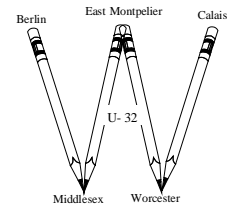


# Washington Central Unified Union School District

*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 5.19.20 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 5.12.20 – pg. 2
3. School Choice Survey Update – pg. 5
4. B40 Non-Retaliation/Retribution Policy – pg. 6
5. Review Existing Policies
  - 5.1 Section C – Students
    - 5.1.1 Current – pg. 7
6. Future Agenda Items
7. Adjourn

**NEXT MEETING DATE: Tuesday, May 26, 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.**

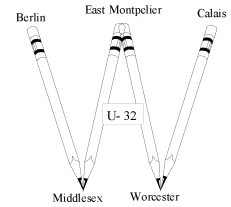
**Our building will not be open for meetings. All are welcome to attend virtually.**

# Washington Central Unified Union School District

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Montpelier, VT 05602  
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Debra Taylor, Ph.D.  
Interim Superintendent



## **WCUUSD Policy Committee Minutes - Unapproved 5.12.20 4:30-6:30 pm**

**Via Video Conference\***

**Present:** Chris McVeigh (Chair), Marylynne Strachan, Jody Emerson, Jaiel Pulskamp, Ellen Knoedler, Aaron Boynton, Dorothy Naylor, Debra Taylor, and Scott Thompson

1. Call to Order: Jaiel Pulskamp called the meeting to order at 4:32 p.m.
2. Approve Minutes of 5.6.20 – **Jaiel Pulskamp moved to approve the minutes from May 6, 2020. Seconded by Dorothy Naylor , this motion carried unanimously.**
3. Discuss Committee Meeting Schedule: Marylynne Strachan expressed concern about the meeting schedule. Committee members discussed the pros and cons of separating the meetings or conducting them during the carousel. The committee decided to meet every Tuesday, from 4:30-6:30 p.m. until finished in June. Upcoming meetings Tuesday May 19, 2020 and May 26, 2020.
4. New Proposed Policy
  - 4.1 School Choice - Committee discussed current school choice and schedule at U-32. Debra Taylor said the earliest at the elementary would be 2021, but transportation and equity would be a factor. Debra Taylor suggested developing parameters for a parent survey. Chris McVeigh said transportation would be the biggest issue to address due to the cost associated with it. Debra Taylor suggested creating a rough estimate of cost. Dorothy Naylor wanted transportation to be included for equity. Jaiel Pulskamp would ask how many people wanted school choice and how many would need transportation. Chris asked about a lottery system. Debra Taylor and Dorothy Naylor agreed. Ellen Knoedler suggested school choice and transportation needs would change from year to year, and a Feb/March deadline was not enough time to arrange childcare. Debra Taylor said before and

after care at school could be provided. Committee discussed choices for all 5 elementary schools based on family preference. Jaiel Pulskamp was concerned with numbers and emissions. Debra Taylor suggested vans for efficiency. Marylynn Strachan was concerned with the cost of transportation and if vans helped with cost containment. Debra Taylor described how the high school has organized bussing from neighboring towns from a central location and suggested getting an estimate for routes. Debra Taylor said slots would be based on a percentage of enrollment, and not the same number for every school. All schools have space but some have larger class sizes than others. Jody Emerson explained how U-32 handled school choice.

Chris McVeigh asked for a summary of survey topics and target audience. Are you interested in school choice? Would you use school transportation and why are you interested? Debra Taylor suggested a second set of questions for community members, explained the difference between redistricting vs. school choice, and said there would always be 100% room for residents of each town and limited room for students of other towns. Debra Taylor said giving families options is democratic and with steady enrollment, school closure is not an issue at this point. Chris McVeigh asked if setting a minimum number is viable. Debra Taylor said a percentage would be more equitable. Dorothy Naylor suggested a percentage of a 3 year average. Debra Taylor will work with Dorothy Naylor to draft a survey and send it to the committee for feedback. Would you apply for school choice why/whynot? Would you apply for transportation? why or why not. What program at another school is drawing your interest?

## 5. Review Existing Policies

### 5.1 Section C – Students

#### 5.1.1 Current

Chris McVeigh asked for comments. The committee discussed the Vermont constitution vs federal protections. Debra Taylor said case law informs application and can check on the reference. Chris McVeigh asked about the definition of bullying “repeated over time” and time limits. The committee explored the definition and the procedure. Jody Emerson and Aaron Boynton said the policy is clear and they receive regular training. Chris McVeigh suggested moving this to the full board for adoption as is, unless he heard about the VT constitution.

C11 - Aaron Boynton doesn't use much but Jody Emerson had. Debra Taylor said it required policy. Chris McVeigh referenced the VT constitution and recommended re-adoption for C11 to the full board.

C20 - Student conduct and discipline - No questions. Jody Emerson had no concerns. Aaron Boynton said it was good. Chris McVeigh asked about suspension. The board

discussed the process of suspension, and the outcomes. Jody Emerson explained restorative practices, and alternatives to suspension whenever possible. It was suggested to fix the language to be more restorative. Debra Taylor suggested they take it off the table for now, and work at the next meeting. Jody Emerson will work on draft language.

C21 - Search and Seizure - Jody Emerson had no issues and Aaron Boynton agreed. Chris McVeigh asked about referrals and guidelines. Jody Emerson explained how search and seizure worked. Marlynne asked about student cell phones and Jody Emerson explained the process. Debra said not required and would not recommend including it. Nothing invasive. Specific area of school. Jaiel concern of trauma for elementary students. Debra relies on administrators' understanding of child development. Marylynne asked about the education component. Chris McVeigh asked about clothing and the committee discussed the subject. Debra Taylor and Chris McVeigh will work on the wording.

C30 - Student Medication - Fine

C32 - 18 year old Students - Chris McVeigh asked about parent consent and Jody Emerson shared the process. This will go on to the full board.

6. Future Agenda Items - C20 - Student conduct and discipline - work on adding restorative language into the policy. Jody Emerson will work on the draft language. Chris McVeigh and Debra Taylor will work on the language for C21.

7. Adjourned by consensus at 6:29 p.m.

**NEXT MEETING DATE: Tuesday, May 19, 2020 from 4:30-6:30 p.m.**

Respectfully submitted,  
Michele Tofel Murray

**\*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.**

# Elementary School Choice Survey

WCUUSD would like to find out if families in WCUUSD would be interested in school choice among our five elementary schools. - Berlin, Calais, Doty Memorial (Worcester), East Montpelier, and Rumney Memorial (Middlesex).

Any policy will likely have quotas and a lottery.

We are taking this survey to find out how many people would be interested, would they actually use it if available, what their reason(s) might be and how transportation needs might be addressed.

Thank you in advance for your feedback!

Kind Regards,

WCUUSD Board Policy Committee

1. Email address \*

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2. Are you interested in participating in elementary school choice?

*Check all that apply.*

Yes

No

3. If Yes why?

---

4. If No why?

---

5. What would your transportation needs be if school choice was an option?

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B40

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

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

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

**NON-RETRIBUTION/RETALIATION**

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It is the Washington Central Unified Union School District's goal to encourage all employees of Washington Central Unified Union School District to be secure in discussing matters **of public interest** related to the School District, its staff, its students, its administration, ~~and~~ **or** the Board. To encourage employees to frankly discuss matters **of public interest** related to the School District's provision of services to students, parents, staff members, or the community, it is the policy of the Washington Central Unified Union School District that no employee shall be retaliated against for voicing their opinion about a District related matter **of public interest** or raising any issue **of public interest** related to the School District services or business, provided the employee has acted in good faith in voicing their opinion(s). Good faith means the employee has a reasonably identifiable basis for expressing their opinion about a District related business or educational matter. This policy does not protect any employee from individual responsibility for potentially libelous or slanderous expression.

This non-retribution policy does not prohibit any potential employment action involving an employee **taken in accordance with** ~~according to~~ established policy or contract provision, provided the employment action is not initiated, even in part, because of ~~the employee's~~ actions or opinions **on the part of an employee which are** protected by this non-retaliation/non-retribution policy.

When an employee's concerns involve a personnel matter or a student matter, the employee shall follow the established lines of communication set forth in B31 Educator Supervision & Evaluation: Probationary Teachers policy.

# Section C – Students

## Current Approved WCUUSD Policies

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

<b>POLICY:</b>	<u>C20</u>
<b>WARNED:</b>	<u>6/7/19</u>
<b>ADOPTED:</b>	<u>6/26/19</u>
<b>EFFECTIVE:</b>	<u>7/1/19</u>

**STUDENT CONDUCT AND DISCIPLINE**

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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 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:** 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. The student and ~~his/her~~their parent or guardian must be given notice of the infraction and, ~~an explanation~~ why the student is suspended from attending class~~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~~ ~~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 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~~is 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 harmfulcontinuous 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.

*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 a 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.

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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.

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**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** C21

**WARNED:** 6/7/19

**ADOPTED:** 6/26/19

**EFFECTIVE:** 7/1/19

**SEARCH & SEIZURE OF  
STUDENTS BY SCHOOL PERSONNEL**

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**Policy**

In order to provide a safe and orderly school environment, Washington Central Unified Union School District retains the right to examine all its property and to carry out searches or to seize property of students while on school property or at school related events under the guidelines provided in this policy.

**I. SCOPE AND GENERAL POLICIES**

- A. This policy applies to searches of students' persons, possessions, and vehicles by school administration or teachers.
- B. Searches may be conducted only upon reasonable suspicion that the search will uncover evidence that a student has violated a school rule or policy, or has violated the law, including possession of contraband. Searches will be conducted within the law, will meet the requirements of the state and federal constitutions, and in the least invasive manner possible.
- C. Desks, lockers, textbooks, technological devices and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance, and emergencies. Pursuant to the policy outlined in section I, subsection B, they may also be searched.
- D. If there is a clear and imminent danger to the health and safety of school individuals, or clear and imminent risk of danger to school property (such as a bomb scare), general searches of school property may be allowed under closely supervised conditions that respect individual rights.

**II. DEFINITIONS**

As used in this policy:

"Contraband" means weapons, drugs and other illegal substances, or other objects which are evidence of a violation of state or federal law or school policy.

"School property search" means the search of desks, lockers, textbooks and other materials or supplies loaned by the school to a student.

"Possessions search" means a search of the student's pockets, bags, purses and other movable possessions performed by requiring a student to empty those items.

"Vehicle search" means a search of a student's vehicle.

"Person search" means a search of a student's person and may require the student to loosen or remove clothing. Clothing such as shirts, blouses, skirts, pants, or underwear, of similar types of clothing, shall not be removed as part of any search district personnel conduct.

"Student" means a student of Washington Central Unified Union School District schools or of another elementary or secondary school who is participating in Washington Central Unified Union School District activities, or is otherwise on school property.

### **III. PUBLICATION**

The student handbook shall describe student search and seizure procedures, and in particular shall describe the ability of the school to open desks, lockers, textbooks and other materials or supplies loaned by the school to students for routine cleaning and maintenance and in emergencies.

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

<b>POLICY:</b>	<u>C21</u>
<b>WARNED:</b>	<u>6/7/19</u>
<b>ADOPTED:</b>	<u>6/26/19</u>
<b>EFFECTIVE:</b>	<u>7/1/19</u>

**SEARCH & SEIZURE OF  
STUDENTS BY SCHOOL PERSONNEL**

---

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WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C34

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

## USE OF RESTRAINT AND SECLUSION

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### Section 1. Statement of Purpose

1.1 It is the policy of this unified union school district that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district/~~supervisory union~~'s intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district of appropriate interventions by district staff.

**Section 2. Definitions.** The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

2.3 **Functional Behavioral Assessment** means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 **Mechanical Restraint** means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;

- c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
- d. Seat belts in wheelchairs or on toilets.

**2.5 Parent** means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the educational surrogate parent program; or
- e. An educational surrogate parent.

**2.6 Physical Escort** means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

**2.7 Physical Restraint** means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
  - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
  - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

**2.8 Positive Behavioral Interventions and Supports** means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

**2.9 Prone Physical Restraint** means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

**2.10 School** means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

**2.11 School Personnel** means individuals working in schools as defined in 4500.3(10) who are employed by the school-district or who perform services for the school-district on a contractual basis, and school resource officers, while acting in that capacity.

2.12. **Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 **Substantial Risk** means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 **Supine Physical Restraint** means holding a student on ~~his or her~~their back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a ~~school~~district as defined in paragraph 10.

### **Section 3. Policy**

3.1 The superintendent or ~~his or her~~their designee shall develop administrative procedures to ensure district compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by ~~school~~district personnel and contract service providers.<sup>1</sup>

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.<sup>2</sup>

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.<sup>3</sup>

3.5 Procedures to ensure that only ~~school~~district personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.<sup>4</sup>

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.<sup>5</sup>

3.7 Processes to ensure that each school in the district maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.<sup>6</sup>

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<sup>1</sup> See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

<sup>2</sup> See SBE Rule 4501.2.

<sup>3</sup> See SBE Rule 4502.

<sup>4</sup> See SBE Rules 4502.3 and 4502.4.

<sup>5</sup> See SBE Rule 4503.

<sup>6</sup> See SBE Rule 4504.

3.8 Procedures to ensure that each school in the district implements follow-up procedures that are consistent with the requirements of State Board of Education rules.<sup>7</sup>

3.9 Annual notification procedures to ensure that each school in the district informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.<sup>8</sup>

3.10 Processes for the filing, investigation and resolution of complaints by ~~school-district~~ personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the board in policy B22.<sup>9</sup>

#### **Section 4. Implementation**

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless ~~he or she~~they submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.<sup>10</sup>

The superintendent shall report annually to the board on the implementation of the administrative procedures required by this policy, and shall include in ~~his or her~~their report recommendations for changes, if any, to related school district/~~supervisory union~~ policies or procedures.<sup>11</sup>

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<sup>7</sup> See SBE Rule 4505.

<sup>8</sup> See SBE Rule 4506.

<sup>9</sup> See SBE Rule 4507.

<sup>10</sup> See SBE Rule 4509, 4510.

<sup>11</sup> 16 V.S.A. 563

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C34

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

## USE OF RESTRAINT AND SECLUSION

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### **Section 1. Statement of Purpose**

1.1 It is the policy of this unified union school district that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the district's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in district schools. This policy is further intended to assist in creating a common understanding within the district of appropriate interventions by district staff.

**Section 2. Definitions.** The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

2.3 **Functional Behavioral Assessment** means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 **Mechanical Restraint** means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
- c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or

d. Seat belts in wheelchairs or on toilets.

**2.5 Parent** means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the educational surrogate parent program; or
- e. An educational surrogate parent.

**2.6 Physical Escort** means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

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- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
  - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
  - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

**2.8 Positive Behavioral Interventions and Supports** means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

**2.9 Prone Physical Restraint** means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

**2.10 School** means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

**2.11 School Personnel** means individuals working in schools as defined in 4500.3(10) who are employed by the district or who perform services for the district on a contractual basis, and school resource officers, while acting in that capacity.

**2.12. Seclusion** means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 **Substantial Risk** means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 **Supine Physical Restraint** means holding a student on their back using physical force for the purpose of controlling the student's movement.

2.15 **Student** means a student enrolled in a district as defined in paragraph 10.

### **Section 3. Policy**

3.1 The superintendent or their designee shall develop administrative procedures to ensure district compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by district personnel and contract service providers.<sup>1</sup>

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<sup>1</sup> See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

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<sup>4</sup> See SBE Rules 4502.3 and 4502.4.

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3.9 Annual notification procedures to ensure that each school in the district informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.<sup>8</sup>

3.10 Processes for the filing, investigation and resolution of complaints by district personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the complaint processes established by the board in policy B22.<sup>9</sup>

#### **Section 4. Implementation**

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless they submit a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.<sup>10</sup>

The superintendent shall report annually to the board on the implementation of the administrative procedures required by this policy, and shall include in their report recommendations for changes, if any, to related school district policies or procedures.<sup>11</sup>

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<sup>8</sup> See SBE Rule 4506.

<sup>9</sup> See SBE Rule 4507

<sup>10</sup> See SBE Rule 4509, 4510.

<sup>11</sup> 16 V.S.A. 563



WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

<b>POLICY:</b>	<u>C45</u>
<b>WARNED:</b>	<u>6/1/19</u>
<b>ADOPTED:</b>	<u>6/26/19</u>
<b>EFFECTIVE:</b>	<u>7/1/19</u>

## **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~~their 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

<b>POLICY:</b>	<u>C45</u>
<b>WARNED:</b>	<u>6/1/19</u>
<b>ADOPTED:</b>	<u>6/26/19</u>
<b>EFFECTIVE:</b>	<u>7/1/19</u>

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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**

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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:** C47

**WARNED:** 6/1/19

**ADOPTED:** 6/26/19

**EFFECTIVE:** 7/1/19

**STUDENT EXCHANGES**

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Exchanges of students between school districts can provide educational and personal benefits for the students involved. In many cases, such exchanges also benefit the school as a whole, as the participants make valuable contributions to the schools they attend.

In the acceptance of foreign or domestic exchange students, Washington Central Unified Union School District students and staff find unique opportunities to learn and understand people and cultures different from their own.

WCUUSD encourages such exchange programs and similarly encourages the providing of programs which allow WCUUSD students an opportunity to travel, live, and study in other cultural settings.

**PROCEDURES**

**Area Schools Student Exchanges**

The principal is authorized to approve one-for-one exchanges of WCUUSD resident students with students who reside in other school districts providing that the principal of the non-resident's school has similarly approved the proposed exchange. In approving such proposed exchanges, the principal shall follow the procedures as listed below:

1. Only one-for-one exchanges may be made. For every non-resident student accepted under this program a resident student must be accepted at the school that the non-resident students would have otherwise attended.
2. An application for an exchange must be made in writing to the principal of the receiving school with a copy to the principal of the sending school.
3. Applications must be made annually. Number of years in the program will be considered in determining priority for renewal. Renewal requests must be received on or before May 1st prior to the year of the requested attendance. Renewal applications received after May 1st will be treated on the same basis as new requests.
4. All new requests will be considered according to the order in which they are received.
5. Special education students will be considered only if the proposed exchange is approved by the student's I.E.P. team and the receiving school determines that the student's special needs can be met without added burden of cost or resources to the school system.
6. Students will not be accepted who have a history of behavior or attendance problems unless it is mutually agreed by the two principals that the change in schools shows genuine promise of correcting the problem(s).

7. Transportation of the student will be the sole responsibility of the parent or guardian.
8. Students accepted under this exchange program will be entered on the school register as tuition non-resident students (for whom tuition payment is waived by the board) thereby making them eligible to represent WCUUSD on all activities under the sponsorship of the Vermont Headmasters' Association.
9. No students will be approved for exchange after September 30 each year unless the circumstances are extenuating and beyond the control of the student.
10. Once a student has been notified of acceptance, their place is assured for the forthcoming school year.

### Foreign and Domestic Exchange Programs

Application from a student applying for admission to WCUUSD under the sponsorship of an approved foreign or domestic exchange program will be screened by the principal to determine whether all of the below listed guidelines have been met and/or agreed to by all parties. Upon completion of said screening, the principal shall make a recommendation to the superintendent regarding the acceptance of the student. The superintendent shall in turn inform the board of accepted students.

1. The student must be sponsored by a recognized and approved (as per the Vermont Headmasters' Association) agency or organization whose prime purpose is to provide pupil exchange programs
2. The student must have approved arrangements to reside with a family living within the school district.
3. The student must demonstrate a level or proficiency in written and spoken English sufficient to enable him/her to benefit from the academic program of the school without undue hardship to the instructors and other students.
4. The student will not be granted at U-32 High School diploma although the student, if a senior, will be allowed to participate in the graduation exercises and may be granted an honorary diploma at the discretion of the principal.
5. The students will not receive an official transcript or be granted any academic credit from a WCUUSD school, although, at the student's request, the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at WCUUSD school will be solely at the discretion of the student's home school.
6. The student will not be enrolled in driver education.

### Exception

Students who do not meet all of the stated conditions, but who are worthy of special consideration in the judgment of the principal, may be granted admission by the board upon the recommendation of the principal.

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** C48

**WARNED:** 6/1/19

**ADOPTED:** 6/26/19

**EFFECTIVE:** 7/1/19

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**FOREIGN EXCHANGE STUDENTS**

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Washington Central Unified Union School District encourages the presence of foreign exchange students in the school as a means to foster the understanding of different world cultures.

Once enrolled, if an exchange student's proficiency is found to be insufficient to succeed in regular instructional programs without special professional assistance, the sponsor or exchange organization must assume all financial responsibility for any educational support deemed necessary by the school. The sponsor or exchange organization also assumes all financial responsibility for a student's withdrawal from school, for any reason.

WCUUSD will allow up to three foreign students per academic year to attend the school under the following criteria:

- Participants must be sponsored by agencies recognized and approved by CSIET (Counsel on Standards on International Educational Travel)
- Students must reside for the entire term of enrollment with at least one adult whose legal residence is within the school district.
- Students will be admitted to WCUUSD based on the first three legal district residents who submit a tuition waiver.
- Students must not have graduated from high school or its equivalent.
- Students will only be accepted under full-time academic status.
- Students must have sufficient knowledge of the English language to enable effective oral and written communication and the use of instruction materials printed in English.
- Students must be able to function in the regular educational program at school without special professional assistance.

Any person(s) wishing to sponsor and enroll a foreign exchange student in WCUUSD will be subject to the following guidelines:

- The WCUUSD Board of Directors will review all requests by the Guidance Department for placement of foreign exchange students no later than the second regular board meeting in August for placement in the upcoming academic year.
- To enhance cultural diversity, WCUUSD will generally not accept more than one exchange student from the same foreign country in the same academic year. Exceptions may be allowed if all slots are not filled.
- Sponsoring organizations must give assurances at least two weeks prior to the start of the academic year that an exchange student will be placed with a WCUUSD host family.

Exchange students will generally be treated as all other students enrolled in WCUUSD:

- They will be expected to follow all policies and procedures of the district and will be subject to the same disciplinary action as all other students for any infraction of those policies and procedures.
- They must meet all academic standards to maintain full-time student status.
- They and their host family are subject to all fees including but not limited to:
  - a) School meals.
  - b) Curricular and co-curricular materials, books, and equipment not regularly provided by the school.
  - c) All activity fees.
  - d) All cost related to lost or damaged school property while in their possession.

Certain exceptions, however, apply to exchange students:

- They will not be granted a U-32 High School diploma, although the student, if a senior, will be allowed to participate in graduation exercises and may be granted an honorary diploma at the discretion of the principal.
- They will not receive an official transcript or be granted any academic credit from WCUUSD, although, at the student's request, the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at WCUUSD will be solely at the discretion of the student's home school.
- They will not be enrolled in driver's education.



**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** C49

**WARNED:** 6/1/19

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**KINDERGARTEN ENTRANCE AGE**

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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.