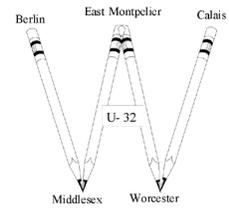


Washington Central Unified Union School District

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
3.20.24
4:45-6:45 PM
Central Office, 1130 Gallison Hill Rd. Montpelier
Via Video Conference**

Virtual Meeting Information

<http://tinyurl.com/3ubtcju4>

Meeting ID: 896 7316 6140

Password: 729154

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

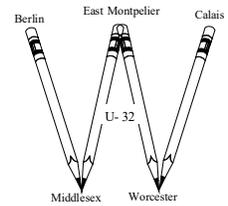
1. Call to Order
2. Approve Minutes of 2.22.24 – pg. 2
3. Policy for Discussion
 - 3.1. School Choice – pg. 8
 - 3.2. Education Philosophy – pg. 12
 - 3.3. Teaching and Learning About Controversial Issues -pg. 14
4. Policies for Review
 - 4.1. [F45](#): Fundraising – pg. 16
 - 4.2. [C20](#): Student Conduct and Discipline (discussed in 22-23 & committee request admin feedback; VSBA updated in 2022 to [C15](#)) – pg. 19
 - 4.3. [C34](#): Use of Restraint & Seclusion (VSBA updated model policy to [C70](#) in 2022) -pg. 24
 - 4.4. [C45](#): Bus discipline – pg. 31
5. Future Agenda Items
 - 5.1. Next Meeting: May 8, 2024
6. Adjourn

Washington Central Unified Union School District

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Phone (802) 229-0553
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Meagan Roy, Ed.D.
Superintendent



WCUUSD Policy Committee Minutes

2.22.24

4:45-6:45 PM

Via Video Conference

Present: Chris McVeigh, Amelia Contrada, Amy Molina, Natasha Eckart, Superintendent Roy, Gillian Fuqua, Jen Miller-Arsenault

1. **Call to Order:** Chris McVeigh called the meeting to order at 4:50 p.m.
2. **Approve Minutes of 1.10.24:** Amelia Contrada moved to approve the minutes of January 10, 2024. This motion carried unanimously.
3. **Policy for Discussion**
 - 3.1. **School Choice:** Superintendent Roy had included in the packet a merged policy based on discussions in the past meetings, leaning on model policies from districts that are more similar to ours. The other version of the policy (Chris McVeigh had drafted) indicates that we do not do school choice but there is a mechanism for the school board to consider exceptions, based on guidance within the policy. Chris McVeigh stated that he does not think a school choice option could be offered equitably if transportation were required; we would be “overpromising.” Chris McVeigh stated that without transportation, some families would be able to take advantage; others would not. Natasha Eckart reiterated her opinion that offering school choice would not be equitable; she noted that an email the board received today cemented that belief for her. She stated that there is a great deal of information out there, about why school choice is not what is best for students. Superintendent Roy stated that we want to send the message that every single school in our district is great. With school choice, we are almost sending a message that some schools are better/ more desirable than others. Gillian Fuqua wondered if there could be a mechanism, e.g., to accommodate for geographic location. Could we provide some clarity within the policy around these types of exceptions? Could we incorporate language in the policy so that the family does not have to re-apply every year, barring any changes? Write a letter to the school board and they decide on a case-by-case basis. Superintendent Roy stated that over the past couple years we have made the procedures more specific (e.g. created a form); the mechanism could still be the same - you make a request to the board - but the board has more

specific procedures. She stated that she feels requiring families to make the request every year is safer. Chris McVeigh asked whether we should consider specifics around geographic considerations. Superintendent Roy suggested that the board would want to give itself flexibility. Gillian Fuqua stated that Doty School is in some cases closer than the nearest Calais bus stops. She does not think it is necessary to name specifics because the circumstances are unique. Natasha Eckart spoke about the possibility that families move to one town intending to send their children to a neighboring town school. Chris McVeigh stated that we need some guidelines in place so that it is a fair system. Superintendent Roy suggested that an updated procedure could help; this is public information but it is not displayed as prominently as a policy would be. Chris McVeigh asked whether the bullets that we have created could be manipulated. Some discussion around “extenuating circumstances” being gray as opposed to black and white. Amelia Contrada would like information about cost implications. Superintendent Roy spoke about ADM, Ed funding, and costs. She spoke about special education costs; we are never allowed to make decisions related to school choice in this context, based on special education status. Vermont law does not allow Special Ed funding to follow the student. Superintendent Roy explained that we have a voluntary 1:1 exchange agreement with Montpelier (this is an MOU that we work out every year.) Amelia Contrada wondered if it would be possible to consider a 1:1 exchange between the schools and think creatively about addressing the equity barrier (e.g. carpooling etc). Superintendent Roy stated that the board has a mechanism now to consider expectations without a policy in place. In addition, we could consider tightening the procedure for more clarity. Chris McVeigh asked whether there has been consistency or inconsistency. Superintendent Roy stated that she sees consistent generosity - there is an ethos that “if someone wants it, we generally say “yes.” Chris McVeigh wondered if we have more clear guideposts, would we have more consistent responses to requests? Amelia Contrada suggested that she likes the idea of having more specific procedures, and she suggested that, for example, if a student has a mental health counselor, then they could provide input and affect the decision of the board. Superintendent Roy stated that she does not think “risk of transition” should be a factor as a whole - for example, she spoke about neurodiversity in students and the work that schools do to meet and collaborate around transition planning to set students up for success. Amelia Contrada spoke about instances of development, trauma, peer issues, etc. as considerations. Natasha Eckart reiterated that she does not feel that we should have a school choice policy. Chris McVeigh suggested that we bring this information and discussion bullet points to the WCUUSD board and get the sense of the board. Superintendent Roy stated that we could put this on the agenda as a discussion item but not provide a draft policy yet. She will include the current procedures in a memo to the board to facilitate the discussion. Natasha Eckart stated that we have been existing without a policy, we have a procedure, we have discussed how to tighten the procedure; she does not think that we should bring this to the board as a whole. Chris McVeigh stated that he believes we should bring this to the board as per our charge; explain what the recommendation is from the committee. Superintendent Roy stated that the following two policies (Education Philosophy Teaching and Learning about Controversial Issues) were recommended by the Great Schools

Partnership. The VSBA does not have a model policy for these; the first draft policies that are provided are models from the Great Schools Partnership. Chris McVeigh asked whether any things in these policies would affect the way we currently do business. Superintendent Roy stated that from a birds eye view, the Education Philosophy model policy is consistent with how we do business. She suggested that some of the specific language in the policy might be edited to align with the language that we currently have in our mission statement, core values, equity statement, humanity and justice, etc. Jen Miller-Arsenault noted some worry about specific citations within the Teaching and Learning About Controversial Issues. Chris McVeigh agreed that we do not need that specific language within the policy. Natasha Eckart stated that within the Education Philosophy, there are many details around academics but not as much about the other two pillars. She stated that as many/ the more times that we can put language regarding equity, humanity, and justice into our documents, the better. She would like to see some language in the policy around what teachers are permitted to do, in addition to the language regarding what students are permitted to do. She suggested adding some EQS language to the policy. She wondered whether we want to use the term "controversial" in the policy or some other term that is not "activating." Amy Molina suggested that department heads and teacher leaders at U-32 look at the "Controversial Issues" policy. She asked about the "Educational Philosophy" policy - where are we in the development of our vision and mission statement/ strategic planning? Should we hold off on this policy until this work? Suggestion for HJC to look at it. Amelia wondered about adding quantifiable language related to EQS that references empirical data and science so that when there is controversy, we have it built into the policy. Gillian Fuqua suggested that Superintendent Roy's idea of combining the two policies makes sense. She wondered about the verbiage "controversial," "difficult," etc. - she stated that this reflects that we have to change the way we change history so that it aligns with current understanding. Informed understanding of the reality of current events. Chris McVeigh stated the difficulty with current understanding versus what has been stated/ believed. This is where the debate will come in. Amelia suggested the word that comes to mind re: "controversial" is "progressive." Terms that are more euphemistic and name it in a more positive light. Some committee members expressed that it makes sense to combine the two policies together. Natasha Eckart stated that she would prefer to keep the policies separate. She likes the idea of having a stand-alone Education Philosophy policy that is more of an umbrella to others, not combined with the "Controversial Issues" policy. Jen Miller-Arsenault suggested terms: "multi-faceted," "complex." Student curriculum group and Families of Color Affinity Group - both of these groups might be able to provide some input into policy language. Chris McVeigh suggested creating a version of the policy combined, and two separate policies, for consideration. Superintendent Roy stated that most of our policies start with a purpose statement: "this we believe" and "here is the mechanics" - she stated that many of the things in the "Controversial Issues" policy are belief statements. She stated that the most important thing is that the content is in the policy (or two separate policies.) Chris McVeigh suggested that the

committee could consider the edited formats at the next meeting; he suggested we need another round of consideration before taking it to other stakeholders. Jen Miller-Arsenault suggested that as an administrator, she would want to be cross-checking the Equity Policy regularly, as they work hand-in-hand. Superintendent Roy stated that clarity and ease of use are important in a policy. Amelia Contrada wondered about the term “multi-faceted” and the language in the policy around that - she appreciates that language. She wondered about speaking directly about the idea of dialectics - having multiple views, having a dialogue with the intention of finding a middle ground. Dialectical thinking - the ability to view issues from multiple perspectives and to arrive at a reasonable middle ground. Dichotomy - “either/ or” versus considering the complexity/ nuances. Chris McVeigh asked whether Amelia Contrada would propose some language for the policy around these ideas. She suggested it as an “add-in” to the section around critical thinking. Gillian Fuqua stated that she agrees that we do not need the information about teaching - that is good practice, and it is more of a supervision/ evaluation issue and something that we would want to see with any content. She suggested that we want to teach students how to hold opposing views and discuss them respectfully whether it is a discussion about math strategies or whether it is a more multi-faceted/ complex conversation. Natasha Eckart asked, do we necessarily have to put into words that there should be some middle ground? There might never be a middle ground. People should be able to look at things from different perspectives but they might not arrive at a middle ground. Superintendent Roy will attempt two versions: one that combines the two and one that keeps them separate and reflects the discussion from tonight. Natasha Eckart asked do we want to wait until after the next Policy Meeting to bring in other stakeholders, or do we want to invite them to the next Policy Meeting. Natasha and Jen will talk about it when creating the agenda for the next HJC meeting (which is March 12). Chris McVeigh stated that it is helpful to get input as early in the policy as possible. Superintendent Roy will work on drafts for the HJC meeting on March 12, for them to consider before the Policy Committee meets on March 20.

4. Education Philosophy

5. Teaching and Learning About Controversial Issues

6. Policies for Review

6.1. **D4 Title I Comparability:** Jen Miller-Arsenault stated that we comply with the policy; we have procedures that have been reviewed as recent as November 2023. We are required annually to submit our Comparability report, and we do; this has been completed this year by November 15, 2023. Chris McVeigh suggested some edits to the policy, changing language related to schools and districts, as we have changed our verbiage after Act 46 consolidation. Jen Miller-Arsenault stated that there would be no change operationally if the language were to change. The committee agreed to leave the language as is and bring it to the next board meeting for adoption.

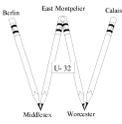
7. Future Agenda Items

7.1. Next Meeting: March 20, 2024 (the board will have reorganized at that time!)

8. Adjourn: Natasha Eckart moved to adjourn at 6:27 p.m. Seconded by Amelia Contrada, this motion carried unanimously.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary



To: WCUUSD Policy Committee
From: Megan Roy
Re: Information for March 20 Policy Discussions

3.1 School Choice

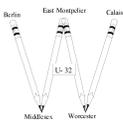
At the last Policy Committee meeting, school choice was discussed at length. The committee reviewed some existing policies in other districts and also discussed the broader question of whether the District should entertain a school choice policy at all. The alternative would be to rely on the existing practice, wherein those requesting a residency exception would petition the school board, and utilize procedures to bring consistency to the decision making of the Board. The committee discussed having the full Board discuss this broader question (Should WCUUSD have an intra-school choice policy?) rather than review a draft. In preparation for this discussion, the packet includes the current version of WCUUSD's administrative procedures related to residency exception requests.

3.2 & 3.3 Education Philosophy and Teaching & Learning About Controversial Issues

In the packet are two different versions of the drafts from the February discussion. The first version is a merged policy that Chris drafted that includes both the Education Philosophy of the District and how to address Teaching & Learning about Controversial Issues. The second version is to keep them as separate policies. Both are included in the packet to facilitate the discussion.

4.0 Regular Policy Review

These policies are part of our regular review cycle. Administration has not had an opportunity to review them for suggestions and/or cross reference them with any VSBA changes.



Residency Scenarios

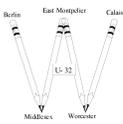
Intra-District Requests - Students who have at least one parent or legal guardian living in one of the district towns (Berlin, Calais, East Montpelier, Middlesex or Worcester) are requesting to enroll in another district town in which they do not reside. The decision factors for intra-school requests are:

- Is there room in the grade of the school they are requesting? Does it tip the receiving school out of our class size or education quality ratios?
- Does it leave behind a vacancy in the resident school that puts them under our class size ratios or education quality ratios?
- Is there a specific and specialized program available at the resident school that does not exist in the requested school?
- Is this related to any student wellbeing issue (e.g., bullying/harassment/Title IX)?

Choice Districts - U-32: Students who live in a town that doesn't have a high school may have school choice available to them. The sending town pays tuition to WCUUSD for them to attend U-32. Most of these towns require that parents/guardians and the town clerk fill out a tuition voucher so that the town knows ahead of time who they will be billed for in October and January. Currently we serve students from these towns: Orange, Washington, Corinth, Topsham, Wolcott, Chelsea, Rochester, Tunbridge.

U-32 Public School Choice Lottery - High school students may apply to come to U-32 through the statewide Lottery Program. Students fill out an application in February for the following school year. Lottery coordinators draw names in March and students are notified by April 1st if they have won a lottery spot. Upon winning a lottery spot, the student is allowed to stay at U-32 until they graduate, move out of Vermont or are expelled. When students are eligible for special education services and attending U-32 as a school choice student, the LEA authority continues to rest with their school of residency, and that sending school will be involved with IEP decision making.

U-32 Exchange - Students who live in the towns of Montpelier (7 - 12), Marshfield, Plainfield (7-12) or Barre (high school only) can participate in an exchange program with U-32. Exchanges are based on the Memoranda of Understanding between districts and are subject to change. Parents/guardians contact the principals of both schools (their district and U-32) to ask to be placed on an exchange wait list for the following school year. Students who are currently attending U-32 via exchange are placed at the top of the list. New requests are placed on the waitlist based on the date of their request. Exchanges are only guaranteed for one year. Exchange contracts are signed by the student, parent and U-32 Director of Student Services. Students should expect to stay at the exchange school for the entire school year. Exchanges are year to year and families will need to submit their request annually. When students are eligible for special education services and attending U-32 under the exchange, the LEA authority continues to rest with their school of residency, and that sending school will be involved with IEP decision making.



Tuition - Parents/guardians may petition the Superintendent to attend a WCUUSD school and pay tuition if they don't live in the district. The Superintendent can approve such requests based on the enrollment capacity of the requested school. The tuition rate for the school year 2023-24 is \$21,413 for U-32 and \$22,808 for elementary schools. Parents and school administrators sign a tuition contract stating the payment parameters.

Students who move during the school year¹

Elementary In-District Moves - Elementary students who move out of their town and into another WCUUSD town during the school year may petition the Board requesting that their student stays at the original elementary school. Approvals are for the duration of a school year and parents/guardians must make the request each year. If approved, transportation must be provided by the parent/guardian.

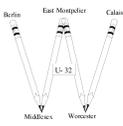
Elementary Out of District Move - Students who move out of the WCUUSD district during the school year are not entitled to remain in the WCUUSD per VT law; however, WCUUSD believes it is essential to foster smooth transitions for impacted students. It is our typical practice for students to be allowed to continue at the elementary school until an agreed-upon natural transition (school break, end of semester, etc). At the end of the semester, the student should be registered at the school in their new district. Semester one or year end grades will be forwarded to the new school once records requests are received. Families requesting that their child remain in WCUUSD schools longer than this transition period would need to request this of the Board.

U-32 District moves - Similarly, students who move out of the WCUUSD or their school choice district during the school year are not entitled to remain; however, they will typically be allowed to continue at U-32 until the end of the semester, unless they move at the beginning of the school year. At the end of semester one or two, the student should be registered at the school in their new district so they can start the new semester at a good transition point. Semester one or year end grades will be forwarded to the new school once U-32 receives a records request.

Seniors - Parents/guardians of seniors who move out of the U-32 district or their school choice district during their senior year and want to graduate from U-32 may write to the U-32 principal to request an exemption to the residency rules. If the principal recommends approving the request, it would be forwarded to the WCUUSD Board for final approval. If the request is then approved by the Board, the senior will be allowed to stay at U-32. Transportation must be provided by the parents/guardians.

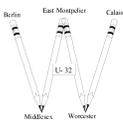
Homeless Students - Students who are experiencing homelessness are protected under the McKinney-Vento Act, a Federal law that supports school stability. Once the homeless liaison

¹ A student's IEP/504 team can work with a receiving school to develop an alternate transition plan. Extended enrollment would be done by MOU and would be approved by the Special Services Director



Washington Central Unified Union School District
Internal Procedures for Enrollment Exception Requests

determines that the student is considered homeless under the McKinney-Vento Act they are entitled to remain in the WCUUSD school for the entire time they are homeless. Students will also receive transportation and other supports as defined in McKinney Vento. If the student achieves permanent housing during the school year, the student is entitled to remain in the WCUUSD school until the end of the school year, after which the student will enroll in the district of residence. Homeless eligibility status is confirmed each year by the WCUUSD homeless liaison for the new school year.



Petition to WCUUSD Board for Residency Exemption

U-32 Student – this form is to be used if a U-32 student’s parent/guardian is moving out of the U-32 district or out of their school choice district and the student wants to stay at U-32.

Elementary Student – this form is to be used if an elementary student’s parent/guardian is residing in one WCUUSD town and requesting enrollment at another WCUUSD town school or for families seeking a temporary or long-term residency exception to remain in a WCUUSD school though residing outside of the district.

*****If exemption is granted, transportation is the responsibility of the parent/guardian*****

Date: _____

Student Name: _____

Student Date of Birth: _____

Student Grade: _____

Student Current School: _____

Student Current Physical Address: _____

Date of Move: _____

New Physical Address: _____

Why are you requesting an exemption?

Parent/Guardian Signature: _____ **Date:** _____

Board Approved/Denied _____ **Date:** _____

Superintendent Signature: _____

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: _____
WARNED: _____
ADOPTED: _____
EFFECTIVE: _____

EDUCATIONAL PHILOSOPHY

The Mission of the **Washington Central Unified Union School District** is to educate, prepare, and inspire every student to develop the skills, knowledge, and attitudes to successfully pursue their aspirations and achieve their full potential as life-long learners, thinkers, and contributors toward an equitable global society.

The **Core Values Guiding Principles** of Washington Central Unified Union School District stand as the guiding principles and cornerstones for our curriculum, instruction, and all that we believe to be the essence of a quality education. They represent how we want to live within our school communities, the priorities of teaching and learning—the knowledge, skills, and habits of our graduates—and are an expression of what is deep and enduring in our schools.

To those ends, we believe in the following **Core Values Guiding Principles**:

- Inspire a life-long love of learning in our students;
- Create a respectful environment where everyone feels known, safe, and valued;
- Pursue high expectations and standards for all students, providing supports and necessary interventions for success;
- Educate the whole child by striving for educational excellence and equity in academic, artistic, physical, interpersonal, and vocational pursuits;
- Champion innovation and creativity in teaching and learning, maximizing opportunities for students to be prepared for success in their chosen pathway;
- Foster critical thinking, creativity, and collaborative problem solving in our students and staff; Continuously assess and improve our teaching and learning.
- Embrace the free exchange of ideas as a vital element in the development of curriculum and in classroom teaching, ensuring that critical thinking and respectful civil discourse has an important place in the learning experience of our students;
- Recognize the uniqueness and dignity of individuals of differing races, religions, classes, ethnicities, sexual orientations, gender identity, learning styles and abilities; Build upon the strengths of our diverse community.
- Foster an environment in which all students and adults take responsibility for their individual and collective behavior;
- Create a culture of collaboration, collegiality, and honest communication; and
- Cultivate graduates who become involved and contributing citizens in a democratic society.

Legal References

None

Cross References

WCUUSD Strategic Plan

Approved: 00/00/0000

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**TEACHING AND LEARNING ABOUT
CONTROVERSIAL ISSUES**

POLICY: _____

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

The **Washington Central Unified Union School District** respects the tremendous power of American thought that stresses the free exchange of ideas as a vital element of our democracy and supports free and thorough consideration of debatable issues as one way to accomplish this goal.

Instruction that emphasizes deep thought and the development of informed opinions based on established facts should be encouraged and supported at all grade levels. Instruction in critical thinking and respectful civil discourse has an important place in the District curriculum and in course offerings. Teaching should be objective and scholarly with an emphasis on facts and regular opportunities for discussion of student opinions at a developmentally appropriate level.

Regarding the District instructional program, the Board fully recognizes the authority of the State of **Vermont** to establish guidelines for the district curriculum and standards. The Central School District commits to following all applicable state laws and rules.

The Central School District embraces the concept that public schools need to teach our students the full and comprehensive history of our United States, so they can make responsible decisions, avoiding the mistakes of the past, as they prepare to become contributing and involved citizens in our democracy.

Recognizing the desire to develop independence of thought, students have the following rights:

1. The right to study any issue which has political, economic, or social significance at the appropriate age level as one begins developing personal opinions;
2. The right to have free access to all relevant non-confidential information;
3. The right to express opinions on controversial issues without jeopardizing relations with the teacher, fellow students, or the school; and
4. The right to study under competent instruction in an atmosphere free from bias and prejudice.

All students deserve an education that helps them understand who they are and where they come from, and gives them the confidence and skills to work and learn constructively with others --- regardless of skin color, ethnicity, social background, or ZIP code.

Our students need the freedom to learn the whole story of America, both our triumphs and the times when our nation has fallen short of its ideals. Only an honest and complete education will prepare the next generation to solve the problems of our shared future.

~~As teachers and students engage in controversial, debatable issues, it should be noted that the Central School District does not offer instruction in Critical Race Theory~~

~~In implementing the District curriculum approved by the Board, teachers shall use the following best practice in their instructional strategies:~~

- ~~1. The teacher is confident that any controversial subject to be discussed belongs within the framework of the curriculum and state standards required to be taught; that the subject is significant, as well as meaningful for the students; and that through discussion, students will have the opportunity to grow their knowledge and understanding.~~
- ~~2. The teacher handles classroom presentations in ways that encourage critical analysis and the development of evidenced-based perspectives by students and strives to present a balance among many points of view without negating any historical truths.~~
- ~~3. The teacher emphasizes keeping an open mind, basing one's judgment on credible evidence, examining closely the evidence in terms of the subject under discussion, and being prepared to change one's perspective should new evidence come to light.~~

Legal References

VT Education Quality Standards

Approved: 00/00/0000

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: F45

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

**FUNDRAISING & SALES TO
STUDENTS ON SCHOOL PROPERTY**

PURPOSE

The Washington Central Unified Union School District board of directors recognizes that some individuals or groups in the WCUUSD community may wish to raise funds for the purpose of financing additional educational opportunities for students that are outside the regular budgeted curricular and co-curricular programs of the school. Additionally, the board recognizes that funds or other resources may need to be raised on behalf of organizations or individuals with acute needs that are part of our community and/or part of our citizenship responsibility. "Fund-raising" for the purpose of this policy includes fund-raising drives for cash donations from individuals, businesses, and other groups; sales of school-related items, food, apparel, or other household items; raffles; and donations for goods and/or services. The school board recognizes that fundraising may benefit students' overall experiences as a supplement to taxpayer funding for curricular and co-curricular activities. The school board also recognizes that fund-raising activities can be an important learning experience for students, in part through encouraging the development of business skills, honest dealing, and personal, as well as group, goal attainment. Nevertheless the school board intends to limit fund-raising and establish controls over the fund-raising that does occur.

I. SCOPE OF POLICY

A. This policy applies to:

1. All fundraising activities conducted at WCUUSD schools, represented as sponsored by WCUUSD schools, or intended to support curricular or co-curricular activities at the school. This includes fundraising efforts by the booster club, class trips, athletic teams and clubs, and any other groups and individuals at WCUUSD schools.
2. On-campus sales and fund-raising activity occurring on school grounds, whether for student projects, school programs, commercial, or other purposes (charitable causes).

B. This policy does not apply to:

1. General admission to school-sponsored activities such as athletic and drama events and student dances.

2. Sales related to student programs that are managed by the administration, which include but are not limited to the lunch program, yearbook sales, graduation supplies, student supplies in classrooms, or the formation of a school store.

II. AUTHORIZATION FOR FUNDRAISING

- A. Fundraising activities and use of WCUUSD school names or logos require advance approval of the principal, or designee.
- B. The principal shall establish the procedure for application, management, and reporting for all fund-raising efforts at WCUUSD schools.
- C. The principal, or designee, in consultation with the school board has the authority to limit the number of fund appeals during a school year, so that the community is not overburdened by excessive requests for funding support from WCUUSD.
- D. The principal, or designee, has the authority to use discretion in approving methods and timing of fund-raising in a manner that will avoid potential confusion because of duplication or multiple efforts by fund-raising groups.

III. THE FOLLOWING CONDITIONS APPLY TO FUNDRAISING:

- A. All funds raised on behalf of WCUUSD schools become the property of the school and must support the educational mission of the school. Any unused funds remain the property of the school and will be used in succeeding years in a manner consistent with the spirit of the original effort as much as is reasonably possible. Items purchased with funds raised under this policy become and remain the property of the school as public property. Individuals who raised the funds have no special claim to the administration of leftover funds or priority claim as to the use of any school property acquired from fund-raising.
- B. Fundraising must be conducted in a manner that strengthens student learning of valued behaviors, such as honest dealings, business accountability, and compliance with the mission that was originally established for the need or desire to raise funds.
- C. Student time at school is valuable, and time spent on fundraising should not detract in any significant way from students' academic school day or co-curricular activities after school.
- D. Persons proposing or promoting any type of fundraising shall disclose to the principal any financial or other tangible benefit of any type that they may derive from the activity. Additionally, any significant costs relating to the fundraising will be disclosed.
- E. Proceeds of any fundraising efforts on behalf of the school shall be submitted to the treasurer of the student activities account, who shall be accountable to the organization, as well as the principal or designee, for the funds.
- F. Fund-raising at WCUUSD schools must be for group benefit only. Fund-raising solely for the benefit of an individual is prohibited with the following exceptions: an individual happens to be the

only remaining member of a team or group program that has been qualified by the governing body of that activity to continue participating in a competition or performance at a higher level than the rest of the team or group; funds are being raised to support the 8th grade Washington, D.C. trip: or funds are being raised for an individual with acute needs.

G. Fund-raising incentives or prizes offered by professional fund-raising companies to individual students are prohibited.

H. Donations of equipment, supplies, uniforms, or services by anyone or any entity in return for promotional recognition are prohibited unless approved in advance by the school board.

I. All fund-raising efforts must have a staff or administrative sponsor from the application process to the final reporting. This sponsor is responsible and accountable for supervising the fund-raising group's compliance with this policy.

J. Coin drops that impede public traffic are strictly prohibited.

K. Employees or others requesting donations from general fund-raising organizations such as the Booster Club must have their request approved by the principal or designee prior to submitting that request to any school-affiliated fund-raising organization.

L. Employees may fundraise from other employees or adults for gifts or charitable causes if approved by the administration.

IV. SALES TO STUDENTS

A. No person, outside the school community, shall sell or attempt to sell anything to a student on school premises without advance approval of the principal, or designee.

B. The principal, or designee, is authorized to approve vendors to sell on school grounds school logo apparel or other items, student photographs, and traditional graduation materials.

C. Transactions related to authorized sales to students are not to occur during classroom time. Such transactions may occur only during students' free time, TA, before school, or after school.

D. The school is not responsible for casual sales of personal property between students, or between students and school employees, on school premises.

E. All other sales of products by outside vendors to students require the approval of the school board.

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

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

STUDENT CONDUCT AND DISCIPLINE

The Board of School Directors is committed to fostering healthy, safe places for children to learn and grow.

In the context of this purpose, discipline 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: Students are expected to conduct themselves in a manner that is respectful of: others, property, and their own well-being. Students are expected to be responsible for attendance, work completion, and cooperation in the classroom and other school environments. Students are expected to follow the rules set forth in the family handbook and by the classroom teacher. Basic rules of student conduct will be stated in a family handbook and distributed to all families.

Responses to student misbehavior will be progressive in nature. When student misbehavior cannot be adequately addressed in the classroom, 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 designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

When suspension or expulsion of students is deemed necessary, due process requirements will be followed. 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 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, or an ongoing threat of disrupting the academic process of the school, shall be immediately removed from the school, or to a place within the school determined by the principal or his/her designee to be sufficiently secure to permit the academic process of the school to continue. The parent or guardian of a student who is to be removed from school will be notified by the principal, or his/her designee. If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day.

2. **In School Detention or Suspensions:** The principal or his/her 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 shall be provided with a reasonable opportunity to complete academic assignments. The student and his/her parent or guardian must be given notice of the infraction, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent or guardian. If appropriate, the school may provide counseling or related activities designed to bring about an improvement in their behavior. 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 violations of school rules. Prior to such a suspension, the student and his/her parent or guardian shall be given an opportunity for an informal hearing with the principal or his/her designee. The student and his/her 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 side of the story, and a decision in writing to the parent or guardian. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

4. **Suspensions for > Ten Days:** The principal may suspend a student for more than 10 days, but for a fixed period of time for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. 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 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 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 harmful to the welfare of the school. 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 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*

STUDENT CONDUCT AND DISCIPLINE

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 maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion.

Definitions

1) *Weapon* means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.^[2]

2) *School* means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or

¹ There is no clear legal requirement for a school board policy on discipline. However, 16 V.S.A. § 1162(a) authorizes school superintendents or principals to suspend pupils for up to 10 school days “...pursuant to policies adopted by the school board...” 16 V.S.A. § 1161a requires that all schools “...adopt and implement a comprehensive plan for responding to student misbehavior...” The State Board of Education Manual of Rule 2122.1 states “Each school shall maintain a safe, orderly, civil, flexible and positive learning environment, which is free from hazing, harassment and bullying and based on sound instructional and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced.”

² See 13 V.S.A. §4016(a)(2) for definition of “dangerous or deadly weapon.”

off of school grounds and vehicles used to transport students to and from school or school activities.^[3]

3) *Expelled* means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.^[4]

4) *Knife* means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan (the "Plan") pursuant to 16 V.S.A. §1161a.

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs^[5] and/or where such student conduct violates the District's policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.^[6]

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

3 The Federal Gun Free Schools Act defines "school" as "...any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency. 20 U.S.C. § 7151(b)(f).

4 16 V.S.A. §1162(a).

5 See 16 V.S.A. § 1162(a)(3)

6 The "knives, weapons and dangerous instruments" prohibition in this model policy is not required by law. The possession of "dangerous and deadly weapons" on school grounds by any individual is prohibited by 13 V.S.A. §4004. This prohibition does not apply to the possession of firearms in schools for "instructional or other specific purposes." 13 V.S.A. §4004(c)(2).

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.^[7]

⁷ See 16 V.S.A. § 1162(d)

<i>VSBA Version:</i>	<i>November 2, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §1161a (discipline)</i>
	<i>16 V.S.A. §1162 (suspension and expulsion)</i>
	<i>20 U.S.C. §§1400 et seq. (IDEA)</i>
	<i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i>
	<i>VT State Board of Education Manual of Rules & Practices</i>
	<i>§§4311, 4312, 4313; 2120.8.12, 2122.1,4500.</i>
<i>Cross Reference:</i>	<i>Notice of Non-Discrimination</i>
	<i>Public Complaints About Personnel</i>
	<i>Searches and Seizure of Students by School Personnel</i>
	<i>Student Drugs & Alcohol</i>
	<i>Firearms</i>
	<i>Wellness and Comprehensive Health</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.

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

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 or who perform services for the school 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 back using physical force for the purpose of controlling the student's movement.

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

Section 3. Policy

3.1 The superintendent or his or her 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 personnel and contract service providers.¹

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

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.³

3.5 Procedures to ensure that only school 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.⁴

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.⁵

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.⁶

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.⁷

¹ See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

² See SBE Rule 4501.2.

³ See SBE Rule 4502.

⁴ See SBE Rules 4502.3 and 4502.4.

⁵ See SBE Rule 4503.

⁶ See SBE Rule 4504.

⁷ See SBE Rule 4505.

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.⁸

3.10 Processes for the filing, investigation and resolution of complaints by school 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 B22.⁹

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 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.¹⁰

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 report recommendations for changes, if any, to related school district/supervisory union policies or procedures.¹¹

⁸ See SBE Rule 4506.

⁹ See SBE Rule 4507

¹⁰ See SBE Rule 4509, 4510.

¹¹ 16 V.S.A. 563

USE OF RESTRAINT AND SECLUSION

Section 1. Statement of Purpose

It is the policy of the _____ school district/supervisory union 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/supervisory union of appropriate interventions by district staff.

Section 2. Definitions

The following terms are defined in State Board Rule 4500.3 and shall apply to this policy.²

- 2.1 Behavioral Intervention Plan
- 2.2 Chemical Restraint
- 2.3 Functional Behavioral Assessment
- 2.4 Mechanical Restraint
- 2.5 Parent
- 2.6 Physical Escort
- 2.7 Physical Restraint
- 2.8 Positive Behavioral Interventions and Supports
- 2.9 Prone Physical Restraint
- 2.10 School
- 2.11 School Personnel
- 2.12 Seclusion
- 2.13 Substantial Risk
- 2.14 Supine Physical Restraint
- 2.15 Student

Section 3. Policy

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

1. Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.³

¹ The State Board Rules do not require adoption of a policy by individual school boards, however the VSBA recommends that boards consider adopting a policy, based on this model, that requires compliance with the Rule 4500 and establishes criteria for the development of administrative procedures to implement practices consistent with the Rule.

² Each of the terms defined in this model policy is defined in State Board Rule 4500.3.

³ See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

2. Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.⁴
3. 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.⁵
4. Procedures to ensure that only school 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.⁶
5. Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Secretary of the Vermont Agency of Education under circumstances and within the time limitations required by State Board of Education rules.⁷
6. Processes to ensure that each school in the district/supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.⁸
7. Procedures to ensure that each school in the district/supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.⁹
8. Annual notification procedures to ensure that each school in the district/supervisory union 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.¹⁰
9. Processes for the filing, investigation and resolution of complaints by school 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 (insert reference to board policy on complaints).¹¹

Section 4. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Agency of Education unless a plan is submitted to the Secretary

⁴ See SBE Rule 4501.2.

⁵ See SBE Rule 4502.

⁶ See SBE Rules 4502.3 and 4502.4.

⁷ See SBE Rule 4503.

⁸ See SBE Rule 4504.

⁹ See SBE Rule 4505.

¹⁰ See SBE Rule 4506.

¹¹ See SBE Rule 4507

of Education demonstrating how a training program not recommended by the Agency of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.¹²

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include any recommendations for changes, if any, related to school district/supervisory union policies or procedures.¹³

<i>VSBA Version:</i>	<i>January 25, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>Vermont State Board of Education Rule 4500-4510 16 V.S.A. 563</i>
<i>Cross Reference:</i>	<i>C1 Student Records</i>

¹² See SBE Rule 4509, 4510.

¹³ 16 V.S.A. 563 authorizes, but does not require, boards to approve administrative rules and regulations. Likewise, the provision for annual reports from the superintendent in this model policy is not required by state law.

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C45

WARNED: 6/1/19

ADOPTED: 6/26/19

EFFECTIVE: 7/1/19

BUS DISCIPLINE

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

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

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

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

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

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

Legal Reference(s): 16 V.S.A. §§1221