

Colchester School Board

Meeting Agenda and Packet

May 19, 2020

**Colchester School District  
Board of Education Meeting  
May 19, 2020  
7:00 P.M.  
Remote Meeting  
Citizen Participation Instructions Listed Below**

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**AGENDA**

- |  |                      |
|--|----------------------|
| <b>I. Call to Order</b>  |                      |
| <b>II. Citizen Participation*</b>  |                      |
| <b>III. COVID-19 School Closure Status Update</b>                                  | <b>Informational</b> |
| <b>IV. Approval of Consolidated Federal Programs Grant and Assurances</b>          | <b>Action</b>        |
| <b>V. Quarterly Financial and Special Education Reports</b>                        | <b>Informational</b> |
| <b>VI. Approval of Personnel Consent Agenda</b>                                    | <b>Action</b>        |
| <b>VII. Approval of General Meeting Minutes: May 5, 2020</b>                       | <b>Action</b>        |
| <b>VIII. Board/Administration Communication, Correspondence, Committee Reports</b> | <b>Information</b>   |
| <b>IX. Future Agenda Items</b>   | <b>Information</b>   |
| <b>X. Executive Session to Discuss Spring Sports Contracts</b>                     | <b>Action</b>        |
| <b>XI. Adjournment</b>   |                      |

**COVID-19 Meeting Participation**

On March 30, 2020 Governor Scott signed H.681 into law, making temporary changes to Vermont's Open Meeting Law. These changes will remain in effect during the declared state of emergency due to COVID-19.

As part of those changes, meetings of the Colchester School Board will be held remotely with no designated meeting location. LCATV will provide coverage through live stream which can be accessed here: <https://lcatv.org/live-stream-3>. Citizens may participate in the meeting by emailing questions or statements to [meghan.baule@colchestersd.org](mailto:meghan.baule@colchestersd.org) or by calling (802) 264-5988 while the meeting is in session.

## CFP Assurances 2020-2021

This is a spring housekeeping item that is part of the Consolidated Federal Programs grant process.

Each spring we need to bring Consolidated Federal Program Assurances to our local school board (you) for approval prior to submitting our grant application.

The CFP grant is a bundled application of federal dollars that are administered by the Vermont Agency of Education. These funds are specific to learning and come to us based on our student census and poverty rates. These Titles - Titles I, IIA, III, and IV - provide funds for services and materials for supplemental reading & math instruction, professional development, curriculum revision, English Language summer program, parent involvement programs, materials for instruction, and healthy schools programs.

Initial allocation for the 2020-2021 school year show \$758,810, as outlined below:

Title I - Academic Achievement for Disadvantaged	\$482,904
Title IIA - Professional Development	\$178,834
Title III - English Learner	\$19,821
Title IV - Student Support & Academic Enrichment	\$77,251

In order to apply and receive these funds we have to provide assurance that we comply with the guidelines, requirements, and or procedures that adhere to federal regulations. Listed below are with the areas to follow:

- Communication to Parents & Community
- Parent & Family Engagement
- Continuous Improvemtn & Comprehensive Needs Assessment
- Professional Learning
- Homeless Education
- Persistently Dangerous Schools
- English Learners
- Assessment
- Program Reporting & Evaluation
- Improving the Academic Achievement of the Disadvantaged (Title I, Part A)
- School Support & Improvement
- Student Support & Academic Enrichment (Title IV, Part A)
- Safe & Drug Free Schools & Communities
- Fiscal
- General

I request approval of the Assurances and submission of the Consolidated Federal Grant Program application.

Suggested motion:

*"I move that we agree to approve the Assurances and submission of the 2020-2021 Consolidated Federal Program Grant application."*

Thank you!

*Gwen*

## CONSOLIDATED FEDERAL PROGRAM ASSURANCES

Revised Fiscal Year 2019

### Communications to Parents and Community

1. Disseminate to parents annual LEA and school report cards, or the link to the "State-Snapshot" by December of the following school year, with disaggregated assessment results and information on Title I schools identified as needing comprehensive or targeted support. The report card must be in an understandable and uniform format and, to the extent practical, in a language that parents can understand.
2. Notify, at the beginning of each school year, parents of students in Title I schools of their right to request information regarding any State or local educational agency policy regarding student participation in any Federal, State, or locally required assessments, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
3. Make widely available, through public means (suggested: LEA and school websites), for each grade served by the local educational agency, information on each assessment required by the State and assessments required districtwide by the local educational agency.
4. Provide parents, of children in a Title I school, information on the level of achievement of their children in each of the State academic assessments. This can be accomplished through online access to assessment results and/or printed reports.
5. Provide to parents of students in Title I schools timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
6. Provide all notices to parents in a format that is understandable and, to the extent practicable, in a language that the parents can understand.
7. Notify, at the beginning of each school year, parents in Title I schools of their right to request information regarding the professional qualifications of their child's classroom teachers. If requested, the information shared should include (a) if the teacher has met state licensing criteria for the grade levels and subjects taught, (b) whether the teacher is teaching under a licensure waiver, (c) the teacher's degree major, and (d) whether their child is provided any services by paraprofessionals, and if so, their qualifications. This may be accomplished for educators by providing parents with access to the "Look Up an Educator" database on the AOE website.

### Parent & Family Engagement

1. Involve parents in the development of the Consolidated Federal Programs (CFP) application, including asking for input relative to Title I, Title IIA, Title IIIA and Title IVA.
2. Develop a written parent and family engagement involvement policy for the LEA and each Title I school. This policy will be developed jointly with, agreed upon with, and distributed to, parents and family members of participating children. The policy shall be incorporated into the local educational agency's plan and describe the agency's expectations for parent and family involvement. Title I schools are also required to have a Parent-School Compact.
3. Involve parents and family members of children receiving services under Title I in the decisions regarding how funds reserved under the Parent & Family Engagement set-aside are used.
4. Submit, if the LEA CFP plan is unsatisfactory to any parents, the parents' comments when the LEA submits its application to the State.

### Continuous Improvement and Comprehensive Needs Assessment

1. Conduct a comprehensive needs assessment for the LEA and for each school that informs decisions regarding professional learning, continuous improvement plans for comprehensive and targeted support schools, support for homeless youth, the development of Schoolwide Program plans, and the use of Title IV, Part A funds.

### Professional Learning

1. Conduct a periodic needs assessment that includes local needs for professional learning and hiring taking into account the activities that are needed to (1) give teachers the means (including subject matter knowledge, teaching, and technology skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards, (2) give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging state and local student academic achievement standards, (3) Provide low-income and minority students greater access to effective teachers, principals and other school leaders.

In conducting the needs assessment, consider information such as:

- a. student achievement data;
  - b. information about numbers of teachers who lack full teacher licensure;
  - c. projections of teacher supply in critical areas;
  - d. student enrollment data;
  - e. information on evidence-based research on proposed programs and strategies;
  - f. educator evaluations; and
  - g. any additional data sources as deemed necessary to fully understand the professional development and staffing needs of the system.
2. Align the professional learning provided to teachers and principals with challenging State academic content standards, student academic achievement standards, State assessments, and the curricula and programs tied to those standards.
  3. Base professional learning activities on a review of evidence-based research that will have a substantial, measurable, and positive impact on student academic achievement, and will be used as part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students.
  4. Coordinate professional learning activities authorized under Title II, Part A with professional learning activities provided through other Federal, State, and local programs.
  5. Ensure that the professional learning needs of teachers (including teacher mentors) and principals will be met with the LEA's Title II, Part A - Supporting Effective Instruction funds.
  6. Provide professional learning and development to enable teachers to (1) address the learning needs of all students, including students with disabilities, English learners, and gifted students; (2) provide students with the opportunity to meet challenging state and local student academic achievement standards, (including subject matter knowledge, teaching, and technology skills; (3) involve parents in their child's education; and (4) understand and use data and assessments to improve student achievement and protect student privacy.
  7. Ensure that the professional learning meets the ESJA definition of professional learning including activities that:
    - a. Are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards;
    - b. Are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
    - c. Are an integral part of broad schoolwide and LEA-wide educational improvement plans; and as a whole, are no less than annually evaluated for their impact on increased teacher effectiveness and improved student academic achievement, and the findings of the evaluations are used to improve the quality of professional learning.

#### Homeless Education

1. Provide transportation to and from the school of origin for homeless students, if requested by the parent and is feasible and in the best interest of the child, so the child can continue his or her educational experience uninterrupted.
2. The LEA will adopt policies and practices to ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless.
3. In accordance to the homeless student's best interest, the LEA must continue the student's education in the school of origin for the duration of homelessness:
  - a. In any case in which a family becomes homeless between academic years or during the academic year; or
  - b. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
  - c. Enroll the student in any public school that non-homeless students, who are living in the same attendance area as the homeless student, are eligible to attend.
4. In determining the best interest of the homeless student, the LEA must:
  - a. To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
  - b. Provide a written explanation, including a statement of the right to appeal, to the student's parent or guardian, if the LEA sends such student to a school other than the school of origin or a school requested by the parent or guardian; and
  - c. In the case of an unaccompanied youth, ensure that the designated homeless liaison (see #7) assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
5. If a dispute arises over school selection or enrollment in a school, the student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.
6. The school selected shall immediately enroll the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records and proof of residency.
7. The LEA must adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin until the student's family obtains permanent housing.
8. The LEA must designate a liaison for students experiencing homelessness, even if there are no students currently identified. The liaison must ensure that:
  - a. Homeless children and youths are identified by school personnel and through coordination activities with other entities and

- agencies;
- b. Homeless students enroll in and have full and equal opportunity to succeed in school;
- c. Homeless students and their families receive educational services for which they are eligible, including free meals, Title I, Part A services, public pre-school programs and/or Head Start; and referrals to health, housing, and other appropriate services;
- d. Parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- e. Public notice of the educational rights of homeless students is disseminated in schools and other places where homeless students and their families receive services;
- f. Enrollment disputes are mediated;
- g. The parent or guardian of a homeless student or any unaccompanied youth is fully informed of all transportation services including transportation to the school of origin, if that is the school placement;
- h. School personnel providing services under McKinney-Vento receive professional development and other support; and
- i. Unaccompanied youths are enrolled in school, have opportunities that are the same as other youth, and are informed of their status as independent students under the Higher Education Act, receive support to prepare for college and obtain assistance to receive verification for their FAFSA.

#### Persistently Dangerous Schools

1. Allow a student that attends a persistently dangerous school, as designated by the State, or who has been a victim of a violent criminal offense on the grounds of the public school the student attends, to transfer to a safe public school within the LEA.

#### Consultation

1. Provide for systematic consultation with parents of elementary and secondary school children, teachers and administrators, and other groups such as librarians, school counselors and pupil services personnel, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities in the planning, design and implementation of all activities and strategies described in the Consolidated Federal Programs application. A description of this process must be on file at the LEA office.
2. Consult with representatives of important stakeholder groups in the preparation and implementation of the CFP application, including planning for professional learning. These groups include parents of children attending elementary and secondary schools in the LEA, teachers, administrators, independent school representatives and others.

#### English Learners

1. Improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards using effective approaches and methodologies.
2. Provide, through report to Vermont Agency of Education, such data as requested. Data includes but is not limited to; a description of the programs and activities conducted by the entity with funds received, proficiency status of English learners, and information on those exiting language instruction educational programs.
3. Ensure that English learners are included in state assessments as outlined by the federal Elementary & Secondary Education Act.
4. Assess annually the English language proficiency of all English Learners in reading, writing, speaking, and listening, and report data on English language proficiency to the State.
5. Certify that all teachers in any language instruction educational program for English learners funded by Title III are fluent in English and any other language used for instruction, including having written and oral communications skills.
6. Assure that the LEA and each school is not in violation of any State or Federal law, including State constitutional law and Federal Civil Rights Law, regarding the education of English learners.
7. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program.
8. Ensure that a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.
9. If receiving funds under Title III, the LEA shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be active participants in the education of their children.

#### Assessment

1. Participate in National Assessment of Educational Progress (NAEP) testing if the LEA is requested to participate in the State sample.

#### Program Reporting and Evaluation

1. Maintain such records and provide such information to the Vermont Agency of Education, as may be reasonably required for fiscal audit and program evaluation and federal reporting purposes.
2. Annually evaluate CFP Title programs. Use the results of the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

#### Title I, Part A - Improving the Academic Achievement of the Disadvantaged

1. Inform eligible schools and parents of schoolwide program authority and the ability to consolidate funds from Federal, State and local sources.
2. Coordinate and integrate services provided under Title I with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
3. Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
4. Comply at a minimum, when providing early childhood services, with the performance Standards of Head Start.
5. Assist each Title I school in the development or identification of examples of high quality, effective curricula consistent with the State Plan.
6. Assure that migratory children and former migratory children who are eligible to receive Title I, Part A services are selected to receive services on the same basis as other children are selected to receive Title I, Part A services.
7. Be able to describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services under Title I.

#### School Support & Improvement

1. If identified by the State for comprehensive support and improvement, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes.
2. If identified by the State as a school in which any subgroup of students is consistently underperforming, the local educational agency, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for each student group that was the subject of notification.

#### Student Support and Academic Enrichment - Title IV, Part A

1. Conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of:
  - a. Access to, and opportunities for, a well-rounded education for all students;
  - b. School conditions for student learning in order to create a healthy and safe school environment; and
  - c. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
2. Obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under Title IV, Part A and conducted in connection with an elementary school or secondary school under Title IV, Part A.
3. Not use funds under Title IV, Part A for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.
4. Engage in initial and continued consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.
5. The LEA will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that:
  - a. Are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
  - b. Have the highest percentages or numbers of children in poverty and population;
  - c. Are identified for comprehensive support and improvement;
  - d. Are implementing targeted support and improvement; or
  - e. Are identified as a persistently dangerous public elementary school or secondary school.
6. The LEA will use:
  - a. Not less than 20 percent of funds received under this subpart to support one or more of the well-rounded education activities;
  - b. Not less than 20 percent of funds received under this subpart to support one or more safe and healthy student activities; and
  - c. A portion of funds received under this subpart to support one or more activities related to the effective use of technology without spending more than 15 percent on technology infrastructure, including devices and software.
7. The LEA will annually report to the State how funds are being used under Title IV, Part A.

#### Safe and Drug-Free Schools and Communities

1. The LEA assures that it will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violations of such prohibition;
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    - i. The dangers of drug abuse in the workplace,
    - ii. The grantee's policy of maintaining a drug-free workplace,
    - iii. Any available drug counseling, rehabilitation, and employee assistance programs, and
    - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement;
  - d. Including in the statement required in (a) above that, as a condition of employment under the grant, the employee will abide by the terms of the statement, and notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the work-place no later than five calendar days after such conviction;
  - e. Notifying the agency, in writing, within ten calendar days after receiving notice from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
  - f. Taking one of the following actions, within 30 calendar days of receiving notice with respect to any employee who is so convicted:
    - i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended, or
    - ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, and
    - iii. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above.
2. Assure that each school within the LEA will adopt and implement policies regarding any student/staff that brings a weapon to school, which complies with Vermont and Federal law. [ESEA, §8561(d) and VT Title 16, §1166]

#### Fiscal

1. Use funds only to supplement, not supplant the level of funds from non-federal sources. The use of federal funds will not result in a decrease in state or local funds for a particular activity, which, in the absence of federal funds, would have been available to conduct an activity supported by the programs authorized in the CFP application. Ensure that each Title's specific rule is being met.
2. As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 Part 82, Sections 82.105 and 82.110, the applicant certifies that:
  - a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  - b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
  - c. The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts).
3. As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at CFR Part 85, Sections 85.105 and 85, certify that applicant and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
  - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (A) b) of this certification; and
  - d. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

#### General



1. Take into account evidence-based research, model programs & findings.
2. Collaborate with the State or local child welfare agency to:
  - a. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
  - b. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.
3. Not discriminate against and deny equal access or a fair opportunity for meeting space to any group officially affiliated with the Boys Scouts of America, or any other youth group listed in Title 36, that wishes to conduct a meeting within a designated open forum or limited public forum.
4. Support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
5. If engaging in a consortium under Title III or Title IVA, utilize an LEA-LEA agreement as outlined by Vermont Act 267.
6. Provide, upon request from military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone numbers. Parents may request in writing that their child's name not be on the list.
7. Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities; or career counseling to identify student interests and skills.
8. Take into consideration how to support programs that coordinate and integrate academic and career and technical education content and work-based learning opportunities.
9. Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.
10. Administer each funded program in accordance with all applicable statutes, regulations, program plans, and applications.
11. The control of funds provided under each funded program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
12. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
13. The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
14. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each funded program.
15. The LEA will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
16. Before the application was submitted, the LEA assures that it afforded a reasonable opportunity for public comment on the application and considered such comment.

NOTE: Only authorized representatives (typically superintendents) can agree to assurances.




# Colchester School District

Administrative Offices, 125 Laker Lane, PO Box 27, Colchester, Vermont 05446

Phone: (802) 264-5999 • [www.csdvt.org](http://www.csdvt.org) • Fax: (802) 863-4774

## MEMO

**To:** School Board Directors  
**CC:** Amy Minor  
**From:** George A. Trieb, Jr.   
**Date:** May 5, 2020  
**Subject:** Year-To-Date Financial Report – March 2020

The table below shows the total budget and forecast revenue and expense figures for the period ending March 2020. Revenue and expenditures are tracking mostly as expected. Should the current spending trend continue the district would expect a slight surplus of \$308,524.

	<b>Budget</b>	<b>Forecast</b>	<b>% of Budget</b>	<b>Variance</b>
<b>Revenue</b>	<b>\$41,462,768</b>	<b>\$41,704,737</b>	<b>100.58%</b>	<b>\$241,969</b>
<b>Expenses</b>	<b>\$41,462,768</b>	<b>\$41,396,213</b>	<b>99.84%</b>	<b>\$66,555</b>
	<i>Surplus/(Deficit)</i>			<b>\$308,524</b>

Attached to this memo is further detail about both the revenue and expenses through March. The district has spent 67.13% of the budget versus spending 66.80% last year at this time. The district's total commitments to date are 85.99% versus 84.69% last year.

The estimated surplus is primarily the result of \$311K of revenue from FY'19 being pushed to FY'20 as recommended by our auditors. This revenue is extraordinary revenue that was received late from the state. This is not uncommon but due to the extremely lateness and the amount of the revenue, the auditors felt it was best to adjust the revenue into the current year.

**Amy Minor**  
Superintendent  
of Schools

**George A. Trieb, Jr.**  
Business & Operations  
Manager

**Carrie Lutz**  
Director of Student  
Support Services

**Gwendolyn Carmolli**  
Director of Curriculum  
& Instruction

The table below shows expenses paid in the third quarter either through board orders or payroll warrants.

<b>Transaction Type</b>	<b>Date</b>	<b>Amount</b>
<b>Board Orders</b>	<b>1/3/20</b>	<b>\$219,484.79</b>
<b>Payroll Warrant</b>	<b>1/10/20</b>	<b>\$941,059.63</b>
<b>Board Orders</b>	<b>1/15/20</b>	<b>\$473,014.24</b>
<b>Payroll Warrant</b>	<b>1/24/20</b>	<b>\$1,002,463.65</b>
<b>Board Orders</b>	<b>1/29/20</b>	<b>\$771,436.63</b>
		<b>\$3,407,458.94</b>

<b>Transaction Type</b>	<b>Date</b>	<b>Amount</b>
<b>Payroll Warrant</b>	<b>2/7/20</b>	<b>\$1,020,743.49</b>
<b>Board Orders</b>	<b>2/12/20</b>	<b>\$324,344.40</b>
<b>Payroll Warrant</b>	<b>2/21/20</b>	<b>\$977,522.89</b>
<b>Board Orders</b>	<b>2/26/20</b>	<b>\$909,546.16</b>
<b>Total</b>		<b>\$3,232,156.94</b>

<b>Transaction Type</b>	<b>Date</b>	<b>Amount</b>
<b>Payroll Warrant</b>	<b>3/6/20</b>	<b>\$902,379.52</b>
<b>Board Orders</b>	<b>3/11/20</b>	<b>\$677,499.56</b>
<b>Payroll Warrant</b>	<b>3/20/20</b>	<b>\$972,900.10</b>
<b>Board Orders</b>	<b>3/25/20</b>	<b>\$596,191.87</b>
<b>Total</b>		<b>\$3,148,971.05</b>

**Colchester School District**  
**Year-End Budget Report - Voted Budget Revenue**  
*As of March 31, 2020*

Description	FY2020 Budget	FY2020 Forecast	Revenue Received	Percent Received	Variance Favorable/(Unfavorable)
<b>LOCAL</b>					
Fund Balance	\$550,000	\$550,000	\$550,000	100.00%	\$0
Tuition	\$675,000	\$675,000	\$508,541	75.34%	\$0
Interest Earnings	\$125,000	\$125,000	\$94,466	75.57%	\$0
Facility Rentals	\$17,500	\$4,750	\$4,750	27.14%	(\$12,750)
Impact Fees	\$150,000	\$100,000	\$0	0.00%	(\$50,000)
Miscellaneous	\$10,000	\$10,000	\$9,870	98.70%	\$0
Act 176 Funds - High School Completion	\$0	\$18,706	\$18,706	N/A	\$18,706
<b>TOTAL LOCAL</b>	<b>\$1,527,500</b>	<b>\$1,483,456</b>	<b>\$1,186,334</b>	<b>77.67%</b>	<b>(\$34,044)</b>
<b>STATE</b>					
General State Aid	\$34,350,273	\$34,350,273	\$22,488,004	65.47%	\$0
Transportation Aid	\$380,000	\$380,000	\$280,998	73.95%	\$0
Voc. Ed. Transportation Reimb.	\$29,000	\$20,000	\$11,942	41.18%	(\$9,000)
Driver Education Reimbursement	\$20,000	\$3,997	\$3,997	19.98%	(\$16,003)
<b>TOTAL STATE NON SPECIAL EDUCATION</b>	<b>\$34,779,273</b>	<b>\$34,754,270</b>	<b>\$22,784,940</b>	<b>65.51%</b>	<b>(\$25,003)</b>
<b>SPECIAL EDUCATION</b>					
Special Education Block Grant	\$829,542	\$829,542	\$829,542	100.00%	\$0
Expenditure Reimbursement	\$3,481,520	\$3,792,520	\$2,229,097	64.03%	\$311,000
EEE Program	\$186,229	\$186,229	\$186,229	100.00%	\$0
<b>TOTAL SPECIAL EDUCATION</b>	<b>\$4,497,291</b>	<b>\$4,808,291</b>	<b>\$3,244,868</b>	<b>72.15%</b>	<b>\$311,000</b>
<b>FEDERAL</b>					
SpEd/Title IVB IDEA	\$650,087	\$650,087	\$342,782	52.73%	\$0
SpEd/EEE IDEA Pre-School	\$8,617	\$8,633	\$8,633	100.19%	\$16
<b>TOTAL FEDERAL</b>	<b>\$658,704</b>	<b>\$658,720</b>	<b>\$351,415</b>	<b>53.35%</b>	<b>\$16</b>
<b>TOTAL REVENUE</b>	<b>\$41,462,768</b>	<b>\$41,704,737</b>	<b>\$27,567,557</b>	<b>66.49%</b>	<b>\$241,969</b>

**Colchester School District**  
**Year-to-date Budget Report - Voted Budget Expenditures (by Object)**

*As of March 31, 2020*

Object	Description	FY2020 Budget	FY2020 Forecast	Expenditures YTD	Encumbered	Available Budget	% of Budget Utilized	Variance Favorable/(Unfavorable)
0110	Teachers Salaries	\$15,663,368	\$15,513,568	\$9,639,156	\$5,836,088	\$188,323	98.8%	\$150,000
0111	Administrator's Salaries	\$1,738,989	\$1,753,000	\$1,255,885	\$462,694	\$20,410	98.8%	(\$14,011)
0112	Support Staff	\$4,713,180	\$4,638,180	\$3,087,391	\$127,111	\$1,498,678	68.2%	\$75,000
0113	SS Custodial/Maintenance	\$1,032,571	\$982,571	\$702,692	\$20,509	\$309,370	70.0%	\$50,000
0115	Health Insurance Buy-out	\$325,000	\$325,000	\$150,006	\$0	\$174,994	46.2%	\$0
0116	Payment in lieu of sick time	\$2,500	\$2,500	\$1,845	\$0	\$655	73.8%	\$0
0120	Substitutes	\$385,000	\$385,000	\$290,241	\$0	\$94,759	75.4%	\$0
0125	Stipends	\$833,120	\$833,120	\$522,494	\$0	\$310,626	62.7%	\$0
0211	Health Insurance	\$2,869,059	\$2,869,059	\$2,567,088	\$0	\$301,971	89.5%	\$0
0212	Dental Insurance	\$293,546	\$280,000	\$218,016	\$0	\$75,530	74.3%	\$13,546
0213	Health Care Contribution	\$7,000	\$7,000	\$3,323	\$0	\$3,677	47.5%	\$0
0215	Health Reimbursement Arrangement	\$708,859	\$708,859	\$434,682	\$0	\$274,177	61.3%	\$0
0220	Social Security	\$1,864,009	\$1,864,009	\$1,145,676	\$0	\$718,333	61.5%	\$0
0230	Life Insurance	\$20,342	\$33,000	\$35,024	\$0	(\$14,682)	172.2%	(\$12,659)
0232	VSTRS OPEB Payment	\$50,000	\$65,000	\$57,552	\$0	(\$7,552)	115.1%	(\$15,000)
0240	Municipal Retirement	\$280,015	\$280,015	\$195,190	\$0	\$84,825	69.7%	\$0
0250	Worker's Compensation Ins.	\$248,553	\$248,553	\$236,200	\$0	\$12,353	95.0%	\$0
0260	Un-employment Compensation	\$15,000	\$15,000	\$1,605	\$0	\$13,395	10.7%	\$0
0270	Teachers Tuition Reimbursement	\$165,000	\$165,000	\$83,445	\$0	\$81,555	50.6%	\$0
0271	SS Tuition Reimbursement	\$37,000	\$37,000	\$12,544	\$0	\$24,456	33.9%	\$0
0272	Conference/Workshops	\$15,000	\$37,486	\$37,486	\$0	(\$22,486)	249.9%	(\$22,486)
0273	Admin Tuition Reimbursement	\$18,000	\$18,000	\$8,221	\$0	\$9,779	45.7%	\$0
0290	Other Employee Benefits	\$68,161	\$68,161	\$54,897	\$0	\$13,264	80.5%	\$0
0310	Administrative Services	\$500	\$500	\$0	\$0	\$500	0.0%	\$0
0320	Professional educational services	\$614,882	\$614,882	\$490,844	\$99,412	\$24,626	96.0%	\$0
0330	Other Professional Services	\$1,298,046	\$1,298,046	\$870,106	\$14,360	\$413,580	68.1%	\$0
0341	Audit Services	\$29,000	\$29,000	\$27,518	\$0	\$1,482	94.9%	\$0
0411	Water and Sewage	\$57,514	\$65,423	\$65,423	\$0	(\$7,909)	113.8%	(\$7,909)
0421	Disposal Services	\$46,238	\$46,238	\$28,073	\$0	\$18,165	60.7%	\$0
0430	Repair and Maintenance	\$820,492	\$820,492	\$678,515	\$21,251	\$120,727	85.3%	\$0
0440	Rentals & Leases	\$100,000	\$100,000	\$70,024	\$22,347	\$7,629	92.4%	\$0
0441	Rental of Land and Building	\$58,000	\$58,000	\$47,750	\$9,550	\$700	98.8%	\$0
0450	Construction Services	\$20,000	\$59,895	\$24,496	\$35,399	(\$39,895)	299.5%	(\$39,895)
0490	Other Purchased Property Services	\$45,000	\$45,000	\$8,576	\$0	\$36,424	19.1%	\$0
0510	Transportation Services	\$1,469,600	\$1,369,600	\$973,235	\$418,244	\$78,120	94.7%	\$100,000
0519	Transportation Field Trips/Athletics	\$112,900	\$112,900	\$68,813	\$0	\$44,087	61.0%	\$0
0521	Property Insurance	\$46,560	\$48,667	\$48,667	\$0	(\$2,107)	104.5%	(\$2,107)
0522	Liability Insurance	\$70,000	\$66,455	\$66,455	\$0	\$3,545	94.9%	\$3,545
0530	Communications	\$95,400	\$60,000	\$40,728	\$0	\$54,672	42.7%	\$35,400
0531	Telephone	\$24,550	\$24,550	\$15,243	\$0	\$9,307	62.1%	\$0
0532	Postage	\$29,250	\$29,250	\$16,714	\$0	\$12,536	57.1%	\$0
0540	Advertising	\$12,500	\$12,500	\$6,040	\$0	\$6,460	48.3%	\$0
0550	Printing and Binding	\$16,100	\$16,100	\$6,667	\$0	\$9,433	41.4%	\$0
0560	Tuition	\$2,000	\$2,000	\$92	\$0	\$1,908	4.6%	\$0
0561	Tuition to Vermont Schools	\$60,000	\$60,000	\$15,138	\$0	\$44,862	25.2%	\$0
0566	Tuition to Private Schools	\$1,248,000	\$1,549,788	\$998,592	\$551,196	(\$301,788)	124.2%	(\$301,788)
0568	Participating Tuition - JTP	\$469,738	\$469,738	\$0	\$0	\$469,738	0.0%	\$0
0569	Tuition to Vocational Centers	\$492,781	\$492,781	\$301,527	\$0	\$191,254	61.2%	\$0
0580	Travel	\$44,050	\$44,050	\$29,784	\$0	\$14,266	67.6%	\$0
0594	SPED Costs Paid to	\$0	\$0	\$0	\$0	\$0	N/A	\$0
0597	Service for Teen Parent	\$0	\$2,564	\$2,564	\$0	(\$2,564)	N/A	(\$2,564)
0610	Supplies	\$802,992	\$802,992	\$545,640	\$17,445	\$239,907	70.1%	\$0
0621	Natural Gas	\$185,000	\$150,000	\$96,732	\$0	\$88,268	52.3%	\$35,000
0622	Electricity	\$420,240	\$390,000	\$289,884	\$0	\$130,356	69.0%	\$30,240
0626	Gasoline	\$24,000	\$24,000	\$10,114	\$0	\$13,886	42.1%	\$0
0640	Books	\$89,850	\$89,850	\$49,480	\$3,005	\$37,365	58.4%	\$0
0641	Periodicals	\$16,885	\$16,885	\$7,345	\$0	\$9,540	43.5%	\$0
0642	E-Books	\$500	\$750	\$250	\$500	(\$250)	150.0%	(\$250)
0650	AV Materials	\$1,900	\$2,244	\$2,244	\$0	(\$344)	118.1%	(\$344)
0670	Software	\$133,650	\$170,814	\$170,715	\$99	(\$37,164)	127.8%	(\$37,164)
0690	Other Supplies/Materials	\$0	\$0	\$0	\$0	\$0	N/A	\$0
0720	Buildings	\$0	\$0	\$0	\$0	\$0	N/A	\$0
0730	Equipment	\$527,000	\$527,000	\$301,024	\$177,982	\$47,994	90.9%	\$0
0810	Dues and Fees	\$55,560	\$55,560	\$47,270	\$1,539	\$6,751	87.8%	\$0
0830	Interest on Debts	\$260,000	\$230,000	\$83,244	\$0	\$176,756	32.0%	\$30,000
0890	Miscellaneous	\$14,500	\$14,500	\$1,268	\$0	\$13,232	8.7%	\$0
0910	Principal on debt	\$294,118	\$294,118	\$294,118	\$0	\$0	100.0%	\$0
0930	Fund Transfers	\$0	\$0	\$292,839	\$0	(\$292,839)	N/A	\$0
		\$41,462,768	\$41,396,213	\$27,834,411	\$7,818,732	\$5,809,625	86.0%	\$66,555

**PERSONNEL CONSENT AGENDA**

**Board Date: May 19, 2020**

**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>
Teacher	Anne	Brabazon	New Hire	Elementary Librarian	1.0 FTE	PPS	Notice of Hire	Sandra Bochanski	Yes	Yes

**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>
Support Staff	Carol	Boutwell	End of Employment	Food Service Worker	12.75 hr	CMS	Notice of End of Employment			Yes
Support Staff	Patricia	Morel	End of Employment	Building Nurse	35 hr	CHS	Notice of End of Employment			Yes

# COLCHESTER SCHOOL DISTRICT

Board of Education Meeting  
Remote Meeting

Tuesday, May 5, 2020  
7:00 p.m.

## MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, May 5, 2020. Governor Scott signed H.681 into law, making temporary changes to Vermont's Open Meeting Law. Part of those changes allow school districts to hold school board meetings remotely with no designated meeting location. LCATV provided coverage through a live stream and citizens were provided online and telephone options to participate in the meeting. Those in attendance were Board Chair Mike Rogers; Directors: Craig Kieny, Lindsey Cox, Curt Taylor, and Nic Longo; Student Board Member Mitch Gadapee; Superintendent Amy Minor; Business and Operations Manager George Trieb; Director of Curriculum Gwendolyn Carmolli; and Director of Student Support Services Carrie Lutz.

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

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

### **II. Citizen Participation**

None.

### **III. Update on Emergency School Closure due to COVID-19**

**Informational**

Director of Curriculum Gwen Carmolli gave an update on remote academic instruction happening across all grade levels. As the district progresses through the continuity of learning phase, the focus of remote learning instruction is meeting the standards and proficiencies that teachers have identified as critical for students to learn during this period. Teachers at all grade levels have established weekly office hours to support students and families with the lessons for these essential elements and high-leverage concepts. They have been adding enrichment opportunities to allow students the opportunity to go deeper with their learning. Ms. Carmolli added that traditional assessments will not take place but they are developing and finalizing reporting plans. They are also working to provide continuity of learning plans for preschool children in Colchester who attend private preschools.

Superintendent Amy Minor provided an update on the meals program. Since the start of the closure the district has delivered 56,482 meals to children in Colchester. She expressed deep gratitude to all the employees who have played a role in facilitating the program. She also stated the leadership team is beginning to brainstorm and plan for summer. CSD normally runs five different summer school programs. The district has been told by the Agency of Education that they will provide specific guidance regarding summers school in the next two weeks. They are also starting to think and brainstorm plans for the fall. It is anticipated that the Governor and Education Secretary Dan French will provide an announcement and further guidance for the summer and what the end of the year will look like for celebrations and gatherings on Friday, May 8. Colchester's middle and high schools have already formed committees to solicit input and develop alternative plans for their respective graduations. Students and families should expect a survey in the near future to gather feedback to assist the committees in determining the most important aspects of the ceremony for our

graduates and how we can best honor this monumental achievement given the current gathering restrictions. Superintendent Minor also acknowledged that it is faculty and staff appreciation week. She thanked the school community for all of their work amid the current pandemic and also extended a huge thanks to families and students who contributed to some of the videos and emails noting appreciation for our staff.

#### **IV. District Facilities Presentation**

**Informational**

At the request of the board at a previous meeting, Superintendent Amy Minor presented an overview of the current status of the district's facilities and what the needs will be in the future. She went over the ages of the buildings, any renovations that have occurred since their opening, and projects that are forecasted to take place in both the short and long term.

Director Kienny asked if the provided maintenance list could be further filtered so he could easily see which projects would lead to more substantial issues if not addressed. Business and Operations Manager George Trieb stated he will compile that and that it will mostly be items such as boilers, roofs, and septic systems.

Director Longo asked if the district has a sustainability plan in place. Business and Operations Manager Trieb stated that the district does as much proactive work as possible. The district receives net metering credits from solar projects; HVAC and lighting are upgraded to more efficient models whenever possible. Director Longo also asked about the status of the district's sewer systems and why the board decided not to connect into a potential town sewer line. Mr. Trieb stated that the advice given to the board from district's engineers was to continue with their septic tanks. The tanks are checked regularly and are in good shape. It was advised that it would be cost prohibited for the district to change over. Board Chair Mike Rogers concurred with Mr. Trieb and stated if there was any indication from the engineers that it would be a good move, the board would have looked into it further. He stressed that the board is open to future proposals and further examination regarding the septic system.

#### **V. Early Education Center Update**

**Informational**

Director Lindsey Cox first provided some background on the early education center project. Since 2016 the board has been seriously looking for solutions to the issues at both of the district's K-2 schools. The main issues include aging buildings, needing a permanent home for preschool and accommodating an expanded number of students and staff due to both a growing population of students and also expanded services that students receive during the day. Untimely two options are being considered, renovating or building new.

Director Cox stated the board has been moving slowly and with caution to uncover all the options and potential hurdles. They have convened working groups, architects to draft plans and spaces, explored permits with Act 250, and conducted a traffic flow analysis. Over the winter, the board explored and hired a firm to help engage the community by providing information about the district's needs and to also solicit feedback and input on the options. In light of the pandemic and the resulting uncertainty and hardships that are being experienced by the Colchester community, the board has reevaluated the idea of offering a bond vote to taxpayers. They have decided that it is in the best interest of students and our community to put it on hold with the understanding that this project is still incredibly important and something that will eventually need to be done.



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

There was no personnel consent agenda presented.

**VII. Approval of General Meeting Minutes: April 21, 2020** **Action**

*Director Taylor moved to approve the minutes from the meeting held on April 21, 2020, seconded by Director Longo. The motion passed unanimously, 5-0.*

**VIII. Approval of General Meeting Minutes: April 27, 2020** **Action**

*Director Taylor moved to approve the minutes from the meeting held on April 27, 2020, seconded by Director Cox. The motion passed unanimously, 5-0.*

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

Director Cox requested some education for the board regarding any potential changes that need to be made to policies or items in the board purview that could help safety return students to school in the fall.

**X. Future Agenda Items** **Informational**

- COVID-19 Update
- Lead Testing Results
- CSD Safety Planning
- Future Facilities Needs Presentation
- Policies: Fraud, Truancy & Attendance

**XI. Adjournment**

*Director Cox made a motion to enter executive session at 7:59 p.m. for the purpose of discussing contracts connected to spring sports, seconded by Director Taylor. The motion passed unanimously, 5-0.*

*Director Cox moved to exit executive session at 8:17 p.m., seconded by Director Taylor, the motion passed unanimously, 5-0.*

*Director Cox moved to adjourn at 8:17 p.m., seconded by Director Taylor, the motion passed unanimously, 5-0.*

Recorder:

Board Clerk:

\_\_\_\_\_  
Meghan Baule  
Recording Secretary

\_\_\_\_\_  
Lindsey Cox  
Board Clerk