

Colchester School Board

Meeting Agenda and Packet

December 3, 2024

**Colchester School District  
Board of Education Meeting Agenda  
December 3, 2024 - 7:00 P.M.  
Colchester High School Library**

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**Agenda**

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|--|--------------------|
| <b>I. Call to Order</b>  |                    |
| <b>II. Citizen Participation*</b>  |                    |
| <b>III. Hear Presentation on CHS Champ Program</b>                               | <b>Information</b> |
| <b>IV. FY'26 Budget Discussion</b>   | <b>Information</b> |
| <b>V. First Reading of Students Who Are English Learners Policy: F22</b>         | <b>Action</b>      |
| <b>VI. First Reading of Weapons Policy: F24</b>                                  | <b>Action</b>      |
| <b>VII. Approval of Consent Agenda</b>   | <b>Action</b>      |
| <b>VIII. Approval of Meeting Minutes</b><br>• November 19, 2024                  | <b>Action</b>      |
| <b>IX. Board/Administration Communication, Correspondence, Committee Reports</b> | <b>Information</b> |
| <b>X. Future Agenda Items</b>  | <b>Information</b> |
| <b>XI. Executive Session to Discuss Contract Negotiations</b>                    | <b>Action</b>      |
| <b>XII. Adjournment</b>  |                    |

**\*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](http://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](mailto: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](http://www.lcatv.org/live-stream-3).

## COLCHESTER SCHOOL DISTRICT

### **POLICY: STUDENTS WHO ARE ENGLISH LEARNERS**

**DATE ADOPTED:** April 17, 2018

### **POLICY STATEMENT**

The School Board recognizes that students with non-English language backgrounds bring diverse cultural, educational, and linguistic background experiences to our schools. The Colchester School District enrolls all students residing in Colchester, without regard to their or their parents' actual or perceived citizenship status. The District has an obligation to identify the English learners in our system and provide them with equal educational opportunities.

It is the policy of the Colchester School District to ensure that all students who are English learners receive the supports and services necessary to provide them an equal and meaningful opportunity to participate in the District's educational programs and services. This includes but is not limited to services from appropriately trained and experienced staff for consistent identification, appropriate assessment, and effective programming that supports progress toward English language proficiency and evaluation of and accountability for student progress toward English proficiency.

### **I. DEFINITIONS AND COMMONLY USED ACRONYMS**

For purposes of this policy, the term English Learner (EL) is defined as a student with a home language other than English and who has limited English language proficiency based on results from an English language proficiency assessment approved by the state of Vermont.

Historically, a variety of terms have been used to describe EL students. The term EL is inclusive of students who fall into all of these categories.

- A. English as a Second Language (ESL)
- B. English Language Learner (ELL)
- C. Limited English Proficiency (LEP)

### **II. IMPLEMENTATION**

The Superintendent or their designee will develop and maintain an English Language Program which complies with state and federal laws. This program will be periodically evaluated to make modifications when necessary. The EL Program will be adequately staffed with licensed personnel who have regular access to further professional training in order to implement EL programming. The Superintendent or their designee will develop procedures relating to EL students, including those established to:

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 Date Warned: March 30, 2018  
 First Reading: April 3, 2018  
 Second Reading: April 17, 2018

- A.** Administer state required EL assessments in order to identify and assesses students whose primary language is not English, and are in need of language assistance, in a timely, valid and reliable manner.
- B.** Refer EL students with suspected disabilities to special education or a 504 team for disability-related identification, evaluation, and where indicated, services, and provide language support in evaluation, programming, and service delivery.
- C.** Evaluate and monitor EL students for progress toward English language proficiency and grade level content. Maintain records of progress and make records available to appropriate staff and to EL students' parents.
- D.** Objectively assess the progress of EL students in order to track and respond to the results of EL services, to ensure that language barriers are being overcome within a reasonable period of time, and to determine when transfer to fully English proficient programs is appropriate. Exit standards should be objectively based and should be designed to determine whether EL students are able to read, write, and comprehend English well enough to participate meaningfully in the district's programs.
- E.** Monitor EL students after they exit EL services, to ensure that they did not exit prematurely.
- F.** Provide support to meet the educational needs of an EL student if the student opts not to participate in offered EL services.
- G.** Ensure that EL students will be provided equal opportunity for participation in curricular and co-curricular activities, including core curriculum, graduation requirements, specialized and advanced courses and programs, sports and clubs. No student shall be excluded from, or not be admitted to, any CSD program on the basis of their English language proficiency.
- H.** Ensure that EL programming is designed to avoid unnecessary separation of EL students from the general student body. The District will take appropriate affirmative steps to rectify the English language deficiency in order to open the educational programs to these students.
- I.** Ensure that there is ongoing meaningful communication with all EL parents in a language they can understand. The District provides translation services for families to support access to their child's educational program.

CODE: C4  
(Required)

## ENGLISH LEARNERS

*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.*

### **Policy:**

It is the policy of the \_\_\_\_\_ School District to ensure that English Learners, including immigrant students, have equitable access to academic and extracurricular school programming as required by law.

### **Definition:**

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

**English learner:** The term “English learner,” when used with respect to an individual, means an individual:

1. who is aged 3 through 21<sup>[1]</sup>;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3.
  - A. who was not born in the United States or whose native language is a language other than English;
  - B. who:
    - i. is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - ii. comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - C. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - A. the ability to meet the challenging State academic standards;
  - B. the ability to successfully achieve in classrooms where the language of instruction is English; or

C. the opportunity to participate fully in society.

**Administrative Responsibilities:**

The superintendent or designee shall be responsible for developing and implementing procedures to comply with federal and state laws, which define standards for serving students who are English learners.

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[1] According to the USDE [Non-Regulatory Guidance: English Learners and Title III \(September 23, 2016\)](#), under ESEA, and the addendum to the aforementioned Guidance, LEAs may use Title III funds to serve ELs as young as age three, but are not required to do so.

<i>VSBA Update:</i>	<i>12/5/2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>42 U.S.C. §§ 2000 d et seq. (Title VI of the Civil Rights Act of 1964)</i>
	<i>20 U.S.C. 6801 et seq. (English Language Acquisition, Enhancement, and Academic Achievement Act)</i>
	<i>20 U.S.C. § 7801(20) (Definition of English Learner)</i>
	<i>34 C.F.R. Part 100.9 V.S.A. § 4502 (Discrimination, public accommodations)</i>
	<i>Vermont State Board of Education Manual of Rules and Procedures § 1250</i>
<i>Cross Reference:</i>	

*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.*

## COLCHESTER SCHOOL DISTRICT

### **POLICY: MULTILINGUAL LEARNERS**

**DATE ADOPTED:** DRAFT

### **POLICY STATEMENT**

The School Board recognizes that students with non-English language backgrounds bring diverse cultural, educational, and linguistic background experiences to our schools. The Colchester School District enrolls all students residing in Colchester without regard to their or their parents' actual or perceived citizenship status. The District has an obligation to identify the multilingual learners in our system and provide them with access to academic and extracurricular school programming as required by law.

It is the policy of the Colchester School District to ensure that all students who are multilingual learners receive the supports and services necessary to provide them an equal and meaningful opportunity to participate in the District's educational programs and services. This includes but is not limited to services from appropriately trained and experienced staff for consistent identification, appropriate assessment, and effective programming that supports progress toward English language proficiency and evaluation of and accountability for student progress toward English proficiency.

### **I. DEFINITIONS AND COMMONLY USED ACRONYMS**

For purposes of this policy, the term multilingual learner (ML) is defined as a student with a home language other than English and who has limited English language proficiency based on results from an English language proficiency assessment approved by the state of Vermont.

**Multilingual learner:** The term "multilingual learner," when used with respect to an individual, means an individual:

- A. Who is aged 3 through 21;
- B. Who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. Who:
  1. was not born in the United States or whose native language is a language other than English;
  2. is a Native American or Alaska native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

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 Date Warned: November 25, 2024  
 First Reading: December 3, 2024  
 Second Reading:

3. is a migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
1. the ability to meet the challenging State academic standards;
  2. the ability to successfully achieve in classrooms where the language of instruction is English; or
  3. the opportunity to participate fully in society.

Historically, a variety of terms have been used to describe ML students. The term ML is inclusive of students who fall into all of these categories.

- A. English as a Second Language (ESL)
- B. English Language Learner (ELL)
- C. English Learner (EL)
- D. Limited English Proficiency (LEP)

## II. IMPLEMENTATION

The Superintendent or their designee will develop and maintain a Multilingual Learner English Language Program that complies with state and federal laws. This program will be periodically evaluated to make modifications when necessary. The ML Program will be adequately staffed with licensed personnel who have regular access to further professional training in order to implement ML programming. The Superintendent or their designee will oversee the ML program which is established to:

- A. Administer state required ML assessments in order to identify and assesses students whose primary language is not English, and are in need of language assistance, in a timely, valid and reliable manner.
- B. Refer ML students with suspected disabilities to special education or a 504 team for disability-related identification, evaluation, and where indicated, services, and provide language support in evaluation, programming, and service delivery.
- C. Evaluate and monitor ML students for progress toward English language proficiency and grade level content. Maintain records of progress and make records available to appropriate staff and to ML students' guardians.
- D. Objectively assess the progress of ML students in order to track and respond to the results of ML services, to ensure that language barriers are being overcome within a reasonable period of time, and to determine when transfer to fully English proficient programs is appropriate. Exit standards should be objectively based and should be designed to determine whether ML students are able to read, write, and comprehend English well enough to participate meaningfully in the District's programs.
- E. Monitor ML students after they exit ML services, to ensure that they did not exit



prematurely.

- F.** Provide support to meet the educational needs of an ML student if the student opts not to participate in offered ML services.
- G.** Ensure that ML students will be provided equal opportunity for participation in curricular and co-curricular activities, including core curriculum, graduation requirements, specialized and advanced courses and programs, sports and clubs. No student shall be excluded from, or not be admitted to, any CSD program on the basis of their English language proficiency.
- H.** Ensure that ML programming is designed to avoid unnecessary separation of ML students from the general student body. The District will take appropriate affirmative steps to rectify the English language deficiency in order to open the educational programs to these students.
- I.** Ensure that there is ongoing meaningful communication with all ML parents in a language they can understand. The District provides translation services for families to support access to their child's educational program.

## COLCHESTER SCHOOL DISTRICT

### **POLICY: WEAPONS POLICY**

**DATE ADOPTED:** September 19, 2017

### **PURPOSE**

It is the intent of the Colchester School District to comply with the federal Gun-Free Schools Act of 1994 and state laws, requiring school districts to take appropriate disciplinary action including possible expulsion or long-term suspension of students who bring to school or possess at school firearms and/or weapons. It is further the intent of the Board to expand the category of prohibited weapons pursuant to state law, and as defined by this policy. Additionally, it is the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Vermont State Board of Education rules.

### **I. CONDUCT PROHIBITED**

It is a violation of this policy for any student at any time to possess or bring a weapon: to school; on school grounds (including parking lots and cars in parking lots); on school buses or other vehicles used to transport students to/from school and school activities; and/or at school functions, whether held on school property or at another school sanctioned site. The School Board shall take appropriate disciplinary action against any student who violates this policy in accordance with the provisions of this policy.

### **II. DEFINITIONS**

- A.** “Firearm” shall mean items and devices defined as “firearms” in 18 U.S.C. §921, including, but not limited to:
- 1.** Any weapon (including a starter pistol, BB, and pellet gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, or other propellant;
  - 2.** The frame or receiver of any weapon described in 1 above; or
  - 3.** Any firearm muffler or firearm silencer.
  - 4.** Any destructive device, including explosives, incendiaries, or poison gas, including but not limited to the following:
    - a.** A bomb;
    - b.** A grenade;

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 Date Warned: September 1, 2017  
 First Reading: September 5, 2017  
 Second Reading: September 19, 2017

- c. A rocket having a propellant charge of more than four ounces;
  - d. A missile having an explosive or incendiary charge of more than one-quarter ounce;
  - e. A mine; or
  - f. A device similar to the above-described devices; or
  - g. Any combination of parts designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.
- B.** “Weapon” shall mean any device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. This includes items such as knives, “brass knuckles”, switch blade/butterfly/and other types of knives, chains, clubs, and stars, poison or other toxic materials, etc. as well as items usually designed or used for another purpose, but that are capable of inflicting serious bodily harm, if used in an aggressive, belligerent or threatening manner, such as scissors, compasses, or a two by four.
- C.** “Weapon” shall also mean a hoax device, so designed, assembled, fabricated or manufactured as to convey the physical appearance of an explosive or incendiary bomb, or of any of the devices listed in subparagraph II-A 1-4 of this paragraph.

### **III. PROCEDURES**

#### **A. Confiscation of the Firearm and/or Weapon**

Administrators or other delegated school officials will exercise judgment and caution, using law enforcement if necessary, to confiscate any article identified as a weapon under this policy. Any such actions should be taken so as to minimize the risk of further endangering self or others.

#### **B. Notification of Law Enforcement**

Where a student brings to school or possesses at school a firearm and/or weapon, school officials shall immediately refer the student to a law enforcement agency.

#### **C. Disciplinary Proceedings**

1. Any student who brings a weapon to or possesses a weapon at school shall be referred by the Superintendent to the School Board for appropriate disciplinary action including, but not limited to, expulsion or long-term suspension.
2. A hearing conducted by the School Board under this policy shall afford due process as required by law, including but not limited to those outlined by State Board of Education rules, as applicable.

3. The Superintendent, with the approval of the School Board following opportunity for a hearing, shall expel from the school for not less than one calendar year any student who possesses at school or brings to school a weapon as defined in Section II-A above. However, the School Board may modify the expulsion or long-term suspension on a case-by-case basis. Such modifications must be made in writing and may be granted in circumstances such as (but not limited to):
  - a. The student is unaware that they have brought a weapon to school.
  - b. The student did not intend to use the weapon to threaten or endanger others.
  - c. The student does not present an ongoing threat to others and a lengthy long-term suspension would not serve the best interests of the pupil.
  - d. The student is disabled and the misconduct is related to the disability.
4. The Superintendent, with the approval of the School Board following opportunity for a hearing, may impose a long-term suspension from the school for the remainder of the school year or up to 90 school days, whichever is longer, any student who possesses at school or brings to school a weapon defined in Section II-B or C above.

#### **D. Meeting the Intent of Congress**

With respect to incidents involving a weapon as defined in subparagraph II-A above, modifications on a case-by-case basis may not be used so that the overall effect is non-compliance by the Board with the one-year long-term suspension for possession of a firearm pursuant to the Gun-Free Schools Act and state law.

#### **IV. REPORTS TO THE SECRETARY OF EDUCATION**

Annually, at a time and on a form determined by the Secretary of Education, the Superintendent shall provide the Secretary with a description of the circumstances surrounding expulsions and long-term suspensions imposed under this section, the number of students who violated this policy and the type of weapons involved.

#### **V. ALTERNATIVE EDUCATIONAL PLACEMENT**

Nothing in this policy shall prohibit the Board from providing alternative educational placement to a student, at the Board's sole discretion.

## **VI. NOTICE TO STUDENTS AND PARENTS**

The Superintendent or their designee is directed to take reasonable steps to inform students and their parents of this policy and to post notices of this policy on school property.

## **VII. AIDING OTHER STUDENTS**

A student who in any way encourages or helps another student to bring a weapon to school or to possess a weapon at school endangers the safety of others. The District expressly prohibits any such action. No student shall knowingly or willfully cause, encourage, or aid any other student to possess, handle, or transmit any of the weapons or facsimiles of weapons listed above. A student who has been found to have violated this policy by causing, encouraging, aiding, etc. another student to violate this policy shall be dealt with in accordance with the provisions of paragraph III-C above, including being subject to expulsion or a long-term suspension.

## **VIII. SPECIAL EDUCATION AND SECTION 504 STUDENTS**

- A.** If a student with a disability who is eligible for special education or is protected by Section 504 brings a weapon to school, the full procedures required by federal and state law shall apply. These include, but are not limited to the following:
- 1.** The School District may immediately remove the student from school for ten school days or less, use in-school discipline, or place the student in an interim alternative educational placement for up to 45 school days, pursuant to special education and 504 rules and regulations, as applicable.
  - 2.** The School District shall provide the parents a copy of the Special Education and/or Section 504 Rights.
  - 3.** If the student is eligible for special education, the Individualized Educational Program team shall convene to carry out the steps required by VDE Rule 4313, including but not limited to a determination of whether the misconduct is a manifestation of the student's disability, and a review of the student's IEP.
  - 4.** If the student is not eligible for special education but is a qualified student with a disability, as defined by Section 504 of the Rehabilitation Act of 1973, the Section 504 Team shall convene to carry out the procedures required by VDE Rule 4312 (including manifestation determination and re-evaluation).
- B.** If the misconduct is found by the IEP or 504 Team to be unrelated to the disability, the student shall be dealt with under the procedures outlined in paragraph III-C above. If a special education student is imposed a long-term suspension, the School District is required to continue to provide a free and appropriate public education to the student upon a long-term suspension as defined in State rule and federal law. If the student is a qualified student with a

disability under Section 504 and is imposed a long-term suspension, the District is not required to provide the student with educational services during the term of a long-term suspension.

- C.** If the misconduct is found to be a manifestation of the disability, the student will receive a long-term suspension. In the case of a special education student, the District may keep the student placed in the interim alternative educational placement up to forty-five days, while the IEP Team determines whether program or placement changes are required, as provided in VDE Rule 4313. The IEP Team may also prescribe corrective action/consequences which it deems appropriate to address the weapons issue under the IEP and behavior plan (if any).

If the student is a qualified student with a disability under Section 504, the Section 504 Team shall complete a Section 504 evaluation and may recommend program/placement changes, as provided in VDE Rule 4312. The Section 504 Team may also prescribe corrective action/consequences which it deems appropriate to address the weapons issue under the education program and behavior plan (if any).

- D.** If the student is a special education student, and if their parent requests a due process hearing during the 45 school day interim alternative educational placement, the interim alternative placement is the “stay put” placement during completion of all due process proceedings and subsequent appeals, if any, as provided by Rule 4313.

# COLCHESTER SCHOOL DISTRICT

Board of Education Meeting  
Colchester High School Media Center

Tuesday, November 19, 2024  
7:00 p.m.

## MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, November 19, 2024, in the Colchester High School Media Center. Board members in attendance were Board Chair Lindsey Cox, Directors Nic Longo, Ben Yousey-Hindes, Laurie Kigonya, and Jennifer Fath. District administrators and employees in attendance included Superintendent Amy Minor, Business and Operations Manager George Trieb, Director of Curriculum and Instruction Gwen Carmolli, Director of Student Support Services Carrie Lutz, and Director of Nutrition and Food Services Steve Davis. There were two 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. Hear Update on Facilities Bond

Information

The board celebrated the successful passage of the facilities bond on the November 5, 2024, ballot. Board Chair Lindsey Cox expressed profound gratitude to the community for its support and emphasized the board's commitment to being responsible stewards of tax dollars. She highlighted the critical contributions of district administrators and the communications team in ensuring that voters were well-informed about the proposal. Board Chair Cox also acknowledged the concerns raised by community members about the financial impact and assured them that the board does not take its responsibility lightly. She affirmed that the investment would be used to benefit students and district facilities for generations to come. Superintendent Amy Minor reflected on the bond approval as a significant milestone, describing it as one of the proudest moments of her tenure. She praised the community's engagement through conversations and tours, emphasizing that the bond represents more than just a financial commitment—it is an investment in creating safe, efficient, and modern spaces for multiple generations of Colchester students. Superintendent Minor reaffirmed the district's responsibility to transparency and efficiency, noting that regular updates on the bond's progress would be shared during board meetings, through social media, newsletters, and the bond website ([csdbond.org](http://csdbond.org)). The next steps involve meeting with architects to refine project plans and timelines.

### IV. Hear Food Services Presentation

Information

Director of Food and Nutrition Services, Steve Davis, provided an overview of the district's food service program, describing its evolution over the past two decades. He highlighted the program's adaptability to changes in nutrition standards, the impact of COVID-19, and the implementation of Universal School Meals. Davis noted the excitement in cafeterias, with over 70% of students participating in the lunch program daily, and emphasized the program's focus on offering healthy, locally sourced meals. Despite financial challenges, including rising food costs, supply chain disruptions, and stringent nutritional requirements, the department prioritizes providing high-quality meals over breaking even. For several years, the school board has supplemented the program using the general operations budget and he made a recommendation for that to continue. This is a common practice in other districts because meal reimbursements from state and federal governments do not

cover all of the program's expenditures. The program is fully staffed, with most employees having over 10 years of service, though competition from neighboring districts offering higher wages remains a challenge. In response to board questions, Davis explained that leftovers are reused whenever possible, shared with families in need, or placed on "share tables." He acknowledged that factors such as cultural preferences, allergies, and a preference for home-packed meals will always prevent some students from eating school meals. Still, they are pleased with the high participation rate, which is continuing to grow. On the topic of Universal School Meals, Davis expressed concern about its uncertain future, noting potential legislative challenges despite advocacy efforts to make it permanent.

**V. FY'26 Budget Discussion**

**Information**

Business and Operations Manager George Trieb presented an initial overview of planning for the FY'26 budget. He outlined a timeline for future meetings, during which the board will review expenditure and revenue items, discuss the baseline budget, and gather input from board members, employees, and the community. Mr. Trieb detailed expected increases across key categories, including salaries, benefits, transportation, food services, supplies, utilities, and technology. He also emphasized the need to maintain existing facilities even as they prepare for renovations as other buildings, highlighting a necessary roof repair at MBS that is currently in the draft FY'26 budget. Supplemental documents provided further insights into the budget assumptions and projected percentage increases in various categories. Superintendent Amy Minor complemented the presentation with an update on enrollment projections based on data from McKibben Demographics. She explained that Colchester's enrollment is expected to grow steadily over the next decade, keeping the district at the upper limits of Vermont's Education Quality Standards for class sizes. Minor also provided historical and projected enrollment data by grade and discussed how tuition students from towns with school choice impact overall enrollment.

**VI. Second and Final Reading of Student Freedom of Expression in School-sponsored Media Policy: F36** **Action**

The board adopted changes to the policy to bring it to the current version of the Vermont School Boards Association's model policy.

*Director Longo moved to approve the second and final reading of the Student Freedom of Expression in School-sponsored Media Policy: F36. The motion passed unanimously.*

**VII. Second and Final Reading of Reporting Suspected Child Abuse or Neglect Policy: F10** **Action**

No changes were requested.

*Director Kigonya moved to approve the second and final reading of the Suspected Child Abuse or Neglect Policy: F10. The motion passed unanimously.*

**VIII. Approval of Consent Agenda** **Action**

The board reviewed the following consent agenda.



**CONSENT AGENDA**

**Board Meeting Date: 11/19/2024**

*Licensed Employees (Teacher/Administrator)*

Contract Type	First Name	Last Name	Category	Position	FTE	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher (LTS)	Lucy	Kraus-Cuddy	New Hire	Long Term Substitute Grade 4	1.0	MBS	Notice of Hire	Ari Marks	Yes	Yes

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

Contract Type	First Name	Last Name	Category	Position	Hours/Wk	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Support Staff	Xan	West	Leave of Absence	Paraeducator	32.5	MBS	Request for LOA 11/5/24-12/3/24			

*Non-Licensed Employees (Support Staff), Informational*

Contract Type	First Name	Last Name	Category	Position	Hours/Wk	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Support Staff	Chadwick	Cioffi	New Hire	Behavior Interventionist	35.0	CHS	Notice of Hire	N/A	Yes	Yes
Support Staff	Phenpitcha	Srisopa	New Hire	ML Paraeducator	32.5	MBS	Notice of Hire	Deena Murphy	Yes	Yes
Support Staff	Victoria	Iaria	New Hire	Food Service	26.0	MBS	Notice of Hire	Stacy Vincent	Yes	Yes
Support Staff	Kimberly	Beaudoin	New Hire	Preschool Paraeducator	20.0	MBS EEE	Notice of Hire		Yes	Yes
Support Staff	Michelle	Norton	New Hire	Paraeducator	32.5	PPS	Notice of Hire	Lauren Walker	Yes	Yes

There was a personnel item on the agenda that the board requested to discuss further in executive session. The motion was held until after that discussion.

**IX. Approval of Meeting Minutes** **Action**  
• November 5, 2024

*Director Yousey-Hindes moved to approve the minutes from the meeting held on November 5, 2024. The motion passed unanimously.*

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

None.

**XI. Future Agenda Items** **Information**

- School Reports
- FY26 Budget Development
- Policy Work

**XII. Executive Session to Discuss Contract Negotiations and a Personnel Matter** **Action**

*Director Longo moved to enter executive session at 8:27 p.m. to discuss contract negotiations. The motion passed unanimously.*

*Director Kigonya moved to exit executive session at 9:32 p.m. The motion passed unanimously.*

*Director Yousey-Hindes made a motion regarding the consent agenda to approve the licensed section and deny the non-licensed section. The motion passed unanimously.*

**XIII. Adjournment**

*Director Fath moved to adjourn the meeting at 9:34 p.m.*

Recorder:

Board Clerk:

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

\_\_\_\_\_  
Ben Yousey-Hindes  
Board Clerk