benefit from and succeed in the programs offered by the schools in this district.

Appeal

A non-resident applicant for admission as a tuition student may appeal the superintendent's denial of their application by submitting a written request to appeal to the board within ten days of the denial. The board will provide an opportunity for the applicant and/or their parent or guardian to discuss the request not to uphold the decision of the superintendent. The board will render a decision within 30 days of the request to appeal.

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Tuition for non-resident students shall be payable at any time prior to enrollment. When a student enrolls after the beginning of a semester, tuition for the student will be pro-rated accordingly and will be payable immediately.

Legal Reference(s): 16 V.S.A. §1093 (Non-resident students)
 9 V.S.A. §4500 et seq. (Public Accommodations—Non-Discrimination)

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C26

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

TUITION PAYMENT

The Washington Central Unified Union School District will provide tuition for students attending grades _____ in accordance with state law and the criteria outlined below.

1. Tuition will be paid to schools attended by legal pupils who are residents of the Washington Central Unified Union School District as defined by 16 V.S.A. §1075. Tuition payments will be made according to a schedule developed by the superintendent or their designee, taking into consideration any payment schedules established by receiving schools.
2. Tuition will be paid only to schools approved by the State Board of Education. In the case of a school with a religious affiliation, the board shall perform two steps. First, the board shall determine whether the school is approved by the State Board of Education. If the school is approved, the board shall make a determination as to whether payment to the school would violate state or federal law, including the Establishment Clause of the First Amendment to the United States Constitution.
3. Tuition payments will be made as follows:
 - A. Tuition payments will be made to approved receiving schools when preceded by a written application from the student and/or their parent or guardian. The application must be made prior to a date determined by the board/superintendent of the school year for which such payment is requested. Requests for retroactive tuition payments will not be granted unless received by a date determined by the board/superintendent of the school year for which retroactive payment is sought.
 - B. If an eligible pupil becomes a resident after September 1, an application for tuition will be considered by the board at its first special or regular meeting following receipt of the application and, if approved, payments will be prorated from the date of the pupil's enrollment to the end of the then current school year.
4. All tuition payments will be made directly to approved schools attended by qualified pupils.
5. The superintendent shall make recommendations to the board prior to board action on applications for tuition assistance made in compliance this policy. If the board denies tuition assistance for a student, written notification of the denial shall be sent to the student if over the age of majority, or the parent or legal guardian of a minor student, by the superintendent or their designee within seven days of the decision. Unless otherwise provided by law, the board's decision shall be final.¹

Legal Reference(s): 16 V.S.A. §§821 et seq. (Tuition requirements)
16 V.S.A. §1075 (Legal residence)
Campbell v. Manchester Board, 161 VT 441, 641 A.2d 352 (1994)
Chittenden Town School District v. Department of Education, 169 VT 710, 738 A.2d 539 (1999)

¹ See 16 V.S.A. § 828 providing for appeals of school board tuition payment decisions to the State Board of Education.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C28

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

TRANSGENDER AND GENDER NONCONFORMING STUDENTS

Policy

This policy is designed to provide direction for administrators, staff, students, and parents to address issues that may arise concerning the needs of transgender and gender nonconforming students. Title IX of the Education Amendments of 1972, and 9 V.S.A. 4502¹ protect all students from sex discrimination, including transgender students and students who do not conform to traditional gender stereotypes.²

It is the policy of the Washington Central Unified Union School District to provide a safe, orderly, civil and positive learning environment for all students, regardless of perceived or actual sex, sexual orientation, gender identity, or gender expression.

Definitions³

- “Cisgender” means a person whose gender identity corresponds to their assigned sex at birth.
- “Gender identity” means a person’s actual or perceived gender identity, or gender-related characteristics that are intrinsically related to a person’s gender or gender-identity, regardless of the person’s assigned sex at birth.
- “Gender expression” means the way a person externally communicates gender to other people such as through behaviors, clothing, hairstyles, voice, mannerisms, activities, or body characteristics.
- “Gender nonconforming” refers to a person whose gender-related identity and/or gender expression does not conform to the social expectations or norms for a person of that sex assigned at birth. Other terms that have the same or similar meaning include gender creative, gender variant, gender expansive, gender fluid or gender atypical.
- “Transgender” is a term that describes a person whose gender identity or gender expression is different from the person’s assigned sex at birth.
- “Sexual orientation” is a person’s emotional and sexual attraction to other people based on the gender of the other person. Sexual orientation is not the same as gender identity. Not all

¹ Vermont’s Public Accommodations Act prohibits the discrimination on the basis of “race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person.” 9 V.S.A. § 4502.

² The recommendation for districts to adopt a Transgender and Gender Nonconforming Students policy was made in response to federal guidance issued May 2016 ([US Department of Education Office of Civil Rights and US Department of Justice Office of Department of Justice Civil Rights Division Dear Colleague Letter on Transgender Students, May 13, 2016.](#))

³ Definitions are adapted from the Vermont Agency of Education guidance document, “Best Practices for Schools Regarding Transgender and Gender Nonconforming Students.”

transgender students identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual students display gender nonconforming characteristics.

Privacy

All students have the right to privacy. Consistent with those rights provided under the Family Educational Rights and Privacy Act of 1974 a transgender or gender nonconforming student will be able to discuss and express their gender identity and gender expression openly and to decide when, with whom, and how much of their private information to share with others.

In addition, school staff will respect any requests to use a name and pronoun that corresponds to the student's gender identity that the student asserts or wishes to assert at school. Students will not be required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity⁴.

There may be times when disclosure to school staff or employees of a student's transgender status is necessary in order to fulfill a school's obligations to the transgender student with respect to safety and health, education and anti-discrimination efforts. In all cases the school will work closely with students and families in devising an appropriate plan regarding the confidentiality of a student's transgender status that works for both the student and the student's family while meeting competing legal requirements. To the extent possible and consistent with all competing legal requirements, school personnel will endeavor throughout to maintain the confidentiality of the student's transgender status⁵.

Student Records

The superintendent will adopt procedures that ensure that all students' personally identifiable information is maintained in compliance with FERPA⁶ and state and federally mandated reporting requirements.

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school will use the name and gender preferred by the student⁷.

⁴ Under Title IX, a school must treat students consistent with their gender identity even if their education records or identification documents indicate a different sex. The Departments of Education and Justice have resolved Title IX investigations with agreements committing that school staff and contractors will use pronouns and names consistent with a transgender student's gender identity. (From *Dear Colleague* letter of May 13, 2016).

⁵ Even when a student has disclosed the student's transgender status to some members of the school community, schools may not rely on this FERPA exception to disclose PII from education records to other school personnel who do not have a legitimate educational interest in the information. Inappropriately disclosing (or requiring students or their parents to disclose) personally identifiable information from education records to the school community may violate FERPA and interfere with transgender students' right under Title IX to be treated consistent with their gender identity. (From *Dear Colleague* letter of May 13, 2016).

⁶ Family and Educational Rights and Privacy Act, 34 CFR Part 99.

⁷ There is no medical diagnosis or treatment requirement that students must meet as a prerequisite to being treated consistent with their gender identity. Because transgender students often are unable to obtain identification documents that reflect their gender identity (e.g., due to restrictions imposed by state or local law in their place of birth or residence) requiring students to produce such identification documents in order to treat them consistent with their gender identity may violate Title IX when doing so has the practical effect of limiting or denying students equal access to an educational program or activity. (From *Dear Colleague* letter of May 13, 2016).

Where a student's record(s) may not be changed absent court order due to state and federal law, efforts will be taken to maintain those records in strictest confidentiality in order to preserve the student's transgender status and, where appropriate, for an amended version to be maintained which preserves the confidentiality of that transgender status where a review of the record is required for educational purposes by either school personnel education the student or personnel who will be evaluating the student (for eligibility purposes for example).

A student (or parent in the case of minor student) who is currently enrolled may request retroactive changes to that student's record including name and gender. Such requests will be handled on a case by case basis with consideration of the need to maintain legally accurate records consistent with state and federal mandated reporting requirements with the school's ongoing efforts to maintain internal student confidentiality regarding a student's transgender status.

Former student permanent pupil records will be changed by request of a parent of a minor student, or former students who have reached the age of majority, upon receipt of documentation⁸ that such legal name and/or gender have been changed pursuant to applicable state law.

Use of Gender Segregated Facilities

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity.⁹

Any student who expresses a need or desire for increased privacy will be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement will be provided in a way that protects a student's ability to keep their transgender status confidential.

In all cases the use of restrooms and locker rooms by transgender students requires schools to consider numerous factors, including, but not limited to: the transgender student's preference; protecting student privacy; maximizing social integration of the transgender student; minimizing stigmatization of the student; ensuring equal opportunity to participate; the student's age; and protecting the safety of the students involved.¹⁰

School Activities

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students will be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors listed above.

⁸ See, 18 V.S.A. § 5112 for Vermont law governing the process for obtaining a new birth certificate following a sexual reassignment.

⁹ Best Practices for Schools Regarding Transgender and Gender Nonconforming Students, Vermont Agency of Education (Revised: February 23, 2017).

¹⁰ Id.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C31

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

ADMISSION OF RESIDENT STUDENTS

Policy

Any legal pupil who is a resident as defined in 16 V.S.A. §1075 shall be eligible to attend school in this district.

Residence Criteria

For purposes of determining residency, the board will apply the definitions contained in 16 V.S.A. §1075(a). Criteria for proving permanent residency shall include voter registration, automobile registration, employment, postal address, property ownership and other indications of intent to reside permanently within the district. The burden of proving residency or any other basis for entitlement to school enrollment or tuition assistance shall be on the student and/or their parent or guardian.

The residency of pupils under the care and custody of a state agency or child placement agency, children of homeless parents, and independent children shall be determined in accord with the requirements of 16 V.S.A. §1075 (c)-(h)

Change of Residence

Parents or guardians of students who are residents of the district and enrolled in school for days in a school year, and who move from the district before the school year ends, may apply to the superintendent for permission to finish the school year on a pro-rated tuition basis or with a tuition waiver. The superintendent shall consider the student's age, attendance record during the year, progress in school and other relevant factors when considering requests to remain enrolled in school for the remainder of the school year, and shall make recommendations to the board accordingly.

Decisions and Appeals

Decisions regarding student residency or continued enrollment except for state-placed students will be made by the board. An interested person or taxpayer may appeal a residency decision of the board to the Secretary of Education as provided in 16 V.S.A. §1075(b).

*Legal Reference(s): 16 V.S.A. §§1073 et seq. (Legal pupil)
16 V.S.A. §1075 (c)-(h) (State placed students)
VT State Board of Education Manual of Rules & Practices, §1250 (Discrimination)*

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C33

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

STUDENT ASSESSMENT

Policy

It is the policy of the Washington Central Unified Union School District to maintain an assessment system that continuously evaluates student learning and links curricular, professional development, and budgetary decisions directly to the need for increased student performance.

The goal of student assessment is to understand how students are performing in relation to local and state standards. Based on student assessment information, teachers, administrators and parents will work together to design and implement strategies to meet the needs of individual students as well as the district's overall goals for student achievement.

Implementation

The superintendent will appoint an assessment committee consisting of administrators and professional staff, a board member, parent, other community member and student(s) when appropriate. The role of the committee will be to develop a long-range plan that identifies the types of local assessments in which the school will participate. This long-range plan will be integrated with the school action plan and, where appropriate, link with the recommendations of the district strategic plan. The work of the assessment committee will be directed by the principal with oversight from the superintendent, and will report progress and resource needs to the school board (specify when).

Based on the district's plan, the superintendent, in collaboration with principal(s) and teachers, will develop a schedule by (indicate completion date) to assess student performance regularly throughout the school year and from year to year. Assessments will measure student performance against standards outlined in the Vermont Framework of Standards and Learning Opportunities or comparable standards. The results of student assessments will guide schools in:

1. making decisions about instruction, professional development, educational resources and curriculum; and
2. reporting to the public on student performance measures and progress in the standards outlined by the Vermont Framework.

State Comprehensive Assessment System

The principal will administer the assessment instruments included in the Vermont Comprehensive Assessment System. All students in the school district will be assessed except for those students with a disability or limited English proficiency whose education plans exempt them. Students who are unable to participate in state assessments will be given an alternate assessment. The school will account for the assessment of 100% of its students.

Local Comprehensive Assessment System

The superintendent will oversee the development and implementation of a local comprehensive assessment system that includes the state-level assessments, is aligned with the Vermont Framework as amended from time to time or comparable standards and is consistent with the current Vermont Comprehensive Assessment System. Students will be assessed in those standards associated with the Fields of Knowledge, the Vital Results, the arts, health and safety education, physical education, foreign language and applied learning. Local assessments may include a number of instruments and techniques such as standards-based, national norm referenced, local curriculum criterion- referenced, portfolio assessment, exit interviews, senior projects and related school district assessment processes and systems.

The expectations and performance criteria of the system will be clear and be communicated to teachers, administrators, students, parents and other community members. The local system will employ a balance and variety of assessment strategies, both classroom-based and school-level assessments, in order to develop useful information on student achievement. The district will also provide students with the opportunity to evaluate their own work. The local assessment plan will be fully implemented by (specify locally determined date).

1. School administrators and staff will use the assessment system to determine the answers to questions which include the following and will report to the board annually in (specify month or date):
 1. How are the students performing in relationship to local and state standards?
2. Why are the students performing at the level they are?
3. What could the school do differently in order to increase the number of students meeting or exceeding local and/or state standards?
4. How can educators, parents and students monitor progress?

The superintendent will oversee the development of a comprehensive computerized assessment database that includes all assessment results for each individual student, for each grade, for the school, and the district. This database will include information that tracks progress over time. Individual assessment information will be reported to parents in a format that outlines results and implications clearly. Parent-teacher communication about assessment results and implications will be encouraged.

*Legal Reference(s): 20 U.S.C. §§1400 et seq.(IDEA)
1 V.S.A. § 312 (Open meetings)
16 V.S.A. § 165(a)(2) (Public School Quality Standards)
16 V.S.A. § 164(9) (State comprehensive assessment)
Vermont State Board of Education Rules §§ 2120.2.1, 2120.2.2
Vermont Framework of Standards and Learning Opportunities*