Colchester School District
Board of Education Meeting Agenda
Colchester High School – Media Center
October 15, 2019
7:00 P.M.

AGENDA

I. Call to Order and Pledge of Allegiance

II. Citizens Participation*

III. Solar Project Update  Informational

IV. Annual School Report: Malletts Bay School  Informational

V. First Reading of Educational Support System Policy: G7  Action

VI. Financial and Special Education Reports  Informational

VII. Approval of Personnel Consent Agenda  Action

VIII. Approval of Special Meeting Minutes: October 1, 2019 4:30 PM  Action

IX. Approval of Meeting Minutes: October 1, 2019  Action

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

XI. Future Agenda Items  Information

XII. Adjournment

On the Third Tuesday of Each Month*

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

School Report
2018-19 School Year

MBS is in its second year of a three year rollout of a Next Generation Science Standards Curriculum.

MBS is a Vermont PBIS School of Merit for its successful implementation of PBIS at the Universal Tier.

The MBS faculty is currently pursuing ongoing professional development in equity and high leverage instructional practices.

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<thead>
<tr>
<th>Grade Level</th>
<th>Students</th>
<th>Class Size Average</th>
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<tbody>
<tr>
<td>Grade 3</td>
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<td>19</td>
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<tr>
<td>Grade 4</td>
<td>146</td>
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<td>Grade 5</td>
<td>162</td>
<td>23</td>
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<tr>
<td>TOTAL</td>
<td>463</td>
<td>21</td>
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ENROLLMENT

100 % of MBS Teachers are Highly Qualified

Our Average Daily Attendance is 96%

DEMOGRAPHICS

104 students (22%) were on an IEP or §504 plan
165 students (36%) received free lunch
28 students (6%) received English Language (EL) services

DISCIPLINE

Number of Incidents resulting in suspension: 23
Number of Days of Suspension: 25
In School Suspensions: 8
Out of School Suspensions: 14
Average Length of Suspension: 1 day
Number of Bullying Incidents: 1
Number of Harassment Incidents: 4
Number of Hazing Incidents: 0

CONTINUOUS IMPROVEMENT PLAN HIGHLIGHTS
COLCHESTER SCHOOL DISTRICT

POLICY: EDUCATIONAL SUPPORT SYSTEM

DATE ADOPTED: May 4, 2004

POLICY STATEMENT

A comprehensive system of educational services is provided in each school for students who require additional assistance in order to succeed or be challenged in the general education environment. This support system shall, at a minimum, include an educational support team, and a range of support and remedial services, including instructional and behavioral interventions and accommodations. Responsibility for developing and maintaining the Educational Support Systems in each school is assigned to the Superintendent and the building principals.

The Educational Support System shall:

1. Be integrated to the extent appropriate with the general education curriculum.

2. Have districtwide written procedures, timelines and assigned responsibilities for the Educational Support Teams.

3. Be designed to increase the ability of the general education system to meet the needs of all students.

4. Be designed to provide students the supports needed regardless of eligibility for categorical programs.

5. Provide clear procedures and methods for handling a student who is disruptive to the learning environment and shall include provision of educational options, support services and consultation or training for staff where appropriate. Procedures may include the removal of the student from the classroom for as long as appropriate, consistent with state and federal law and the District’s policy on discipline and after reasonable effort has been made to support the student in the regular classroom.

6. Ensure collaboration with families, community supports and the system of health and human services.

7. Provide regular and ongoing training for all school staff supporting students in the classroom.

Date Warned: April 16, 2004
First Reading: April 20, 2004
Second Reading: May 4, 2004
Each Educational Support Team shall:

1. Provide a procedure for timely referral for special education eligibility, when warranted. The educational support system shall not be a substitute for the special education process and shall not interfere with a student’s right to a timely referral for a special education evaluation.

2. Be composed of staff from a variety of teaching and support services positions, including a variety of regular education teachers, guidance counselors, nurses, special educators, social workers and Title 1 staff are considered on-call resources to the core staff.

3. Provide a procedure to screen all referrals to determine what classroom accommodations and remedial services have been tried.

4. Invite the parents/guardians of referred students to appropriate meetings.

5. Assist teachers in planning and providing services and accommodations to students in need of classroom supports.

6. Maintain written records of its actions.

   The School District will follow the state and federal guidelines regarding student records as outlined in the District policy DISTRICTWIDE POLICY ON STUDENT RECORDS.

7. Annually provide to all parents of students information regarding the existence, purpose and function of the educational support system.

This policy creates no individual entitlement or private right of action.
COLCHESTER SCHOOL DISTRICT

POLICY: EDUCATIONAL SUPPORT SYSTEM

DATE ADOPTED: DRAFT

POLICY STATEMENT

A comprehensive system of educational services is provided in each school for students who require additional assistance in order to succeed or be challenged in the general education environment. This multi-tier system of supports (MTSS) shall, at a minimum, include an educational support team and a range of support and remedial services, including instructional and behavioral interventions and accommodations. Responsibility for developing and maintaining the Educational Support Systems in each school is assigned to the superintendent and the building principals. This policy creates no individual entitlement or private right of action.

The Educational Support System shall:

1. Be integrated to the extent appropriate with the general education curriculum.

2. Have districtwide written procedures, timelines and assigned responsibilities for the Educational Support Teams.

3. Be designed to increase the ability of the general education system to meet the needs of all students.

4. Be designed to provide students the supports needed regardless of eligibility for categorical programs.

5. Provide clear procedures and methods for handling a student who is disruptive to the learning environment and shall include provision of educational options, support services and consultation or training for staff where appropriate. Procedures may include the removal of the student from the classroom for as long as appropriate, consistent with state and federal law and the District’s policy on discipline and after reasonable effort has been made to support the student in the regular classroom.

6. Ensure collaboration with families, community supports and the system of health and human services.

7. Provide regular and ongoing training for all school staff supporting students in the classroom.
COLCHESTER SCHOOL DISTRICT

Supplemental Procedures for Educational Support System Policy: G7

Each Educational Support Team shall:

1. Be composed of staff from a variety of educator and support services positions. For example classroom teachers, guidance counselors, nurses, special educators and social workers are considered on-call resources and may be contacted for consultation.
2. Provide a procedure for timely referral for special education eligibility, when warranted. The educational support system shall not be a substitute for the special education process and shall not interfere with a student’s right to a timely referral for a special education evaluation.
3. Provide a procedure to screen all referrals to determine what classroom accommodations and remedial services have been tried.
4. Invite the parents/guardians of referred students to meetings when appropriate.
5. Assist teachers in planning and providing services and accommodations to students in need of classroom supports.
6. Maintain written records of its actions. The district will follow the state and federal guidelines regarding student records as outlined in the Policy F6: Districtwide Policy on Student Records.
7. Annually provide information regarding the existence, purpose and function of the educational support system to parents/guardians.
### Preschool Data

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<tr>
<td><strong>CSD Preschool Program Located at MBS</strong></td>
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<tr>
<td>Special Education Students</td>
<td>44</td>
<td>36</td>
<td>21</td>
<td>25</td>
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<tr>
<td>General Education Students</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>Act 166</strong></td>
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<tr>
<td>Special Education Students</td>
<td>4</td>
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<td>20</td>
<td>24</td>
<td>16</td>
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<tr>
<td>General Education Students (Headstart included)</td>
<td>152</td>
<td>181</td>
<td>164</td>
<td>149</td>
<td>165</td>
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<td><strong>TOTAL</strong></td>
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<td>186</td>
<td>173</td>
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<td><strong>Special education students provided outreach or clinic services</strong></td>
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<tr>
<td>Special Education Students</td>
<td>7</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>8</td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>7</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>8</td>
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**Total Preschool Enrollment (Act 166, Onsite Program, Outreach)**

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<tbody>
<tr>
<td><strong>Total Special Education Preschool</strong></td>
<td>55</td>
<td>55</td>
<td>56</td>
<td>60</td>
<td>43</td>
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### Special Education Quarterly Board Reports 2019-2020

#### K-12 Student Enrollment Data

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</thead>
<tbody>
<tr>
<td>CSD Total Enrollment (including out of district and tuition)</td>
<td>2167</td>
<td>2116</td>
<td>2114</td>
<td>2132</td>
<td>2179</td>
<td></td>
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<tr>
<td>Total Number of Special Education Students</td>
<td>307</td>
<td>259</td>
<td>272</td>
<td>303</td>
<td>326</td>
<td></td>
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<tr>
<td>Percentage of Special Education Students (K-12)</td>
<td>14.2%</td>
<td>12.2%</td>
<td>12.9%</td>
<td>14.2%</td>
<td>15.0%</td>
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#### Special Education Enrollment

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<th>15-16</th>
<th>16-17</th>
<th>October 2017</th>
<th>October 2018</th>
<th>October 2019</th>
<th>Feb 2020</th>
<th>April 2020</th>
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<td>55</td>
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<td>48</td>
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<tr>
<td>K-12 Special Education</td>
<td>307</td>
<td>259</td>
<td>272</td>
<td>303</td>
<td>326</td>
<td></td>
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<tr>
<td>TOTAL :</td>
<td>362</td>
<td>314</td>
<td>328</td>
<td>351</td>
<td>369</td>
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#### Out of District Placements

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<tr>
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<th>16-17</th>
<th>October 2017</th>
<th>October 2018</th>
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<tbody>
<tr>
<td>TOTAL :</td>
<td>16</td>
<td>14</td>
<td>19</td>
<td>22</td>
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<tr>
<td>Support Staff</td>
<td>15-16</td>
<td>16-17</td>
<td>October 2017</td>
<td>October 2018</td>
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<tr>
<td>Para Educators</td>
<td>90</td>
<td>89</td>
<td>80</td>
<td>81</td>
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<tr>
<td>Interventionist</td>
<td>18</td>
<td>18</td>
<td>24.5</td>
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<td>Special Educators</td>
<td>27</td>
<td>31.5</td>
<td>31.5</td>
<td>31</td>
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<tr>
<td>Speech Language Pathologists (SLP)</td>
<td>7</td>
<td>7</td>
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<td>7.5</td>
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<tr>
<td>Behavior Specialists</td>
<td>3</td>
<td>3</td>
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TRENDS AND KEY POINTS:

- We continue to monitor the needs of students requiring out of district placements. Several teams are considering placements and are waiting for spots in programs.
- We have a few students who are transitioning back from out of district placements to our schools on campus.
- In June 2019 the total number for special education students was 357 which indicates we are up 12 students since that date.
<table>
<thead>
<tr>
<th>Contract Type</th>
<th>First Name</th>
<th>Last Name</th>
<th>Category</th>
<th>Position</th>
<th>FTE/Hours</th>
<th>Building</th>
<th>Agenda Information</th>
<th>Person Replacing</th>
<th>Budgeted</th>
<th>Admin Support</th>
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<td>Employees</td>
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<tr>
<td>(Teacher/Administrator)</td>
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<thead>
<tr>
<th>Contract Type</th>
<th>First Name</th>
<th>Last Name</th>
<th>Category</th>
<th>Position</th>
<th>FTE/Hours</th>
<th>Building</th>
<th>Agenda Information</th>
<th>Person Replacing</th>
<th>Budgeted</th>
<th>Admin Support</th>
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<tr>
<td>Non-Licensed</td>
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<tr>
<td>(Support Staff), Informational</td>
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### Board Date: October 15, 2019

**PERSONNEL CONSENT AGENDA**
The Colchester Board of Education held a Special Board Meeting on Tuesday, October 1, 2019 in the Central Office Conference Room. Those in attendance were: Board Chair Mike Rogers; Directors: Craig Kieny, Lindsey Cox, Lincoln White, and Curt Taylor; Superintendent Amy Minor; John Hemmelgarn from Black River Design; and Scott Homsted from Krebs and Lansing

I. Call Meeting to Order

Board Chair Mike Rogers called the meeting to order at 4:30p.m.

II. Board of Education Retreat: Work Session  Discussion

The board continued their research regarding improving the facilities for pre-k to grade 2 through consultation with architect and engineering experts. The board is currently looking at two possibilities, renovating both UMS and PPS or building a single new school to house both populations. No decisions were made and they will meet again to analyze the results of the recent traffic study conducted on Blakely Road.

III. Adjournment

*Board Chair Rogers moved adjourn at 6:50 p.m., seconded by Director White. The motion passed unanimously, 5-0.*

Recorder:        Board Clerk:
Amy Minor        Lindsey Cox
Superintendent of Schools Board Clerk
The Colchester Board of Education held a regular board meeting on Tuesday, October 1, 2019, at the Colchester High School Media Center. Those in attendance were Board Chair Mike Rogers; Directors: Craig Kieny, Curt Taylor and Lincoln White; Student Representative Mitch Gadapee; Superintendent Amy Minor; Director of Curriculum Gwendolyn Carmolli, Director of Student Support Services Carrie Lutz; Principals: Heather Baron, Michele Cote and Chris Antonicci.

I. Call to Order and Pledge of Allegiance

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

II. Citizen Participation

None.

III. Report from Building Principals

Union Memorial School Principal Chris Antonicci invited the board to attend their open house on Thursday. Colchester Middle School Principal Michele Cote shared some new traditions occurring at the school which are helping to build a strong community. Colchester High School Principal Heather Baron shared recent equity work her faculty and staff collaborated on with Rebecca Haslam of Seeds of Change. She also shared that the school was again awarded a grant from VSAC to offer the PSAT for free to 10th and 11th-grade students.

IV. Approval of CHS Music Department Trip to New York City

CHS Music Teachers Even Peltier and Melissa Towle provided the board with a detailed itinerary for a proposed trip to NYC with interested 11th and 12th graders. Their primary goal of the trip is to allow students to deepen their understanding and appreciation of music by engaging in a range of musical experiences in a large metropolitan city famous for music and the arts. Several highlights will include attending a concert at one of the city’s most famous jazz clubs, participating in a workshop with Broadway actors and singers, seeing a Broadway show, and performing in several venues. They also discussed fundraising opportunities available to students to ensure anyone who is interested could attend.

Director Kieny moved to approve the CHS Music Department Trip to New York City as presented, seconded by Director Taylor. The motion passed unanimously, 4-0.

V. Annual School Report: Colchester Middle School

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

Colchester Middle School Principal, Michele Cote, provided an overview of the school’s CIP goals. Academically, and from a faculty perspective, one of the goals is focused on building an evidence-based system of instructional practices. From a student perspective, they are building a system of proficiencies and learning outcomes. Behaviorally speaking, their CIP goals are rooted in their continued work implementing Developmental Design and offering ongoing professional development regarding trauma informed practices to staff.

The board had a few questions regarding discipline and assessment statistics on the CMS fact sheet. Student Representative Mitch Gadapee asked what resources were available to students who are repeatedly suspended. Principal Cote provide a varied list including some new practices that they are piloting this school year, such as the Brain Body Connection program which has been successfully implemented at other Vermont schools. Director Kiery and Director White asked questions about the SBAC assessment, enrollment and discipline data and requested that the charts be expanded to show other cohorts and years.

VI. Second and Final Reading of Continuous Improvement Plan Policy: G8

No additional edits requested.

*Director Taylor moved to approve the second and final reading of the Continuous Improvement Plan Policy: G8, seconded by Director Kiery. The motion passed unanimously, 4-0.*

VII. Second and Final Reading of Caregiver and Community Involvement Policy: H2

Since the first reading, the term ‘caregiver’ was explicitly defined. Director Taylor requested a comma be added. No further edits were requested.

*Director Kiery moved to approve the second and final reading of the Caregiver and Community Involvement Policy: H2, seconded by Director White. The motion passed unanimously, 4-0.*

VIII. Second and Final Reading of Title I Comparability Policy: G2

Since the first reading, the term ‘caregiver’ was explicitly defined. No further edits were requested.

*Director Taylor moved to approve the second and final reading of the Title I Comparability Policy: G2, seconded by Director White. The motion passed unanimously, 4-0.*

IX. Approval of Personnel Consent Agenda

The following Personnel Consent Agenda was presented for October 1, 2019.
# PERSONNEL CONSENT AGENDA

**Board Date:** October 01, 2019

## Licensed Employees (Teacher/Administrator)

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<tr>
<th>Contract Type</th>
<th>First Name</th>
<th>Last Name</th>
<th>Category</th>
<th>Position</th>
<th>FTE/Hours</th>
<th>Building</th>
<th>Agenda Information</th>
<th>Person Replacing</th>
<th>Budgeted</th>
<th>Admin Support</th>
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<td>Teacher</td>
<td>Matthew</td>
<td>Swinson</td>
<td>New Hire</td>
<td>Language Arts, Long-Term Substitute</td>
<td>1.0 FTE</td>
<td>CMS</td>
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<td>Aubrey Garrison</td>
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## Non-Licensed Employees (Support Staff), Informational

<table>
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<th>Contract Type</th>
<th>First Name</th>
<th>Last Name</th>
<th>Category</th>
<th>Position</th>
<th>FTE/Hours</th>
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<th>Agenda Information</th>
<th>Person Replacing</th>
<th>Budgeted</th>
<th>Admin Support</th>
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<tbody>
<tr>
<td>Support Staff</td>
<td>Audrey</td>
<td>Evans</td>
<td>New Hire</td>
<td>Paraeducator - Speech</td>
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<td>CHS</td>
<td>Notice of Hire</td>
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<td>Anneka</td>
<td>Welsh</td>
<td>New Hire</td>
<td>Paraeducator- Special Education</td>
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<td>Open Position</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Shawn</td>
<td>Lund</td>
<td>End of Employment</td>
<td>Behavior Interventionist</td>
<td>35</td>
<td>CAP</td>
<td>Notice of End of Employment</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td>Peter</td>
<td>Taylor</td>
<td>New Hire</td>
<td>Behavior Interventionist</td>
<td>35</td>
<td>MBS</td>
<td>Notice of Hire</td>
<td>Open Position</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Director Kieny moved to approve the Personnel Consent Agenda, seconded by Director Taylor. The motion passed unanimously, 4-0.

X. Approval of Minutes: September 17, 2019  

Director White moved to approve the minutes for September 17, 2019, seconded by Director Taylor. The motion unanimously, 4-0.

XI. Approval of Minutes: September 24, 2019 6:00 PM  

Director White moved to approve the minutes for September 24, 2019 6:00 PM, seconded by Director Taylor. The motion unanimously, 4-0.

XII. Approval of Minutes: September 24, 2019 7:00 PM  

Director Kieny moved to approve the minutes for September 24, 2019 7:00 PM, seconded by Director Taylor. The motion unanimously, 4-0.

XIII. Board/Administration Communication, Correspondence, Committee Reports  

- The next Board Retreat will take place on October 15th. They are hoping to have a final analysis from the recent traffic study.

XIV. Future Agenda Items  

- Continued Policy Work  
- Act 173 Update  
- Food Service Report  
- School Reports  
- Early Education Center  
  - Updated Demographic Report  
  - Traffic Study Results

XV. Adjournment  

Director White made a motion to adjourn at 8:05 pm seconded by Director Taylor. The motion passed unanimously, 4-0.

Recorder: Meghan Baule  
Board Clerk: Lindsey Cox  
Recording Secretary