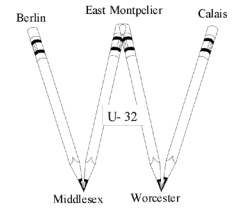


Washington Central Unified Union School District

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

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



WCUUSD Policy Committee

Meeting Agenda

10.11.23

4:45-6:45 PM

Central Office, 1130 Gallison Hill Rd. Montpelier

Via Video Conference

Virtual Meeting Information

<https://tinyurl.com/3kib8f5d>

Meeting ID: 896 7316 6140

Password: 729154

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

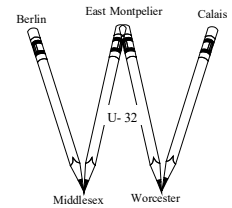
1. Call to Order
2. Approve Minutes of 9.13.23 – pg. 2
3. Affirm Policy Workplan and Calendar for the 23-24 school year
4. Policies for Review
 - 4.1. B20 Personnel Recruitment, Selection, Appointment & Background Checks – pg. 9
 - 4.2. C6 Home Study Students – pg. 16
 - 4.3. C3 Transportation – pg. 19
 - 4.4. F45 Fundraising
5. Policy Development Discussion
 - 5.1. School Choice
 - 5.2. Instructional & Library Materials Selection – pg. 23
6. Future Agenda Items
 - 6.1. Next meeting: November 8, 2023
7. Adjourn

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Meagan Roy, Ed.D.
Superintendent



WCUUSD Policy Committee Minutes

9.13.23

Central Office, 1130 Gallison Hill Rd. Montpelier
Via Video Conference

Present: Chris McVeigh, Maggie Weiss, Flor Diaz Smith, Natasha Baning, Amelia Contrada, Amy Molina, Superintendent Roy

- 1. Call to Order:** Chris McVeigh called the meeting to order at 4:51 p.m.
- 2. Approve Minutes of 6.14.23:** Natasha Baning moved to approve the minutes of June 14, 2023. Seconded by Amelia Contrada, this motion carried unanimously.
- 3. Discussion: Great Schools Partnership Policy Review:** Flor Diaz Smith previewed this document. The review document contains links to the policies and other resources noted within. Maggie Weiss commented that the policies that are provided by the VSBA are not consistent with those recommended by the Great Schools Partnership. Flor Diaz Smith stated that VSBA at this time is undergoing a great deal of work around policy creation. Some discussion followed around the difference between policies with Vermont's flavor of "local control" and not-so-locally-created policies. Chris McVeigh asked committee members for comments, questions, and feedback from the policy review document. Natasha Baning stated that it is helpful to hear perspectives from the outside and from a more global lens, however, it is slightly overwhelming, given all of the work the committee has already done around policy. Amelia Contrada asked what are the time constraints around this review suggestion and how much time the committee has together as a whole. Chris McVeigh stated that the committee typically meets two hours per month outside of the WCUUSD Board meetings. Maggie Weiss explained her understanding that we have a list of policies that we are reviewing, and, regarding time efficiency, we often have to table policies at WCUUSD meetings (due to running out of time on the agenda)- she spoke about the challenge of time management. She suggested instituting a timekeeper for this committee so that we can push through the work. On the other hand, the work that the committee does is not simple. Again she noted that she is alarmed that VSBA is not providing exemplary, best practice model policies, based on the information she took from this review document. Amelia Contrada suggested creating a policy for the policy committee. E.g. list into categories what our priorities are: urgent, important, necessary...

Chris McVeigh suggested that it might be procedure versus policy.

Natasha Baning stated that we do have a policy review calendar and a current structure in place. Meagan Roy reviewed that last year we created a framework: policies that we have to review, some that we have chosen to review, and others that we review because we should periodically review all policies. Some discussion followed around educational philosophy. Chris McVeigh stated that he believes this is a full board discussion. He wondered if the curriculum piece should be brought to the Ed Quality Committee.

Natasha Baning stated that her understanding of the curriculum policy work is that it is not necessarily under the purview of the work of the Ed Quality Committee. Maggie Weiss stated that with a core values and vision statement in draft form at the moment, couldn't we merge that work with the educational philosophy policy? She suggested inviting the Ed Quality Committee to join this discussion. From our discussion tonight, Chris McVeigh suggested that the Educational Philosophy and Curriculum Policy are the main focus of the review document. He suggested that the committee review the document and decide which policies to prioritize. Aside from Curriculum and Educational Philosophy, committee members discussed which policies to target based on the review document.

Amelia: Library Media, Personnel Selection, Teaching/ Learning about Controversial Issues

Maggie: Board Code of Ethics, Teaching/ Learning about Controversial Issues, Personnel Selection (tied with) Library Media
Natasha: Instruction, Library Media. Teaching/ Learning about Controversial Issues, Community Engagement. She wondered if we could create one policy that encompasses Instruction, Library Media, and Teaching/ Learning about Controversial Issues.

EQS is supposed to be passed on January 1, 2024. Equitable instructions will be addressed in that document. Amy Molina: Philosophy, Core Values, Mission, Community Engagement (could these wait until the workaround Strategic Plan?).

Meagan Roy suggested that if we can get our priorities from this meeting then we can place them in the work plan wherever they make sense, given the work ahead of strategic planning. Her suggested priorities: Teaching/ Learning about Controversial Issues and library Media. She also believes it is worth considering whether these two can be merged. Third priority: Personnel Selection. Her fourth would be Community Engagement. Chris McVeigh: Library Media, Teaching/Learning about Controversial Issues, Core Values/ Equity.

Chris McVeigh asked Superintendent Roy when we anticipate completing the work around Strategic Planning. She estimates December 2023 or January 2024. Natasha Baning stated that the middle school social studies teacher (Steve) presented what he intends to teach this year at Open House. She feels that he has been doing a lot of work around how to have these conversations, and she believes he could be a leader for other teachers.

Consensus: Library Media, Teaching/ Learning about Controversial Issues, Personnel Selection, Community Engagement. This list in order of priority will be presented to the WCUUSD Board. Amy Molina suggested that the librarians at WCUUSD might feel that they are not supported if the Library Media policy is combined with others. Natasha Baning suggested combining in policy but spelling out more specifically in the procedure. Amy Molina suggested that it might be helpful to enlist the librarians to help with the creation of the procedure. Chris McVeigh suggested that we not separate procedure from policy in the document. Superintendent Roy suggested that the librarians are an important stakeholder group in this policy and it would be wise to ask for their input in the policy creation.

She stated that when we combine procedure into policy, we are just creating a more detailed policy. The committee will present this information to the WCUUSD Board.

4. Discussion: Policy Work Plan, 23-24

5. Future Agenda Items

5.1. Next meeting: October 11, 2023

6. Adjourn: The meeting adjourned at 6:07 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

To: WCUUSD Policy Committee
From: Meagan Roy
Re: Information for October 11 Policy Discussions

3.0 Affirm Policy Review Cycle & Calendar

The Board affirmed the content of the Policy Review Cycle for the 23-24 school year. In the committee's packet for today is that review cycle, with the addition of two policies (School Choice, added per the Committee Chair, and Security Cameras, added due to impacts of the new state requirements for physical security) as well as the addition of policies subject to Annual Review (focusing on all policies adopted in 2019, to remain in keeping with our commitment to review policies at minimum every five years). The cycle now reflects a proposed workplan for the calendar year, for discussion of the committee. Although the calendar schedule is certainly subject to change, it would be helpful for the Committee to affirm.

4.0 Policies for Review

The following policies are subject to review because of revisions that were made to the AOE or VSBA models that our policies reference. Included in today's discussion are the following:

4.1 [B20](#): Personnel Recruitment, Selection, Appointment and Background Checks

The [VSBA Model Policy B20](#) was updated to reflect necessary changes to this policy following the Supreme Court Decision regarding affirmative action. Specifically, it updates language about *hiring* of employees from diverse backgrounds to emphasizing *recruitment* of employees from diverse backgrounds. It retains all non-discrimination in hiring language.

4.2 [C6](#): Home Study Students

In the 2022-2023 school year, the Agency of Education relaxed their home study oversight provisions significantly. The [model policy C6](#) was updated to reflect those new guidelines.

4.3 [C3](#): Transportation

The revised VSBA policy adds the requirement that the transportation policy be filed in the principal's office of each school.



BOARD POLICY DEVELOPMENT & MAINTENANCE PROCEDURES

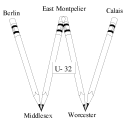
The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine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

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

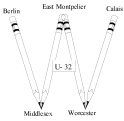
1. Mandatory review/development (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected review/development (Board or Policy Committee requests a review ahead of the regular review cycle or identifies a need for a new policy that does not yet exist. The Policy Committee establishes a process for considering requests for policy review that come from the public.)
3. As part of the policy review cycle (Our goal is that all policies are reviewed no less than every five years and policies are reviewed in sequential order.)

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

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



Month	Goal #1: Educational and Academic Outcomes Goal #2: Broadening Communication with the Community Goal #3: Long Term Planning		
	Mandatory Review/ Development	Selected Review/Development	Policy Review Cycle (sequential order by adoption date - beginning from 2019)
August			
September 13	Workplan development		
October 11	Affirm workplan		
	B20 : Personnel Recruitment, Selection, Appointment and Background Checks (VSBA updated model policy B20 to comply with Supreme Court Decision) C6 : Home Study Students (VSBA updated model policy C6 to comply with updated AOE procedures) C3 : Transportation (VSBA updated model policy)	School Choice Instructional & Library Materials Selection	
November 8		School Choice E26 : Security Cameras	A2 : Policies & Procedures A20 : Board Meetings, Agenda Preparation and Distribution A22 : Notice of Non-Discrimination
December 13		Community Engagement (A21 : Public Participation at Board Meetings; A23 : Community Engagement & Vision)	A24 : Board Supervision Relationship A31 : Board Member Education A32 : Board Goal Setting & Evaluation A34 : Board Relations with School Personnel



Washington Central Unified Union School District

Policy Review Cycle, 2023-2024 ([A2 Procedures](#))

January 10			C20 : Student Conduct and Discipline (discussed in 22-23 & committee request admin feedback; VSBA updated in 2022 to C15) C34 : Use of Restraint & Seclusion (VSBA updated model policy to C70 in 2022) C45 : Bus discipline
February 14	D4 : Title I Comparability (VSBA updated model policy)	Education Philosophy Instruction (including curriculum)	
March 20		Teaching and Learning About Controversial Issues	
April 10	F20 : Fiscal Management & General Fiscal Accountability (VSBA Recommended policy)		C47 : Student Exchanges C48 : Foreign Exchange Students C50 : Comprehensive Sexual Health Services
May 8	C9 : Nutrition & Wellness (AOE has issued a new model policy and replaces the VSBA policy)		D1 : Proficiency-Based Graduation Requirements D2 : Grade Advancement: Retention, Promotion and Acceleration of Students E46 : Memorials F45 : Fundraising

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **B20**

WARNED: **2.14.2020**

ADOPTED: **4.1.20**

EFFECTIVE: **4.11.20**

**PERSONNEL RECRUITMENT,
SELECTION, APPOINTMENT AND BACKGROUND CHECKS**

Policy

It is the policy of the Washington Central Unified Union School District to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of state law regarding the recruitment, selection, and employment of school district employees and contractors.

Individuals applying for the following employment positions are subject to criminal record checks and abuse registry checks under this policy: all those recommended for full-time, part-time or temporary employment in the school district, including student teachers, and those contractors and employees of contractors and sub-contractors, who may have unsupervised contact with students and are subject by law to criminal record and abuse registry checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The district shall ensure that adults employed in the district's schools receive orientation, information or instruction on the prevention, identification, and reporting of child abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.

Definitions

1. The term "criminal record" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
2. The term "unsupervised" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).
3. The term "abuse registry" as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
4. The terms "employ" or "employment" as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers and those contractors and

employees of contractors and sub-contractors, who may have unsupervised contact with students.

Recruitment

1. The board is committed to securing the services of the best personnel available. Only individuals who meet applicable state licensing requirements, or are eligible for waiver, will be employed.
2. The board actively seeks diverse candidates. The board seeks applicants in accordance with its policy pertaining to non-discrimination. The district will attempt to provide an educational experience enhanced by the professional contributions of representatives of different races, physical conditions, sexes, ethnic backgrounds and age groups. We will make every effort to advertise widely to reach a diverse group of applicants. Every two years the administration will report on its participation in a training to avoid implicit bias in the recruitment and selection process with a goal of increasing the diversity of our employees
3. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
4. Written or electronic applications will be required of candidates for employment. The application will include a statement signed by the candidate listing the dates, locations and dispositions of any convictions, including findings of guilt, pleas of nolo contendere or guilty, for criminal violations. The application will also include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired.

Selection

1. It is the policy of the board to select employees on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate. The superintendent shall require all applicants, as a condition of employment consideration, to cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. For applicants the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases and other information necessary to conduct criminal record background investigations. The costs of such checks will be borne by the district. All offers of employment will be conditioned upon satisfactory completion of the background investigation and a finding that the information provided by the application during the pre-employment process was accurate, complete and truthful.
2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate they intend to appoint or to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges or sex offense

convictions against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.

4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district.

Appointment

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.
2. Subject to any pre-employment screening processes approved by the board, the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
 - notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
 - ask the person subject to the check to indicate if their record should be maintained or destroyed after the retention period specified in the district's user agreement with VCIC.
5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

*Legal Reference(s): 16 V.S.A. §§251 et seq. (Criminal record checks)
16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)
Act 1 of 2009 (Adjourned Sess.)
Act 108 of 2010*

PERSONNEL RECRUITMENT, SELECTION, APPOINTMENT, AND BACKGROUND CHECKS

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Policy

It is the policy of the _____ School District (District) to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of federal and state law regarding the recruitment, selection, and employment of school district employees. The District shall make reasonable efforts to recruit candidates from diverse backgrounds to enhance the educational experience of students.

Persons subject to criminal record checks and abuse registry checks under this policy include all those recommended for full-time, part-time, or temporary employment in the school district, including student teachers, and those contractors and employees of contractors who may have unsupervised contact with students and are subject by law to criminal record, including hate crimes, abuse registry, report checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject’s employment in the capacity for which the original check was required.^[2]

The district shall ensure that adults employed in the schools maintained by the district receive orientation, information, or instruction on the prevention, identification, and reporting of child

¹ A school board policy on the recruitment and selection of employees is not explicitly required by state law. This model policy is intended to incorporate the various legal requirements that school districts must address when employing individuals to work as licensed or non-licensed employees and as contractors or employees of contractors. The VSBA recommends that a policy on the recruitment and selection of employees be adopted by all school district and supervisory union boards.

² See 16 V.S.A. § 256(a)(2).

abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.^[3]

[OPTIONAL] The _____ School District will ensure that employees receive training in non-discrimination, bias, and anti-racism.

Definitions

1. The term “***criminal record***” as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).^[4]
2. The term “***unsupervised***” as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).^[5]
3. The term “***abuse registry***” as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
4. The terms “***employ***” or “***employment***” as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers and those contractors and employees of contractors who may have unsupervised contact with students.

Recruitment

1. The board seeks to strengthen recruitment of educators within historically excluded groups.
2. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
3. Written or electronic applications will be required of candidates for employment. The application will include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired. The district will make reasonable efforts to give equitable access to the application process.
4. After the initial written or electronic application process is complete, applicants selected for an interview will be required to provide a statement identifying any criminal charges brought against the applicant, including the date of each charge, the court where the charge was filed and the disposition of the charge. The statement shall also include a warning to the applicant in bold print that falsification of information or the omission of information on the statement may constitute grounds for dismissal if the applicant is hired. In reviewing a criminal background check, the district will consider issues of historical inequity. Any job offer shall be made contingent on the candidate successfully completing the school district's background check process.

Selection

1. It is the policy of the board to select employees solely on the basis of character, professional qualifications, and critical job requirements. The District shall not consider protected characteristics, like race, religion, national origin, gender, gender identity or sexual orientation, in connection with hiring decisions. Employees will be selected in a

³ See 16 V.S.A. § 563a.

⁴ “Criminal record” means the record of: (A) convictions in Vermont, including whether any of the convictions listed in 13 V.S.A. § 5401(10) (sex offender definition for registration purposes); and (B) convictions in other jurisdictions recorded in other state repositories or by the Federal Bureau of Investigation (FBI). 16 V.S.A. § 252(1).

⁵ “Unsupervised” means not in the presence of a responsible adult in the employ of or under the direction of the independent school or school district. 16 V.S.A. § 252(2).

manner that does not unlawfully discriminate.^[6] The superintendent shall require that all applicants, as a condition of employment consideration, cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. Applicants the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases, and other information necessary to conduct background investigations. The costs of such checks will be borne by the **[CHOOSE: prospective employee OR the school district]**. All offers of employment shall be contingent on the candidate's successful completion of the background investigation process and a finding that the information provided by the applicant during the pre-employment process was accurate, complete, and truthful.

2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate the superintendent intends to appoint or is prepared to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided, or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges and sex offense against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.^[7]
4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the Superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§ 255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district or supervisory union.^[8]

Appointment

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.^[9]
2. Subject to any pre-employment screening processes approved by the board,^[10] the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.^[11]
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:

⁶ See, e.g. 21 V.S.A. § 495, et seq. (Fair Employment Practices) and 9 V.S.A. § 4500, et seq. (Public Accommodations Act).

⁷ 16 V.S.A. § 255

⁸ 16 V.S.A. § 255

⁹ 16 V.S.A. § 242(3)(A)

¹⁰ The term "Pre-employment screening processes" as used in this model policy is intended to refer to background checks other than required criminal record and abuse registry checks, interviewing processes or other methods of assessing a candidate's qualifications prior to appointment by the Superintendent. Pre-employment screening processes involving participation by employee groups, board members or other interest groups are not required, but are frequently used.

¹¹ 16 V.S.A. § 242(3)(B)

1. notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
2. ask the person subject to the check to indicate if the record should be maintained or destroyed after the retention period specified in the District's user agreement with VCIC.
5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

<i>VSBA Version:</i>	<i>August 24, 2023</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §§251 et seq. (Criminal record checks)</i>
	<i>16 V.S.A. §255 (Public and independent school employees; contractors)</i>
	<i>16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)</i>
	<i>Act 1 of 2009 (Adjourned Sess.)</i>
	<i>Act 108 of 2010</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i>
	<i>District Equity Policy</i>
	<i>Substitute Teachers</i>

DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** C6**WARNED:** 5.15.20**ADOPTED:** 6.3.20**EFFECTIVE:** 6.13.2020**HOME STUDY STUDENTS**

Policy

It is the policy of the Washington Central Unified Union School District to comply with the requirements of Act 119 of 1998 by allowing home study students to participate in courses, programs, activities, and services and use school educational materials and equipment.

The superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.

*Legal Reference(s): 16 V.S.A. 563 (24) (Powers of school boards)
Vermont State Board of Education Manual of Rules & Practices §§4400, 9200.3.1, 2367
20 U.S.C. §§1400 et seq. (IDEA)
34 C.F.R. §§ 300.450-2, 76.650-662
16 V.S.A. 563(24). School boards are required to "... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co-curricular and extra-curricular activities and use of facilities." See also SBE Rules 4400-4405.*

PARTICIPATION OF HOME STUDY STUDENTS

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

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(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

It is the policy of the _____ Supervisory Union/Supervisory District to integrate home study students into its schools through enrollment in courses, participation in co-curricular and extracurricular activities, and use of school facilities.

Definitions

1. **Home study student** means a student enrolled in a registered home study program pursuant to **16 V.S.A. §166b**.
2. **School facilities** means the portions of a school building and grounds used by students for classes, study and co-curricular or extracurricular activities.

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure compliance with 16 V.S.A. §563(24) and the Vermont State Board of Education Rule Series 4400.

¹ Under 16 V.S.A. §563(24), school boards are required to “... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co curricular and extracurricular activities and use of facilities.” See also SBE Rules 4400-4405.

<i>VSBA Version:</i>	<i>August 22, 2023</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §166b</i>
	<i>16 V.S.A. § 563(24) (Powers of school boards)</i>
	<i>Vermont State Board of Education Manual of Rule Series §§ 4400 et seq.</i>
<i>Cross Reference:</i>	

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** C3**WARNED:** 5.15.20**ADOPTED:** 6.3.20**EFFECTIVE:** 6.13.2020**TRANSPORTATION**

Policy

Where it is reasonable and necessary to enable a student entitled or required to attend an elementary or a secondary school within the Washington Central Unified Union School District, the district may furnish transportation on public roads to students who reside within the district. The district may also provide transportation to non-resident students as authorized by the board. Accordingly, the Washington Central Unified Union School District has decided to furnish transportation under this policy.

The superintendent will establish routes and designate stops after considering both the safety of children and efficiency of operation. The superintendent will consider the following factors when determining routes and stops.

1. The age and health of pupils,
2. Distance to be traveled,
3. Condition of the road, and
4. Type of highway.

The superintendent may consider any other factors they deem appropriate when establishing routes and designated stops.

The superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in their annual report to the board information as to all pupils transported by the school district and the expense thereof.

Legal Reference(s): 16 V.S.A. §§1221, 1222, 1224 (Student transportation)
16 V.S.A. §1551 (Technical center transport)

REQUIRED¹**TRANSPORTATION**

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(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

It is the policy of the _____ Supervisory Union/Supervisory District not to furnish transportation to school.

OR (OPTION: Delete the other policy statement once your board decides whether/not to furnish transportation)

It is the policy of the _____ Supervisory Union/Supervisory District to furnish each legal pupil (*OPTION: specify resident only or including non-resident students*) who is entitled or required to attend an elementary school or a secondary school with total or partial transportation on public roads to school.

Definitions

1. **Legal pupil** has the same meaning as set forth in 16 V.S.A. § 1073, as amended from time to time.

Administrative Responsibilities

The superintendent or designee shall:

¹ 16 V.S.A. §1222 requires each school board to adopt a transportation policy for students required to attend school.

1. File the policy in the principal's office in each school in the district²

(For districts furnishing transportation ONLY:)

2. Establish bus routes and designate bus stops, taking into consideration both the safety of children and efficiency of operation, and the following factors:³
 - 1) The age and health of pupils;
 - 2) Distance to be traveled;
 - 3) Condition of the road; and
 - 4) Type of highway.
3. The superintendent may consider any other factors deemed appropriate when establishing routes and designated stops.
4. Submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and will also include the total number of pupils transported by the school district and the expense thereof in the annual report to the school board.

<i>VSBA Review Date</i>	August 15, 2023
<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	16 V.S.A. §§ 1222, 1224 (Student transportation)
	16 V.S.A. § 1551 (Technical center transport)
<i>Cross References</i>	

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² Required by 16 V.S.A. §1222

³ 16 V.S.A. §1222 states that the policy "shall consider the transportation needs of students, including such factors as the age and health of a student, distance to be traveled, and condition and type of highway."

districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

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Instructional & Library Materials Policy Exemplar



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(https://www.greatschoolspartnership.org/wp-content/uploads/2022/12/GSP_Policy_Instructional-and-Library-Materials-Selection_Dec_2022.pdf)

Policy: IJJ

Central School District Instructional and Library Materials Selection

OVERVIEW OF SELECTION

The Board recognizes that it is the primary objective of the instructional program and the library media centers to implement, enrich, and support teaching and learning, and the education programs in our schools. By accessing a wide range of materials at all levels of difficulty which offer a diversity of appeal and presentation of different points of view, our students will expand their knowledge and hone their skills.

The Central School District supports the free exchange of ideas as a vital element of our democracy and in our public schools. Access to instructional and library media materials that foster critical thinking and respectful civil discourse are important to our students as they prepare to be responsible and involved citizens in our democracy.

To assist with the selection of materials, the Board endorses the Library Bill of Rights, as adopted by the American Library Association. The Library Bill of Rights asserts that the responsibility of the school library is to:

- ➊ Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- ➋ Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- ➌ Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- ➍ Provide materials on opposing sides of controversial issues so that young citizens may develop with guidance the practice of critical reading and thinking.
- ➎ Provide materials which are representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- ➏ Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the District, subject to the criteria and procedures for selection and the Board policy on challenged materials. Further, The Board recognizes the authority of the State of _____ to establish guidelines for the district curriculum and standards. The Central School District commits to following all applicable state laws and rules.

In addition, the Board recognizes that the final authority as to what materials an individual student will be exposed to rests with the student's parents/guardians. However, at no time will the wishes of one child's parents/guardians to restrict his/her reading or viewing of a particular item infringe on another parent's rights to permit their child to read or view the same material.

The Central School District supports the free exchange of ideas as a vital element of our democracy and in our public schools. Access to instructional and library media materials that foster critical thinking and respectful civil discourse are important to our students as they prepare to be responsible and involved citizens in our democracy.

To assist with the selection of materials, the Board endorses the Library Bill of Rights, as adopted by the American Library Association. The Library Bill of Rights asserts that the responsibility of the school library is to:

DEFINITIONS

"Instructional materials" include textbooks and other print materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction. "Library-media resources" include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library media program, support the District's curriculum.

CRITERIA FOR SELECTION

Selection of materials by library media personnel and teachers is based upon their knowledge of the curriculum and the existing collection. The primary goal is the support of the educational program. A secondary goal is the provision of materials for personal interests of students. Library media personnel work toward providing a collection which is balanced in all areas.

The needs of the individual school, based on staff knowledge of the curriculum and of the existing collection, are given first consideration. Materials selected should:

- Present balanced, fact-based views of international, national, and local issues and problems of the past, present, and future.
- Provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Help students develop abilities in critical reading and thinking.

- Help develop and foster an appreciation of cultural diversity in the United States and throughout the world.
- Provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, physical disabilities, gender identity or sexual preference.
- Support achievement of the state content standards.
- Support the goals and objectives of the District's educational programs and enrich and support the curriculum.
- Take into consideration the varied interests, abilities, and maturity levels of the students served.
- Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis.
- Foster respect and appreciation for diversity and varied opinions.
- Give comprehensive, accurate, and balanced representation to people of color and women in history, science, leadership, and the arts, and acknowledge the contributions of ethnic, religious, and cultural groups.
- Provide a background of information that will enable students to make informed decisions in their daily lives.
- Respect the constraints of the school's budget.

PROCEDURES FOR SELECTION

In selecting the materials for acquisition, the professional personnel evaluate the existing collection, consulting reputable, unbiased, and professionally prepared selection aids and specialists from all departments and/or all grade levels. Whenever possible, purchase of non-print materials shall be done only after personal evaluation by the librarian/media specialist and/or other appropriate staff. Reviewing aids may be used in lieu of personal evaluation. The Superintendent shall recommend textbooks, supplies, and other instructional aids with the approval of the Board and shall make all these purchases under rules adopted by the Board.

CHALLENGED MATERIALS

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the District recognizes that occasional objections may be raised by students, parents/guardians, employees, or residents of the District. Challenges from individuals not in one of those identified groups will not be considered. In the event a complaint is made, the following procedures will apply:

- The complainant shall fill out the "Citizen's Challenge to Educational Media" form (Challenge Form) and address their concerns to the person providing the materials in question.
- If the complaint is not resolved, the staff member shall transfer the Challenge to the Principal and refer the complainant to them. The Principal will review policy IJJ and the Challenge with the complainant. A copy of the complaint will be forwarded to the Superintendent.
- If the complaint is still not resolved, the Superintendent shall appoint an Education Review Committee composed of the following persons to review the complaint: one building administrator; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; and one community member. The members of the review committee will be

anonymous to protect the objectivity of the deliberation. The review committee meeting will be closed to the public, and the committee's discussions will be confidential. Comments from residents of the District related to the complaint should be directed to the Superintendent and will be relayed to the members of the committee.

- The review committee shall: read and examine the materials referred to them, including the completed complaint; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it. The report will present both majority and minority (if present) opinions and will make a recommendation to either retain the material in its original location, to relocate the material, or to remove the material. The review committee's recommendation is intended to be an objective evaluation of the material within the scope of the District's relevant selection and adoption policies.
- The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results. No materials shall be removed from use until the review committee has made a final decision.
- The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The issue will be decided by the full Board and not a sub-committee. The material in question shall be:
 - Reviewed objectively and in its full content;
 - Evaluated in terms of the needs and interests of students, the school, the curriculum and the community;
 - Considered in the light of differing opinions; and
 - Reviewed in light of the criteria for initial selection and purpose as provided herein. The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board following its receipt of said testimony.

Legal References

See state specific statutory language.

Cross References

AD, Educational Philosophy

IJJ-E, Citizen's Challenge of Educational Media Form

IMB, Learning and Teaching About Controversial Issues

Approved: 00/00/0000



USE & ADAPTATION

The Great Schools Partnership encourages state agencies, nonprofit organizations, districts, and schools to use or adapt our policies for noncommercial purposes in the public interest. Our policy exemplars are the products of examining, excerpting, and rewriting local district policies from public school districts nationwide and are presented here as a starting point for consideration, review, editing, and adoption.



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SELECTION OF LIBRARY MATERIALS

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Policy

The freedom to read is essential to our democracy. The school library plays an important role in helping students to inquire, to study and evaluate information, and to gain new understandings and knowledge. Therefore, library materials provided by the _____ School District (District), regardless of technology, format, or methods of delivery, should be readily, equally, and equitably accessible to all students.

This policy exists to ensure that the District provides access to a diverse library collection, that supports students in the curriculum, their personal research, and recreational reading, and that sustains students' First Amendment Rights to access information and to read freely.

Definitions

For the purpose of this policy:

1. **Library Materials** include all materials considered part of the library collection, including but not limited to print, digital, and media production resources. Library materials may be found in both physical and virtual library spaces.
2. **Educational Technology** means instruction and/or preparation in the appropriate use of current technology to provide students with the knowledge and skills needed to communicate, solve problems, and to access, manage, integrate, evaluate and create information.^[1]
3. **Diverse library collection** means that the library collection intentionally contains content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences, including those from traditionally marginalized and underrepresented communities.

[1] SBE Rule 2114 (Definition of Educational Technology)

Access to Instructional Materials ^[2]

Each school shall:

- a. provide a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develop, maintain, and expand as needed a library collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensure that the curriculum is supported by necessary digital and print resources;
- d. ensure that students, educators, administrators, and staff have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provide students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provide access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provide broadband internet service for students and educators to access educational resources;
- h. adopt and implement written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. support a schedule that provides opportunities for a library media specialist to collaborate with educators as they integrate information research skills into their curriculum; and
- j. ensure that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

Administrative Responsibilities

The superintendent or designee will develop and implement procedures that address the selection of library materials and the provision of access to those materials. The superintendent or designee will develop procedures to address:

- a. selection of materials;
- b. deselection of materials;
- c. donations of materials; and
- d. reconsideration of materials.

The superintendent or designee will ensure that the District provides services of a certified library media specialist to students and staff. Schools with over 300 students shall have at least one full-time library media specialist and sufficient staff to implement a program that supports literacy, information and technology standards. Schools with fewer than 300 students shall employ a library media specialist on a pro-rata basis.^[3]

[2] SBE Rule 2122.2 (Access to Instructional Materials)

[3] SBE Rule 2121.2 (Staff)

Use of School Library Materials and Resources

The library media specialist may consult with faculty, the student body, community members and organizations to develop library collections that are diverse, inclusive, and representative of the history, contributions, and perspectives of ethnic groups and social groups.

At the discretion of the building principal, students, staff, and family members of the District may be allowed use of library materials and resources. However, such access shall not interfere with regular school use of those materials and resources.

<i>VSBA Version:</i>	<i>May 11, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563(14) (Powers of school boards) State Board of Education Rules 2121.2 (Staff) State Board of Education Rules 2114 (Definition of Technology Integration) State Board of Education Rules 2122.2 (Access to Instructional Materials)</i>
<i>Cross Reference:</i>	<i>District Equity Policy (C29) Selection of Instructional Materials (D32)</i>

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SELECTION OF INSTRUCTIONAL MATERIALS

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Policy

It is the policy of the _____ School District (District) to provide students with a broad variety of instructional materials to support individual student learning. As such, instructional practices will include a range of evidenced-based instructional practices that most effectively improve student learning, as required by national and Vermont guidance and locally collected and analyzed student data. Instructional practices will promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements that are aligned with mandated Vermont Standards.^[1]

Implementation

The District shall use the standards issued by the State Board of Education as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the content and skills taught and learned in school.^[2]

The board will ensure the written and delivered curriculum that each school implements the SU/SD's written and delivered curriculum, which will be:^[3]

- a. aligned with the standards approved by the State Board of Education;
- b. coordinated across all grades to prepare students for graduation;
- c. coordinated across the SU/SD, including sending high schools and technical centers;
- d. informed by ongoing review of new research and evidence, changing learning opportunities, and updates to the standards approved by the State Board of Education;
- e. designed to enable all students to achieve the graduation requirements; and
- f. integrated with technology across all disciplines.

¹ See State Board of Education Rule 2120.1

² See State Board of Education Rule 2111

³ See State Board of Education Rule 2120.6 and 16 V.S.A. § 261a(a)(1)

Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in: ^[4]

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).

Further, each school with a pre-kindergarten early education program shall offer high-quality programs as outlined in State Board Rule 2600.

Administrative Responsibilities

The superintendent or designee will develop procedures addressing access to instructional materials to ensure that each school:^[5]

- a. provides a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develops, maintains, and expands as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensures that the curriculum is supported by necessary digital and print resources;
- d. ensures that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provides students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provides access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provides broadband Internet service for students and educators to access educational resources;
- h. adopts and implements written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. supports a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and

⁴ See State Board of Education Rule 2120.5

⁵ See State Board of Education Rule 2122.2

j. ensures that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

The superintendent or designee shall ensure the implementation of developmentally appropriate curriculum which is aligned with Vermont's Early Learning Standards in any prequalified public prekindergarten program.^[6]

The superintendent or designee will develop procedures to 1) address the selection of instructional materials within the context of the alignment with mandated state standards and 2) respond to requests for reconsideration of instructional materials. All concerns regarding the selection of instructional materials shall be directed to the superintendent for handling consistent with those procedures.

⁶ See State Board of Education Rule 2606

<i>VSBA Version:</i>	<i>November 1, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563 (14) (Powers of school boards)</i>
	<i>State Board of Education Rule Series 2000 (Education Quality Standards)</i>
	<i>State Board of Education Rule Series 2600 (Prekindergarten Education)</i>
<i>Cross Reference:</i>	<i>Selection of Library Materials</i>
	<i>Curriculum Development and Coordination (SU)</i>
	<i>Responsible Computer Internet & Network Use</i>

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