

Colchester School Board

Meeting Agenda and Packet

June 2, 2020

**Colchester School District
Board of Education Meeting
June 2, 2020
7:00 P.M.
Remote Meeting
Citizen Participation Instructions Listed Below**

AGENDA

- | | | |
|--------------|--|----------------------|
| I. | Call to Order | |
| II. | Citizen Participation* | |
| III. | COVID-19 School Closure Status Update | Informational |
| IV. | Approval of Continuous Improvement Plan Submission | Action |
| V. | Approval of Individuals with Disabilities Education Improvement Act-B Assurances (IDEA-B) | Action |
| VI. | Second and Final Reading of Fraud Policy: E9 | Action |
| VII. | Approval of Personnel Consent Agenda | Action |
| VIII. | Approval of General Meeting Minutes: May 19, 2020 | Action |
| IX. | Board/Administration Communication, Correspondence, Committee Reports | Information |
| X. | Future Agenda Items | Information |
| XI. | Adjournment | |

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 or by calling (802) 264-5988 while the meeting is in session.

CIP:Action Plan 2020-2021



Planning Group

Amy Minor (Superintendent), Carrie Lutz (Director of Special Education), Gwen Carmolli (Director of Curriculum), Heather Baron (CHS Principal), Jean Shea (CHS Support Services Director), Chad DeMagistris (CHS Assistant Principal), Erica LeClair (CHS Assistant Principal), Michele Cote (CMS Principal), Dovid Yagoda (CMS Assistant Principal), Julie Tanguay (CMS Assistant Principal), Jordan Burke (MBS Principal), Brook King (MBS Assistant Principal), Chris Antonicci (UMS Principal), Carolyn Millham (PPS Principal), Mike Rogers (School Board Chair)

Review of Data

July, 2019 (DLT Summer Retreat)

September 2019 - March 2020 (DLT Monthly Meetings)

<p>Shared Vision</p>	<p>CSD Mission</p> <p>Colchester schools offer diverse educational experiences filled with rigorous and responsive teaching practices. In our collaborative learning community, students are inspired to think critically, act responsibly, communicate effectively and learn continuously to achieve their fullest potential.</p> <p>CSD Vision</p> <p>We strive to prepare each student for success in life by providing an enriching, welcoming and safe environment.</p>
<p>Data Review</p>	<p>There are large achievement gaps in learning for students in poverty (SES) & with disabilities (IEP). These gaps are evidenced in SBAC ELA, SBAC Math, and VTSA Science</p> <p>Literacy</p> <p>Results from the 2018-2019 SBAC English Language Arts show:</p> <ul style="list-style-type: none"> ● 58% of all students met or exceeded standards ● 33% of students in poverty met or exceeded (33% poverty – 66% non-poverty) ● 6% of students with disabilities met or exceeded (6% disability – 65% non-disability) ● 58% of non-white students met or exceeded (58% non-white – 58% white) ● There is overall low achievement, with under 60% of all students in grades 3-9 meeting standard on the statewide measure

- There are large achievement gaps for students in poverty (~20 point gap – a similar gap to the SBAC Math poverty achievement gap) & students with disabilities (~50 point gap – a similar gap to the SBAC Math disability achievement gap)
- There is no gap between non-white and white students
- There was an improvement in scores for grade 3 (improving by 9 points from spring 2018), grade 6 (improving by 8 points), grade 7 (improving by 7 points), grade 8 (improving by 7 points), & grade 9 (improving by 9 points)
- There was an improvement in the gap between grade 5 achievement and grade 6 – last year there was a 19 point gap, this year there was a 3 point gap
- The district is above the state average in 6 out of the 7 grade assessed

Local Assessment results from Fountas & Pinnell, Gate-MacGinitie, and sight word assessment show:

- 78% of all students met or exceeded standards
- 63% of students in poverty met or exceeded standards
- 32% of students with disabilities met or exceeded standards
- Our local assessment results are higher than our statewide assessment results
- Results from local assessments ReadWorks, Gates-MacGinitie, & writing assessments are closely aligned with SBAC ELA results. Our measures of F&P (grades K-2) & reading (grades 3-5) are higher than SBAC results for all students and for equity cohorts.

Math

Results from the 2018-219 SBAC Math assessment show:

- 48% of all students met or exceeded standards
- 27% of students in poverty met or exceeded (27% poverty – 58% non-poverty)
- 4% of students with disabilities met or exceeded (4% disability – 54% non-disability)
- 49% of non-white students met or exceeded (59% non-white – 58% white)
- There is overall low achievement, with the grades 3-9 average of scores below 50% meeting or exceeding standard
- There are large achievement gaps for students with in poverty (~20 point achievement gap) & students with disabilities (~45 point achievement gap)
- There were some improvements in the scores from the spring 2017 results to the spring 2018 results. Two grades in the middle grades, grades 6 & grade 8 improved, & the drop we have historically seen between grade 5 and grade 6 did not happen - Both grades 5 from spring 2017 & grade 6 from 2018 scored 57% meeting or exceeding. The historical trend has been a 20 point drop between grade5 results and grade 6 results.
- The district is above the state average in 6 out of the 7 grades assessed

Local Assessments results from Unit Tests and Basic Skills/Facts assessments for grades 1-8

- 72% of all students met or exceeded standards
- 59% of students in poverty met or exceeded standards
- 34% of students with disabilities met or exceeded standards
- Local Assessment indicate higher results than statewide assessments
- There are similar achievement gaps for students in poverty & with disabilities, but the results for these equity groups are higher than statewide assessments
- We do not currently disaggregate our local assessments for race or equity & non-equity – these are areas to add in our data analysis in the future

Science

Results from the 2018-219 VTSA Science assessment show:

- 44% of all students met or exceeded standards
- 18% of students in poverty met or exceeded (18% poverty – 48% non-poverty)
- 6% of students with disabilities met or exceeded (6% disability – 44% non-disability)
- 24% of non-white students met or exceeded (24% non-white – 30% white)
- There is overall low achievement, with the grades 3-9 average of scores below 50% meeting or exceeding standard
- There are large achievement gaps for students with in poverty (30 point achievement gap) & students with disabilities (~40 point achievement gap)
- There content achievement was very similar for life, physical, and Earth and space. Life science was the lowest content area in grades 8 and 11.
- The content achievement was highest in the nearly meets achievement categories, with about 9 students within 2 points of meeting proficiency.
- The district is above the state average in 2 out of the 3 grades assessed: grades 8 and 11.
- Engineering is embedded into the VTSA assessment – students need engineering design and principles to be successful on this assessment.

Based on an analysis of state and local literacy and math assessment results, there is need for the following:

PD in evidence-based instructional strategies in literacy and math

- Foundational Skills for grades K-2
- Reading Fluency/Guided Reading and comprehension for grades 3-8
- Computational Fluency for grades 1-5

Instructional supports (coaching, team leaders, department PD) in literacy and math in grades 6-12

Intervention in literacy and math for students in the elementary grades

Curriculum analysis of assessment results to drive PD planning & to determine areas for revision on curriculum maps/units of study

Summer curriculum work to revise curriculum maps, units of study, and lessons

Grade level or content area collaborative work sessions – to review assessment results and plan collaboratively

	Engineering embedded into science curriculum, units & lessons
Problems of Practice	<p>The districtwide problems of practice are:</p> <ul style="list-style-type: none"> • Varied instructional practices and expectations • Varied systems of support for struggling learners • Non-prioritized professional development • Varied instructional resources
Root Cause Analysis	<p>An analysis of assessment results, District Leadership Team discussion, and review of the 2018-2019 CIP show three root causes for low overall achievement, and the large achievement gaps: Instruction, Systems, and Professional Development.</p> <p>Instruction - The district has varied instructional practices that may or may not be rooted in evidence-based instructional practices. There are limited interventions – few beyond Title I in grades 1-5 for reading, 3-5 in math - for academic support. In addition, academic and social-emotional needs and instructional approaches are often considered in isolation, not side-by side.</p> <p>Systems – We have many focus areas, so systems for each focus area are put in place, while funds and resources for these systems are stretched thin. There is a system for instructional benchmarks and proficiencies, but no clear system for instructional expectations.</p> <p>Professional Development – There are many areas we are providing professional development, across the district. The professional development is on important topics, but is often thought through a philosophical/belief lens more than an evidence-based lens.</p>

Goal #1 Academic Proficiency (MTSS-A) Increase academic achievement for all students	
Goal	Increase district level academic achievement by 5 percentage points from spring 2020 to spring 2021, as measured on

	SBAC or local assessments.
Strategies & Action Steps	<p>Strategy: Increase understanding & use of evidence based instructional practices</p> <p>Action Steps</p> <ul style="list-style-type: none"> • Prioritize & plan professional development (PD) - spring & summer 2020 • Hold PD planning sessions, summer 2020 • Provide PD - fall 2020 to spring 2021 • Purchase resources - summer 2020 • Provide stipends for curriculum work to embed evidence-based instructional practices - summer-fall 2020
Success Indicators	<p>We will see:</p> <p>Instruction aligned to evidence-based instructional practice</p> <ul style="list-style-type: none"> • Common use of evidence-based learning targets, direct instruction, small group direct instruction, graphic organizers, exit tickets (formative assessment), & feedback on learning and learning targets <p>Professional development based on evidence-based instructional practices</p> <ul style="list-style-type: none"> • PD schedules & agendas that reflect evidence-based focus <p>Improved academic achievement</p> <ul style="list-style-type: none"> • Increased overall academic achievement on state & local academic measures • Decreased equity achievement gaps on academic measures
<p>Goal #2 Safe & Healthy Schools (MTSS-B)</p> <p>Increase social-emotional achievement for all students</p>	
Goal	Increase social-emotional achievement for all students by 5 percentage points on local social-emotional learning (SEL) measures from spring 2020 to spring 2021, as measured by local SEL measures in grades K-12.
Strategies & Action Steps	<p>Strategy: Build systems that promote social-emotional achievement, particularly connecting social-emotional learning to academic achievement</p> <p>Action Steps</p> <ul style="list-style-type: none"> • Prioritize & plan professional (PD) development on SEL & academic achievement - spring-summer 2020 • Provide PD planning sessions - summer 2020 • Provide stipends for leadership teams to build MTSS connected systems for SEL & academic supports - summer-fall 2020 • Provide stipends for curriculum work to embed SEL into universal instruction & classroom systems - summer-fall 2020

Success Indicators	<p>We will see:</p> <p>Staff will connect SEL and academic achievement when assessing needs, planning supports, & building universal instruction</p> <p>Professional development plans will reflect SEL, particularly the connection between SEL & academic achievement</p> <p>Local data will include some social-emotional & academic measures</p> <p>Student achievement will begin to increase, based on increased social-emotional achievement</p>
<p>Goal #3 Equity</p> <p>Increase academic & social-emotional equity for all students</p>	
Goal	<p>Increase academic and social-emotional equity by decreasing achievement gaps for equity cohorts (disability and poverty), closing achievement gaps by 5 percentage points, on state and local academic measures from spring 2020 to spring 2021.</p>
Strategies & Action Steps	<p>Strategy: <i>Build systems that promote academic & social-emotional equity</i></p> <p style="padding-left: 40px;">Action Steps</p> <ul style="list-style-type: none"> ● Prioritize & plan equity PD - spring-summer 2020 ● Provide PD planning sessions - summer 2020 ● Purchase equity resources - summer 2020 ● Provide stipends for curriculum work to embed equity into school-based systems - summer-fall 2020
Success Indicators	<p>We will see:</p> <p>Equity gaps will decrease, by 5 percentage points in the upcoming year, by more over extended time</p> <p>Community & staff will understand our focus on equity is a core belief - we strive to promote & provide equal opportunity for all learners</p> <p>Resources will reflect diversity of people & commitment to equity in classroom, school, and district resources (race, family structure, ability, socio-economics, sexual orientation)</p> <p>Equity will seamlessly become part of our thinking, not be seen as an add-on priority</p>

LOCAL EDUCATION AGENCY PLAN

ASSURANCES

FOR THE INDIVIDUALS

WITH DISABILITIES

EDUCATION ACT

PART B

FOR FISCAL YEAR 2021

Please upload the completed Local Education Agency Plan to the Vermont AOE Grants Management. All 10 pages must be uploaded. The plan must be uploaded as a single PDF.

SUPERVISORY UNION:

IDEA-B GRANT APPLICATION FOR FY-2021

LEAP ASSURANCES TABLE OF CONTENTS

Assurances	3
Excess Cost Provision	6
General Requirements Concerning Use of Part B Funds	6
Proportionate Share Funding Requirement	6
Participating Districts	7
Non-Participating Districts	9
Statement of Authorization	10

Assurances Regarding Implementation during
State Fiscal Year 2021
for
Part B of the
Individuals with Disabilities Education Improvement Act,
As Passed in 2004
With implementing federal regulations effective October 13, 2006
and
State Board of Education Rules Effective June 10, 2010

For the purposes of implementing provisions of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, the

(Type name of supervisory union or school district)

assures that throughout the period of the grant award, this supervisory union/school district will comply with the requirements of the IDEA-B, Subpart C- Local Educational Agency Eligibility. An LEA is eligible for assistance under Part B of the Act for a fiscal year if the Agency submits a plan that provides assurances to the State Educational Agency that the LEA meets each of the conditions in §§300.201 through 300.213, authority: 20 U.S.C. 1413(a).” (34 CFR § 300.200).

The supervisory union/school district assures that it will provide the Agency with information necessary to complete the Annual Performance Report. This will enable the Agency to carry out its duties under Part B of the Act, including providing information relating to the performance goals and indicators that the Agency must annually report to the Secretary of the U.S. Office of Education and the public. (34 CFR §§ 300.211 and 300.157)

The supervisory union/school district assures that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 34 CFR § 300.156 (related to personnel qualifications) and section 2122 of the Elementary and Secondary Education Act (ESEA). (34 CFR § 300.207)

Assurances concerning purchase of instructional materials:

(a) The supervisory union/school district assures that if it chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, it must acquire those instructional materials in the same manner, and subject to the same conditions as the Agency under §300.172.

(b) Rights of supervisory union/school district.

- (1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.
- (2) If the supervisory union/school district chooses not to coordinate with the NIMAC, the supervisory union/school district provides an assurance to the Agency that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
- (3) Nothing in this section relieves a supervisory union/school district of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats, but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. (34 CFR § 300.210) (Authority: 20 U.S.C. 1413(a)(6))

The supervisory union/school district assures that it will cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. (34 CFR § 300.213) (Authority: 20 U.S.C. 1413(a)(9))

The supervisory union/school district assures that it will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. (34 CFR § 300.212) (Authority: 20 U.S.C. 1413(a)(8))

The supervisory union/school district assures that in providing for the special education of children within its jurisdiction it shall have in effect policies, procedures, and programs that are consistent with the IDEA of 2004, Vermont statutes, and the State Board of Education's special education regulations, policies and procedures. (34 CFR § 300.201) (Authority: 20 U.S.C. 1413(a)(1))

Option to Adjust Local Maintenance of Effort Requirement:

The supervisory union

_____ elects

_____ elects not

to exercise the provision under 34 CFR § 300.205 for fiscal year 2019-2020 concerning the adjustment of local maintenance of effort requirement. For any fiscal year in which the allocation of the IDEA-B basic grant funds for the supervisory union exceeds the allocation for the previous fiscal year, the supervisory union may reduce the level of expenditures from other funds by not more than 50 percent of the increase. If the supervisory union elects to reduce the level of expenditures as allowed above,

- the supervisory union **shall** use an amount of local funds equal to the reduction in maintenance of effort to carry out activities authorized under the Elementary and Secondary Act of 1965 as amended and
- the amount of funds so used decreases the amount of funds that the supervisory union can use for early intervening services as defined in IDEA 2004 for students grades K-12 with emphasis on grades K-3.

Limitation on the exception to the local maintenance of effort requirements: If the Vermont Agency of Education has determined that the supervisory union is not meeting the requirements of IDEA Part B, including the targets in the state’s performance plan, the SEA shall prohibit the supervisory union from reducing its maintenance of effort as allowed above for any fiscal year. (34 CFR §300.205(c))

(Type name of the Superintendent who has authority to make all assurances above on behalf of the school board)

(Signature)

(Date)

Use of IDEA Part B Funds

Excess Cost Provision §300.202

In order for a supervisory union to be eligible to use IDEA-B funds, it must spend the average per pupil expenditures for its elementary and secondary special education students from State and “local” (Education Spending) funds. The supervisory union assures the amount it will spend from IDEA-B funds will be in excess of the average per pupil expenditure amount and will be used for providing special education and related services to children with disabilities. In order to make this assurance, the supervisory union has reviewed the information submitted on the “Supplement to IDEA-B Local Education Agency Plan for FY-2019” and ascertained that the supervisory union will be able to document compliance with the excess cost provision for FY-2020. The supervisory union assures it will submit the required documentation prior to the close of the grant year.

General Requirements Concerning Use of Grant Funds

The budget which is in a separate document indicates how this supervisory union proposes to use “IDEA-B Flow Through” funds for children ages 3 up to the 22nd birthday, for the period July 1, 2020 through June 30, 2021. These funds cannot be used for costs incurred prior to the date the Agency of Education receives this application in substantially approvable form. A separate budget is submitted for IDEA-B PreSchool funds for children ages 3 up to the 6th birthday. Both budgets detail how the funds will be spent and how those expenditures relate to providing special education and related services for children with disabilities or other expenditures allowed under the IDEA.

Proportionate Share Funding Requirement

For both the IDEA-B Basic and PreSchool Flow Through Grants, an amount is required to be set aside for children enrolled in private or independent schools by their parents when the school is located within the geographic boundaries of the supervisory union. The portion of the supervisory union’s IDEA-B FY-2021 Basic and PreSchool allocation that must be used for the provision of special education and related services to parentally placed students eligible for special education is calculated as the number of eligible parentally placed students to the total number of eligible students.

The amount to be budgeted for services to parentally placed students include the portion calculated above of the FY-2021 allocation and any carryover of the proportionate share funds from FY-2020 allocation. Budget items relating to use of these proportionate share funds in the FY-2021 application must indicate how the supervisory union plans to serve privately placed eligible students with disabilities on services plans.

Participating Districts

Identify the chairperson of Supervisory Union and each member School District and give the name and address of each district on whose behalf this application is being submitted (**attach additional sheet, if necessary**). Use the first box for the supervisory union/district and the rest for the member school districts.

Name of Supervisory Union	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #
Name of School District	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #
Name of School District	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #

Participating Districts (continued)

Identify the chairperson of Supervisory Union and each member School District and give the name and address of each district on whose behalf this application is being submitted (**attach additional sheet, if necessary**). Use the first box for the supervisory union/district and the rest for the member school districts.

Name of School District	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #
Name of School District	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #
Name of School District	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #

Non-Participating Districts

Identify the chairperson and give the name and address of any member school districts in the Supervisory Union, which has voted Not to participate in the submission of this application.*

Name of School District	Name of School District
Name of Board Chairperson	Name of Board Chairperson
Address of Above Person	Address of Above Person
Address (Continued) Phone #	Address (Continued) Phone #

*(A decision not to accept IDEA-B funds does not absolve a district from its responsibility to meet the requirements of the Individuals with Disabilities Education Improvement Act of 2004.)

Statement of Authorization

This is to certify that the school board(s) of the participating school districts comprising the _____ Supervisory Union/District has/have duly authorized the Superintendent of Schools to accept and administer IDEA-B grants.

(Signature of Chairperson of Supervisory Union/District School Board)

(Date)

(Typed Name of Chairperson)

COLCHESTER SCHOOL DISTRICT

POLICY: FRAUD

DATE ADOPTED: Draft

POLICY STATEMENT

The purpose of this policy is to establish certain principles and expectations for the school district to prevent fraud, investigate and provide consequences for engaging in any manner of fraud, and to heighten awareness of possible fraud. All board members, employees, vendors, contractors, volunteers, students and any other parties who are involved in the district's financial transactions shall act with integrity and diligence in duties involving the district's financial resources. The district will not tolerate fraud or the concealment of fraud. These activities could result in criminal prosecution and disciplinary action, up to and including termination of employment. Acts of fraud will not be tolerated and will be reported to appropriate government and criminal authorities whenever there is a reasonable basis to believe, following investigation, that such conduct has occurred or is occurring.

I. DEFINITIONS

Fraud is defined as a deception deliberately practiced to secure unfair or unlawful gain. The term includes such acts as bribery, deception, embezzlement, extortion, false representation, forgery, the concealment of material facts, the misappropriation of money or assets and collusion or conspiracy to commit any or all of the above acts.

Fraud and financial impropriety shall include but not be limited to:

- A.** Forgery or unauthorized alteration of any document or account belonging to the district.
- B.** Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
- C.** Misappropriation of funds, securities, supplies, or other district assets, including employee time.
- D.** Impropriety in the handling of money or reporting of district financial transactions.
- E.** Profiteering as a result of insider knowledge of district information or activities.
- F.** Unauthorized disclosure of confidential or proprietary information to outside parties.
- G.** Unauthorized disclosure of investment activities engaged in or contemplated by the district.
- H.** Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
- I.** Failure to disclose conflicts of interest as required by law or district policy.
- J.** Any other dishonest act regarding the finances of the district.

Date Warned: April 3, 2020
 First Reading: April 7, 2020
 Second Reading: June 2, 2020

II. FINANCIAL CONTROLS AND OVERSIGHT

Each employee who supervises or prepares district financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor their area of responsibility for fraud and financial impropriety. The superintendent or designee shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the district.

III. FRAUD REPORTING

Any individual who has reasonable cause to believe that the fiscal practices or actions (wrongful conduct) of an employee or school board member violates any local, state, federal law or rule and regulation relating to the financial practices of the district shall make a report using Appendix A of this document, the Fraud Report Form. This form shall be submitted to the superintendent of schools or the school board chair if the complaint is regarding the superintendent or business and operations manager.

If an allegation is made in good faith, but is not corroborated by the investigation, no action shall be taken against the person who filed the allegation. Suspicious actions that do not constitute fraud must be reported in accordance with district procedures. Individuals who knowingly make a false report of suspected fraud shall be subject to disciplinary action up to and including termination.

IV. INVESTIGATIONS

The superintendent shall have the primary responsibility for investigating all suspected fraud or financial impropriety as defined in this policy. The superintendent may appoint a designated third-party investigator to lead the investigation. The school board may designate the investigation responsibilities if the superintendent or business and operations manager are the subject of a report of suspected fraud.

An employee shall not attempt to personally conduct investigations and shall not contact the suspected individual in an effort to determine facts or demand restitution. If a preliminary investigation substantiates the occurrence of fraudulent activity, the superintendent or designee shall issue a report to the school board. Final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with legal counsel. Results of the investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know.

V. CONFIDENTIALITY

Employees involved in the investigation shall be advised to keep information about the investigation confidential. The district will maintain confidentiality of reports of suspected misconduct and the investigation, to the extent consistent with the conduct of an appropriate investigation and the district's obligations under the Freedom of Information Act. However, absolute confidentiality results cannot be guaranteed. The investigation process may reveal the source of the information, and/or a statement by the individual may be required as part of the evidence.

VI. RETALIATION

The board and all district employees shall not retaliate against a person who in good faith reports perceived fraud or financial impropriety. The district shall not tolerate harassment or victimization and shall take action to protect a person who raises a concern in good faith.

VII. CORRECTIVE ACTION

If an employee is found to be engaging in or to have been engaged in fraudulent acts, or failed to report fraudulent acts, they shall be subject to disciplinary action, up to and including termination. Based on the seriousness of the offense, the results may be referred to the appropriate law enforcement and/or regulatory agencies.

**Colchester School District
Fraud Report Form**

Your Name: _____

Address: _____

Email Address: _____ Phone Number: _____

Please check the box to confirm that you have read the Colchester School District Fraud Policy: E9

Where did you see the fraud happen?

When did you see the fraud occur (date and time)?

Who was committing the act of fraud? Please list all individuals involved.

Who else witnessed the act of fraud?

Is this the first time you have witnessed the fraud occur? Yes / No

If you answered no above, please describe the other incidents.

Please describe in full detail what you witnessed.

A large, empty rectangular box with a thin black border, intended for the witness to provide a detailed description of what they witnessed. The box occupies most of the page below the instruction.

PERSONNEL CONSENT AGENDA

Board Date: June 02, 2020

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Natalie	Burgess	End of Employment	Social Studies Teacher, One-Year Only	0.8 FTE	CHS	Notice of End of Employment			Yes

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	Jeannie	Perkins	End of Employment	Paraeducator - Speech	32.5 hr	UMS	Notice of End of Employment			Yes

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting
Remote Meeting

Tuesday, May 19, 2020
7:00 p.m.

MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, May 19, 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 7:01 p.m.

II. Citizen Participation

A letter was submitted to the board by Colchester resident and CHS basketball coach, Justin Bisonnette. The letter was in regard to paying coaches and activity leaders for the spring sports and activity season which was canceled by the overseeing body of the Vermont Principal's Association. In the letter, Mr. Bisonnette outlined the reasons for his support and encouraged for the board to pay the district's coaches and activity leaders even though the season was unable to take place. Following the reading of the letter, the board engaged in a short discussion but ultimately decided to wait to have a formal discussion until later in the meeting since it is on the agenda as item X.

III. COVID-19 School Closure Status Update

Informational

Director of Curriculum Gwen Carmolli provided the board with an update on learning happening in the district. She stated they have evolved since remote learning started and although it will never replace in-person learning, she has been hearing supportive and appreciative comments from community members, families, and educators.

Director of Student Support Services Carrie Lutz stated her team is working on plans for the summer. The district normally runs five summer programs in the month of July and she is fielding a lot of questions about the programs. They are waiting for further guidance from the Agency of Education before any final decisions are made on what mode of service the district will be able to offer. In the most recent guidance, the AOE mentioned that there "might" be some in person services. As a result, her team is working to design different services that will encompass some remote learning and some opportunities for small groups.

Superintendent Minor provided an update on several facets that different teams in the district are working on. The meal delivery program has officially served 73,638 meals. The Agency of Education has begun to release guidance on summer meals and the district is working on logistics to offer summer meals in a more robust way than they have traditionally given the additional need

from families. CHS has organized a Graduation Committee to brainstorm and provide feedback to administrators on potential options for the Class of 2020. They sent out a survey and were extremely pleased to have an overwhelming response from seniors. CMS has a similar committee in place to plan a celebration for the 8th-graders. The District Leadership Team is planning for the end of the year and the many components and moving parts that are now even more complex given the remote learning environment. Currently, they are finalizing plans for families to keep district-owned devices over the summer for continued learning, ways for families to retrieve personal items that were left in the buildings, and ways for families to return academic materials such as library books, text books, calculators, STEM supplies, specialized art supplies, and instruments.

Director Longo shared his appreciation for all the work that has been thus far. His family has accessed the meals and have picked up supplies at PPS during one of the drive-thru events.

IV. Approval of Consolidated Federal Programs Grant and Assurances Action

Director of Curriculum and Instruction, Gwen Carmolli, provided an overview of the official allocations for the Consolidated Federal Programs Grant. In order to apply, the district has to provide assurance that it complies with federal regulations.

Director Taylor moved to authorize the superintendent to sign the assurances for the Consolidated Federal Programs Grant for the 2020-2021 grant application, seconded by Director Longo. The motion passed unanimously, 5-0.

V. Quarterly Financial and Special Education Reports Informational

Director of Student Support Services Carrie Lutz gave the quarterly report for special education. She stated that enrollment numbers are steady. As always, they have students moving in and out of the district, and entering and exiting the special education program. Currently, out of district programs are not taking any new students during remote learning but the district has students who are in the queue to apply for alternative programming for next school year. In the district, students are receiving both special education and general education. They have done some creative programming with remote learning. Paraeducators have been assisting with meals program, direct online programming with students, and professional development.

Business and Operations Manager George Trieb reported that revenue and expenditures are tracking mostly as expected. He pointed out that this report was from March, prior to any impacts seen from COVID-19. The district has incurred costs due to the pandemic but it will also recoup money in other areas. He is working with vendors of contracts that are not being fulfilled but it is unknown what the total surplus/deficit will be. In light of the evolving financial situation, Mr. Trieb agreed to bring the board monthly financial reports moving forward.

VI. Approval of Personnel Consent Agenda Action

Director Cox moved to approve the personnel consent agenda for May 19, 2020, seconded by Director Taylor. The motion passed unanimously, 5-0.

PERSONNEL CONSENT AGENDA

Board Date: May 19, 2020

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Anne	Brabazon	New Hire	Elementary Librarian	1.0 FTE	PPS	Notice of Hire	Sandra Bochanski	Yes	Yes

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	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

DRAFT

VII. Approval of General Meeting Minutes: May 5, 2020 **Action**

Director Taylor requested two minor edits.

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

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

None.

IX. Future Agenda Items **Informational**

- COVID-19 Update
- CSD Safety Planning
- Policies: Fraud, Truancy & Attendance

X. Executive Session to Discuss Spring Sports Contracts **Action**

The board first discussed the legality of entering executive session to discuss this agenda item. Superintendent Minor read the statute and after a discussion, the board decided they would continue this agenda item in open session.

Director Cox asked about the proration of contracts for spring sports. Business and Operations Manager George Trieb clarified that they are not contracts. Coaches and activity leaders are at-will employees and receive letters of intent. Director Cox asked when the letters were distributed. Mr. Trieb stated that the letters were prepared just as the Governor announced the two-week closure of all schools in Vermont. The district held onto the letters with the plan to send them once school resumed but the season was eventually canceled by the Vermont Principals Association. Since there was never a season, the letters were never sent out. Director Kieny confirmed that no spring practices or sports ever started.

Director Kieny asked when the board should make a decision as to paying spring coaches and activity leaders. Board Chair Mike Rogers stated the decision was essentially already made when no letters were given out and no formal agreements were made. He further action was needed unless the board felt compelled to modify or change that decision.

XI. Adjournment

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

Recorder:

Board Clerk:

Meghan Baule
Recording Secretary

Lindsey Cox
Board Clerk