

Colchester School Board

Meeting Agenda and Packet

May 3, 2022

**Colchester School District  
Board of Education Meeting  
May 3, 2022 - 7:00 P.M.  
Colchester High School Library**

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**Agenda**

- |              |                                                                                |                    |
|--------------|--------------------------------------------------------------------------------|--------------------|
| <b>I.</b>    | <b>Call to Order</b>                                                           |                    |
| <b>II.</b>   | <b>Citizen Participation*</b>                                                  |                    |
| <b>III.</b>  | <b>Approval of Purchase for Classroom Audio Amplification System</b>           | <b>Action</b>      |
| <b>IV.</b>   | <b>Approval of Consolidated Federal Programs &amp; IDEA-B Grant Assurances</b> | <b>Action</b>      |
| <b>V.</b>    | <b>Hear Quarterly Financial Report</b>                                         | <b>Information</b> |
| <b>VI.</b>   | <b>Approval of Proposed 2021-2022 Calendar Change</b>                          | <b>Action</b>      |
| <b>VII.</b>  | <b>Approval of Consent Agenda</b>                                              | <b>Action</b>      |
| <b>VIII.</b> | <b>Approval of Meeting Minutes: April 5, 2022</b>                              | <b>Action</b>      |
| <b>IX.</b>   | <b>Approval of Special Meeting Minutes: April 26, 2022</b>                     | <b>Action</b>      |
| <b>X.</b>    | <b>Board/Administration Communication, Correspondence, Committee Reports</b>   | <b>Information</b> |
| <b>XI.</b>   | <b>Future Agenda Items</b>                                                     | <b>Information</b> |
| <b>XII.</b>  | <b>Executive Session to Discuss Negotiations</b>                               | <b>Action</b>      |
| <b>XIII.</b> | <b>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.csdt.org/schoolboard](http://www.csdt.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

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

Phone: (802) 264-5999 • [www.csdvt.org](http://www.csdvt.org) • Fax: (802) 318-4669

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## MEMO

**To:** School Board Directors  
**From:** Carrie Lutz, CSD Director of Student Support Services  
**Subject:** Purchase of Classroom Audio Amplification System  
**Date:** April 29, 2022

As a district we have been working with the University of Vermont and Dr. Margaret Overman, an educational audiologist, to explore universal classroom supports for auditory processing and attention. Using federal grant dollars, our goal is to outfit each classroom in the district with an auditory system to amplify the teacher's voice. Not only will it increase the access of learners with auditory or attention challenges, but the improvements will benefit all learners. Audio amplification systems allow students to hear more clearly throughout the classroom and reduce the amount of repetition and missed instruction.

After comparing two systems with Dr. Overman, we are interested in moving forward with Phonak. Attached are the quotes for the Phonak product and the comparable from Lightspeed. We choose the Phonak product as it will best meet the need at a lower per unit price.

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**Amy Minor**  
Superintendent  
of Schools

**George Trieb**  
Business & Operations  
Manager

**Carrie Lutz**  
Director of Student  
Support Services

**Gwendolyn Carmolli**  
Director of Curriculum  
& Instruction



Sonova USA Inc.  
750 N Commons Dr  
Aurora IL 60504  
Phone 800-777-7333

<b>Quotation</b>	<b>5120192288</b>
Date	04/11/2022
Quotation Expiry Date	07/13/2022
<b>Amount</b>	<b>50,104.49</b>

**PAYER ACCOUNT #** PH-5120027160

COLCHESTER SCHOOL DISTRICT  
SPECIAL ED  
125 LAKER LANE - POB 27  
COLCHESTER VT 05446

**SHIP TO ACCOUNT #** PH-5120027160  
COLCHESTER SCHOOL DISTRICT  
SPECIAL ED  
125 LAKER LANE - POB 27  
COLCHESTER VT 05446

<b>PO.:</b>		<b>Contact:</b> Margaret Overman			
<b>Patient ID:</b>		<b>Shipment Method:</b> Fed Ex Second Day			
Qty	Description	Price Per Unit	Adjustment Per Unit	Net Price Per Unit	Net Amount
	<b>Patient: STOCK</b>				
49	Kit Roger touchscreen SF DM5000	0.00		0.00	0.00
49	Roger SoundField Touchscreen Mic	675.00	(247.50)	427.50	20,947.50
49	Roger DigiMaster 5000	875.00	(312.50)	562.50	27,562.50
49	DigiMaster floor stand	0.00		0.00	0.00
1	Kit Roger touchscreen SF DM7000	0.00		0.00	0.00
1	Roger SoundField Touchscreen Mic	675.00	(247.50)	427.50	427.50
1	Roger DigiMaster 7000	1,000.00	(352.00)	648.00	648.00
1	DigiMaster floor stand	0.00		0.00	0.00

Notes:	<b>Subtotal</b>	<b>49,585.50</b>
	<b>Sales Tax</b>	<b>0.00</b>
	<b>Shipping &amp; Handling</b>	<b>518.99</b>
	<b>Additional Discount</b>	
	<b>Net Total</b>	<b>50,104.49</b>

Returns and exchanges will be accepted within 60 days of invoicing unless specified otherwise.

Note: This quotation is for equipment to be purchased for school use only. Resale to consumers is not intended. Children with hearing loss should always be directed to an audiologist for evaluation and rehabilitation.

Purchase orders can be sent to [schoolorders@phonak.com](mailto:schoolorders@phonak.com) or faxed to 630-393-9816. For additional assistance please contact 1-888-777-7316. Opt #1

Quotation 5120192288

**Amount** **\$50,104.49**



Sonova USA Inc. N Commons Dr Aurora, IL 60504



Sonova USA Inc.  
750 N Commons Dr  
Aurora IL 60504  
Phone 800-777-7333

<b>Quotation</b>	<b>5120192860</b>
Date	04/27/2022
Quotation Expiry Date	07/27/2022
<b>Amount</b>	<b>31,834.49</b>

**PAYER ACCOUNT #** PH-5120027160

COLCHESTER SCHOOL DISTRICT  
SPECIAL ED  
59 RATHE RD POB 27  
COLCHESTER VT 05446

**SHIP TO ACCOUNT #** PH-5120027160  
COLCHESTER SCHOOL DISTRICT  
SPECIAL ED  
59 RATHE RD POB 27  
COLCHESTER VT 05446

<b>PO.:</b>	<b>Contact:</b> Margaret Overman
<b>Patient ID:</b>	<b>Shipment Method:</b> Fed Ex Second Day

Qty	Description	Price Per Unit	Adjustment Per Unit	Net Price Per Unit	Net Amount
	<b>Patient: STOCK</b>				
31	Kit Roger touchscreen SF DM5000	0.00		0.00	0.00
31	Roger SoundField Touchscreen Mic	675.00	(247.50)	427.50	13,252.50
31	Roger DigiMaster 5000	875.00	(312.50)	562.50	17,437.50
31	DigiMaster floor stand	0.00		0.00	0.00
1	Kit Roger touchscreen SF DM7000	0.00		0.00	0.00
1	Roger SoundField Touchscreen Mic	675.00	(247.50)	427.50	427.50
1	Roger DigiMaster 7000	1,000.00	(352.00)	648.00	648.00
1	DigiMaster floor stand	0.00		0.00	0.00

Notes:

<b>Subtotal</b>	<b>31,765.50</b>
<b>Sales Tax</b>	<b>0.00</b>
<b>Shipping &amp; Handling</b>	<b>68.99</b>
<b>Additional Discount</b>	
<b>Net Total</b>	<b>31,834.49</b>

Returns and exchanges will be accepted within 60 days of invoicing unless specified otherwise.

Note: This quotation is for equipment to be purchased for school use only. Resale to consumers is not intended. Children with hearing loss should always be directed to an audiologist for evaluation and rehabilitation.

Purchase orders can be sent to schoolorders@phonak.com or faxed to 630-393-9816. For additional assistance please contact 1-888-777-7316. Opt #1

Quotation 5120192860

**Amount** **\$31,834.49**



Sonova USA Inc. N Commons Dr Aurora, IL 60504

## QUOTATION

**Lightspeed Technologies, Inc.**

11509 SW Herman Road

Tualatin OR 97062

1-800-732-8999

[www.lightspeed-tek.com](http://www.lightspeed-tek.com)

Fax: 503-684-3197

Quote # Q-37719

Date: 4/19/2022

Expires: 6/18/2022

Payment Terms: Net 30

Shipping Method: UPS Ground

Account Executive: Tom Gilmartin

**BILL TO:**

ACCOUNTS PAYABLE

COLCHESTER SCHOOL DISTRICT

PO BOX 27

COLCHESTER, VT 05446

UNITED STATES

**SHIP TO:**

COLCHESTER SCHOOL DISTRICT

PO BOX 27

COLCHESTER, VT 05446

UNITED STATES

ITEM	DESCRIPTION	QTY	UNIT PRICE	AMOUNT
RCN-F	REDCAT WITH FLEXMIKE	1	\$1,250.00	\$1,250.00
SUBTOTAL:				\$1,250.00
SALES TAX:				\$0.00
SHIPPING & HANDLING:				\$26.00
TOTAL DUE:				\$1,276.00

X 50

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\$63,800.00 +

We are experiencing longer than normal lead times due to COVID-19 driven demand.

Lightspeed instructional audio systems have a 5-year limited warranty on the major components.

The lapel & earset mics, cables and microphone batteries have a 1-year limited warranty.

The L14V battery has a 2-year limited warranty.

Second teacher microphone = \$250 -  
hand held student mic = \$275 -

**Thank you for choosing Lightspeed Technologies!**

Page 1 of 1

[Close Printer Friendly Page](#)Agency of Education**Applicant:** T050 Colchester  
SD**Application:** 2023 CFP - 00-  
**Cycle:** Original  
Application**Project Period:** 7/1/2022 -  
6/30/2023**Application Sections**  
Consolidated Application ▼Printer-Friendly**Consolidated Federal Program Assurances**

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

**CONSOLIDATED FEDERAL PROGRAM ASSURANCES****Revised Fiscal Year 2021****Communications to Parents and Community**

1. Disseminate to parents annual LEA and school report cards, or the link to the "State Snapshot" by December of the following school year, with disaggregated assessment results and information on Title I schools identified as needing comprehensive or targeted support. The report card must be in an understandable and uniform format and, to the extent practical, in a language that parents can understand.
2. Notify, at the beginning of each school year, parents of students in Title I schools of their right to request information regarding any State or local educational agency policy regarding student participation in any Federal, State, or locally required assessments, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
3. Make widely available, through public means (suggested: LEA and school websites), for each grade served by the local educational agency, information on each assessment required by the State and assessments required districtwide by the local educational agency.
4. Provide parents, of children in a Title I school, information on the level of achievement of their children in each of the State academic assessments. This can be accomplished through online access to assessment results and/or printed reports.
5. Provide to parents of students in Title I schools timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
6. Provide all notices to parents in a format that is understandable and, to the extent practicable, in a language that the parents can understand.
7. Notify, at the beginning of each school year, parents in Title I schools of their right to request information regarding the professional qualifications of their child's classroom teachers. If requested, the information shared should include (a) if the teacher has met state licensing criteria for the grade levels and subjects taught, (b) whether the teacher is teaching under a licensure waiver, (c) the teacher's degree major, and (d) whether their child is provided any services by paraprofessionals, and if so, their qualifications. This may be accomplished for educators by providing parents with access to the "Look Up an Educator" database on the AOE website.

**Parent & Family Engagement**

1. Involve parents in the development of the Consolidated Federal Programs (CFP) application, including asking for input relative to Title I, Title IIA, Title IIIA and Title IVA.
2. Develop written parent and family engagement policies for the LEA and each Title I school. These policies will be developed jointly with, agreed upon with, and distributed to, parents and family members of participating children. The LEA PFE policy shall be incorporated into the local educational agency's plan and describe the agency's expectations for parent and family involvement. Title I schools are also required to have a Parent-School Compact.
3. Conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school. Use the evaluation findings to design evidence-based strategies for more effective parental involvement and to revise the parent and family engagement policies.
4. Involve parents and family members of children receiving services under Title I in the decisions regarding how funds reserved under the Parent & Family Engagement set-aside are used.
5. Submit, if the LEA CFP plan is unsatisfactory to any parents, the parents' comments when the LEA submits its application to the State.

### **Comprehensive Needs Assessment**

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

### **Professional Learning**

1. Conduct a periodic needs assessment that includes local needs for professional learning and hiring taking into account the activities that are needed to (1) give teachers the means (including subject matter knowledge, teaching, and technology skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards, (2) give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging state and local student academic achievement standards, (3) Provide low-income and minority students greater access to effective teachers, principals and other school leaders.

In conducting the needs assessment, consider information such as:

- a. student achievement data;
  - b. information about teacher qualifications;
  - c. projections of teacher supply in critical areas;
  - d. student enrollment data;
  - e. information on evidence-based research on proposed programs and strategies;
  - f. educator evaluations; and
  - g. any additional data sources as deemed necessary to fully understand the professional development and staffing needs of the system.
2. Align the professional learning provided to teachers and principals with challenging State academic content standards, student academic achievement standards, State assessments, and the curricula and programs tied to those standards.
  3. Base professional learning activities on a review of evidence-based research that will have a substantial, measurable, and positive impact on student academic achievement, and will be used as part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students.
  4. Coordinate professional learning activities authorized under Title II, Part A with professional learning activities provided through other Federal, State, and local programs.
  5. Ensure that professional learning funded by LEA's Title II Part A – Supporting Effective Instruction allocation meets the data-supported needs of teachers (including teacher mentors) and principals.



6. Provide professional learning and development to enable teachers to (1) address the learning needs of all students, including students with disabilities, English learners, and gifted students; (2) provide students with the opportunity to meet challenging state and local student academic achievement standards, (including subject matter knowledge, teaching, and technology skills; (3) involve parents in their child's education; and (4) understand and use data and assessments to improve student achievement and protect student privacy.
7. Ensure that the professional learning meets the **ESEA** definition of professional learning including activities that:
  - a. Are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards;
  - b. Are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
  - c. Are an integral part of broad schoolwide and LEA-wide educational improvement plans; and as a whole, are no less than annually evaluated for their impact on increased teacher effectiveness and improved student academic achievement, and the findings of the evaluations are used to improve the quality of professional learning.

### Homeless Education

1. Provide transportation to and from the school of origin for homeless students, if requested by the parent, so the child can continue his or her educational experience uninterrupted.
2. Adopt policies and practices to ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless.
3. Review and revise any policies that may act as barriers to the identification and enrollment of homeless children and youth.
4. In accordance with the homeless student's best interest, the LEA must continue the student's education in the school of origin for the duration of homelessness:
  - a. In any case in which a family becomes homeless between academic years or during the academic year; and
  - b. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
  - c. Enroll the student in any public school that non-homeless students, who are living in the same attendance area as the homeless student, are eligible to attend.
5. In determining the best interest of the homeless student, the LEA must:
  - a. To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
  - b. consider student-centered factors related to the child or youth's best interest;
  - c. Provide a written explanation, including a statement of the right to appeal, to the student's parent or guardian, if the LEA sends such student to a school other than the school of origin or a school requested by the parent or guardian; and
  - d. In the case of an unaccompanied youth, ensure that the designated homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
6. If a dispute arises over school selection or enrollment in a school, the student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute, including all available appeals.
7. The school selected shall immediately enroll the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records

and proof of residency.

8. Provide services to homeless children and youth that are comparable to services offered to other students in the school selected, including transportation, educational services for which the child or youth meets the eligibility criteria (programs for children with disabilities, programs for English learners, programs for gifted and talented students), programs in career and technical education, before-and after-school programs, and school nutrition programs.
9. The LEA must designate a liaison for students experiencing homelessness, even if there are no students currently identified. The liaison must ensure that:
  - a. Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
  - b. Homeless students enroll in and have full and equal opportunity to succeed in school;
  - c. Homeless students and their families receive educational services for which they are eligible, including free meals, Title I, Part A services, public pre-school programs and/or Head Start; and referrals to health, housing, and other appropriate services;
  - d. Parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
  - e. Public notice of the educational rights of homeless students is disseminated in schools and other places where homeless students and their families receive services;
  - f. Enrollment disputes are mediated;
  - g. The parent or guardian of a homeless student or any unaccompanied youth is fully informed of all transportation services including transportation to the school of origin, if that is the school placement;
  - h. School personnel providing services under McKinney-Vento receive professional development and other support; and
  - i. Unaccompanied youths are enrolled in school, have opportunities that are the same as other youth, and are informed of their status as independent students under the Higher Education Act, receive support to prepare for college and obtain assistance to receive verification for their FAFSA.
10. Inform school personnel, service providers, and advocates working with homeless families, parents and guardians of homeless children and youth, and homeless children and youth of the duties of the local liaison.
11. Coordinate and collaborate with the State Coordinator and community and school personnel responsible for the provision of education and related services to homeless children and youth. Such coordination must include collecting and providing to the State Coordinator reliable, valid, and comprehensive data on homeless children and youth.

### **Persistently Dangerous Schools**

1. Allow a student that attends a persistently dangerous school, as designated by the State, or who has been a victim of a violent criminal offense on the grounds of the public school the student attends, to transfer to a safe public school within the LEA.

### **Consultation**

1. Provide for systematic consultation with parents of elementary and secondary school children, teachers and administrators, and other groups such as librarians, school counselors and pupil services personnel, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities in the planning, design and implementation of all activities and strategies described in the Consolidated Federal Programs application. A description of this process must be on file at the LEA office.

2. Consult with representatives of important stakeholder groups in the preparation and implementation of the CFP application, including planning for professional learning. These groups include parents of children attending elementary and secondary schools in the LEA, teachers, administrators, independent school representatives and others.

### **English Learners**

1. Implement effective means of outreach that include holding regular meetings for the purpose of formulating and responding to recommendations from parents of students who are English learners. Regularly provide parents with information to assist them in becoming active participants in their children's education, i.e., attaining English proficiency, achieving at high levels within a well-rounded education, and meeting challenging State academic standards expected of all students. All notices to parents should be provided in an understandable and uniform format and, to the extent practicable, in a language that parents can understand.
2. Improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards using effective approaches and methodologies.
3. Provide, through report to Vermont Agency of Education, such data as requested. Data includes but is not limited to; a description of the programs and activities conducted by the entity with funds received, proficiency status of English learners, and information on those exiting language instruction educational programs.
4. Ensure that English learners are included in state assessments as outlined by the federal Elementary & Secondary Education Act.
5. Assess annually the English language proficiency of all English Learners in reading, writing, speaking, and listening, and report data on English language proficiency to the State.
6. Certify that all teachers in any language instruction educational program for English learners funded by Title III are fluent in English and any other language used for instruction, including having written and oral communications skills.
7. Assure that the LEA and each school is not in violation of any State or Federal law, including State constitutional law and Federal Civil Rights Law, regarding the education of English learners.
8. For each local educational agency that uses funds under Title I, Part A, or Title III, Part A, identify all English learners within 30 days of enrollment, and, not later than 30 days after the beginning of the school year (or, for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, within the first two weeks of the child being placed in a language instruction educational program), the local educational agency shall notify the children's parents of an English learner identified for participation or participating in such a program.
9. Ensure that a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

### **Assessment**

1. Participate in National Assessment of Educational Progress (NAEP) testing if the LEA is requested to participate in the State sample.

### **Program Reporting and Evaluation**

1. Maintain such records and provide such information to the Vermont Agency of Education, as may be reasonably required for fiscal audit and program evaluation and federal reporting purposes.
2. Annually evaluate CFP Title programs. Use the results of the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

### **Title I, Part A - Improving the Academic Achievement of the Disadvantaged**

1. Inform eligible schools and parents of schoolwide program authority and the ability to consolidate

funds from Federal, State and local sources.

2. Coordinate and integrate services provided under Title I with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
3. Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
4. Comply at a minimum, when providing early childhood services, with the performance Standards of Head Start.
5. Assist each Title I school in the development or identification of examples of high quality, effective curricula consistent with the State Plan.
6. Assure that migratory children and former migratory children who are eligible to receive Title I, Part A services are selected to receive services on the same basis as other children are selected to receive Title I, Part A services.
7. Be able to describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services under Title I.

#### **Student Support and Academic Enrichment - Title IV, Part A**

1. Conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of:
  - a. Access to, and opportunities for, a well-rounded education for all students;
  - b. School conditions for student learning in order to create a healthy and safe school environment; and
  - c. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
2. Obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under Title IV, Part A and conducted in connection with an elementary school or secondary school under Title IV, Part A.
3. Not use funds under Title IV, Part A for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.
4. Use evidence-based strategies, to the extent that the State determines such evidence is reasonably available, if using Title IVA funds to provide comprehensive school-based mental health services, implement drug and violence presentation activities and programs, and/or design and implement a locally tailored plan to reduce exclusionary discipline practices.
5. Engage in initial and continued consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.
6. The LEA will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that:

- a. Are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
  - b. Have the highest percentages or numbers of children in poverty and population;
  - c. Are identified for comprehensive support and improvement;
  - d. Are implementing targeted support and improvement; or
  - e. Are identified as a persistently dangerous public elementary school or secondary school.
7. LEAs receiving an allocation of at least \$30,000 will use:
- a. Not less than 20 percent of funds received under this subpart to support one or more of the activities under well-rounded education; AND
  - b. Not less than 20 percent of funds received under this subpart to support one or more of the activities under safe and healthy students; AND
  - c. A portion of the funds received under this subpart to support one or more activities related to the effective use of technology, without spending more than 15 percent on technology infrastructure, including devices and software
8. LEAs receiving an allocation of less than \$30,000 will use:
- a. Not less than 20 percent of funds received under this subpart to support one or more of the activities under well-rounded education; OR
  - b. Not less than 20 percent of funds received under this subpart to support one or more of the activities under safe and healthy students; OR
  - c. A portion of the funds received under this subpart to support one or more activities related to the effective use of technology, without spending more than 15 percent on technology infrastructure, including devices and software
9. Annually report to the State how funds are being used under Title IV, Part A, including the degree to which the LEA has made progress towards meeting the objectives and outcomes described in the Title IVA grant application.

### **Safe and Drug-Free Schools and Communities**

1. The LEA assures that it will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violations of such prohibition;
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    - i. The dangers of drug abuse in the workplace,
    - ii. The grantee's policy of maintaining a drug-free workplace,
    - iii. Any available drug counseling, rehabilitation, and employee assistance programs, and
    - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement;
  - d. Including in the statement required in (a) above that, as a condition of employment under the grant, the employee will abide by the terms of the statement, and notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the work-place no later than five calendar days after such conviction;
  - e. Notifying the agency, in writing, within ten calendar days after receiving notice from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3124, GSA Regional

Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

- f. Taking one of the following actions, within 30 calendar days of receiving notice with respect to any employee who is so convicted:
  - i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended, or
  - ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, and
  - iii. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above.
2. Assure that each school within the LEA will adopt and implement policies regarding any student/staff that brings a weapon to school, which complies with Vermont and Federal law. [ESEA, §8561(d) and VT Title 16, §1166]

### **Fiscal**

1. Use funds only to supplement, not supplant the level of funds from non-federal sources. The use of federal funds will not result in a decrease in state or local funds for a particular activity, which, in the absence of federal funds, would have been available to conduct an activity supported by the programs authorized in the CFP application. Ensure that each Title's specific rule is being met.
2. As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 Part 82, Sections 82.105 and 82.110, the applicant certifies that:
  - a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  - b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
  - c. The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts).
3. As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at CFR Part 85, Sections 85.105 and 85, certify that applicant and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
  - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- c. Are not presently indicted for or other-wise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (A) b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

## General

1. Take into account evidence-based research, model programs & findings.
2. Collaborate with the State or local child welfare agency to:
  - a. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
  - b. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.
3. Not discriminate against and deny equal access or a fair opportunity for meeting space to any group officially affiliated with the Boys Scouts of America, or any other youth group listed in Title 36, that wishes to conduct a meeting within a designated open forum or limited public forum.
4. Support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
5. If engaging in a consortium under Title III or Title IVA, utilize an LEA-LEA agreement as outlined by Vermont Act 267.
6. Provide, upon request from military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone numbers. Parents may request in writing that their child's name not be on the list.
7. Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
8. Take into consideration how to support programs that coordinate and integrate academic and career and technical education content and work-based learning opportunities.
9. Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.
10. Administer each funded program in accordance with all applicable statutes, regulations, program plans, and applications.
11. The control of funds provided under each funded program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
12. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other

recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

13. The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
14. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each funded program.
15. The LEA will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
16. Before the application was submitted, the LEA assures that it afforded a reasonable opportunity for public comment on the application and considered such comment.

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



[Close Printer Friendly Page](#)
Agency of Education

**Applicant:** T050 Colchester  
SD

**Application:** 2023 CFP - 00-  
**Cycle:** Original  
Application

**Project Period:** 7/1/2022 -  
6/30/2023

**Application Sections**  
Consolidated Application ▼

Printer-Friendly

## Consolidated Application Additional Assurances

☐ **The LEA and the participating schools agree to the assurances and will maintain records to document compliance.**

### Title I, Part A - Comparability

Section 1118(c) of the Elementary and Secondary Education Act (ESEA) permits an LEA to receive Federal Title I, Part A funds only if State and local funds support services in Title I schools that are "at least comparable" to services in non-Title I schools.

In order to demonstrate satisfy Comparability requirements, LEAs must:

- Provide services in Title I schools that are comparable to those in non-Title I schools;
- Adopt and maintain all required policies and procedures regarding Comparability under ESEA; and
- Complete the Title I Comparability report through the Grants Management System (GMS) each year.

### School Prayer Certification

I certify that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

- ☐ **a. Check to certify compliance with the above statement.**
- b. Report the number of complaints from the prior year.**

### Supplement, not Supplant

The local educational agency shall use Federal funds received in this application only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs supported with funds from this application, and not to supplant such funds. For all Titles, except for Title I Part A, the determination of a presumption of supplanting remains as it was in previous years.

To demonstrate compliance with supplement not supplant requirements under Title I Part A, each LEA shall develop and maintain documentation of a specific methodology to allocate State and local funds that results in each Title I school receiving all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. LEAs must be prepared to demonstrate the results of having applied this specific methodology upon request.

### Equitable Participation of Independent Schools

**The LEA shall:**

- a. Provide for the equitable participation of students and professional staff in non-profit independent

schools in all Titles covered in this application: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A.

- b. Identify and consult with appropriate independent school officials to determine eligibility for participation under all available Titles, as well as monitor progress toward key issues relevant to equitable participation. Consultation must be timely, ongoing, and meaningful.
- c. Determine the share of all applicable Title funds available for equitable services prior to any expenditures or transfer of funds.
- d. Assure that all services, materials, and equipment provided to independent schools will be used to provide only secular, neutral, and non-ideological educational services to students and school personnel.
- e. Retain all required documentation.
- f. Maintain control of all funds.

[Close Printer Friendly Page](#)Agency of Education**Applicant:** T050 Colchester  
SD**Application:** 2023 CFP - 00-  
**Cycle:** Original  
Application**Project Period:** 7/1/2022 -  
6/30/2023**Application Sections**  
Consolidated Application ▼Printer-Friendly**Assurances Summary**

The authorized representative of the Grantee certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

NOTE: These checkboxes will be automatically filled in as each of the separate certifications/assurances are read and agreed to.

Central Data Assurances

☐ Consolidated Application General Assurances

☐ Consolidated Application Additional Assurances

The assurances were fully agreed to on this date:

**LOCAL EDUCATION AGENCY PLAN**

**ASSURANCES**

**FOR THE INDIVIDUALS**

**WITH DISABILITIES**

**EDUCATION ACT**

**PART B**

**FOR FISCAL YEAR 2023**

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

**SUPERVISORY UNION/SCHOOL DISTRICT:**

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**IDEA-B GRANT APPLICATION FOR FY 2023**

**LEAP ASSURANCES TABLE OF CONTENTS**

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Assurances Regarding Implementation during  
State Fiscal Year 2023  
for  
Part B of the  
Individuals with Disabilities Education Improvement Act,  
As Passed in 2004  
With implementing federal regulations effective October 13, 2006  
and  
Act 173 State Board of Education Rules Effective July 1, 2022

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

---

\_\_\_\_\_  
(Type name of supervisory union or school district)

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

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

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

**Assurances concerning purchase of instructional materials:**

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

(b) Rights of supervisory union/school district.

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

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

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

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

**Option to Adjust Local Maintenance of Effort Requirement:**

The supervisory union

\_\_\_\_\_ elects

\_\_\_\_\_ elects not

to exercise the provision under 34 CFR § 300.205 for fiscal year 2022-2023 concerning the adjustment of local maintenance of effort requirement. For any fiscal year in which the allocation of the IDEA-B basic grant funds for the supervisory union exceeds the allocation for the previous fiscal year, the supervisory union may reduce the level of expenditures from other funds by not more than 50 percent of the increase. If the supervisory union elects to reduce the level of expenditures as allowed above,

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

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

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

---

(Signature)

---

(Date)



<b>Use of IDEA Part B Funds</b>
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**Excess Cost Provision §300.202**

In order for a supervisory union to be eligible to use IDEA-B funds, it must spend the average per pupil expenditures for its elementary and secondary special education students from State and “local” (Education Spending) funds. The supervisory union assures the amount it will spend from IDEA-B funds will be in excess of the average per pupil expenditure amount and will be used for providing special education and related services to children with disabilities. In order to make this assurance, the supervisory union has reviewed the information submitted on the “Supplement to IDEA-B Local Education Agency Plan for FY 2022” and ascertained that the supervisory union will be able to document compliance with the excess cost provision for FY 2023. The supervisory union assures it will submit the required documentation prior to the close of the grant year.

**General Requirements Concerning Use of Grant Funds**

The budget which is in a separate document indicates how this supervisory union proposes to use “IDEA-B Flow Through” funds for children ages 3 up to the 22<sup>nd</sup> birthday, for the period July 1, 2022 through June 30, 2023. These funds cannot be used for costs incurred prior to the date the Agency of Education receives this application in substantially approvable form. A separate budget is submitted for IDEA-B PreSchool funds for children ages 3 up to the 6<sup>th</sup> birthday. Both budgets detail how the funds will be spent and how those expenditures relate to providing special education and related services for children with disabilities or other expenditures allowed under the IDEA.

**Proportionate Share Funding Requirement**

For both the IDEA-B Basic and PreSchool Flow Through Grants, an amount is required to be set aside for children enrolled in private or independent schools by their parents when the school is located within the geographic boundaries of the supervisory union. The portion of the supervisory union’s IDEA-B FY 2023 Basic and PreSchool allocation that must be used for the provision of special education and related services to parentally placed students eligible for special education is calculated as the number of eligible parentally placed students to the total number of eligible students.

The amount to be budgeted for services to parentally placed students include the portion calculated above of the FY 2023 allocation and any carryover of the proportionate share funds from FY 2022 allocation. Budget items relating to use of these proportionate share funds in the FY 2023 application must indicate how the supervisory union plans to serve privately placed eligible students with disabilities on services plans.

<b>Participating Districts</b>
--------------------------------

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

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

## Participating Districts (continued)

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

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

## Non-Participating Districts

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

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

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

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

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

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Typed Name of Chairperson)



# Colchester School District

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

Phone: (802) 264-5999 • [www.csdvt.org](http://www.csdvt.org) • Fax: (802) 318-4669

## MEMO

**To:** School Board Directors  
**From:** George A. Trieb, Jr. *GA Trieb*  
**Subject:** Year-To-Date Financial Report – March 2022  
**Date:** April 28, 2022

The table below shows the total budget and forecast revenue and expense figures for the period ending March 2022. Revenue and expenditures are tracking mostly as expected. Should the current spending trend continue the district would expect a slight surplus of \$472,855.

	Budget	Forecast	% of Budget	Variance
Revenue	\$45,598,411	\$46,003,872	100.89%	\$405,461
Expenses	\$45,598,411	\$45,531,017	99.85%	\$67,394
<i>Surplus/(Deficit)</i>				<b>\$472,855</b>

Attached to this memo is further detail about both the revenue and expenses through March. The district has spent 66.4% of the budget versus spending 64.5% last year at this time. The district's total commitments to date are also tracking relatively close to last year. Further information is as follows:

### Revenue

- ❖ Tuition receivable is forecast to come in over budget by \$286K or 28.2% as more students attended CHS than predicted.
- ❖ All other revenue is expected to come in at or close to budget.

### Expenditures

- ❖ Teacher compensation (5111) is expected to come in slightly under budget by approximately \$200K or 1.21%. The primary reasons for the surplus are breakage, overestimated column movement and an unfilled position.
- ❖ Rental of Land/Buildings (5441) will come in over budget by approximately \$65K due to the central office moving to its new building in March.

**Amy Minor**  
Superintendent  
of Schools

**George Trieb**  
Business & Operations  
Manager

**Carrie Lutz**  
Director of Student  
Support Services

**Gwendolyn Carmolli**  
Director of Curriculum  
& Instruction

- ❖ Supplies – Tech Software (5652) is expected to come in well over budget by \$116.9K. This is a trend that is expected to continue and one that will require a budget adjustment in the future.
- ❖ All other expenditures are in an acceptable range and as budgeted.

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

<b>Transaction Type</b>	<b>Date</b>	<b>Amount</b>
<b>Payroll Warrant</b>	<b>1/7/22</b>	<b>\$1,015,136</b>
<b>Board Orders</b>	<b>1/12/22</b>	<b>\$633,481</b>
<b>Payroll Warrant</b>	<b>1/14/22</b>	<b>\$63,989</b>
<b>Payroll Warrant</b>	<b>1/21/22</b>	<b>\$1,090,648</b>
<b>Board Orders</b>	<b>1/26/22</b>	<b>\$904,793</b>
<b>Total Expenditures</b>		<b>\$3,708,047</b>

<b>Transaction Type</b>	<b>Date</b>	<b>Amount</b>
<b>Payroll Warrant</b>	<b>2/4/22</b>	<b>\$1,089,642</b>
<b>Board Orders</b>	<b>2/9/22</b>	<b>\$346,257</b>
<b>Payroll Warrant</b>	<b>2/11/22</b>	<b>\$39,111</b>
<b>Payroll Warrant</b>	<b>2/18/22</b>	<b>\$1,075,049</b>
<b>Board Orders</b>	<b>2/23/22</b>	<b>\$1,003,812</b>
<b>Total Expenditures</b>		<b>\$3,553,871</b>

<b>Transaction Type</b>	<b>Date</b>	<b>Amount</b>
<b>Payroll Warrant</b>	<b>3/4/22</b>	<b>\$958,911</b>
<b>Board Orders</b>	<b>3/9/22</b>	<b>\$576,439</b>
<b>Payroll Warrant</b>	<b>3/18/22</b>	<b>\$1,063,443</b>
<b>Board Orders</b>	<b>3/23/22</b>	<b>\$913,254</b>
<b>Total Expenditures</b>		<b>\$3,512,047</b>

**Colchester School District**  
**Year-End Budget Report - Voted Budget Revenue**  
*As of March 31, 2022*

	<b>FY2022</b>	<b>FY2022</b>	<b>Revenue</b>	<b>Percent</b>	<b>Variance</b>
<b>Description</b>	<b>Budget</b>	<b>Forecast</b>	<b>Received</b>	<b>Received</b>	<b>Favorable/(Unfavorable)</b>
<b>LOCAL</b>					
Fund Balance	\$1,500,000	\$1,500,000	\$1,500,000	100.00%	\$0
Tuition	\$1,014,000	\$1,300,000	\$706,948	69.72%	\$286,000
Interest Earnings	\$15,000	\$15,000	\$7,258	48.39%	\$0
Facility Rentals	\$25,000	\$25,000	\$2,490	9.96%	\$0
Impact Fees	\$150,000	\$150,000	\$0	0.00%	\$0
Miscellaneous	\$25,000	\$60,000	\$42,156	168.62%	\$35,000
Act 176 Funds - High School Completion	\$0	\$26,477	\$26,477	N/A	\$26,477
<b>TOTAL LOCAL</b>	<b>\$2,729,000</b>	<b>\$3,076,477</b>	<b>\$2,285,329</b>	<b>83.74%</b>	<b>\$347,477</b>
<b>STATE</b>				N/A	
General State Aid	\$35,854,970	\$35,854,970	\$23,644,252	65.94%	\$0
Transportation Aid	\$425,000	\$483,462	\$322,308	75.84%	\$58,462
Voc. Ed. Transportation Reimb.	\$31,000	\$31,000	\$0	0.00%	\$0
Driver Education Reimbursement	\$15,000	\$15,000	\$6,913	46.09%	\$0
<b>TOTAL STATE NON SPECIAL EDUCATION</b>	<b>\$36,325,970</b>	<b>\$36,384,432</b>	<b>\$23,973,473</b>	<b>66.00%</b>	<b>\$58,462</b>
<b>SPECIAL EDUCATION</b>				N/A	
Special Education Block Grant	\$858,923	\$858,923	\$858,923	100.00%	\$0
Expenditure Reimbursement	\$4,500,222	\$4,500,222	\$2,789,807	61.99%	\$0
EEE Program	\$205,826	\$205,826	\$205,826	100.00%	\$0
<b>TOTAL SPECIAL EDUCATION</b>	<b>\$5,564,971</b>	<b>\$5,564,971</b>	<b>\$3,854,556</b>	<b>69.26%</b>	<b>\$0</b>
<b>FEDERAL</b>				N/A	
SpEd/Title IVB IDEA	\$969,303	\$969,303	\$0	0.00%	\$0
SpEd/EEE IDEA Pre-School	\$9,167	\$8,689	\$0	0.00%	(\$478)
<b>TOTAL FEDERAL</b>	<b>\$978,470</b>	<b>\$977,992</b>	<b>\$0</b>	<b>0.00%</b>	<b>(\$478)</b>
<b>TOTAL REVENUE</b>	<b>\$45,598,411</b>	<b>\$46,003,872</b>	<b>\$30,113,358</b>	<b>66.04%</b>	<b>\$405,461</b>



**COLCHESTER SCHOOL DISTRICT**

Year-to-Date Budget Report - Voted Budget Expenditures (by Account)

As of March 31, 2022							
ACCOUNT	ACCOUNT TITLE	FY'22	FY'22	EXPENDITURES	AVAILABLE	% OF BUDGET	VARIANCE
#		BUDGET	FORECAST	YTD	BUDGET	UTILIZED	
5432	TECHNOLOGY REPAIR/MAINT	\$0	\$5,429	\$5,429	(\$5,429)	#DIV/0!	(\$5,429)
5441	RENTALS-LAND/BUILDINGS	\$60,000	\$125,000	\$71,665	(\$11,665)	119.4%	(\$65,000)
5442	RENTALS-EQUIPMNT/VEHICLES	\$104,500	\$104,500	\$70,158	\$34,342	67.1%	\$0
5450	CONSTRUCTION SERVICES	\$0	\$52,528	\$52,528	(\$52,528)	#DIV/0!	(\$52,528)
5451	CONSTRUCTION SERVICES	\$0	\$0	\$34,839	(\$34,839)	#DIV/0!	\$0
5490	OTHER PURCH PROPERTY SERV	\$41,500	\$41,500	\$30,241	\$11,259	72.9%	\$0
5513	STUDENT TRAN CONTRACT	\$1,529,625	\$1,475,000	\$806,154	\$723,471	52.7%	\$54,625
5519	STUDENT TRAN OTHER EXTRA	\$466,724	\$550,000	\$429,013	\$37,711	91.9%	(\$83,276)
5521	INSURANCE (NOT EMP BEN)	\$51,840	\$54,050	\$54,050	(\$2,210)	104.3%	(\$2,210)
5522	INSURANCE- LIABILITY	\$73,440	\$79,084	\$79,084	(\$5,644)	107.7%	(\$5,644)
5531	COMMUNICATIONS	\$67,000	\$52,000	\$23,965	\$43,035	35.8%	\$15,000
5533	POSTAGE	\$31,084	\$31,084	\$12,022	\$19,062	38.7%	\$0
5534	TELEPHONE AND VOICE	\$25,012	\$25,012	\$17,129	\$7,883	68.5%	\$0
5541	ADVERTISING	\$12,500	\$12,500	\$9,682	\$2,818	77.5%	\$0
5551	PRINTING AND BINDING	\$16,600	\$16,600	\$3,773	\$12,827	22.7%	\$0
5561	TUITN TO PUB VT LEAS	\$60,000	\$60,000	\$9,593	\$50,407	16.0%	\$0
5562	TUITN TO PRIV VT LEAS	\$2,155,999	\$2,155,999	\$1,424,003	\$731,996	66.0%	\$0
5566	TUITN TO VC-ON BEHALF	\$410,000	\$410,000	\$0	\$410,000	N/A	\$0
5567	TUITN TO VC	\$390,262	\$390,262	\$98,605	\$291,657	25.3%	\$0
5581	TRAVEL	\$41,207	\$41,207	\$15,638	\$25,569	37.9%	\$0
5594	SPED EXCESS TO PUB VT LEA	\$0	\$25,330	\$25,330	(\$25,330)	#DIV/0!	(\$25,330)
5611	GENERAL SUPPLIES	\$807,635	\$807,635	\$628,002	\$179,633	77.8%	\$0
5621	NATURAL GAS	\$180,000	\$170,000	\$113,218	\$66,782	62.9%	\$10,000
5622	ELECTRICITY	\$437,750	\$415,000	\$257,487	\$180,263	58.8%	\$22,750
5626	GASOLINE	\$24,000	\$24,000	\$15,209	\$8,791	63.4%	\$0
5641	BOOKS AND PERIODICALS	\$102,542	\$102,542	\$60,681	\$41,861	59.2%	\$0
5651	SUPPLIES - TECH RELATED	\$15,000	\$15,000	\$9,680	\$5,320	64.5%	\$0
5652	SUPPLIES - TECH SOFTWARE	\$143,070	\$260,000	\$248,212	(\$105,142)	173.5%	(\$116,930)
5731	MACHINERY	\$15,000	\$15,000	\$0	\$15,000	N/A	\$0
5732	VEHICLES	\$110,000	\$110,000	\$63,616	\$46,384	57.8%	\$0
5733	FURNITURE AND FIXTURES	\$96,257	\$96,257	\$65,217	\$31,040	67.8%	\$0
5734	TECH-RELATED HARDWARE	\$487,399	\$450,000	\$388,695	\$98,704	79.7%	\$37,399
5811	DUES AND FEES - STAFF	\$55,079	\$55,079	\$41,416	\$13,663	75.2%	\$0
5831	REDEMPTION OF PRINCIPAL	\$294,118	\$294,118	\$294,118	\$0	100.0%	\$0
5832	INTEREST ON LT DEBT	\$215,000	\$160,000	\$74,675	\$140,325	34.7%	\$55,000
5899	MISC EXPENDITURES - OTHER	\$17,109	\$17,109	\$9,894	\$7,215	57.8%	\$0
5911	FD TRSF- CONTRIB RSRV	\$0	\$40,822	\$40,822	(\$40,822)	#DIV/0!	(\$40,822)
	<b>TOTALS</b>	<b>\$45,598,411</b>	<b>\$45,531,017</b>	<b>\$30,272,302</b>	<b>\$15,326,109</b>	<b>66.4%</b>	<b>\$67,394</b>

**COLCHESTER SCHOOL DISTRICT**

Year-to-Date Budget Report - Voted Budget Expenditures (by Account)

ACCOUNT #	ACCOUNT TITLE	As of March 31, 2022		EXPENDITURES YTD	AVAILABLE BUDGET	% OF BUDGET UTILIZED	VARIANCE
		FY'22 BUDGET	FY'22 FORECAST				
5111	TEACHERS	\$16,595,002	\$16,395,002	\$10,225,241	\$6,369,761	61.6%	\$200,000
5121	PARAEDUCATOR	\$3,035,183	\$3,035,183	\$1,934,576	\$1,100,607	63.7%	\$0
5131	SUBSTITUTES	\$420,000	\$450,000	\$316,467	\$103,533	75.3%	(\$30,000)
5141	ADMINISTRATION	\$1,833,009	\$1,833,009	\$1,331,429	\$501,580	72.6%	\$0
5151	MID-MANAGEMENT/SUPERVISOR	\$428,553	\$428,553	\$332,196	\$96,357	77.5%	\$0
5161	SUPPORT STAFF - CLERICAL	\$1,082,641	\$1,082,641	\$695,714	\$386,927	64.3%	\$0
5171	TECH & PROF STAFF	\$876,188	\$876,188	\$613,485	\$262,703	70.0%	\$0
5172	TCH & PRF STF-OT/PT/BS/CC	\$406,712	\$491,712	\$320,780	\$85,932	78.9%	(\$85,000)
5181	NON-CLERICAL GENERALISTS	\$856,382	\$856,382	\$594,954	\$261,428	69.5%	\$0
5191	STIPENDS- BOARD ED	\$8,500	\$8,500	\$8,500	\$0	100.0%	\$0
5192	STIPENDS- OTHER	\$663,385	\$663,385	\$451,037	\$212,348	68.0%	\$0
5211	HEALTH INSURANCE	\$3,976,949	\$3,976,949	\$3,352,022	\$624,927	84.3%	\$0
5212	HEALTH CARE CONTRIBUTION	\$7,000	\$7,000	\$4,664	\$2,336	66.6%	\$0
5218	HAS	\$20,000	\$20,000	\$17,200	\$2,800	86.0%	\$0
5219	HRA	\$816,443	\$725,000	\$520,929	\$295,514	63.8%	\$91,443
5220	FICA	\$1,981,613	\$1,950,000	\$1,237,076	\$744,537	62.4%	\$31,613
5232	VSTRS- OPEB	\$80,000	\$85,760	\$85,760	(\$5,760)	107.2%	(\$5,760)
5233	VSTRS- PENSION PAYMENTS	\$13,000	\$13,000	\$8,070	\$4,930	62.1%	\$0
5234	VMERS	\$296,861	\$310,000	\$237,063	\$59,798	79.9%	(\$13,139)
5251	TUITION REIMB- TEACHER	\$175,000	\$175,000	\$56,125	\$118,875	32.1%	\$0
5252	TUITION REIMB- SPT STF	\$37,000	\$37,000	\$3,733	\$33,267	10.1%	\$0
5253	TUITION REIMBURSEMENT - ADMIN	\$18,000	\$18,000	\$2,344	\$15,656	13.0%	\$0
5261	UNEMPLOYMENT COMPENSATION	\$15,000	\$21,000	\$16,883	(\$1,883)	112.6%	(\$6,000)
5271	WORKERS COMPENSATION	\$260,572	\$230,000	\$215,398	\$45,174	82.7%	\$30,572
5281	DENTAL	\$289,062	\$289,062	\$221,867	\$67,195	76.8%	\$0
5292	LIFE	\$37,600	\$37,600	\$31,407	\$6,193	83.5%	\$0
5294	LTD	\$73,750	\$73,750	\$62,865	\$10,885	85.2%	\$0
5295	CASH IN LIEU	\$362,945	\$276,000	\$138,118	\$224,827	38.1%	\$86,945
5296	LIEU OF SICK	\$3,000	\$3,000	\$2,130	\$870	71.0%	\$0
5311	OFFICIAL/ADMIN SERVICES	\$500	\$500	\$0	\$500	N/A	\$0
5321	PROFESSIONAL EDU SERVICES	\$660,512	\$775,000	\$642,622	\$17,890	97.3%	(\$114,488)
5331	EMP TRAINING/DEVELOP	\$30,000	\$30,000	\$28,376	\$1,624	94.6%	\$0
5341	OTHER PROFESSNL SERVICES	\$660,481	\$550,000	\$296,967	\$363,514	45.0%	\$110,481
5342	AUDITING SERVICES	\$28,119	\$32,356	\$32,356	(\$4,237)	115.1%	(\$4,237)
5352	OTH TECHNICAL SERVICES	\$0	\$22,641	\$22,641	(\$22,641)	#DIV/0!	(\$22,641)
5411	UTILITY SERVICES	\$70,000	\$70,000	\$51,943	\$18,057	74.2%	\$0
5425	TRASH & RECYCLING	\$51,125	\$51,125	\$32,312	\$18,813	63.2%	\$0
5431	NONTECHNLGY REPAIR/MAINT	\$891,072	\$891,072	\$543,209	\$347,863	61.0%	\$0



# COLCHESTER SCHOOL DISTRICT CALENDAR – SY 2021-2022 (GRADES PK-12)



M	T	W	Th	F	August 2021	M	T	W	Th	F	February 2022	
2	3	4	5	6	Aug 19, 23-24: Professional Development		1	2	3	4	Feb 2: Early Release (K-12); no school MBS PK	
9	10	11	12	13	Aug 20: Teacher Prep Day	7	8	9	10	11	Feb 4 & 18: Second & Third Emergency Closing	
16	17	18	19	20	Aug 24: Smart Start/Orientation for K, 3, 6 & 9	14	15	16	17	18	Feb 21-25: School Recess	
23	24	25	26	27	Aug 25: 1st Day of School (grades K-12)	21	22	23	24	25	Feb 28: Professional Dev. 8 am – 11:30 am & Conferences 12 pm – 4 pm (grades PK-5)	
30*	31				Aug 30: 1st Day of Preschool*	28					Feb 28: Professional Development (grades 6-12)	
Student Days: 5			Cumulative: 5			Student Days: 12			Cumulative: 109			
M	T	W	Th	F	September 2021	M	T	W	Th	F	March 2022	
		1	2	3			1	2	3	4	March 1: Conferences 10:30 am–6:30 pm (grs PK-12)	
6	7	8	9	10	Sept 6: Labor Day	7	8	9	10	11	March 18: Professional Development	
13	14	15	16	17	Sept 29: Early Release Day (grades K-12)	14	15	16	17	18		
20	21	22	23	24	Sept 29: No School for MBS Preschool Students	21	22	23	24	25		
27	28	29	30			28	29	30	31			
Student Days: 21			Cumulative: 26			Elementary Student Days: 21			Cumulative: 130			
M	T	W	Th	F	October 2021	M	T	W	Th	F	April 2022	
				1	Oct 8: Professional Development (grades PK-8)					1		
4	5	6	7	8	Oct 8: Conferences 10:30 am–6:30 pm (grs. 9-12)	4	5	6	7	8	April 6: Early Release Day (grades K-12)	
11	12	13	14	15	Oct 11: School Recess	11	12	13	14	15	April 6: No School for MBS Preschool Students	
18	19	20	21	22		18	19	20	21	22	April 18-22: School Recess	
25	26	27	28	29		25	26	27	28	29		
Student Days: 19			Cumulative: 45			Student Days: 16			Cumulative: 146			
M	T	W	Th	F	November 2021	M	T	W	Th	F	May 2022	
1	2	3	4	5	Nov 22: Conferences 10:30 am–6:30 pm (grs. PK-8)	2	3	4	5	6		
8	9	10	11	12	Nov 22: Professional Development (grades 9-12)	9	10	11	12	13		
15	16	17	18	19	Nov 23: Conferences 8 am – 12 pm (grades PK-5)	16	17	18	19	20		
22	23	24	25	26	Nov 23: Professional Development (grades 6-12)	23	24	25	26	27		
29	30				Nov 24-26: School Recess	30	31				May 30: Memorial Day	
Student Days: 17			Cumulative: 62			Student Days: 21			Cumulative: 167			
M	T	W	Th	F	December 2021	M	T	W	Th	F	June 2022	
		1	2	3				1	2	3	June 13: Earliest Possible Closing	
6	7	8	9	10	Dec 8: Early Release Day (grades K-12)	6	7	8	9	10	June 14-15: Make-up Days (for emergency closings)	
13	14	15	16	17	Dec 8: No School for MBS Preschool Students	13	14	15	16	17	June 14: Professional Development (PK-12 staff)*	
20	21	22	23	24	Dec 23-31: School Recess	20	21	22	23	24	June 15: Prof. Dev. 8 am – 12 pm (PK-5 staff)*	
27	28	29	30	31		27	28	29	30		June 11: CHS Graduation Day	
Student Days: 16			Cumulative: 78			Secondary Student Days: 9			Cumulative: 176		*Professional Development will be held on the first two days following the close of school. The second day is for PK-5 staff only (this is a half day).	
M	T	W	Th	F	January 2022							
3	4	5	6	7	Jan 11: First Emergency Closing							
10	11	12	13	14	Jan 17: MLK Holiday	Fall 2021 Open House Dates					Professional Development Day or Conferences – No School	
17	18	19	20	21							School Recess or Holiday – No School	
24	25	26	27	28		Dates & Times To Be Determined					Early Release Day – Dismissal at at 12:00 noon (grades 6-12) and 12:45 PM (grades K-5). No preschool on these days.	
31											Emergency Closing/Snow Day - No School	
Student Days: 19			Cumulative: 97								Potential Make-Up Days for Emergency Closings	
Approved: 3/16/21; Revised 2/23/22											Students in Colchester attend school 176 days	

**CONSENT AGENDA**

Board Meeting Date: May 3, 2022

**REVISED****Licensed Employees (Teacher/Administrator)**

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Ellen	Knowles	Resignation	Speech Language Pathologist	0.60	MBS (PREK)	Request to End Employment 6/30/2022			
Teacher	Gregg	Galati	Transfer	Title I Math Teacher	1.00	MBS	Request to Transfer	Mark Winchester	Yes	Yes
Teacher	Ian	Parker	Resignation	Special Education Teacher	1.00	CMS	Request to End Employment 6/30/2022			
Teacher	Daniel	Leonard	New Hire	General Music/Chorus Teacher	1.00	CMS	Request to Hire	Bridgette Tozzi	Yes	Yes
Teacher	Ashley	Leclerc-Pellerin	New Hire	Speech Language Pathologist	1.00	PPS & MBS (PREK)	Request to Hire	New Position / Ellen Knowles	Yes	Yes
Teacher	Courtney	Thomas	Leave of Absence	Elementary Teacher	1.00	UMS	Request Leave of Absence For 2022/2023 School Year			
Teacher	Courtney	Thomas	New Hire	Math Interventionist	0.50	UMS	Request to Hire	New Position	Yes	Yes
Teacher	Amanda	Bloom	New Hire	Elementary Teacher	1.00	PPS	Request to Hire	Kelly Ryan	Yes	Yes
Teacher	Megan	Tighe	New Hire	Special Education Teacher	1.00	MBS	Request to Hire	Deanna Walker-Cook	Yes	Yes
Teacher	Alex	Wells	Resignation	School Psychologist	1.00	DW	Request to End Employment 6/30/2022			
Teacher	William	Albright	Resignation	Art Teacher	1.00	CMS	Request to End Employment 6/30/2022			
Teacher	Michael	Bjella	New Hire	General Music/Band Teacher	1.00	CMS	Request to Hire	Emily Desautels	Yes	Yes
Teacher	Suzanne	Abbott	New Hire	School Nurse	1.00	PPS	Request to Hire	Lindsey Campion	Yes	Yes
Admin	Jean	Shea	New Hire	Director of Instructional Support Services	1.00	DW	Notice of Hire	New Position	Yes	Yes
Teacher	Jessica	Murray	Resignation	504 Coordinator	1.00	CHS	Request to End Employment 6/30/2022			

**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
Individual Contract	Jayne	Gaudet	New Hire	SEL Coordinator	1.00	DW	Notice of Hire	New Position	Yes	Yes
Support Staff	Allison	McCuin	New Hire	Food Service Worker	22.50	CMS	Notice of Hire	Donna Thompson	Yes	Yes
Support Staff	Henry	Makuba	Resignation	Custodian	40.00	UMS	Notice of Resignation			

# COLCHESTER SCHOOL DISTRICT

Board of Education Meeting  
Colchester High School Library

Tuesday, April 5, 2022  
7:00 p.m.

## MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, April 5, 2022, in the Colchester High School Library. Board members in attendance were Board Chair Lindsey Cox, Board Directors Nic Longo, Ben Yousey-Hindes, Laurie Kigonya, and Felix Anderson, and Student Board Representative Gloria Kigonya. District administrators in attendance included Superintendent Amy Minor, Business and Operations Manager George Trieb, Director of Curriculum Gwendolyn Carmolli, and Director of Student Support Services Carrie Lutz. There were two audience members.

### I. Call to Order & Pledge of Allegiance

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. Approval of Renovation Cost for Colchester Alternative Program

Action

Business and Operations Manager, George Trieb, presented the three bids received from contractors for the renovation work needed to turn the former Central Office building located at 125 Laker Lane into the new home of the Colchester Alternative Program (CAP). The board asked a few questions about the companies and the projected timeline.

*Director Anderson moved to accept the bid from Wright and Morrissey and authorize the Business and Operations Manager to execute the necessary documents to make this happen. The motion passed unanimously.*

### IV. Financial Update: Trusts and Accounts

Information

Following a request from the board, Business and Operations Manager, George Trieb, provided an overview of the district's trust and cash accounts. The board asked a few clarifying questions about how the scholarship funds work and the basic fluctuation of the accounts throughout the school year. Student Board Representative, Gloria Kigonya shared her perspective as a student who just went through the scholarship application process.

### V. Hear Presentation for Elementary Math Support Needs

Information

Director of Curriculum and Instruction, Gwen Carmolli, provided the board and community with an overview of the needs identified for elementary math support and the district's plan to increase achievement. She provided an overview of desegregated data showing achievement gaps in math for elementary students who are experiencing poverty, receiving special education services, and/or learning English. She showed the current math intervention supports available at each school,

highlighting that there is not currently any second-tier intervention math support available at UMS or PPS. An unplanned 1.0 FTE opening led the leadership team to think about how to use the budgeted position to meet student and professional learning needs. The goal is to give students the support needed early before the need gets larger. She proposed a combination of using the available funding to provide contracted services for math coaching in the elementary grades and the budgeted 1.0 FTE to provide .5 FTE of math intervention at both UMS and PPS.

The board asked some questions about the rigor of math content in the elementary grades, the timing of the implementation, how the intervention would be delivered to students, and how the district will track data outcomes.

## **VI. Approval of Consent Agenda**

**Action**

The following Consent Agenda was reviewed by the board.

DRAFT

**CONSENT AGENDA**

Board Meeting Date: April 5, 2022

**REVISED****Licensed Employees (Teacher/Administrator)**

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Marijke	Reilly	Leave of Absence	Science Teacher	0.2 FTE	CHS	Request Leave of Absence For 2022/2023 School Year			
Teacher	Marijke	Reilly	New Hire	Professional Development Coordinator and Instructional Coach	0.2 FTE	CHS	Request to Hire	Marijke Reilly	Yes	Yes
Teacher	Jessica	O'Brien-Moore	New Hire	School Psychologist	1.0 FTE	DW	Request to Hire	Open Position	Yes	Yes
Teacher	Kelly	Ryan	Leave of Absence	Elementary Teacher	1.0 FTE	PPS	Request Leave of Absence For 2022/2023 School Year			
Teacher	Kelly	Ryan	New Hire	Reading Teacher	0.6 FTE	PPS	Request to Hire	Anne Campbell	Yes	Yes
Teacher	Katie	Naylor	New Hire	7/8th Grade Language Arts Teacher	1.0 FTE	CMS	Request to Hire	Open Position	Yes	Yes
Teacher	Courtney	Boetsma	New Hire	Drivers Education Teacher	0.1 FTE	CHS	Request to Hire	Open Position	Yes	Yes
Teacher	Jessica	Frank	New Hire	7/8 Science Teacher	1.0 FTE	CMS	Request to Hire	Open Position	Yes	Yes
Teacher	Erika	Merrell	FTE Reduction	ELL Teacher	0.6	MBS	Request to Reduce FTE			
Teacher	Ryan	Batche	New Hire	STEM Teacher	1.0 FTE	CMS	Request to Hire	Jessica Frank	Yes	Yes
Teacher	Janelle	Woodin	New Hire	Science Teacher	1.0 FTE	CHS	Request to Hire	Will Warren	Yes	Yes
Teacher	Deanna	Walker-Cook	Transfer	Reading Teacher	1.0 FTE	MBS	Request to Transfer	New Position	Yes	Yes
Teacher	Wayland	Cole	New Hire	TIPS	0.2 FTE	CHS	Request to Hire	Wayland Cole	Yes	Yes
Teacher	Catherine	Hoss	New Hire	Classroom Teacher	1.0 FTE	MBS	Request to Hire	Ashley Marlow	Yes	Yes
Teacher	Kaian	Richard-Wilkes	Resignation	PE Teacher	1.0 FTE	UMS	Request to End of Employment 6/30/2022			
Teacher	Emily	Dousevicz	New Hire	School Nurse	1.0 FTE	MBS	Request to Hire	Josie Lang	Yes	Yes
Administrator	Andrew	Conforti	New Hire	Principal	1.0 FTE	CHS	Request to Hire	Heather Baron	Yes	Yes
Teacher	Bridgette	Tozzi	Resignation	Music Teacher	1.0 FTE	CMS	Request to End of Employment 6/30/2022			
Teacher	Tara	Sharkey	New Hire	Math Coach	1.0 FTE	CMS	Request to Hire	Tara Sharkey	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	Pam	Lash	New Hire	Paraeducator	32.5	CMS	Notice of Hire	Cindy Sheehan	Yes	Yes
Support Staff	Jeff	Real	End of Employment	Custodian	40.0	CMS	Notice of End of Employment			
Support Staff	Savannah	Lawrence	Resignation	Behavior Interventionist	40.0	CMS	Notice of Resignation			
Support Staff	Chad	Ahern	Resignation	Recess Supervisor	15.0	MBS	Notice of Resignation			
Support Staff	Carole	Kulikowski	Termination	ELL Paraeducator	32.5	CMS	Notice of Termination			

DRAFT



*Director Longo moved to approve the consent agenda provided for April 5, 2022. The motion passed unanimously.*

**VII. Approval of Meeting Minutes: March 15, 2022** **Action**

*Director Kigonya moved to approve the minutes from the meeting held on March 15, 2022. The motion passed unanimously.*

**VIII. Approval of Special Meeting Minutes: March 29, 2022** **Action**

*Director Anderson moved to approve the special meeting minutes from the meeting held on March 29, 2022. The motion passed unanimously.*

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

- Superintendent Minor and Director Yousey-Hindes provided an update on the Regional Advisory Board for the Burlington Tech Center and the Center for Technology Essex. Student Representative Gloria Kigonya is a tech student and shared how influential the program has been to her. She expressed appreciation for the initial support provided by CHS to make her aware of the program and their encouragement for her to apply.

**X. Future Agenda Items** **Informational**

- Board Meeting Calendar and Retreat Dates
- Summer Student Programs
- Kindergarten Enrollment Update
- Policy Work

**XI. Executive Session to Discuss Negotiations and a Student Matter** **Action**

*Director Anderson moved to enter executive session at 7:47 p.m. to discuss negotiations and a student matter. The motion passed unanimously.*

**XII. Adjournment**

*Director Yousey-Hindes moved to exit executive session and adjourn at 9:20 p.m. The motion passed unanimously.*

Recorder:

Board Clerk:

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Meghan Baule  
Recording Secretary

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Ben Yousey-Hindes  
Board Clerk

# COLCHESTER SCHOOL DISTRICT

Board of Education Meeting, Special Meeting  
Central Office, Conference Room  
59 Rathe Rd, Colchester, VT

Tuesday, April 26, 2022  
5:30 p.m.

## MINUTES

The Colchester Board of Education held a Special Board Meeting on Tuesday, April 26, 2022. Those in attendance were Board Chair Lindsey Cox; Directors: Ben Yousey-Hindes, Laurie Kigonya, and Felix Anderson; Superintendent Amy Minor; the student and their family.

### I. Call Meeting to Order

Board Chair Lindsey Cox called the meeting to order at 5:20 p.m.

### II. Executive Session: Student Hearing

**Action**

*Director Kigonya moved to enter executive session at 5:21 p.m. to conduct a student hearing. The motion passed unanimously.*

### III. Adjournment

*Director Anderson moved to exit executive session and adjourn at 6:19 p.m. The motion passed unanimously.*

Recorder:

Board Clerk:

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Meghan Baule  
Recording Secretary

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Ben Yousey-Hindes  
Board Clerk