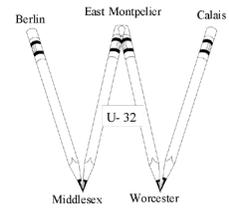


Washington Central Unified Union School District

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
5.8.24
5:15-6:45 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

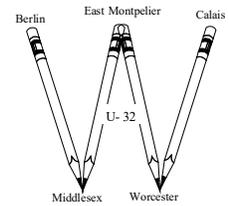
1. Call to Order
2. Approve Minutes of 3.20.24 – pg. 2
3. Policy for Discussion
 - 3.1. Education Philosophy – pg. 4
 - 3.2. Teaching and Learning About Controversial Issues – pg. 7
4. Policies for Review
 - 4.1. [F45](#): Fundraising - pg. 11
 - 4.2. [C20](#): Student Conduct and Discipline (discussed in 22-23 & committee request admin feedback; VSBA updated in 2022 to [C15](#)) – pg. 18
 - 4.2.1. Discussion about whether to require manifestation determination processes, when applicable, before Board expulsion hearing.
 - 4.3. [C34](#): Use of Restraint & Seclusion (VSBA updated model policy to [C70](#) in 2022)- pg. 23
 - 4.4. [C45](#): Bus discipline - pg. 30
5. Future Agenda Items
 - 5.1. Next Meeting: June 12, 2024
6. Adjourn

Washington Central Unified Union School District

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1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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Meagan Roy, Ed.D.
Superintendent



WCUUSD Policy Committee Minutes
3.20.24
4:45-6:45 PM
Via Video Conference
Central Office, 1130 Gallison Hill Rd. Montpelier
Via Video Conference

Present: Chris McVeigh, Amelia Contrada, Amy Molina, Natasha Eckart, Superintendent Roy

1. Call to Order: Chris McVeigh called the meeting to order at 4:52 p.m.

Committee members who were present agreed to have Chris McVeigh continue as Committee Chair. Day/ time of meeting: Amelia asked whether the committee would consider having a later start time. Wednesday at 5:15 is the start time that works for those present. 5:15 - 6:45. Superintendent Roy reminded those present that there would not be an April committee meeting because the board has added an additional meeting.

2. Approve Minutes of 2.22.24: Amelia Contrada moved to approve the minutes of February 22, 2024. Seconded by Natasha Eckart, this motion carried unanimously.

3. Policy for Discussion

3.1. School Choice: The Superintendent provided the various scenarios that are currently in place regarding residency and school attendance requests. Some discussion followed around the current procedure that is in place and whether it is appropriate to stay with the current practice. Discussion also followed around whether the various scenarios should be shared explicitly with families as options or whether it should continue to be on a case-by-case basis when parents request consideration. Committee members and administrators feel that the mechanism that is currently in place is sufficient and a policy is not needed at this time. Superintendent Roy stated that it makes more sense from her perspective to not spell out the criteria to families on the request form; to use/ provide the criteria for the board's consideration. Some discussion followed around whether all parents are apt to ask the questions and advocate to work within the criteria, or just some parents, thereby creating a system that is not consistent. Superintendent Roy stated that she feels that our administrators maneuver the situation well and offer parents support and options. Amelia suggested bringing this to the board and asking whether the board is willing to adhere more strictly to the criteria/ 4 bullet points. Some discussion followed around whether the board should ask parents to attend a meeting to speak to the request so that they can answer specific questions.

- 3.2. Education Philosophy:** Natasha Eckart shared that this policy was discussed in the Humanity and Justice Coalition. “Why”: statement on SLOs; Humanity and Justice vision statement; listing five core beliefs as “How.” In other words, how do we take all the work we have already done, and what we have, and put it together rather than re-inventing the wheel? She stated that Jen Miller-Arsenault had offered to draft such a document. Superintendent Roy indicated that this is a good idea. Other committee members agreed that this is a good idea. The committee will consider the draft at the May committee meeting.
- 3.3. Teaching and Learning About Controversial Issues:** Natasha Eckart shared that she had made edits to this draft based on a discussion with the Humanity and Justice Coalition. Agreement to strike out paragraph re: critical race theory. She shared that they had discussed the desire to use a word other than “controversial” in the policy title. They spoke about the need for a space for civil discourse - how to create environments where civil discourse can take place - creating “sentence starters” for teachers to use in their classrooms to facilitate civil discourse; how to ask questions without causing harm. Suggestion to not use “should,” but rather use “will.” Some discussion followed around the idea of civil discourse - how do we build this into transferable skills? A suggestion to change the language: We have civil discourse all the time - critical thinking and civil discourse are part of our method of teaching all of the time/are incorporated into instruction. Natasha Eckart stated that the Coalition had also spoken about eliminating the word “encouraged” and to be more direct. Superintendent Roy took notes on the verbiage that the committee discussed/ suggested/ agreed upon. Amelia Contrada suggested: adding “sexual orientation and gender identity” to the second to last paragraph. Superintendent Roy will use the verbiage from the Protected Categories in Vermont law. The last paragraph regarding the history of America - some discussion followed around how to express this in a broader sense. suggested verbiage: “unfiltered history of the US and the world.” “Factual perspective.”

4. Policies for Review

- 4.1. [F45](#):** Fundraising: Superintendent Roy shared that Susanne Gann had provided some input on this policy regarding fundraising. The committee considered some suggested edits to this policy as it is currently written. The following three policies are provided for review but have not yet been given consideration or had edits suggested.
- 4.2. [C20](#):** Student Conduct and Discipline (discussed in 22-23 & committee request admin feedback; VSBA updated in 2022 to [C15](#))
- 4.3. [C34](#):** Use of Restraint & Seclusion (VSBA updated model policy to [C70](#) in 2022)
- 4.4. [C45](#):** Bus Discipline

5. Future Agenda Items

- 5.1. Next Meeting:** May 8, 2024

6. Adjourn: The committee adjourned at 6:27 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

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

EDUCATIONAL PHILOSOPHY

The Washington Central Unified Union School District exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

(SLO unifying statement/vision)

The Washington Central Unified Union School District is dedicated to taking concrete actions that provide a safer and more supportive learning environment that is free of barriers; one that affirms the identity of each of us and acknowledges and celebrates differences to create a sense of belonging for each person connected to our schools. The school district is committed to creating inclusive educational opportunities that are relevant both historically and culturally, addressing the impacts of bias, prejudice, and discrimination while building more opportunity for us to thrive rather than merely survive. This statement represents a commitment within our school district to acknowledge and end oppression and oppressive systems, to center our full humanity of all in our community, and to keep broadening our perspectives. These identities — including and not limited to race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, varying physical and mental abilities, and socioeconomic status — carry socially constructed meaning and value. Our commitment is to the development of cultural humility and personal growth that is best supported in a climate that respects differences and provides a sense of belonging and inclusion.

(Humanity and Justice Coalition Vision Statement)

To those ends, we believe in the following **core beliefs**:

- *Rigorous Curriculum and Instruction*: Our learning materials and activities must help students develop a sense of identity, build on their strengths, encourage them to direct their learning experiences, and prepare them to grow and thrive as community members and lifelong learners.
- *Well Being*: We believe that schools must create a space where all students feel safe and valued.
- *Humanity, Justice, Community and Belonging*: We strive to make sure everyone feels like they belong by honoring diversity, seeking fairness, and celebrating the different experiences we all bring to this community.
- *Community Engagement and Relationships*: We believe in building strong, positive relationships in our schools and communities.
- *Transparent and Responsible Governance*: We commit to making decisions using data and input from the community. We will communicate all of our decisions and processes in a clear and timely way.

Cross References:

[WCUUSD Strategic Plan](#)

[Humanity and Justice Coalition Vision Statement](#)

[Student Learning Outcomes](#)

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

Teaching and Learning About Controversial Issues

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. **WCUUSD** commits to following all applicable state laws and rules.

WCUUSD embraces the concept that public schools need to teach our students the full and comprehensive history of our United States and **the world**, so they can make responsible decisions, **understand how/why current systems were created and how those same systems currently impact our society**, 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, **educators will create a learning environment where** students have the following rights: *(first 4 statements are from the IRIS Ethnic Studies Domains, the second 4 statements are from the original draft document.)*

1. **IDENTITY DEVELOPMENT:** Students will develop their identities and make connections to the identities, knowledges, histories, and experiences of others (Ethnic Studies Groups)
 2. **RESISTING RACISM:** Students will develop systems literacy to understand and change the impact of racism and intersectional forms of oppression on others (Ethnic Studies Groups)
 3. **INTERCONNECTEDNESS:** Students will value the cultural wealth of Ethnic Studies Groups and support community actualization-meeting basic needs of all, ensuring safety, and creating the conditions for connectedness- at the local, state, national and international levels.
 4. **SOCIAL RESPONSIBILITY:** Students will participate in uplifting collective liberation: the freedom, well being, and joy of all peoples.
-
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~~ **the world**, ~~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.
4. **The teacher implements district procedures and protocols that ensure an environment that allows students to ask questions, share opinions and engage in civil discourse when discussing controversial subjects.**

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

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

POLICY:	<u>F45</u>
WARNED:	<u>6.1.19</u>
ADOPTED:	<u>6.26.19</u>
EFFECTIVE:	<u>7.1.19</u>

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 the 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 for 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 ~~superintendent or designee 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 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 student's 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.

Reccommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

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

POLICY:	<u>F45</u>
WARNED:	<u>6.1.19</u>
ADOPTED:	<u>6.26.19</u>
EFFECTIVE:	<u>7.1.19</u>

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 the 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, Bbusinesses, 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, PTO, class trips, athletic teams and clubs, and any other groups and individuals at WCUUSD schools **that choose to utilize the name or logo of the WCUUSD or its individual schools to promote fundraising activity.**
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 for the formation of a school store.

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- 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, **unless funds are raised through the efforts of an independent booster club or PTO operating as a business separate from the schools.** 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, **with the exception of clothing purchased through approved fundraising efforts and gifted to students, staff and/or coaches because of a club or co-curricular activity.** 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 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, **unless funds are raised through the efforts of an independent booster club or PTO operating as a business separate from the schools.**
- 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.
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- 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

STUDENT CONDUCT AND DISCIPLINE

POLICY:	<u>C20</u>
WARNED:	<u>6.7.19</u>
ADOPTED:	<u>6.26.19</u>
EFFECTIVE:	<u>7.1.19</u>

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/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. Suspension 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/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. Suspension 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 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 §§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