



WINDSOR CENTRAL

UNIFIED UNION SCHOOL DISTRICT
Joint Committee Meeting

November 15, 2021, at 6:30 p.m.

Join meeting here:

<https://wcsu-net.zoom.us/j/81976324531?pwd=UFFzdXJvZ3FQbmg1cXdWaUhSYVVodz09>

Meeting ID: 819 7632 4531 Passcode: 418126

One tap mobile:

+19292056099,,81976324531# US (New York)

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Agenda

<p><u>Buildings & Grounds Committee:</u></p> <p>CANCELLED</p> <p>December location: Woodstock Elementary</p>	<p><u>Finance Committee:</u> Location: WCSU & Zoom</p> <ol style="list-style-type: none">1. Call to order2. Amendments to agenda3. Public comment4. FY23 Budget update from Dir. of Finance & Operations5. FY23 Budget- review updated budget projections with assumptions6. District bus routes review/discussion7. Adjourn
<p><u>Policy Committee:</u> Location: WCSU & Zoom</p> <ol style="list-style-type: none">1. Call to order2. Amendments to agenda3. Public comment4. Transportation policy discussion5. Special Education Policy6. Naming Policy- final edits7. Fundraising Policy- final edits8. Antiracism draft policy9. Adjourn	<p><u>Negotiations, Hiring & Retention Committee:</u></p> <p>NOT MEETING</p>



CODE: C3

TRANSPORTATION

Policy

Where it is reasonable and necessary to enable a student entitled or required to attend an elementary or a secondary school within the Windsor Central Unified Union School District, the district may furnish transportation to students in grades K-12 who reside within the district. Pre-K students are not eligible for district provided transportation due to safety concerns. The school district may also provide transportation to non-resident students as authorized by the board. Additionally, the Superintendent shall have the authority to make exceptions to this policy under circumstances deemed to be exceptional as long as all safety requirements are met and the exceptions are authorized by the Board. Accordingly, the Windsor Central Unified Union School District has decided to furnish transportation under this policy.

The Superintendent or designee will establish routes and designate stops after considering both the safety of children and efficiency of operation. The Superintendent or designee will consider the following factors when determining routes and stops:

1. The age and health of pupils,
2. Distance to be traveled,
3. Condition of the road and
4. Type of highway.

The Superintendent may consider any other factors he or she deems appropriate when establishing routes and designated stops.

Upon request, the Superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in his or her annual report to the board information as to all pupils transported by the school district and the expense thereof.

GUIDELINES

I. Eligible Riders

- A. Resident students in grades K-12 enrolled in Windsor Central Unified Union School District schools.
- B. Persons authorized by the administration and/or school boards(s) for specific reasons (e.g. chaperones, coaches, monitors, etc.).

II. Bus Routes/Bus Stops

- A. Routes and stops will be developed by the contractor and will be reviewed on an annual basis by the administration and the Windsor Central Unified Union School District Board with an emphasis on a safe, efficient and economical system.
- B. The district attempts to maintain a bus schedule that begins no earlier than 6:30 AM and ends routes by 4:00 p.m.
- C. Parents /Guardians are responsible for the safety of their students on their way to and from the designated bus stop.
- D. Parents are expected to provide reasonable supervision of their students at bus stops prior to the arrival of the buses in the morning and after delivery of their students in the afternoon.
- E. Students in grades K-6 will be picked up and discharged only at his/her designated stop unless a written dated request is presented to their school.
- F. Inclement weather, road conditions, road construction, etc. may necessitate a deviation from the scheduled routes and/or bus stops. Notification will be given if time permits. Bus drivers are expected to use their best judgment in an emergency situation.
- G. Students in grades K-3 must have a parent, guardian, or assigned adult/sibling meet the child at the bus stop. In the event that a parent, guardian, or assigned adult/sibling is not at the bus stop, the child will be returned to their home school.
- H. Students should arrive at their designated bus stop at least 5 minutes before their scheduled pickup.
- I. Late bus routes will be developed by balancing a commitment to equity of opportunity with fiscal responsibility. A late bus route to district communities may be provided when there is a demonstrated need, on an annual basis. Demonstrated need consists of at least 10 students per transport at a minimum of 3 days per week. All district communities will be given the opportunity to demonstrate need through an initial survey. If the threshold for ridership is indicated in the survey, a late bus route will be provided for a trial period of 6 weeks to determine if at least 10 students ride at least 3 days a week.

III. Student Behavior

- A. School bus transportation is a privilege which may be denied for good and sufficient reason. Building principals may establish rules and expectations, as necessary, to assure the safe and orderly transportation of students. The bus driver is granted the authority to enforce these rules.
- B. In case of disciplinary offense(s) a student may be removed from the bus immediately.
- C. As student's bus riding privileges may be suspended at the discretion of the School Administrator.

IV. School Choice Transportation

- A. Transportation for intra-district school choice students will be the responsibility of parents.
- B. There are limited school bus routes available for inter-town school choice which will be made available to parents as bus routes are finalized for the school year.
- C. These options are not guaranteed and are subject to change based on feasibility and enrollment.

V. Procedures

In the event a student fails to comply with the established rules, the following procedures will be followed:

- A. Driver may, if deemed necessary, stop, call for assistance, and have the rider removed from the bus.
- B. A written report will be created by the driver and given to the appropriate school office within 24 hours. A copy will go to the transportation contractors' office.
- C. The principal or designated administrator will seek clarifying information from the driver and/or contractors' office as necessary, and will discuss the incident with the student(s) involved.
- D. The administrator will confirm the report, assign any necessary disciplinary actions to the student, and notify the parent/guardian of this decision.

REVISED

Date Warned: October 4, 2021

Date Adopted:

REVISED

Date Warned: December 7, 2020

Date Adopted: January 4, 2021

*Date Warned: First Reading- November 19, 2018
Second Reading- December 10, 2018*

Date Adopted: February 11, 2019

*Legal Reference(s): 16 V.S.A. §§1221, 1222, 1224 (Student transportation)
16 V.S.A. §1551 (Technical center transport)*

CODE D7
(Required)

SPECIAL EDUCATION

Policy

It is the policy of the Windsor Central Supervisory Union/Supervisory District (SU/SD) to meet the needs of students with disabilities, as defined in federal and state law and regulations, and to provide a free and appropriate public education (FAPE).

The Agency of Education (AOE), as the State Education Agency (SEA), is responsible for the overall provision of a Free Appropriate Public Education (FAPE) to eligible Vermont students with disabilities and does this through the implementation of the Individuals with Disabilities Education Act (IDEA).

The Windsor Central SU/SD utilizes the guidelines developed by the Vermont Agency of Education in its most current edition of the *Vermont Special Education Procedures and Practices Manual (Manual)* regarding special education issues.

The Manual can be found on the Vermont Agency of Education’s website.

<i>VSBA Version:</i>	
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference:</i>	<i>20 U.S.C. § 1415 (Individuals with Disabilities Education Act (IDEA))</i>
<i>Cross Reference:</i>	

DISTRICT NAMING POLICY

The purpose of the following Policy is to provide District board members, school administrators and the Superintendent with policies specific to naming opportunities for facilities, programs and events.

A. Honorary Naming

1. A group or person may propose naming a facility or program based on their contributions to the nation, society, the District, or to communities in the District. This process will adhere to the following guidelines.
2. Any person or group proposing an honorary name for a District facility or program must submit a written proposal to the Superintendent, outlining the reasons for the proposed name. If the proposal is to name a District facility or program after an individual, the proposal must outline specific contributions the individual has made to the nation or to the District community.
3. The District, except for extraordinary circumstances, shall not name a District facility after a person currently employed in the District or after a person who was employed in the District during the previous three years.
4. The District shall not endorse any dedication that is inconsistent with the District's educational mission, policies, goals or community values.
5. The Superintendent in consultation with the Finance Committee and Policy Committee shall make a recommendation to the Board regarding the proposal. The Board of Directors must approve all honorary names of District facilities.

B. Named Funding Opportunities

1. The District welcomes the naming of facilities, programs, and endowed funds that meet the funding requirements outlined in the Fundraising Policy. This policy allows for naming within dedicated facilities, spaces, endowments, or programs.
2. Naming opportunities are available for the buildings, endowed funds, rooms, facilities or other capital projects or programs for which the Board has authorized fundraising or has approved for donor recognition, memorial, or other purposes.
3. The Fundraising Workgroup, Finance Committee, and/or Superintendent can develop and revise, for approval by the School Board, lists of naming opportunities, with an indication of the amounts required.
4. The Finance Committee in consultation with the Superintendent and Fundraising Workgroup, will submit recommendations to the District Board for their approval of all naming opportunities for buildings, endowments, or other large projects, or, if conditions are attached to a gift that may have a large financial impact, or add or change a major program.
5. Simple bequest intentions will not be associated with naming opportunities. Upon occasion, however, the Board may wish to honor an individual based on their long-term commitment to the school in addition to their bequest intention. The policy on Memorial Gifts is outlined in the next section.
6. Planned gifts are eligible for approved naming opportunities only if the remainder value, at the time the planned gift is realized, equals or exceeds the minimum amount required to name a gift or if the gift is designated for an endowment purpose such as scholarship.
7. The Board will not engage in any relationships granting any entity or person a special legal entitlement to any facility.

8. The recommended value of naming opportunities will generally be set by the Fundraising Work Group, Finance Committee and Superintendent, and approved by the Board.
9. The actual placing of a name on a building, room, or other capital project will be completed once 100% of the pledge associated with the naming opportunity has been received by the District (and as appropriate a capital project is complete).
10. Named endowed funds will not generally be established for gifts of less than \$100,000. For details regarding named endowed funds see Fundraising Policy
11. For further guidance on fundraising, refer to the district's fundraising policy

C. Renaming/Name Changes

In the case that there is a proposal for the renaming of an existing dedication the process for approval will be as follows: (note: adding a name to an existing dedication is considered renaming and would also follow the process below).

1. Once named, a dedication may not be renamed within 25 years from the date of naming unless under extraordinary circumstances or in the event that new information is presented by the Superintendent, Board, or Community member/group that disqualifies the original dedication under A(4) and/or B(1) of this policy.
2. In the event that a named space is moved, renovated, or rebuilt it will not be renamed unless done so under C(1) or C(3) of this policy.
3. A dedication named greater than 25 years ago may be renamed under section A or B of this policy if steps C(3) through C(6) below are satisfied. *However, dedications that are older than 25 years at the time that this policy is adopted may not be renamed within 10 years from the date of policy adoption.*
4. The Superintendent will deliver a report outlining the contributions of the person to whom the existing named dedication refers and an analysis outlining how the change would impact the District, community, and if applicable, programming, and budgets.
5. A public meeting will be held with a 30-day warning and comment period preceding it. The meeting will be held to hear community comments on the issue of renaming the facility, program and/or event.
6. The Board shall only pass the renaming if the vote is greater than or equal to 60% of the votes.
7. In the case that a pre-existing naming is replaced, then the previous naming will be commemorated with an appropriate memorial within the school.

Date of Adoption:

Fundraising Policy

Policy Title:	Anti-Racism Policy	Policy ID:	
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I. Purpose of Policy

The purpose of this policy is to acknowledge and eliminate all forms of racism in the Windsor Central Supervisory Union. In order to address individual and systemic racism, the WCSU commits to:

1. **Purposeful Culture** - WCSU will promote critical thinking and open dialogue regarding the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups, specifically those traditionally discounted in K-12 education, for all people;
2. **Inclusive Studies**- WCSU will incorporate classroom content and learning strategies, which enable students to recognize and analyze the impacts of all forms of racism in a wide variety of settings.
3. **Professional Development** - WCSU will provide annual professional development that aligns with the purpose and intentions of the Anti Racism policy.
4. **Collective Accountability** - WCSU will establish procedures to identify and ensure accountability when addressing issues and instances of racism and inequality occurring within the school district
5. **Family Engagement** - WCSU will create opportunities that provide families with a transparent, accessible means of raising any concern about the student(s) experience as it relates to racial, ethnic, or social identity at school.¹
6. **Student-led Initiatives** - WCSU will encourage and support student-led groups and programs that align with the purpose and intentions of the Anti Racism policy

II. Policy Scope

This policy applies to all schools, facilities and programs in the Windsor Central Supervisory Union and to all members of the District including, but not limited to, students, staff, volunteers, visitors, teachers, and contractual individuals.

III. Policy Statement

It is the policy of the Windsor Central Supervisory Union School to:

1. Affirm the need to provide Brave Spaces (see definition below) of learning for all students, to address the potential need for extended conversation for students to better grasp diverse teachings centering the unequal consequences of systemic and institutional barriers.
2. Promote the examination of the implications and impact of white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and generational trauma that may become unearthed during these difficult discussions.
3. Identify and eliminate inequitable practices that create prejudicial or disparate outcomes for students due to their race, ethnicity, language, disability, sexual orientation, religion, gender, gender identity, family background and/or family income.²

¹ H.3 (Act 1) (g) (2) (A) (i-iii) (B)

² Albemarle County Public Schools, *Anti-Racism Policy*,

<https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

4. Foster an anti-racist, equity-centered culture for students and faculty that addresses the impact of institutional, systemic, and individual racism on the District and the broader world, and acknowledging that racism is intersectional and often times is compounded by other forms of discrimination.
5. Establish and implement training and procedures to effectively deal with racially-motivated conflicts, specifically those that go beyond the current anti-harassment/bullying procedures.
 - a. Procedures shall include a specific process to notify guardians/parents if students are involved, and supervisors if an employee is involved.
 - b. Notification shall include but is not limited to: investigation developments and decisions regarding disciplines.

IV. Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.³

BIPOC: Black, Indigenous, People of Color. The term intentionally separates Black and Indigenous communities from the term “people of color” to acknowledge the heightened layers of systemic oppression these communities face in this country.⁴

Brave Spaces: a non-physical space within a school or organization designed to help create an environment that allows individuals (i.e. students and faculty) to engage with one another over controversial issues like race, diversity, and social justice with honesty, sensitivity, respect. The intention is to help reassure those who feel anxious about sharing their thoughts and feelings regarding these sensitive and controversial issues.⁵

Ethnicity: the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person’s native language, and so on.

Explicit Bias: Biases we are aware of on a conscious level. Explicit bias is the traditional conceptualization of bias. Overt racism and racist comments are examples of explicit biases (for example, feeling threatened by another group and delivering hate speech as a result).⁶

Family Group Conferencing: a form of voluntary mediation with the community of people most closely involved in an incident — likely including the offender, the victim, and their families— to discuss levels of harm and how that harm might get repaired.⁷ Some of the goals of this method include ensuring that the victim is involved in the discussion and decision-making process for next steps, and allow both victim and offender to reconnect to key community support systems, among others.⁸

³ Alberta civil Liberties Centre, Anti-Racism Defined, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat (Last visited: June 7, 2020)

⁴ <https://www.nytimes.com/article/what-is-bipoc.html>

⁵ Brian Arao and Kristi Clemens, *The Art of Effective Facilitation: Reflections from Social Justice Educators*, Chapter 8: “From Safe Spaces to Brave Spaces” (2013), <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2016/06/From-Safe-Spaces-to-Brave-Spaces.pdf>.

⁶ <https://www.justice.gov/crs/file/836431/download>.

⁷ U.S Department of Justice, *Family Group Conferencing: Implications for Crime Victims*,

https://www.ncjrs.gov/ovc_archives/reports/restorative_justice/restorative_justice_ascii_pdf/ncj176347.pdf (2000).

⁸ Office of Justice Programs, National Institute of Justice, Office for Victims of Crime, National Institute of Corrections, and Office of Juvenile Justice and Delinquency Prevention *Restorative Justice Fact Sheet*, <https://www.courts.ca.gov/documents/FamilyGroupConferencing.pdf>.

Implicit (Or Unconscious) Bias: An unconscious association, belief, or attitude toward any social group.⁹ These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases.¹⁰

Individual Racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional Racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Land Acknowledgement: a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories.¹¹

Peace-Making: Peacemaking is a traditional, non-adversarial form of justice practiced by many different Native American tribes. It is designed to heal damaged relationships and restore harmony to the community. Peacemaking brings together the immediate parties to a conflict, along with family, neighbors, community members, and others who wish to support the participants.¹²

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.¹³

Racist Act: conduct, whether verbal or physical, that demonstrates prejudice, discrimination, or antagonism directed against a person on the basis of their membership in a particular ethnic or racial group.

White Privilege: a web of institutional and cultural treatment and exemption from racial and national oppression that results in preferential treatment for white people.¹⁴

White Supremacy: the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

Systemic or Structural Racism: The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

⁹ <https://www.verywellmind.com/implicit-bias-overview-4178401>.

¹⁰ <https://www.simplypsychology.org/implicit-bias.html>.

¹¹ *Native American and Indigenous Initiatives*, Northwestern University,

<https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>.

¹² Center for Court Innovation, *Peacemaking Circles: Evaluating Native American Restorative Justice Practices in a State Criminal Court Setting in Brooklyn*, <https://www.courtinnovation.org/sites/default/files/documents/Peacemaking%20Circles%20Final.pdf>. In a peacemaking session, the participants sit in a circle with one or more peacemakers, who are respected community members trained in peacemaking, to discuss the underlying causes of the conflict. Peacemaking not only seeks to resolve the immediate conflict but to foster healing and help the participants avoid future problems.

¹³ Sherri Mitchell, J.D., *Racism, Colonization, and Other Distortions of Thought Glossary of Terms-- Weeks One and Two* (February 2021).

¹⁴ Racial Equity Tools, <https://www.raciaequitytools.org/resourcefiles/martinas1.pdf>, (last visited June 9, 2020)

Responsible Owner:	Windsor Central Supervisory Union	Contact(s): email	
Approved By:		Revision History:	
Approval History:			
Current Approval Date:			
Related Policies & Procedures:			
Related Job Aids:			