

Colchester School Board

Meeting Agenda and Packet

December 3, 2019

**Colchester School District
Board of Education Meeting Agenda
Colchester High School – Media Center
December 3, 2019
7:00 P.M.**

AGENDA

- | | | |
|--------------|---|----------------------|
| I. | Call to Order and Pledge of Allegiance | |
| II. | Citizens Participation* | |
| III. | Report from Building Principals | Informational |
| IV. | VHV Apprenticeship Program Presentation | Informational |
| V. | Act 173 Update | Informational |
| VI. | FY'21 Budget Presentation and Discussion | Informational |
| VII. | First Reading of Custodial, Joint Custodial and Non-custodial Parental Rights and Responsibilities Policy: F6a | Action |
| VIII. | Approval of Personnel Consent Agenda | Action |
| IX. | Approval of Meeting Minutes: November 19, 2019 (Work Session) | Action |
| X. | Approval of Meeting Minutes: November 19, 2019 (General Session) | Action |
| XI. | Board/Administration Communication, Correspondence, Committee Reports | Information |
| XII. | Future Agenda Items | Information |
| XIII. | Adjournment | |

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. Note: All submissions must be received before noon on the third Tuesday of every month.

COLCHESTER SCHOOL DISTRICT**POLICY: CUSTODIAL, JOINT CUSTODIAL AND NON-CUSTODIAL PARENTAL RIGHTS AND RESPONSIBILITIES****DATE ADOPTED:** May 18, 2004**POLICY STATEMENT**

The Colchester School District recognizes the value of providing information concerning a student's school participation and progress to both parents where the parents are separated, estranged or divorced. In such cases, the Colchester School District and its employees will attempt to respect the legal rights of both parents with respect to involvement in their child's education, including access to records, educational decision-making, and notice and participation in school meetings and activities, as and to the extent provided by State and federal law.

Where the whereabouts of both parents are known to the school, school staff may not unilaterally afford greater rights, or authority or access to one parent over the other. It is not in the interests of a child or of the operation of the school system for school personnel to engage in taking sides or in excluding one parent of a child from an educational process at the request of the child's other parent. It is not the role of school staff to mediate or decide marital differences, or parent custodial rights.

Only when the school is provided with a Court order (such as a divorce decree or child custody order), statute or similarly binding document that curtails or limits one parent's rights with regard to the education of the child, will the school make such modifications.

For example, both parents generally have the right:

- a. To view the child's educational records;
- b. To receive school progress and Section 504 reports and (where applicable) certain special education notices and records;
- c. To visit the child briefly at school;
- d. To attend school functions open to the public or to all parents; and
- e. To participate in parent teacher conferences and meetings about the child.

Where one parent has been awarded full physical and legal rights and responsibilities, the other parent continues to have a right of access to educational records of their child, unless a Court order expressly denies or limits such access. Upon written request to the child's school principal, where parents are living separately, the school will subsequently and routinely mail (or send home via the student) to each parent copies of all child-specific information which is normally sent home with the child. This will include copies of report cards, parent-teacher conference invitations, etc. This practice should continue for the remainder of the school year in which the request is made. This service may be requested annually.

Date Warned: April 30, 2004
First Reading: May 4, 2004
Second Reading: May 18, 2004

While both parents may visit or observe the child at school, generally only the parent with physical responsibility for the child will have the authority to remove the child from school property. Where the Court has awarded joint physical rights and responsibility, both parents generally have this authority. If a parent wishes to have the school limit this general rule, the parent must provide to the school a copy of a Court order or similarly binding document expressly requiring such limitation.

If a parent with sole physical responsibility wishes to allow the other parent to remove the child from the property, permission must be provided to the school in writing.

The parent with sole physical responsibility and each joint custodial parent has the responsibility to keep the school office informed (a) of his/her address (residence) and phone number, and (b) of a means of contacting the parent at all times.

The non-custodial parent has the responsibility to provide the school office with his/her phone number and address, so that he/she may be contacted regarding student progress/problems.

A copy of this policy shall be provided to any parent upon request.

When the Student Turns 18. Under Vermont law, a child reaches the age of majority upon his/her 18th birthday. Under federal law, at that time the parents' rights with respect to access to information contained in education records transfers to the student. It is the policy of this School Board to allow continued access to such records to the parent of a dependent student, as that term is defined by Section 152 of the Internal Revenue Code of 1954, as permitted (but not required) by law. Where the student who has turned 18 objects to such disclosure, the school administration shall consider the student's reasons for the objection, and determine whether it is in the interests of the child to permit access to the records by the parent.

Procedural rights of students who are eligible for special education under the Individuals with Disabilities Education Act ("IDEA") also transfer from the parent to the student at the time the student turns 18. Thereafter, as required by law, the parents shall have a continued right to receive copies of certain notices, but otherwise all procedural rights under the special education law shall transfer to the child. Special rules apply if a court has appointed a legal guardian for the student, or the child has been determined to be unable to provide consent with respect to his/her educational program under State procedures. If these provisions may apply, the parent or guardian should discuss the application of this policy with the school principal or his/her designee.

Parental Rights: Special Education and Section 504. In addition to the above parental rights and responsibilities, parents of children who have been found to be eligible for special education services under the IDEA, or who have been determined to be protected under Section 504 of the Rehabilitation Act of 1973, have additional rights. Copies of written statements of parental rights in special education are available from special education staff at each school, and rights with respect to Section 504 are available through each principal.

COLCHESTER SCHOOL DISTRICT**POLICY: CUSTODIAL, JOINT CUSTODIAL AND NON-CUSTODIAL PARENTAL RIGHTS AND RESPONSIBILITIES****DATE ADOPTED:** DRAFT**POLICY STATEMENT**

The Colchester School District recognizes the value of providing information concerning a student's school participation and progress to both parents where the parents are separated, estranged or divorced. In such cases, the Colchester School District and its employees will attempt to respect the legal rights of both parents with respect to involvement in their child's education, including access to records, educational decision-making, and notice and participation in school meetings and activities, as and to the extent provided by state and federal law.

Where the whereabouts of both parents are known to the school, school staff may not unilaterally afford greater rights, or authority or access to one parent over the other. It is not in the interests of a child or of the operation of the school system for school personnel to engage in taking sides or in excluding one parent of a child from an educational process at the request of the child's other parent. It is not the role of school staff to mediate or decide marital differences, or parent custodial rights.

Only when the school is provided with a court order (such as a divorce decree or child custody order), statute or similarly binding document that curtails or limits one parent's rights with regard to the education of the child, will the school make such modifications.

For example, both parents generally have the right:

- a. To view the child's educational records;
- b. To receive school progress and Section 504 reports and (where applicable) certain special education notices and records;
- c. To visit the child briefly at school;
- d. To attend school functions open to the public or to all parents; and
- e. To participate in parent teacher conferences and meetings about the child.

Where one parent has been awarded full physical and legal rights and responsibilities, the other parent continues to have a right of access to educational records of their child, unless a court order expressly denies or limits such access. Upon written request to the child's school principal, where parents are living separately, the school will subsequently and routinely mail (or send home via the student) to each parent copies of all child-specific information which is normally sent home with the child. This will include copies of report cards, parent-teacher conference invitations, etc. This practice should continue for the remainder of the school year in which the request is made. This service may be requested annually.

Last Adopted: May 18, 2004
Date Warned: November 26, 2019
First Reading: December 3, 2019
Second Reading:

While both parents may visit or observe the child at school, generally only the parent with physical responsibility for the child will have the authority to remove the child from school property. Where the court has awarded joint physical rights and responsibility, both parents generally have this authority. If a parent wishes to have the school limit this general rule, the parent must provide to the school a copy of a court order or similarly binding document expressly requiring such limitation. If a parent with sole physical responsibility wishes to allow the other parent to remove the child from the property, permission must be provided to the school in writing.

The parent with sole physical responsibility and each joint custodial parent has the responsibility to keep the school office informed (a) of his/her address (residence) and phone number, and (b) of a means of contacting the parent at all times. The non-custodial parent has the responsibility to provide the school office with his/her phone number and address, so that he/she may be contacted regarding student progress/problems.

A copy of this policy shall be provided to any parent upon request.

WHEN THE STUDENT TURNS 18

Under Vermont law, a child reaches the age of majority upon his/her 18th birthday. Under federal law, at that time the parents' rights with respect to access to information contained in education records transfers to the student. It is the policy of this School Board to allow continued access to such records to the parent of a dependent student, as that term is defined by Section 152 of the Internal Revenue Code of 1954, as permitted (but not required) by law. Where the student who has turned 18 objects to such disclosure, the school administration shall consider the student's reasons for the objection, and determine whether it is in the interests of the child to permit access to the records by the parent.

Procedural rights of students who are eligible for special education under the Individuals with Disabilities Education Act ("IDEA") also transfer from the parent to the student at the time the student turns 18. Thereafter, as required by law, the parents shall have a continued right to receive copies of certain notices, but otherwise all procedural rights under the special education law shall transfer to the child. Special rules apply if a court has appointed a legal guardian for the student, or the child has been determined to be unable to provide consent with respect to his/her educational program under State procedures. If these provisions may apply, the parent or guardian should discuss the application of this policy with the school principal or his/her designee.

PARENTAL RIGHTS: SPECIAL EDUCATION AND SECTION 504

In addition to the above parental rights and responsibilities, parents of children who have been found to be eligible for special education services under the IDEA, or who have been determined to be protected under Section 504 of the Rehabilitation Act of 1973, have additional rights. Copies of written statements of parental rights in special education are available from special education staff at each school, and rights with respect to Section 504 are available through each principal.

PERSONNEL CONSENT AGENDA**Board Date: December 3, 2019****Licensed Employees (Teacher/Administrator)**

| Contract Type | First Name | Last Name | Category | Position | FTE/Hours | Building | Agenda Information | Person Replacing | Budgeted | Admin Support |
|---------------|------------|-----------|----------|----------|-----------|----------|--------------------|------------------|----------|---------------|
| | | | | | | | | | | |
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Non-Licensed Employees (Support Staff), *Informational*

| Contract Type | First Name | Last Name | Category | Position | FTE/Hours | Building | Agenda Information | Person Replacing | Budgeted | Admin Support |
|---------------|------------|-----------|-------------------|--------------------------|-----------|----------|-----------------------------|------------------|----------|---------------|
| Support Staff | Sheryl | Asper | End of Employment | Paraeducator | 32.5 | PPS | Notice of End of Employment | | Yes | Yes |
| Support Staff | Chelcy | Branon | End of Employment | Paraeducator - SPED | 32.5 | CMS | Notice of End of Employment | | Yes | Yes |
| Co-Curricular | Milan | Marak | New Hire | Drama Coach | | CMS | Notice of Hire | | Yes | Yes |
| Support Staff | Katharine | Bilodeau | End of Employment | Behavior Interventionist | 37.5 | UMS | Notice of End of Employment | | Yes | Yes |
| Support Staff | Lara | Breeding | End of Employment | Paraeducator | 32.5 | UMS | Notice of End of Employment | | Yes | Yes |

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting, Special Meeting
Central Office Conference Room

Tuesday, November 19, 2019
4:30 p.m.

MINUTES (Work Session)

The Colchester Board of Education held a Special Board Meeting on Tuesday, November 19, 2019 in the Central Office Conference Room. Those in attendance were: Board Chair Mike Rogers; Directors: Craig Kieny, Lindsey Cox, and Curt Taylor; Superintendent Amy Minor; Business and Operations Manager George Trieb; and Roger Dickinson from Lamoureux & Dickinson Consulting Engineers.

I. Call Meeting to Order

Board Chair Mike Rogers called the meeting to order at 4:29 p.m.

II. Board of Education Retreat: Work Session

Discussion

Roger Dickinson, project engineer from Lamoureux & Dickinson Consulting Engineers discussed with the school board the results of the traffic study that his organization conducted. The board had the opportunity to ask clarifying questions regarding Mr. Dickinson's report and his recommendations. The board also reviewed a memo from Scott Homstead, a project engineer from Krebs & Lansing Consulting Engineers regarding the septic system at UMS. The information from Mr. Dickinson and Mr. Homstead is being used by the board as part of their research for the development of a plan to either renovate PPS and UMS or build a one new building to house both populations. The board requested that Superintendent Minor research outside companies to hold community forums to obtain input on this project once they are done gathering all of the necessary research. The board also discussed the next steps in the teacher negotiations process.

III. Adjournment

Director Kieny moved to adjourn at 6:41 p.m., seconded by Director Taylor. The motion passed unanimously, 4-0.

Recorder:

Board Clerk:

Amy Minor
Superintendent of Schools

Lindsey Cox
Board Clerk

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting
Colchester High School Media Center

Tuesday, November 19, 2019
7:00 p.m.

MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, November 19, 2019, at the Colchester High School Media Center. Those in attendance were Board Chair Mike Rogers; Directors: Craig Kieny, Lindsey Cox, and Curt Taylor; Superintendent Amy Minor; Business and Operations Manager George Trieb; Director of Curriculum Gwendolyn Carmolli, Director of Student Support Services Carrie Lutz; Principals Heather Baron, Michele Cote and Chris Antonicci. There were no 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

Informational

Union Memorial School Principal Chris Antonicci shared that his school community hosted the 9th annual Chilly Champ Fun Run. They will be working on some special plans for next year's 10th anniversary. They are wrapping up the first trimester and teachers are looking forward to meeting with families at next week's conferences.

Colchester Middle School Principal Michele Cote shared that they are focusing on teaching students the district's Essential Expectations (EEs) and they are currently working on the "learn" EE. Students are understanding what it means to participate, not just in class but in life. Assistant Principal Dovid Yagoda is also working with students to train them on restorative practices.

Colchester High School Principal Heather Baron gave a nod to the Colchester Theatre Company who had record turnout to their fall musical. She also noted that CHS will host the VT State Board of Education meeting the following day.

IV. Decision on Second Solar Project

Action

Sam Carlson with Green Lantern Solar provided an update on the Newbury solar project that the district has already agreed to. Construction is underway and they expect the array will deliver net metering credits before the end of the year. He then provided some additional information on another solar opportunity. This second site would be a 500 KW solar array located in Vernon and is proposed to be operational no later than July of 2020. The agreement for the Vernon array is identical to the Newbury agreement. The board was pleased with the estimated cost savings this second array would provide and agreed to move forward.

Director Cox moved to approve the Net Metering Agreement with Green Lantern Group as provided, seconded by Director Taylor. The motion passed unanimously, 4-0.

V. Annual School Report: Colchester High School

Informational

This year, the schools are debuting a new format for their annual reports. Their presentations to the board will focus on goals outlined in their Continuous Improvement Plans (CIP) and they will supply an accompanying fact sheet which will include information such as enrollment, demographics, and behavior and academic testing data from the 2018-2019 school year.

Colchester High School Principal Heather Baron provided an overview of the school's CIP goals. Academically, the school is focused on two areas. The first is proficiency-based learning which Principal Baron has presented about at prior board meetings. She shared how they have worked hard to integrated a philosophy of proficiency-based learning and the impact it has had on instruction and assessment at the classroom level. For this year specifically, they are looking at the big picture of a student's entire CHS career from grade 9 through graduation. With several committees and sessions of intentionally focused professional development, they are refining a tracking system to help calibrate when and how proficiencies are assessed. The board engaged Principal Baron in an extensive discussion about proficiencies and how they are implemented at the school. Director Lindsey Cox asked about the connection between proficiencies and credits and how they impact graduation requirements through the Education Quality Standards (EQS). Principal Baron explained that all of the courses at CHS are proficiency-based and therefore are linked to graduation requirements, which in turn meets the intent of the EQS. Director Cox also asked how much of a student's grade is proficiency-based. Principal Baron explained that on a CHS report card there are two scores, one is an academic grade which reflects the student's mastery of the subject area. The second is a learning disposition grade which reflects the students learning habits such as participation, timeliness, etc. Board Chair Mike Rogers inquired how much flexibility the school has with students who are advanced and potentially assessing beyond the course's pre-determined proficiencies. Principal Baron highlighted the various opportunities that students have to extend their learning such as the Laker Learning Lab, dual enrollment with local colleges, and advanced placement courses. Director Cox pointed out that in addition to students who are high achieving or display high readiness, a proficiency-based learning system is also good for students who may be struggling and need additional support or opportunities outside of the traditional classroom.

The second academic CIP goal at CHS focuses on classroom instruction. The school has a professional development committee that consists of ten teacher leaders and they have determined four pillars that make up the school's framework for instruction. This year, they are aligning the faculty's professional development to mirror what students are going through, including developing their own personalized learning plans.

For student supports, the school is focused on improving the mental health and wellness of students. This is their second year working with Jolle van Lent through her *Fostering Resilience, Creating Trauma-Responsive School Communities* series. They are also continuing to work with Centerpoint through the Checkpoint and Changes programs and have added a family partnership model.

Equity continues to be another focus of the school's CIP. On the four scheduled early release days, the faculty is working with Rebecca Haslam of Seed the Way to lead equity literacy conversations with faculty. The administrative team recently attended two Courageous Conversations conferences.

The final goal highlighted in the school's CIP is continuing to foster a strong and connected school community. CHS has a tremendous amount of pride and they want to build on that foundation. Last school year, they developed six core beliefs for the school community and this year, they are celebrating peer-nominated student and faculty Lakers of the Month who embody those core values.

VI. FY'21 Budget Presentation and Discussion **Informational**

Superintendent Amy Minor provided the board with a summary of enrollment numbers, class sizes, and projections for next school year. Carrie Lutz, the Director of Student Support Services, provided the board with a special education overview including anticipated expenditures and reimbursement figures. Business and Operations Manager George Trieb provided the board with baseline budget numbers as a follow up to the assumptions he provided at the last meeting. At the next meeting the team will bring school and facility requests.

VII. Second and Final Reading of Reporting Suspected Child Abuse or Neglect: F10 **Action**

No additional edits were requested.

Director Taylor moved to approve the second and final reading of the Reporting Suspected Child Abuse or Neglect Policy: F10, seconded by Director Kienny. The motion passed unanimously, 4-0.

VIII. Second and Final Reading of Annual School Report Policy: H6 **Action**

No additional edits were requested.

Director Cox moved to approve the second and final reading of the Annual School Report Policy: H6, seconded by Director Kienny. The motion passed unanimously, 4-0.

IX. Second and Final Reading of Board Relations with School Employees Policy: C5 **Action**

No additional edits were requested.

Director Taylor moved to approve the second and final reading of the Board Relations with School Employees Policy: C5 seconded by Director Kienny. The motion passed unanimously, 4-0.

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

The following Personnel Consent Agenda was presented for November 19, 2019.

PERSONNEL CONSENT AGENDA**Board Date: November 19, 2019****Licensed Employees (Teacher/Administrator)**

| Contract Type | First Name | Last Name | Category | Position | FTE/Hours | Building | Agenda Information | Person Replacing | Budgeted | Admin Support |
|---------------|------------|-----------|----------|--|-----------|----------|--------------------|------------------|----------|---------------|
| Teacher | Megan | Cobaugh | New Hire | 7/8 Social Studies, Long Term Substitute | 1.0 FTE | CMS | Request to Hire | Marc Gagne | Yes | Yes |
| | | | | | | | | | | |
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| | | | | | | | | | | |

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

| Contract Type | First Name | Last Name | Category | Position | FTE/Hours | Building | Agenda Information | Person Replacing | Budgeted | Admin Support |
|---------------|------------|-----------|-------------------|-----------------------------------|-----------|----------|-----------------------------|------------------|----------|---------------|
| Support Staff | Laura | Duval | New Hire | Medicaid Coordinator/Receptionist | 40 | CO | Notice of Hire | Alyson Hevey | Yes | Yes |
| Support Staff | Nadezhda | Donnell | End of Employment | Autism Interventionsit | 35 | PPS | Notice of End of Employment | | Yes | Yes |
| Support Staff | Joan | Kagan | End of Employment | Paraeducator - SPED | 32.5 | MBS | Notice of End of Employment | | Yes | Yes |
| Support Staff | Ben | Mitchell | End of Employment | Paraeducator - SPED | 32.5 | CMS | Notice of End of Employment | | Yes | Yes |
| Support Staff | Dev | Nagel | End of Employment | Paraeducator - SPED | 32.5 | CMS | Notice of End of Employment | | Yes | Yes |

Director Kieny moved to approve the Personnel Consent Agenda, seconded by Director Taylor. The motion passed unanimously, 4-0.

XI. Approval of Minutes: November 5, 2019 (Work Session) Action

Director Taylor moved to approve the minutes for the work session held on November 5, 2019, seconded by Director Kieny. The motion passed unanimously, 4-0.

XII. Approval of Minutes: November 5, 2019 (General Session) Action

Director Kieny moved to approve the minutes from the general session held on November 5, 2019, seconded by Director Taylor. The motion passed unanimously, 4-0.

XIII. Board/Administration Communication, Correspondence, Committee Reports Informational

- The Vermont State Board of Education is holding their meeting here at CHS on Wednesday.
- Director Taylor asked about lead testing. Superintendent Minor advised we have not been placed on the schedule yet and are still awaiting notification from the state.

XIV. Future Agenda Items Informational

- Continued Policy Work
- Act 173 Update
- School Reports
- FY'21 Budget Discussions
- Science Test Scores
- Early Education Center
 - Updated Demographic Report
 - Traffic Study Results

XV. Adjournment

Director Cox made a motion to adjourn at 8:49 p.m. seconded by Director Taylor. The motion passed unanimously, 4-0.

Recorder:

Board Clerk:

Meghan Baule
Recording Secretary

Lindsey Cox
Board Clerk



State of Vermont

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Montpelier, VT 05620-2501

education.vermont.gov

[phone] 802-828-1130
[fax] 802-828-6430

Agency of Education

November 2019

Chris Antonicci, Principal
Union Memorial School
P.O. Box 48
Colchester, VT 05446

Dear Principal Antonicci,

I am pleased to inform you that Union Memorial School achieved the "VTPBIS Exemplar School" status for the 2018-19 school year. This recognition is the result of a significant commitment on the part of you and your staff to implement Positive Behavioral Interventions and Supports with fidelity. As Secretary, I recognize the importance of a school culture and climate that contributes to continuous school effectiveness. Your implementation of this multi-tiered system of supports for behavior is an important action toward success for all learners. I thank and congratulate you and your school community for your focused implementation efforts.

In order to achieve the "VTPBIS Exemplar School" status, your school has:

- Implemented Universal PBIS with fidelity, measured as at least 70% on the Tiered Fidelity Inventory and sustained this measurement for 2 consecutive years;
- Used behavior data within a problem-solving framework to improve student outcomes;
- Completed the annual Self-Assessment Survey to inform implementation planning; and
- Demonstrated evidence that sustained implementation has had positive effects on learners' academic and behavioral performance.

Your school was recognized during the Annual Vermont PBIS Leadership Forum on October 10th and highlighted in the 2018-19 VTPBIS Annual Report which can be found on the VTPBIS website at www.pbisvermont.org. I encourage you to celebrate your achievement with the leadership team, PBIS School Coordinator Tisa Begnoche, PBIS SU/SD Coordinator Carrie Lutz, your students, staff and community. Again, congratulations for a job well done!

Sincerely,

A handwritten signature in blue ink, appearing to read "Dan French".

Daniel M. French, Ed.D.
Secretary of Education

cc: Amy Minor, Superintendent, Colchester School District
Tisa Begnoche, PBIS School Coordinator
Carrie Lutz, PBIS SU/SD Coordinator





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Agency of Education

November 2019

Carolyn Millham, Principal
Porters Point School
490 Porters Point Road, P.O. Box 32
Colchester, VT 05446

Dear Principal Millham,

I am pleased to inform you that Porters Point School achieved the "VTPBIS Exemplar School" status for the 2018-19 school year. This recognition is the result of a significant commitment on the part of you and your staff to implement Positive Behavioral Interventions and Supports with fidelity. As Secretary, I recognize the importance of a school culture and climate that contributes to continuous school effectiveness. Your implementation of this multi-tiered system of supports for behavior is an important action toward success for all learners. I thank and congratulate you and your school community for your focused implementation efforts.

In order to achieve the "VTPBIS Exemplar School" status, your school has:

- Implemented Universal PBIS with fidelity, measured as at least 70% on the Tiered Fidelity Inventory and sustained this measurement for 2 consecutive years;
- Used behavior data within a problem-solving framework to improve student outcomes;
- Completed the annual Self-Assessment Survey to inform implementation planning; and
- Demonstrated evidence that sustained implementation has had positive effects on learners' academic and behavioral performance.

Your school was recognized during the Annual Vermont PBIS Leadership Forum on October 10th and highlighted in the 2018-19 VTPBIS Annual Report which can be found on the VTPBIS website at www.pbisvermont.org. I encourage you to celebrate your achievement with the leadership team, PBIS School Coordinator Kimberly Thibodeau, PBIS SU/SD Coordinator Carrie Lutz, your students, staff and community. Again, congratulations for a job well done!

Sincerely,

A handwritten signature in blue ink, appearing to read "Dan French".

Daniel M. French, Ed.D.
Secretary of Education

cc: Amy Minor, Superintendent, Colchester School District
Kimberly Thibodeau, PBIS School Coordinator
Carrie Lutz, PBIS SU/SD Coordinator

