

Colchester School Board

Meeting Agenda and Packet

June 3, 2025

**Colchester School District
Board of Education Meeting Agenda
June 3, 2025 - 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. | Second and Final Reading of Admission of Students Policy: F17 | Action |
| V. | Second and Final Reading of Firearms Policy: F23 | Action |
| VI. | First Reading of CSD Policy Manual Reorganization | Action |
| VII. | Approval of Consent Agenda | Action |
| VIII. | Approval of Meeting Minutes
• May 20, 2025 | Action |
| IX. | Board/Administration Communication, Correspondence, Committee Reports | Information |
| X. | Future Agenda Items | Information |
| XI. | Executive Session to Discuss Contract Negotiations | Action |
| XII. | 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.

Issue Date: April 21, 2025

Consolidated Federal Programs (CFP) application Assurances FY26

Instructions

The consolidated federal programs team understands that for the purposes of implementation it is necessary to share with school administrators and staff a copy of the current consolidated federal programs application assurances to understand and accurately disseminate information regarding the grant's federal requirements that each Local Educational Agency and applicable schools must adhere to while receiving consolidated federal programs grant funds.

General Assurances

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 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.

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.

Additional Assurances

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.

COLCHESTER SCHOOL DISTRICT

POLICY: ADMISSION OF STUDENTS

DATE ADOPTED: DRAFT

POLICY STATEMENT

It is the policy of the Colchester School District that any legal pupil who is a resident of Colchester shall be eligible to attend school in this district. Students will be admitted in compliance with federal and state laws and regulations governing tuition payment and non-discrimination.

I. RESIDENCE CRITERIA

For purposes of determining residency, the superintendent will apply the definitions contained in 16 V.S.A. §1075(a), or current state law and/or regulation.

Criteria for providing permanent residency shall include **one of the following**:

- A.** A current property tax bill.
- B.** Current mortgage papers/closing statements showing a Colchester address and the name of the legal parent/guardian, or custodian.
- C.** Formal lease showing the name, address and telephone number of the landlord; Colchester address and name of the lessee.
- D.** A notarized letter from the landlord stating the address of the residence being leased and the name(s) of the lessee(s) with the landlord's address and telephone number.

Or **two of the following**:

- A.** Valid Vermont driver's license with a Colchester address.
- B.** Valid Vermont non-driver ID with a Colchester address.
- C.** Current utility bill showing the name of the legal parent/guardian with a Colchester address.
- D.** Valid public aid card with a Colchester address.
- E.** Bank statement for last or current month (financial information omitted) with a Colchester address.

The burden of proving residency or any other basis for entitlement to school enrollment shall be on the student and/or their parent/guardian.

Last Reviewed: March 3, 2020

Date Warned: May 16, 2025

First Reading: May 20, 2025

Second Reading: June 3, 2025

II. KINDERGARTEN AND FIRST GRADE ELIGIBILITY

In order to be eligible to enroll in kindergarten in the Colchester School District, children must be five (5) years of age before the first day of September.

In order to be eligible to enroll in first grade in the Colchester School District, children must be six (6) years of age before the first day of September, unless the child has attended a public school kindergarten in Vermont or another state.

III. TRANSFER STUDENTS

Students transferring from schools outside of Colchester will be placed according to the best interests of the child and at the discretion of the school principal. The student's former grade level shall be a general guide to placement, although considerations will be given to the child's age and record of achievement, as well as any other applicable factors.

IV. NON-RESIDENT STUDENTS

The Colchester School District may accept non-resident students in grades preschool to 12 when such placement is deemed to be in the best interest of the student, the district, and/or the family. The Colchester School District will assure that non-resident students are admitted to the schools of the district, when space is available, in compliance with federal and state laws and regulations governing tuition payment and non-discrimination.

This policy shall not apply to students who are enrolled through the public high school choice program created by ACT 129 of 2011 (Adj. Sess.).

A. CRITERIA FOR ADMISSION

No non-resident will be denied admission as a tuition student if the reason for denial is that the student is disabled as defined in section 504 of the Rehabilitation Act of 1973 as amended or that the student is in need of special education services. Nor will any child be denied admission on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sexual orientation, gender identity, disability, age, marital status, or any other classification protected by federal or state law.

Parents of non-resident students seeking permission to attend the Colchester School District must address the following:

1. Make a written request to the superintendent of schools.
2. Agree to provide transportation to and from school when appropriate.
3. Agree that the student will follow all rules and regulations of the school.

4. Request permission annually to attend school in the Colchester School District.

The school district will consider the following criteria when making the decision to approve or deny a request:

1. Admission will not adversely impact class size, available facilities or existing staff.
2. The student is in good standing at the school or schools most recently attended. "Good standing" means:
 - a. The student has not been legally dismissed or suspended for more than ten (10) days during the preceding twelve months for disciplinary reasons;
 - b. The student has not been legally dismissed or expelled from any educational institution within the preceding five (5) years; and
 - c. The student is making satisfactory progress toward the completion of an approved school or home school program.

B. TUITION

Each year, the district shall establish non-resident tuition rates for the next school year and shall notify the school board of all sending school districts and the Secretary of Education of any proposed increase in tuition rates. Separate tuition rates may be established for elementary and secondary students, and for students who are eligible to participate in special education programs. Tuition rates will be established in accordance with Chapter 21 of Title 16 of the Vermont Statutes Annotated, and regulations of the State Board of Education.

Tuition payments for non-resident students may be paid by one of three methods: annually, with one payment being made by October 1; bi-annually, first payment on October 1 and the second payment by February 1; or quarterly, with payments due on October 1, December 1, February 1 and April 1. Tuition for non-resident students may be waived by the superintendent for up to 30 school days to accommodate children whose parents are moving into or leaving the Colchester School District. To obtain a waiver, parents or guardians must apply in writing stating the reasons for a waiver. The superintendent will consider the special circumstances of the parents and the needs of the school district.

High School seniors whose parents move from Colchester after the end of the first half of the school year may be permitted to attend Colchester public schools on a tuition-free basis until the end of the current school year. The board may grant a tuition waiver in such circumstances provided the student is in good standing and is making normal academic progress towards graduation. All requests seeking a tuition waiver shall be submitted in writing to the board prior to student's

enrollment or continued enrollment in school. The student, or the student's parent or guardian is responsible for providing transportation to and from school.

The superintendent, or their designee, shall develop procedures and forms necessary for the effective implementation and administration of this policy.

COLCHESTER SCHOOL DISTRICT

POLICY: FIREARMS

DATE ADOPTED: DRAFT

PURPOSE

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

I. CONDUCT PROHIBITED

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

II. DEFINITIONS

- A.** For the purposes of this policy, the terms “firearm” “school” and “expelled” shall be defined consistent with the definitions required by state and federal law.
- B.** “Firearm” shall mean items and devices defined as “firearms” in 18 U.S.C. §921, including, but not limited to:
 - 1.** Any weapon (including a starter pistol, BB, and pellet gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, or other propellant;
 - 2.** The frame or receiver of any weapon described in 1 above; or
 - 3.** Any firearm muffler or firearm silencer.
 - 4.** Any destructive device, including explosives, incendiaries, or poison gas, including but not limited to the following:
 - a.** A bomb;
 - b.** A grenade;
 - c.** A rocket having a propellant charge of more than four ounces;

Date Warned: May 16, 2025
 First Reading: May 20, 2025
 Second Reading: June 3, 2025

- d. A missile having an explosive or incendiary charge of more than one-quarter ounce;
- e. A mine; or
- f. A device similar to the above-described devices; or
- g. Any combination of parts designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

III. IMPLEMENTATION

A. Confiscation of the Firearm

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

B. Notification of Law Enforcement

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

C. Disciplinary Proceedings

1. Any student who brings a firearm to or possesses a firearm at school shall be referred by the Superintendent to the School Board for appropriate disciplinary action including, but not limited to, expulsion or long-term suspension.
2. A hearing conducted by the School Board under this policy shall afford due process as required by law, including but not limited to those outlined by State Board of Education rules, as applicable. An expulsion hearing conducted under this policy shall afford due process as required by law.
3. The Superintendent, with the approval of the School Board following opportunity for a hearing, shall expel from the school for not less than one calendar year any student who possesses at school or brings to school a firearm as defined in Section II above. However, the School Board may modify the expulsion or long-term suspension on a case-by-case basis. Such modifications must be made in writing and may be granted in circumstances such as (but not limited to):
 - a. The student is unaware that they have brought a firearm to school.
 - b. The student did not intend to use the firearm to threaten or endanger others.
 - c. The student does not present an ongoing threat to others and a expulsion would not serve the best interests of the pupil.
 - d. The student is disabled and the misconduct is related to the disability.

IV. REPORTS TO THE SECRETARY OF EDUCATION

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

V. ALTERNATIVE EDUCATIONAL PLACEMENT

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

VI. NOTICE TO STUDENTS AND PARENT/GUARDIAN

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

VII. AIDING OTHER STUDENTS

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

Legal Reference(s): 16 V.S.A. § 1166 (State law pursuant to Federal law)

13 V.S.A. §§ 4004, 4016 (Criminal offenses)

20 U.S.C. § 7151 (Gun Free Schools Act)

18 U.S.C. § 921 (Gun Free School Zones Act of 1990)

20 U.S.C. §§ 1400 et seq. (IDEA)

29 U.S.C. § 794 (Section 504, Rehabilitation Act of 1973)

Vt. State Board of Education Manual of Rules & Practices, §§ 4311, 4313

CSD Policy Re-Numbering Proposal, June 2025

Category	CODE	Policy Name	Change
Policy Maintenance	A1	Management of Policies	No Changes
Board Operations	B1	School Board	No Changes
	B2	Code of Ethics for School Board Members	No Changes
Board Procedures	C1	Equity	No Changes
	C2	Nondiscriminatory Mascots and School Branding	No Changes
	C3	Nondiscrimination	No Changes
	C5	Board Relations with School Employees	No Changes
Personnel	D1	Personnel Hiring and Resignations	No Changes
	D2	Substitute Teachers, Volunteers and Work Study Students	No Changes
	D3	Alcohol and Drug-Free Workplace	No Changes
	D4	Reporting Suspected Child Abuse or Neglect	was F10
	D5	Harassment of Employees	No Changes
	D6	Anticipated New TBD	new TBD
	D7	Health Insurance Portability and Accountability Act Compliance	no changes
	D8	Long Term Leaves of Absence Without Pay	was D6
	D9	Public Complaints About Personnel	was D4
Business and Non-Instructional Operations	x	Business and Non-Instructional Operations	x
Finance	E1	Fiscal and Business Management Policy	No Changes
Finance	E2	Travel and Expenses	was E5
Finance	E3	Capitalization of Assets	was E7
Finance	E4	Grant Funding	was E2
Finance	E5	Fund Raising, Solicitation, Advertising, and Surveying in Schools	was H4
Finance	E6	Student Activity Accounts	was E4
Finance	E7	Donations	was E10
Finance	E8	Fraud	was E9

Safety, Security and Technology	E20	Acceptable and Responsible Computer, Network, and Internet Use (AUP)	was E12
Safety, Security and Technology	E21	School Crisis Prevention and Response	was E3
Safety, Security and Technology	E22	Fire and Emergency Preparedness Drills	was E3a
Safety, Security and Technology	E23	Access Control and Visitor Management	was E3b
Safety, Security and Technology	E24	Video Surveillance	was E6
Safety, Security and Technology	E25	CyberSecurity	was E13
Health and Wellness	E30	Student Health	was F8
Health and Wellness	E31	Communicable Disease Mitigation and Bloodborne Pathogens	was F11
Health and Wellness	E32	Wellness Policy	was F34
Health and Wellness	E33	ANTICIPATED NEW* TBD	new TBD
Students	x	Students	x
Safe and Respectful Learning Environment	F1	Student Attendance and Tardiness	was F30
Safe and Respectful Learning Environment	F2	ANTICIPATED NEW* TBD	new TBD
Safe and Respectful Learning Environment	F3	Student Conduct and Discipline	was F1
Safe and Respectful Learning Environment	F4	Student Suspension	was F33
Safe and Respectful Learning Environment	F5	School Search and Seizure	was F4
Safe and Respectful Learning Environment	F6	Threat and Disruptions to School Operations	was F7
Safe and Respectful Learning Environment	F7	ANTICIPATED NEW* Behavior Threat Assessments (BTA)	new
Safe and Respectful Learning Environment	F8	Firearms	new
Safe and Respectful Learning Environment	F9	Weapons	was F24
Safe and Respectful Learning Environment	F10	Hazing Harassment Bullying	was
Safe and Respectful Learning Environment	F11	Prevention of Sexual Harassment as Prohibited by Titl IX	was F37
Safe and Respectful Learning Environment	F12	Alcohol, Tobacco and Other Drug Abuse	was F9
Safe and Respectful Learning Environment	F13	Restrictive Behavioral Intervention	was F35
Enrollment and Access	F20	Admission of Students	was F17
Enrollment and Access	F21	Transportation	was F12
Enrollment and Access	F22	Districtwide Policy on Student Records	was F6
Enrollment and Access	F23	Student Freedom from Expression in School-Sponsored Media	was F36

Enrollment and Access	F24	Grade Advancement: Placement, Retention, Promotion, Acceleration	was G9a
Enrollment and Access	F25	Vocational/Technical Center Programs	was G9
Enrollment and Access	F26	Students who are Experiencing Homelessness	was F18
Enrollment and Access	F27	Multi-Lingual Learners	was F22
Enrollment and Access	F28	American with Disabilities Act: Section 504	was F27
Enrollment and Access	F29	Special Education	was G2
Enrollment and Access	F30	Participation of Home Study Students in School Programs & Activities	was F26
Curriculum, Instruction and Assessment	G1	Instruction	no changes
	G1a	Homework Policy and Procedures	no changes
	G1b	Pilot Projects	was G11
	G2	Tiered Systems of Supports Educational Support System	was G7
	G3	Graduation Requirements	was F5
	G4	Animal Dissection	was G4
	G5	School Sponsored Trips: Curriculum-Based Elective Trips	was G3
	G6	Comprehensive Student Assessment Policy	was F25
	G7	Annual School Report	was H6
	G8	Continuous Improvement Plan	no changes
	G9	Instructional Activity Selection and Review Policy	was G5
	G10	Library Materials	was G6
Community Relations and Use of Facilities	x	Community Relations and Use of Facilities	x
Community Relations	H1	School-Community Relations	no changes
Community Relations	H2	Caregiver and Community Involvement Policy	no changes
Community Relations	H3	Custodial, Joint Custodial & Non-Custodial Parental Rights & Responsibilities	was F6a
Community Relations	H4	School Relations with Attorneys and the Courts in Child Custody Cases	was H8
Facilities	H10	Tobacco Prohibition	was F3
Facilities	H11	Facility Usage and Rental	was H3
Facilities	H12	Naming of Facilities	was H7
Facilities	H13	Flagpole Requests	was E11

CONSENT AGENDA										
Board Meeting Date: 6/3/25										
<i>Licensed Employees (Teacher/Administrator)</i>										
Contract Type	First Name	Last Name	Category	Position	Hours/Wk	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
<i>Non-Licensed Employees (Support Staff), Board Approval Required</i>										
Contract Type	First Name	Last Name	Category	Position	Hours/Wk	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
<i>Non-Licensed Employees (Support Staff), Informational</i>										
Contract Type	First Name	Last Name	Category	Position	Hours/Wk	Building	Agenda Information	Person Replacing	Budgeted	Admin Support
Handbook	Mary Ann	Nolan	Resignation	Food Service	14.0	CHS	Notice of Resignation @ End of School Year			
Support Staff	Gabrielle	Lajeunesse	Resignation	Paraeducator	32.5	PPS	Notice of Resignation @ End of School Year			
Support Staff	Christina	Moore	Resignation	Preschool Paraeducator	18	MBS (EEE)	Notice of Resignation @ End of School Year			
Support Staff	Kristin	Vigneault	Resignation	Speech Paraeducator	40	PPS	Notice of Resignation @ End of School Year			
Support Staff	Casey	Mescher	Resignation	SPED Administrative Assistant I	37.5	CHS	Notice of Resignation @ End of School Year			
Co-Curricular	Connor	Trieb	New Hire	Varsity Boys Basketball Coach	Coach	CHS	Notice of Hire for 25/26 School Year			

COLCHESTER SCHOOL DISTRICT

Board of Education Meeting
Colchester High School Media Center

Tuesday, May 20, 2025
7:00 p.m.

MINUTES (General Session)

The Colchester Board of Education held a regular board meeting on Tuesday, May 20, 2025, in the Colchester High School Media Center. Board members in attendance were Lindsey Cox, Ben Yousey-Hindes, Laurie Kigonya, and Student Representative Rylee Friend. Administrators in attendance included Superintendent Amy Minor, Chief Financial and Operations Officer George Trieb, Director of Curriculum and Instruction Gwen Carmolli, Director of Student Support Services Carrie Lutz, and MBS Principal Jordan Burke. There were no audience members.

I. Call to Order

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

II. Citizen Participation

None.

III. Hear School Report: Malletts Bay School

Information

Colchester High School Principal Jordan Burke gave an overview of the core beliefs, achievements, goals, and areas for growth in the school community. She gave examples of instructional areas that educators focus on, including evidence-based word study, how explicit instruction carries over into reading and writing, and how they align classroom math intervention routines. She noted data from the YouthTruth survey, which asked students questions on various topics, including school safety, belonging, and culture. Nancy Smith, the school's preschool facilitator, spoke about the preschool program, including its alignment with state regulations and how it connects and engages families. Principal Burke ended the presentation by sharing her appreciation for the school's community, culture, and traditions.

IV. Third and Final Reading of Fiscal and Business Management Policy: E1

Action

At the second reading, the Board requested an edit to ensure consistency. No additional edits were requested.

Director Kigonya moved to approve the third and final reading of the Fiscal and Business Management Policy: E1. The motion passed unanimously.

V. First Reading of Admission of Students Policy: F17

Action

Director of Student Support Services Carrie Lutz gave an overview of the policy which is being reviewed as part of the scheduled cycle. There were no changes recommended or requested.

Director Yousey-Hindes moved to approve the first reading of the Admission of Students Policy: F17. The motion passed unanimously.

VI. Second and Final reading of Fiscal and Business Management Policy: E1 **Action**

Director Yousey-Hindes requested another review to ensure consistency in section seven regarding school board and school district responsibility.

Director Kigonya moved to approve the second reading of the Fiscal and Business Management Policy: E1. The motion passed unanimously.

VII. Second Reading of Weapons Policy: F24 **Action**

During the first reading of this policy, district administrators clarified the distinction between violations involving firearms and those involving other types of weapons. After discussion, the Board agreed to separate these into two distinct policies, one addressing firearms and the other covering all other weapons. This separation aims to better inform the community about expectations and potential consequences related to weapons in schools. The draft policies for both this item and the next agenda item (First Reading of Firearms Policy) align with recommendations from the Vermont School Boards Association and have been reviewed by the district's legal counsel. Director Yousey-Hindes expressed support for the updated language, noting that it gives district administrators discretion in disciplinary decisions. He recalled earlier Board conversations emphasizing how this flexibility can benefit students and families, particularly those with younger children. He highlighted that a set of guiding criteria is in the policy to support consistent and thoughtful decision-making. Director Yousey-Hindes also underscored the importance of monitoring how this discretion is used, to ensure it does not unintentionally lead to disparities or discrimination based on race, socioeconomic status, or other factors.

Director Kigonya moved to approve the second reading of the Weapons Policy: F24. The motion passed unanimously.

VIII. First Reading of Firearms Policy (New) **Action**

As noted in the previous agenda item (Second Reading of Weapons Policy: F24), this new policy will be specific to firearm violations. Currently, firearms are covered in the Weapons Policy, but it has been recommended that a separate policy be created.

Director Kigonya moved to approve the first reading of the Firearms Policy. The motion passed unanimously.

IX. Approval of Consent Agenda **Action**

The Board reviewed the following consent agenda.

CONSENT AGENDA	
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Board Meeting Date: 5/20/2025 (Updated: 5/21/2025)

Licensed Employees (Teacher/Administrator)

[illegible]

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

[illegible]

Non-Licensed Employees (Support Staff), Informational

[illegible]

The Board requested to discuss some of the items in executive session to discuss

X. Approval of Meeting Minutes

Action

- May 6, 2025
- May 12, 2025

Director Yousey-Hindes moved to approve the minutes for the meetings held on May 6 and May 12, 2025. The motion passed unanimously.

XI. Board/Administration Communication, Correspondence, Committee Reports

Information

- Carrie Lutz was honored as Vermont's Special Education Director of the Year.
- Superintendent Amy Minor gave an update on the planned construction beginning at PPS. The bid process has started, and the position of Clerk of the Works has also been posted. She shared some photos of staff using VR Headsets from the architect Black River Design, which allowed them to walk through and around the building to give them a feel for what the finished building will feel like.

XII. Future Agenda Items

Information

- School Reports
- Policy Work
- Facility Renovation/Construction Updates

XIII. Executive Session to Discuss Contract Negotiations and a Personnel Matter

Action

Director Kigonya moved to enter executive session at 8:09 p.m. to discuss contract negotiations and a personnel matter. The motion passed unanimously.

Director Yousey-Hindes moved to exit executive session at 8:16 p.m. The motion passed unanimously.

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

XIV. Adjournment

Director Yousey-Hindes moved to adjourn at 8:18 p.m. The motion passed unanimously.

Recorder:

Board Clerk:

Meghan Baule
Recording Secretary

Ben Yousey-Hindes
Board Clerk