

Colchester School Board

Meeting Agenda and Packet

September 5, 2023

**Colchester School District
Board of Education Meeting Agenda
September 5, 2023 - 7:00 P.M.
Colchester High School Library**

Agenda

- | | | |
|--------------|---|--------------------|
| I. | Call to Order | |
| II. | Citizen Participation | |
| III. | Second and Final Reading of Equity Policy: C1 | Action |
| IV. | Year-End Financial Report | Information |
| V. | Fourth and Final Reading of Fundraising Policy: H4 | Action |
| VI. | Second and Final Reading of School Crisis Prevention and Response Policy: E3 | Action |
| VII. | Second and Final Reading of School Search and Seizure Policy: F4 | Action |
| VIII. | Second and final Readings of Student Attendance: F30 and Truancy: F30b Policies | Action |
| IX. | Approval of Consent Agenda | Action |
| X. | Approval of Meeting Minutes | Action |
| | <ul style="list-style-type: none">• August 15, 2023 (General)• August 28, 2023 (Special) | |
| XI. | Board/Administration Communication, Correspondence, Committee Reports | Information |
| XII. | Future Agenda Items | Information |
| XIII. | 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.

EQUITY POLICY

STATEMENT OF PURPOSE

The Colchester School Board holds itself and all District, school-site decision-makers, and employees accountable for building a district-wide commitment to equity for all members of the CSD community, inclusive of race, gender, color, creed, national origin, marital status, sexual orientation, gender identity, disability, ethnicity, caste, language and linguistic diversity, socio-economic status, religion, housing status, or non-citizenship or immigration status.

The district will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations. We recognize that disparities in achievement, opportunity, and well-being may impact students and families in our district. A student's success should not be predicted nor predetermined by socio-cultural context or lived experience. The District affirms that each student can thrive given authentic opportunities in a supportive, inclusive, and equitable educational system. The District will strive to:

- Provide a learning environment and educational opportunities for students and employees that are equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive.
- Respect and honor the diversity and lived experience of all individuals.
- Create a nurturing school environment where individuals feel welcomed, accepted, respected, included, and supported.
- Increase the awareness of disparities and inequities that exist in the District to create and sustain a climate and culture that supports equitable practices.
- Cultivate and sustain school communities that embrace a collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism and discrimination.
- Address the harm caused to individuals as a result of bias and inequity.
- Hold ourselves and one another accountable to equity, inclusion and belonging in our schools.

IMPLEMENTATION

To realize this commitment to equity within this policy and outlined in the Vermont Education Quality Standards, the District will:

1. Provide engaging, inclusive, anti-racist, culturally responsive, anti-discriminatory curriculum, flexible instructional and assessment practices aligned with current best practices and informed by district, state, and federal data on academic achievement, social emotional learning, school culture and climate.
2. Systematically use district-wide and individual school-level data disaggregated by race, ethnicity, language, ability, gender, sexual orientation, and socioeconomic background to inform District decision-making to mitigate barriers that perpetuate gaps.
3. Provide every student with equitable access to all educational resources that respect their individual and intersectional needs, identities, cultures, backgrounds, abilities, and experiences. Educational resources

include but are not limited to: facilities, technology, high-quality instruction, curriculum, support, grading and assessment practices, food services, co-curricular activities and transportation.

4. Allocate financial resources, personnel, supports, and opportunities based on need so that all students have equitable opportunities to achieve, engage, and feel belonging in an inclusive and welcoming school environment.
5. Offer robust opportunities to critically engage students with themes of diversity, equity, and inclusion including a comprehensive historical and socially conscious understanding across all academic areas that include diverse perspectives and positive and affirming representation.
6. Engage student, employee, and community voices, particularly those historically underrepresented and most impacted by inequity, with opportunities for feedback and engagement to influence and advise district and school based action plans, policies, and practices.
7. Identify and counteract biased practices and policies that perpetuate achievement disparities and opportunity gaps. Factors that perpetuate systemic inequities, institutional biases, and discriminatory practices will be identified, intentionally interrupted, and replaced with more equitable and just systems.
8. Provide opportunities and programming that prevent bias based harm through direct instruction and school wide events that promote a culture that uplifts diversity, equity and inclusion.
9. Incorporate trauma informed and restorative approaches to behavior management and repair of relational harm in order to achieve equity in our discipline practices and improve school culture and safety.
10. Address bias-based harm and discriminatory behavior with robust protocols that are in alignment with district, federal and state policy.
11. Provide ongoing and continuous professional development and accountability at all organizational levels to ensure all employees are able to engage in culturally responsive practices and consistently identify, interrupt, and prevent bias based harm, microaggressions, and hate emphasizing impact.
12. Maintain and embed equity into district and school based strategic plans by identifying measurable outcomes to mitigate barriers that perpetuate achievement gaps and improve the culture and climate for all individuals across the district.
13. Schools will honor cultural, and religious traditions not acknowledged by CSD and regional calendars by providing reasonable accommodations including but not limited to space and time for individual students where religious **tenent** require observance during the school day and scheduling considerations with regard to major assignments, evening events, and assessments.
14. The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide an annual status report to the Board.



Colchester School District

Administrative Offices, 59 Rathe Road, PO Box 27, Colchester, Vermont 05446

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MEMO

To: School Board Directors
CC: Amy Minor
From: George A. Trieb, Jr.
Date: August 23, 2023
Subject: Year-End Financial Report – June 2023

The table below shows the total budget and actual revenue and expense figures for the period ending June 2023. The district ended the year with a \$162,745 deficit.

	Budget	Actual	% of Budget	Variance
Revenue	\$47,304,209	\$48,434,502	102.39%	\$1,130,293
Expenses	\$47,304,209	\$48,597,247	102.73%	(\$1,293,038)
<i>Surplus/(Deficit)</i>				(\$162,745)

Attached to this memo is further detail about both the revenue and expenses through June.

Revenue

- ✚ Tuition revenue came in 38.2% or \$522.9K over budget. This was the result of more students attending CHS and CMS than anticipated.
- ✚ Interest receivable came in well above budget due to a change in banking practices and an increased interest rate environment.
- ✚ This is the first year of moving from a reimbursement based SPED funding model to a census-based model (Act 173). This revenue source came in 8.02% or \$356.2K over budget.
- ✚ This is also the first year that the district formally budgeted for Extraordinary Reimbursement as this revenue stream has grown significantly over the past few years and as it will remain despite the transition to Act 173. This area came in slightly under budget but only due to the timing of the AOE's final payment (deferred to next year's revenue).

Amy Minor
Superintendent
of Schools

George Trieb
Business & Operations
Manager

Carrie Lutz
Director of Student
Support Services

Gwendolyn Carmolli
Director of Curriculum
& Instruction

Expenditures

- ✚ Collectively, all the compensation categories ran over budget by \$541.4K due primarily to new contractual terms negotiated during the year.
- ✚ Healthcare/HRA (5211/5219) ran slightly under budget creating a surplus in these two areas.
- ✚ Cash in lieu (5295) went over budget by \$108K due to the change in the statewide healthcare eligibility, which increased the eligible buyout for those not taking insurance through the district.
- ✚ Professional education services (5321) ran over budget by \$393.6K or 58.7% due to unanticipated SPED student need.
- ✚ Other technical services (5352), an unbudgeted line item, had expenditures totaling \$129.8K resulting from consultation and design work done by Black River Design related to the CAP renovation, CHS bathrooms renovation and other potential renovation projects.
- ✚ Construction services (5451) was an unbudgeted line item that ended with total expenses of \$195.5K due to expenses related to the installation of boilers at CMS, the purchase of unit ventilators for PPS and the installation of a sound system in the CHS gym.
- ✚ Supplies – Tech Software (5652) is also significantly over budget, and this is due to multiple factors such as more software in classrooms (Dreambox), greater cost to host student software (Powerschool) and additional expenses for IT infrastructure (Firewall Replacement).
- ✚ Furniture and fixtures (5733) ran significantly over budget due to the installation of bleachers at CMS and the purchase of cafeteria tables at CHS and MBS.

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

Transaction Type	Date	Amount
Board Orders	4/4/23	\$983,684
Payroll Warrant	4/14/23	\$1,208,225
Board Orders	4/19/23	\$1,432,744
Payroll Warrant	4/28/23	\$1,205,448
Total Expenditures		\$4,830,101

Transaction Type	Date	Amount
Board Orders	5/3/23	\$634,255
Payroll Warrant	5/12/23	\$1,067,497
Board Orders	5/17/23	\$999,001
Payroll Warrant	5/19/23	\$148,937
Payroll Warrant	5/26/23	\$1,213,406
Board Orders	5/31/23	\$235,511
Total Expenditures		\$4,298,607

Transaction Type	Date	Amount
Payroll Warrant	6/2/23	\$197,638
Payroll Warrant	6/9/23	\$1,196,207
Board Orders	6/14/23	\$1,207,584
Payroll Warrant	6/21/23	\$3,459,133
Payroll Warrant	6/23/23	\$556,310
Board Orders	6/28/23	1,329,048
Total Expenditures		\$7,945,920

Colchester School District
Year-End Revenue Report (By Account)

As of June 30, 2023

Description	FY2023 Budget	FY2023 Actual	Percent	Variance
LOCAL				
Fund Balance	\$1,600,000	\$1,600,000	100.00%	\$0
Tuition	\$1,368,750	\$1,891,664	138.20%	\$522,914
Interest Earnings	\$15,000	\$166,375	1109.17%	\$151,375
Facility Rentals	\$25,000	\$21,048	84.19%	(\$3,952)
Impact Fees	\$150,000	\$90,000	60.00%	(\$60,000)
Miscellaneous	\$25,000	\$104,275	417.10%	\$79,275
Act 176 Funds - High School Completion	\$0	\$28,697	N/A	\$28,697
TOTAL LOCAL	\$3,183,750	\$3,902,059	122.56%	\$718,309
STATE				
General State Aid	\$37,637,147	\$37,637,147	100.00%	\$0
Transportation Aid	\$480,000	\$530,702	110.56%	\$50,702
Voc. Ed. Transportation Reimb.	\$33,000	\$46,422	140.67%	\$13,422
Driver Education Reimbursement	\$15,000	\$19,393	129.29%	\$4,393
TOTAL STATE NON SPECIAL EDUCATION	\$38,165,147	\$38,233,664	100.18%	\$68,517
SPECIAL EDUCATION				
Census Block Grant	\$4,440,643	\$4,796,864	108.02%	\$356,221
Extraordinary Reimbursement	\$425,000	\$387,847	91.26%	(\$37,153)
EEE Program	\$220,369	\$220,369	100.00%	\$0
TOTAL SPECIAL EDUCATION	\$5,086,012	\$5,405,080	106.27%	\$319,068
FEDERAL				
SpEd/Title IVB IDEA	\$860,000	\$887,699	103.22%	\$27,699
SpEd/EEE IDEA Pre-School	\$9,300	\$6,000	64.52%	(\$3,300)
TOTAL FEDERAL	\$869,300	\$893,699	102.81%	\$24,399
TOTAL REVENUE	\$47,304,209	\$48,434,502	102.39%	\$1,130,293

COLCHESTER SCHOOL DISTRICT

Year-End Expenditure Report (By Account)

As of June 30, 2023

ACCOUNT #	ACCOUNT TITLE	FY'23 BUDGET	FY'23 ACTUAL	% OF BUDGET UTILIZED	VARIANCE
5111	TEACHERS	\$17,222,687	\$17,449,645	101.3%	(\$226,958)
5121	PARAEDUCATOR	\$3,196,919	\$3,218,489	100.7%	(\$21,570)
5131	SUBSTITUTES	\$435,000	\$469,703	108.0%	(\$34,703)
5141	ADMINISTRATION	\$2,042,299	\$1,982,950	97.1%	\$59,349
5151	MID-MANAGEMENT/SUPERVISOR	\$495,177	\$461,358	93.2%	\$33,819
5161	SUPPORT STAFF - CLERICAL	\$1,059,951	\$1,084,925	102.4%	(\$24,974)
5171	TECH & PROF STAFF	\$904,635	\$926,809	102.5%	(\$22,174)
5172	TCH & PRF STF-OT/PT/BS/CC	\$493,276	\$576,938	117.0%	(\$83,662)
5181	NON-CLERICAL GENERALISTS	\$898,332	\$931,431	103.7%	(\$33,099)
5191	STIPENDS- BOARD ED	\$8,500	\$8,500	100.0%	\$0
5192	STIPENDS- OTHER	\$598,573	\$785,974	131.3%	(\$187,401)
5211	HEALTH INSURANCE	\$4,236,978	\$4,069,061	96.0%	\$167,917
5212	HEALTH CARE CONTRIBUTION	\$7,000	\$15,508	221.5%	(\$8,508)
5218	HAS	\$20,000	\$41,600	208.0%	(\$21,600)
5219	HRA	\$843,536	\$685,302	81.2%	\$158,234
5220	FICA	\$2,051,468	\$2,077,819	101.3%	(\$26,351)
5232	VSTRS- OPEB	\$83,292	\$113,500	136.3%	(\$30,208)
5233	VSTRS- PENSION PAYMENTS	\$27,932	\$28,585	102.3%	(\$653)
5234	VMERS	\$334,841	\$400,447	119.6%	(\$65,606)
5251	TUITION REIMB- TEACHER	\$175,000	\$137,456	78.5%	\$37,544
5252	TUITION REIMB- SPT STF	\$37,000	\$17,383	47.0%	\$19,617
5253	TUITION REIMBURSEMENT - ADMIN	\$18,000	\$2,071	11.5%	\$15,929
5261	UNEMPLOYMENT COMPENSATION	\$40,000	\$2,700	6.8%	\$37,300
5271	WORKERS COMPENSATION	\$246,036	\$230,672	93.8%	\$15,364
5281	DENTAL	\$290,901	\$277,895	95.5%	\$13,006
5292	LIFE	\$37,411	\$32,241	86.2%	\$5,170
5294	LTD	\$76,025	\$71,028	93.4%	\$4,997
5295	CASH IN LIEU	\$317,000	\$425,124	134.1%	(\$108,124)
5321	PROFESSIONAL EDU SERVICES	\$671,044	\$1,064,665	158.7%	(\$393,621)
5331	EMP TRAINING/DEVELOP	\$20,000	\$40,994	205.0%	(\$20,994)
5341	OTHER PROFESSNL SERVICES	\$682,588	\$519,922	76.2%	\$162,666
5342	AUDITING SERVICES	\$29,000	\$45,870	158.2%	(\$16,870)
5352	OTH TECHNICAL SERVICES	\$0	\$129,811	N/A	(\$129,811)
5411	UTILITY SERVICES	\$71,750	\$91,468	127.5%	(\$19,718)
5425	TRASH & RECYCLING	\$52,403	\$63,627	121.4%	(\$11,224)
5431	NONTECHNLGY REPAIR/MAINT	\$913,349	\$1,059,095	116.0%	(\$145,746)
5432	TECHNOLOGY REPAIR/MAINT	\$0	\$17,826	N/A	(\$17,826)
5441	RENTALS-LAND/BUILDINGS	\$115,000	\$118,036	102.6%	(\$3,036)
5442	RENTALS-EQUIPMNT/VEHICLES	\$85,000	\$113,275	133.3%	(\$28,275)
5451	CONSTRUCTION SERVICES	\$0	\$195,478	N/A	(\$195,478)
5490	OTHER PURCH PROPERTY SERV	\$35,000	\$48,743	139.3%	(\$13,743)
5513	STUDENT TRAN CONTRACT	\$1,644,347	\$1,422,139	86.5%	\$222,208
5519	STUDENT TRAN OTHER EXTRA	\$458,728	\$528,746	115.3%	(\$70,018)
5521	INSURANCE (NOT EMP BEN)	\$56,000	\$58,435	104.3%	(\$2,435)
5522	INSURANCE- LIABILITY	\$81,000	\$100,002	123.5%	(\$19,002)
5531	COMMUNICATIONS	\$60,000	\$33,239	55.4%	\$26,761
5533	POSTAGE	\$31,861	\$18,766	58.9%	\$13,095
5534	TELEPHONE AND VOICE	\$27,500	\$26,841	97.6%	\$659
5541	ADVERTISING	\$12,500	\$22,921	183.4%	(\$10,421)
5551	PRINTING AND BINDING	\$14,000	\$4,830	34.5%	\$9,170
5561	TUITN TO PUB VT LEAS	\$60,000	\$17,378	29.0%	\$42,622
5562	TUITN TO PRIV VT LEAS	\$2,238,239	\$2,134,249	95.4%	\$103,990

COLCHESTER SCHOOL DISTRICT

Year-End Expenditure Report (By Account)

As of June 30, 2023

ACCOUNT #	ACCOUNT TITLE	FY'23 BUDGET	FY'23 ACTUAL	% OF BUDGET UTILIZED	VARIANCE
5566	TUITN TO VC-ON BEHALF	\$436,394	\$444,826	101.9%	(\$8,432)
5567	TUITN TO VC	\$366,394	\$398,333	108.7%	(\$31,939)
5581	TRAVEL	\$42,237	\$36,206	85.7%	\$6,031
5611	GENERAL SUPPLIES	\$827,826	\$987,511	119.3%	(\$159,685)
5621	NATURAL GAS	\$187,200	\$164,720	88.0%	\$22,480
5622	ELECTRICITY	\$448,694	\$421,702	94.0%	\$26,992
5626	GASOLINE	\$20,000	\$26,323	131.6%	(\$6,323)
5641	BOOKS AND PERIODICALS	\$106,186	\$75,014	70.6%	\$31,172
5651	SUPPLIES - TECH RELATED	\$15,375	\$12,648	82.3%	\$2,727
5652	SUPPLIES - TECH SOFTWARE	\$169,489	\$288,731	170.4%	(\$119,242)
5731	MACHINERY	\$15,000	\$50,211	334.7%	(\$35,211)
5732	VEHICLES	\$40,000	\$37,848	94.6%	\$2,152
5733	FURNITURE AND FIXTURES	\$90,000	\$241,547	268.4%	(\$151,547)
5734	TECH-RELATED HARDWARE	\$411,146	\$360,376	87.7%	\$50,770
5811	DUES AND FEES - STAFF	\$56,462	\$57,862	102.5%	(\$1,400)
5831	REDEMPTION OF PRINCIPAL	\$294,118	\$294,118	100.0%	\$0
5832	INTEREST ON LT DEBT	\$200,000	\$138,877	69.4%	\$61,123
5899	MISC EXPENDITURES - OTHER	\$17,110	\$19,168	112.0%	(\$2,058)
	TOTALS	\$47,304,209	\$48,597,247	102.7%	(\$1,293,038)

COLCHESTER SCHOOL DISTRICT

POLICY: FUNDRAISING

DATE ADOPTED: DRAFT

PURPOSE:

It is the intention of the Colchester School District (CSD) to fund its educational programs through the General Fund Budget approved by the voters whenever possible and practical. Fundraising in schools is not the primary purpose of the School District and cannot interfere with the educational programs or have a negative impact on instructional time. Fundraising shall occur only when it supports district goals. The School Board recognizes the need to prevent exploitation of students, families and the community. The purpose of this policy is to regulate fundraising to prevent the exhaustion of the resources and good will of the community.

DEFINITIONS

Major Fundraiser: A major fundraising activity is one that involves or may involve the entire Colchester community. (Example: Crowdfunding)

Minor Fundraiser: A minor fundraising activity is one that involves only the students from a school program, classroom, team or other subset of the school building or School District. The activity does not involve the entire Colchester community. (Example: Selling a product like gold cards or poinsettias, or trading a service like raking leaves.)

GUIDELINES

1. No fundraising activity can begin (advertising and gathering of funds) until the fundraiser is approved by an administrator. The Superintendent of Schools is the approving authority for all major fundraising activities. Building Principals retain this authority for minor fundraising activities within their school building.
2. No fundraising activities or purchases shall cause an increase in the School District's liability either financially or otherwise.
3. No staff member or student shall be coerced or forced to participate in fundraising activities.
4. Any activity, which is partially funded by the School District, must be completely controlled by the School District.
5. The School Board cannot supervise or control the fundraising activities of any outside organizations. However, the district will only receive funds and/or goods

Last Reviewed: October 17, 2001

Date Warned:

First Reading:

Second Reading:

to support school-sponsored activities and programs from organizations that comply this policy and accompanying procedures.

6. All fundraising revenue and expenditures for a school based activity must be through a district student activity account and shall follow the policy and procedures of the Student Activity Account Policy E4 and the Donations Policy E10.
7. The Superintendent shall develop procedural regulations to implement the intent of this policy. The procedures shall be reviewed annually and training will be provided to individuals who engage in fundraising activities.

COLCHESTER SCHOOL DISTRICT

POLICY: SCHOOL CRISIS PREVENTION AND RESPONSE

DATE ADOPTED: DRAFT

PURPOSE

Student, staff, and visitor safety is a primary consideration in the Colchester School District. Therefore, emergency plans and procedures are needed for all situations which might endanger the lives of students, staff, and visitors. The frequency with which life threatening incidents are occurring across the country and in our own state prompts all of us to take these incidents seriously. Such emergency situations include but are not limited to: criminal acts, disease epidemic, hazardous materials spills, fires, gas leaks, structural damages, weather related emergencies, flooding, natural disasters, physical injury or death, the presence of intruders on school premises, and power outages.

Colchester School District will develop and annually review individual school emergency plans focused on maximizing student, staff and visitor safety while minimizing instructional disruptions.

I. RESPONSIBILITIES

A. Administrative Responsibilities

In order to maintain a safe, orderly, civil, and positive learning environment, and to prevent and respond to unexpected crises quickly and appropriately the district will have a school crisis prevention and response plan.

Individual school emergency plans will be based on the Vermont School Crisis Planning Guide.

The superintendent, or their designee, is directed to create a school crisis prevention and response plan, and a set of administrative procedures that identify how students and staff should respond to emergency situations and the role that local emergency service providers will play in crisis preparedness and crisis management. This will include appropriate and effective training; establishment of crisis response teams, both within each building and throughout the district; consultation and cooperation with community agencies, such as police, fire, emergency medical, youth and health authorities; and publication of emergency procedures for such situations as can be imagined.

Generally, the principal, or their designee, will organize and oversee the planning and operation of the crisis response team and will serve as the incident response team leader, according to the crisis response procedures. The plan will be reviewed annually and routinely practiced during regular drills.

Last Adopted: October 3, 2017
 Date Warned: August 11, 2023
 First Reading: August 15, 2023
 Second Reading: September 5, 2023

Following a major incident, the crisis response team shall debrief and review the effectiveness of the crisis response and present a report and any recommendations for the future to the superintendent.

B. Staff Responsibilities

The staff shall follow all guidelines outlined in the crisis response procedures and staff handbook when practicing routine drills and when responding to actual emergency situations.

C. Student Responsibilities

Students shall follow all guidelines outlined in the crisis response procedures and the student handbook when practicing routine drills and when responding to actual emergency situations.

Students suspected of involvement in causing school crises will be held accountable and shall be dealt with in accordance with the school's discipline policy and state/federal law. An incident may also be referred to law enforcement for possible criminal charges or for the school to pursue civil litigation.

Any lost learning time resulting from response to a school crisis or emergency shall be made up.

COLCHESTER SCHOOL DISTRICT**POLICY: SCHOOL SEARCH AND SEIZURE****DATE ADOPTED: DRAFT****POLICY STATEMENT**

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, their personal effects, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search.

IMPLEMENTATION

1. **Personal Searches:** A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a situation regarding student safety or health requires a more comprehensive search of a student's person, it may be conducted by emergency services such as Colchester Police or Colchester Rescue. Prior approval from the principal or assistant principal is required unless the health or safety of students will be endangered by any delay.

2. **Locker Searches:** Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.
3. **Automobile Searches:** Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.
4. **Seizure of Illegal Materials:** If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Last Reviewed: July 17, 2018
Date Warned: August 11, 2023
First Reading: August 15, 2023
Second Reading: September 5, 2023

COLCHESTER SCHOOL DISTRICT

POLICY: STUDENT ATTENDANCE

DATE ADOPTED: DRAFT

PURPOSE

The Colchester School District believes that regular attendance is critical to the academic, social and emotional growth of all children. Regular attendance is essential if a student is to receive maximum benefit from instructional programs and to assure the development of responsible and effective work and study habits.

It is the policy of the Colchester School District to set high expectations for consistent student school attendance in accordance with Vermont law to facilitate and enhance student learning. Students who are (1) children between the ages of 6 and 16 years who are residents of the district; (2) non-resident pupils who enroll in district schools; and (3) children over the age of 16 who are enrolled in a district school, are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law.

DEFINITIONS

For this policy, “truant” shall mean:

1. A student between the ages of 6 and 16 years who is not excused from school attendance and fails to enter school at the beginning of the academic year or being enrolled, fails to attend school.
- or,
2. A student who is at least 16 years of age, is enrolled in public school, fails to attend and is not excused from school attendance.

A student may be excused from compulsory attendance if:

1. The student is mentally or physically unable to attend.
2. The student has completed the tenth grade and is not enrolled in public school.
3. The student is excused by the superintendent or most of the school board.
- or,
4. The student is enrolled in and attending a postsecondary school which is approved or accredited in Vermont or another state.

IMPLEMENTATION

1. The principal or designee is responsible for maintaining accurate and up-to-date records of student attendance. The principal and families will work together for assuring that the school has the appropriate family information that allows the school to contact the parent(s)/guardian(s) of all students whenever necessary.

Last Reviewed:	November 19, 2013
Date Warned:	August 11, 2023
First Reading:	August 15, 2023
Second Reading:	September 5, 2023

2. The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy. The procedures will address the following issues:
 - written excuses,
 - tardiness,
 - notification of parent(s)/guardian(s),
 - signing out of school,
 - chronic absenteeism,
 - homebound and hospitalized students,
 - early dismissals,
 - homework assignments and
 - making up work.

The procedures may address other issues as well, including educational neglect.

*Legal Reference(s): 16 V.S.A. § 1121 et seq. (Attendance by Children of School Age Required)
16 V.S.A. § 1122 (Students over 16)
16 V.S.A. § 1125 (Truant Officers)
16 V.S.A. § 1126 (Failure to Attend; Notice)*

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

COLCHESTER SCHOOL DISTRICT

Student Attendance Procedures

The Colchester School District believes that regular attendance is critical to the academic, social and emotional growth of all children. Regular attendance is essential if a student is to receive maximum benefit from instructional programs and to assure the development of responsible and effective work and study habits.

Vermont law requires regular school attendance by students. Parents and guardians of students enrolled in school (regardless of their age) are required by law to ensure their children's attendance at school. If a student will not be in attendance, the family is asked to call the school or fill out the online absence form before the start of the school day and state the reason for the planned absence.

Each school will have a designated team that tracks attendance, interventions, chronic absenteeism and truancy on a regular basis. This team will communicate and collaborate with families to provide support to increase student and family engagement to prevent truancy. Each school shall support families when absenteeism becomes chronic. Schools can also provide support for families prior to the absences becoming excessive.

NOTIFICATION

Daily Notification:

Families are asked to notify the school in advance when a student is going to be absent. When notification isn't provided, these procedures are followed:

- In kindergarten through grade 2, the family will be called to verify the absence.
- In grades 3 through 8, notification will go out through email, text and voicemail, typically by 9:15 AM.
- In grades 9 through 12, when a student is absent from one or more class mods, the automated system will inform families at the end of the day, typically by 3:00 PM.

If a reason for the absence is not provided, the student will be marked as absent.

Regular Monthly Notification:

Beginning in October of each school year, families will be notified of their child's attendance record (including absences and tardies) on the first Monday of each month with an email. If there is a discrepancy, they are encouraged to contact the school's main office to resolve the issue.

Report Card Notification:

For students in kindergarten through grade 8, their official attendance record is included on their report card.

Truancy Notification:

Truancy letters will be sent when the student has 11 and 16 unexcused absences in kindergarten through grade 8. For grades 9 through 12, where attendance is taken by class mod, please refer to the Colchester High School Student Handbook.

ARRIVING LATE/LEAVING EARLY

Missing school for any amount of time can have a negative impact on a student's academic performance. Families are asked to minimize instances of students arriving at school late and/or leaving school early. Knowing there are legitimate, unavoidable reasons (e.g. medical appointments) for a student to be late or leave early, families are asked to follow the following procedures:

- When arriving late, report to the main office or attendance office so there is an accurate attendance record.
- When leaving early, send in written documentation beforehand. At the time of dismissal, check in with the main office and wait for the student to be called to the designated waiting area.

No student may leave school grounds during the school day, unless they are picked up by an authorized adult, without the approval of the administration.

EXTENDED LEAVES AND MAKING UP WORK

From time to time, students take extended leaves from school. Pending administrative approval, leaves of this nature are considered excused. Here is the process to request each type of leave:

- **Activity Participation** – If a student is enrolled in an educational setting outside of the district for a regular, on-going program (e.g. every Tuesday) or participates in an activity not run by the school that occurs during the school day, the family must request approval from the superintendent or their designee. This includes, but is not limited to programs such as Crow's Path, Olympic training/competition, National Spelling Bee, etc.
- **Family Vacation** – If a student will be absent from school for 1-5 days, no written notification is required. If a student will be absent 6-10 consecutive days due to a vacation, the family should inform the principal in writing of the dates the student won't be in attendance. If the vacation is longer than 10 consecutive days, the family must receive approval from the superintendent.
- **Medical Leave** – If a student needs to be absent from school due to a medical procedure, recovery from a procedure or extended illness, the family must provide the school's nurse with documentation from the student's doctor.

If a student takes an extended leave for any reason other than being homebound or hospitalized for a medical disability or pregnancy (see Homebound and Hospitalized Students section), families are encouraged to contact the school for assignments and books. Keep in mind that while teachers have a general course of study, it is not possible to anticipate the specifics of what will be covered and the student may be required to make up work when they return from the absence.

HOMEBOUND AND HOSPITALIZED STUDENTS

According to state regulations, students are eligible to receive instruction at home or in a hospital whenever they are unable to attend school for 10 or more consecutive days because of a medical disability or pregnancy. Families should reach out to their child's school when this is needed. The school will work with the Director of Student Support Services to develop a plan that meets the needs of the student and their ability to engage in learning.

CHRONIC ABSENTEEISM

A student is considered chronically absent when they are absent 10% or more school days during the school year for any reason, excused or unexcused. For example, in a 60 day trimester, a student is considered chronically absent after 6 absences. Research shows a student is at academic risk when absenteeism reaches this level. Chronic absenteeism is also a leading indicator and cause of educational inequality. When chronic absenteeism occurs, especially in large numbers, it is a sign of challenges both outside and inside school.

Two to four missed days of school in the first month of school can be a predictor of chronic absence throughout the year. Our focus is to look at each student and whether their absences have an impact on the academic performance and/or social emotional well-being.

SCHOOL ENGAGEMENT CLINICIAN

The School Engagement Clinician (SEC) promotes student/family engagement for students experiencing chronic absenteeism and/or truancy by connecting with families and offering proactive, intensive support based on need. Families who need support with school attendance should contact their student's school. The SEC will work to strengthen strategies that encourage family involvement in school. The SEC will assist in developing and evaluating the effectiveness of systems to enhance communication and relationships between families, school personnel and community resources.

The SEC will review monthly attendance (at minimum) on referred students and target barriers for school attendance. They will attend a weekly meeting at each school where attendance and students of concern are reviewed. The school and SEC will determine which committee/team is appropriate. The SEC will consult on students and discuss if referral is appropriate. Once a month, the SEC and school based team will review educational impact on identified students and determine if further support is needed.

The SEC will be available for rapid response in the morning hours to problem solve with families by offering strategies and act as the home to school liaison in the moment.

The SEC will collaborate regularly with referring schools to assess the family need and connect families with community agencies and support. They will aim to reconnect students and family with school support and when appropriate, will fade to monitoring attendance only.

Click [here](#) to view the School Engagement Clinician Referral Form.

TRUANCY

See Colchester School District Policy F 30: Student Attendance for the definition of "truant." When a student is absent, without a valid cause, the following process will be followed:

1. A letter will be sent to the family when a student has 11 unexcused absences.
2. A letter will be sent to the family when a student has 16 unexcused absences. Also, a meeting will be held with school personnel, Truancy Officer, School Engagement Clinician and the family at the Colchester Police Department when a student has 16 unexcused absences.
3. If a student is absent, without a valid cause, more than 20 days during the school year **and** the supportive interventions have not been successful in improving attendance, one or both of the following steps will be taken depending on what the team decides is the best course of action:

- Make a report to Vermont Department of Children and Families (802-649-5285).
- Have the Truancy Officer file Truancy petition with the state's attorney.

COLCHESTER SCHOOL DISTRICT
Student Attendance Procedures
Appendix A: Attendance Codes

EXCUSED ABSENCES

The following absences are considered excused and are *not* used in determining truancy:

Name	Power School Code	Definition
Activity Participation	ACT	Student is participating in an approved activity not run by the school.*
Death in Family	DIF	Student is absent due to a death in the family.
Family Vacation	FV	Student is absent due to a vacation with their family.*
Ill by Doctor	ILD	Student is absent for a medical reason, including surgery, recovery, extended illness, etc., supported by a doctor's note, and is <i>not</i> attending school in an alternate setting.*
Ill by Family	ILF	Student is absent for an illness or medical procedure that lasts a day or two and the school is notified by their family.**
Ill by Nurse	ILN	School nurse sends the student home, instructs the family to keep the student home for a period of time and/or has been in communication with the family and believes the reason and length of absence is necessary and reasonable.
In School Suspension	ISS	Student is suspended but remains in school.
Out of School Suspension	OSS	Student is suspended from school.
Religious Holiday	REL	Student is absent to observe a religious holiday.
Temporary Emergency Placement	TEP	Student is placed temporarily in a program or facility (not at home or in the hospital) and is intending on returning to the school when able (e.g. Brattleboro Retreat, Jarrett House, etc.).

*See "Extended Leave and Making Up Work" section for additional information.

**The school may request a doctor's note or nurse health check to verify illness(es) if a pattern develops. If a doctor's note isn't provided or a health check performed, the school reserves the right to code the absence as unexcused.

UNEXCUSED ABSENCE

The following absence is considered unexcused and *is* used in determining truancy:

Name	Power School Code	Definition
Absent	A	Student is absent for an unknown, unexcused or unverified reason.

OTHER ATTENDANCE-RELATED SITUATIONS

The following attendance-related codes are used and *may* be used in determining truancy:

Name	Power School Code	Definition
Early Dismissal AM	EDA	Student leaves school early and prior to the half-day point (or if a student misses less than 20 minutes of the mod at Colchester High School).
Early Dismissal PM	EDP	Student leaves school early and after the half-day point
Late Arrival AM	LAA	Student arrives later than 30 minutes at the elementary level/20 minutes at the secondary level and before the half-day point.
Late Arrival PM	LAP	Student arrives after the half-day point.
Tardy	TDY	Student arrives to school late, but less than 30 minutes at the elementary level/20 minutes at the secondary level.

The following attendance situations are considered excused, used exclusively at Colchester High School and are *not* used in determining truancy:

Name	Power School Code	Definition
With Administration	ADM	Student is with an administrator.
Early Dismissal Mod	EDM	Student missed more than 20 minutes of the whole mod.
Planning Room	PR	Student is referred by a teacher or self-referred to the planning room.
School Counseling	SC	Student is with the school counseling staff.
Senior Privilege	SP	Senior student is exempt from school attendance.
Waiver	WAI	Assigned by school counseling or administration.

COLCHESTER SCHOOL DISTRICT

Student Attendance Procedures

Appendix B: Chronic Absenteeism Tiered Interventions and Tracking Form

TIERED AND SUPPORTIVE INTERVENTIONS TO ADDRESS CHRONIC ABSENTEEISM

Each school shall support families when absenteeism becomes chronic. Schools can also provide support for families prior to the absences becoming excessive. For example, support can be set up for students who enroll and have a history of excessive absences at their prior school or if a sudden change negatively affects a student's ability to attend school regularly.

Tier 1/Universal Interventions:

- Maintain personalized and positive communication with the family when student is absent.
- Meet with the student.
- Meet with the family to:
 - Raise awareness, build a relationship and review impact of absenteeism, tardiness, etc.
 - Relay clear, concise and consistent communication about schedules and expectations.
 - Review routines, rituals and celebrations related to attendance reviewed.
 - Acknowledge recognition of good/improved attendance.
 - Ensure the impact of attendance on the whole child is widely understood.
- Create an incentive-based plan.
- Involve the School Counselor.
- Have the Nurse do a health check.
- Request medical documentation. Any prior “Ill by Family” absences that are included in the medical documentation should be changed to “Ill by Doctor” in *Power School*.
- Make a connection to a caring adult in the school.
- Schedule a consultation with the School Engagement Clinician.

Tier 2/Targeted Interventions:

- Continue more frequent, personalized, positive communication to families when student is absent.
- Assign a point person to do a regular check-in with the student.
- Meet with the family to identify and address community and school barriers and possible ways to mitigate them.
- Create a more intensive incentive-based plan (e.g. Check-in, Check-out (CICO) with a cheerleader/mentor).
- Involve the Social Worker.
- Make a referral to School Engagement Clinician.
- Conduct a home visit by School-Engagement Clinician (CPD only if there is an accompanying safety concern).
- Request medical documentation.
- Schedule a health team meeting to discuss the possible development of a Health Plan.
- Create a Student Success Plan.
- Add attendance strategies to an existing plan (e.g. IEP, §504, EST plan, etc.)
 - Explore remediation options during and/or in addition to the regular school day
 - Small intervention group
- Have student attend Summer School (if available).

Tier 3/Intensive Interventions:

- Hold an inter-agency meeting:
 - Act 264
 - Care Team
 - Kid Safe Chittenden County Child Protection Team
- Potential loss of credit (Colchester High School only).
- Meet with Truancy Officer, School Engagement Clinician, school personnel and family at the Colchester Police Department.
- Develop an alternative/flexible pathway.

If the tiered interventions do not result in improved attendance *and* the student reaches 21 or more unexcused absences in a school year, the procedures outlined in the Truancy section will be followed.

Demographics	Student	Grade	School Year
	Teacher	School	
	Parent/Guardian Contact	Parent/Guardian Phone Number	

Tier 1/Universal Interventions	Date:	Excused Absences:	Unexcused Absences:	Tardies:
	<input type="checkbox"/> Communication with family		Date:	NOTES
	<input type="checkbox"/> Met with the student		Date:	
	<input type="checkbox"/> Met with the family		Date:	
	<input type="checkbox"/> Created an incentive-based plan		Date:	
	<input type="checkbox"/> Involved the School Counselor		Date:	
	<input type="checkbox"/> Nurse performed a health check		Date:	
	<input type="checkbox"/> Requested medical documentation		Date:	
	<input type="checkbox"/> Made a connection with a caring adult		Adult:	
	<input type="checkbox"/> School Engagement Clinician consultation		Date:	
	<input type="checkbox"/> Other:			
	<input type="checkbox"/> Other:			

Tier 2/Targeted Interventions	Date:	Excused Absences:	Unexcused Absences:	Tardies:
	<input type="checkbox"/> Communication with family		Date:	NOTES
	<input type="checkbox"/>		Date:	
	<input type="checkbox"/>		Date:	
	<input type="checkbox"/>		Date:	
	<input type="checkbox"/> Regular check-in with the student		Adult:	
	<input type="checkbox"/> Met with the family		Date:	
	<input type="checkbox"/> Created a more intensive incentive-based plan		Date:	
	<input type="checkbox"/> Involved the Social Worker		Date:	
	<input type="checkbox"/> Referred to School Engagement Clinician		Date:	
	<input type="checkbox"/> Home visit by School Engagement Clinician		Date:	
	<input type="checkbox"/> Nurse performed a health check		Date:	
	<input type="checkbox"/> Requested medical documentation		Date:	
	<input type="checkbox"/> Health Team meeting held		Date:	
	<input type="checkbox"/> Developed a Health Plan		Date:	
	<input type="checkbox"/> Created a Student Success Plan		Date:	
	<input type="checkbox"/> Added attendance Strategies to existing plan		Plan:	
	<input type="checkbox"/> Recommended Summer School			
<input type="checkbox"/> Other:				
<input type="checkbox"/> Other:				

Tier 3/Intensive Interventions	Date:	Excused Absences:	Unexcused Absences:	Tardies:
	<input type="checkbox"/> Inter-Agency meeting: <ul style="list-style-type: none"> o Act 264 o Care Team o Kid Safe Chittenden County Child Protection Team o Other: _____ 	Date:		
		In Attendance:		
	<input type="checkbox"/> Loss of credit <ul style="list-style-type: none"> o Course: _____ o Course: _____ o Course: _____ o Course: _____ o Course: _____ o Course: _____ 			
<input type="checkbox"/> Met with Truancy Officer Meeting notes:	Date:			
	In attendance:			
<input type="checkbox"/> Developed an alternative/flexible pathway Brief description:	Date:			

Truancy	Date:	Excused Absences:	Unexcused Absences:	Tardies:
	<input type="checkbox"/> 11-day letter sent	Date:		
	<input type="checkbox"/> 16-day letter sent 16-day meeting with: <ul style="list-style-type: none"> o Truancy Officer: _____ o School Engagement Clinician: _____ o Family Member(s): _____ o School Personnel: _____ o Other: _____ o Other: _____ 	Date:		
		Date:		
NOTES				
<input type="checkbox"/> Report to Vermont Department of Children and Families	Date:			
	Intake #:			
<input type="checkbox"/> Truancy petition filed with the state's attorney, including: <ul style="list-style-type: none"> o Contact information o School student attends o Attendance report, including prior years, if relevant o Explanation of what, specifically, needs to be addressed o Interventions that have been tried o The specific action the school thinks the Court can take that the school is unable to take o Previous filing(s), if applicable o Vermont Department of Children and Families intake number, if applicable 	Date:			
	NOTES			

CONSENT AGENDA

Board Meeting Date: September 5, 2023

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Guinevere	Fredriksen	New Hire	Long-Term Sub - Science (8/25 - TBD)	1.0	CHS	Request to Hire	Conor O'Loughlin	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	Brittany	Cresta	Transfer	Behavior Interventionist	35.0	PPS	Notice of Transfer (was para at PPS)	Kendra Simpson	Yes	Yes
Support Staff	Doncarlos	Davis	New Hire	Food Service Worker	27.5	CMS	Notice of Hire	Open	Yes	Yes
Support Staff	Aubrie	Stenta	New Hire	Guidance Registrar	40.0	CMS	Notice of Hire	Claire Ross	Yes	Yes
Support Staff	Susan	Amestoy	New Hire	Virtual Tutor	10.0	CMS	Notice of Hire	New Position	Yes	Yes
Support Staff	Courtney	Thibault	Resignation	Behavior Interventionist	35.0	MBS	Notice of Resignation			

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting
Colchester High School Cafeteria

Tuesday, August 15, 2023
7:00 p.m.

MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, August 15, 2023, in the Colchester High School Cafeteria. Board members in attendance were Board Chair Lindsey Cox, Nic Longo, Ben Yousey-Hindes, Laurie Kigonya and Felix Anderson. District administrators and employees in attendance included Superintendent Amy Minor, Business and Operations Manager George Trieb, Director of Student Support Services Carrie Lutz, Director of Curriculum Gwendolyn Carmolli, UMS Principal Chris Antonicci, and Student Engagement Clinician Chelsea Lareau. There were no audience members.

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. Presentation of CSD Policy Adoption & Review Cycle Information

Superintendent Amy Minor provided an overview of the school board's responsibility as it pertains to policy governance. The review cycle intends to ensure each policy comes before the board for review approximately once every five years. During the review process, the board considers model policies from the Vermont School Board Association (VSBA), regional and state benchmark policies, the equity policy audit analysis, and input from applicable review teams.

IV. First Readings of Attendance: F30 and Truancy: F30b Policies Action

Principal Chris Antonicci led a committee to review the attendance and truancy policies and procedures currently in place for the district. The committee recommended combining the two policies into one overarching policy with an accompanying set of detailed procedures. Director Longo appreciated the language in the draft version that set a high expectation for school attendance but asked to add back in some sections from the current policy that also speak to the importance of school. Director Yousey-Hindes requested the procedures contain a preamble to explain terms, goals, and the timeline that are outlined in the policy document. The board also discussed and suggested some nuanced changes to the wording. Board Chair Cox emphasized the importance of providing clear communication to the CSD community to encourage families and students to review the updated policy once it has final approval.

Director Anderson moved to approve the first readings of the Student Attendance and Tardiness Policy: F30 and the Truancy Policy: F30b. The motion passed unanimously.

V. First Reading of Tobacco Prohibition Policy: F3 **Action**

This policy was last reviewed in 2017 and is still relevant as written. The proposed draft version adds additional modes of transportation and qualifying activities where tobacco is prohibited. Director Yousey-Hines asked the administration to review the statute to determine how nicotine suppressants fit into the policy. Director Longo initiated a discussion about the possibility of combining this policy with F9: Alcohol, Tobacco and Other Drug Abuse Policy. Board Chair Cox appreciated that this policy explicitly states that it applies to everyone (students, employees, and visitors) at all times. The board further discussed the term “prohibition” and if it should be more broadly used in policies regarding drugs and alcohol as well.

Director Yousey-Hindes moved to approve the first reading of the Tobacco Prohibition Policy: F3. The motion passed unanimously.

VI. First Reading of Alcohol and Drug-free Workplace Policy: D8 **Action**

This policy was last reviewed in 2005 and has served the district well. In 2020, the Vermont School Board Association (VSBA) updated its model policy to make it more robust. To align with the VSBA, the draft policy reviewed by the board included additional definitions. Director Yousey-Hindes discussed the term “unlawful” and how it relates to the legality of consuming alcohol on school grounds. It was noted that this policy is specifically related to employees and their employment status. The board discussed a phrase that is repeated in the VSBA’s model policy “on or in the workplace” and questioned the definition of that, specifically regarding whether the employee is required to report legal convictions that occur outside of the workplace and on personal time.

Director Anderson moved to approve the first reading of the Alcohol and Drug-Free Workplace Policy: D8. The motion passed unanimously.

VII. First Reading of School Search and Seizure Policy: F4 **Action**

This policy was last reviewed in 2018. The draft policy rewords a section to make it easier to understand and better articulates current district practice. It also adds language to include local emergency services. Superintendent Amy Minor explained how student searches are conducted and stressed that in those situations, administrators rarely, if ever, touch the student. Instead, they will instruct the student to do things such as empty their pockets, roll up their pant legs, etc. The board discussed the requirement to have a same-sex witness present for searches. That portion of the policy intends to demonstrate respectful support for the student while also providing administrators protection when they are engaging in a search. The board will also consider if the term same-sex is appropriate or if it should be changed to gender-identifying.

Director Kigonya moved to approve the first reading of the School Search and Seizure Policy: F4. The motion passed unanimously.

VIII. First Reading of School Crisis Prevention and Response Policy: E3 **Action**

This policy was last reviewed in 2017 and is required by the Agency of Education. It is the overarching policy for school safety. Director Longo suggested swapping the order of the first two paragraphs.

Director Longo moved to approve the first reading of the School Crisis Prevention and Response Policy: E3. The motion passed unanimously.

IX. Third and Final Reading of Fundraising Policy: H4 **Action**

This policy has been through several rounds of revisions. The board discussed the proposed updates to the draft policy and accompanying procedures. They suggested a few more edits to be made before final approval.

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

X. Approval of Truck Purchase **Action**

Business and Operations Manager George Trieb requested approval to purchase a new maintenance truck. The district has been attempting to purchase a truck for the last three years but has run up against problems including inflated costs, low inventory, and a reluctance from vehicle retailers to sell to municipalities. The district has an opportunity to purchase a truck from Lamoille Valley Ford that is in stock and immediately available. The vehicle had been under contract, but the purchaser had to cancel. The proposed purchase is planned and budgeted for.

Director Longo moved to approve the purchase of a new maintenance truck as recommended and to authorize the business and operations manager to execute the necessary documents to make it happen. The motion passed unanimously.

XI. Approval of Consent Agenda **Action**

The following Consent Agenda was reviewed by the board.

CONSENT AGENDA

Board Meeting Date: August 15, 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	Kaitlyn	Walz	New Hire	Science Teacher (one-year only)	1.0	CHS	Request to Hire	Kara Lenorovitz	Yes	Yes
Teacher	Carol	McNair	New Hire	Alternative Math Teacher	1.0	CMS	Request to Hire	Amy Contesti	Yes	Yes
Teacher	Nick	Corrigan	New Hire	6th Grade Math & Science Teacher (one-year only)	1.0	CMS	Request to Hire	Kyle Marlow	Yes	Yes
Teacher	Tyler	Willard	New Hire	Long-Term Sub - Social Studies (8/31/23-1/16/24)	1.0	CHS	Request to Hire	Emma Morrissey & Ben Beaudoin	Yes	Yes
Teacher	Elizabeth	Tansey	New Hire	Health Teacher (one-year only)	1.0	CMS	Request to Hire	Morgan Young	Yes	Yes
Teacher	Morgan	Young	Transfer	Physical Education Teacher	1.0	CMS	Request for Transfer	Julie Wockenfuss	Yes	Yes
Teacher	Kevin	Rondeau	Resignation	Long-Term Sub - Social Studies (8/31/23-1/16/24)	1.0	CHS	Notice of Resignation	Emma Morrissey & Ben Beaudoin	Yes	Yes
Teacher	Kyle	Marlow	Resignation	Math & Science Teacher	1.0	CMS	Request to End Employment			
Teacher	Julie	Wokenfuss	Resignation	Physical Education Teacher	1.0	CMS	Request to End Employment			

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	Andrea	Stamm	New Hire	Physical Therapist	0.5	DW	Request to Hire	Lini Wing	Yes	Yes
Support Staff	Wendy	Colgrove	Leave of Absence	Food Service Worker (Head Cook)	38.75	CMS	Request for LOA (2/13/24-2/23/24)			
Support Staff	Mapigano	Karubandika	Leave of Absence	Custodian	40.0	MBS	Request for LOA (8/25-9/8)			

Non-Licensed Employees (Support Staff), Informational

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
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Handbook	Holli-Jo	Brigante	New Hire	Central Office Specialist	40.0	CO	Notice of Hire	Heather Finelli	Yes	Yes
Support Staff	Danielle	Michael	New Hire	Paraeducator	32.5	UMS	Notice of Hire	Michelle Ziter	Yes	Yes
Support Staff	Lauren	Ledoux	New Hire	Paraeducator	32.5	EEE/MBS	Notice of Hire	Sarah Wight	Yes	Yes
Support Staff	Kendra	Simpson	New Hire	Behavior Interventionist	35.0	PPS	Notice of Hire	Cynthia Kuenzi	Yes	Yes
Support Staff	Jason	Rodriguez	New Hire	Behavior Interventionist	40.0	CMS	Notice of Hire	Open	Yes	Yes
Support Staff	Erin	Skala	New Hire	Behavior Interventionist	35.0	MBS	Notice of Hire	Gregg T. Galati	Yes	Yes
Support Staff	Jane	Hill	New Hire	Behavior Interventionist	35.0	MBS	Notice of Hire	Cheyenne Shoemaker	Yes	Yes
Support Staff	Gail	Stone	New Hire	Paraeducator	20.0	PPS	Notice of Hire	Katarina Visek	Yes	Yes
Support Staff	Gabrielle	Hurst	New Hire	Intensive Needs Interventionist	35.0	UMS	Notice of Hire	Judy Lilley	Yes	Yes
Support Staff	Lily	Harris	New Hire	Behavior Interventionist	35.0	CMS	Notice of Hire	Open	Yes	Yes
Support Staff	Erica	Pareja	New Hire	Behavior Interventionist	35.0	MBS	Notice of Hire	Isabelle Sances	Yes	Yes
Support Staff	Ndayisenga	Vandame	New Hire	Behavior Interventionist	35.0	CMS	Notice of Hire	Open	Yes	Yes
Support Staff	Adrian	Zemor	New Hire	Paraeducator - SpEd	35.0	CMS	Notice of Hire	Logan Spicer	Yes	Yes
Support Staff	Gabrielle	Lajeunesse	New Hire	Paraeducator	32.5	PPS	Notice of Hire	Bridget Doherty	Yes	Yes
Support Staff	Nora	Tetrick	New Hire	Paraeducator	32.5	UMS	Notice of Hire	Haylee Patch	Yes	Yes
Support Staff	Shahquia	Cross	New Hire	Paraeducator - SpEd	32.5	MBS	Notice of Hire	Gail Messier	Yes	Yes
Support Staff	Michael	Sheppard	New Hire	Paraeducator - SpEd	30.0	MBS	Notice of Hire	Barbara Harshorn	Yes	Yes
Support Staff	Chelsey	Coulombe	New Hire	Food Service Worker	32.5	CHS	Notice of Hire	Open	Yes	Yes
Support Staff	Victoria	Goulette	New Hire	Food Service Worker	22.5	CHS	Notice of Hire	Open	Yes	Yes
Support Staff	Cindel	Otto	New Hire	Food Service Worker	27.5	PPS	Notice of Hire	Open	Yes	Yes
Support Staff	Amissi	Munyugu	New Hire	Custodian	40.0	MBS	Notice of Hire	Open	Yes	Yes
Handbook	Nancy	Cunningham	New Hire	Food Service Worker	10.5	CHS	Notice of Hire	Open	Yes	Yes
Handbook	David	MacMurtry	New Hire	Special Ed. Van Driver	25.0	DW	Notice of Hire	Dave Eaton	Yes	Yes
Co-Curricular	Jeff	Springer	New Hire	Assistant Girls Basketball Coach	25.0	CHS	Notice of Hire	Hannah Treib	Yes	Yes
Co-Curricular	Tom	Corbett	New Hire	JV Girls Basketball Coach	25.0	CHS	Notice of Hire	Justin Bissonette	Yes	Yes
Co-Curricular	Shawn	Lefebvre	New Hire	Varsity Field Hockey Coach	30.0	CHS	Notice of Hire	Katie Comeau	Yes	Yes
Co-Curricular	Caitlin	O'Neil-Bain	New Hire	JV Field Hockey Coach	25.0	CHS	Notice of Hire	Amelia Campos	Yes	Yes
Co-Curricular	Abby	Schaible	New Hire	Girls Cross Country Coach	25.0	CHS	Notice of Hire	Jackie Dixon	Yes	Yes
Co-Curricular	Patrick	Houle	New Hire	JV Girls Soccer Coach	20.0	CHS	Notice of Hire	Morgan Young	Yes	Yes
Co-Curricular	Alexina	Richard	New Hire	Assistant Field Hockey Coach	20.0	CHS	Notice of Hire	Jenn Turmel	Yes	Yes
Co-Curricular	Ryan	Spooner	New Hire	Music Accompanist	n/a	CHS	Notice of Hire	Christian Pickwell	Yes	Yes
Co-Curricular	Nicholas	Shramm	New Hire	Debate Coach	20.0	CHS	Notice of Hire	Bob Hall	Yes	Yes
Support Staff	Claire	Ross	Resignation	Guidance Registrar	40.0	CMS	Notice of Resignation			
Support Staff	Harlie	Desautels	Resignation	Non-Instructional Aid	15.0	CMS	Notice of Resignation			
Support Staff	Kendra	Simpson	Resignation	Behavior Interventionist	35.0	PPS	Notice of Resignation			

Support Staff	Bridget	Doherty	Resignation	Paraeducator	32.5	PPS	Notice of Resignation			
Support Staff	Mackenzie	Drake	Resignation	Paraeducator	32.5	PPS	Notice of Resignation			

DRAFT

The board determined there was a need to discuss a personnel matter in executive session and agreed to wait to make a motion on the PCA until after that discussion at the end of the general meeting.

- XII. Approval of Meeting Minutes Action**
- June 20, 2023 (General)
 - July 24, 2023 (Special)
 - July 25, 2023 (Special)

Board Chair Cox noted a correction was needed to the meeting type for the July 25th meeting.

Director Felix moved to approve the minutes from the meetings held on June 20, 2023, and July 24, 2023 as presented, and the meeting on July 25, 2023 with the noted correction. The motion passed unanimously.

- XIII. Board/Administration Communication, Correspondence, Committee Reports Information**
- Opening in-service for all employees is scheduled for Thursday, August 25 and the board to attend. Schools will also be hosting open houses over the next couple of months.

- XIV. Future Agenda Items Information**
- Policy Review Cycle
 - School Reports

- XV. Executive Session to Discuss Negotiations and a Personnel Matter Action**

Director Anderson moved to enter executive session to discuss negotiations and a personnel matter at 7:27 p.m. The motion passed unanimously.

Director Anderson moved to exit executive session at 9:25 p.m. The motion passed unanimously.

Director Kigonya moved to approve the personnel consent agenda as provided. The motion passed unanimously.

- XVI. Adjournment**

Director Longo moved to adjourn at 9:28 p.m. The motion passed unanimously.

Recorder:

Board Clerk:

Meghan Baule
Recording Secretary

Ben Yousey-Hindes
Board Clerk

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting, Special Meeting
Central Office, Conference Room

Monday, August 28, 2023
5:30 p.m.

MINUTES

The Colchester Board of Education held a Special Board Meeting on Monday, August 28, 2023. Board members in attendance included Board Chair Lindsey Cox, Directors Nic Longo, Felix Anderson, and Laurie Kigonya and Ben Yousey-Hindes. District administrators included Superintendent Amy Minor and Business and Operations Manager George Trieb. Representatives from Black River Design Architects were also in attendance.

I. Call to Order

Board Chair Lindsey Cox called the meeting to order at 5:37 p.m.

II. Work Session: Facilities

The board met to continue assessing and planning for work pertaining to the district's facilities.

III. Adjournment

Director Kigonya moved to adjourn at 8:46 9.m. The motion passed unanimously.

Recorder:

Board Clerk:

Meghan Baule
Recording Secretary

Ben Yousey-Hindes
Board Clerk