

# Colchester School Board Meeting Agenda & Packet

March 17, 2026



**Colchester School District  
Board of Education Meeting**  
March 17, 2026 - 7:00 p.m.  
Colchester High School Library

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**Meeting Agenda**

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|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>I.</b>    | <b>Call to Order</b>                                                                                                                                                                                                                                                                                                |                      |
| <b>II.</b>   | <b>Citizens Participation*</b>                                                                                                                                                                                                                                                                                      |                      |
| <b>III.</b>  | <b>Hear Nominations for School Board Reorganization and Approval of Newspaper of Record</b>                                                                                                                                                                                                                         | <b>Action</b>        |
| <b>IV.</b>   | <b>Hear Presentation CHS AI Club</b>                                                                                                                                                                                                                                                                                | <b>Informational</b> |
| <b>V.</b>    | <b>First Reading of School Board Policies</b>                                                                                                                                                                                                                                                                       | <b>Action</b>        |
|              | <ul style="list-style-type: none"><li>○ <b>B1: School Board Policy</b></li><li>○ <b>B2: Code of Ethics for School Board Members</b></li><li>○ <b>A1: Management and Suspension of Policies</b></li><li>○ <b>H1: School Community Relations</b></li><li>○ <b>C5: Board Relations with School Employees</b></li></ul> |                      |
| <b>VI.</b>   | <b>Approval of Recommendations for Teacher Contract Renewals 2025-26</b>                                                                                                                                                                                                                                            | <b>Action</b>        |
| <b>VII.</b>  | <b>Third and Final Reading of Curriculum, Instruction and Assessment Policies</b>                                                                                                                                                                                                                                   | <b>Action</b>        |
|              | <ul style="list-style-type: none"><li>○ <b>G1: Instruction</b></li><li>○ <b>G1a: Homework</b></li><li>○ <b>G1b: Pilot Projects</b></li><li>○ <b>G6: Comprehensive Student Assessment</b></li><li>○ <b>Draft G1: Curriculum, Instruction and Assessment</b></li></ul>                                                |                      |
| <b>VIII.</b> | <b>Approval of Consent Agenda</b>                                                                                                                                                                                                                                                                                   | <b>Action</b>        |
| <b>IX.</b>   | <b>Approval of Meeting Minutes</b>                                                                                                                                                                                                                                                                                  | <b>Action</b>        |
|              | <ul style="list-style-type: none"><li>○ <b>March 3, 2026 (General)</b></li></ul>                                                                                                                                                                                                                                    |                      |
| <b>X.</b>    | <b>Board/Administration Communication, Correspondence, Committee Reports</b>                                                                                                                                                                                                                                        | <b>Informational</b> |
| <b>XI.</b>   | <b>Future Agenda Items</b>                                                                                                                                                                                                                                                                                          | <b>Informational</b> |
| <b>XII.</b>  | <b>Proposed Executive Session to Discuss Contract Negotiations</b>                                                                                                                                                                                                                                                  | <b>Action</b>        |
| <b>XIII.</b> | <b>Adjournment</b>                                                                                                                                                                                                                                                                                                  |                      |

**\*Meeting Participation and Viewing Options**

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

## COLCHESTER SCHOOL DISTRICT

### **POLICY: SCHOOL BOARD POLICY**

**DATE ADOPTED:** April 1, 2025

### **POLICY STATEMENT**

VSA Title 16 § 423 stipulates that each town school district shall have a school board. The purpose of this policy is to define the make up and some of the operating procedures that will be used by that legislative body.

#### **I. QUALIFICATIONS (VSA Title 16 § 558)**

- A. A member of the school board (hereafter referred to as "the board") must be a legal voter in the Colchester Town District.
- B. A member of the board shall not be regularly employed by the school district.

#### **II. BOARD MEMBERSHIP**

- A. The board shall be comprised of five members.
- B. The terms of office shall be for three years and two years. One member shall be elected for a three year term and one member elected for a two year term at each annual meeting of the school district. Terms shall end on the third annual and second annual meeting days following their election.
- C. Vacancies shall be refilled in accordance with VSA Title 16 § 424.
- D. Members of the board must be sworn in by the town clerk prior to entering upon the duties of their office. (VSA Title 16 § 561)
- E. The officers of the board shall be a chair, vice-chair, and clerk.
- F. The officers must be nominated annually at the board meeting which next follows the election, and the results of this nomination must be filed at the office of the town clerk and with the Vermont Commissioner of Education. (VSA Title 16 § 561).

*Legal References:*

*V.S.A. Title 1 §§ 310 - 314*

*V.S.A. Title 16 § 423*

(1) *V.S.A. Title 16 § 424*

(2) *V.S.A. Title 16 § 554b*

*V.S.A. Title 16 § 558*

(3) *V.S.A. Title 16 § 561*

(4) *V.S.A. Title 16 § 563*

Last Reviewed: April 2, 2024

Date Warned: March 14, 2025

First Reading: March 18, 2025

Second Reading: April 1, 2025

### **III. DUTIES AND RESPONSIBILITIES**

- A. The powers, duties and responsibilities of the board are defined in VSA Title 16 § 563. The Colchester School Board will comply with these legal requirements.
- B. Roberts Rules of Order as modified for small boards shall govern the conduct of board meetings. (VSA Title 16 § 554b)
- C. All board meetings will be conducted in accordance with Vermont's open meeting law. (VSA Title 1 §§ 310 - 314)

### **IV. DUTIES AND RESPONSIBILITIES OF OFFICERS OF THE BOARD**

#### **A. Chair**

- 1. Presides over meetings of the board.
- 2. Calls special meetings.
- 3. Performs other duties as directed by the board.
- 4. In collaboration with the superintendent, establish the agenda for each meeting.

#### **B. Vice Chair**

- 1. Substitute for the chair whenever necessary.

#### **C. Clerk**

- 1. Perform all duties required by statute, VSA Title 16 § 561.

### **V. BOARD MEMBER EDUCATION**

- A. Board members will take advantage of training opportunities to learn more about their role, school programs, Vermont Agency of Education functions and legislative activities.
- B. The school district will pay the cost for these training opportunities.

### **VI. BOARD GOAL-SETTING AND EVALUATIONS**

- A. The board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent at least annually.
- B. These goals will address areas such as (not limited to):
  - 1. Policy making,
  - 2. Policy implementation,
  - 3. Community relations,
  - 4. Board interpersonal communication skills,
  - 5. Board-superintendent relations,
  - 6. Fiscal/budget management,
  - 7. The instructional program,
  - 8. Labor relations,
  - 9. Board in-service training and
  - 10. Government relations.

**COLCHESTER SCHOOL DISTRICT****POLICY: CODE OF ETHICS FOR SCHOOL BOARD MEMBERS****DATE ADOPTED:** April 1, 2025**POLICY STATEMENT**

A school board member has no legal powers or authority unless acting at a school board meeting or acting for the school board after it formally grants power to act on its behalf. A school board member should perform the duties of a school board member in a manner consistent with this code of ethics.

**I. BOARD GOVERNANCE**

- A. Set goals for the school system and establish policies to direct its administration.
- B. Maintain confidentiality of discussion conducted in executive session and of other privileged information.
- C. Abide by board decisions regardless of how individuals voted.
- D. Act only as a member of the board and do not assume authority as an individual in school matters when the board is not in session.
- E. Be familiar with and observe Vermont education laws.
- F. Listen to legal counsel and constructive criticism to protect the board and the school system from liability.
- G. Attend all regularly scheduled board meetings, insofar as possible, and review study materials about the issues to be considered on each agenda.

**II. BOARD/ADMINISTRATOR RELATIONS**

- A. Give school officials authority commensurate with their responsibility, work through the properly appointed school officials according to the school system's organization and policies, and support school officials in the performance of their duties.
- B. Expect the superintendent to keep the board adequately informed through regular written or oral reports and hold the superintendent accountable through an annual job performance evaluation.
- C. Refer complaints, requests, and concerns to the superintendent or other appropriate staff member.
- D. Use the chain of command and avoid making commitments or promises that compromise the board, administration or the school system.

Last Reviewed: April 2, 2024  
Date Warned: March 14, 2025  
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- E. Listen to the recommendations of the superintendent and staff before making decisions and provide advice and counsel to the superintendent.
- F. Recognize that a board member's responsibility is to see that schools are well-run, but not to run them.

### **III. BOARD MEMBER RELATIONS**

- A. Retain independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- B. Voice opinions responsibly, maintain good relations with other board members, respect other board members' rights and opinions, and make no disparaging remarks, in or out of the board meeting, about other board members or school staff. Instead, express opinions in a professional, fair manner.
- C. Accept the responsibility to secure facts before arriving at conclusions.
- D. Expect more time to be spent on educational programs and procedures than on business details at board meetings.

### **IV. PERSONNEL RELATIONS**

- A. Support employment of the best qualified people as school staff and insist on regular, impartial evaluations of all staff.
- B. Hire no superintendent, principal or teacher already under contract with another school unless assurance is first secured from the proper authority that the person can be released from contract.

### **V. COMMUNITY RELATIONS**

- A. Represent the entire community and vote for what seems best for the children and youth of the school system.
- B. Interpret the attitudes, wishes and needs of the community to school staff and communicate the aims, methods and goals of the schools to the community.
- C. Create an environment that fosters community participation and involvement.

### **VI. BOARD PREPARATION AND TRAINING**

- A. Be informed about educational issues by individual study and through participating in programs providing needed information such as those sponsored by the Vermont and National School Boards Associations.

- B. Take advantage of opportunities to improve your knowledge and to build your skills as locally elected members of governing school boards.
- C. Associate with board members from other schools to discuss school problems and cooperate in the improvement of public school conditions.
- D. Provide assistance to new school board members and make sure adequate orientation and training opportunities are offered them.

## VII. CONFLICT OF INTEREST

Members of the board recognize the ethical duty of all public officers to avoid conflicts of interest. "Conflict of interest" means a situation when a board member's private interests, as distinguished from the board member's interest as a member of the general public, would benefit from or be harmed by their actions as a member of the board. In the case of school board members, this duty is extended by Vermont statutory law to include a requirement that boards adopt policies and procedures to avoid the appearance of conflicts of interest. In order to comply with the obligations thus imposed, the board and its members will adhere to the following standards.

### A. RECOMMENDED STANDARDS

1. Board members will be familiar with the NSBA and VSBA Codes of Ethics, and will observe their provisions.
2. Board members will be familiar with, and adhere to, those provisions of Vermont education law which define school board powers and govern board member compensation and public bidding processes.
3. Board members will do nothing intended to give the false impression that they have the authority to make decisions or take action on behalf of the board or the school administration.
4. Board members will not take any action which is intended to give the impression that they would represent special interests or partisan politics for personal gain.
5. Board members will not use their position on the board in any manner intended to unfairly promote personal financial interests or the financial interests of family members, friends or supporters.
6. Board members will not accept anything of value in return for taking particular positions on matters before the board.
7. Board members will do nothing intended to leave the impression that their position on any issue can be influenced by anything other than a fair presentation of all sides of the question.

**B. AVOIDING CONFLICTS**

When a board member becomes aware of involvement in a conflict of interest as defined in state law or this policy, they will declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

**C. COMPLAINTS OF CONFLICT OF INTEREST**

When a conflict of interest claim against a board member is brought to the board in writing, and is signed by another board member or a member of the public, and the board member against whom the claim is made does not concur that a conflict in fact exists, the following board procedures will be followed.

1. Upon a majority vote of the remaining board members, or upon order of the chair, the board will hold an informal hearing on the conflict of interest claim, giving both the board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining board members will determine by majority vote to take one of the following actions:
  - a) Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed;
  - b) Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify themselves from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Vermont statute; and/or
  - c) Issue a public finding that the conflict of interest charge is supported by the evidence and, in addition to disqualifying themselves from voting or otherwise participating in the board deliberations or decision, the board member should be formally censured or subjected to such other action as may be allowed by law.

**COLCHESTER SCHOOL DISTRICT****POLICY: MANAGEMENT AND SUSPENSION OF POLICIES****DATE ADOPTED:** April 1, 2025**PURPOSE**

VSA Title 16 § 563 specifies the powers of the school board and the duties of the board. The formulation and adoption of written policies is the basic method by which the board of school directors exercises its leadership in the operation of the school district.

**I. DEFINITIONS**

- A. Policies** guide the school board, administrators and other district employees, students, parents/guardians, and community members by stating district goals and establishing parameters for administrative action.
- B. Policy or purpose statements** are written principles adopted by the school board to set basic philosophy concerning the operations of the school district. They should be brief, yet be specific enough to provide clear guidelines.
- C. Procedures** are developed by the superintendent or their designee to provide for the management of the district by describing how tasks will be carried out and board policies will be implemented.

**II. POLICY DEVELOPMENT**

- A.** Policies shall normally be adopted at regular school board meetings. Revision and removal of any policy shall be treated in the same manner as the adoption of the policy.
- B.** There shall be at least two accepted readings of each policy in the review process. The policy may be adopted or removed following the acceptance of the second reading, at the same meeting.
- C.** The school board shall provide public notice of its intent to adopt, revise, or remove any policy. This notice shall be made at least ten (10) calendar days prior to the adoption of the policy or revision. Usually, this notification will occur prior to the first reading of the policy.
- D.** The school board shall review the procedures and regulations associated with each policy upon adoption of the policy and upon revision by the superintendent.
- E.** The school board will use the Vermont School Board Association Model Policy Manual as an exemplary resource.

Last Reviewed: April 2, 2024  
Date Warned: March 14, 2025  
First Reading: March 18, 2025  
Second Reading: April 1, 2025

- F. It is the board's intention to review each policy every five (5) years.

**III. ADMINISTRATIVE RESPONSIBILITIES**

- A. The superintendent or their designee shall manage the implementation of this policy.
- B. The superintendent or their designee shall maintain the master policy manual. This manual shall contain the most recent adopted version of each policy and shall be the copy referred to if questions arise.
- C. The superintendent or their designee will maintain an up-to-date copy of the policy manual for public review. Updated policies will be posted publicly within five (5) days of adoption/approval.
- D. The district's web site will contain copies of all policies.

**IV. SUSPENSION OF POLICY**

- A. The application of any section or sections of board policies not established by law or contract may be temporarily suspended by a vote of at least four (4) board members present at a regular or special meeting called for the purpose of dealing with a problem affected by a specific section or sections of policy.
- B. The board shall, at its next regular meeting, reconsider its suspension of any policy, using adopted procedures to permanently adjust or amend its policies.

**COLCHESTER SCHOOL DISTRICT****POLICY: SCHOOL-COMMUNITY RELATIONS****DATE ADOPTED:** October 21, 2003**POLICY STATEMENT**

It is the policy of the Colchester School District to encourage the involvement of the community in its schools. An effective community outreach program is a necessary component of a School District's organization and operation. Therefore, the Board will provide the means necessary to develop and implement such a program. The Board delegates to the Superintendent the responsibility for developing a community relations program.

Date Warned: August 1, 2003  
First Reading: August 5, 2003  
Second Reading: August 19, 2003  
Third Reading: October 21, 2003

**PROCEDURAL GUIDELINES**

The School District's community outreach program should:

1. create a planned, systematic, two-way communications process between the Board and the school community;
2. encourage a better understanding of the objectives, accomplishments and needs of the School District within the community;
3. create opportunities for school involvement through volunteerism; business/organizational partnerships, sponsorships, internships and other joint projects;
4. use a variety of media including but not limited to meetings, letters and e-mail, circulars, web sites, seminars, publications, communications media, and personal contacts;
5. provide the channels necessary for resolving grievances and eliminating misunderstandings;
6. inform concerned persons as to their rights, privileges and responsibilities.

## COLCHESTER SCHOOL DISTRICT

### **POLICY: BOARD RELATIONS WITH SCHOOL EMPLOYEES**

**DATE ADOPTED:** November 19, 2019

### **POLICY STATEMENT**

It is the policy of Colchester School District to encourage Colchester School Board interactions with school personnel while respecting appropriate reporting relationships.

#### **I. SCHOOL BOARD MEETINGS**

The board will request the superintendent to invite school personnel to school board meetings regularly to discuss student achievement relative to their programs.

#### **II. RELATIONS WITH PRINCIPALS**

The superintendent will develop guidelines for board relations with principals and other administrators. Those guidelines should take into account the following:

- A. The responsibility of the superintendent to direct the administration and coordination of educational programs in the district;
- B. The periodic need of board members for information most readily available from school principals; and
- C. The need to maintain a distinction between the administrative role of the principal and the policy making role of the board.

#### **III. RELATIONS WITH SCHOOL STAFF**

Board relations with staff shall adhere to the following:

- A. Individual board members will communicate with staff members on matters of board business only at the direction of the board as a whole.
- B. Staff participation in the development of educational and personnel policies will be encouraged and facilitated by the board.
- C. Board members will adhere to procedures required by board policy and Vermont law related to collective bargaining and teacher evaluation.

Last Adopted: August 19, 2003  
 Date Warned: November 1, 2019  
 First Reading: November 5, 2019  
 Second Reading: November 19, 2019

**COLCHESTER SCHOOL DISTRICT****POLICY: INSTRUCTION****DATE ADOPTED: December 1, 2009****SECTION I - GENERAL:**

- A. Instruction shall be regarded as the most important function of our schools. The philosophy guiding this instruction shall be founded on a belief in the dignity and worth of each individual. Instruction shall be concerned with the development of each child; his/her scholastic achievement, his/her mental, emotional, physical and social growth. Thus, in the education of the child, individual differences as well as common tendencies shall be taken into account. No instruction shall purposely violate the personal, political, religious or cultural beliefs of a student or his/her family. Instruction should present opposing sides of controversial issues, so that with guidance young citizens may develop critical thinking.
- B. Primary objectives of instruction shall be intellectual and personal development leading towards excellence in the skills of learning, an inquiring mind, an ability to make sound judgments, an appreciation of the great cultures and responsible citizenship in our democracy. To these ends, opportunities shall be provided regularly for active participation in a broad range of educational experience by all students.
- C. All such education experience shall be organized into a purposeful curriculum, based on the ideals stated above and with due regard to individual abilities. It shall be subject to continuous study and evaluation and revised as improvement is indicated.

**SECTION II - CURRICULUM:**

- A. The curriculum shall be understood to embody all instructional activities. Instruction in each grade, and at each level, shall be integrated and coordinated so as to provide for the continuous development of the pupil.
- B. The evaluation and development of the curriculum as a whole shall be under the general direction of the Superintendent. He/she shall be assisted in this process from time to time by teachers, supervisors, other members of the professional staff and students selected in such a way as to give broad representation to subject areas, grade levels and special services.
- C. No major change in subjects shall be made or courses added or dropped without approval of the Board of Education.

Legal Reference:

V.S.A. Title 16 § 563

Last Adopted: April 6, 2004  
Date Warned: November 13, 2009  
First Reading: November 17, 2009  
Second Reading: December 1, 2009

- D. All members of the professional staff shall be encouraged to study developments in curricula and to make recommendations for changes.

### **SECTION III - CLASS SIZES AND LOCATIONS:**

- A. The recommended class size shall be determined by nature of subjects taught, grade level and the classrooms and teachers available. Though a considerable range shall be allowed to accommodate these factors, as a matter of policy, every effort shall be made to avoid having more than 30 students in an academic class.
- B. The grade structure of the Colchester School District shall be determined on the basis of classroom space available within the school buildings of the District.
- C. Grouping in homerooms shall be heterogeneous; that is, each class shall include pupils with a wide range of abilities. However, in subject fields, it may be advisable to have homogenous groupings.

### **SECTION IV - TEXTBOOKS, SUPPLIES, MATERIAL AIDS:**

- A. Textbooks: Textbooks which are deemed necessary or desirable for instruction in the Colchester Schools shall be lent to pupils without charge. Pupils shall be held responsible for loss of textbooks or for damage beyond normal wear.
- B. Instructional Supplies: Funding consistent with the annual budget approved by the voters.
1. General Supplies: Certain supplies which are considered essential to instruction shall be furnished without charge to pupils.
  2. Physical Education Supplies: The Board of Education shall include in the budget funds for the purchase of supplies and equipment it deems necessary for the physical education program.
  3. Co-Curricular Program Supplies: It is the intention of the Colchester School District to fund its programs through the general fund budget approved by the voters whenever possible and practical. However, we do not want to limit the co-curricular program when other methods of funding exist. The School District will provide the essential non-individual specific equipment to operate each program when pre-designated in the budget. Individuals will be responsible for the purchase of individual equipment as needed. The individual or the School District shall retain ownership of equipment purchased by them. The Board may approve an activity that may require funding from outside sources.
  4. Other Materials: Supplies shall be furnished without charge to all pupils for their regular class projects. Materials used for special projects shall be paid for by the

students.

- C. Selection of Educational Materials: The selection of educational materials is governed by the Board's Material and Instructional Activity Selection, and Review Policy.
- D. Other Teaching Aids:
1. Audio-Visual Aids: The selection, storage and circulation of audio-visual instructional aids shall be the responsibility of building principals which may be delegated to an audio-visual or librarian coordinator, when one is appointed to his/her school unit.
  2. Magazines, Workbooks, Newspapers, Weekly Readers: These and similar essential educational materials which are consumed, or which cannot ordinarily be used a second time, will be provided for at District expense.
  3. Field Trips: See Colchester School District policy on field trips.

#### **SECTION V - MUSIC INSTRUMENTS:**

1. Students are expected to provide their own instruments or to make rental arrangements. The school district wishes to make available to students quality band instruments that are well maintained in instances where the instrument is cost prohibitive. A reasonable rental fee to students using district owned musical instruments offers equity with students who rent from outside firms and allows the district to provide annual maintenance for instruments.
2. Students using school owned musical instruments shall pay a \$50 per year rental fee. Exception to the fee will be made when:
  - a. The student is playing the instrument at the request of the director.
  - b. The fee presents a financial hardship for the family.
  - c. The instrument is used by more than one student simultaneously in which case a mouthpiece fee of \$10 will apply.

The school shall be responsible for upkeep and general maintenance of the instrument. The student is responsible for repairing any damage that occurs outside general wear and tear. The instrument must be returned in its present condition immediately upon discontinuance of the instrumental music program, or upon the request of the director or the administration. The instrument must be returned at the end of the school year for routine maintenance.

The money generated from these fees will be placed in a fund to be used for instrument maintenance and replacement. Each school's funds will be kept separate and used for that school's instrument needs.

**SECTION VI - VOLUNTEER HELP:**

- A. The use of resource people and volunteer help within school buildings and on school grounds is to be encouraged as it enables our school to provide added enrichment to its programs.
- B. The use of volunteer help within school buildings and on school grounds does not place on such help the responsibility of supervising children, as the schools' personnel have a legal duty to protect the pupils in their schools from reasonably foreseeable risk or harm.

## COLCHESTER SCHOOL DISTRICT

### **POLICY:    HOMEWORK POLICY and PROCEDURES**

**DATE ADOPTED:** June 3, 2008

### **PHILOSOPHY:**

Colchester School District believes that the goal of homework is to increase student learning. Homework is an assignment that is intended to be completed outside of the classroom. Meaningful homework assignments are flexible and based on students' needs. Well-designed homework increases students' understanding, skills and confidence. Parents/Guardians can benefit from homework by gaining knowledge of the learning done at school. Successful homework programs link the learner, home and school.

Homework may be assigned to:

- Review and reinforce content
- Apply, extend or reflect on learning
- Introduce new content
- Provide independent practice

### **FREQUENCY AND DURATION OF ASSIGNMENTS**

While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade range. Teachers will be aware of any grade specific or school-wide evening commitments for students and adjust homework accordingly. Long-term assignments should be given well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

If a student does not have homework or finishes early, it is always a good idea to spend time reading and, in the elementary grades, reviewing math facts. The benefits of independent reading are immeasurable and help a student develop a lifelong habit of reading.

Grade Range	Average Time Per Night*
Kindergarten	0 – 10 minutes
Grades 1 – 2	10 – 20 minutes
Grades 3 – 5	30 – 50 minutes
Grades 6 – 8	60 – 80 minutes
Grades 9 – 12	90 – 120 minutes

Homework will not be assigned over vacation for grades K-8. Grades 9-12 may have homework over vacation.

No Legal References.

Date Written:     May 16, 2008  
 First Reading:    May 20, 2008  
 Second Reading:  June 3, 2008

\*These time ranges assume the student is focused and on-task. If a child is having difficulty on a consistent basis completing assignments within the time frames established, parents should contact their child's teacher(s) for assistance. Project work shall be included in determining total homework time.

## **HIGH SCHOOL SUMMER READING PROGRAMS**

High school students are assigned summer reading that helps build a bridge from one year's learning to the next. With the exception of Advanced Placement (AP) classes, these assignments are differentiated to attend to students' different readiness and interests. Support is available for students who may need help during the summer to complete these assignments.

## **DIFFERENTIATION**

We are responsible for meeting the varied academic needs of all students in our schools. This responsibility requires us to carefully consider the modification and extension of homework assignments based on our knowledge of student learning styles, readiness, and interest. When making modifications, it is important to preserve the integrity of the assignment while making adjustments by reducing the quantity, varying the type and/or altering the level of difficulty of homework assignments.

Students needing adjustments in homework expectations may include:

- Highly motivated and independent learners.
- Students with learning needs (e.g. Educational Support Team plans, Individualized Education Plans or plans under Section 504).
- Students struggling with homework completion due to personal or family circumstances.

## **GRADING OF ASSIGNMENTS**

Student performance should be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering targeted Grade Level Expectations and District curriculum standards. In other words, homework should not be given simply for the purpose of giving or receiving a grade or to demonstrate a student's level of responsibility. It is an instructional strategy that affords students the opportunity to practice and apply their knowledge. When applied in this way, homework is a tool for improving student success.

- Completed homework assignments should always be given some form of feedback (e.g. checkmark, grade or narrative/verbal comments).
- At the K-5 level homework will only be graded for completion.
- At the 6-12 level homework can be graded for completion and/or with a number or letter grade.
- At most, homework will count for 10% of a student's final grade in grades K-8 and 20% in grades 9-12.

The guidelines for grading homework apply only to homework itself, not the grading of projects. Projects are often worked on during class time and are therefore considered class work. Project

work shall be included in determining total homework time but will not be included in homework grading.

### **MISSED ASSIGNMENTS**

Homework should be completed because it is an important part of a student's responsibility as a learner. Therefore, incentives and rewards should be used on a limited basis. Homework should never be used as punishment. Failure to complete an assignment will result in loss of credit. Homework is of value to learning, and therefore students will be allowed to complete an assignment within one week of the original due date with a maximum loss of credit of 25%. After one week, a teacher may elect to give the student no credit for the missed assignment.

Loss of recess, staying after school or detention will not be used as a consequence. If homework completion is a chronic problem, schools may provide interventions such as Homework Club or individualized support.

### **COMMUNICATION**

The philosophy and procedures should be communicated through:

- Handbooks
- Web pages (district and school)
- Student orientations
- Parent conferences
- Parent transition nights
- Open houses
- Faculty meetings
- Staff orientations

Each school will follow a clear system for reporting homework to students and parents (ex. student planners, weekly assignment sheets, team assignment sheets, web pages, posted in classrooms). The system will be established and reviewed.

### **RESPONSIBILITIES**

#### **Student**

- Set up and follow a homework routine.
- Follow the school's homework reporting system (ex. daily planner, home folder).
- Bring all necessary materials to and from school.
- Understand the directions, ask clarifying questions.
- Complete homework assignments to the best of his or her ability.
- Return homework as assigned.
- When questions or concerns arise speak with the teacher.
- If there is no homework or it is finished early, it is always a good idea to spend time reading and, in the elementary grades, reviewing math facts. The benefits of independent reading are immeasurable and help a student develop a lifelong habit of reading.

Teacher

- Explain to students the importance of homework and its connection to learning.
- Teach skills and strategies necessary for successful homework completion.
- Provide clear instructions and answer clarifying questions.
- Provide homework that is clear, meaningful and purposeful.
- Provide feedback on homework in a timely manner.
- Communicate with student and parents as needed.
- Work collaboratively with other teachers to assign reasonable amounts of homework (see guidelines).

Parents/Guardians

- Set up and follow a homework routine (time, location, materials and storage of materials).
- Be encouraging and supportive.
- Monitor student's homework (daily assignments, completion).
- When issues, questions or concerns arise please speak with the teacher in a timely manner.
- Encourage the student to work on her or his own; be available to help.
- Follow the school's system for reporting homework (ex. daily planner, home folder).

Administration

- Communicate and monitor consistent implementation of the homework policy and procedures.
- Communicate homework expectations to parents.
- Establish, communicate and review the school's reporting system to parents.

## COLCHESTER SCHOOL DISTRICT

### **POLICY: PILOT PROJECTS**

**DATE ADOPTED:** June 20, 2017

### **POLICY STATEMENT**

It is the policy of the Colchester School Board to encourage professional staff to seek improvement of the educational program through all appropriate means, including carefully designed experimental and pilot projects.

Experimental and pilot projects may originate at the individual classroom, grade level, building, or district level. Such projects must be consistent with school district goals and mission, the district wide curriculum development/revision plan, and should support action plans.

### **PROCEDURES**

In the case of a project involving an individual teacher or classroom, approval must be obtained from the building Principal. The Principal is required to notify the Superintendent of the project.

In the case of a project at a grade level, in a program, at a building, or district level, prior approval must be obtained from the Superintendent and/or designee, who will inform the School Board of the approval. Plans for any new project must be submitted to the Superintendent by May 1 preceding the school year in which it is to be implemented.

Projects that may have a significant impact on school operations or future budgets must have School Board approval. Those to be supported by local funds must obtain approval during the budget development process.

For projects approved by the School Board, the Superintendent and/or designee will present an evaluation report to the board detailing the effectiveness of the project. This report will be completed in writing on a standard format and will include an evaluation of the outcomes, including specific information from professional staff responsible for implementation.

If—upon completion and evaluation of the pilot—the recommendation is made to proceed with the program, a revised summary of financial implications will be presented to the Superintendent and to the School Board.

Last Adopted: May 16, 2001  
Date Warned: June 2, 2017  
First Reading: June 6, 2017  
Second Reading: June 20, 2017

**COLCHESTER SCHOOL DISTRICT**

**POLICY: COMPREHENSIVE STUDENT ASSESSMENT POLICY**

**DATE ADOPTED:** February 3, 2004

**POLICY STATEMENT**

Believing that assessment is central, not peripheral, to effective instruction, Colchester's Comprehensive Student Assessment Policy not only defines our specific purposes for instructional assessment, but also lists a variety of methods/measures used to gather student and program data. In compliance with federal/state mandates and consistent with Colchester School District's mission/strategic plan, these purposes include:

1. Providing feedback and sharing results regarding individual student performance.
2. Guiding teachers in adapting instructional strategies to individual learner needs.
3. Comparing both student scores and program results over time.
4. Informing all constituent groups about the success and impact of instructional programs.
5. Making decisions regarding the costs and benefits of specific programs and/or measures.

Effective teaching implies clarity about what students are expected to know, understand, and apply as a result of instruction. Defining this clarity through the integration of curriculum and assessment within specific fields of knowledge is the instructional core of our district's strategic plan.

Date Warned: November 14, 2003  
First Reading: November 18, 2003  
Second Reading: February 3, 2004

## COLCHESTER SCHOOL DISTRICT

**POLICY: CURRICULUM, INSTRUCTION & ASSESSMENT**

**DATE ADOPTED: DRAFT**

### **POLICY STATEMENT**

It is the policy of the Colchester School District (District) to provide rigorous, responsive, and equitable curriculum, instruction and assessment to encourage lifelong learning and success for all students.

### **SECTION I: CURRICULUM DEVELOPMENT & COORDINATION**

The District shall be responsible for developing and maintaining curriculum based on:

- State standards and district proficiencies.
- Coordinated districtwide to vertically align learning across grades and schools.
- Periodically reviewed to determine compatibility with state standards and district proficiencies.

The superintendent or designee shall be responsible for assisting the district and member schools in the development, implementation, coordination, and evaluation of the curriculum.

All major changes in subjects, courses or proficiencies shall be reviewed and approved by the district curriculum office and the superintendent.

### **SECTION II: INSTRUCTION**

The District shall provide instruction based on state standards and district proficiencies, promoting understanding, critical thinking, communication, learning and citizenship. Instruction shall address students' academic and social-emotional learning needs and interests.

### **SECTION III: CLASS SIZE**

Class size and school configuration will, where feasible, comply with all applicable state statutes and regulations.

Class size determinations shall consider enrollment patterns, the nature of subjects taught, instructional models, student needs, staffing availability, and available facilities. The District shall strive to maintain class sizes that support high-quality instruction, equitable access to learning, and the effective use of district resources. The Board establishes a districtwide maximum class size of no more than 30 students per academic class.

Last Reviewed:	December 1, 2009
Date Warned:	February 13, 2026
First Reading:	February 17, 2026
Second Reading:	March 3, 2026
Third Reading:	March 17, 2026

The District is committed to building classes reflective of a wide range of student abilities, backgrounds, and learning needs. Occasionally, students may be grouped by skill level for specific learning needs.

The Superintendent shall report annually to the Board regarding class size determinations, compliance with state requirements, and any waivers or adjustments impacting program offerings.

#### **SECTION IV: ASSESSMENT**

The District believes assessment is central to effective instruction and is integrated with curriculum and teaching.

The District shall:

- Comply with federal/state mandates.
- Reflect the district mission/vision.
- Use a variety of methods/measures used to assess student learning.
- Provide feedback and results regarding individual student performance.
- Inform instructional planning to meet individual learner needs.
- Demonstrate achievement and program results over time.
- Inform about the success and impact of instructional programs.
- Guide decisions regarding student needs and program offerings.

#### **SECTION V: HOMEWORK**

The District believes that the goal of homework is to support student learning. Homework is an assignment that is intended to be completed outside of the classroom, designed to increase students' understanding, skills and confidence. Meaningful homework assignments are flexible, needs-based and developmentally appropriate. Homework can link the learner, home and school. Schools shall provide guidelines for homework based on district mission/vision.

#### **SECTION VI: PILOT PROJECTS**

The District encourages professional staff to pursue improvement of the educational program through thoughtfully designed experimental and pilot projects aligned with district goals, curriculum plans, and action priorities.

Classroom-level projects require Principal approval (with Superintendent notification), while grade-level, building, or district-wide projects require Superintendent approval and notification to the School Board. Proposals must be submitted by May 1 preceding implementation. Projects with significant operational or budget impact, based on the judgement of the Superintendent, may be brought to the School Board for approval. Approved projects must be formally evaluated, and if continuation is recommended, a summary of financial implications must be presented to the Superintendent and School Board.



## Colchester School District

Board of Education Meeting  
Colchester High School Library

Tuesday, March 3, 2026  
7:00 p.m.

### Meeting Minutes

The Colchester Board of Education held a regular board meeting on Tuesday, March 3, 2026, in the Colchester High School Library Media Center. Board Directors in attendance were Lindsey Cox, Nic Longo, Ben Yousey-Hindes, Laurie Kigonya, Jennifer Fath, and Student Representative Trinity McCarthy. Administrators and employees in attendance were Superintendent Amy Minor, Chief Financial and Operations Manager George Trieb, Director of Curriculum and Instruction 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. and led in the Pledge of Allegiance.

#### II. Citizens Participation\*

None.

#### III. Hear Colchester School District Audit Report for FY'25

Action

Rick Brigham, CPA from Sullivan, Powers, and Co., provided the board and community with an overview of their audit report and findings for FY'25. A copy of the report is available on the district website. The audit was clean, and the district was found to be in full compliance.

#### IV. Second Readings of Curriculum, Instruction and Assessment Policies

Action

- Current G1: Instruction
- Current G1a: Homework
- Current G1b: Pilot Projects
- Current G6: Comprehensive Student Assessment

These policies were reviewed as part of the policy review cycle. The Vermont School Board Association (VSBA) recommends a curriculum policy, but its new guidance shifts instruction and assessment from policy to district procedure. At the first reading, Director of Curriculum and Instruction Gwen Carmolli proposed to consolidate several related policies into a single policy to give an overview of the district's educational framework. The board reviewed the combined draft policy section by section and provided feedback. At this reading, they reviewed the updated draft with their feedback incorporated. A final draft will be brought back for a third and final reading and a future reading.

***Director Yousey-Hindes moved to approve the second reading of policies G1: Instruction, G1a Homework, G1b Pilot Projects, and G6: Comprehensive Student Assessment. The motion passed unanimously.***

#### V. Hear and Discuss Results of the FY'27 School Budget Vote (moved from item VI) Information

Unofficial results show that the school article regarding the FY'27 school budget passed with 1,216 votes in favor and 1,083 against. Lindsey Cox was reelected to a 3-year term, and Jennifer Fath was

reelected to a 2-year term. The Board and Superintendent Amy Minor thanked the community for their continued support and reflected on the budget process.

**VI. Approval for Recommendation for Administrator Contract Renewals 2026-27** **Action**

Superintendent Amy Minor provided the board with a memo outlining the contract recommended for renewal for the FY'27 school year.

***Director Longo moved to approve the recommended administrator contracts for the 2026-2027 school year. The motion passed unanimously.***

**VII. Approval of Consent Agenda** **Action**

The board reviewed the following items on the consent agenda. Superintendent Minor acknowledged two retirements and outlined the interview and recommendation process for the UMS principal position.

DRAFT



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

**VIII. Approval of Meeting Minutes Action**

***Director Longo moved to approve the minutes from the February 3, 2026, meeting. The motion passed unanimously.***

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

- A construction update was shared for the facilities work happening at PPS.

**X. Future Agenda Items Informational**

- Policy Work
- Auditor Report
- Facility Renovation Updates

**XI. Proposed Executive Session to Discuss Contract Negotiations Action**

***Director Yousey-Hindes moved to enter executive session to discuss contract negotiations at 7:56 p.m. The motion passed unanimously.***

**XII. Adjournment**

***Director Yousey-Hindes moved to exit executive session and adjourn at 8:15 p.m. The motion passed unanimously.***

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Meghan Baule  
Recording Secretary

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Ben Yousey-Hindes  
Board Clerk