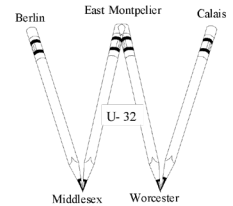


# Washington Central Unified Union School District

*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 Agenda  
Thursday October 10, 2024  
5:15-6:45 PM  
Central Office  
1130 Gallison Hill Rd. Montpelier  
Via Video Conference**

**Virtual Meeting Information**

**<https://tinyurl.com/bdenv8tm>**

**Meeting ID: 879 7656 9141**

**Password: 579032**

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

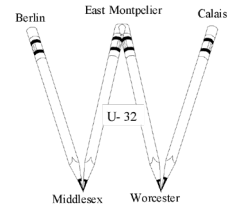
1. Call to Order
2. Approve Minutes of 9.11.24 – pg. 2
3. [Policy Workplan](#)
4. Policies for Review ( Discussion/Action)
  - 4.1. Educational Philosophy Instruction – pg. 5
  - 4.2. Teaching and Learning About Controversial Issues – pg. 7
  - 4.3. Conflict of Interest - District
  - 4.4. [F45](#) Fundraising – pg. 8
  - 4.5. [C20](#) Student Conduct and Discipline ( VSBA updated to C15) – pg. 11
  - 4.6. [C9](#) Nutrition & Wellness - pg. 16
5. Future Agenda Items
  - 5.1. Next Meeting: November 13, 2024
6. Adjourn

## Washington Central Unified Union School District

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### WCUUSD Policy Committee

#### Minutes

9.11.24

5:15-6:45 PM

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

**Present:** Chris McVeigh, Natasha Eckart, Amelia Contrada, Superintendent Dellinger-Pate, Amy Molina, Gillian Fuqua, Elizabeth Brown, Lisa Stoudt

1. **Call to Order:** Chris McVeigh called the meeting to order at 5:26 p.m. Change to agenda: Natasha Eckart would like to review Educational Philosophy and the draft “Learning Environments... Civil Discourse” policy.
2. **Approve Minutes of 6.12.24:** Natasha Eckart moved to approve the minutes from June 12, 2024. This motion carried unanimously.
3. **Work Plan Development:** The committee reviewed the work plan draft. Chris McVeigh reviewed that there was a desire to create a procedure manual for putting all procedures into one place, not in the student handbook. Chris McVeigh asked administrators what might be the best way to do that. Superintendent Dellinger-Pate has been speaking with central office staff about how to create a way to share policies and procedures with easy access on the website. As policies and procedures are updated, they will be shared online. He noted that the work plan calendar for procedures would follow the same timeline/ align with policies. Chris McVeigh asked that procedures be presented when the board considers policies. He suggested that this be on this committee’s agenda two months down the road. Gillian Fuqua: Will this consist of procedures that are related to a policy as opposed to other/ general procedures? Superintendent Dellinger-Pate: yes

4. **Meeting Schedule:** Next Policy meeting coincides with board meeting: will schedule the time from 5-6. Natasha: The date for the October meeting has been changed to Thursday, October 10. Chris McVeigh will reach out to Melissa Tuller to change the date on the calendar.

## 5. Policies

- 5.1. **Education Philosophy:** Natasha shared an updated version of this document. She explained: we wanted to have a philosophy that pulled together statements that the WCUUSD has already workshopped and created, so that it reflects all of the different aspects together, as well as EQS. Amy Molina suggested some formatting - including footnotes rather than including the entire verbiage to reference the statements that are incorporated into this document. Chris McVeigh suggested adding, specifically: *It is our intent that our educational philosophy meets or exceeds requirements of EQS Rule 2000.* Natasha Eckart suggested that putting that statement into the references would be appropriate. This statement will go to the WCUUSD Board for consideration at the next board meeting.
- 5.2. **Creating Learning Environments to Engage in Civil Discourse Policy:** Humanity and Justice Policy, as well as Natasha and Stephen Dellinger-Pate worked on several drafts of this policy. Some of the work has been around parsing procedure from policy. Natasha Eckart explained this draft. Some discussion followed; some edits and workshopping will be done to this version; it is not yet ready to go to the board. (Maybe at the meeting following the next.)

Chris McVeigh asked whether we would like to discuss a Cell Phone policy. Amy Molina said that we have procedures around cell phone usage, but no policy. A procedure has been in place at the middle school for years; this past year was the first year that a procedure was put into place in the high school. Students can have access to their cell phones during “free” times such as lunch, passing, and times that they do not have a class assigned. In middle school, students cannot use or possess their cell phones from the first bell to the last. There is a system for “warnings”/ “strikes.” Chris McVeigh asked whether there is anecdotal evidence about improved engagement. Amy Molina stated that, overall; there is a sentiment that classrooms are much better environments. She stated that some students and/ or parents are not in favor, but overall the feedback is positive. Chris McVeigh asked whether there is a way to “memorialize” this evidence in some way: The beneficial effects, as well as being candid about some parents and students not being in favor of it. Superintendent Dellinger-Pate stated that this would be a good topic for the student board representatives. Chris McVeigh asked whether committee members are interested in discussing the idea of choice for students to attend other schools; he spoke about, for example, students having the option of choosing a school that falls within their bus route. Specifically, he was thinking about the scenario of a school closure. Gillian Fuqua brought up the issue of equity that had been discussed when we considered the School Choice policy. Some discussion followed about the school choice options that are currently in place. Elizabeth Brown stated that the equity factor seems like a barrier to the idea of creating something new. Natasha Eckart stated that she believes adding something like this to the current conversation will only add “fuel to the fire.” Gillian Fuqua stated that there already is a mechanism in place for families on an individual basis to consider attending other schools in WCUUSD outside of their own town. The committee agreed overall that there is not currently an appetite to make changes to what

is currently in place. Discussion also followed around “proximity” as opposed to “town lines” when considering school attendance. Amy Molina stated that she will be bringing to the committee the Substance Abuse policy, or procedures around the policy, which she believes need some updating. She noted that she could not access the model policies on VSBA website. Chris McVeigh will find out the password that is needed to access the VSBA resource. Stephen Dellinger-Pate stated that the work plan in the packet is from last year and he wants to be sure that we update to reflect the work of this year. Stephen Dellinger-Pate and Chris McVeigh will get together briefly to update this.

**6. Future Agenda Items**

6.1. **Next Meeting:** Thursday, October 10, 2024

6.2. **Two months in the future:** add procedures manual/ procedures work plan calendar to agenda

**7. Adjourn: The committee adjourned at 6:24 p.m.**

Respectfully submitted,

Lisa Grace, Committee Recording Secretary

## **EDUCATIONAL[1] 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*: ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.
- *Well Being*: Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.
- *Community Engagement and Relationships*: Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.
- *Transparent and Responsible Governance*: All decisions about our schools must

be student centered . We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

- Cross References:

- WCUUSD Strategic Plan

- Humanity and Justice Coalition Vision Statement

- Student Learning Outcomes

- EQS (once passed)

- I.R.I.S Framework (once passed)

## Creating Learning Environments to Engage in Civil Discourse

The Washington Central Unified Union School District respects the power of public education that stresses the free exchange of ideas as a vital element of our democracy. 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.

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.

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.

Recognizing the desire to develop independence of thought, it is the responsibility of educators to create a learning environment where students have the following rights:

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.

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 authentic and complex histories through multiple global perspectives. Only an honest and comprehensive education can prepare the next generation to contribute to their local and global communities.

Cross Reference other policies:

IRIS Framework

EQS Standards

Educational Philosophy

Library media Policy

Equity Policy

[HJC Statement](#)

## Recommended

### WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

#### Board of Directors' Policy

### FUNDRAISING & SALES TO STUDENTS ON SCHOOL PROPERTY

**POLICY:** F45

**WARNED:** 6.1.19

**ADOPTED:** 6.26.19

**EFFECTIVE:** 7.1.19

## 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 8<sup>th</sup> 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.

## Recommended

### WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

#### Board of Directors' Policy

#### STUDENT CONDUCT AND DISCIPLINE

**POLICY:** C20

**WARNED:** 6.7.19

**ADOPTED:** 6.26.19

**EFFECTIVE:** 7.1.19

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.<sup>[2]</sup>

**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

<sup>1</sup> 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.”

<sup>2</sup> 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.<sup>[3]</sup>

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

**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<sup>[5]</sup> 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.<sup>[6]</sup>

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.<sup>[7]</sup>

<sup>7</sup> 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 &amp; 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 &amp; 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.*

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

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**Purpose**

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

**Policy Statement**

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

**I. Goals for Nutrition Promotion and Education.**

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

**II. Goals for Physical Education and Physical Activity.**

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



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

### **III. Goals for Nutrition Services**

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

### **IV. Nutrition Guidelines.**

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

### **V. Other School Based Activities**

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

## VI. Assessment:

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

## VII. Policy Implementation

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

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

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

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

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

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

*Vermont Education Quality Standards 2120.5*

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

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

<sup>[ii]</sup> See above

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

# Vermont Agency of Education

## Model Local Wellness Policy

**Adoption notes:**

This text box, the disclaimer, and all highlights within the policy should be removed prior to adoption.

The Agency of Education 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. Supervisory Unions/Districts (SU/SDs) may choose to use the following model policy as written or revise it to meet local needs and reflect community priorities.

When developing wellness policies, SU/SDs will need to consider their community's unique circumstances, challenges, and opportunities. For references to legal and regulatory requirements, resources for evidence-based strategies and other topics, and sample policy language, please refer to the [Vermont Local Wellness Policy Guide](#). A district should check its own current policies to assure internal consistency. Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the SU/SD.

This model policy will be revised as needed to account for developments in local, state and federal laws, regulations and court decisions, and/or other relevant education activity.

### Purpose

It is the intent of the \_\_\_\_ [Supervisory Union/Supervisory District/School District] to comply with all applicable federal and state requirements (as outlined in the [Vermont Local Wellness Policy Guide](#), updated October 2023). In accordance with those requirements, this local wellness policy (LWP) (hereafter referred to as "this policy") has been developed in consultation with parents, students, school food service program/school food authority personnel, physical education and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers, or behavioral health professionals.

### Policy Statement

It is the policy of the \_\_\_\_ [Supervisory Union/Supervisory District/School District] (hereafter referred to as "District") to establish goals that are developed to promote student wellness and comprehensive health, and include the following goal areas:

1. Nutrition Promotion and Education
2. Nutrition Services/Guidelines for all foods available on school campus
3. Physical Education and Physical Activity
4. Comprehensive Health Education
5. Other school-based activities to promote student wellness

## **Goals for Nutrition Promotion and Education**

1. Provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the District will provide a nutrition component in its Comprehensive Health Education program and will develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.
2. Conduct nutrition promotion and education programs through appropriately licensed staff members.
3. Limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.
4. Integrate nutrition promotion and education into core curricula in areas such as science and family and consumer science courses, to the extent practicable.

## **Goals for Nutrition Services/Guidelines for All Foods Available on School Campus**

1. Provide adequate space for eating and serving school meals.
2. Provide a clean and safe meal environment for students.
3. Establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
4. Prohibit the use of food in District schools as a reward or punishment.
5. Provide training opportunities, as appropriate for food service and other staff members, in areas of nutrition and wellness.
6. Make free potable water available to children in meal service areas (for schools participating in the National School Lunch and School Breakfast program).
7. Ensure that nutrition services will reference USDA geographic preference rules and seasonal and local agricultural information when planning school meal menus, to the extent practicable.
8. Ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the United States Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.

## **Nutrition Guidelines**

- i. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines)
- ii. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards.
- iii. District fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards.
- iv. The District is required to establish nutrition guidelines for all other foods provided, but not sold to students during the school day. Foods provided but not sold may include food

that is part of a classroom celebration or provided by parents or community organizations free of charge. *[Districts should choose either 1 or 2 below or write their own guidelines.]*

(1) It is the policy of the District that, when feasible, food provided but not sold should be limited to those foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.

(2) Food provided but not sold will, at minimum, comply with the Smart Snacks Standards.

### **Goals for Physical Education and Physical Activity**

1. Offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum but does not replace physical education classes.
2. Ensure that physical education is designed to enable all students, including those who may need adapted physical education, to engage annually in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in physical education.
3. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations.

### **Goals for Comprehensive Health Education**

1. Ensure the development and delivery of comprehensive health education as required by state law (currently 16 V.S.A. §131, 16 V.S.A. §906(3), 16 V.S.A. §909) and Education Quality Standards Rules (Series 2000), Pupils Rules (Series 4000 as specified), and in coordination with expectations delineated in 16 V.S.A §131 and §132.
2. Consider the promotion and integration of health education throughout the school day and within various curriculum areas in addition to health education courses. This will be done to the extent practicable, under the supervision of the superintendent or designee, and aligned with state rules and standards.
3. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations.

### **Other School-based Activities to Promote Student Wellness**

This section cannot be left blank.

The district may comply with the federal requirement for an “Other” goal through compliance with state level requirements, as established in [Act 66](#) of 2021 and reflected in [16 V.S.A. § 136](#), for setting goals specific to the implementation of Comprehensive Health Education. SU/SDs, however, are not precluded from adding to their local wellness policy other goals and may choose to incorporate other initiatives or requirements (e.g., suicide prevention, employee wellness, health services, etc.) into a local wellness policy (see “Other School-based Activities to Promote Wellness” in [Vermont Local Wellness Policy Guide](#)). Decisions to include additional LWP goals would be made at the local level and attention would need to be given to discrepancies between model policies and local SU/SD policies.

## **Policy Development, Implementation, and Assessment**

The local wellness team will participate in the development, implementation, monitoring, and annual review and update of the LWP to prepare annual progress reports and triennial assessments.

Annually, the District will issue a progress report to inform and update the public about the content and implementation of this policy, including the extent to which District schools are in compliance with this policy, the extent to which this policy compares to the model local wellness policies and a description of the progress made in attaining the goals of this policy.

Every three years, the District will conduct an assessment of:

1. How well the District's LWP aligns with the AOE's model LWP,
2. Compliance within the District with regard to its LWP, and
3. Progress made in attaining the goals of the District's LWP.

## **Administrative Responsibilities**

The superintendent or designee will:

1. Convene a local wellness team that includes parents, students, school food service program personnel, physical education and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers or behavioral health professionals.
2. Periodically monitor District programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
3. Provide a report at least annually to the board and to the public on the District's compliance with law and policies related to student wellness and the school nutrition environment. The report shall include information as to the content and implementation of this policy, and an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.
4. Assist in ensuring compliance with the District's LWP including goals for all required components and that evidence-based strategies have been reviewed and considered in the development of those goals.
5. Be responsible for ensuring that the District complies with applicable state law and regulations governing the provision of and access to physical activity, physical education, and comprehensive health education as set forth in 16 V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941, and Education Quality Standard Rules (Series 2000).
6. Be responsible for ensuring that schools identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals.
7. Be responsible for ensuring that the District complies with any Administrative Review procedures of the State Educational Agency.
8. Develop a plan to respond to a parent's signed statement that the teaching of disease, its symptoms, development, and treatment, conflicts with the parents' religious convictions. In the case of a student exemption from such instruction, the exempted student shall not be penalized by reason of that exemption.