

Colchester School Board

Meeting Agenda and Packet

June 18, 2024

**Colchester School District
Board of Education Meeting Agenda
June 18, 2024 - 7:00 P.M.
Colchester High School Library**

Agenda

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|--------------|---|--------------------|
| I. | Call to Order | |
| II. | Citizen Participation* | |
| III. | Approval of Consolidated Federal Programs and IDEA-B Grant Assurances | Action |
| IV. | Approval of Continuous Improvement Plan Submission | Action |
| V. | Approval of Teacher Evaluation Model | Action |
| VI. | Financial Update | Information |
| VII. | Second and Final Reading of Bloodborne Pathogens Policy: F11 | Action |
| VIII. | Third and Final Reading of CSD Personnel Policies | Action |
| | <ul style="list-style-type: none">• D1: Personnel: Recruitment, Selection, Appointment• D3: Staffing and Job Descriptions• D6: Substitute Teachers• D9: Resignations | |
| IX. | Financial Update | Information |
| X. | Approval of Consent Agenda | Action |
| XI. | Approval of Meeting Minutes for June 4, 2024 | Action |
| XII. | Board/Administration Communication, Correspondence, Committee Reports | Information |
| XIII. | Future Agenda Items | Information |
| XIV. | Executive Session to Discuss Superintendent's Contract | Action |
| XV. | Adjournment | |

***Meeting Participation and Viewing Options**

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

Agency of Education

Applicant: T050 Colchester
SD

Application: 2025 CFP - 00-
Cycle: Original
Application

Project Period: 7/1/2024 -
6/30/2025

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.

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. The LEA shall fulfill all applicable state and local education requirements in order to utilize these federal funds.

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.

Maintenance of Effort

The local educational agency shall maintain fiscal effort with respect to the provision of free public education by ensuring that either the combined fiscal effort per student or the aggregate expenditures of the LEA for the previous fiscal year is not less than 90 percent of the combined fiscal effort or aggregate expenditures of the previous fiscal year.

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.

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.**

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[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 a written parent and family engagement LEA policy. This policy must 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.
3. Conduct an annual evaluation of the content and effectiveness of the LEA 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. Develop a written parent and family engagement School procedure for each Title I school to be disseminated to developed and agreed on by Title I parents and families annually.
5. Each Title I school must develop and agree on with Title I parents and families a parent-school compact to be disseminated annually.
6. Each Title I school must conduct a stand-alone Annual Title I meeting with Title I parents and families.
7. 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.
8. 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 otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (A) b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

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

General

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

schools with high rates of discipline, disaggregated by each of the subgroups of students.

10. Administer each funded program in accordance with all applicable statutes, regulations, program plans, and applications.
11. The control of funds provided under each funded program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
12. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
13. The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
14. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each funded program.
15. The LEA will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
16. Before the application was submitted, the LEA assures that it afforded a reasonable opportunity for public comment on the application and considered such comment.

Prohibited Uses of Funds

No funds under this Act may be used:

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

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

COLCHESTER SCHOOL DISTRICT

POLICY: COMMUNICABLE DISEASE MITIGATION AND BLOODBORNE PATHOGENS

DATE ADOPTED: Draft

PURPOSE

The Colchester School District strives to protect the safety and health of its employees and the children and youth in its care. It is the policy of the District to implement communicable disease mitigation measures, including but not limited to vaccination of school staff, mask-wearing, social distancing, screening testing, quarantine/isolation, improved ventilation, cleaning and disinfecting, and providing hygiene supplies in conjunction with Department of Health recommendations.

I. DEFINITIONS

Communicable disease means an illness due to an infectious agent or its toxic products which is transmitted, directly or indirectly, to a person from an infected person, animal or anthropoid, or through the agency of an intermediate animal, host or vector of the inanimate environment. “Communicable disease” shall include, but not be limited to: Human Immunodeficiency Virus (HIV); Severe Acute Respiratory Syndrome (SARS); Coronavirus 2 (SARS-CoV-2); Varicella (Chicken pox); Hepatitis; Measles; Meningitis; Mononucleosis; Pertussis (Whooping cough); Anthrax; and any mutations arising from or relating to infectious disease or communicable disease.

Comprehensive health education includes the study of disease, such as HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease.

Bloodborne pathogen means a pathogenic microorganism that is present in human blood and can cause disease in humans. Such pathogens include hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV)

II. RIGHTS OF EMPLOYEES AND STUDENTS

Privacy and Confidentiality

The superintendent shall develop procedures that ensure confidentiality in the maintenance and, where authorized, dissemination of all medically-related documents.

The “Vermont Standards of Practice: School Health Services Manual” shall determine the procedures 1) for monitoring students and staff who may potentially have a communicable disease if in school while infectious and 2) for documenting appropriate

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 First Reading: June 4, 2024
 Second Reading: June 18, 2024

information accordingly.

III. HEALTH PROTECTIONS AND UNIVERSAL PRECAUTIONS

Infection Control

The District shall comply with applicable Vermont Occupational Safety and Health Administration (VOSHA) rules in order to protect employees who are reasonably anticipated to be exposed to communicable diseases as part of their regular job duties.

The superintendent or designee shall determine those employees (by job class and possibly by task or procedure) who are reasonably anticipated to have occupational exposure to communicable disease as part of their duties.

A written Exposure Control Plan concerning communicable diseases, which includes the use of universal precautions, shall be developed, maintained, and followed.

IV. CURRICULUM, INSTRUCTION, AND SCHOOL-SPONSORED ACTIVITIES

Comprehensive Health Education

The Colchester School District shall provide a systematic and extensive elementary and secondary educational program, including the study of disease, such as HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease.

Athletics and Co-curricular Activities

School authorities will make reasonable accommodations to allow students with communicable disease(s) to participate in school-sponsored physical activities.

V. IMPLEMENTATION

The superintendent or designee shall develop procedures to assure compliance with all applicable federal and state laws pertaining to communicable diseases and the mitigation of communicable diseases and to protect the rights of students and staff with regard to communicable disease.

All District personnel shall be advised of routine procedures to follow with regard to universal precautions (handling body fluids). These procedures, developed in consultation with public health and medical personnel, shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. The procedures shall follow standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease.

COLCHESTER SCHOOL DISTRICT

POLICY: PERSONNEL HIRING AND RESIGNATIONS

DATE ADOPTED: Draft

POLICY STATEMENT

It is the policy of the Colchester School District to select for employment only persons who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of state law regarding the recruitment, selection and employment of School District employees and contractors. The District shall make reasonable efforts to recruit candidates from diverse backgrounds to enhance the educational experience of students.

Persons subject to criminal record checks and abuse registry checks under this policy include all those recommended for full-time, part-time, or temporary employment in the school district, including student teachers, work study students, and all contracted employees who may have unsupervised contact with students and are subject by law to criminal record, including hate crimes, abuse registry, report checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The District shall ensure that adults employed in the schools maintained by the District receive orientation, information, or instruction on the prevention, identification, and reporting of child abuse as required by state law. The District will ensure that employees receive training in non-discrimination, bias, and anti-racism.

I. DEFINITIONS

- A.** The term **criminal record** as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
- B.** The term **unsupervised** as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).
- C.** The term **abuse registry** as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
- D.** The terms **employ** or **employment** as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers

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and those contractors and employees of contractors who may have unsupervised contact with students.

II. RECRUITMENT AND SELECTION

- A.** CSD will take proactive steps to recruit, employ, support and retain diverse and culturally competent employees in order to build a diverse workforce that is representative of our student body. Employees will be selected in a manner that does not unlawfully discriminate and that complies with state and federal statutes and regulations regarding civil rights and employment.
- B.** Electronic or written applications will be required of candidates for full or part-time employment. After the initial written or electronic application process is complete, applicants selected for an interview will be required to provide a statement identifying any criminal charges brought against the applicant, including the date of each charge, the court where the charge was filed and the disposition of the charge. The statement shall also include a warning to the applicant in bold print that falsification of information or the omission of information on the statement may constitute grounds for dismissal if the applicant is hired. In reviewing a criminal background check, the District will consider issues of historical inequity. Any job offer shall be made contingent on the candidate successfully completing the school district's background check process.
- C.** The superintendent shall require that all applicants, as a condition of employment consideration, cooperate fully with background investigations, supplying references and releases so the District can contact previous employers.
- D.** Providing a safe learning environment for students is a primary consideration in District employment decisions. The District will base such decisions on all relevant information, qualifications, and circumstances. Applicants that the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases, and other information necessary to conduct background investigations. The costs of such checks will be paid by the District. All offers of employment shall be contingent on the candidate's successful completion of the background investigation process and a finding that the information provided by the applicant during the preemployment process was accurate, complete, and truthful.

III. APPOINTMENT

- A.** The appointment of licensed employees will be upon the recommendation of the superintendent to the School Board.
- B.** Subject to any pre-employment screening processes approved by the board, the superintendent or designee shall appoint all non-licensed employees to be employed by the school district.
- C.** Human Resources will request a criminal records check through the Vermont Crime Information Center (VCIC) on any candidate they are prepared to recommend for appointment. Requests will be made for fingerprint-supported

criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent has reason to believe the applicant has resided or been employed. The District will reimburse the employee the cost for being fingerprinted and the District will pay the FBI processing fee.

- D. All contracts or offers of employment will be conditional pending completion of the background investigation, including receipt and evaluation of the criminal records check report, and a finding that the information provided by the application during the pre-employment process was accurate, complete and truthful. All offers of employment may be withdrawn based on the criminal records check report or upon a determination that the information provided by the applicant during the pre-employment process was inaccurate, incomplete or untruthful.
- E. Employment conditioned on the completion of a background and criminal records check will be terminated if it is determined that the employee intentionally failed to respond truthfully to questions about criminal activity, prior employment or other material information. The District may terminate any employment contract based upon the review of the criminal records check report and related information. When it is determined that an employee or prospective employee has failed to fully disclose their background through misunderstanding or inadvertence, such failure will be considered in employment or termination considerations.
- F. Those subject to criminal records checks under this policy include all those recommended for full-time, part-time or temporary employment in the School District, including student teachers, and any contracted employees (unless otherwise exempt from such checks by law) who will have unsupervised contact with students. Persons employed by a public or independent school as of July 1, 1998 shall not be subject to the criminal record check provisions unless the individual ceased to be employed by a Vermont public or independent school for a continuous period of one year or more after that date. Upon completion of a criminal records check, the Human Resources will notify the person subject to the check about the District's protocol for maintenance of criminal history files.

IV. JOB DESCRIPTIONS

Each time a new position is established by the School Board, the Superintendent will develop a job description for the position that specifies the job holder's qualifications, performance responsibilities, terms of employment, and supervisor. Employee evaluation will be based substantially on criteria stated in approved job descriptions. The Superintendent or designee is responsible for updating, maintaining and revising all existing job descriptions.

V. RESIGNATIONS

A resignation by a licensed employee who is under contract to the school should be submitted to the superintendent in writing. The resignation of a licensed employee will take effect on a date approved by the school board after receiving the recommendation of

the superintendent. The School Board reserves its right to pursue all available legal remedies (including by way of example but not limitation, an action based upon Title 16 V.S.A. § 1752) whenever a teacher who is under contract with the District resigns without first obtaining from the School Board a release from their employment contract.

A resignation by an unlicensed employee shall be submitted in writing and shall be effective upon receipt by the superintendent or building administrator. A resignation by a licensed or unlicensed employee may not be withdrawn unilaterally by the employee once it has been submitted to the superintendent.

COLCHESTER SCHOOL DISTRICT

POLICY: SUBSTITUTE TEACHERS, VOLUNTEERS & WORK STUDY STUDENTS

DATE ADOPTED: Draft

POLICY STATEMENT

The Colchester School District recognizes that substitutes, volunteers and work study students play an integral role in the delivery of educational services at the schools.

It is the policy of the District to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy. Appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the District has for the education and safety of its students.

I. DEFINITIONS

- A. Licensed Educator** is a substitute teacher who is licensed and appropriately endorsed for the position for which they are employed.
- B. Retired Educator** is withdrawn from active service and is qualified to receive a retirement allowance and may hold a Retired Educator License. The same requirements apply to retired educators as for unlicensed persons if they do not hold a Retired Educator License and their Level Two License has expired.
- C. Unlicensed Person** may be employed as a substitute teacher for up to thirty (30) consecutive calendar days in the same assignment. The superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360. These provisions apply to retired educators if they do not hold a Retired Educator License and their Level Two License has expired.
- D. Volunteer** is an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
- E. Work Study Student** is a post-secondary student who receives compensation for work performed at a school operated by the District as part of a work experience program sponsored or provided by the college or university at which the student is enrolled.

Last Reviewed: September 6, 2016

Date Warned: May 3, 2024

First Reading: May 7, 2024

Second Reading: June 4, 2024

Third Reading: June 18, 2024

II. ADMINISTRATIVE RESPONSIBILITIES

A. SUBSTITUTE TEACHERS

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the superintendent or their designee for all schools in the District. No person will be placed on the qualified substitute list unless that person has graduated from high school. It is the responsibility of the principal/school administrator to assign a substitute to fill any vacancy caused by the temporary absence of a regular staff member.

The superintendent or designee will provide substitute teachers with information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a). Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the principal.

Human Resources will request a criminal records check through the Vermont Crime Information Center (VCIC), the Vermont Child/Adult Abuse Registry, and the Vermont Internet Sex Offender Registry on any candidate that is recommended for appointment. Requests will be made for fingerprint-supported criminal records from the state of Vermont and any state in which the superintendent has reason to believe the applicant has resided or been employed. Human Resources shall maintain such records in accordance with state law.

Substitute teachers will be paid per diem wages as determined by the superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher. There is no guarantee of employment. Substitutes are employed "at will," which means the individual or superintendent may terminate employment at any time without reason. Substitutes shall not be considered district employees under the negotiated agreements between the District and Colchester Education Association.

B. VOLUNTEER AND WORK STUDY STUDENTS

Volunteers and work study students will be appropriately screened prior to entering into service in the District.

Only volunteers and work study students who have been screened and approved by the superintendent or designee may have unsupervised contact with students. Human Resources will request a criminal records check through the Vermont Crime Information Center (VCIC), the Vermont Child/Adult Abuse Registry, and the Vermont Internet Sex Offender Registry for any person being considered for service as a volunteer or work study student. A person who is on the Vermont Internet Sex Offender Registry shall not be eligible.

CONSENT AGENDA

Board Meeting Date: June 18, 2024

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Oliver	Kranichfeld	New Hire	Special Educator	1.0	CHS	Request to hire			
Teacher	Megan	Talbot	Transfer	Spanish Teacher	0.8	CHS	Request to transfer	Carrie Dixon		

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
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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	Sara	Longo	New Hire	Paraeducator	32.5	PPS	Notice of Hire			
Support Staff	Sam	Burgess	New Hire	Paraeducator	32.5	UMS	Notice of Hire	Erin Allard		
Support Staff	Mary	Crowley	New Hire	HR Coordinator	1.0	CO	Notice of Hire	Michelle Berthiaume		

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting
Colchester High School Media Center

Tuesday, June 4, 2024
7:00 p.m.

MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, June 4, 2024, in the Colchester High School Media Center. Board members in attendance were Board Chair Lindsey Cox, Directors Ben Yousey-Hindes, Laurie Kigonya, Jennifer Fath, and Student Representative Phoebe Richardson. District administrators and employees in attendance included Superintendent Amy Minor, Director of Curriculum Gwen Carmolli, and Director of Student Support Services Carrie Lutz. There were no audience members.

I. Call to Order

Board Chair Lindsey Cox called the meeting to order at 7:00 p.m. Superintendent Amy Minor acknowledged that it would be Student Board Member Representative Phoebe Richardson's last meeting and thanked her for representing the student body so well. She noted that Ms. Richardson asked great questions and offered a student perspective on various topics. The board echoed Superintendent Minor's statements and wished her well as she continues her education at the University of Vermont in the fall.

II. Citizen Participation

None.

III. Hear Presentation: CSD Teacher Evaluation Model

Information

The Teacher Evaluation Leadership Team (TEL-T) oversees the district's teacher evaluation model. Tel-T representatives, Principal Chris Antonicci and Teacher Evelyn Galati, provided an overview of the current teacher evaluation model utilized by the district and Tel-T's recommendation for adopting a new teacher evaluation model for next school year. The board asked clarifying questions about the growth cycles for teachers, administrative observations, student involvement, goal setting, and how the evaluation model connects to licensure. The change in evaluation model must receive approval from the Colchester Education Association (CEA) and the School Board. TEL-T proposed this new model to the CEA last month and received unanimous approval. The board agreed to hold an approval vote at the next meeting.

IV. Hear Presentation: Social Emotional Learning and Family Engagement

Information

District Social Emotional Learning (SEL) Coordinator Jayme Gaudet and School Psychologist Amy Morgan shared data, trends, and feedback on SEL initiatives from the current school year. They started with a reminder of why it is essential to focus on SEL skills, noting that connections with families and caregivers are positive when behavior is related to skill. Their focus is asking what skills need to be taught to alter a behavior response. The district has expanded the use of DESSA in all schools. This SEL assessment tool uncovers needs, proficiency, and strengths in competency areas such as self-awareness, personal responsibility, decision-making, social awareness, relationship skills, optimistic thinking, goal-directed behavior, and self-management. Overall, 74% of students K-8 identified as having a need at the beginning of the school year saw an increase in competency scores by the end of the year. Each school ran small groups with targeted instruction for students identified with needs, and those groups saw substantial gains by the end of the year. Overall, the majority are

gaining skills, and the data is helping further identify students who may be regressing so they can receive additional layers of intervention. Ms. Morgan provided specific information on how this SEL work connects directly to special education and the new functional skills requirement set by the Agency of Education. The district built on some successes this year by engaging families through Community Caregiver Nights. These events were held in-person and online and covered topics of anxiety, childhood and technology, stop the bleed, suicide prevention, hacking the teenage brain, and weight-inclusive nutrition.

V. First Reading of Bloodborne Pathogens Policy: F11 **Action**

This policy is being updated based on the Vermont School Board Association's model policy in conjunction with the Vermont Department of Health and the Vermont State School Nursing Association (VSSNA).

Director Yousey-Hindes moved to approve the first reading of the Bloodborne Pathogens Policy: F11. The motion passed unanimously.

VI. Second Reading of Personnel Policies **Action**

- **D1: Personnel: Recruitment, Selection, Appointment**
- **D3: Staffing and Job Descriptions**
- **D6: Substitute Teachers**
- **D9: Resignations**

As discussed during the first reading of these policies, it is recommended that the four related policies be consolidated into two. The draft policies eliminate D3 and D9 and incorporate the content of those policies into D1. The board read the proposed draft policies and had some discussion. No further changes were requested.

Director Kigonya moved to approve the second reading of the personnel policies: D1, D3, D6 and D9. The motion passed unanimously.

VII. Second and Final Reading of Wellness Policy: F34 **Action**

No additional changes were requested.

Director Kigonya moved to approve the second and final reading of the Wellness Policy: F34. The motion passed unanimously.

VIII. Approval of Consent Agenda **Action**

The board reviewed the following consent agenda.

CONSENT AGENDA

Board Meeting Date: June 4, 2024

Revised

Licensed Employees (Teacher/Administrator)

Contract Type	First Name	Last Name	Category	Position	FTE/Hours	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Teacher	Philip	Gulizio	Transfer	CAP Special Education Teacher	1.0	CAP	Request to transfer	Kelly Barrino		Yes
Teacher	Jaclyn	Dixon	Leave of Absence	Math Teacher	1.0	CHS	Request for LOA (24/25 School Year)			
Teacher	Jaclyn	Dixon	Transfer	6-12 Math Instructional Coach (one year only)	1.0	CMS/CHS	Request to transfer		Yes	Yes
Teacher	Kaitlin	Cole	Transfer	Elementary Teacher	1.0	PPS	Request to transfer	Margaret Hershman	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
Support Staff	Danielle	Michael	Leave of Absence	Paraeducator	1.0	UMS	Request for LOA (09/09/2024-09/20/2024)			
Support Staff	Wanda	Sachs	Leave of Absence	Paraeducator	1.0	MBS	Request for LOA (09/04/2024-09/22/2024)			

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	Lucas	Calcagni	New Hire	Maintenance	1.0	DW	Notice of hire	Robert King		
Support Staff	Pam	Handy	Resignation	Paraeducator	1.0	UMS	Notice of resignation			
Support Staff	Deena	Murphy	Resignation	ELL Paraeducator	1.0	MBS	Notice of resignation			
Support Staff	Gabrielle	Lajeunesse	Resignation	Paraeducator	1.0	PPS	Notice of resignation			
Support Staff	Arwa	Dawman	Resignation	Paraeducator	1.0	MBS	Notice of resignation			
Support Staff	Erica	Lim	Resignation	ELL Paraeducator	1.0	CMS	Notice of resignation			
Co-Curricular	Emma	Pedrin	New Hire	Girls Soccer Coach	25.0	CHS	Notice of Hire	Jeff Paul		
Support Staff	Haylee	Patch	Resignation	Behavior Interventionist	1.0	UMS	Notice of resignation			
Support Staff	Michelle	Berthiaume	Transfer	HR Manager	1.0	CO	Notice of transfer	Jessica Phelan		
Support Staff	Linda	Nietzer	Resignation	Food Service	7.0	CHS	Notice of resignation			
Support Staff	Emma	Bruseo	Resignation	ELL Paraeducator	32.5	CMS	Notice of resignation			
Support Staff	Taylor	Danforth	Resignation	Paraeducator	32.5	UMS	Notice of resignation			
Support Staff	Kendra	Renz	New Hire	Paraeducator	1.0	PPS	Notice of Hire	Gabielle Lajeunesse		
Support Staff	Isabel	Emsfeld	Resignation	Behavior Interventionist	35.0	CHS	Notice of resignation			

The board had questions specific to an individual request on the consent agenda and given the personnel nature, the motion was tabled until it could be discussed in executive session.

IX. Approval of Meeting Minutes Action

Director Yousey-Hindes moved to approve the minutes from the meetings held on May 21 and May 28, 2024. The motion passed unanimously.

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

- Building-level committees continue to meet regarding potential facility renovations.
- There will be no scheduled school board meetings in July. The board will determine when to hold a work session facilities retreat in August.

XI. Future Agenda Items Information

- Assurances
- Continued Policy Work

XII. Executive Session to Discuss a Personnel Matter Action

Director Kigonya moved to enter executive session at 8:37 p.m. to discuss a personnel matter. The motion passed unanimously.

Director Yousey-Hindes moved to exit executive session at 9:36 p.m. The motion passed unanimously.

Director Yousey-Hindes moved to approve the items on the consent agenda except for the non-licensed employees portion that requires board approval, which was denied. The motion passed unanimously.

XIII. Adjournment

Director Kigonya moved to adjourn the meeting at 9:38 p.m.