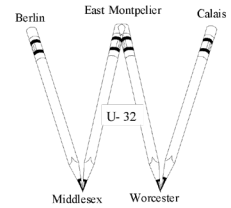


# Washington Central Unified Union School District

*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  
April 2, 2025  
4:45-6:00 PM  
East Montpelier Elementary School  
665 Vincent Flats Rd.  
East Montpelier, VT  
(In Person/Virtual)**

**Virtual Meeting Information**

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

**Meeting ID: 829 9218 0624**

**Password: 778549**

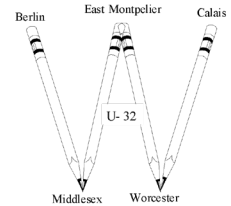
**Dial by Your Location: 1-929-205-6099**

1. Call to Order
2. Approve Minutes of 2.12.25 – pg. 2
3. [Policy Workplan](#) - pg. 5
  - 3.1. Procedures Update
4. Policies for Review ( Discussion/Action)
  - 4.1. [Procurement Conflict of Interest](#) - pg. 10
  - 4.2. [B30](#) Staffing and Job Descriptions - pg. 12
  - 4.3. [C30](#) Student Medication ( Removed by VSBA 10/7/24) replaced by VSBA with [C71](#) Emergency Medication
  - 4.4. Electric Vehicle (EV) Policy
  - 4.5. [A32](#) Board Goal Setting & Evaluation – pg. 13
  - 4.6. [A34](#) Board Relations with School Personnel – pg. 14
  - 4.7. [A24](#) Board Superintendent Relationship – pg. 15
  - 4.8. [C20](#) Student Conduct and Discipline (VSBA updated in 2022 to [C15](#)) - pg. 16
5. Future Agenda Items
  - 5.1. Next Meeting: May 7, 2025
6. Adjourn

**Washington Central Unified Union School District**

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**WCUUSD  
Policy Committee  
Wednesday, February 12, 2025  
5:15 - 6:45 PM**

**Present:** Chris McVeigh, Natasha Eckart, Steven Dellinger-Pate, Amelia Contrada, Amy Molina

- 1. Call to Order:** Chris McVeigh called the meeting to order at 5:19 p.m.
- 2. Approve Minutes of 1.8.25:** Natasha Eckart moved to approve the minutes from January 8, 2025. Seconded by Amelia Contrada, this motion carried unanimously.
- 3. Policy Workplan**
  - 3.1. Procedures Update** Superintendent Dellinger-Pate provided an update to the work plan; he noted that the work related to creating and organizing procedures is included in the work plan and he will keep the committee updated. Chris McVeigh noted that the Board Policy Development and Maintenance Procedures document notes that three administrators are part of the policy development. He also suggested that the last paragraph of the document refer to procedures as well, to reflect the decision this committee has made about creating and organizing procedures alongside policies.
- 4. Policies for Review**
  - 4.1. Procurement Conflict of Interest:** Superintendent Dellinger-Pate stated that Susanne Gann had clarified with him, that the reason for the \$100 criteria in the policy is that that is what is listed in other comparable policies. Chris McVeigh suggested more clearly defining “apparent conflict of interest.” Chris McVeigh suggested, in the sentence related to \$100, that the language be tightened (“any vendor which exceeds...”) and in the next paragraph, discipline for violation of the policy, be more specific about what it means and who does it.

Superintendent Dellinger-Pate stated that the teacher’s contract and collective bargaining agreement are referenced, specifically. “Discretion” to the district - do we want to be more specific? Do we name the Superintendent? Chris McVeigh suggested, superintendent, unless the superintendent is involved, and then who? Superintendent Dellinger-Pate suggested the board - the board chair. Regarding “discretion around discipline,” Chris McVeigh suggested, if discipline is not taking place, a written explanation be provided as to why not.

- 4.2. B31 Educator Supervision and Evaluation (Removed by VSBA 1/12/24):** Superintendent Dellinger-Pate stated that the Supervision and Evaluation committee is working on this document to be sure it is aligned with the collective bargaining agreement. The hope is to have this drafted by the end of this school year - this committee meets on a monthly basis. Add this to the May agenda for Policy Committee. Chris McVeigh noted that if there is a conflict between the policy and the collective bargaining agreement, the collective bargaining agreement prevails.
- 4.3. B30 Staffing and Job Descriptions:** This policy was provided for review, this reflects the VSBA model policy language. Natasha Eckart asked whether the language in this aligns with the collective bargaining agreement, particularly the language around “abolishing a position.”

Chris McVeigh asked whether we should have language that a job description should be reviewed every few years to be sure that it is accurate (especially because a job description can be closely related to evaluation.)

Superintendent Dellinger-Pate stated that he would like to talk with Heidi Dimick about this. Chris McVeigh suggested this is more of an administrative review, not that the board reviews job descriptions. If there were substantive changes to a job description then it would come to the board. Superintendent Dellinger-Pate will follow up and come back with some language around this.

Natasha Eckart said that her concern is more that a person is asked to do things that are not in their job description. Is there a procedure for addressing that and protecting a staff person from taking on extra expectations that were not in place when they were hired or at the beginning of the year? Superintendent Dellinger-Pate stated that he believes that falls within the grievance process.

- 4.4. C30 Student Medication (Removed by VSBA 10/7/24) replaced by VSBA with C71 Emergency Medication:** The VSBA model policy was provided for committee members to review and provide feedback. Some discussion followed around the definition of “emergency medication.” Change language to “prescription medication.” Change “statement” to “document” in the footnote related to students’ self-administration. Chris McVeigh stated that legal counsel should run the form to which this refers. C30 will be replaced with C71 and will come to the committee for the first reading.
- 4.5. Electric Vehicle (EV) Policy:** Steven Dellinger-Pate stated that he has spoken to other superintendents who indicate that they have EV chargers but no policy. Chris McVeigh will provide some information before the next meeting.
- 4.6. Sanctuary School Policy:** Natasha Eckart provided some resources. The first was a resource from the Vermont Education Justice Coalition; the second was a policy that Winooski Schools have drafted.

Add language: “without barriers” and add language: “staff, students and their families.”

The committee reviewed the procedure that is currently in place at WCUUSD. Some discussion followed around what to do if, hypothetically, an officer (e.g. an ICE officer) entered the building. Steven Dellinger-Pate will reach out to the local police to get some information about how to proceed. The committee will discuss this further after some information is gathered. Amelia Contrada suggested that the information be posted on bulletin boards or somewhere easily accessed in the buildings. Natasha Eckart suggested a one-page document with bullet points to post, e.g. similarly to other documents that are posted in bathroom stalls at U-32.

Change #13 to “The superintendent has developed a procedure...” Some discussion followed around whether to include procedure with the policy or whether to share widely the procedure. Amelia Contrada stated that Student Council could be a conduit to help share some of the procedure details -

for example, the importance of not holding the door open for adults. Steven Dellinger-Pate stated that he believes there is a student-friendly procedure to share. Steven Dellinger-Pate will put together information from this discussion to bring to the WCUUSD Board for adoption and then ratification later. Natasha Eckart referred to the resolution that NEA provided with their policy. She wonders if we can adopt a resolution as a board that reaffirms what we stand for. She had worked from the NEA resolution and edited it to specifically reflect WCUUSD education philosophy, core beliefs, etc. She asked what other members of the committee feel about bringing this to the WCUUSD Board. She provided a draft of this document for committee members to review. Committee members thanked her for the comprehensive document. The committee will present this to the board at the next WCUUSD Board meeting.

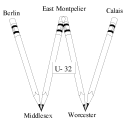
**5. Future Agenda Items**

- 5.1. Request from staff for an AI Policy (next meeting)
- 5.2. May: Educator Supervision and Evaluation
- 5.3. March: EV Policy; C71 Emergency Medication first reading; B30 Staffing and Job Descriptions
- 5.4. Next Meeting: March 12, 2025

**6. Adjourn: The committee adjourned at 6:39 p.m.**

Respectfully submitted,

Lisa Grace, Committee Recording Secretary



## BOARD POLICY DEVELOPMENT & MAINTENANCE PROCEDURES

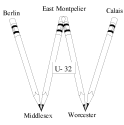
The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine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

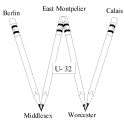
1. Mandatory review/development (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected review/development (Board or Policy Committee requests a review ahead of the regular review cycle or identifies a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

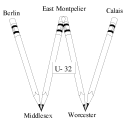
All board policies, by state law, must be warned before the board can adopt a new policy, revise and/or repeal an existing policy. This process helps all of the boards to efficiently address their policy governance role. We are continually making improvements to the system.



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 <i>(sequential order by adoption date - beginning from 2019)</i>
August			
September 11	Work Plan development		
Oct 10	Affirm work plan		
November 13	<p><a href="#">D4</a>: Title I Comparability (VSBA updated model policy)</p> <p><a href="#">F20</a>: Fiscal Management &amp; General Fiscal Accountability (VSBA Recommended policy)</p> <p><a href="#">C9</a> Nutrition &amp; Wellness (AOE has issued a new model policy and replaces the VSBA policy) Triennial Policy Review</p>	<p>Education Philosophy Instruction (including curriculum)</p> <p>D24: Teaching and Learning About Controversial Issues</p> <p>District Conflict of Interest</p>	<p><a href="#">F45</a>: Fundraising</p> <p><a href="#">F45</a>: Fundraising</p>



<p><b>December 9</b></p> <p><b>Review Progress on Admin Procedures</b></p>	<p><a href="#">D4</a>: Title I Comparability (VSBA updated model policy)</p> <p><a href="#">F20</a>: Fiscal Management &amp; General Fiscal Accountability (VSBA Recommended policy)</p> <p><a href="#">C9</a> Nutrition &amp; Wellness (AOE has issued a new model policy and replaces the VSBA policy) Triennial Policy Review</p> <p>Procurement Conflict of Interest</p>		
<p><b>January 8</b></p>		<p><a href="#">B31</a> Educator Supervision and Evaluation ( 1/12/24) Removed by VSBA</p>	
<p><b>February 12</b></p> <p><b>Review Progress on <a href="#">Admin Procedures</a></b></p>		<p><a href="#">B30</a> Staffing and Job Descriptions (10/2/23)</p> <p><a href="#">C30</a> Student Medication ( removed by VSBA (10/7/24)</p> <p>EV Charger Policy</p> <p>Sanctuary Schools Policy</p>	
<p><b>Apr 2, 2025</b></p>		<p><b>Act 15 Policy Requirement Review</b></p>	<p><a href="#">A32</a>: Board Goal Setting &amp; Evaluation</p> <p><a href="#">A34</a>: Board Relations with School Personnel</p> <p><a href="#">A24</a>: Board Supervision Relationship</p> <p><a href="#">C20</a>: Student Conduct and Discipline (discussed in 22-23 &amp; committee request admin feedback; VSBA updated in 2022 to <a href="#">C15</a>)</p>



<p><b>May 7, 2025</b></p> <p><b>Review Progress on Admin Procedures</b></p>		<p><b>Act 15 Policy Requirement Review</b></p>	<p><a href="#">A21</a>: Public Participation at Board Meetings  <a href="#">A23</a>: Community Engagement &amp; Vision  <a href="#">A31</a>: Board Member Education    <a href="#">C47</a>: Student Exchanges  <a href="#">C48</a>: Foreign Exchange Students  <a href="#">C50</a>: Comprehensive Sexual Health Services  <a href="#">C8</a> Pupil Privacy (Revised 11/4/24 VSBA)</p>
<p><b>Jun 4, 2025</b></p>			<p><a href="#">C34</a>: Use of Restraint &amp; Seclusion (VSBA updated model policy to <a href="#">C70</a> in 2022)  <a href="#">C45</a>: Bus discipline    <a href="#">D1</a>: Proficiency-Based Graduation Requirements  <a href="#">D2</a>: Grade Advancement: Retention, Promotion and Acceleration of Students  <a href="#">E46</a>: Memorials</p>

**Policies Approved/Revised 24-25**

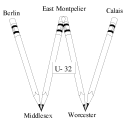
**[D24 Creating Learning Environments to Engage in Civil Discourse](#)**

**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)

## **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 any 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 Superintendent 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."

1. Conflict of Interest: a situation in which an individual's personal interests ( family, friendships, financial or social factors) are in a position to derive personal benefit from actions or decisions made in their official capacity.

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

<b>POLICY:</b>	<u><b>B30</b></u>
<b>WARNED:</b>	<u><b>2.14.20</b></u>
<b>ADOPTED:</b>	<u><b>3.4.20</b></u>
<b>EFFECTIVE:</b>	<u><b>3.15.20</b></u>

**STAFFING AND JOB DESCRIPTIONS**

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**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: A32

WARNED: 12.13.19

ADOPTED: 2.5.2020

EFFECTIVE: 2.15.2020

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## BOARD GOAL-SETTING & EVALUATION

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### Policy

The board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent annually in April.

### Implementation

Particular attention will be given to board goals and performance in the following areas:

- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The instructional program
- Labor relations
- Board in-service training
- Government relations

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: A34

WARNED: 1.10.2020

ADOPTED: 2.19.2020

EFFECTIVE: 2.29.2020

**BOARD RELATIONS WITH SCHOOL PERSONNEL**

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It is the policy of Washington Central Unified Union School District to encourage school board interactions with school personnel while respecting appropriate reporting relationships.

**At School Board Meetings**

The board will request the superintendent to invite school personnel to school board meetings regularly to discuss student achievement relative to their programs.

**Relations with the Principal**

The superintendent and the board chair will develop guidelines for board relations with principals and other administrators. Guidelines for board relations with principals should take into account:

1. The responsibility of the superintendent to direct the administration and coordination of educational programs in the district, and the responsibility of the board for overall operation of the district;
2. The periodic need of board members for information most readily available from school principals; and
3. The need to respect the distinction between the administrative role of the principal and the policy making role of the board.

**Relations with Other School Staff**

1. While board members can work directly with the superintendent and Central Office staff, board members may not give substantive direction to a staff member or suggest a course of action that staff perceives as substantive direction.
2. Staff participation in the development of educational and personnel policies will be encouraged and facilitated by the board
3. Board members will adhere to procedures required by board policy and Vermont law related to collective bargaining and teacher evaluation.
4. When presented with citizen concerns about school staff or school operations, board members shall refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

When a staff member has concerns that an interaction with a board member violates this policy, the staff member shall communicate their concerns in writing to the superintendent who will, in writing, bring it to the attention of the board chair, who will discuss the matter with the board member. If the concern involves the board chair, then the superintendent will communicate with the vice chair who will then address the chair. All communications in this process shall be confidential unless disclosure is required by law.

*Legal Reference(s): 16 V.S.A. §§1981 et seq. (Labor Relations)  
16 V.S.A. §§1751 et seq. (Contracts, etc.)  
16 V.S.A. §§243 et seq. (Principals)  
21 V.S.A. §§1721 et seq. (Municipal Labor Act)*

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** A24

**WARNED:** 12.13.19

**ADOPTED:** 2.5.2020

**EFFECTIVE:** 2.15.2020

**BOARD/SUPERINTENDENT RELATIONSHIP**

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**Policy**

The school board establishes policy and governs through the policy it creates. The superintendent manages all operations of the school system in accordance with school board policies.

The board recognizes and values the superintendent's experience and expertise in instructional and administrative matters. The superintendent recognizes and values the board's experience in issues related to the Washington Central Unified Union School District and the board's connections and responsibilities to the community it represents.

The superintendent and the board members respect the confidentiality of communication in both directions and work toward open communication and trust. The superintendent works only for the board as a whole, not for any individual member. Only decisions of the board acting as a body are binding on the superintendent.

While board members can work directly with the superintendent and central office staff, board members may not give substantive direction to a staff member or suggest a course of action that staff perceives as substantive direction. When presented with citizen concerns, board members refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

The board guides the superintendent through written policies that prescribe the results the board wants to achieve. The board is realistic in setting expectations about what can be accomplished, given the school district's available resources. The superintendent is accountable to the board for the performance of staff.

Annually, the board evaluates the superintendent's performance. The superintendent is accountable to the school board for the achievement of the board's goals. The board is responsible for clearly setting forth and communicating its expectations before evaluation takes place. The board will evaluate the superintendent's job performance in a way that is systematic, fair, and effective.

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

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

**STUDENT CONDUCT AND DISCIPLINE**

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

In the context of this purpose, discipline should be designed to help move a child from a dependency upon external controls for managing behavior to developing the internal controls necessary for managing one's own behavior.

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

Responses to student misbehavior will be progressive in nature. When student misbehavior cannot be adequately addressed in the classroom, such options as time-out and planning room will be considered before school removal is contemplated (as delineated in articles 1 through 5).

The principal or his/her designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

When suspension or expulsion of students is deemed necessary, due process requirements will be followed. The term suspension means removal from school activities for a specified amount of time that is non-negotiable. Once the specified time has elapsed, the student will return to normal school activities, unless otherwise determined by the principal in consultation with the student's parent(s) and teacher(s).

1. **Emergency Removal:** A student who poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process of the school, shall be immediately removed from the school, or to a place within the school determined by the principal or his/her designee to be sufficiently secure to permit the academic process of the school to continue. The parent or guardian of a student who is to be removed from school will be notified by the principal, or his/her designee. If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day.

2. **In School Detention or Suspensions:** The principal or his/her designee may assign a student to in-school suspension for up to 10 consecutive days. The educational program of a student assigned to in-school suspension shall be continued to an extent determined to be feasible and appropriate by the principal. Students assigned to in-school detention shall be provided with a reasonable opportunity to complete academic assignments. The student and his/her parent or guardian must be given notice of the infraction, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent or guardian. If appropriate, the school may provide counseling or related activities designed to bring about an improvement in their behavior. The school will request a parent conference before reinstating the student to pre-suspension status.

3. **Suspensions for < Ten Days:** The principal may suspend a student from school for a period of 10 days or less for violations of school rules. Prior to such a suspension, the student and his/her parent or guardian shall be given an opportunity for an informal hearing with the principal or his/her designee. The student and his/her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his/her side of the story, and a decision in writing to the parent or guardian. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

4. **Suspensions for > Ten Days:** The principal may suspend a student for more than 10 days, but for a fixed period of time for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. Long-term suspension must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the board. The student and his/her parents must be notified in writing of the date, time, and place of the hearing and given an opportunity to present evidence, cross-examine witnesses, to be represented by counsel, and receive a written decision within 10 days of the hearing. The notice shall also include a statement of the rule infraction(s) alleged, the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing. The student will be responsible for class assignments during his/her period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

5. **Expulsion:** The superintendent or principal may recommend for expulsion any student whose misconduct makes the continued presence of the student harmful to the welfare of the school. A student may be expelled only after a majority vote of the board supporting the recommendation of the superintendent or principal, preceded by notice and a due process hearing conforming to the requirements set forth in paragraph 4 above.

6. A legal pupil who has a disability or suspected of having a disability that has yet to be diagnosed is subject to the due process protections outlined in Articles 1 through 13 of **Rule 4313: Discipline Procedures for Students Eligible for Special Education Services** of the Vermont Department of Education Special Education Regulations.

*Legal Reference(s): 16 V.S.A. §1161a, et seq.  
Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973  
Vt. State Board of Education Manual of Rules & Practices §4313*

## STUDENT CONDUCT AND DISCIPLINE

*ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.*

*(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.*

*(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.*

*(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.*

*(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.*

### **Policy**

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

### **Definitions**

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

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

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

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

off of school grounds and vehicles used to transport students to and from school or school activities.<sup>[3]</sup>

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

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

### **Student Responsibilities**

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

### **Administrative Responsibilities**

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

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

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

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

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

4 16 V.S.A. §1162(a).

5 See 16 V.S.A. § 1162(a)(3)

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

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

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

<sup>7</sup> See 16 V.S.A. § 1162(d)

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

*DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.*