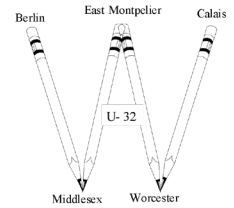


Washington Central Unified Union School District

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
Wednesday November 13, 2024
5:15-6:45 PM
Central Office
1130 Gallison Hill Rd.
Montpelier Via Video Conference**

Virtual Meeting Information

<https://tinyurl.com/48ja9wnr>

Meeting ID: 829 9218 0624

Password: 778549

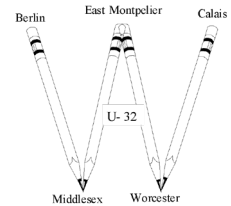
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 10.10.24 -
3. [Policy Workplan](#)
4. Policies for Review (Discussion/Action)
 - 4.1. [C9](#) Nutrition & Wellness
 - 4.1.1. [VSBA Model Policy](#)
 - 4.2. [F45](#) Fundraising –
 - 4.3. [D4](#) Title I Comparability
 - 4.3.1. [VSBA Model Policy](#)
 - 4.4. [F20](#) Fiscal Management & General Fiscal Accountability
5. Future Agenda Items
 - 5.1. Next Meeting: December 11, 2024
6. Adjourn

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WCUUSD Policy Committee

Minutes

10.10.24

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, Rebecca Tatistcheff, Elizabeth Brown

- 1. Call to Order:** Chris McVeigh called the meeting to order at 5:19 p.m. No change to the agenda.
- 2. Approve Minutes of 9.11.24:** Natasha Eckart moved to approve the minutes. Seconded by Amelia Contrada. Discussion: Chris McVeigh noted that we had stated that we would like to have student representatives speak at the next WCUUSD Board meeting about their responses to the cell phone policy. **This motion carried unanimously.**
- 3. Policy Work plan:** Superintendent Dellinger-Pate shared some of the changes in this updated work plan. Chris McVeigh invited questions or input from committee members. Policies will be assembled on the website and procedures will be posted side-by-side with the corresponding policies. Chris McVeigh asked whether we should wait until this organization is complete before we bring this to the attention of others. Amelia Contrada suggested that it makes sense to wait until the coordination is complete - this might help to avoid confusion. Steven Dellinger-Pate suggested that when we have a substantial amount of them coordinated, it makes sense - it might continue to be a work in progress, and there are not always separate procedures for each policy. Chris McVeigh suggested having a check-in at every-other-committee-meeting, to update the status of the readiness to share this info (re the posting of procedures alongside policies and bring to the attention of others).

4. Policies for Review

- 4.1. Educational Philosophy Instruction:** Natasha Eckart noted that the suggestion had been made to spell out IRIS in this policy; she will do this before sharing this draft with the full board for consideration. Typos: pg. 5: space between “connections and among” and between “essential and to” Very last sentence: Chris McVeigh stated, is this a “present” statement or is this an “aspiration.” Natasha Eckart stated that this comes directly from the core beliefs document. Natasha Eckart indicated that much of the document are “aspirational” statements. Chris McVeigh suggested substituting “must be” for “are.” Amelia Contrada stated that this might be editing the core beliefs, which were created and adopted after a great deal of work and collaboration. She suggested editing the introduction sentence: change “we believe” to “we commit” or “we uphold” or something less redundant. Agreed on “we commit.” Some discussion followed – is this an aspirational statement/ philosophy statement or is this a policy? Chris McVeigh expressed unease around lack of clarity around the difference between the two. This policy will go to the WCUUSD Board with changes as discussed.
- 4.2. Teaching and Learning about Controversial Issues:** (the title of this policy was changed.) Steven Dellinger-Pate will check with Melissa Tuller and find an appropriate numbering for this policy within the current system. Natasha had provided an updated draft of this policy. She stated that at the Coalition meeting this week, some discussion followed around the upcoming election and the question of how our schools are preparing students for civil discourse regarding the results of the election. She stated that it would be good to have this policy in place before the election, to guide educators and staff in facilitating conversations, etc. She asked whether there is a way to move this policy quickly enough through board readings to have it in place at the time of the election. Steven Dellinger-Pate stated that it is possible; this has been done in the past. Principal Tatistcheff stated that she is working with some staff to create guidance around facilitating discussions and learning even now up to the election. She stated that there is student civic engagement at U-32 (as per usual.) She is not seeing tensions or signs of concern rising to the levels that she has seen in previous positions for previous election cycles. It is not so much about people (candidates) as much about policies and stances - and we want to be sure that these civil debates can take place, across disagreement, in an informed way. She stated that this is happening in classrooms. Natasha Eckart stated that this is why it would be important to “fast track” this policy so that educators have something to “back” them. Elizabeth Brown stated that she believes expediting this policy will be important. The underlying tension right now might not be significant but as the election gets closer tension might become more intense. She asked Principal Tatistcheff to keep the board apprised. She expressed the desire to find ways for students to have conversations that are respectful and focused on the values and overall ideas of each party, versus specific-people-centered. Amelia Contrada stated that she would like to focus on the policy at this time and not get into the weeds of the procedure just yet. She stated that this policy as it has been drafted is excellent and comprehensive. She shared a typo: an upper case “T” versus lower case - Natasha took note of that edit. Principal Tatistcheff spoke about the importance of providing structure and teaching around public discourse with students, to perpetuate healthy dialogue, with a focus on the issues. She asked, for clarification around the statement that “students have the following rights...” Natasha Eckart stated that this language (around “rights”) came directly from the Greater

Schools Partnership framework, and the bulleted list came more from the IRIS framework. She stated that the intent is that students can have agency in bringing these bulleted tenets to the discussion, and teachers too can bring teaching related to them: the expectation that students can be actively engaged in this learning; they are not passive learners with teachers strictly “teaching to...” Amelia Contrada stated that she feels that the introductory sentence makes it clear that it is two-fold, both student driven and teacher driven/ supported. Superintendent Dellinger-Pate suggested eliminating the language “students have the following rights.” Elizabeth Brown agrees with that suggestion; she stated that she believes using the term “rights” creates some confusion. Principal Tatistcheff asked if there is a space to make a more clear connection between the GSP focus on engaging in civil discourse, and the four bullet points. How do those bullet points affect civil discourse? Superintendent Dellinger-Pate stated that he believes that falls under procedure. She stated that she does not see these as controversial topics and she wonders where is the through line in the IRIS document that connects to controversial topics. Elizabeth Brown agreed that the verbiage does not directly speak to controversial topics. Amelia Contrada stated that she believes some of the language in the bulleted items was formed by the work with the Humanities and Justice Coalition. Chris McVeigh asked whether Principal Tatistcheff feels that the bulleted items belong more in the procedure, and do they limit the scope of the policy when included in the body of the policy versus procedure. His interpretation is that this policy does not apply specifically to these four bulleted domains - is broader. Elizabeth Brown asked what else might be added to the bulleted list. Is there a way to bring more into this without creating an extensive list? Chris McVeigh suggested that we make sure it reads as a broad-based policy and is not limited to the four bulleted topics. Amelia Contrada stated that she reads the first two paragraphs as broad and she believes this allows administrators to create procedures as they see fit. She suggested that we discuss this policy later during the meeting when Natasha is able to join. When Natasha returned, the discussion continued around connecting the four bulleted points with controversial topics. Natasha Eckart stated that one of the tenets of the language in the policy was to get away from listing “controversial issues,” as this in itself would become a controversial issue. Principal Taitstcheff suggested moving the third paragraph to the last paragraph. Chris McVeigh suggested adding language about the policy goal - making it broad. He would like to create a closing clause that does not limit to the rights of the state. Natasha Eckart suggested that she and Superintendent Dellinger-Pate edit this policy based on the discussion tonight, and that the committee tweak the document online and the WCUUSD Board will have a first reading at their next meeting. Chris McVeigh suggested some changes to some of the language. Superintendent Dellinger-Pate will try to get this updated version into the next board packet; if needed it will be distributed at the meeting.

- 4.3. **Conflict of Interest – District:** Steven Dellinger-Pate stated that there is a conflict of interest statement for the board, but there is not one for employees of the district. There had been a question of whether we should create a policy related to employees. Chris McVeigh asked whether there would be distinction between conflict of interest related to board members versus employees. Steven Dellinger-Pate will gather materials to consider this policy at a future meeting.
- 4.4. **F45 Fundraising:** Committee members discussed whether this version of the policy reflects the discussion (extensive discussion) which had taken place in the past year, for example, around the purchase of jackets, clothing items, etc. There had also been discussion

about the Booster Club - Steven Dellinger-Pate thinks that this policy is updated to reflect that deliberation. Chris McVeigh asked whether there is a form to complete in order to carry out fundraising. Does the form align with the specifics of this policy? Steven Dellinger-Pate stated that when the board approves this policy, it would be checked against procedure to be sure they align. Amelia Contrada suggested, at this time, with ten minutes left, to move to the Nutrition and Wellness Policy. The committee agreed.

4.5. C20 Student Conduct and Discipline (VSBA updated to C15): tabled

4.6. C9 Nutrition & Wellness: Steven Dellinger-Pate shared that there have been some updates to the language for this policy, in the latest model policy from VT Agency of Education. Amelia Contrada suggested, since this is guided by the AOE, we should bring this model policy to the WCUUSD Board for first reading. Steven Dellinger-Pate stated that some of the schools were audited concerning food service, and one of the questions is whether we have a policy in place based on the AOE model policy. He stated that he would find the audit language, which can guide the policy work. This policy will come back to the committee for further consideration before going to the board.

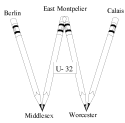
5. Future Agenda Items

5.1. Next Meeting: November 13, 2024

6. Adjourn: The committee adjourned by consensus at 6:42 p.m.

Respectfully submitted,

Lisa Grace, Committee Recording Secretary



BOARD POLICY DEVELOPMENT & MAINTENANCE PROCEDURES

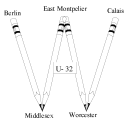
The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine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

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

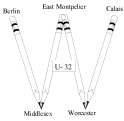
1. Mandatory review/development (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected review/development (Board or Policy Committee requests a review ahead of the regular review cycle or identifies a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

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

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



Month	Goal #1: Educational and Academic Outcomes Goal #2: Broadening Communication with the Community Goal #3: Long Term Planning		
	Mandatory Review/ Development	Selected Review/Development	Policy Review Cycle (sequential order by adoption date - beginning from 2019)
August			
September 11	Work Plan development		
Oct 10	Affirm work plan		
		Education Philosophy Instruction (including curriculum)	F45 : Fundraising
November 13	D4 : Title I Comparability (VSBA updated model policy) F20 : Fiscal Management & General Fiscal Accountability (VSBA Recommended policy) C9 Nutrition & Wellness (AOE has issued a new model policy and replaces the VSBA policy) Triennial Policy Review	D24: Teaching and Learning About Controversial Issues District Conflict of Interest	F45 : Fundraising
December 11			A21 : Public Participation at Board Meetings A23 : Community Engagement & Vision A24 : Board Supervision Relationship C20 : Student Conduct and Discipline (discussed in 22-23 & committee request admin feedback; VSBA updated in 2022 to C15)
Review Progress on Admin Procedures			



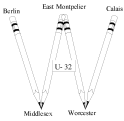
January 8		B31 Educator Supervision and Evaluation (1/12/24) B30 Staffing and Job Descriptions (10/2/23)	
February 12 Review Progress on Admin Procedures			A31 : Board Member Education A32 : Board Goal Setting & Evaluation A34 : Board Relations with School Personnel
March 12			C34 : Use of Restraint & Seclusion (VSBA updated model policy to C70 in 2022) C45 : Bus discipline
April 9 Review Progress on Admin Procedures			C47 : Student Exchanges C48 : Foreign Exchange Students C50 : Comprehensive Sexual Health Services
May 14)		D1 : Proficiency-Based Graduation Requirements D2 : Grade Advancement: Retention, Promotion and Acceleration of Students E46 : Memorials

Policies Approved/Revised 24-25

[D24 Creating Learning Environments to Engage in Civil Discourse](#)

Policies Approved/Revised 23-24

F3 Fire and Emergency Preparedness (8.23.23)
 F4 Access Control and Visitor Management (8.23.23)
 B20 Personnel Recruitment, Selection, Appointment and Background Checks (January)
 C6 Home Study Students (November)
 C3 Transportation (November)
 D22 Instructional & Library Materials Selection (January)
 A2 Policies and Procedures (January)
 A20 Board Meetings, Agenda Preparation and Distribution (January)
 A22 Notice of Non- Discrimination (January)



F26 Security Cameras (January)

Policies Discussed by the Committee No Actions

School Choice - Board opted not to create a policy

D4-Discussed in February by committee, agreed to send to full board , has not been reviewed by the full board due to budget

A21 Public Participation at Board Meetings- Discussed in December no further action

A23 Community Engagement and Vision -Discussed in December no further action

A24 Board Supervision Relationship - Discussed in December no further action

A31 Board Member Education - Discussed in December no further action

A32 Board Goal Setting & Evaluation - Discussed in December no further action

A34 Board Relations with School Personnel - Discussed in December no further action

F45 Fundraising - First Reading in May , no changes recommended, will go to next Board meeting in October

C20 Student Conduct and Discipline - Currently being discussed by committee

Policies not yet Discussed by Committee

F20 Fiscal Management & General Fiscal Accountability (VSBA Recommended Policy)

C34 Use of Restraint & Seclusion (VSBA updated model policy to C70 in 2022)

C45 Bus Discipline

C47 Student Exchanges

C48 Foreign Exchange Students

C50 Comprehensive Sexual Health Services

C9 Nutrition & Wellness (AOE has issued a new model policy and replaces the VSBA policy)

D1 Proficiency Based Graduation

D2 Grade Advancement Retention, Promotion and Acceleration of Students

E46 Memorials

Mandatory Review/Newly Revised

E21 Distribution of Non-School Sponsored Literature in Schools (6/5/24 by VSBA) WCUUSD

Does not currently have a policy E21

Policies Recently Removed by VSBA that we have

B31 Educator Supervision and Evaluation (1/12/24)

B30 Staffing and Job Descriptions (10/2/23)

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**

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^[i].
- C. School district fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards^[ii].
- 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^[iii].*

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.

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

^[ii] See above

^[iii] ^[iii] 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.

Recommended

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

FUNDRAISING & SALES TO STUDENTS ON SCHOOL PROPERTY

POLICY: F45

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

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, 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^{[1][2]}.

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~~ [3][4] 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, 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.
- 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 a 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

FUNDRAISING & SALES TO STUDENTS ON SCHOOL PROPERTY

POLICY: F45

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

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.

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2. On-campus sales and fund-raising activity occurring on school grounds, whether for student projects, school programs, commercial, or other purposes (charitable causes).

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1. General admission to school sponsored activities such as athletic and drama events and student dances^[1]^[2].

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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.~~

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****TITLE I COMPARABILITY****POLICY: D4****WARNED: 9/30/20****ADOPTED: 11/4/20****EFFECTIVE: 11/4/20**

If a school in the Washington Central Unified Union School District becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

*Legal Reference:**20 USCA §6321(c).**20 USC 7801(26) (LEA defined)**16 V.S.A. 144*

TITLE I COMPARABILITY

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.

Statement of Policy

If a school in the _____ School District becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure:

1. Compliance with the federal comparability requirements; and
2. That records documenting compliance are maintained and updated biennially;

VSBA Review Date

August 15, 2023

¹ 20 USC §6321(c) requires local education agencies (LEAs) to have a policy ensuring equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	20 USC §6321(c) 20 USC 7801(26) (LEA defined) Vermont Agency of Education CFP Comparability Guidance
<i>Cross References</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.

RECOMMENDED

FISCAL MANAGEMENT AND GENERAL FINANCIAL ACCOUNTABILITY

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.

Statement of Policy

It is the policy of the _____ Supervisory Union/School District to manage its financial affairs in a lawful, responsible and transparent manner. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Administrative Responsibilities

The superintendent or designee shall develop procedures and/or assist the board to:

1. Establish and maintain a system for receipt, deposit, disbursement, accounting, control, and reporting procedures that meets the Generally Accepted Accounting Principles (GAAP) for state and local governments and will follow, at a minimum, the code structure contained in the Handbook for Financial Accounting of Vermont School Systems: Financial Code Classification system.¹
2. Examine claims against the district for school expenses and draw orders for the payment of those claims.²

¹ 16 VSA § 563(8)

² 16 VSA § 563(8)

3. Establish, with the advice and consent of the Auditor of Accounts and the Vermont Secretary of Education, a system of accounts for the proper control and reporting of school district finances and for stating the annual financial condition of the district.³
4. Arrange an annual audit of accounts by a certified public accountant. The Board shall review the final audit.
5. Provide suitable crime insurance coverage or bonding for employees handling large sums of money, for any school directors authorized to receive or disburse funds, and for the collector, or treasurer, or both.⁴
6. Maintain inventories of supplies, materials, and instructional equipment to be presented to the board annually.
7. Follow the bidding requirements set out in 16 V.S.A. §559.
8. Establish a system for managing miscellaneous accounts such as fees, fines, penalties, book losses, breakage and sale of equipment and materials. At the school level, the principal will be responsible for overseeing all student accounts.
9. Ensure that the Board is aware of any material deviations from the budget.
10. Provide the Board with financial reports at least quarterly, and as requested. The reports will provide the Board with the information needed to assure focused and responsible management of financial resources, including but not limited to:
 - a. Appropriation Accounts
 - i. Original appropriation
 - ii. Authorized transfers and adjustments
 - b. Revised appropriations
 - i. Expenditures to date
 - ii. Outstanding encumbrances
 - iii. Unencumbered balance
 - c. Revenue Accounts
 - i. Estimated revenues
 - ii. Amounts received to date
 - iii. Revenues estimated to be received during the balance of the fiscal year

[1] 16 V.S.A. §563(8)

[2] 16 V.S.A. §563(8)

[3] 16 V.S.A. §563(9)

VSBA Versions:	August 15, 2023
Date Warned:	

³ 16 VSA § 563(9)

⁴ 16 VSA § 492, 16 VSA § 735(f), 24 VSA § § 832, 833

Date Adopted:	
Legal Reference(s):	16 V.S.A. §§563(8),(9) (Powers of school boards)
	16 V.S.A. §559 (Public bidding)
	16 V.S.A. §.§ 492, 735(f), and 24 V.S.A. §§ 832, 833 (Bonding requirements)
	16 V.S.A. §1756 (Indemnity and insurance)
	Vermont State Board of Education Manual of Rules & Practices Rule Series 3250 and 6300
	Vermont Agency of Education Rules Series 100 (District Quality Standards)
	Vermont Agency of Education Handbook for Financial Accounting of Vermont School Systems (Handbook II)
Cross Reference(s):	Capitalization of Assets