

Colchester School Board
Meeting Agenda and Packet
June 6, 2023

**Colchester School District
Board of Education Meeting Agenda
June 6, 2023 - 7:00 P.M.
Colchester High School Library**

Agenda

I. Call to Order	
II. Citizen Participation	
III. Approval of CHS Bathroom Renovation Project	Action
IV. Presentation: Social Emotional Learning (SEL) Year-End Review	Information
V. First Reading of Comprehensive Transportation Policy: F12a	Action
VI. Approval of Consolidated Federal Programs & IDEA-B Grant and Assurances	Action
VII. Second and Final Reading of School Relations with Attorneys and the Courts in Child Custody Cases: H8	Action
VIII. (new) First Reading of Fire and Emergency Preparedness Drills Policy	Action
IX. (new) First Reading of Access Control and Visitor Management Policy	Action
X. Approval of Consent Agenda	Action
XI. Approval of Meeting Minutes: May 16, 2023	Action
XII. Approval of Special Meeting Minutes: May 23, 2023	Action
XIII. Board/Administration Communication, Correspondence, Committee Reports	Information
XIV. Future Agenda Items	Information
XV. Adjournment	

***Meeting Participation and Viewing Options**

Meetings are open to the public unless warned otherwise. Colchester citizens have an opportunity to speak or comment on any items listed on the agenda. For topics not listed on the agenda, public comment can be made during the Citizen's Participation agenda item. Please review the Public Comment Rules listed at www.csdvt.org/schoolboard prior to the meeting. If not attending in person, citizens may also participate in the meeting by emailing a prerecorded message to schoolboard@colchesters.org with "Citizens Participation" listed in the subject line. It must be received by noon on the day of the meeting, include your full name and phone number, and follow the Public Comment Rules. LCATV will provide live stream coverage via: www.lcatv.org/live-stream-3.

COLCHESTER SCHOOL DISTRICT

POLICY: COMPREHENSIVE STUDENT TRANSPORTATION POLICY

DATE ADOPTED: February 4, 2003

ELIGIBILITY TO RIDE ON COLCHESTER SCHOOL BUSSES

Those resident students legally enrolled in grades K-12 or those eligible for transportation under IDEA-B (Special Education) and federal Section 504 laws in the Colchester Public Schools are eligible to ride on school busses during regular trips to and from school stopping only within the town limits of Colchester.

If the District places a student in a program outside the District, Colchester will ensure that adequate transportation to and from the program is provided.

School staff members may not ride the school bus on a regular basis. The Superintendent of Schools, or her/his designee, may authorize persons other than students to ride the school busses. School personnel who are assigned bus related responsibilities are authorized to ride on the bus.

On school sponsored trips, only those students, teachers, and chaperones recognized and appointed by the principal of the school from which the trip originates or by the Superintendent of Schools, or her/his designee, are eligible to ride on the school bus. The school administration is responsible for presenting the bus driver with a list of who is eligible to ride on a field trip.

ESTABLISHMENT OF ROUTES

The contractor's Transportation Supervisor shall be responsible for establishing bus routes in accordance with the provisions of this policy. She/he will work in close cooperation with the bus drivers who know the roads and are aware of any hazards or problems that may exist. She/he will work with the Superintendent of Schools, or her/his designee, as well as the appropriate town officials to ensure that routes are planned in a safe manner over roads that will be maintained by the Town of Colchester, the State of Vermont or neighboring towns as applicable.

Normal routes (to and from school) will not include stops outside the town limits of the Town of Colchester.

While not always possible, an attempt will be made to establish and operate bus routes close enough to students homes so that students in grades 6-12 will not walk over 1 mile to a bus stop and students in grades K-5 will not walk more than .5 mile to a bus stop.

Date Warned: December 13, 2002
First Reading: December 17, 2002
Second Reading: February 4, 2003

Each kindergarten driver will receive adult acknowledgment before dropping off the student.

The School Board empowers the Superintendent of Schools, or her/his designee, to make changes to any bus route in order to meet current needs. Such changes, however, require clear notification to the parents/guardians of affected students. Every effort will be made to notify at least three days before any change takes effect.

CANCELLATION/DELAY/EARLY RELEASE DUE TO INCLEMENT WEATHER

The School Board has empowered the Superintendent of Schools, or her/his designee, to close or delay the opening of school or close school early when conditions require such action.

The decision to close school will be announced to the public over the Internet, local radio and television stations.

STUDENT CONDUCT

Bus transportation is a privilege in the Colchester School District. The necessity of providing safe transportation requires students to exhibit self-control and proper behavior while riding on a public transportation system.

Regarding student conduct matters, the school bus is an extension of the school facilities. Accordingly Board Policy DISTRICTWIDE DISCIPLINE POLICY (F1) applies. Specific bus rules are included in the procedures to this policy.

Violation of these rules may result in the student's loss of transportation privileges.

USE OF PRIVATE VEHICLES

The transportation of students for school activities in privately owned vehicles is discouraged. School activities include: field trips, class outings, athletic events, club meets, community service projects, and any other school sponsored functions for which the school district routinely assumes the responsibility to provide transportation to students. In limited circumstances, however, when district owned or contracted vehicles are unavailable or impractical, the individual school principal and the Superintendent of Schools, or her/his designee, may approve such transportation arrangements.

The Colchester School District assumes no responsibility or liability for any claim or damages arising from the transportation of students in private vehicles.

PROCEDURES FOR THE ESTABLISHMENT OF BUS ROUTES

- When establishing bus routes, the following factors will be considered: age of students; condition of roads to be traveled; school schedule; distance between home and school; safety of walking routes between home and bus stops; number and size of busses available; number of students to be served; and areas needing bus service. Every attempt will be made to run bus routes close enough to students' homes so that students in grades 6-12 will not walk over 1 mile to a bus stop and students in grades K-5 will not walk more than .5 mile to a bus stop.
- Every effort shall be made so that students are not riding to the outer points of the school district and then returning over the same route to be dropped off or picked up at home.
- Door to door stops, where possible, will be established for picking up and dropping off noontime kindergarten and pre-school students on certain school bus routes. Each kindergarten driver will receive adult acknowledgment before dropping off the student.
- Capacity Guidelines shall be in compliance with state regulations governing safe riding conditions.
- Published bus routes shall be available in the district to families on or about two (2) weeks before the start of the school year.
- Bus drivers shall have accurate, clearly written routes prior to the start of school, including direction of travel, stop locations, and approximate times.
- Although every effort will be made to ensure that students are not spending more than forty-five (45) minutes riding to school or home from school, we cannot guarantee these limits. Also, our guidelines define that every effort will be made to ensure that students arrive no earlier than twenty (20) minutes between school bus drop off and the start of the school day or school bus pick up at the end of the school day.

PROCEDURES FOR MANAGING STUDENT BEHAVIOR ON BUSSES

- At the beginning of each school year, bus drivers are responsible for communicating consistent rules/expectations for student behavior while riding on the bus. All transportation and school personnel will review these rules periodically. Bus drivers also assume responsibility for ensuring that these rules are posted on all busses and observed.
- Discipline procedures will be initiated by the bus driver by issuing a bus conduct report and carried out by the proper building principal according to school discipline policies and School Board Policy DISTRICTWIDE DISCIPLINE POLICY (F1).
- If the behavior continues up to three (3) occurrences, and in the opinion of the bus driver, proper disciplinary action has not taken place to ensure the safety of the other passengers, the driver will report the behavior to the Transportation Supervisor first, the Business and Operations Manager second, and subsequently the Superintendent. The decision of the Superintendent is final.
- School bus transportation is a privilege that may be lost as a consequence of inappropriate behavior. Parents of students who have lost bus privileges are required to see that students attend school, providing the student has not also been suspended from school.
- If a child has been kept after school for detention, it is the parent's responsibility to provide transportation. While the school district is NOT responsible for transporting these students, school administrators may, on a case-by-case basis, allow a student to ride a late bus.
- Every effort will be made to limit the number of students to the bus's capacity guidelines in order to decrease potential discipline and safety issues related to crowding. Bus aides, student bus patrols, intercom/radio systems, video recorders, or other techniques may be used to assist in the safe transportation of students.
- Use of busses for field trips, sporting events, or other school functions is subject to the same rules and regulations as daily bus trips. Adult chaperones involved in these activities are responsible for enforcing the bus rules. If discipline is not maintained, the bus driver has the authority to report the incident to the Transportation Supervisor, principal, or athletic director. The group will receive an initial warning. Continued occurrences may result in the loss of bus privileges for that particular group.
- Specific discipline steps will be dictated by each school's discipline policy. Generally, these steps involve:
 1. Written warning to both students and parents.
 2. Suspension of bus privileges.
 3. Total loss of bus privileges for the remainder of the semester/year if the behavior continues.
- Whenever individual or group discipline problems can be managed while the bus is in motion, bus drivers will do so. If, however, any discipline problem cannot be managed

safely while moving, the bus will be stopped. The driver will then determine whether the bus can proceed safely. The driver may return students to school, leave the bus stopped, and/or radio for assistance. Colchester schools are currently using the form printed on the back of this page as a communication tool to share student bus behavior.

Form #175

NATIONAL SCHOOL FORMS

Mt. Ebo Corporate Park, Brewster, NY 10509

BUS CONDUCT REPORT	STUDENT'S NAME _____			CLASS-GRADE _____
	DATE OF INCIDENT _____	<input type="checkbox"/> 1ST NOTICE <input type="checkbox"/> 2ND NOTICE <input type="checkbox"/> 3RD NOTICE		
	BUS NO. _____	TRIP NO. _____	DRIVER'S NAME _____	
NOTICE TO PARENTS				
<p>1. The purpose of this report is to inform you of a disciplinary incident involving the student on the school bus.</p> <p>2. You are urged to both appreciate the action taken by the driver and to cooperate with the corrective action initiated today.</p>				
DRIVER'S REPORT:				
<input type="checkbox"/> VIOLATION OF SAFETY PROCEDURES <input type="checkbox"/> DESTRUCTION OF PROPERTY <input type="checkbox"/> FIGHTING-PUSHING-TRIPPING <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> EXCESSIVE MISCHIEF <input type="checkbox"/> WRITING <input type="checkbox"/> SMOKING <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> EATING-DRINKING-LITTERING <input type="checkbox"/> RUDE-DISCOURTEOUS-ANNOYING <input type="checkbox"/> UNACCEPTABLE LANGUAGE
PRELIMINARY ACTION: <input type="checkbox"/> CHECKED STUDENT'S FOLDER <input type="checkbox"/> HELD CONFERENCE WITH STUDENT <input type="checkbox"/> CONSULTED COUNSELOR <input type="checkbox"/> TELEPHONED PARENT <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____				
PRESENT ACTION AND RECOMMENDATIONS: <input type="checkbox"/> STUDENT REGRETFUL, COOPERATIVE <input type="checkbox"/> RECURRENCES WILL BE REPORTED <input type="checkbox"/> DENIED BUS PRIVILEGE UNTIL _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____				

(DRIVER'S SIGNATURE)

(ADMINISTRATOR'S SIGNATURE)

(DATE)

PARENTS' COPY - WHITE

OFFICE COPY - BLUE

OPY - PINK DRIV

DRIVER'S COPY - 7

PROCEDURES FOR USE OF PRIVATE VEHICLES

Whenever such approval is granted, the following conditions must be met prior to the trip:

1. The operator of the vehicle certifies that:
 - a. He/she is at least eighteen (18) years of age and has a valid driver's license.
 - b. He/she has comprehensive automobile liability insurance. Minimum insurance coverage is: \$100,000 per person, \$300,000 per occurrence, and \$50,000 for property if the vehicle has a seating capacity of nine passengers or less and \$300,000 per person \$500,000 per occurrence, and \$50,000 for property if the vehicle has a seating capacity in excess of nine passengers.
2. Written consent from the owner of the vehicle including a statement indicating the capacity of the vehicle.
3. The parent or guardian of each student who may be transported in a private vehicle has been notified of the use of private vehicles and has signed a written permission form authorizing the transportation of their son or daughter in a private vehicle. The permission form shall specifically indicate that the School District does not investigate or make any representations regarding the suitability or driving record of any operator of a private vehicle.
4. Mileage reimbursement may be paid to the owner of the vehicle. However, no other compensation or remuneration may be paid. This provision shall not apply to employees of the District who, in the scope of their employment, transport students.
5. The operator of the vehicle will comply with federal and state Safety Belt and Child Restraint laws.

COLCHESTER SCHOOL DISTRICT

POLICY: TRANSPORTATION

DATE ADOPTED: Draft

POLICY STATEMENT

Where it is reasonable and necessary to enable a student entitled or required to attend an elementary or a secondary school within the Colchester School District (District), the District may furnish transportation on public roads to students who reside within the District. The District may also provide transportation to non-resident students as authorized by the Colchester School Board (Board).

Except where mandated by federal and state law, the provision of transportation is a privilege and it is not required or mandated for most students. The District will provide transportation as required under IDEA-B (special education) law, federal §504 law and the McKinney Vento Homeless Assistance Act when such transportation is necessary to provide a Free and Appropriate Education (FAPE).

OPERATION OF BUSES

The District uses an outside contractor to provide general bus transportation. The contractor shall be responsible for the hiring and training of qualified bus drivers and establishing bus routes on public roads. Driver availability from the contractor may prohibit access to buses. In addition to school-day transportation, the District is committed to providing full or partial transportation for approved field trips and for approved extracurricular activities, such as athletic events. The operation of regular bus routes to and from school will take priority over the use of buses for field trips and extracurricular activities.

NON-RESIDENT STUDENTS

In most circumstances, the student or the student's parent or guardian is responsible for providing transportation to and from school when the student does not reside in Colchester. The administration will develop transportation procedures establishing the circumstances in which non-resident students may be transported by the District.

ADMINISTRATIVE RESPONSIBILITIES

The Superintendent or their designee will develop a comprehensive set of procedures outlining eligibility of ridership, guidelines for the establishment of routes, camera and video recording requirements, and specialized transportation accommodations.

Last Reviewed: February 4, 2003

Date Warned: June 2, 2023

First Reading: June 6, 2023

Second Reading:

COLCHESTER SCHOOL DISTRICT **Transportation Procedures**

ELIGIBILITY TO RIDE ON COLCHESTER BUSES

Per Colchester School District (District) policy F12: Transportation, where it is reasonable and necessary to enable a student entitled or required to attend a school within the District, the District may furnish student transportation to and from school on public roads. Except where mandated by federal and state law, the provision of transportation is a privilege and it is not required or mandated for most students.

Eligible riders are:

1. Resident students in grades K-12 enrolled in District schools or enrolled by the District in other selected area schools.
2. People approved by the administration for clearly stated reasons (i.e. chaperones, coaches, aides, monitors, etc.).
3. School staff (other than described in item 2 above) with approval of the Superintendent.

ESTABLISHMENT OF ROUTES

The Contractor shall be responsible for establishing bus routes on public roads. All routes will be approved by the Superintendent or designee before being finalized.

The following factors will be considered when determining routes and stops:

1. the age and health of pupils,
2. safety of walking routes between pickup location and bus stop,
3. number and size of buses available,
4. number of students to be served,
5. geographic area to be served,
6. school start and end times,
7. distance to be traveled from pickup location to school,
8. condition of the road and
9. type of road.

The Contractor and Superintendent or designee may consider any other factors they deem appropriate when establishing routes and designated stops. Bus routes will not be developed to accommodate transportation to a student's place of employment. Bus stops will not be granted outside the town limits of the Town of Colchester. The Superintendent or designee is empowered to make changes to any bus route to meet current needs. Such changes, however, require clear notification to the parents/guardians of affected students.

While not always possible, an attempt will be made to establish and operate bus routes close enough to students' homes so that students in grades 6-12 will not walk over one mile to a bus stop and students in grades K-5 will not walk more than .5 mile to a bus stop.

Although every effort will be made to ensure that students are not spending more than forty-five (45) minutes riding to or home from school, those limits cannot be guaranteed.

For students who qualify as a Colchester resident per Vermont Residency Law and reside with a parent/guardian who lives in another town, the district is not responsible for providing transportation to and from the non-Colchester residence.

TRANSPORTATION FOR K-2 STUDENTS

Students in grades K-2 who live within the area known as “the Zone” will be eligible for transportation to the school to which they have been assigned upon enrollment, either Porters Point School or Union Memorial School. The following streets constitute the Zone:

Acorn Lane	Gilman Circle	Mountain View Drive	South Park Drive
Bay Ridge Estates	Harvest Lane	Naomi's Way	Suncrest Terrace
Blakely Road	Hawkes Way	Oak Circle	Sunderland Woods Road
Camels Hump Avenue	Hercules Drive	Perimeter Drive	Truman Drive
College Parkway	Hill Spring Lane	Poor Farm Road	University Lane
Commerce Street	Jefferson Drive	Rathe Road	Winchester Place
Coolidge Court	Johanna's Lane	Rea Janet Drive	
Dalton Drive	Johnson Avenue	Red Pines Lane	
Douglas Drive	Lincoln Drive	Roosevelt Highway (Severance to Hercules)	
East Lakeshore Drive	Lone Birch Drive	Severance Green	
Edgewood Drive	Mt. Mansfield Avenue	Sophie's Lane	
Ethan Allen Avenue	Mt. Sterling Avenue	South Oak Circle	

If a family lives outside of the Zone and is approved for a waiver to attend the school on the other side of town from where they reside, they are responsible for providing daily transportation for their student if their home is not on an existing bus route to/from that school.

DROP OFF FOR KINDERGARTEN STUDENTS

Students in kindergarten must be picked up by a parent/guardian or other individual listed as one of the student's contacts. For bus riders, if an authorized individual is not visible at the bus stop, the student will remain on the bus and be returned to the school to be picked up by a parent/guardian or individual listed as one of the student's contacts. Families will be notified via phone call.

NON-RESIDENT STUDENTS

Transportation for non-resident students may only be provided by action of the Colchester School Board (Board) on the recommendation of the Superintendent, or designee, where the number of students geographically would make it cost effective. Transportation for non-resident students will be regularly evaluated and may discontinue at the conclusion of any school year, to take effect the following school year.

The District is not responsible for the transportation of school choice students to or from schools in other towns.

EXTRACURRICULAR ACTIVITIES TRANSPORTATION

Schools must provide an authorized coach, chaperone, or staff member to ride on all extracurricular and field trips to help monitor and remind students of behavior norms, including keeping the bus free of trash. Exceptions to having an adult ride along may only be made by mutual agreement, in advance, of the coach/activity adviser and bus contractor for intra-district trips and be approved by the Principal in advance.

Students are required to ride the bus to/from all events for which the school provides transportation. Exceptions for alternative transportation must be requested in writing by the student's parent/guardian and must be approved by the authorized school representative (athletics/activity director, coach, advisor, teacher) in advance. Only a responsible adult may provide alternative transportation home from an extracurricular or field trip. While on the bus, students are expected to adhere to the rules of the bus driver and bus contractor and to pick up all trash before exiting the bus.

The District does not compensate families who transport their child(ren) to and from extracurricular activities or field trips.

DELAY AND CLOSURE NOTIFICATION

The Board empowers the Superintendent to close or delay the opening of school or close school early when conditions require such action. The decision to close school will be announced to families and employees via phone call, email, and text message via the District's mass communication system. The public will be notified via local radio, television stations, and the District's website.

When possible, the District may communicate to families when a bus is delayed to or from one of the district's schools. The message will be sent to the families whose students ride on the affected route.

ALTERNATE STOPS

Permission slips from parents and approval from the school are required for any single-day changes to normal drop-off/pick-up points. Please send a written notice to the front office staff at the child's school with as much advance notice as possible.

Permanent address changes should be coordinated through front office staff at the child's school. These staff will update the student information database and coordinate with the Contractor on any busing needs.

STUDENT CONDUCT

Bus transportation is a privilege. The necessity of providing safe transportation requires students to exhibit self-control and proper behavior while riding. Refer to District policy F1: Student Conduct and Discipline for the specific expectations of each school.

Violation of these rules may result in the student's loss of transportation privileges. Loss of privilege is determined by the Principal. They may consult with the Bus Driver and/or Contractor, but the decision of the Principal is final.

CAMERAS AND VIDEO RECORDINGS

Refer to District policy E6: Video Surveillance for information regarding the use of cameras and video recordings on school buses.

SPECIALIZED TRANSPORTATION

There are times when the general transportation provided to all students is not sufficient in meeting a student's documented transportation needs to access school (i.e. wheelchair

accessibility, placement in an alternative school, modified day). In these situations, specialized transportation is needed. The Colchester School District supports specialized transportation using district owned and operated vans and contracting with transportation companies. The scheduling of specialized transportation is done through the transportation coordinator. Assignments for rides are done with the overall needs of the district in consideration. At times, changes to the mode of transportation (i.e. type of vehicle, specific driver, times of transportation, group size) will need to be made to meet the transportation demands.

TRANSPORTATION OF STUDENTS BY EMPLOYEES IN PRIVATE VEHICLES

The District acknowledges that there are positions that require employees to transport students in their private vehicles. Employees should never transport a student in a private vehicle without administrative approval. For positions where transporting students is not required, the district strongly discourages the use of private vehicles. However, there are times, such as but not limited to the following, when the use of private vehicles is allowed:

- as part of an employee's job (i.e. Arches, Life Skills and Work Study, etc.),
- certain athletic and co-curricular events or
- a student is unable to ride a bus safely to/from a field trip.

Private vehicles are prohibited for use on field trips except where noted in bullet 3 above.

Whenever a private vehicle is used, the following conditions must be met prior to transporting students:

1. The operator of the vehicle certifies that:
 - a. They are at least eighteen (18) years of age and have a valid driver's license.
 - b. They have comprehensive automobile liability insurance. Minimum insurance coverage is: \$100,000 per person, \$300,000 per occurrence, and \$50,000 for property if the vehicle has a seating capacity of nine passengers or less and \$300,000 per person, \$500,000 per occurrence and \$50,000 for property if the vehicle has a seating capacity more than nine passengers.
2. Written consent from the owner of the vehicle including a statement indicating the capacity of the vehicle.
3. The parent/guardian of each student who may be transported in a private vehicle has been notified of the use of private vehicles and has signed a written permission form authorizing the transportation of their child in a private vehicle. The permission form shall specifically indicate that the District does not investigate or make any representations regarding the suitability or driving record of any operator of a private vehicle.
4. The District understands there are times when written parent/guardian permission can't be obtained. Every effort will be made to get verbal permission from the parent/guardian. For example, if a student gets injured on a walking field trip, they may need to be transported back to school by private vehicle.
5. Mileage reimbursement may be paid to the employee. However, no other compensation or remuneration may be paid, such as vehicle maintenance.
6. The operator of the vehicle will comply with federal and state Safety Belt and Child Restraint laws.

The District assumes no responsibility or liability for any claim for damages arising from the transportation of students in private vehicles.

Agency of Education

Applicant: T050 Colchester
SD
Application: 2024 CFP - 00-
Cycle: Original
Application

Project Period: 7/1/2023 -
6/30/2024

Application Sections
Consolidated Application ▾

[Printer-Friendly](#)

Consolidated Federal Program Assurances

By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

CONSOLIDATED FEDERAL PROGRAM ASSURANCES

Revised Fiscal Year 2021

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.

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 written parent and family engagement policies for the LEA and each Title I school. These policies will be developed jointly with, agreed upon with, and distributed to, parents and family members of participating children. The LEA PFE 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. Conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school. Use the evaluation findings to design evidence-based strategies for more effective parental involvement and to revise the parent and family engagement policies.
4. 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.
5. Submit, if the LEA CFP plan is unsatisfactory to any parents, the parents' comments when the LEA submits its application to the State.

Comprehensive Needs Assessment

1. Conduct a comprehensive needs assessment for the LEA and for each school operating a Title I Schoolwide Program that meets all requirements for fund use under ESEA.

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 teacher qualifications;
- 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 professional learning funded by LEA's Title II Part A – Supporting Effective Instruction allocation meets the data-supported needs of teachers (including teacher mentors) and principals.

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 **ESEA** 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, so the child can continue his or her educational experience uninterrupted.
2. Adopt policies and practices to ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless.
3. Review and revise any policies that may act as barriers to the identification and enrollment of homeless children and youth.
4. In accordance with 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; and
 - 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.
5. 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. consider student-centered factors related to the child or youth's best interest;
 - c. 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
 - d. In the case of an unaccompanied youth, ensure that the designated homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
6. 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, including all available appeals.
7. 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.

8. Provide services to homeless children and youth that are comparable to services offered to other students in the school selected, including transportation, educational services for which the child or youth meets the eligibility criteria (programs for children with disabilities, programs for English learners, programs for gifted and talented students), programs in career and technical education, before-and after-school programs, and school nutrition programs.
9. 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.
10. Inform school personnel, service providers, and advocates working with homeless families, parents and guardians of homeless children and youth, and homeless children and youth of the duties of the local liaison.
11. Coordinate and collaborate with the State Coordinator and community and school personnel responsible for the provision of education and related services to homeless children and youth. Such coordination must include collecting and providing to the State Coordinator reliable, valid, and comprehensive data on homeless children and youth.

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. Implement effective means of outreach that include holding regular meetings for the purpose of formulating and responding to recommendations from parents of students who are English learners. Regularly provide parents with information to assist them in becoming active participants in their children's education, i.e., attaining English proficiency, achieving at high levels within a well-rounded education, and meeting challenging State academic standards expected of all students. All notices to parents should be provided in an understandable and uniform format and, to the extent practicable, in a language that parents can understand.
2. 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.
3. 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.
4. Ensure that English learners are included in state assessments as outlined by the federal Elementary & Secondary Education Act.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

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.

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. Use evidence-based strategies, to the extent that the State determines such evidence is reasonably available, if using Title IVA funds to provide comprehensive school-based mental health services, implement drug and violence prevention activities and programs, and/or design and implement a locally tailored plan to reduce exclusionary discipline practices.
5. 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.

6. 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.

7. LEAs receiving an allocation of at least \$30,000 will use:

- a. Not less than 20 percent of funds received under this subpart to support one or more of the activities under well-rounded education; AND
- b. Not less than 20 percent of funds received under this subpart to support one or more of the activities under safe and healthy students; AND
- c. A portion of the 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

8. LEAs receiving an allocation of less than \$30,000 will use:

- a. Not less than 20 percent of funds received under this subpart to support one or more of the activities under well-rounded education; OR
- b. Not less than 20 percent of funds received under this subpart to support one or more of the activities under safe and healthy students; OR
- c. A portion of the 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

9. Annually report to the State how funds are being used under Title IV, Part A, including the degree to which the LEA has made progress towards meeting the objectives and outcomes described in the Title IVA grant application.

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 workplace 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 other-wise 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.

Prohibited Uses of Funds

No funds under this Act may be used:

- for construction, renovation, or repair of any school facility, except as authorized under this Act;
- for transportation unless otherwise authorized under this Act;
- to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;
- to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence;
- to operate a program of contraceptive distribution in schools; or
- for the provision to any person of a dangerous weapon, as defined in section 930(g)(2) of title 18, United States Code, or training in the use of a dangerous weapon.

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

LOCAL EDUCATION AGENCY PLAN

ASSURANCES

FOR THE INDIVIDUALS

WITH DISABILITIES

EDUCATION ACT

PART B

FOR FISCAL YEAR 2024

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/SCHOOL DISTRICT:

IDEA-B GRANT APPLICATION FOR FY 2024

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 2024
for
Part B of the
Individuals with Disabilities Education Improvement Act,
As Passed in 2004
With implementing federal regulations effective October 13, 2006
and
Act 173 State Board of Education Rules Effective July 1, 2022**

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 2022-2023 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 2023” and ascertained that the supervisory union will be able to document compliance with the excess cost provision for FY 2024. 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, 2023 through June 30, 2024. 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 2024 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 2024 allocation and any carryover of the proportionate share funds from FY 2023 allocation. Budget items relating to use of these proportionate share funds in the FY 2024 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: SCHOOL RELATIONS WITH ATTORNEYS AND THE COURTS IN CHILD CUSTODY CASES

DATE ADOPTED: May 21, 2019

POLICY STATEMENT

Colchester School District strongly supports the participation of parents and guardians in their child's educational program and believes that it is essential to ensure a child's academic success. Colchester School District recognizes that the relationship between the teacher and parents/guardians is a partnership that depends on allowing the teacher to maintain a central focus on the child's academic performance. The district is also aware that family issues around separation, divorce and custody may impact that child's ability to learn effectively. At times, students may approach a teacher, counselor, nurse and/or an administrator because they may need help. Disclosing said information may compromise the relationship with the student. (It should be noted that in cases of abuse or neglect, school personnel are mandated reporters.) In those times, it is essential that school personnel remain neutral and focused on maintaining a healthy learning environment for the child.

It is the policy of the Colchester School District that school staff shall refrain from providing an attorney(s) representing either parent/guardian any information regarding the student in connection with an adversarial proceeding where the other parent/guardian is an opposing party, other than directory information, unless directed to do so by an order of the court, or pursuant to a lawfully issued subpoena.

If school personnel are asked to provide additional information voluntarily by the attorney representing either parent/guardian in preparation for a custody case, then the employee is directed to decline the request. If the employee is served by a subpoena requesting such information, the employee shall promptly inform the superintendent, who may, through the school attorney, move for a protective order from the court or otherwise seek to protect the student's and/or district's interests.

Legal References:
Family Educational Right and Privacy Act (FERPA)

Last Adopted: November 6, 2007
Date Warned: May 3, 2019
First Reading: May 7, 2019
Second Reading: May 21, 2019

FIRE AND EMERGENCY PREPAREDNESS DRILLS

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.
(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures.
Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.
There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.
(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.
(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.
(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

It is the policy of the _____ School District (District) to require each school site to conduct options-based response drills in the fall and spring of each academic year, and to adopt and maintain an all-hazards emergency operations plan, as part of the District's overall school safety plan.

Definitions

1. **Options-based Response Drill:** For the purpose of this policy, options-based response drill means that there are different actions educators and students can take if confronted by an active shooter/intruder.
2. **School site:** school building(s) operated by the school district.

Administrative Responsibilities

The superintendent or designee will ensure that:

1. Each school site in the district conducts age-appropriate, options-based response drills, including fire drills, in the fall and spring of each academic year. The district must evaluate which approach is best and adapt that approach to the developmental level of

¹ 16 VSA §1481 requires each school site to conduct options-based response drills in the fall and spring of each academic year, and 16 VSA §1480 requires every school district to adopt and maintain an all-hazards emergency operations plan for each school site.

their students, including for students with disabilities, language barriers, and mobility needs.

2. The options-based response drills follow the guidance issued by the Vermont School Safety Center and the Vermont School Crisis Planning Team, which includes trauma-informed best practices for implementing options-based response drills.
3. Parents and guardians are notified not later than one school day before an options-based response drill is conducted.
4. Completion of the biannual drills is reported to the Agency of Education in a format approved by the Secretary.
5. On or by July 1, 2024, an all-hazards emergency operations plan is adopted and maintained for each school site. This plan must be reviewed and updated annually and in collaboration with local emergency first responders and local emergency management officials.

<i>VSBA Review Date</i>	
<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	16 VSA §§ 1480,1481
<i>Cross References</i>	Access Control and Visitor Management Security Cameras

DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

ACCESS CONTROL AND VISITOR MANAGEMENT

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

It is the policy of the _____ School District (District) to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district's physical space and assets is a shared responsibility of all members of the District.

Definitions

1. **School site:** school building(s) operated by the school district.

Administrative Responsibilities

The Superintendent, or designee, will develop procedures to ensure:

1. Access control procedures are established to address the design, administration and management of access control systems and measures. The superintendent, or designee, must determine and assign access-control privileges based on the specific needs and requirements of the district and the electronic identification/access badge.
2. All school site and district office exterior doors are locked during the school day.

¹ 16 VSA §1484 requires each supervisory union board, member district board, or supervisory district board to adopt an access control and visitor management policy that, at a minimum, requires that all school sites and supervisory union and supervisory district offices lock exterior doors during the school day. The policy shall require all visitors sign in at a centralized location prior to gaining full access to the school site or office site.

- a. [OPTIONAL] The district recognizes the need to leave _____ structure unlocked as needed for _____ purpose [agricultural, recreational, or other reasonably practical purposes directly related to the school's mission or curriculum].
- 3. Regulation of visits to the school by parents, community members or news media.
- 4. All visitors check in at a centralized location prior to gaining full access to the school or office site.
- 5. Each school site maintains a log showing the names of visitors and the date, time and purpose of each visit.

VSBA Review Date	
<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	16 VSA §1484
<i>Cross References</i>	Security Cameras Fire and Emergency Preparedness Drills

***DISCLAIMER:** This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.*

CONSENT AGENDA

Board Meeting Date: June 6, 2023

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Emma	Vogel	New Hire	Music/Band Teacher	1.0	CMS	Request to Hire	Michael Bjella	Yes	Yes
Teacher	Beth	Hemingway	New Hire	Employement Specialist	1.0	CHS	Request to Hire	Robyn Schenck	Yes	Yes
Teacher	Jan	Thibault	New Hire	Special Education Teacher - One Year Only	1.0	PPS	Request to Hire	Tessa MacNeil	Yes	Yes

Non-Licensed Employees (Support Staff), Board Approval Required

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

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	William	Bouffard	New Hire	Technology Specialist	40.0	DW	Notice of Hire	Tammi Tandy	Yes	Yes
Support Staff	Julia	Ljungvall	New Hire	Behavior Interventionst	35.0	PPS/UMS/MBS	Notice of Hire	Cynthia Kuenzi	Yes	Yes
Support Staff	Cody	Delphia	New Hire	Technology Specialist	40.0	CHS	Notice of Hire	Breighton Carley	Yes	Yes
Support Staff	Cara	Scialdone	New Hire	SLP Assistant (para)	32.5	UMS	Notice of Hire	Linda Schick	Yes	Yes
Support Staff	Thomson	Anna	Resignation	Paraeducator - ELL	32.5	CMS	Notice of Resignation			
Support Staff	Barbara	Hartshorn	Resignation	Para - SpEd	32.5	MBS	Notice of Resignation			
Support Staff	Steve	Alger	Resignation	Lead Custodian	40.0	PPS	Notice of Resignation			
Support Staff	Michael	Gove	Resignation	Paraeducator - SpEd	32.5	CHS	Notice of Resignation			
Support Staff	Meagan	Holland	Resignation	Paraeducator - SpEd	32.5	CHS	Notice of Resignation			
Support Staff	Dennison	Courtney	Resignation	Behavior Interventionst	35	MBS	Notice of Resignation			
Support Staff	Jason	Singh	Resignation	IT Tech Specialist III	30	DW	Notice of Resignation (5/31/23)			
Support Staff	Breighton	Carley	Resignation	IT Tech Specialist II	40.0	DW	Notice of Resignation (6/2/23)			

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting
Colchester High School Library

Tuesday, May 16, 2023
7:00 p.m.

MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, May 16, 2023, in the Colchester High School Library. Board members in attendance were Board Chair Lindsey Cox, Directors Nic Longo, Ben Yousey-Hindes, Felix Anderson, Laurie Kigonya, and Student Board Representative Olivia Dallamura. District administrators in attendance included Superintendent Amy Minor, Business and Operations Manager George Trieb, Director of Curriculum Gwendolyn Carmolli, CHS Principal Andrew Conforti and CHS Assistant Principal Chad DeMagistris. There were about a dozen students and several faculty members in the audience to present items on the agenda to the school board.

I. Call to Order

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

II. Citizen Participation

None.

III. Student Presentation: Trip to France Information

Several students taking advanced-level French as a world language course at CHS recently traveled to France over April Break. They shared photos and stories of their trip with the school board and expanded on how this unique experience allowed them to be immersed in the language and culture that they have been studying for years.

IV. Student Presentation: Trip to Andros Information

A long-standing tradition at CHS, a group of students and faculty traveled to Andros over April Break to develop their research and field investigation skills in an authentic setting. The students shared how the experiential learning during this trip helped deepen their understanding and appreciation of environmental conservation and a culture different from their own.

V. Second Reading of Fundraising Policy: H4 Action

This policy was last reviewed in 2001. The board previously reviewed the current version of this policy and at this meeting they discussed the recommended edits. Administrators are in the process of developing a detailed set of procedures that will also accompany the policy. CHS Principal Andrew Conforti, CHS Assistant Principal Chad DeMagistris, and CHS Director of Athletics and Activities Mark Ellingson provided an overview of how athletics are funded at the high school and the crucial role that booster groups and team fundraising play in supporting the various cocurriculars at the high school.

The board asked some clarifying questions about the platforms used to electronically raise funds and how the money is then distributed and utilized by teams. They also asked if there are designated booster groups to support the middle school, which there are not. CHS Principal Conforti commented on how generous and supportive the Colchester community is for helping fund cocurriculars at the school. He stated that the school will review the impact that numerous, and often simultaneous, fundraising initiatives can impact the community. Board Chair Cox requested additional information about the baseline or minimum required costs for cocurriculars that are currently being funded outside of the voter budget to help the board gain some foundational knowledge for both this policy and the next budget cycle.

This policy will come back for an additional review as further edits are drafted.

Director Anderson moved to approve the second reading of the Fundraising Policy: H4. The motion passed unanimously.

VI. First Reading of School Relations with Attorneys and the Courts in Child Custody Cases Policy: H8 Action

This policy was last reviewed in 2019. It has served the district well and is frequently used by administrators. There were no recommended changes.

Director Yousey-Hindes moved to approve the first reading of the School Relations with Attorneys and the Courts in Child Custody Cases Policy: H8. The motion passed unanimously.

VII. Second and Final Reading of Nondiscrimination Policies: C6, C7, C8 Action
C6: Nondiscrimination
C7: Nondiscrimination on the Basis of Gender
C8: Equal Educational Opportunities

The CSD policy manual currently has three policies that address nondiscrimination. After completing an analysis of nondiscrimination policies across the state, reviewing the Vermont School Board Association's model nondiscrimination policy, and consulting with the district's attorney, it was recommended to combine these three policies into a single comprehensive policy.

Director Longo moved to approve the removal of the Nondiscrimination on the Basis of Gender Policy: C7 and the Equal Educational Opportunities Policy: C8 from the CSD Policy Manual and to approve the second and final reading of the Nondiscrimination Policy: C3. The motion passed unanimously.

VIII. Approval of Consent Agenda Action

The following Consent Agenda was reviewed by the board.

CONSENT AGENDA

Board Meeting Date: May 16, 2023

REVISED

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Nicole	Montana	New Hire	School Psychologist	1.0	CMS	Request to Hire	New Position	Yes	Yes
Teacher	Arianna	Marks	New Hire	Elementary Teacher	1.0	MBS	Request to Hire	Eleanor Devereux (James Bean)	Yes	Yes
Teacher	Erika	Merrell	Leave of Absence	ELL Teacher	0.6	MBS	Request LOA (~November – mid December 2023)			

Non-Licensed Employees (Support Staff), Board Approval Required

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Individual	Michael	Schmidt	New Hire	Behavior Specialist	1.0	MBS	Request to Hire	Lily Baker	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
Handbook	Laura	Sexton	New Hire	Accounts Payable Bookkeeper	40	CO	Notice of Hire	Kim Newton	Yes	Yes
Support Staff	Gail	Messier	Resignation	Paraeducator - SpEd	1.0	MBS	Notice of Resignation (5/26/23)			
Support Staff	Linda	Schick	Resignation	Paraeducator - Speech	1.0	UMS	Notice of Resignation (6/30/23)			
Support Staff	Claire	Ross	New Hire	School Registrar	1.0	CMS	Notice of Hire	Kirsten Patch	Yes	Yes
Handbook	Charles	Rowse	New Hire	Facilities Director	1.0	DW	Notice of Hire	New Position	Yes	Yes
Support Staff	Donna	Marcotte	Resignation	Food Service Worker	37.5	CHS	Notice of Resignation (6/30/23)			
Support Staff	Olivia	Coon	Resignation	Behavior Interventionist	35	MBS	Notice of Resignation (5/26/23)			
Support Staff	Michelle	Ziter	Resignation	Paraeducator	32.5	UMS	Notice of Resignation (6/30/23)			

Support Staff	Jaileen	Morel-Kunhardt	Resignation	Autism Interventionist	32.5	MBS	Notice of Resignation (6/30/23)			
Support Staff	Carmel	Quinn	Leave of Absence	Paraeducator - SpEd	32.5	MBS	Request LOA (week prior to winter break, February break & April break)			
Support Staff	Daniel	Ralston	Resignation	Behavior Interventionist	35	MBS	Notice of Resignation (6/30/23)			
Support Staff	Sarah	Wight	Resignation	Paraeducator - SpEd	32.5	EEE	Notice of Resignation (6/30/23)			

DRAFT

Board Chair Cox requested to table this motion so the board could discuss a related personnel request in the executive session scheduled for later in the meeting.

IX. Approval of General Meeting Minutes: May 2, 2023 Action

Director Kigonya moved to approve the minutes from the meeting held on May 2, 2023. The motion passed unanimously.

X. Board/Administration Communication, Correspondence, Committee Reports Information

- The board will have a retreat about district facilities on June 5th beginning at 5:30 pm.
- CHS and the town's first responders are hosting a mock crash for 11th and 12th graders on Friday, May 19th in a campaign to remind them to make good choices headed into prom and graduation season. The community was notified that there will be a large presence of emergency personnel at the campus for the event.

XI. Future Agenda Items Information

- Policy Review Cycle
- Social Emotional Learning Presentation
- New York City Music Trip Presentation
- Assurances

XII. Executive Session to Discuss the Superintendent's Evaluation Action

Director Anderson moved to enter executive session at 8:26 p.m. to discuss the superintendent's evaluation and personnel request on the consent agenda. The motion passed unanimously.

Director Kigonya moved to exit executive session at 9:33 p.m. The motion passed unanimously.

Director Yousey-Hindes moved to approve the consent agenda except for the requested leave of absence, which was denied. The motion passed unanimously.

XIII. Adjournment

Director Anderson moved to adjourn at 9:34 p.m. The motion passed unanimously.

Recorder:

Meghan Baule
Recording Secretary

Board Clerk:

Ben Yousey-Hindes
Board Clerk

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting, Special Meeting
Colchester High School, Library

Tuesday, May 23 2023
7:00 p.m.

MINUTES

The Colchester Board of Education held a Special Board Meeting on Tuesday, May 23, 2023. Those in attendance were Board Chair Lindsey Cox, Board Directors Laurie Kigonya and Felix Anderson, and Business and Operations Manager George Trieb.

I. Call to Order

Board Chair Lindsey Cox called the meeting to order at 7:05 p.m.

II. Citizens Participation

None.

III. CHS Bathroom Renovation Project: Review of Bids

Information

This construction project will be partially funded with Elementary and Secondary School Emergency Relief (ESSER) funds. Business and Operations Manager George Trieb provided the board with a brief history of the different stages of ESSER funding. Mr. Trieb shared that the project will likely come in under the initial estimate. All bids over \$10K were shared at the meeting. Mr. Trieb stated he would share analysis and recommendations for bid selection at the next meeting.

IV. Adjournment

Director Anderson moved to adjourn at 7:18 p.m. The motion passed unanimously.

Recorder:

Meghan Baule
Recording Secretary

Board Clerk:

Ben Yousey-Hindes
Board Clerk