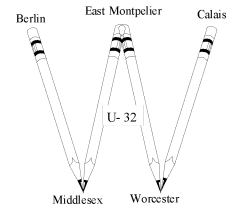


Washington Central Unified Union School District

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

6.3.26

4:45PM-6:15PM

Rumney Memorial School
433 Shady Hill Road
Middlesex, VT
(In-Person & Virtual)

Virtual Meeting Information

<https://tinyurl.com/4tj64r9x>

Meeting ID: 879 5582 9441

Password: 337910

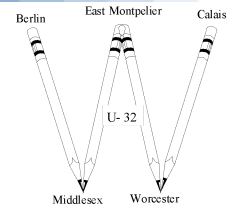
Dial by Your Location: 1-929-205-6099

1. Call to Order
2. Approve Minutes of 5.6.26
3. Review [Policy Workplan/Policy Review Timeline](#) (Discussion/Action)
 - 3.1. [D1](#): Proficiency-Based Graduation Requirements
 - 3.2. [D2](#): Grade Advancement: Retention, Promotion and Acceleration of Students
 - 3.3. [D3](#): Responsible Computer, Internet & Network Use
 - 3.4. [E1](#): Title 1 Parental Involvement Compacts
 - 3.5. Curriculum Policies
 - 3.6. Policy on Relocating Students
4. Public Comments
5. Future Agenda Items
 - 5.1. Next Meeting: July 1st
6. Adjourn

Washington Central Unified Union School District

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1130 Gallison Hill Road
Montpelier, VT 05602
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WCUUSD Policy Committee

5.6.26

4:45PM-6:15PM

U-32 Middle & High School
930 Gallison Hill Road
Montpelier, VT
(In-Person & Virtual)

Present: Superintendent Dellinger-Pate, Chris McVeigh, Ursula Stanley, Flor Diaz Smith, Natasha Eckart

1. **Call to Order:** Chris McVeigh called the meeting to order at 4:55 p.m.
2. **Approve Minutes of 4.8.26:** Ursula Stanley moved to approve the minutes of April 8, 2026. **Seconded by Flor Diaz Smith. Discussion:** Natasha Eckart was present at the meeting but is not indicated on the minutes. This motion carried, with noted edit. Chris McVeigh followed up on some of the discussions from the previous meeting: AI policy/ procedures, cell phone policy/procedures, Wellness policy. Superintendent Dellinger Pate indicated that the wellness policy will be addressed next school year. The AI policy could come to the board or the committee by the next meeting if desired. The Cell Phone procedures: student representatives are prepared to come to the next committee meeting if desired, to discuss this.
3. **Resources: Equity Lens, Policy on Policies, [CMSi Curriculum Review](#):** Superintendent Dellinger Pate had provided a packet to discuss this. Board members reviewed this information. Some discussion followed around the time frame for reviewing/developing policies and allowing for public input.
4. **Review [Policy Workplan/Policy Review Timeline](#):** To follow the timeline, three policies per board meeting are required.
 - 4.1. **[D1: Proficiency-Based Graduation Requirements](#)**
 - 4.2. **[D2: Grade Advancement: Retention, Promotion and Acceleration of Students:](#)**

Natasha Eckart asked whether there is a place for parents to have a voice in this. Superintendent Dellinger Pate spoke to the established process and parent involvement as part of the procedure. Ursula Stanley asked whether the procedures regarding this policy are being followed; she thinks that we should consider this through the equity lens. Ursula Stanley suggested when policies are provided to the board there is included a brief explanation of the policy - for example if this is merely review or has there been more discussion around it. The committee decided that for policies going forward, included will be: Policy, procedure, related forms, equity checklist - this will be part of the packet every time we consider a policy.

- 4.3. **D3: Responsible Computer, Internet & Network Use:** Flor Diaz Smith suggested considering the VSBA version of this policy (in our format) so that we can compare and cross check with our current policy. The committee will do this at the next meeting.
- 4.4. **E1: Title 1 Parental Involvement Compacts:** The committee looks forward to considering this policy with policy, procedure, related forms, equity checklist, along with the VSBA model policy.
- 4.5. **Curriculum Policies:** Steven Dellinger Pate noted that, upon reviewing the CMSi Curriculum audit, we do not have spelled out: curriculum development, instructional monitoring structure to develop and review curriculum, through an equity lens, based on evidence based practice. A policy draft working group should be created with members from the policy committee as well as others perhaps Chairs of Ed Quality and Policy, and Superintendent Dellinger Pate and Jen Miller-Arsenault? Flor Diaz Smith spoke about the importance of starting with our educational philosophy and strategic plan for framework. Discussion followed around this topic, including considering what other districts have adopted re: Curriculum Development.

5. Public Comments: None tonight

6. Future Agenda Items:

- Next Meeting: June 3, 2026
- AI Policy
- Cell Phone Procedure
- Policies as discussed on tonight's agenda with packet as discussed: policy, procedure, related forms, equity checklist

7. Adjourn: The committee adjourned at 5:57 by consensus.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary

Board Policy Review & Equity Worksheet

Policy Name: D1 Proficiency Based Graduation Requirements

VSBA Reference No: D1

Review Date: 6.3.2026

I. Policy Overview & Purpose

Brief Description of Policy:

It is the policy of Washington Central Unified Union School District to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in Washington Central's Student Learning Outcomes (SLO), in alignment with Vermont's Education Quality Standards

Primary Goal: What specific gap, legal requirement, or district goal is this intended to address?

II. Procedural Checklist

- **Accompanying Procedures:** Have we reviewed the administrative "how-to" directives for this policy? [☐] YES [☐] NO
 - **Public Notice:** Is the 10-day intent-to-adopt window scheduled? (Date: _____)
 - **Technical Check:** Does the draft have a Title, Adoption Date, and Effective Date?
 - **Equity Check:** Was a Policy Equity Impact Statement Completed? [☐] Yes [☐] No
-

III. Progress Tracking

- **First Reading:** (Date: _____) Result: [☐] Approved [☐] Needs Revision
- **Second Reading:** (Date: _____) Result: [☐] Adopted [☐] Move to 3rd (Major Revisions)
- **Final Adoption:** Date: _____ | VSBA Number Assigned: _____

- **Dissemination:** ☐ Website ☐ Principals ☐ Central Office
-

Policy Committee Recommendation:

☐ Ready for Full Board ☐ Needs further Subcommittee Work ☐ Table/Reject

WCUUSD Policy Equity Impact Statement

To be completed by the Policy Committee prior to First Reading.

Policy Title/Number: _____

Date of Review: _____

1. Intent & Context

- **What is the primary goal of this policy?** (e.g., safety, academic achievement, operational efficiency)
- **Does the policy language explicitly mention equity or the removal of barriers?** [] Yes [] No

If yes, where:

2. Stakeholder Impact Analysis

Identify which groups may be disproportionately affected by this policy (positively or negatively):

- ☐ Students with Disabilities (IEP/504)
- ☐ English Language Learners (ELL)
- ☐ Families experiencing poverty/homelessness
- ☐ Students of color or religious minorities
- ☐ LGBTQ+ students
- ☐ Other: _____

3. Barrier Identification (The "Equity Lens")

Question	Analysis/Findings
Access: Does this policy require family resources (money, time, transport, internet) to comply?	
Discipline/Burden: Does the policy create new penalties that might fall harder on marginalized groups?	
Language: Is the policy written in "plain English" and available for translation?	

Representation: Was this policy reviewed by individuals representing the groups listed in Section 2?	
---	--

4. Mitigation & Revision

- If a potential negative impact was found, what change was made to the draft to fix it?
 - Example: "Added a fee-waiver clause for low-income families."
 - Revision:

5. Data & Accountability

- How will the District measure if this policy is being applied equitably?
 - ☐ Disaggregated discipline data
 - ☐ Participation rates by demographic
 - ☐ Family/Student surveys
 - ☐ Other: _____

Committee Recommendation

- ☐ **Proceed:** Policy meets equity standards.
- ☐ **Proceed with Reservations:** (Note specific concerns for the Board below).
- ☐ **Return to Drafting:** Policy requires significant revision to address inequities.

Signature of Committee Chair: _____ **Date:** _____

How to use this form with Policy A30:

1. **Drafting:** The Policy Committee fills this out while writing the policy.
2. **First Reading:** This form is included in the "Background Information" packet distributed to Board members and the public (as required by [Policy A30](#)).
3. **Third Reading:** If major revisions occur, a *revised* Equity Statement should be attached to show how the changes impacted the equity analysis.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** **D1****WARNED:** **6/1/19****ADOPTED:** **6/12/19****EFFECTIVE:** **7/1/19****PROFICIENCY BASED
GRADUATION REQUIREMENTS
(PBGRs)**

It is the policy of Washington Central Unified Union School District to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in Washington Central's Student Learning Outcomes (SLO), in alignment with Vermont's Education Quality Standards.

Beginning with students entering ninth grade in the fall of 2016, a student meets the requirements for graduation when the student demonstrates evidence of proficiency in each of the Student Learning Outcomes that are in alignment with Vermont's Education Quality Standards.

Washington Central students may demonstrate proficiency via learning opportunities that take place outside of the school, school day, or the classroom, provided that such learning opportunities occur under the supervision of an appropriately licensed educator.

The superintendent is responsible for ensuring that school administrators communicate the meaning of the Student Learning Outcome and the Performance Indicators and how students will be assessed to students and parents. When a student enters U32 High School, the administration must educate both students and parents about the requirements for a high school diploma.

Legal Reference(s):

Rule 2120.8 of the Education Quality Standards requires secondary school boards to adopt a local graduation policy that defines "proficiency-based graduation requirements based on standards adopted by the State Board of Education."

Rule 2120.2 requires schools to provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.

PROFICIENCY-BASED GRADUATION REQUIREMENTS (PBGRs)

It is the policy of the _____ School District to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in these curriculum content areas, and when they meet any additional graduation requirements described by this Board (Insert additional requirements here).

The _____ School District **will/will not** use credits for the purpose of demonstrating that a student has met the graduation requirements. Credits will specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning (use only if the District will continue to use credits to demonstrate progress towards meeting the graduation requirements). Students in the _____ School District **will/will not** receive credit for learning that takes places outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator.

Responsibilities of the Superintendent

The superintendent shall develop procedures to ensure:

1. The PBGRs described in this policy reflect the learning standards adopted by the State Board of Education.
2. Students are being assessed as proficient against the comprehensive set of board-adopted PBGRs set forth in this policy prior to their receipt of a high school diploma.
3. Course credits will specify the proficiencies demonstrated to attain that credit, and that those proficiencies will align with the PBGRs set forth in this policy.
4. Student learning outcomes attained through Flexible Pathways² opportunities—including career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college—are linked clearly to expectations of proficiency identified in this policy.
5. Learning opportunities identified in students' Personalized Learning Plans (PLPs) support expectations of proficiency identified in this policy.
6. All students will meet the same set of PBGRs set forth in this policy, with accommodations or modifications being provided for students who require them under an IEP or 504 plan.

¹ Rule 2120.8 of the Education Quality Standards requires secondary school boards to adopt a local graduation policy that defines “proficiency-based graduation requirements based on standards adopted by the State Board of Education.”

² Rule 2120.2 requires schools to provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.

7. Information regarding PBGR implementation and assessment is provided to students and parents at least annually.

Monitoring of PBGR Implementation

The responsibilities described above will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on the following schedule:

Administrative Procedure	Frequency	Month
1. Student proficiency assessment reflects PBGRs	Biannually	Jan., July
2. Course descriptions specify proficiencies to be attained	Annually	August
3. Flexible Pathways and PBGRs are aligned	Annually	August
4. PLPs and PBGRs are aligned	Annually	August
5. PBGR accommodations and modifications	Biannually	Jan., July

<i>VSBA Version:</i>	<i>March 3, 2020</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	
<i>Cross Reference(s):</i>	

Board Policy Review & Equity Worksheet

Policy Name: D2 Grade Advancement: retention, Promotion & Acceleration of Students

VSBA Reference No: NA

Review Date: 6.3.2026

I. Policy Overview & Purpose

Brief Description of Policy:

A goal of the Washington Central Unified Union School District is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

Primary Goal: What specific gap, legal requirement, or district goal is this intended to address?

II. Procedural Checklist

- **Accompanying Procedures:** Have we reviewed the administrative "how-to" directives for this policy? [☐] YES [☐] NO
 - **Public Notice:** Is the 10-day intent-to-adopt window scheduled? (Date: _____)
 - **Technical Check:** Does the draft have a Title, Adoption Date, and Effective Date?
 - **Equity Check:** Was a Policy Equity Impact Statement Completed? [☐] Yes [☐] No
-

III. Progress Tracking

- **First Reading:** (Date: _____) Result: [☐] Approved [☐] Needs Revision
- **Second Reading:** (Date: _____) Result: [☐] Adopted [☐] Move to 3rd (Major Revisions)
- **Final Adoption:** Date: _____ | VSBA Number Assigned: _____
- **Dissemination:** [☐] Website [☐] Principals [☐] Central Office

Policy Committee Recommendation:

☐ Ready for Full Board ☐ Needs further Subcommittee Work ☐ Table/Reject

WCUUSD Policy Equity Impact Statement

To be completed by the Policy Committee prior to First Reading.

Policy Title/Number: _____

Date of Review: _____

1. Intent & Context

- **What is the primary goal of this policy?** (e.g., safety, academic achievement, operational efficiency)
- **Does the policy language explicitly mention equity or the removal of barriers?** [] Yes [] No

If yes, where:

2. Stakeholder Impact Analysis

Identify which groups may be disproportionately affected by this policy (positively or negatively):

- ☐ Students with Disabilities (IEP/504)
- ☐ English Language Learners (ELL)
- ☐ Families experiencing poverty/homelessness
- ☐ Students of color or religious minorities
- ☐ LGBTQ+ students
- ☐ Other: _____

3. Barrier Identification (The "Equity Lens")

Question	Analysis/Findings
Access: Does this policy require family resources (money, time, transport, internet) to comply?	
Discipline/Burden: Does the policy create new penalties that might fall harder on marginalized groups?	
Language: Is the policy written in "plain English" and available for translation?	

Representation: Was this policy reviewed by individuals representing the groups listed in Section 2?	
---	--

4. Mitigation & Revision

- If a potential negative impact was found, what change was made to the draft to fix it?
 - Example: "Added a fee-waiver clause for low-income families."
 - Revision:

5. Data & Accountability

- How will the District measure if this policy is being applied equitably?
 - ☐ Disaggregated discipline data
 - ☐ Participation rates by demographic
 - ☐ Family/Student surveys
 - ☐ Other: _____

Committee Recommendation

- ☐ **Proceed:** Policy meets equity standards.
- ☐ **Proceed with Reservations:** (Note specific concerns for the Board below).
- ☐ **Return to Drafting:** Policy requires significant revision to address inequities.

Signature of Committee Chair: _____ **Date:** _____

How to use this form with Policy A30:

1. **Drafting:** The Policy Committee fills this out while writing the policy.
2. **First Reading:** This form is included in the "Background Information" packet distributed to Board members and the public (as required by [Policy A30](#)).
3. **Third Reading:** If major revisions occur, a *revised* Equity Statement should be attached to show how the changes impacted the equity analysis.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

GRADE ADVANCEMENT:
RETENTION, PROMOTION &
ACCELERATION OF STUDENTS

POLICY: D2

WARNED: 6/1/19

ADOPTED: 6/12/19

EFFECTIVE: 7/1/19

Policy

A goal of the Washington Central Unified Union School District is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

Definitions

1. **Acceleration** is the advancement of a student by more than one grade beyond the current grade level.
2. **Promotion** is the single grade step most students take from year to year.
3. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the Washington Central's Student Learning Outcomes as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

Implementation

The superintendent or his or her designee will develop rules to implement this policy. The rules will specify a process for determining the promotion, retention or acceleration of individual students.

Legal Reference(s): VT State Board of Education Manual of Rules & Practices: §2120.2.2 (d)

Board Policy Review & Equity Worksheet

Policy Name: D3 Responsible Computer Internet & Network Use

VSBA Reference No: D3

Review Date: 6.3.2026

I. Policy Overview & Purpose

Brief Description of Policy:

This policy aims to foster an enriching and collaborative educational environment through information technology while ensuring user safety and maintaining compliance with federal and state laws.

Primary Goal: What specific gap, legal requirement, or district goal is this intended to address?

II. Procedural Checklist

- **Accompanying Procedures:** Have we reviewed the administrative "how-to" directives for this policy? [] YES [] NO
 - **Public Notice:** Is the 10-day intent-to-adopt window scheduled? (Date: _____)
 - **Technical Check:** Does the draft have a Title, Adoption Date, and Effective Date?
 - **Equity Check:** Was a Policy Equity Impact Statement Completed? [] Yes [] No
-

III. Progress Tracking

- **First Reading:** (Date: _____) Result: [] Approved [] Needs Revision
- **Second Reading:** (Date: _____) Result: [] Adopted [] Move to 3rd (Major Revisions)
- **Final Adoption:** Date: _____ | VSBA Number Assigned: _____
- **Dissemination:** [] Website [] Principals [] Central Office

Policy Committee Recommendation:

☐ Ready for Full Board ☐ Needs further Subcommittee Work ☐ Table/Reject

WCUUSD Policy Equity Impact Statement

To be completed by the Policy Committee prior to First Reading.

Policy Title/Number: _____

Date of Review: _____

1. Intent & Context

- **What is the primary goal of this policy?** (e.g., safety, academic achievement, operational efficiency)
- **Does the policy language explicitly mention equity or the removal of barriers?** [] Yes [] No

If yes, where:

2. Stakeholder Impact Analysis

Identify which groups may be disproportionately affected by this policy (positively or negatively):

- ☐ Students with Disabilities (IEP/504)
- ☐ English Language Learners (ELL)
- ☐ Families experiencing poverty/homelessness
- ☐ Students of color or religious minorities
- ☐ LGBTQ+ students
- ☐ Other: _____

3. Barrier Identification (The "Equity Lens")

Question	Analysis/Findings
Access: Does this policy require family resources (money, time, transport, internet) to comply?	
Discipline/Burden: Does the policy create new penalties that might fall harder on marginalized groups?	
Language: Is the policy written in "plain English" and available for translation?	

Representation: Was this policy reviewed by individuals representing the groups listed in Section 2?	
---	--

4. Mitigation & Revision

- If a potential negative impact was found, what change was made to the draft to fix it?
 - Example: "Added a fee-waiver clause for low-income families."
 - Revision:

5. Data & Accountability

- How will the District measure if this policy is being applied equitably?
 - ☐ Disaggregated discipline data
 - ☐ Participation rates by demographic
 - ☐ Family/Student surveys
 - ☐ Other: _____

Committee Recommendation

- ☐ **Proceed:** Policy meets equity standards.
- ☐ **Proceed with Reservations:** (Note specific concerns for the Board below).
- ☐ **Return to Drafting:** Policy requires significant revision to address inequities.

Signature of Committee Chair: _____ **Date:** _____

How to use this form with Policy A30:

1. **Drafting:** The Policy Committee fills this out while writing the policy.
2. **First Reading:** This form is included in the "Background Information" packet distributed to Board members and the public (as required by [Policy A30](#)).
3. **Third Reading:** If major revisions occur, a *revised* Equity Statement should be attached to show how the changes impacted the equity analysis.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

RESPONSIBLE COMPUTER,
INTERNET & NETWORK USE

POLICY: D3

WARNED: 9/30/20

ADOPTED: 11/4/20

EFFECTIVE: 11/4/20

Purpose

The Washington Central Unified Union School District recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

It is the policy of the Washington Central Unified Union School District to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable

information about themselves and others.

Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.

Protects Intellectual Property. Users request to use the software and media others produce.

4. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

5. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

6. Methods to address the following:

- Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - Lewd, vulgar, or profane
 - Threatening
 - Harassing or discriminatory
 - Bullying
 - Terroristic
 - Obscene or pornographic
- The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
- Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
- Unauthorized disclosure, use, dissemination of personal information regarding minors.
- Restriction of minors' access to materials harmful to them.

7. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

Legal Reference(s):

- 17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)*
- 20 U.S.C. § 6777 et seq. (Enhancing Education Through Technology Act)*
- 18 U.S.C. §2251 (Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children)*
- 47 U.S.C. §254 (Children's Internet Protection Act)*
- 47 CFR §54.520 (CIPA Certifications)*
- 13 V.S.A. §§2802 et seq. (Obscenity, minors)*
- 13 V.S.A. § 1027 (Disturbing Peace by Use of...Electronic Means)*
- 13 V.S.A. §2605 (Voyeurism)*

RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

Policy

It is the policy of the _____ School District/Supervisory Union to: (a) ensure that students are educated about appropriate usage of the online computer network and internet; (b) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (c) prevent unauthorized access and other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act and any other applicable state and federal laws.

This policy applies to any users who access the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location. Anyone who uses the district's IT devices either on-site or via a remote location shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

Administrative Responsibilities

The superintendent or designee shall ensure the following:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - a. **Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
 - b. **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.
 - c. **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
 - d. **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
 - e. **Protects Intellectual Property.** Users request to use the software and media others produce.
2. The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.
3. That internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

¹ See the policy and certification requirements in 20 U.S.C. §9134, 20 U.S.C. §7131, 47 U.S.C. §254, 47 C.F.R. §54.520.

4. The use of technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT resources, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.
5. Procedures to address the following:
 - a. Control of access by minors to inappropriate matter on the internet and world wide web that is:
 - i. Obscene;
 - ii. Child pornography; or
 - iii. Harmful to minors.
 - b. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 - c. Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
 - d. Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - e. Subject to approval by authorized personnel, technology protection measures may be disabled for use by adults to enable access to bona fide research or other lawful purposes.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use. The duties imposed on the district by this policy do not operate to make the District vicariously or directly responsible for the conduct of its users which violate this policy, or any of the general code of conduct of other policies.

Enforcement

The District reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources, including for any conduct which separately violates the Prevention of Harassment, Hazing and Bullying Policy, or other code of conduct or District policies, and for anyone using another person's system account or password or presenting themselves as another person.

In the event there is an allegation that a student user has violated this policy, the school district shall handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy shall be processed in accord with contractual agreements and legal requirements.



WCUUSD - Technology Department
930 Gallison Hill Road
Montpelier, VT 05602
(802) 229-0553
technology@u32.org

Technology Acceptable Use Agreement

2026-2027

1. Introduction and Purpose

The purpose of this agreement is to define the rules and guidelines for the use of all technology resources provided by Washington Central Unified Union School District (the "District"). These resources include, but are not limited to, computers, tablets, mobile devices, networks, software, email systems, internet access, and Artificial Intelligence (AI) tools. This agreement applies to all employees, including full-time, part-time, temporary staff, interns, sub-contracted employees, and other third-party personnel. It is in effect at all times, both on and off district property.

The goal of this policy is to ensure that technology is used responsibly, ethically, and securely in a way that supports the educational mission of the District, protects confidential information, and complies with all applicable laws and regulations, including the District Board policy on the Responsible Use of Artificial Intelligence.

2. Acceptable Use of Technology Resources

Employees are granted access to the District's technology resources to perform their professional duties. This access is a privilege, not a right, and may be revoked at any time for misuse.

Primary Use: All District technology resources are intended for use in direct support of the District's mission and employees' professional duties. Limited personal use is permissible on a case-by-case basis as long as it does not interfere with an employee's work responsibilities or the operation of the network and is not for commercial purposes.

Employees must not use District technology for:

- Any illegal or unethical activities, including copyright infringement or the distribution of malicious software.
- Defamatory activities, harassment, or threatening others.
- Accessing, creating, transmitting, or storing content that is obscene, pornographic, or sexually explicit.
- Any purpose that could disrupt or damage District technology resources or services.

3. Responsible Use of Devices

- **Care and Maintenance:** Employees are responsible for the proper care and security of all District-owned devices assigned to them. Devices should be kept in a secure location and protected from damage, theft, and unauthorized use.
- **Reporting:** Employees must immediately report any damage, loss, or theft of a District device to the IT department.
- **Device Security:** Devices must be secured with a password, PIN, or other authentication method as

required by the IT department. Employees should not share their device passwords with anyone.

4. Confidentiality and Privacy

Employees must handle all confidential and sensitive information with the utmost care. This includes student records, personnel information, financial data, and other proprietary District information.

- **Protection of Information:** Confidential information should not be shared with unauthorized individuals, either verbally, in writing, or electronically.
- **FERPA Compliance:** Employees must comply with the Family Educational Rights and Privacy Act (FERPA) and all other applicable privacy laws concerning student records and data.
- **Privacy Expectations:** While the District respects the privacy of its employees, there is no expectation of privacy when using District-owned technology. By using District technology, employees acknowledge that the District reserves the right to monitor, access, and disclose all information created, stored, sent, or received using its technology resources.
- **AI and Data Privacy:** In compliance with Vermont's Act 173 and Board policy, the input of Personally Identifiable Information (PII) into any AI tool is strictly prohibited unless the tool is part of a District-vetted and authorized agreement.

5. Social Media & Communication with Students (Vermont Act 72)

In compliance with Vermont state law (Act 72), which governs electronic communications between school employees and students, the District has established the following guidelines to maintain professional boundaries and protect students.

- **Prohibition on Personal Accounts:** Employees, part-time staff, and outsourced personnel are prohibited from using personal social media accounts or personal messaging apps to interact or communicate directly with current students. This includes, but is not limited to, platforms like Facebook, Instagram, TikTok, Snapchat, and X (formerly Twitter).
- **Official Communication Channels:** All professional communication with students must be conducted through official, District-provided channels, such as your school email or approved educational platforms (e.g., Google Classroom). This ensures that all communication is transparent and professional.
- **School-Sanctioned Accounts:** The use of social media accounts for official school purposes (e.g., athletics, clubs, classroom news) is permitted only with prior approval from school administration. These accounts must be created solely for one-way communication and promotion, such as sharing team accomplishments, event information, or student achievements. They must not be used for direct, two-way private conversations with students.
- **Student-Initiated Contact:** If a student contacts you through your personal social media, you must not respond and should redirect the student to an official communication channel like your District email.
- **Maintain Professionalism:** All content posted on official, school-sanctioned social media accounts must be professional and is subject to all other provisions of this Acceptable Use Agreement.

6. Security and Password Management

- **Account Security:** Employees are responsible for all activity that occurs under their user accounts. Passwords must be kept confidential and not shared with anyone.
- **Strong Passwords:** All passwords should be strong and unique, combining uppercase and

lowercase letters, numbers, and symbols.

- **Suspicious Activity:** Employees must immediately report any suspicious activity, security breaches, or unauthorized access to their accounts or devices to the IT department.

7. Software and Application Use

- **Authorized Software:** Only software that has been vetted, approved, and installed by the IT department is permitted on District devices.
- **Prohibited Software:** Employees are strictly prohibited from installing any unauthorized software, applications, or browser extensions on District devices. This is to protect the integrity and security of the network.
- **Licensing:** All software must be properly licensed. Employees must not use pirated or unlicensed software.
- **AI Tools and Web Applications:** The definition of "software" in this agreement includes web-based AI tools, Large Language Models (LLMs), and browser extensions. All AI-powered curricular tools must undergo the District's vetting process to ensure they are pedagogically sound and legally compliant.

8. Ownership of Data and Content

Data ownership is a key component of this policy. All data, files, and electronic communications created, sent, or stored on District technology resources are the property of the District. This includes, but is not limited to, email messages, documents, spreadsheets, and presentations. Additionally, all school-owned data, including any work product created on District resources, must not be used for personal or commercial gain unless explicitly authorized by the District. The District has the right to access and retain this information for business and legal purposes.

9. Consequences of Violation

Violation of this agreement may result in disciplinary action, which may include, but is not limited to, suspension or revocation of technology access, verbal or written warnings, suspension from employment, or termination of employment. Serious violations may also be reported to law enforcement authorities.

10. Use of Artificial Intelligence

In alignment with the District's Board Policy on the Responsible Use of Artificial Intelligence, staff must adhere to the following standards:

- **Transparency and Attribution:** Staff must clearly attribute any work product (e.g., lesson plans, newsletters, reports) that was significantly generated by AI.
- **Accuracy and Verification (Human-in-the-Loop):** Staff are responsible for verifying the accuracy of AI-generated content before using it in a professional or instructional capacity.
- **Conduct and Professional Boundaries:** The creation of AI-generated content to impersonate, harass, or misrepresent others is strictly prohibited.
- **Instructional Integrity:** When using AI with students, staff must ensure it enhances learning and does not serve as a substitute for the development of critical thinking skills.

11. Agreement and Acknowledgment

By using the District's technology resources, I acknowledge that I have read, understand, and agree to abide by the terms of this Technology Acceptable Use Agreement. I understand that failure to comply with this agreement may result in disciplinary action.

Printed Name: _____

Employee Signature: _____

Date: _____

Board Policy Review & Equity Worksheet

Policy Name: E1 Title 1 Parental Involvement Compacts

VSBA Reference No: E1

Review Date: 6.3.2026

I. Policy Overview & Purpose

Brief Description of Policy:

The Washington Central Unified Union School District outlines its programs and procedures for involving parents of Title I Part A students within specific school and district-level compacts.

Primary Goal: What specific gap, legal requirement, or district goal is this intended to address?

II. Procedural Checklist

- **Accompanying Procedures:** Have we reviewed the administrative "how-to" directives for this policy? [☐] YES [☐] NO
 - **Public Notice:** Is the 10-day intent-to-adopt window scheduled? (Date: _____)
 - **Technical Check:** Does the draft have a Title, Adoption Date, and Effective Date?
 - **Equity Check:** Was a Policy Equity Impact Statement Completed? [☐] Yes [☐] No
-

III. Progress Tracking

- **First Reading:** (Date: _____) Result: [☐] Approved [☐] Needs Revision
- **Second Reading:** (Date: _____) Result: [☐] Adopted [☐] Move to 3rd (Major Revisions)
- **Final Adoption:** Date: _____ | VSBA Number Assigned: _____
- **Dissemination:** [☐] Website [☐] Principals [☐] Central Office

Policy Committee Recommendation:

☐ Ready for Full Board ☐ Needs further Subcommittee Work ☐ Table/Reject

WCUUSD Policy Equity Impact Statement

To be completed by the Policy Committee prior to First Reading.

Policy Title/Number: _____

Date of Review: _____

1. Intent & Context

- **What is the primary goal of this policy?** (e.g., safety, academic achievement, operational efficiency)
- **Does the policy language explicitly mention equity or the removal of barriers?** [] Yes [] No

If yes, where:

2. Stakeholder Impact Analysis

Identify which groups may be disproportionately affected by this policy (positively or negatively):

- ☐ Students with Disabilities (IEP/504)
- ☐ English Language Learners (ELL)
- ☐ Families experiencing poverty/homelessness
- ☐ Students of color or religious minorities
- ☐ LGBTQ+ students
- ☐ Other: _____

3. Barrier Identification (The "Equity Lens")

Question	Analysis/Findings
Access: Does this policy require family resources (money, time, transport, internet) to comply?	
Discipline/Burden: Does the policy create new penalties that might fall harder on marginalized groups?	
Language: Is the policy written in "plain English" and available for translation?	

Representation: Was this policy reviewed by individuals representing the groups listed in Section 2?	
---	--

4. Mitigation & Revision

- If a potential negative impact was found, what change was made to the draft to fix it?
 - Example: "Added a fee-waiver clause for low-income families."
 - Revision:

5. Data & Accountability

- How will the District measure if this policy is being applied equitably?
 - ☐ Disaggregated discipline data
 - ☐ Participation rates by demographic
 - ☐ Family/Student surveys
 - ☐ Other: _____

Committee Recommendation

- ☐ **Proceed:** Policy meets equity standards.
- ☐ **Proceed with Reservations:** (Note specific concerns for the Board below).
- ☐ **Return to Drafting:** Policy requires significant revision to address inequities.

Signature of Committee Chair: _____ **Date:** _____

How to use this form with Policy A30:

1. **Drafting:** The Policy Committee fills this out while writing the policy.
2. **First Reading:** This form is included in the "Background Information" packet distributed to Board members and the public (as required by [Policy A30](#)).
3. **Third Reading:** If major revisions occur, a *revised* Equity Statement should be attached to show how the changes impacted the equity analysis.

VSBA Version:	February 5, 2024
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	20 U.S.C. §9134 20 U.S.C. §7131 47 U.S.C. §254 (<i>Children's Internet Protection Act</i>) 47 CFR §54.520 (<i>CIPA Certifications</i>) 13 V.S.A. §§2802 et seq. (<i>Obscenity, minors</i>) 13 V.S.A. § 1027 (<i>Disturbing Peace by Use of Electronic Means</i>) 13 V.S.A. §2605(<i>Voyeurism</i>)
<i>Cross Reference(s):</i>	<i>Student Conduct and Discipline</i> <i>Prevention of Harassment, Hazing and Bullying</i>

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

TITLE I PARENTAL INVOLVEMENT
COMPACTS

POLICY: E1

WARNED: 9/30/20

ADOPTED: 11/4/20

EFFECTIVE: 11/4/20

The Washington Central Unified Union School District¹ maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.²

Definition:

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).³

School District Parental Involvement Compact.⁴

The superintendent or his or her designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact.⁵

Each building principal or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement

¹ 16 V.S.A. §144b(c) makes school districts LEAs for purposes of complying with the sections of federal law that apply to this policy.

² See footnotes 4 and 5 below for an explanation of the use of the term "compact" in this model policy.

³ Source: 20 USC §7801(31). ESEA definition of "parent."

⁴ See, 20 USC §6318(a)(2) requiring each LEA receiving Title I Part A funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this model policy by requiring the superintendent or his or her designee to develop an LEA compact in accord with Title I policy requirements. A compact, as such, is not required of LEA's under Title I, although a compact is required of title I schools. The use of a compact by LEAs is suggested here in order to minimize the extent to which procedures must be made part of board policies. A sample LEA Parental Involvement Compact is provided in Appendix A attached to this model policy.

⁵ See, 20 USC §6318(b) requiring each school served under Title I, Part A to "develop jointly with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)." In addition, Section 6318(d) requires Title I schools to develop, "as a component of the school-level policy," a school-parent compact. The compact must be jointly developed with parents of children served under Title I, Part A, and must include certain components. A sample School Level Parental Involvement Compact with the required components is provided in Appendix B attached to this policy.

Compact shall include: (1) a process for continually involving parents in its development and

implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

Legal Reference(s):

*Title I, Part A of the Elementary and Secondary Education Act ("No Child Left Behind Act"), 20 USC §6318.
16 V.S.A. §144b. Definition of "LEA" for NCLBA purposes.*

Title I, Part A Parental Involvement Policy: Appendix A.

Sample School District Parental Involvement Compact.⁶

This school district compact outlines the joint responsibility of the School District and parents. The following opportunities for parental involvement are provided by the _ School District.

- 1 The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
 - B. Establishing communication between the school district staff and parents.
 - C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
 - D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.
- 2 The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
 - A. Providing workshops to assist schools in planning and implementing strategies.
 - B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
 - C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
 - D. Seeking input from parents in developing workshops and other activities.
- 3 The school district builds the capacity of schools and parents for strong parental involvement by:
 - A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
 - B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
 - C. Providing a master calendar of school district meetings to discuss pertinent topics.
- 4 The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
 - A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

⁶ Each of the numbered components of this sample is required by Title I, Part A (the No Child Left Behind Act). The numbered paragraphs correspond to requirements in 20 USC §6318(a)(2)(A)-(F). The sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

5. The school district conducts, with involvement of parents, and annual evaluation of the

content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:

A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.

B. Identifying potential policy and compact changes to improve and revise programs.

6. The school district involves parents in the activities of the schools served under Title I, Part A by:

A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.

B. Providing school and parent-teacher organization coordination of events.

Appendix B

School Level Parental Involvement Compact⁷

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved.⁸ The principal or his or her designee shall:
 - a. Invite all parents of participating children to the annual meeting at school.
 - b. Explain the rights of parents to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the S.U.-level committee.
 - d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
 - e. Indicate mechanisms by which the committee work will be communicated to parents.
 - f. Seek the involvement and input of parents.
 - g. Provide child care so that all parents who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.⁹ The principal or his or her designee shall:
 - a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
 - b. Engage school-based parent organizations to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.
3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA¹⁰, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.¹¹ The principal or his or her designee shall:

⁷ Each of the components in the numbered paragraphs of this sample is required by Title I, Part A (the No Child Left Behind Act). The bulleted sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. The numbered paragraphs correspond to requirements in 20 USC §6318(b)-(f). Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

⁸ 20 USC §6318(c)(1).

⁹ 20 USC §6318(c)(2).

¹⁰ 20 USC §6314(b)(2).

¹¹ 20 USC §6318(c)(3).

- a. Identify and establish a process by which an adequate representation of parents of participating children can occur.

- b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.
4. The principal or his or her designee shall:¹²
 - a. Provide parents of participating children timely information about programs.
 - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
 - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - e. Develop means for parents to ask questions and receive answers.
 - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.
5. Shared Responsibilities for High Student Academic Achievement.¹³
 - a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
 - I. Monitoring attendance, homework, and television viewing.
 - II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.
 - b. Communication between teachers and parents occurs through:
 - I. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.
 - II. Frequent reports to parents on their children's progress.
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
6. Building Capacity for Involvement.¹⁴
 - A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
 - I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.

¹² 20 USC §6318(c)(4) & (5).

¹³ 20 USC §6318(d).

¹⁴ 20 USCA §6318(e). Numbered Sections AI-AV are required by this section of Title I, Part A (the NCLBA), numbered sections BI-BIX are enumerated in this section of the law but are not required.

II Provide materials and training to help parents work with their children.

- III Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.
 - IV To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
 - V Ensure that information is sent to the parents of participating children in a format and language that can understand.
- B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
- I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
 - II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.
 - III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
 - IV. Train parents to enhance the involvement of other parents.
 - V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
 - VI. Adopt and implement model approaches to improving parental involvement.
 - VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
 - VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
 - IX. Provide other reasonable support for parental involvement activities under this section as parents may request.
7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.¹⁵

¹⁵
20 USCA §6318(f).

VSBA MODEL POLICY - CODE E1
(Required) ^[1]

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT

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

** **This policy is issued by the Vermont Agency of Education and located within the VSBA model policy manual for reference.***

(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.

(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.

Instructions: Please delete the brackets and italic instruction/prompts before adopting the policy or approving procedure. Policy, procedure, and compact are not complete until all highlighted prompts and notes are addressed below and developed jointly with parents and families of participating Title I students.

Title I, Part A Parent and Family Engagement Policy

It is the policy of the [SU/SD name] (LEA) to plan and implement effective needs-based Title I programs, activities, policies and procedures with meaningful consultation and involvement of participating Title I parents and family members that comply with all parent and family engagement requirements, specifically those required by federal statute. As such the LEA is responsible for ensuring compliance with development and implementation of the following three documents:

1. LEA PARENT AND FAMILY ENGAGEMENT POLICY: As a Title I Part A served LEA we will outline and describe the ways in which we will be responsible for and address the Parent and Family Requirements listed and will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy that meets all requirements described below.

2. SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PROCEDURE: Each of our school(s) served by Title I Part A will outline and describe the ways in which the school will be responsible for and address the Parent and Family Requirements listed. Each school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement procedure, agreed on by such parents, that will describe the means for carrying out the requirements described below.

2a. SCHOOL-PARENT COMPACT: Each of our school(s) served by Title I Part A, as part of their Parent and Family Engagement Procedure, will develop jointly with, agree on with,

and distribute to, parents and family members of participating children a School-Parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

Definitions:

Local Education Agency: for purposes of this policy, a supervisory union or supervisory district is the local education agency (LEA).

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). ^[2]

Parent and Family Engagement (PFE): The inclusion of parents, families, schools, and communities in order to support learning and improve schools. Opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children.

Implementation

The [SU/SD name] will ensure the successful development and implementation of the written LEA Parent and Family Engagement Policy, School Parent and Family Engagement Procedure(s), and School-Parent Compact(s) and will address all requirements in specific detail with review and revision on a periodic and timely basis.

1. LEA Parent & Family Engagement Policy ^{[3], [4]}

[SU/SD Name]

[School Year: XXXX-XXXX] [Date of last revision: XXXX]

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, the [SU/SD Name] receives Title I, Part A funds. Therefore, the [SU/SD name] will develop, with the parents and family members of participating students, a written parent and family engagement policy. This policy will outline the Local Education Agency's (LEA) expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

Part I: General Requirements and Expectations

1. In order to support increased parent and family engagement to improve student academic achievement, the [SU/SD name] has the following objectives:

[Please list general LEA-wide objectives, expectations, and/or goals for meaningful and effective parent and family engagement]

2. The [SU/SD name] agrees to take the following actions to involve parents and family members in the joint development of its Local Educational Agency Plan:

[List/describe how parents will be involved in the development of the LEA Plan. This may include opportunities for parents and family members to provide feedback or input, methods of communication/distribution of information, variable meeting times, etc.]

3. The [SU/SD name] agrees to take the following actions to involve parents and family members in the joint development of Support and Improvement:

[List/describe how parents will be involved in the development of the schools' support and improvement plans. This may include opportunities for parents and family members to provide feedback or input, methods of communication/distribution of information, variable meeting times, etc.]

4. The [SU/SD name] agrees to take the following actions to provide coordination, technical assistance, and other support necessary in order to build capacity for parent and family engagement activities to improve student achievement and school performance:

[List/describe how the LEA will provide support to its Title I school(s) in planning/implementing parent and family engagement activities. These activities should include the development of the School PFE Policy, the School-Family Compact, and all other Title I PFE requirements. This may include meaningful consultation with employers, business leaders, and philanthropic organizations. This may also include professional development, workshops, trainings, and other opportunities to provide support to increase parent and family engagement.]

5. The [SU/SD name] will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family Title I, Part A Parent & Family Engagement Policy in improving the academic quality of all its Title I schools. The evaluation will include identifying the following:

- Barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- Strategies to support successful school and family interactions

The [SU/SD name] agrees to take the following actions to conduct this annual evaluation:

[List/describe actions, such as how the evaluation will be conducted, who will conduct it, the roles parents and family members will play, etc. Evaluations may take the form of surveys, interviews, etc.]

6. The [SU/SD name] agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Policy, if necessary:

[List/describe how findings will be analyzed, how findings will be used to determine strategies, the roles of parents and family members, methods of communication/distribution of information, etc.]

7. The [SU/SD name] agrees to take the following actions to involve parents in the activities of the schools:

[List actions, which may include establishing a parent advisory board that adequately represents the needs of the population served by the LEA in order to develop, revise, and review the parent and family engagement policy.]

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership among the schools, parents, and the community in order to improve student achievement, the [SU/SD name] will use the following strategies:

8. The [SU/SD name] will provide assistance to parents of children served by the LEA in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The [SU/SD name] agrees to take the followings actions in order provide this assistance:

[List activities the LEA may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]

9. The [SU/SD name] agrees to provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement:

[List activities the LEA may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials. Examples may include literacy training or using technology.]

10. The [SU/SD name] agrees to take the following actions to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

[List activities the LEA may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary. Include description of the role of parents and family members.]

11. The [SU/SD name] will, to the extent feasible and appropriate, coordinate and integrate Title

I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The [SU/SD name] agrees to take the following actions to coordinate and integrate parent involvement programs:

[Describe/List how the district will coordinate with other organizations, programs, and community partners to provide additional supports and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

12. The [SU/SD name] agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

13. The [SU/SD name] agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

[List actions, including how LEA will provide opportunities for parent and family requests, other ways in which LEA will support parent engagement, etc.]

Additional Building Capacity Options

NOTE: The LEA, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement. Any or all of these activities may be included in the LEA's policy at the discretion of the LEA, in agreement with the parents and family members of participating children. If the LEA chooses to include any additional discretionary activities, a description of how the LEA will implement or accomplish those items will be included.

PART III. Policy Adoption

This LEA's Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. [Include MM/DD/YYYY that review with parents/families occurred and where/how documentation will be maintained]. This policy was adopted by the [SU/SD name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

2. School Parent & Family Engagement Procedure

[School Name]

[School Year: XXXX-XXXX] [Date of last revision]

In order to provide all children with significant opportunity to receive a fair, equitable, and

high-quality education, and to close educational gaps, [Title I School name] receives Title I, Part A funds. Therefore, [Title I School name] will develop, with the parents and family members of participating students, a written parent and family engagement procedure. This procedure will outline how this school will involve parents and family members in procedure development and build capacity for parent and family engagement in order to improve student academic achievement.

Part I: Procedure Involvement

NOTE: The procedure will include a description of how the school will implement or accomplish the following requirements. It will likely be necessary for each Title I school to have their own individualized School Parent and Family Engagement Procedure based on the varying needs of that school from the other Title I schools within the district especially if the district operates both Title I Targeted Assistance Programs, and Schoolwide Programs based on their inherent differences.

1. [Title I School name] will hold an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school's participation in Title I, to explain the Title I, and to inform parents of their right to be involved. The [Title I School name] agrees to take the following actions:

[Describe when and where the meeting will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, etc.]

2. [Title I School name] agrees to offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, childcare, or home visits, as related to parent involvement.

[List actions school will take to offer flexibility and encourage parent involvement in meetings]

3. [Title I School name] agrees to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs in the following ways:

4. [Title I School name] agrees to involve parents in an organized, ongoing, and timely way
[Describe how information will be communicated to parents, how feedback and input from
[Describe how information will be communicated to parents, how feedback and input from
parents and family members will be collected, any meetings that may be held, etc.]

in the planning, review, and improvement of the School Parent & Family Engagement Policy and in the joint development of the schoolwide program plan in the following ways:

5. [Title I School name] agrees to provide parents of participating children the following:

- Timely information about Title I programs
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used, and the achievement levels of the challenging State academic standard
- Opportunities for regular meetings for parents to make suggestions and participate in

decisions relating to the education of their children

- Responses to these suggestions as soon as practicably possible The school agrees to provide these in the following ways:

[Describe how information will be communicated to parents, how feedback, input, and requests from parents and family members will be collected, reviewed, and responded to, any meetings that may be held, etc.]

6. [Title I School name] agrees to take the following actions to submit any parent comments about the schoolwide program plan when the school makes the plan available to the LEA, if the schoolwide program plan is not satisfactory to the parents of participating children:

[List actions, including how the school will communicate with the parents, receive feedback and input, etc.]

7. [Title I School name] agrees to take the following actions to jointly develop with participating parents a school-parent compact, outlining how parents, school staff, and students will share the responsibility for improved student academic achievement:

[Describe when and where meetings will be held, how invitations/information will be communicated to parents, how feedback and input from parents and family members will be collected, roles of parents and family members, etc.]

8. [Title I School name] agrees to take the following actions to provide opportunities for the informed participation of parents and family members, including providing information and school reports required, in a format and language that parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

Part II: Building Capacity for Involvement

To ensure effective involvement of parents and support a partnership between the school, parents, and the community in order to improve student achievement, [Title I School name] will use the following strategies:

9. [Title I School name] will provide assistance to parents of children served by the school in understanding the following topics:

- The challenging State academic standards
- State and local academic assessments
- Title I, Part A requirements
- How to monitor their child's progress
- How to work with educators to improve their children's achievement

The school agrees to take the followings actions in order provide this assistance:

[List activities the school may provide, such as workshops, conferences, online and printed resources, webinars, meetings, trainings, and any other equipment or materials that may be necessary]

10. [Title I School name] agrees to provide materials and training, such as literacy and technology workshops, as appropriate, to help parents work with their children to improve their children's achievement:

[List activities the school may provide, such as workshops, conferences, classes, online and printed resources, meetings, and other materials]

11. [Title I School name] agrees to educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the following areas:

- The value of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs
- How to build ties between parents and school

The school agrees to take the following actions to provide this support:

[List activities the school may provide, such as professional development, workshops, conferences, classes, online and printed resources, meetings, and any other equipment or materials that may be necessary]

12. [Title I School name] will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other Federal, State, and local programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. The school agrees to take the following actions to coordinate and integrate parent involvement

programs:

[Describe/List how the school will coordinate with other organizations, programs, and community partners to provide additional supports and resources to families. This may include public preschool programs/Kindergarten readiness programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

13. [Title I School name] agrees to take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:

[List actions, such as providing translation services and other support for English Learners, providing meetings for distribution of information, providing multiple methods of communication, etc.]

14. [Title I School name] agrees to take the following actions to provide other reasonable support for parent involvement activities, as parents may request:

[List actions, including how school will provide opportunities for parent and family requests, other ways in which the school will support parent engagement, etc.]

Additional Building Capacity Options

NOTE: The school, in consultation with parents and family members, may include additional programs and activities designed to build capacity for parent and family involvement in Title I schools in order to improve student achievement. If the Title I school elects to incorporate these activities will be listed here with specific descriptions for implementation.

PART III. Procedure Approval

NOTE: Title I Schools should follow their local procedure for procedure approval.

This School Parent & Family Engagement procedure has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

[Include MM/DD/YYYY that review with parents occurred and where/how documentation will be maintained]. This procedure was approved by the [Title I School name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The Title I School will distribute this procedure to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

2a. School-Parent Compact

NOTE: It is each Title I School's responsibility to ensure that compacts are developed and disseminated to parents annually (at the start of the school year). Documentation will be maintained that clearly shows when and how this was done.

[Title I School Name]

[Principal]

[School phone number]

[Website]

[Last Revised: MM/DD/YYYY]

What is a School-Parent Compact?

The School-Parent Compact is a written document designed to build partnerships, be jointly developed with parents and families of Title I Participating students that clearly outlines the goals and shared responsibilities of students, parents, and the entire school staff in improved student academic achievement.

Our Goals

- District goals [include measurable district goals from local planning in family friendly language and actions the district will take to achieve them]
- Schools Goals [include measurable school goals from local planning in family friendly language and actions the school will take to achieve them]

Shared Responsibility [describe the shared responsibility that teachers, parents, and students

all share for the improvement of student academic achievement]

- Teachers will: [explain how teachers will provide high-quality curriculum, offer support, and create an effective learning environment]
- Parents will: [provide actions parents will take to be responsible for supporting their children's learning and positive use of extra-curricular time]
- Students will: [provide actions students will take to be responsible for their own learning and academic success]

Building Partnerships [provide information about ongoing parent and family engagement events/opportunities, information on who to contact for volunteer/observation opportunities, information about how parents can participate in decisions relating to their children's education]

Communication [describe how school staff will maintain regular two-way communication with family members]

Jointly Developed [describe how parents, teachers, and students worked together to develop/revise the compact, opportunities to participate in future revisions, information on how parents can contribute comments]

This School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. [Include MM/DD/YYYY that review with parents occurred and where/how documentation will be maintained]. This compact was approved by the [Title I School name] on [Date MM/DD/YY] and will be in effect for the period of [School Year XXXX-XXXX]. The Title I School will distribute this procedure to all parents of participating Title I, Part A children on or before [Date MM/DD/YY].

<i>VSBA Version:</i>	9/24/2021
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference:</i>	20 USC § 7801(38) 20 U.S.C. § 6318 16 V.S.A § 43
<i>Cross Reference:</i>	

[1] This policy is mandatory for LEAs and schools that receive Title I, Part A funds. 20 U.S.C. § 6318(a)(2).

[2] 20 USC § 7801(38) definition of term “parent.”

[3] 20 U.S.C. § 6318

Special Rule: *If the school has a parent and family engagement policy that applies to all parents and family members, the school may amend that policy, if necessary, to meet the requirements.*

[4] 20 U.S.C. § 6318

Amendment: *If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, the LEA may amend that policy, if necessary, to meet the requirements.*

WCUUSD Policy Development & Equity Review Process Working Document

Policy Title Curriculum Policy

Initiation & Preparation

Identify Need & Define Scope: *Determine if a new policy is required by law or to meet specific district goals. Clearly define the problem or gap the policy is intended to address.*

Formal Suggestion: *Ensure the policy suggestion was submitted in writing to the **School Board Chair** or the **Policy Committee representative**.*

Date Proposed _____

Form Policy Drafting Working Group: *Convene a cross-functional team responsible for developing the initial draft. This group must include administration subject matter experts and representatives from potentially impacted stakeholder groups (e.g., teachers, family liaisons, student support staff, students) to ensure a collaborative design approach. The make-up of this group is determined by the Policy Committee.*

Does this Policy Need a Working Group - [] YES [] NO

If yes, who are the members?

- ☐ **Initial Collaborative Draft:** The Working Group develops the first draft, focusing on explicitly stating the policy's primary goal and desired equitable outcomes, as required by the subsequent Equity Review.

- ☐ **Targeted Stakeholder Consultation:** Conduct focused input sessions (such as surveys, interviews, or focus groups) with groups identified in the Policy Equity Impact Statement (e.g., English Language Learners, students with disabilities, or families experiencing poverty) to ensure "Voice & Inclusion" is met during the drafting phase.
- ☐ **Procedure Pairing:** The administration drafts accompanying procedures/directives alongside the policy draft to ensure the policy is operational and clearly defined.
- ☐ **WCUUSD Policy Committee Review:** The refined draft and accompanying procedures are submitted to the **WCUUSD Policy Committee** for formal consideration. The draft is then vetted using the "Equity Lens" before proceeding to the First Reading.

VSBA-Aligned Equity Review

Before moving to the First Reading, the Policy Committee must vet the draft using an "Equity Lens."

Define the Purpose: Does this policy explicitly state its intent to close opportunity gaps or support equitable outcomes?

Identify Stakeholders: Who are the different groups of people this policy will affect? (Consider race, ethnicity, disability, gender identity, socioeconomic status, and language).

Analyze Impact: * Does this policy create or worsen barriers for any specific group? How does the policy account for students or families with varying levels of resources?

Mitigate Burden: If a negative impact is identified, have revisions been made to mitigate that burden?

Voice & Inclusion: Was the policy informed by the perspectives of those most likely to be impacted by it? [] **YES** [] **NO**

Public Notice & First Reading

- ☐ **Public Notice:** Issue public notice of intent to adopt at least **10 days** prior to the board meeting? [] **YES** [] **NO**
- ☐ **Equity Statement:** Include a brief summary of the **Equity Review findings** in the background info provided to board members? [] **YES** [] **NO**

- ☐ **Public Access:** Make the proposed draft available to the general public. [] YES
[] NO
- ☐ **First Reading Action:** Board must move to reject, revise, or approve the draft for a second reading.

Second & Third Readings

- ☐ **Warning:** Ensure the second reading is warned on the agenda for the next regular meeting.
- ☐ **Board Action (Second Reading):** * **If Approved (Minor/No Revisions):** Policy is considered **duly adopted**.
 - **If Revised (Major Revisions):** Must move to a **Third Reading**.
 - *Note: Major revisions must be re-vetted through the Equity Review (Phase 2).*
- ☐ **Third Reading (If Required):** Final board action must be taken (Approve/Reject/Table).

Standards & Post-Adoption

- ☐ **Technical Standards:** Verify the policy has a Title, Date of Adoption, and Effective Date.
- ☐ **Numbering:** Assign a number following the VSBA system.
- ☐ **Dissemination:** Distribute to Board Members, Principals, and the Central Office; post on the district website.
- ☐ **Equity Monitoring:** Add the policy to the Policy Committee's review schedule (every **3 to 5 years**) with a specific mandate to review the policy's actual impact on equity data.

Equity Review Guiding Questions (for the Policy Committee)

"Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services." — [VSBA/VSA Shared Definition of Equity](#)

1. **Assumptions:** What assumptions are we making in this policy that might not be true for all families?
2. **Access:** Does this policy require technology, transportation, or fees that might exclude some students?
3. **Data:** What data do we have (or need) to track if this policy is working for *all* students?

WCUUSD Policy Equity Impact Statement

To be completed by the Policy Committee prior to First Reading.

Policy Title/Number: _____

Date of Review: _____

Primary Drafter/Contact: _____

1. Intent & Context

- **What is the primary goal of this policy?** (e.g., safety, academic achievement, operational efficiency)
- **Does the policy language explicitly mention equity or the removal of barriers?** [] Yes [] No
If yes, where: _____

2. Stakeholder Impact Analysis

Identify which groups may be disproportionately affected by this policy (positively or negatively):

- ☐ Students with Disabilities (IEP/504)
- ☐ English Language Learners (ELL)
- ☐ Families experiencing poverty/homelessness
- ☐ Students of color or religious minorities
- ☐ LGBTQ+ students
- ☐ Other: _____

3. Barrier Identification (The "Equity Lens")

Question	Analysis/Findings
Access: Does this policy require family resources (money, time, transport, internet) to comply?	
Discipline/Burden: Does the policy create new penalties that might fall harder on marginalized groups?	
Language: Is the policy written in "plain English" and available for translation?	

Representation: Was this policy reviewed by individuals representing the groups listed in Section 2?	
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4. Mitigation & Revision

- If a potential negative impact was found, what change was made to the draft to fix it?
 - Example: "Added a fee-waiver clause for low-income families."
 - Revision: _____
-

5. Data & Accountability

- How will the District measure if this policy is being applied equitably?
 - ☐ Disaggregated discipline data
 - ☐ Participation rates by demographic
 - ☐ Family/Student surveys
 - ☐ Other: _____
-

Committee Recommendation

- ☐ **Proceed:** Policy meets equity standards.
- ☐ **Proceed with Reservations:** (Note specific concerns for the Board below).
- ☐ **Return to Drafting:** Policy requires significant revision to address inequities.

Signature of Committee Chair: _____ Date: _____

How to use this form with Policy A30:

1. **Drafting:** The Policy Committee fills this out while writing the policy.
2. **First Reading:** This form is included in the "Background Information" packet distributed to Board members and the public (as required by [Policy A30](#)).
3. **Third Reading:** If major revisions occur, a *revised* Equity Statement should be attached to show how the changes impacted the equity analysis.

**1ST READING: 5/9/2019
2ND READING: 6/13/2019
ADOPTED: 6/13/2019**

CURRICULUM DEVELOPMENT & COORDINATION

1. POLICY

The Barre Unified Union School District (BUUSD) shall be responsible for establishing a BUUSD curriculum. The BUUSD curriculum shall be coordinated to allow students to meet or exceed standards established by the Vermont State Board of Education. Curriculum plans shall be coordinated between sending and receiving schools within the BUUSD and will be periodically reviewed to determine compatibility with schools outside the school district that are attended by students residing within the school district.

The BUUSD Board shall assist each member school district to follow the curriculum developed in accordance with this policy.

The Curriculum Director shall be responsible for assisting the BUUSD Board and member school district boards in the development, implementation, coordination, and evaluation of the curriculum.

The Curriculum Director shall conduct systematic evaluations of programs within the curriculum and report the results to the school boards at least annually.

Champlain Valley School District - CODE G1

CURRICULUM DEVELOPMENT/COORDINATION

Policy

The Champlain Valley School District board shall be responsible for establishing a district-wide curriculum by either developing the curriculum or assisting the individual schools to develop it jointly. The district curriculum shall be coordinated to allow students to meet or exceed standards established by the Vermont State Board of Education.

General Provisions

The District delegates the direct responsibility for developing and evaluating the curriculum to the Superintendent of Schools as the educational leader of the District. It is the Superintendent of Schools' responsibility to establish procedures to ensure effective participation of all professional staff members, students, as appropriate to their level of maturity, parents, and others who have a direct interest in the schools.

The Superintendent of Schools, working in concert with the building leadership, shall insure that the curriculum is consistent with the written board goals and objectives of the instructional program.

The Superintendent or designee shall conduct systemic evaluations of all programs within the curriculum and report the results to the school board based on the annual board work plan.

When there is a significant budget impact as a result of programs being added to, or deleted from, the instructional program, the change shall receive approval by the Board before being implemented, unless the change is required by federal or state law and/or regulation.

<i>Date Warned:</i>	<i>6/7/2017</i>
<i>Date Adopted:</i>	<i>6/20/2017</i>
<i>Date Reaffirmed:</i>	<i>Not Applicable</i>

Legal Reference(s):	16 VSA; Sec. 261a. (1), (2)
Historical Reference(s):	16 VSA; Sec. 242a. (2), Repealed effective January 1, 1998
Cross Reference(s):	

CURRICULUM DEVELOPMENT AND COORDINATION

POLICY

The curricula of the schools in the South Burlington School District shall be coordinated to allow students to meet or exceed standards established by the Vermont Frameworks and the School District. Curriculum plans shall be coordinated between sending and receiving schools within the School District and will be periodically reviewed to determine compatibility with schools outside the School District that are attended by substantial numbers of students residing within the School District.

The Superintendent shall be responsible for the development, coordination, and evaluation the curriculum. The Superintendent shall ensure that the curriculum is consistent with the School District mission as approved by the Board.

The Superintendent shall conduct systematic evaluations of all programs within the curriculum and report the results to the Board at least annually.

Date Policy Warned: February 21, 2007
Date Policy Considered: March 14, 2007
Date Policy Adopted: April 4, 2007

Signed:

Kathryn Boucher, Chair
Theodore Manazir, Clerk
Richard Cassidy
Carol Caldwell-Edmonds
Elizabeth Fitzgerald

AUTHORITY AND CROSS REFERENCE

Legal References

16 V.S.A. §261a (1) (Duties of supervisory union boards)

16 V.S.A. 261a(1) requires Supervisory Union boards to “set policy to coordinate curriculum plans among the sending and receiving schools in that supervisory union.

Participation by specific individuals or groups in the curriculum development process is not a requirement of State Board regulations. The No Child Left Behind Act requires that school districts and schools that receive Title I Part A

**SOUTH BURLINGTON SCHOOL DISTRICT
POLICY G3 CURRICULUM DEVELOPMENT AND COORDINATION
PAGE 2 OF 2**

funds adopt "Parental Involvement" policies that "involve parents in its plan to help low achieving students meet challenging...standards." 20 U.S.C. §6318(a)(2).

Cross References

Professional Development Policy

Educator Supervision and Evaluation: Probationary Teachers Policy

Student Assessment Policy

Local Action Plan Policy

School Community Relations Policy

Parental Involvement Policy

South Burlington School District Monitoring Report

Policy Being Monitored: 2.10 Curriculum Development and Review

Date Presented to Board: February 4, 2026

Superintendent Signature:

Part 1: Policy Being Monitored

2.10 Curriculum Development and Review: The Superintendent shall not allow the district to be without written curricula aligned with Vermont standards and Board Ends policies that are coordinated across all grade levels and schools.

Further, the Superintendent shall not fail to review the curricula periodically based upon student performance results, learning opportunities data, new research, and updated content knowledge with the goal of all students meeting the Board's Ends policy.

Part 2: Superintendent's Interpretation

SBSD will be "in compliance" on EL 2.10 Curriculum Development and Review when the District can demonstrate that:

1. Written curriculum exists for all required content areas and grade levels, is current, and is accessible to staff in a consistent format.
2. Each curriculum is aligned to Vermont standards and to the Board's Ends policies, and includes the essential elements needed for consistent implementation (e.g., standards/learning targets, scope and sequence, key units, common expectations, and assessment guidance).
3. Curriculum is coordinated vertically and horizontally so that learning progressions build coherently across grade levels and are consistently taught across schools, with clear districtwide expectations and room for teacher expertise within those expectations.
4. The District has a documented, periodic curriculum review cycle (multi-year) that identifies when each curriculum will be reviewed and by whom, and that cycle is followed.

5. Curriculum review is evidence-driven: revisions are informed by student performance results, learning opportunity/access data, updated research and best practices, and changes in content knowledge or standards, with the explicit goal of improving outcomes so that all students can meet the Board's Ends.
6. When evidence shows gaps (misalignment, inconsistent implementation, outdated materials, inequitable access, or weak results), the District takes action, documents changes, supports staff implementation (professional learning/resources), and monitors impact over time.

Component Definitions and Success Criteria

Component	Definition (What this means operationally)	Success Criteria (What compliance looks like)
Written curricula exist (all areas/grades)	The District has written curriculum documents for every required content area and grade level, in a consistent format.	A complete curriculum inventory exists; no grade/content gaps; documents are current and retrievable by staff.
Alignment to Vermont standards	Curriculum is explicitly mapped to Vermont standards (learning targets/standards are identifiable within units and assessments).	Standards crosswalks exist; units/assessments reference standards; periodic checks confirm alignment when standards/content are updated.
Alignment to Board Ends policies	Curriculum priorities and expectations reflect the Board's Ends (what students should know/do/experience).	Curriculum includes clear connections to Ends (skills, dispositions, experiences); district can point to where Ends expectations live in curricula and assessments.
Vertical coordination (across grade levels)	Learning progressions are coherent from grade to grade (no major gaps/repetition; prerequisites are intentional).	Scope-and-sequence shows progression; teams validate transitions (e.g., 5→6, 8→9); evidence of resolved gaps/overlap exists.
Horizontal coordination (across schools/teams)	Students have consistent access to essential content and expectations regardless of school or teacher.	Common essential outcomes exist per course/grade; pacing guidance/common unit expectations exist; course/grade teams collaborate to calibrate expectations.

Accessibility and usability for staff	Curriculum is stored in an accessible system and is usable for planning instruction (not a binder on a shelf).	Single repository exists; staff know how to access; documents are in a consistent, practical format; usage is evident in planning artifacts.
Periodic review cycle (documented and followed)	The District maintains a multi-year review schedule and completes reviews as planned.	Published curriculum review calendar; meeting notes/products show reviews occurred; any delays are documented with revised timelines.
Evidence-driven review inputs	Review uses multiple sources: student performance, learning opportunity data, research, and updated content knowledge.	Review packets include required inputs; teams reference data/research; revisions respond directly to identified needs and opportunities gaps.
Revision and approval process	There is a clear process for drafting, vetting, finalizing, and communicating curriculum updates.	Documented workflow (who drafts/reviews/approves); version control exists; updates are communicated to staff with timelines.
Implementation support	Staff receive the training, resources, and time needed to implement the written curriculum with fidelity.	Professional learning plan aligns to curriculum; materials/resources are available; coaching/support is provided; implementation expectations are clear.
Monitoring implementation and impact	The District checks whether curriculum is being implemented and whether changes improve outcomes.	Implementation checks occur (walkthrough look-fors, PLC artifacts, calibration); impact indicators are monitored over time; adjustments are made based on evidence.
Equity of learning opportunities	Curriculum and its implementation support equitable access to rigorous learning for all students.	Opportunity indicators are reviewed by student group; supports are embedded (e.g., scaffolds, language supports); gaps in access/outcomes trigger action.

Part 3: Reporting Outcomes

The Google Presentation for End Policy 2.10 Curriculum Development and Review can be found here:

[Curriculum Review 2.10 Ends Policy FY 26](#)

Part 4: Superintendent's Evaluation, and Expectations for Follow-Up & Continuous Improvement

Superintendent's Evaluation of Compliance

Component	Beginning Compliance	Approaching Compliance	Proficient Compliance	Advanced Compliance
Written curricula exist (all areas/grades)	✓ Curriculum gaps exist by grade/content; documents are outdated or inconsistent.	☐ Most curricula exist, but some gaps or inconsistent formats remain.	☐ Written curricula exist for all required areas/grades in a consistent format and are current.	☐ Complete, current, consistently formatted curricula with strong version control and redundancy planning.
Alignment to Vermont standards	☐ Alignment is unclear or inconsistent; standards mapping is missing or outdated.	✓ Partial mapping exists; alignment varies by area/grade.	☐ Standards are clearly mapped and reflected in units/assessments; alignment is periodically verified.	☐ Alignment is rigorous and routinely validated; updates occur promptly when standards/content shift.
Alignment to Board Ends policies	✓ Curriculum is not clearly connected to Ends expectations.	☐ Some Ends connections exist but are inconsistent or implicit.	☐ Curriculum clearly connects to Ends; expectations are explicit and usable for planning/assessment.	☐ Ends alignment is deeply embedded and consistently evident across curriculum, assessment, and instruction.

Vertical coordination (across grade levels)	☐ Gaps/repetition evident; learning progressions are unclear.	✓ Some progressions exist; key transition points show gaps or overlaps.	☐ Coherent progressions across grade levels; transition points are reviewed and adjusted as needed.	☐ Strong vertical coherence with routine cross-grade calibration and documented improvements over time.
Horizontal coordination (across schools/teams)	✓ Student experience varies widely by school/teacher; essential outcomes unclear.	☐ Common expectations exist but are inconsistently implemented.	☐ Common essential outcomes and expectations are implemented consistently across schools/teams.	☐ High consistency with effective collaboration and calibration; variability is low and monitored.
Accessibility and usability for staff	☐ Curriculum is difficult to locate/use; not in a consistent repository or format.	✓ Repository exists; usability/access is improving but uneven.	☐ Curriculum is accessible in a single system; staff can use it for planning and instruction.	☐ Highly usable system with strong staff adoption; continuous refinement improves usability.
Periodic review cycle (documented and followed)	✓ No clear review cycle or cycle not followed.	☐ Cycle exists but is inconsistently implemented or frequently delayed.	☐ Published multi-year cycle exists and reviews occur as scheduled (or delays are transparently managed).	☐ Cycle is reliable and well-governed; reviews are timely and produce clear deliverables.
Evidence-driven review inputs	✓ Reviews are not grounded in data/research; inputs are unclear.	☐ Some data/research used, but inconsistent or incomplete.	☐ Reviews use student performance, opportunity data, research, and updated content knowledge as inputs.	☐ Robust evidence protocols; data/research use is systematic and clearly drives decisions.

Revision and approval process	✓ No clear workflow; version control is weak; staff not reliably informed of changes.	☐ Workflow exists but is inconsistently applied; communication gaps occur.	☐ Clear workflow with version control; updates are communicated with timelines and expectations.	☐ Strong governance of revisions; transparent communication and strong documentation produce high confidence.
Implementation support	✓ Limited training/resources/time; implementation expectations unclear.	☐ Support exists but is uneven or not well-aligned to curriculum changes.	☐ Professional learning/resources/time support implementation; expectations are clear.	☐ Comprehensive support system (PL, coaching, resources) with measurable implementation gains.
Monitoring implementation and impact	✓ Implementation and impact are not monitored; improvement is unclear.	☐ Some monitoring occurs; measures or follow-up are inconsistent.	☐ Implementation checks and impact monitoring occur; findings inform adjustments.	☐ Strong monitoring system with clear feedback loops; evidence shows sustained improvement over time.
Equity of learning opportunities	☐ Equity impacts not considered; opportunity gaps persist without action.	✓ Equity considerations occur inconsistently; some gaps addressed.	☐ Opportunity/outcome data are reviewed; supports and actions address gaps.	☐ Equity analysis is routine and drives decisions; gaps narrow and access becomes more consistent over time.

Overall Compliance Rating

- ✓ **Beginning Compliance**
- ☐ **Approaching Compliance**
- ☐ **Proficient Compliance**
- ☐ **Advanced Compliance**

Executive summary of the District's planning for continuous improvement on the metrics specified in the Superintendent's policy interpretation:

The Current Landscape

The district is currently facing a "perfect storm" caused by unstable curricular leadership, staffing reductions, and a lack of emphasis on Principals as instructional leaders. Consequently, the district functions as a highly decentralized institution where curricular decision-making is weakly linked to classroom implementation.

Despite these challenges, there is a strong opportunity to shift the district's trajectory. The goal is to establish a high-quality universal curriculum supported by administrative accountability, all operating within a Multi-Tiered System of Supports (MTSS) framework.

The intent of this executive summary is to support continuous improvement. It reflects on systems, structures, and processes, not on the performance or commitment of our staff or leaders.

Strategic Recommendations

To achieve robust improvement, the district requires stability and a shift toward high-accountability instructional leadership.

Required Actions:

- **Superintendent Direction:** Establish a clear vision for a universal curricular framework.
- **Empower Principals:** Shift the Principal role to focus heavily on instructional leadership and collaboration with district teams.
- **Align Professional Development (PD):** Move beyond contractually obligated coursework. PD funding must be explicitly tied to district curricular goals and school standards.
- **Accountability Systems:** Implement supervision and evaluation systems for staff and administration that require evidence of curricular alignment and data usage.
- **MTSS Implementation:** Reorganize staffing and resources to support a Multi-Tiered System of Supports, ensuring both universal and targeted instruction.

Assessment of Current Status

1. Written Curriculum & Accessibility

- **Status:** Elementary (K-5) is the strongest, with clear scope and sequence. Secondary (6-12) is in process; SBHS is leading this work, while FHTMS lags behind.
- **Accessibility:** Accessibility is poor, particularly for new staff. The "Instructional Playbook" is a solid foundation but requires better distribution and mandated use by Principals.

2. Alignment (Standards & Goals)

- **Common Core:** Written curriculum is generally tied to Common Core standards, though articulation varies.

- **District "Ends":** There is no evidence of explicit alignment between curriculum and district "Ends" (strategic goals), though backwards mapping is possible.
- **Horizontal/Vertical Alignment:** K-5 has specific alignment. 6-8 is aligned to standards but lacks clarity on implementation. SBHS is improving alignment through its current model.

3. Review & Monitoring

- **Cycles:** There are no periodic review cycles or evidence-driven review processes. This is a key area for growth in Principal leadership.
- **Data Usage:** The district uses K-10 universal screeners (immediate data) and VtCAP (lagging data).
- **Gap:** These data points are not yet fully integrated into a supervision model. Principals need to use this data alongside walkthroughs to monitor impact.

4. Implementation Support (PD)

- **Current State:** Local PD is "loosely organized" and non-directional. 90-95% of funds are contractual and not explicitly connected to curricular goals.
- **Funding:** There are no local funds currently assigned to curricular PD; this work relies on federal grants.
- **Need:** Investment in implementation-focused PD is just as critical as investment in leadership.

5. Equity

- **Current Reality:** The current universal curriculum does not provide equitable access for historically marginalized students.
- **Solution:** Reducing achievement gaps requires a significant reorganization into an MTSS framework, utilizing staff trained for both universal and targeted instruction.

WCUUSD Policy Development & Equity Review Process Working Document

Policy Title Policy on Relocation Students

Initiation & Preparation

Identify Need & Define Scope: *Determine if a new policy is required by law or to meet specific district goals. Clearly define the problem or gap the policy is intended to address.*

Driven by declining enrollment and rising property taxes, this policy outlines the mandatory procedures the District must follow if they decide to relocate students between school buildings to consolidate resources or reduce costs.

Formal Suggestion: *Ensure the policy suggestion was submitted in writing to the **School Board Chair** or the **Policy Committee representative**.*

Date Proposed _____

Form Policy Drafting Working Group: *Convene a cross-functional team responsible for developing the initial draft. This group must include administration subject matter experts and representatives from potentially impacted stakeholder groups (e.g., teachers, family liaisons, student support staff, students) to ensure a collaborative design approach. The make-up of this group is determined by the Policy Committee.*

Does this Policy Need a Working Group - [] YES [] NO

If yes, who are the members?

- ☐ **Initial Collaborative Draft:** The Working Group develops the first draft, focusing on explicitly stating the policy's primary goal and desired equitable outcomes, as required by the subsequent Equity Review.
- ☐ **Targeted Stakeholder Consultation:** Conduct focused input sessions (such as surveys, interviews, or focus groups) with groups identified in the Policy Equity Impact Statement (e.g., English Language Learners, students with disabilities, or families experiencing poverty) to ensure "Voice & Inclusion" is met during the drafting phase.
- ☐ **Procedure Pairing:** The administration drafts accompanying procedures/directives alongside the policy draft to ensure the policy is operational and clearly defined.
- ☐ **WCUUSD Policy Committee Review:** The refined draft and accompanying procedures are submitted to the **WCUUSD Policy Committee** for formal consideration. The draft is then vetted using the "Equity Lens" before proceeding to the First Reading.

VSBA-Aligned Equity Review

Before moving to the First Reading, the Policy Committee must vet the draft using an "Equity Lens."

Define the Purpose: Does this policy explicitly state its intent to close opportunity gaps or support equitable outcomes?

Identify Stakeholders: Who are the different groups of people this policy will affect? (Consider race, ethnicity, disability, gender identity, socioeconomic status, and language).

Analyze Impact: * Does this policy create or worsen barriers for any specific group? How does the policy account for students or families with varying levels of resources?

Mitigate Burden: If a negative impact is identified, have revisions been made to mitigate that burden?

Voice & Inclusion: Was the policy informed by the perspectives of those most likely to be impacted by it? [☐] **YES** [☐] **NO**

Public Notice & First Reading

- ☐ **Public Notice:** Issue public notice of intent to adopt at least **10 days** prior to the board meeting? [☐] **YES** [☐] **NO**
- ☐ **Equity Statement:** Include a brief summary of the **Equity Review findings** in the background info provided to board members? [☐] **YES** [☐] **NO**

- ☐ **Public Access:** Make the proposed draft available to the general public. [] YES
[] NO
- ☐ **First Reading Action:** Board must move to reject, revise, or approve the draft for a second reading.

Second & Third Readings

- ☐ **Warning:** Ensure the second reading is warned on the agenda for the next regular meeting.
- ☐ **Board Action (Second Reading):** * **If Approved (Minor/No Revisions):** Policy is considered **duly adopted**.
 - **If Revised (Major Revisions):** Must move to a **Third Reading**.
 - *Note: Major revisions must be re-vetted through the Equity Review (Phase 2).*
- ☐ **Third Reading (If Required):** Final board action must be taken (Approve/Reject/Table).

Standards & Post-Adoption

- ☐ **Technical Standards:** Verify the policy has a Title, Date of Adoption, and Effective Date.
- ☐ **Numbering:** Assign a number following the VSBA system.
- ☐ **Dissemination:** Distribute to Board Members, Principals, and the Central Office; post on the district website.
- ☐ **Equity Monitoring:** Add the policy to the Policy Committee's review schedule (every **3 to 5 years**) with a specific mandate to review the policy's actual impact on equity data.

Equity Review Guiding Questions (for the Policy Committee)

"Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services." — [VSBA/VSA Shared Definition of Equity](#)

1. **Assumptions:** What assumptions are we making in this policy that might not be true for all families?
2. **Access:** Does this policy require technology, transportation, or fees that might exclude some students?
3. **Data:** What data do we have (or need) to track if this policy is working for *all* students?

WCUUSD Policy Equity Impact Statement

To be completed by the Policy Committee prior to First Reading.

Policy Title/Number: _____

Date of Review: _____

Primary Drafter/Contact: _____

1. Intent & Context

- **What is the primary goal of this policy?** (e.g., safety, academic achievement, operational efficiency)
- **Does the policy language explicitly mention equity or the removal of barriers?** []
Yes [] No
If yes, where: _____

2. Stakeholder Impact Analysis

Identify which groups may be disproportionately affected by this policy (positively or negatively):

- ☐ Students with Disabilities (IEP/504)
- ☐ English Language Learners (ELL)
- ☐ Families experiencing poverty/homelessness
- ☐ Students of color or religious minorities
- ☐ LGBTQ+ students
- ☐ Other: _____

3. Barrier Identification (The "Equity Lens")

Question	Analysis/Findings
Access: Does this policy require family resources (money, time, transport, internet) to comply?	
Discipline/Burden: Does the policy create new penalties that might fall harder on marginalized groups?	
Language: Is the policy written in "plain English" and available for translation?	

Representation: Was this policy reviewed by individuals representing the groups listed in Section 2?	
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4. Mitigation & Revision

- If a potential negative impact was found, what change was made to the draft to fix it?
 - Example: "Added a fee-waiver clause for low-income families."
 - Revision: _____
-

5. Data & Accountability

- How will the District measure if this policy is being applied equitably?
 - ☐ Disaggregated discipline data
 - ☐ Participation rates by demographic
 - ☐ Family/Student surveys
 - ☐ Other: _____
-

Committee Recommendation

- ☐ **Proceed:** Policy meets equity standards.
- ☐ **Proceed with Reservations:** (Note specific concerns for the Board below).
- ☐ **Return to Drafting:** Policy requires significant revision to address inequities.

Signature of Committee Chair: _____ Date: _____

How to use this form with Policy A30:

1. **Drafting:** The Policy Committee fills this out while writing the policy.
2. **First Reading:** This form is included in the "Background Information" packet distributed to Board members and the public (as required by [Policy A30](#)).
3. **Third Reading:** If major revisions occur, a *revised* Equity Statement should be attached to show how the changes impacted the equity analysis.

Re: Policy on Relocating Students from one school to another within the district.

For years Washington Central Unified Union School District has grappled with declining student enrollments and increasing property taxes. These pressures impact on the financial resources needed to educate our students. These pressures force attention on efforts to reduce costs by evaluating how and where services are provided, which includes consolidation.

Moving a student from one school building to another school building within the District is an action which impacts the student, their family, the school environment, and the communities involved. When the Administration and the Board make these difficult decisions, certain processes will be followed. Article 15 of the Articles of Agreement states, "The District Board shall provide timely and sufficient opportunity for local input on policy and budget development; structures to support and encourage public participation within the District will be established by the District Board of School Directors on or before June 30, 2020. These structures may include but not be limited to local school councils that have an advisory responsibility in key areas." The Washington Centrals Unified School District's Core Beliefs state, "Transparent and Responsible Leadership: All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent."

Embodying the principles set forth in Article 15 and our Core Beliefs, the following processes must be followed in reaching any decisions to move students from one school to another school within the district:

1. The Administration must present the proposed relocation plan for moving of students to the District Board at a regular scheduled school board meeting presenting the proposal in writing, a written explanation of the reasons for the proposed relocation and explaining what consideration the Administration gave to students' well-being, family impact, community impact, staffing impact, and financial impact;
2. The Board and Administration will then schedule at least one forum at each of the local schools affected by any relocation for parents and community members to discuss its proposal;
3. The Board will then consider and vote on whether to approve the Administration's Plan for relocation;
4. Notice of the community forum(s) shall be published to the communities involved at least seven days prior to the date of the forum unless extenuating circumstances exist.

This policy does not apply to reassignment of a single class of students when the Administration determines that the number of students is too few to create a viable educational

environment for those students. For example, if the first grade class in one school had only two students enrolled, the Superintendent, with the advice of the Leadership Team, could relocate those two students to a different school for that year. In this situation, the Administration shall share its plans with the families and schools involved and shall meet with the families prior to public disclosure of the plan. Any family affected by this decision may ask the Board to consider this decision at its next regularly scheduled meeting, or early if necessary due to time constraints.

This policy does not apply to catastrophic emergencies such as a flooding or other similar events which damages the school facility to the extent that the school cannot be held.