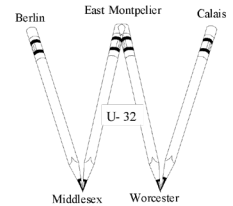


Washington Central Unified Union School District

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**WCUUSD
Policy Committee Agenda
Wednesday January 8, 2025
5:00-6:00 PM
Rumney Memorial School
433 Shady Rill Rd
Middlesex, VT
Virtual and In-Person**

Virtual Meeting Information

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

Meeting ID: 829 9218 0624

Password: 778549

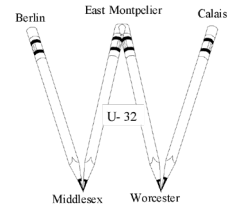
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 10.10.24, 11.13.24, 12.9.24 - pg. 2
3. [Policy Workplan](#) - pg. 11
4. Policies for Review (Discussion/Action)
 - 4.1. [C9](#) Nutrition & Wellness - pg.16
 - 4.1.1. [VSBA Model Policy](#) - pg. 19
 - 4.2. [F20](#) Fiscal Management & General Fiscal Accountability- pg. 23
 - 4.3. [Procurement Conflict of Interest](#) - pg. 26
 - 4.4. [Amendment to Building Use Policy](#) - pg. 27
 - 4.5. [B31](#) Educator Supervision and Evaluation (Removed By VSBA 1/12/24) – pg. 35
 - 4.6. [B30](#) Staffing and Job Descriptions - pg. 37
 - 4.7. [C30](#) Student Medication (Removed by VSBA 10/7/24) replaced by VSBA with [C71](#) Emergency Medication - pg. 38
5. Future Agenda Items
 - 5.1. Next Meeting: January 8, 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.

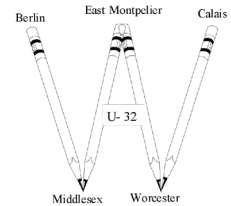
Respectfully submitted,

Lisa Grace, Committee Recording Secretary

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WCUUSD Policy Committee

Minutes

11.13.24

5:15-6:45 PM

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

Present: Chris McVeigh, Superintendent Dellinger-Pate, Rebecca Tatistcheff, Gillian Fuqua

1. **Call to Order:** Chris McVeigh called the meeting to order at 5:20 p.m.
2. **Approve Minutes of 10.10.24** - The minutes were reviewed but not approved because of a lack of quorum.
3. **Policy Workplan:** Chris McVeigh asked the administrators what their thoughts are about a Cell Phone policy. Becca Tatistcheff stated that we currently have a procedure in place. She suggests that we wait to see what the legislature does about this, as there is some thought that there might be legislation around cell phones in school. She does not think there will be agreement about the use of cell phones in school so she would like to get a larger scope of input around it and see what the legislature decides on it before we spend a lot of time and energy on developing a policy. She feels that at this time, the procedure that is in place works. This current procedure is under student conduct and discipline.
4. **Policies for Review**
 - 4.1. **C9 Nutrition & Wellness:** The wellness policy we currently have is similar to the first paragraph of the model policy. Steven Dellinger-Pate explained that we do have a few differences in our policy versus the model policy. There was some discussion about the "School Wellness Team" as indicated in the VSBA model policy. Chris McVeigh asked Superintendent Dellinger-Pate, do you think we have the capacity right now to carry this out? Superintendent Dellinger-Pate would like to give that some thought. He stated that this is one avenue for community to engage in the process (School Wellness Team). He stated that this could be as broad as mental health services. The Policy Committee will discuss this further as a larger group. Gillian Fuqua stated that this seems like two policies - one to do with food service, and one about wellness. Chris McVeigh suggested breaking this into two policies for the committee and board to consider. He asked the administrators whether there

is anything in our current policy that we would want to preserve, that is not covered in the model policy. Superintendent Dellinger-Pate will go through and redline the policy, comparing to the model policy, and the committee can begin its work from there. Chris McVeigh suggested breaking it into two, as Gillian Fuqua had suggested. Superintendent Dellinger-Pate would like to compare what aspects of the policy might be covered in other policies, and go from there. He suggested starting with just the one policy versus breaking it into two; he stated that this will be helpful in the reporting aspect as well. Superintendent Dellinger-Pate will add to the draft for the committee to consider, some verbiage around creating the School Wellness Team (e.g. membership).

4.1.1. VSBA Model Policy

4.2. F45 Fundraising: This policy as it is written is ready for a first reading (will come to the board)

4.3. D4 Title I Comparability: Some redline changes were suggested in this draft. The committee will consider this redline iteration at the next committee meeting.

4.3.1. VSBA Model Policy

4.4. F20 Fiscal Management & General Fiscal Accountability: This sets up the general accounting practices. Superintendent Dellinger-Pate stated that Susanne Gann has looked over the VSBA Model Policy and she indicated that this is what we currently practice. Chris McVeigh asked whether there should be a provision that we have our Business Manager report once a year that this is the policy, and this is what we are doing. Superintendent Dellinger-Pate stated that the annual audit does that. This policy will come to the policy committee at the next meeting, with some comments from Susanne Gann if she has any input.

5. Future Agenda Items

5.1. Next Meeting: December 11, 2024

5.2. Approve minutes from October and November

6. Adjourn: The meeting adjourned at 6:00 p.m.

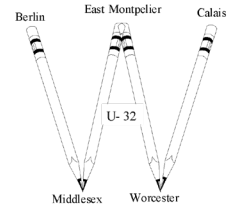
Respectfully submitted,

Lisa Grace, Committee Recording Secretary

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**WCUUSD
Policy Committee
Monday December 9, 2024
5:45-7:15 PM
Central Office
1130 Gallison Hill Rd. Montpelier
Via Video Conference**

Present: Chris McVeigh, Natasha Eckart, Steven Dellinger-Pate, Becca Tatistcheff

1. **Call to Order:** (the meeting did not have a quorum therefore, it was not called to order and no official action was taken)
2. **Approve Minutes of 11.13.24:** Those present reviewed the minutes and saw no necessary corrections.
3. **Policy Work Plan**
4. **Policies for Review**
 - 4.1. **D4 Title I Comparability**
 - 4.1.1. **VSBA Model Policy:** This policy draft reflects the VSBA model policy, except for the language around “superintendent or their designee...” Committee members agreed to bring this to the board for a first reading at the next meeting.
 - 4.2. **F45 Fundraising:** This draft reflects what the board had considered; there were no suggested changes to this draft from the board meeting. There had been some discussion about the superintendent or designee, and principal or designee, and the language as it stands seems appropriate. This policy will go to the board for approval at the next meeting.
 - 4.3. **C9 Nutrition & Wellness**
 - 4.3.1. **VSBA Model Policy:** The model policy indicates that the policy is developed in consultation. Steven Dellinger-Pate stated that we are working on some grant-funded work related to nutrition; he believes the work group for this could consider this policy, to follow the verbiage around “in consultation...” Chris McVeigh suggested that we use some of the public forum times during board meetings to consider this policy “in consultation.” Steven Dellinger-Pate stated that this discussion could dovetail well with conversations about “Community School.” Chris McVeigh suggested bringing up the topic of high school start time - this could be considered a wellness consideration. What are we asking for feedback on? Becca Tatistcheff stated that policy, procedure and practice should align with the state requirements but also our focus within our district. She stated that she worries about putting practice into policy,

specifically, when we want to create a policy that allows for current best practice and research. She spoke about the differences between middle and high school students and developmentally appropriate practice; she noted that there is no “one size fits all.” Do we want to build into policy something that has been thought of as “practice?” Natasha Eckart spoke about the impact on transportation. She stated that she believes this is a good topic (wellness) to bring to the community for public forum discussion; however, she cautions against doing this during budget development. Steven Dellinger-Pate stated that he believes the best path forward is to start the work of the group around nutrition, etc., and have that group consider the policy. We want to make sure that our core belief of well-being is reflected in the policy. He believes this will take some time. Chris McVeigh asked what changes might need to be considered to our current policy to comply with this updated model policy. Steven Dellinger-Pate suggested, for example, health education and PE requirements. Some conversations followed around after-school activities fitting into PE requirements. What are the ways in which we are thinking about nutrition and wellness in a holistic way in our schools? What resource can the school provide to the community as a whole with regard to wellness? Steven Dellinger-Pate stated that he believes we should take time with this policy to be sure that it reflects the uniqueness of WCUUSD communities. Natasha Eckart stated the importance of looking through the lens of equity when dictating to families about after-school activities, food at home, etc., as this can be insensitive, and we should continue to look through the lens of equity and consider how we can support all families. Some discussion followed around food that is “sold” versus “given,” for example, classroom birthday parties, vending machines, etc. What does wellness look like beyond the school day? Steven Dellinger-Pate suggested that April or May might be an appropriate time to bring this policy to the board for input and a public forum. He suggested creating a work plan draft to bring to the policy committee to consider. Becca Tatistcheff stated that a grant application is Due December 20. She agreed with Superintendent Dellinger-Pate’s April or May timeframe.

4.4. F20 Fiscal Management & General Fiscal Accountability

4.4.1.VSBA Model Policy: Steven Dellinger-Pate stated that he had asked Susanne Gann to look at this model policy and provide feedback. She indicated that she did not see anything that was outside of our operating norms. This policy will come to the board for first reading.

4.5. Procurement Conflict of Interest: Steven Dellinger-Pate indicated that the state had asked what our policy is regarding this topic: Procurement Conflict of Interest; and we currently do not have one. He stated that he does not see any issues within this policy draft. He stated that this has not been a problem in the past; this has been brought to our attention as he indicated, because the state had inquired about it when we had procurement activities. There was some discussion about, for example, considering procuring a product and being offered free items, etc. -clarifying the language around this. Natasha Eckart asked when is an example of when someone would be acting as an individual with a vendor. Chris McVeigh asked whether there is any language in the CBA, which addresses this. There is not. Steven Dellinger-Pate suggested creating a procedure to go with this policy. “Employee, officer, or agent” within the language of the policy. This policy will go to the board for first reading. Steven Dellinger-Pate will create a procedure draft for the board’s consideration at the same time.

4.6. Amendment to Building Use Policy: Chris McVeigh had suggested a change in the language for this policy. He would like to have a time constraint on the decision for a request; otherwise, the default is permission granted. Steven Dellinger-Pate expressed concern with this amendment. He asked, what is the situation that has arisen that creates this need? Is this a one-time occurrence or is this recurring, to the extent that something formal is required. Natasha Eckart asked, is this something that is happening at one building, rather than across the district? If so, would a conversation with the administration at the building, to be resolved, rather than creating a district-wide policy/ procedure? Chris McVeigh would like to bring this back to the committee to brainstorm. Superintendent Dellinger-Pate asked him to share specifics with him as opposed to a

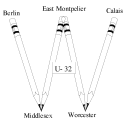
public forum - he stated that this might be more of a supervision issue versus a policy or procedure issue. At the next consideration of this, the committee will consider the request form as well.

5. Future Agenda Items

5.1. Next Meeting: January 8, 2025

6. Adjourn: The committee adjourned at 7:00 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary



BOARD POLICY DEVELOPMENT & MAINTENANCE PROCEDURES

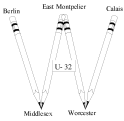
The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine 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:

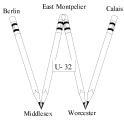
1. Mandatory review/development (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected review/development (Board or Policy Committee requests a review ahead of the regular review cycle or identifies a 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.

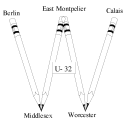
All board policies, by state law, must be warned before the board can adopt a new policy, revise and/or repeal an existing policy. This process helps all of the boards to efficiently address their policy governance role. We are continually making improvements to the system.



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



<p>December 9</p> <p>Review Progress on Admin Procedures</p>	<p>D4: Title I Comparability (VSBA updated model policy)</p> <p>F20: Fiscal Management & General Fiscal Accountability (VSBA Recommended policy)</p> <p>C9 Nutrition & Wellness (AOE has issued a new model policy and replaces the VSBA policy) Triennial Policy Review</p> <p>Procurement Conflict of Interest</p>		
<p>January 8</p>		<p>B31 Educator Supervision and Evaluation (1/12/24) Removed by VSBA</p> <p>B30 Staffing and Job Descriptions (10/2/23)</p> <p>C30 Student Medication (removed by VSBA (10/7/24)</p>	<p>A21: Public Participation at Board Meetings</p> <p>A23: Community Engagement & Vision</p>
<p>February 12</p> <p>Review Progress on Admin Procedures</p>			<p>A31: Board Member Education</p> <p>A32: Board Goal Setting & Evaluation</p> <p>A34: Board Relations with School Personnel</p>
<p>March 12</p>			<p>A24: Board Supervision Relationship</p> <p>C20: Student Conduct and Discipline (discussed in 22-23 & committee request admin feedback; VSBA updated in 2022 to C15)</p>



<p>April 9</p> <p>Review Progress on Admin Procedures</p>			<p>C47: Student Exchanges C48: Foreign Exchange Students C50: Comprehensive Sexual Health Services C8 Pupil Privacy (Revised 11/4/24 VSBA) C34: Use of Restraint & Seclusion (VSBA updated model policy to C70 in 2022) C45: Bus discipline</p>
<p>May 14</p>			<p>D1: Proficiency-Based Graduation Requirements D2: Grade Advancement: Retention, Promotion and Acceleration of Students E46: Memorials</p>

Policies Approved/Revised 24-25

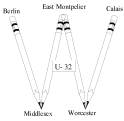
D24 Creating Learning Environments to Engage in Civil Discourse

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

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

Prevention of Conflict of Interest in Procurement

It is the policy of the Washington Central Unified Union School District Board that all purchasing and contracting comply with state and federal laws.

No employee, officer, or agent of the Washington Central Unified Union School District may participate in the selection, award, or administration of a purchase or contract if that person has a real or apparent conflict of interest. Any employee, officer or agent with a real or apparent conflict of interest shall notify the superintendent of the conflict and not participate in the selection, award or administration of the purchase or contract at issue. The superintendent or his or her designee will develop written procedures to implement this policy.

A conflict of Interest arises if an employee, officer, agent, immediate family member, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a direct or indirect financial or other interest in, or a tangible personal benefit from a vendor considered for a purchase or contract.

An employee will not solicit or accept any favor, gratuity, or anything of monetary value from such vendors, which exceeds a \$100 value.

In the event of a violation of this policy, the District may take disciplinary action against the employee, officer or agent according to procedures in the Washington Central Unified Union School District personnel manual and/or collective bargaining agreement.

Date Adopted:

Date Revised:

Legal Reference(s): 2 CFR 200.318

NOTE: This policy satisfies the federal regulatory requirement in 2 CFR 200.318. Alternatively, the district or supervisory union may fulfill this legal requirement by developing "written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."

Via Email only

November 11, 2024

Policy Committee
Washington Central Supervisory Union
1130 Gallison Hill Road
Montpelier, Vermont 05602

Re: Use of School Facilities Policy

Dear Colleagues,

I'm proposing that we propose an Amendment to Policy E20, Use of School Facilities Policy, to include the following language:

Once an application for use is submitted in writing, the principal or designee shall approve or deny the Building Use Application within seven business days, not including the day of submission. If the principal, or designee, does not decide the matter within seven business days, the request shall be deemed approved.

I would propose that if we recommend this modification that we put it in the Scope Section as indicated in the Attachment.

Thank you.

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

USE OF SCHOOL FACILITIES POLICY

POLICY: E20

WARNED: 1.11.23

ADOPTED: 4.19.23

EFFECTIVE: 4.19.23

Purpose:

The Washington Central Unified Union School District is responsible for maintaining the school property and facilities in good condition of the public education of the students of the entire School District. The Board is also responsible for ensuring that budgeted funds approved by the taxpayers for public education are used as intended. The school property is public property, and the Board recognizes that some groups or individual may want to utilize the property for a variety of uses. This policy permits the use of District school property and facilities for other purposes, on an occasional basis, as long as the use is primarily for the benefit of the students and taxpayers of the School District and does not conflict with, detract from, or otherwise limit regular school programs or sponsored activities. This policy also establishes that use by other groups or entities, whose mission is more general than just serving the School district, whether for profit or not for profit, may be permitted under certain circumstances. This policy sets forth the priorities of uses and the conditions under which such uses are permitted.

Scope:

The facilities covered by this policy include all real estate, buildings, and property contents owned by the Washington Central Unified Union School District in each of its member Towns, and U-32.

The principal, or designee, shall manage and determine availability of, the facilities on an ongoing basis. The principal, or designee, shall establish a use permit process that may include variations by each category. This process shall be reviewed and approved by the board on an annual basis. It is required that groups or individuals in categories 2 through 6 follow the process in obtaining permission for use.

Some areas may be restricted from general public use for extended periods of time due to the necessity of maintaining or conserving those areas for current student activities, recovery efforts (i.e. grass on playing fields), for security reasons, or to maintain confidentiality.

Equipment use may be permitted under certain conditions but is not automatically included in permission for use of any space. Some equipment may be excluded from non-school program use at the discretion of the principal or designee due to reasons that include but are not limited to safety, liability, conservation for school programs and resources, or situations where depreciation of equipment may be difficult to assess.

Priorities of Use:

When the School District grounds or facility are subject to an easement, the principal's decision must comply with grounds or facility use outlined in the easement. In situations where easement rights apply, a user may appeal the principal's decision to the superintendent for decision.

Facilities shall be made available so as to preserve the following priority of uses:

Category 1. Town Government Bodies

First priority is given to town taxpayer-funded, municipal activities that are open to the public (e.g., town meetings, voting)

Category 21. School-Related and School-Supporting School Activities and School Sponsored Activities

First priority is that all facilities be available for public school purposes, including, but not limited to, instruction, extra-curricular and co-curricular activities, and other school-sponsored activities and events. No school facility or portion thereof shall be contracted for, or dedicated to any other purpose, except on an occasional basis as further set forth below, so as to maintain this availability.

Category 32. School-Related and School-Supporting Activities

Second priority shall be use by the individual school's recreation or co-curricular department and school established organizations or groups, the express purpose of which is to provide benefit and support to the School District. Such uses may include, but are not limited to, use by parent-teacher organizations, booster clubs, recreational organizations that benefit students and/or taxpayers, and fundraising activities whose purpose is to benefit the School District.

Category 43. Other Groups or Individuals Providing Educational Benefits or Services on a Non Profit Basis to the School Community

Third priority shall be given to non-profit use by groups or individuals to provide curricular, extra- curricular or post-secondary educational opportunities of a kind or at a level not otherwise generally available to the School District population. Examples include, but are not limited to, classes, or non-- profit athletic, artistic or similar group endeavors offering activities that provide opportunities for enrichment to the School District community.

Category 54. Use by Other Public Entities

Fourth priority will be given to other public entities for events or programs that are open to the public. Such uses include use as a site for a public civil function, such as a public meeting on a legislative or municipal issue. Public entities include local, state, and federal governmental entities, including subdivisions, agencies, organizations, or programs operated by such entities.

Category 65. Other Occasional Uses

Use by an entity not described in the previous categories may be permitted by the principal, or designee, for an educational or community purpose, where such use does not conflict with the goals of this policy. The use is subject to specific terms and conditions consistent with the policy.

Implementation:

Conditions of Use –The following conditions shall be applied by the principal, or designee, in deciding what uses will be allowed and what terms and conditions will be applied to each specific use in granting permission. In the event of a conflict between potential users or uses, or if an issue arises concerning terms and conditions of use, the principal shall have the authority to decide the conflict.

1. **Nondiscrimination** – All users of school facilities must agree in writing to not unlawfully discriminate on the basis of disability, race, color, national origin, sex, age, religion, ancestry, sexual orientation, or place of birth, or membership in any other protected class. Failure to adhere to this agreement shall result in the cancellation or termination of the use.
2. **Lawful Use Only** - Compliance with School Policies -All users of the school facilities must agree in writing that their use will not violate any federal, state or local laws, including but not limited to: the use of tobacco, alcohol or other controlled substances; illegal gambling; possession of weapons. Users must also agree in writing to take responsibility for notifying attendees of this condition. Failure to comply with this agreement shall result in the cancellation or termination of the contracted use as well as denial of future use.
3. **Maintenance of the Facility** - All users shall agree in writing to use school facilities appropriately, to oversee treatment of the facilities by those involved in the use and to leave the facility in at least as good condition as it was in at the time they commenced their use. Additional fees will be assessed to any group for litter, and/or damage to the property.
4. **Non-Endorsement Clause** – Use of School District property or facilities by any group or entity other than those described in categories 1 or 2 above shall not constitute and shall not be considered an endorsement of said group or entity, or of its use or activity, policies, opinions, agendas, actions or beliefs. Any person or entity using the facility for a purpose other than categories 1 and 2 above shall clearly state the identity of the presenting entity or individual in all promotional materials, advertising, signs, ad descriptions of the activity or event, and shall not state or imply that the activity is sponsored or endorsed by the Washington Central Unified Union School District, unless such support or endorsement has been explicitly given in writing.
5. **Special Purpose vs. General Purpose Facilities** - Before committing any special purpose facility for use for a non-school purpose, particular care shall be taken to avoid creating a general unavailability of such facilities for high priority uses in category 1. This may mean taking measures to assure a strict limitation on the availability of a given special use facility to all outside users. Special use facilities include auditoriums, libraries, playing fields, gymnasiums, cafeterias, and other special purpose rooms and facilities.
6. **Schedule of Fees** - Consistent with the Board's responsibility to maintain the facilities for

use in educating the students of the School District, and that the tax monies appropriated by the school district are intended to be used for the education of those students, the principal with board approval shall develop and charge appropriate fees for use of school facilities and related equipment for uses in categories 2 through 6. The fees charged shall not be less than the actual cost of the use, taking into account costs such as utilities, custodial services, security, and maintenance. The principal may only waive fees subject to rules established by the Board. The board shall review the rules and fee structure annually.

7. **Insurance** - The principal or designee shall include as an express condition of use, for any user entity not covered under the School District's insurance policy, a requirement that the user entity submit proof of insurance as specified for the particular use, prior to commencement of the use, specifically listing the School District as additionally insured. The Board shall establish the standard limits of liability to be required each year.
8. **Written Use Agreements** - The principal shall prepare and maintain, with Board approval, a form of written use agreement that states all conditions of use. If a fee is charged, or proof of insurance required, with respect to a particular use, a written agreement shall be signed by the principal or designee and a duly authorized representative of the user, prior to commencement of the use, reciting all conditions of use and agreement to any fee imposed for the use. Each written agreement shall have attached to it a copy of this policy. It shall also include, in its specific terms, the conditions listed in this policy to the extent they are applicable to the particular use.
9. **Duration of Use** - Uses in categories 2 through 6 shall be limited to occasional use, meaning use of limited duration and frequency. When an occasional use by users in categories 2 through 6 involves a series of weekly activities or events on more than one date, such use shall not be more than a two-month period. Upon a showing of special circumstances, the principal or designee may extend the period by up to an additional two months.
10. **Cancellation or Postponement of a Scheduled Event** - The School District reserves the right to cancel a scheduled event (reoccurring or otherwise) if it conflicts with the rescheduling of a student event(s) made necessary by weather or other circumstances beyond the control of the School District. The School District reserves the right to cancel or postpone any scheduled event due to serious concerns for public safety, employee safety or security of the property. The principal or designee is authorized to order the cancellation or postponement of a scheduled event under these circumstances and shall make every effort to give reasonable notice to the party intending to use the property. The principal or designee shall also make every reasonable effort to reschedule postponed events. It is also understood that some municipal building uses (town meeting, voting, etc), cannot be cancelled and the principal would defer to the Town in such instances. The principal or designee shall also make every reasonable effort to reschedule postponed events.
11. **Equipment** - Users in categories 2 through 6 may only use equipment related to the facility if prior permission is obtained from the principal or designee. Equipment used

shall be limited to that which is negotiated in the agreement with the principal or designee. The principal or designee shall factor in the cost of use of the equipment in the fees charged. Examples of equipment related to the facility are computers, sports equipment, scoreboards, theater lights, and sound equipment.

- 12. Outside Contractors** - All outside contractors, and specific contract agreements for services to be provided to an entity using School facilities, must be approved by the principal or designee in writing, prior to commencement of use of the facility. The user assumes all responsibility for any damages or additional costs related to the use of contractors.



Facilities Use Request

Building: _____

Group making request: _____ Date: _____

Address: _____ Phone: _____
Street City, State Zip

Date(s) requested for use: _____ Time of Use: from _____ a.m./p.m. to: _____ a.m./p.m.

Purpose: _____

Specific room requested: Music/Art room _____ Gym _____ Library _____ Classroom _____ Other _____

Is the general public invited?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Is your organization:	For Profit	<input type="checkbox"/>	Not for Profit	<input type="checkbox"/>
Will admission be charged?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do you need any special equipment?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please specify: _____				
Are you requesting use of our kitchen?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If yes, see the checklist/requirements below:

- 1) A brief overview of kitchen equipment and instruction on its use with food service personnel is required by the person responsible for the event before first use of the kitchen area. This meeting will be arranged at the cook's convenience. A check-in checklist will be reviewed and initialed to confirm that all information has been understood.
- 2) Rules of the kitchen, found below, will be followed anytime food is being prepared and served:
 - 1) Make sure all counters and sinks are cleaned;
 - 2) Do not leave any food products in sink or on the counters; please remove trash and food scraps;
 - 3) Make sure all coffee pots are turned off;
 - 4) All utensils and pans should be returned to where you found them;
 - 6) Ovens must be checked to be certain they are off before leaving;
 - 7) Make sure dishwasher/sanitizer is turned off, drained, and cleaned;
- 3) Completion of the kitchen's check-out checklist will be initialed and returned to the kitchen at the end of the event.

Contact Person: (Person responsible):	Name: _____
Phone: _____	Address: _____
	City, State, Zip

PLEASE LEAVE THE BUILDING / AREA BETTER THAN YOU FOUND IT!

By signing below, the Responsible Party agrees to comply with Policy E20. Failure to adhere to this agreement may result in the cancellation or termination of the request. Compliance includes:

- An agreement to not unlawfully discriminate on the basis of disability, race, color, national origin, sex, age, religion, ancestry, sexual orientation, place of birth or membership in any other protected class
- Firearms are expressly prohibited on school property, *including in vehicles*.
- There is no smoking or vaping on the premises
- Users must comply with fire and safety regulations and policies

- Use facility only on specified dates and for purposes named in the application. Applications are not transferable and are not valid unless approved and signed.
- Possession or use of alcoholic beverages or drugs on school premises is prohibited.
- Do not move furniture or equipment belonging to the school without permission. Under no circumstances remove school property from the premises.
- Alterations or additions to school property are prohibited. Temporary structures such as sets may be installed, provided requirements are made known at the time of application and approved, and provided no permanent damage or disfigurement will result. Nothing should be nailed, tacked, or fastened to any wall, inclusive of sign, without prior approval.
- Please see building-specific requirements about animals on premises (identified service animals under ADA are universally permitted).
- Users are subject to being charged any special costs incurred by the School District in preparing for any function, or after such function
- If determined necessary by the building administrator, additional personnel will be assigned to cover a function and costs associated with them charged to the user.
- Safety regulations determine maximum capacity of school facilities. Each administrator will advise the user not to exceed such restrictions.
- Any organization using school building shall leave the facility in the same order as found. Additional charges will be assessed and future use by an organization may be limited if violation of this rule occurs.
- The organization or individual(s) participating or requesting the use of the school district facilities agree to Hold Harmless and Indemnify the WCUUSD for damages or injuries.
- Activities involving children must provide appropriate adult supervision.
- Vehicles must park only in designated areas.
- The sponsor of any group or organization applying for use of district facilities or grounds for athletic purposes or for other purposes which, in the opinion of the Principal, might require appropriate insurance coverage shall provide a certificate of insurance naming the school district as an additional insured. The certificate of insurance will be issued for a minimum to be determined by the Principal.

Check-out Checklist

- ☐ Areas used are swept.
- ☐ All trash/recycling/compost should be picked up and removed from the building.
- ☐ Chairs and tables are put back in place.
- ☐ All equipment used is returned.
- ☐ All lights are turned off before leaving.
- ☐ Checklist for kitchen has been completed.

****If there are any problems, such as the fire alarm going off or no heat, please contact _____**

Signature of Responsible Party _____ Date: _____

Administrative Action

Request Approved _____ Request Denied _____ Reason: _____

Fee for Usage: \$ _____

Payment received: \$ _____
 Date: _____

Building Administrator _____

Date _____

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **B31**

WARNED: **2.14.20**

ADOPTED: **3.4.20**

EFFECTIVE: **3.15.20**

**EDUCATOR SUPERVISION AND EVALUATION:
PROBATIONARY TEACHERS**

Policy

It is the policy of the Washington Central Unified Union School District to provide appropriate supervision and evaluation as a basis for improving the knowledge and skills of the school staff which will advance student achievement. Effective supervision and regular evaluation provide constructive feedback on teaching methods and materials enabling professional educators to improve their abilities to help all students achieve at high levels.

Implementation

The superintendent will ensure that all those engaged in supervision and evaluation are appropriately trained to do so and have appropriate time allocated to carry out those responsibilities.

The superintendent, in collaboration with the principal and teacher representatives, will develop procedures for the supervision and evaluation of educators. The superintendent, in collaboration with the principal, will implement those procedures which will be consistent with the following recommended guidelines:

1. A job description will be developed for each professional educator's position. Job descriptions will specify the required qualifications, performance responsibilities, general evaluation criteria, terms of employment and supervisor.
2. Performance goals set by the educator and their supervisor will be clearly articulated.
3. Evaluations will be based substantially on criteria set forth in approved job descriptions, articulated goals, and linked directly to the school's needs to improve student performance as outlined in its Continuous Improvement Plan;
4. Educator evaluations will be carried out annually.
5. In any case requiring discipline of a professional educator, applicable state law, due process procedures, and contractual requirements will be followed.

Principals will ensure that educator supervision and evaluation priorities are linked closely to the school's current Continuous Improvement Plan.

Probationary Teachers

Teachers who have been employed for less than two school years in the school district are probationary

teachers. The principal will ensure that probationary teachers have intensive support, including the assignment of a mentor, regular supervision and at least two written evaluations each year during the two year probationary period. When the required evaluations have been carried out, the standard for non-renewal of a probationary teacher's contract is any reason not prohibited by law, and the decision of the school board is final in the absence of contrary provisions in the teacher's contract. If the probationary teacher has not received at least two written performance evaluations per year of probationary service, the standard for non-renewal of contract is just and sufficient cause.

Administrators will use a variety of staff evaluation strategies based on current research which may include:

1. pre and post classroom visitation conferences;
2. announced and unannounced classroom observations including walkthroughs;
3. educator performance feedback from students and parents which will not be included in the educator's personnel file;
4. formative and summative evaluation reports.

The superintendent, in consultation with the principals and central office administrators will prepare and deliver, at least annually in June to the school board, a progress report and recommendations about the effectiveness of the supervision and evaluation system and practices.

On the basis of evaluations carried out in accordance with this policy, the principal will collaborate with the superintendent to identify educators in need of intensive support or other special attention.

*Legal Reference(s): 16 V.S.A. § 165 (Public School Quality Standards)
16 V.S.A. § 563 (12) (Powers of school boards)
16 V.S.A. § 1752 (Suspension and dismissal)
16 V.S.A. §§1981 et seq. (Labor relations - professional staff)
21 V.S.A. §§1721 et seq. (Labor relations)
Vermont State Board of Education Rules §§2120.4, 2120.5*

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **B30**

WARNED: **2.14.20**

ADOPTED: **3.4.20**

EFFECTIVE: **3.15.20**

STAFFING AND JOB DESCRIPTIONS

Policy

It is the policy of the Washington Central Unified Union School District to provide the level of staffing needed to accomplish the school system's goals and objectives. All staff positions will be created by the board and only the board may abolish a position. Positions may remain unfilled.

Implementation

Each time a new position is established by the board, the superintendent will present for approval a job description for the position that specifies the qualifications required for the position, performance responsibilities, evaluation criteria, terms of employment, and supervisor. Employee evaluation will be based substantially on criteria stated in approved job descriptions.

Legal Reference(s): 16 V.S.A. §563(12) (Powers of school boards)

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **C30**

WARNED: **5.15.20**

ADOPTED: **6.3.20**

EFFECTIVE: **6.13.2020**

STUDENT MEDICATION

Washington Central Unified Union School District recognizes that some students are able to attend school because of the effective use of prescription and over the counter medication in the treatment of chronic or acute disabilities or illnesses. It is more desirable for medication to be administered at home; however, any student who needs to take medication during the regular school day must comply with school procedures. It is the policy of the Washington Central Unified Union School District to have procedures in place to assure that medication required by students during the school day will be administered and maintained in a safe manner as directed by the school nurse in collaboration with the student's parent/guardian and health care provider.

POSSESSION AND ADMINISTRATION OF EMERGENCY MEDICATION

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

The _____ School District (District) shall have procedures in place to ensure compliance with laws and regulations governing the possession, administration, and storage of emergency prescription medications needed by students at school or during school sponsored activities.

Definition:

"Health care professional" means a physician licensed pursuant to 26 V.S.A. Chapters 23 and 33, an advanced practice registered nurse licensed to prescribe drugs and medical devices pursuant to 26 V.S.A. Chapter 28, or a physician assistant licensed to prescribe drugs and medical devices pursuant to 26 V.S.A. Chapter 31.

Administrative Responsibilities:

The superintendent or designee will develop a procedure governing the possession, administration and storage of emergency medication needed by any student during the regular school day or during school sponsored activities. The procedure will comply with the following:

1. In an emergency, epinephrine may be given by the school nurse, or a person designated and trained by the school nurse.²
2. In an emergency, medication may be given by the school nurse, or a person designated and trained by the school nurse, upon written orders from a medical

¹ Act 175 of 2008, codified as 16 V.S.A. § 1387, requires that public and approved independent schools have procedures in place to ensure that students with life-threatening allergies or with asthma are permitted to possess and self administer emergency medication at school, on school grounds, at school sponsored activities, on school provided transportation, and during school related programs. The Act does not require the adoption of a school board policy. This model is intended to provide guidance to school boards and administrators who choose to revise current policies on emergency medication or who wish to adopt new board policies on this subject.

² See, 16 V.S.A. § 1388 Stock supply and emergency administration of epinephrine auto-injectors

- provider, and upon written request or documented permission when written permission is not possible (ie: a phone call) from a student's parent or guardian that the School District comply with the medical provider's order. The medical provider's orders must detail the name of the drug, route of administration, dose, and the time interval the emergency medication is to be given, diagnosis and reason for giving.
3. Other than emergency medication authorized by the Commissioner of Health, medication must be brought to school in a container labeled by the pharmacy or medical provider and stored by the school nurse or designee in a secure storage place.
 4. Students with life-threatening allergies or with asthma, whose parents or guardians have complied with all of the requirements outlined in 16 V.S.A. §1387, shall be permitted to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related programs.³

The school shall:

1. Provide an opportunity for communication with the pupil, parent or guardian, and medical provider regarding the efficacy of the emergency medication administered during school hours.
2. In the case of emergency medication possessed by students with life-threatening allergies or with asthma, the school shall provide forms for parents to submit authorizing possession of the emergency medication and releasing the school from liability as a result of any injury arising from the student's self-administration of the emergency medication.

VSBA Version:	October 7, 2024
Date Warned:	
Date Adopted:	
Legal Reference:	16 V.S.A. §1387 (Possession and self-administration of emergency medication) 16 V.S.A. § 1388 (Stock supply and emergency administration of epinephrine auto-injectors) 26 V.S.A. chapters 23, 26, 28, 31, 33
Cross Reference	Student Alcohol and Drugs Wellness & Comprehensive Health

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

³ See, 16 V.S.A. § 1387(b). Parents must provide annual written authorization and documentation from the student's physician as to the need for emergency medication. Parents must also annually develop, in consultation with the school nurse or designee, a plan of action for the school and student to follow when possessing emergency medication, and must sign a statement releasing the school and its agents from liability as a result of any injury arising from the student's self-administration of the emergency medication.

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