

Colchester School Board

Meeting Agenda and Packet

December 18, 2018

**Colchester School District  
Board of Education Meeting Agenda  
Colchester High School – Media Center  
December 18, 2018  
7:00 PM**

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**AGENDA**

- |   |                    |
|---|--------------------|
| <b>I. Call to Order and Pledge of Allegiance</b>                                |                    |
| <b>II. Citizen Participation*</b>   |                    |
| <b>III. Report from Building Principals</b>                                     | <b>Information</b> |
| <b>IV. Instructional Coaching in Grade One</b>                                  | <b>Information</b> |
| <b>V. First Reading of Student Conduct and Discipline Policy: F1</b>            | <b>Action</b>      |
| <b>VI. FY'20 Budget Presentation and Discussion</b>                             | <b>Information</b> |
| <b>VII. Approval of Personnel Consent Agenda</b>                                | <b>Action</b>      |
| <b>VIII. Approval of Minutes: December 4, 2018</b>                              | <b>Action</b>      |
| <b>IX. Approval of Minutes: December 11, 2018</b>                               | <b>Action</b>      |
| <b>X. Board/Administration Communication, Correspondence, Committee Reports</b> | <b>Information</b> |
| <b>XI. Possible Future Agenda Items</b>   | <b>Information</b> |
| <b>XII. Adjournment</b>   |                    |

**On The Third Tuesday of Each Month\***

During the meeting, the school board will review the top questions and themes submitted to them via email to [SchoolBoard@colchestersd.org](mailto:SchoolBoard@colchestersd.org). Note: All submissions must be received before noon on the third Tuesday of every month.

## COLCHESTER SCHOOL DISTRICT

### **POLICY:     **STUDENT CONDUCT AND DISCIPLINE****

**DATE ADOPTED:** November 16, 2010

### **POLICY**

It is the policy of the Colchester School District to maintain schools which provide a safe, orderly, civil and positive learning environment, each with a system of classroom and school management practices with underlying, clear and fair disciplinary procedures and consequences, that will ensure that it is free from harassment, bullying, hazing, and other rule-breaking and/or disruptive misconduct. Rules regarding student behavior should be clearly stated, understood and accepted by students and staff; communicated clearly to parents of enrolled students; and implemented in compliance with due process requirements.

### **STUDENT RESPONSIBILITIES**

Each student has the responsibility of contributing to a civil, safe and productive learning environment, showing respect and consideration for other students and adults. This responsibility includes obeying all school rules and complying with all school policies.

As members of the school community, parents of students are asked to share the students' and school staff's responsibilities for maintaining this learning environment, by reinforcing and modeling for their children the importance of respectful behavior toward others and of compliance with school rules.

### **ADMINISTRATIVE RESPONSIBILITIES**

The Principal of each school in the District shall, in consultation with the educational staff, develop a "comprehensive plan for responding to student misbehavior" in compliance with 16 V.S.A. §1161a. The Comprehensive Plan shall, to the extent appropriate, promote positive development of youth, and shall address each of the seven elements outlined in §1161a (a).

Each school shall post its Comprehensive Plan on the District's website as well as in the school office, in a place that is visible to students, parents and the public and shall publish the Plan in the school's Student Handbook or other similar publication, and the Plan shall be distributed to all students enrolled at the school, and their parents. The Plan may be provided to parents in the Student Handbook or by other means at the discretion of the Principal, and the Principal.

At the beginning of each school year, the school shall review with all students in attendance those portions of the Plan that address the school's rules describing what constitutes misconduct; disciplinary consequences for misconduct; and the school's due process procedures for

Last Adopted:	May 3, 2005
Date Warned:	September 3, 2010
First Reading:	September 7, 2010
Second Reading:	October 5, 2010
Third Reading:	November 16, 2010

imposition of discipline, including short and long term suspensions and expulsion. In addition to other types of misconduct, this review shall include a review of what constitutes harassment, hazing and bullying, and the consequences for engaging in such misconduct.

**Coordination of Policies, Plans and Procedures.** No school's Plan shall conflict with this policy, and this policy and each school Plan shall be read in conjunction with and shall not conflict with, the following additional related District Policies: Weapons; Hazing; Prevention of Harassment; Bullying Prevention; Restrictive Behavioral Intervention; Corporal Punishment; Threats and Disruptions of School Operations; Alcohol, Tobacco and Other Drug Abuse; Smoking in School Buildings and/or on Grounds; and Student Suspension and Expulsion.

**Applicable State Statute and Rules.** Suspension and expulsion of students shall be imposed in accordance with State statutory requirements (16 V.S.A. §§1162-1163), and in compliance with suspension and expulsion Rule 4311. In addition, Section 504 students shall receive the additional protections of Rule 4312, and special education students shall receive the additional protections of Rule 4313. Copies of these three Rules shall be available for review in each school office upon request, and copies thereof shall be provided to a student or parent of a student in attendance, upon request.

**Effective Date.** Individual District schools shall bring their Comprehensive Plans, school rules and other relevant school publications (if any) into compliance with this revised Policy no later than August 31, 2011. Within that time period, until such steps are completed by a school, the 2003 version of this policy shall continue to apply. (Federal and State law must be complied with at all times.)

Legal Reference: V.S.A. Title 16-§ 1161a -1163

## COLCHESTER SCHOOL DISTRICT

### **POLICY:     STUDENT SUSPENSION**

**DATE ADOPTED:** March 29, 2005

### **POLICY STATEMENT**

Suspension separates the student from school for a specified period of time, e.g., four hours, four days, etc. A *short-term suspension* is defined as ten (10) days or less. Thus, no single short-term suspension shall exceed ten (10) school days. A *long-term suspension* is defined as more than ten (10) days. In general, suspensions of students identified as disabled shall not exceed a cumulative total of ten (10) school days during an academic year.

Administrative restriction is not considered a short-term suspension. Suspension may be imposed only by the principal, assistant principal, or the Superintendent or his/her designee. When disciplining disabled students (or those suspected of being disabled) the District shall comply with all state and federal laws.

### **SHORT-TERM SUSPENSIONS**

With but one exception, in all cases of suspension from school the students and his/her parent or guardian shall be given an opportunity for an informal hearing before an appropriately designated school administrator. The exception involves a student who, because of his or her conduct or condition, is an immediate threat to himself or herself, to others, to property or to the educational environment. In this instance the school administrator may take whatever action is appropriate under the circumstances including but not limited to immediate suspension pending a hearing within the next four (4) succeeding school days. Except as noted in the preceding sentence, the informal hearing must precede the suspension. At the informal hearing, the school administrator shall provide, either orally or in writing, the following:

- Notice of the charge(s);
- Explanation of the evidence against him or her;
- Opportunity for the student to tell his or her side of the story; and
- His or her decision on the matter.

Immediately following the informal hearing, the student's parent(s) or guardian, or the student himself or herself if over the age of 18, shall be notified in writing of any decision to suspend. All suspensions shall be reported to the Superintendent immediately. With respect to students eligible for special education, parents shall also be notified.

There shall be no formal appeal of suspension, but a student or his/her parent(s) or guardian may request the Superintendent review a suspension. The suspension shall not be delayed pending any review, however, unless so ordered by the Superintendent.

Date Warned:     March 4, 2005  
 First Reading:    March 8, 2005  
 Second Reading:  March 29, 2005

## LONG-TERM SUSPENSIONS

Long-term suspension separates a student from school for a period of time that is more than ten (10) consecutive school days and up to the remainder of the school year, for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. Only the Colchester School Board has the authority to impose a long-term suspension, and its decision shall be final.

In cases of a long-term suspension, the student and his or her parent(s) or guardian shall be given an opportunity for a formal hearing before the School Board. The Colchester School District shall follow these steps prior to the formal hearing.

- A written recommendation for long-term suspension shall be prepared by the principal or the Superintendent or his/her designee. It shall contain a full statement of the grounds on which the recommendation is made and a summary of the evidence against the student. It shall be sent to the Chair of the School Board and to the Superintendent.
- A formal hearing shall be scheduled before the Colchester School Board to be conducted in accordance with *Colchester School District* procedure, i.e., the *Procedure for the Hearing Process in a Long-Term Suspension of a Student*.
- Before the formal hearing, the following information shall be sent by certified mail to the home address of the student and his/her parent(s) or guardian:
  - a. The written recommendation for the long-term suspension of the student.
  - b. A notice of hearing stating the date, time, and place of the scheduled hearing.
  - c. A copy of the *Colchester School District Procedure for the Hearing Process in a Long-Term Suspension of a Student*.
  - d. Notice of which policy was violated.
  - e. Notice that the student has the right to legal representation at the hearing.
  - f. Notice that the student has the right at the hearing to present evidence.
  - g. Notice that the student has the right at the hearing to cross-examine witnesses.
  - h. The name and phone number of a school administrator to be contacted in case there are questions.

**PROCEDURE: PROCEDURE FOR THE HEARING PROCESS IN A  
LONG-TERM SUSPENSION OF A STUDENT**

**HEARING:**

- A. A quorum of the School Board must be present.
- B. The Chair of the Colchester School Board will meet with the student. The Chair will explain to the accused and/or his or her parent(s) and/or his or her counsel the procedure that will be followed.
- C. Those present shall be School Board members, the accused, the principal or designee who will present the administration's case, and a representative of the Superintendent's office. The accused and/or the School Board may elect to have counsel. The accused may be accompanied by his/her parent(s) or legal guardian. Witnesses will be present when called upon by the Chair. Only witnesses who have something material to contribute to the case will be allowed. Personal character witnesses may be allowed if approved by the School Board following the presentation of the case.
- D. The Superintendent or designee will supply all School Board members, the accused, his/her counsel and/or parent(s) or guardian, with copies of the following documentation:
  - 1. Written statement of the grounds on which the recommendation is made and a brief summary of the evidence against the student.
  - 2. Any police report expected to be furnished to the School Board at the hearing.
  - 3. Summary of past disciplinary actions of record involving the accused student.
- E. The Chair shall see that the following procedure is followed:
  - 1. Give time, date, place, people in attendance.
  - 2. Request a reading of the statement of grounds on which the recommendation for a long-term suspension is made.
  - 3. Ensure that the School Board members and accused understand the grounds for the recommendation for a long-term suspension.
  - 4. Request that the principal or designee present his/her case. The principal or designee will do so by calling witnesses and presenting evidence. At this time, Board members and administration will be allowed to question witnesses.
  - 5. The student/parent/representative may then ask questions of witnesses.

6. The student or his or her agent may then present his or her side of the case and call witnesses and present evidence. Witnesses may be examined by the accused and by the School Board.
  7. The Administration may then ask questions of the witnesses.
  8. At the close of evidence the Chair shall announce that the School Board is going into private deliberations. Prior to going into deliberation the School Board shall ask for a recommendation from the administration. The Chair may also receive recommendations from the accused and/or his or her parent(s) and/or his or her counsel. After receiving these recommendations, the Chair will clear the hearing room except for the Superintendent or counsel to the School Board. Deliberations shall begin.
- F. In making its final decision, the School Board reserves the right to accept the recommendation for long-term suspension, reject it, or impose a different sanction as it deems necessary for the benefit of the accused and/or the entire student body. Options of the School Board may include but are not necessarily limited to long-term suspension, short-term suspension, or other sanctions, all as defined by School Board policy.

A student's return to school may be conditioned upon his/her cooperation in participating in counseling and/or a specialized program designed to meet his/her particular needs. Such a program shall be designed by administrative officers and/or faculty members of the school and shall be approved by the principal. The cost of any counseling or other specialized services shall be borne by the student.

### **Post-Hearing**

- A. If after reasonable time the School Board has not made its decision, the Chair will inform those waiting for the decision that a decision will be forthcoming and set a specific date and time to give the decision to the accused. Said date shall be no later than five school days after the date of the hearing, or ten calendar days, whichever comes sooner.
- B. The Superintendent will prepare a letter notifying the accused and parent(s) and/or legal guardian of the decision of the School Board.
- C. Copies of tapes and/or documentary evidence will be made available upon request, at cost, to the accused, or his/her parent(s), guardian and/or counsel.

## COLCHESTER SCHOOL DISTRICT

### POLICY: STUDENT CONDUCT AND DISCIPLINE

**DATE ADOPTED: DRAFT**

#### **PURPOSE**

It is the policy of the Colchester School District to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary policy and procedure. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A § 1161a.

#### **I. DEFINITIONS**

- A. School** means any setting which is under the control of supervision of the school district. It includes school grounds, facilities, and school sponsored events and activities held on or off school grounds. The definition of school also includes vehicles used to transport students to and from school or school sponsored events and activities.
- B. In-School Suspension** means the exclusion within the school building of a student from the student's regular education program for up to but not more than ten (10) school days for disciplinary reasons.
- C. Out-of-School Suspension** means the removal of a student from the school building and from the student's regular education program for up to but not more than ten (10) school days for disciplinary reasons.
- D. Short-Term Suspension** means the student is separated from school for a period of time that is up to, but not more than, ten (10) school days for disciplinary reasons. For further explanation, see Section V of this policy.
- E. Long-Term Suspension** means the student is separated from school for a period of time that is more than ten (10) consecutive school days and up to the remainder of the school year for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. "Expulsion" is a long-term suspension that terminates educational services for the remainder of the school year or 90 school days, whichever is longer. For further explanation, see Section V of this policy.

Last Adopted: November 16, 2010  
 Date Warned: December 14, 2018  
 First Reading: December 18, 2018  
 Second Reading:

## **II. STUDENT RESPONSIBILITIES**

Each student has the responsibility of contributing to a civil, safe and productive learning environment, showing respect and consideration for other students and adults and the maintenance of a respectful school community. This responsibility includes obeying all school rules, complying with all school policies, and responding to any related inquiries with honesty and integrity. The act of giving false information to a staff member, teacher, or administrator, including academic dishonesty, or knowingly providing false or misleading information regarding one's own conduct, or the conduct of other students, may serve as an independent basis for disciplinary referral.

## **III. PARENT RESPONSIBILITIES**

As members of the school community, parents of students are asked to share the students' and school staff's responsibilities for maintaining a positive learning environment. This can be achieved by reinforcing and modeling for their children the importance of respectful behavior toward others and by complying with school rules.

## **IV. ADMINISTRATIVE RESPONSIBILITIES**

In compliance with 16 V.S.A. §1161a, the principal of each school in the district shall develop a comprehensive plan for responding to student misbehavior that is consistent with all other district policies. The comprehensive plan shall, to the extent appropriate, promote positive development of youth and shall address each of the seven elements outlined in §1161a (a).

### **A. Distribution and Review**

The plan shall be distributed to all students enrolled at the school, and their parents. Each school shall post its comprehensive plan on the district's website, the school office, the student handbook, and in a place that is visible to students, parents and the public.

At the beginning of each school year, the school shall review with all students in attendance portions of the plan that address the school's rules describing what constitutes misconduct and the disciplinary consequences for misconduct. In addition to other types of misconduct, this review shall include a review of what constitutes harassment, hazing and bullying, and the consequences for engaging in such misconduct.

### **B. Applicable State Statute and Rules**

Suspension and expulsion of students shall be imposed in accordance with State statutory requirements (16 V.S.A. §§1162-1163), and in compliance with suspension and expulsion Rule 4311. In addition, Section 504 students shall receive the additional protections of Rule 4312, and special education students shall receive the additional protections of Rule 4313.

## V. STUDENT SUSPENSIONS

Suspension separates the student from school for a specified period of time, e.g., four hours, four days, etc., for disciplinary reasons. Suspension may be imposed only by the principal, assistant principal, the Superintendent or their designee, or, in cases of long-suspension the Colchester School Board.

### A. Short-Term Suspensions

Short-term suspension separates a student from school for a period of time that is up to but not more than ten (10) school days for disciplinary reasons. A short-term suspension can be assigned as an in-school suspension or an out-of-school suspension at the discretion of the building administrator. With but one exception, in all cases of suspension from school the students and his/her parent or guardian shall be given an opportunity for an informal hearing before an appropriately designated school administrator. The exception involves a student who, because of his or her conduct or condition, is an immediate threat to himself or herself, to others, to property or to the educational environment. In this instance, the school administrator may take whatever action is appropriate under the circumstances including but not limited to immediate suspension pending a hearing within the next four (4) succeeding school days. Except as noted in the preceding sentence, the informal hearing must precede the suspension. At the informal hearing, the school administrator shall provide, either orally or in writing, the following:

1. Notice of the charge(s);
2. Explanation of the evidence against the student;
3. Opportunity for the student to tell their side of the story; and
4. The administrators decision on the matter.

Immediately following the informal hearing, the student's parent or guardian, or the student themselves if over the age of 18, shall be notified in writing of any decision to suspend. All suspensions shall be reported to the superintendent immediately. With respect to students eligible for special education, parents shall also be notified with a copy of Parents' Rights in Special Education, Procedural Safeguards Notice.

There shall be no formal appeal of a suspension, but the student or their parent or guardian may request the superintendent review a suspension. The suspension shall not automatically be delayed pending any review, however, unless so ordered at the discretion of the superintendent.

### B. Long-Term Suspensions

Long-term suspension separates a student from school for a period of time that is more than ten (10) consecutive school days and up to the remainder of the school year, for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. Only the Colchester School Board has the authority to impose a long-term suspension following a formal hearing

before the school board. The student and their parent or guardian shall receive prior notice of the hearing and will have an opportunity to attend. The hearing shall be conducted in accordance with Appendix A of this policy, *The Hearing Process in a Long-Term Suspension of a Student*.

The district shall follow these steps prior to the formal hearing before the school board.

1. A written recommendation for long-term suspension shall be prepared by the principal or the superintendent or their designee. It shall contain a full statement of the grounds on which the recommendation is made and a summary of the evidence against the student. It shall be sent to the chair of the school board and to the superintendent.
2. The following information shall be sent by certified mail to the home address of the student and their parent or guardian:
  - a. The written recommendation for the long-term suspension of the student;
  - b. A notice of the scheduled hearing stating the date, time, and place.
  - c. The nature of the charges including notice of which policy was violated;
  - d. Notice that the student has the right to legal representation at the hearing;
  - e. Notice that the student has the right to present evidence at the hearing;
  - f. Notice that the student has the right to cross-examine witnesses at the hearing; and
  - g. The name and phone number of a school administrator to be contacted in case there are questions.
  - h. With respect to students eligible for special education, parents shall also be provided a copy of Parents' Rights in Special Education, Procedural Safeguards Notice.

### **C. Compulsory Attendance During Suspension**

During any period of suspension imposed by the district, neither a student nor their parent or guardian shall be the subject to compulsory attendance requirements unless the conditions of the suspension include participation in a program in the school or an alternative program outside the school.

**D. Transfer of Suspension to Other Schools**

If a suspended student transfers into the district from a Vermont public or independent school, then upon application by the student and after a review of whether the school can provide the student with appropriate services, the district may choose to continue the suspension imposed by the original school.

<b>Appendix A</b>
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**PROCEDURE FOR THE HEARING PROCESS  
IN A LONG-TERM SUSPENSION OF A STUDENT**

**I. HEARING**

- A.** A quorum of the Colchester School Board must be present.
- B.** The school board chair will meet with the student. The chair will explain to the accused and/their parent and/or their counsel the procedure that will be followed.
- C.** Those present shall be school board members, the accused, the principal or designee who will present the administration's case, and a representative of the superintendent's office. The accused and/or the school board may elect to have counsel. The accused may be accompanied by their parent or legal guardian. Witnesses will be present when called upon by the chair. Only witnesses who have something material to contribute to the case will be allowed. Personal character witnesses may be allowed if approved by the school board following the presentation of the case.
- D.** The superintendent or their designee will supply all school board members, the accused, their counsel and/or parent or guardian, with copies of the following documentation.

  - 1.** The written statement of the grounds on which the recommendation is made and a brief summary of the evidence against the student;
  - 2.** Any police report expected to be furnished at the hearing; and
  - 3.** A Summary of past disciplinary actions of record involving the accused student.
- E.** The chair shall see that the following procedure is followed.

  - 1.** Give a time, date, place, and people in attendance.
  - 2.** Request a reading of the statement of grounds on which the recommendation for a long-term suspension is made.
  - 3.** Ensure that the school board members and accused understand the grounds for the recommendation for a long-term suspension.
  - 4.** Request that the principal or designee present their case. The principal or designee will do so by calling witnesses and presenting evidence. At this time, board members and administration will be allowed to question witnesses.

5. The student/parent/representative may then ask questions of witnesses.
  6. The student or their representative may then present their side of the case and call witnesses and present evidence. Witnesses may be examined by the accused and by the school board.
  7. The Administration may then ask questions of the witnesses.
  8. At the close of evidence, the chair shall announce that the school board is going into a deliberative session. Prior to going into deliberation, the school board shall ask for a recommendation from the administration. The chair may also receive recommendations from the accused and/or their parent and/or their counsel. After receiving these recommendations, the chair will clear the hearing room except for the school board and counsel to the school board. Deliberations shall begin.
- F.** In making its final decision, the school board reserves the right to accept the recommendation for long-term suspension, reject it, or impose a different sanction as it deems necessary for the benefit of the accused and/or the entire student body. Options of the school board may include but are not limited to long-term suspension, short-term suspension, or other sanctions, as all defined by school board policy.

The School Board may impose long-term suspension or expulsion while offering a student an earlier return to school, conditioned upon their cooperation in participating in counseling, a threat assessment, or other specialized program designed to meet their particular needs. Such a program shall be designed by administrators and/or faculty members of the school and shall be approved by the principal. The cost of any counseling or other specialized services shall be borne by the student, subject to Child Find obligations imposed under state and federal disability law.

## **II. POST-HEARING**

- A.** If after a reasonable amount of time the school board has not made its decision, the chair will inform those waiting that a decision will be forthcoming and set a specific date and time to give the decision to the accused. Said date shall be no later than five school days after the date of the hearing, or ten calendar days, whichever comes sooner.
- B.** The superintendent will prepare a letter notifying the accused and parent or legal guardian of the decision of the school board.
- C.** Copies of the recording and/or documentary evidence will be made available upon request, at cost, to the accused or their parent, guardian, and/or counsel.

**PERSONNEL CONSENT AGENDA**

**Board Date: December 18, 2018**

**Licensed Employees (Teacher/Administrator)**

<b>Contract Type</b>	<b>First Name</b>	<b>Last Name</b>	<b>Category</b>	<b>Position</b>	<b>FTE/Hours</b>	<b>Building</b>	<b>Agenda Information</b>	<b>Person Replacing</b>	<b>Budgeted</b>	<b>Admin Support</b>

**Non-Licensed Employees (Support Staff), *Informational***

<b>Contract Type</b>	<b>First Name</b>	<b>Last Name</b>	<b>Category</b>	<b>Position</b>	<b>FTE/Hours</b>	<b>Building</b>	<b>Agenda Information</b>	<b>Person Replacing</b>	<b>Budgeted</b>	<b>Admin Support</b>
Co-Curricular	Chantel	Wilkin	New Hire	JV Girls Lacrosse Coach		CHS	Notice of Hire	Sophia Rocciatti	Yes	Yes
Support Staff	Natasha	Gibbs	End of Employment	Paraeducator - Special Education	32.5 hr	UMS	Notice of End of Employment			Yes
Support Staff	Lia	Giber	New Hire	Paraeducator - Special Education	32.5 hr	UMS	Notice of Hire	Natasha Gibbs	Yes	Yes
Support Staff	Ben	Mitchell	New Hire	Paraeducator - Special Education	32.5 hr	CMS	Notice of Hire	Elizabeth Cubit	Yes	Yes

## COLCHESTER SCHOOL DISTRICT

Board of Education Meeting  
Colchester High School Media Center

Tuesday, December 4, 2018  
7:00 p.m. (General Session)

### MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, December 4, 2018, at the Colchester High School Media Center. Those in attendance were Board Chair Mike Rogers; Directors: Lincoln White, Craig Kieny, Curt Taylor and Lindsey Cox; Superintendent Amy Minor; Business and Operations Manager George Trieb; Director of Special Education Carrie Lutz; Director of Curriculum and Instruction Gwen Carmolli; and Principals Heather Baron and Michele Cote.

There were 3 audience members.

#### **I. Call to Order and Pledge of Allegiance**

Board Chair Mike Rogers called the meeting to order at 7:00 p.m. and led in the Pledge of Allegiance.

#### **II. Citizen Participation**

None.

#### **III. Report from Building Principals**

#### **Information**

CMS Principal Michele Cote shared that the faculty is working to help kids understand bullying and its consequences. To encourage positivity, the school is using the month of December to focus on kindness. Teachers have been leading activities every morning in small groups to give back to the community. This week students are making wreaths filled with kind messages to distribute to local businesses.

CHS Principal Heather Baron and some of her faculty participated in a regional gallery showcasing the school's personalized learning plans. She said it was helpful to have the opportunity to see how other schools are achieving personalization and talk about the successes and challenges of their different processes. Principal Baron also explained the postcards hanging in the library where the meeting was taking place held. She explained that before Thanksgiving break, each faculty member chose a photo that illustrates a highlight from the year and wrote why they chose it on the back. The cards were hung in the library as a way to showcase them to students.

#### **IV. Flexible Pathways at CHS Presentation**

#### **Information**

CHS Principal Heather Baron along with School Counselor Bob Hall and English Teacher Hillary Carter gave the board an update on Act 77, also known as Flexible Pathways to Graduation. Mr. Hall went over Act 77's seven requirements, all of which CHS was already doing before the act was implemented. In the four years since the Act was passed, CHS has increased and evolved what the school offers to students. Previously, flexible pathways were explored on a case by case basis whereas now there are fully integrated into each student's education. The school offers multiple pathways for students to engage in independent learning opportunities. Hillary Carter and recent

CHS graduate Grace Carroll showcased one of the opportunities offered, the Laker Learning Lab (L3). L3 is an opportunity for students to turn their ideas, passions, and experiences into a personalized learning experience. L3 is unique because it is not scheduled in a classic class or mod format; its timing is flexible which allows students to work it into their individual schedule. The breakdown of traditional structures allows all students to take advantage of the opportunity, making it more equitable. Students are supported by an advisor who helps them refine their proposals, set personal and academic goals, and identify and access resources.

Grace Carroll, now a student at Middlebury College, used L3 last year to become certified in Google Analytics. Ms. Carroll stated it helped her regulate her schedule and set goals on her own which prepared her for college. Director Kieny asked Ms. Carroll if she benefited more from what she learned or the process of how she learned it. Ms. Carroll stated it was too difficult to choose which was more important and said, “we are always learning how to learn”. L3 gave her the tools to continue her learning. Director Cox asked Ms. Carroll to compare L3 to an Advanced Placement course. Ms. Carroll stated that AP courses are geared more toward rigor and content while L3 was more situational and focused on the process.

Board Chair Rogers asked Mr. Hall how he attracts students who do not have a lot of drive or interested in getting engaged. Mr. Hall stated they focus on providing a plethora of options and encourage the student to pursue a natural interest. He said what some students a lot of the work is teaching them how to learn in the first place.

Director White shared that when he went to school there were many kids waiting to do what they wanted to do until after the school day. He was impressed by L3 because it allows students to explore those things during the school day in a focused manner under the guidance of advisors.

**V. FY’20 Budget Presentation and Discussion** **Information**

The Central Office Administrative Team gave the board an overview of the early stages of the FY’20 budget. Superintendent Minor highlighted steady enrollment in most schools and shared that they expect another increase in enrollment and class size at the middle school. Business and Operations Manager George Trieb provided the board with the baseline budget figures and assumptions. The board asked several clarifying questions. The baseline budget is projected to have an overall increase of 4.29% or \$1.7M. This is largely impacted by a compensation increase of 3.02%, benefits increase of 6.55%, and remaining increases of 5.85%. Superintendent Minor went over the requests that came from building principals. The Central Office Administrative Team prioritized those requests into three different priority columns. Among the top priorities are maintaining current staffing levels; adding 2 FTEs for core teachers, one in grade 7 and one in grade 8; adding 2 FTEs for instructional coaches at CMS and CHS; adding 1.5 FTEs for the English Learner Program; and adding \$50,000 to the CSD Food Services Program. The board engaged in a general discussion about the priorities and asked for additional information, including the financial impact of adding any or all of the proposed items, to be prepared for the next meeting.

**VI. Approval of Personnel Consent Agenda** **Action**

There was no Personnel Consent Agenda for December 4, 2018.

**VII. Approval of Minutes: November 20, 2018 – Executive Session** **Action**

*Director Taylor moved to approve the Executive Session minutes of November 20, 2018, seconded by Director White. The motion passed unanimously, 5-0.*

**VIII. Approval of Minutes: November 20, 2018 – General Session** **Action**

*Director Kieny moved to approve the General Session minutes of November 20, 2018, seconded by Director Taylor. The motion passed unanimously, 5-0.*

**IX. Board/Administration Communication, Correspondence, Committee Reports** **Information**

- The VT Secretary of Education is scheduled to visit CHS on December 10<sup>th</sup>
- A Communication Survey recently went out to families.
- Green Lantern notified the district that there has been an issue with the land to be used for the solar project leading to a six-month delay until spring when the ground thaws.
- Director Taylor sat in on two math classes at UMS. He was impressed with the teachers and their instructional ability.

**X. Possible Future Agenda Items** **Information**

**Future Meetings:**

- Budget Discussions
- Discipline Policies
- District Nursing Report
- AOE Integrated Field Review

**XI. Adjournment**

*Director Cox made a motion to enter Executive Session at 9:00 p.m. to discuss a personnel issue, grievance, as well as a student matter, seconded by Director Taylor. The motion passed unanimously, 5-0.*

*Director Kieny made a motion to exit Executive Session at 9:48 p.m., seconded by Director White. The motion passed unanimously, 5-0.*

*Director Cox made a motion to adjourn at 9:50 p.m., seconded by Director White. The motion passed unanimously, 5-0.*

Recorder:

Board Clerk:

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Meghan Baule  
Recording Secretary

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Craig Kieny  
Board Clerk

# COLCHESTER SCHOOL DISTRICT

Board of Education Meeting, Special Meeting  
Central Office, Conference Room

Tuesday, December 11, 2018  
7:00 p.m. (Executive Session)

## MINUTES

The Colchester Board of Education held a Special Board Meeting on Tuesday, November 20, 2018 in the Conference Room at Central Office. Those in attendance included: Board Chair Mike Rogers; Directors: Craig Kieny and Lindsey Cox; Superintendent Amy Minor; Principal Heather Baron; Assistant Principal Chad DeMagistris; and the family of the student.

### **I. Call Meeting to Order**

Board Chair Mike Rogers called the meeting to order at 7:00 p.m.

### **II. Executive Session: Student Hearing**

*Director Kieny moved to enter executive session for the purpose of a student hearing, seconded by Director Cox. The motion passed unanimously, 3-0.*

### **III. Adjournment**

*Director Kieny moved to exit executive session and adjourn at 8:18 p.m. seconded by Director Cox. The motion passed unanimously, 3-0.*

Recorder:

Board Clerk:

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Amy Minor  
Superintendent of Schools

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Craig Kieny  
Board Clerk