



**SCHOOL BOARD MEETING  
BCEMS Library**

**MISSION STATEMENT**

We are committed to providing a challenging educational environment that encourages high performance in a nurturing atmosphere characterized by dignity and respect.

**February 8, 2016**

**5:30 p.m.**

**REGULAR MEETING  
AGENDA**

1. Call to Order; Pledge of Allegiance
2. Additions and/or Deletions to Agenda
3. Visitors and Communications
4. Approval of Minutes
  - 4.1 Approval of Minutes – January 11, 2016 Regular Meeting
5. Old Business
  - 5.1 FY '17 Budget
  - 5.2 Second Reading of Board Member Conflict of Interest BSU Policy (B3)
  - 5.3 Second Reading of Notice of Non-Discrimination BSU Policy (B6)
  - 5.4 Act 46 Update
6. New Business
  - 6.1 SBAC Report
  - 6.2 Report from the Auditors
  - 6.3 First Reading BSU Tobacco Prohibition Policy (E8)
  - 6.4 First Reading BSU Health Insurance Portability and Accountability Act Compliance (D13)
  - 6.5 First Reading BSU Prevention of Employee Harassment Policy (D12)
  - 6.6 First Reading BSU Drug & Alcohol Testing: Transportation Employees Policy (D11)
  - 6.7 First Reading BSU Alcohol and Drug-Free Workplace Policy (D8)
  - 6.8 First Reading BSU Title I, Part A Parental Involvement Policy (H7)
  - 6.9 First Reading BSU Policy on the Prevention of Harassment, Hazing and Bullying of Students (F20)
  - 6.10 First Reading BSU Model, Procedures on the Prevention of Harassment, Hazing, and Bullying of Students Policy (F20-1)
  - 6.11 First Reading BSU Title I Comparability Policy (G12)
  - 6.12 Student Conduct on Buses Policy (EEAC) for Deletion
  - 6.13 Resignation
7. Board Reports
  - 7.1 Superintendent
  - 7.2 Principals
  - 7.3 Committee Reports
  - 7.4 Financial
8. Round Table/Future Agenda Items
9. Executive Session (If needed)
10. Adjournment

**Reminders:**

**Next Barre City School Board Meeting:**

**Next Spaulding High School Board Meeting:**

**Next Supervisory Union #61 Board Meeting:**

**Next Barre Town Elementary School Board Meeting:**

**March 14, 2016**

**March 7, 2016**

**February 11, 2016**

**February 17, 2016**

## **AGENDA PARKING LOT**

### **Ground Rules for Meetings**

Start and end meetings on time.

Members and administration will submit material in advance of meetings.

Members will be prepared for meetings.

Show mutual respect.

Listen to others and don't interrupt. People will speak when recognized. Share time so that all can participate.

We will honor brainstorming without being attached to our own viewpoint.

Be free to speak minds without fear or reprisal.

Attack the problem-no blame game.

Get consensus from board members for individual requests for information.

Make decisions based on clear information.

Identify pending issues and agreements at the end of each meeting.

Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers.

# BARRE CITY SCHOOL DISTRICT

REGULAR SCHOOL BOARD MEETING  
Barre City Elementary and Middle School –Library  
January 11, 2016 - 5:30 p.m.

## MINUTES

### BOARD MEMBERS PRESENT:

Lucas Herring - Chair  
Sonya Spaulding – Vice Chair  
Jim Carrien - Clerk  
Anita Chadderton  
Anita Ristau  
Tyler Smith  
Leslie Walz

### BOARD MEMBERS ABSENT:

Guiliano Cecchinelli, II  
Nathan Reigner

### ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent  
James Taffel, Principal  
Stacy Anderson, Director of Special Services  
Lisa Perreault, Business Manager

### GUESTS PRESENT:

Video Vision Tech      Dave Delcore-Times Argus

#### **1. Call to Order: Pledge of Allegiance**

The Chair, Mr. Herring, called the Monday, January 16, 2016, Regular meeting to order at 5:40 p.m., which was held at the Barre City Elementary and Middle School Library. The flag salute followed.

#### **2. Additions and/or Deletions to the Agenda**

Three items need to be added for Executive Session; a Personnel Matter, a Student Matter, and a Resignation.

#### **3. Visitors and Communications**

None.

#### **4. Approval of Minutes**

##### **4.1 Approval of Minutes – December 14, 2015 Regular Meeting**

On a motion by Mr. Carrien, seconded by Mr. Smith, the Board voted 5 to 0 to approve the Minutes of the December 14, 2015 Regular Meeting. Mrs. Chadderton abstained.

#### **5. Old Business**

##### **5.1 FY '17 Budget**

Several documents were distributed; BCEMS Comparative Tax Rate Calculations – Budget Years 2016-2017, Three Prior Years Comparisons – Format as Provided by AOE, a printout of a Power Point Budget Presentation dated January 11, 2016, and the BCEMS FY17 Budget – V2, 1-11-16. Ms. Perreault provided an overview of the documents, advising that the total expenses in the proposed budget are \$13,989,665. Mr. Herring highlighted the increase, which is .0014%. The Actual Homestead Rate Due to UHS (SHS) is .03955. The Cost Per Equalized Pupil is \$11,805.15, which is well below the threshold amount of \$11,920. No penalties will be incurred. The Tax Rate is 1.19. The Board agreed to approve the budget under Agenda item 6.1, Approval of Warning. Mr. Herring thanked Ms. Perreault, Administrators, and the Finance Committee for their efforts in creating the budget.

##### **5.2 Bond/Loan Proposal**

A document titled 'Barre City Elementary & Middle School Bond/Loan Proposal – January 2016 was distributed. Project budget estimates and proposals from the follow entities were distributed; David Laurin, AIA, HI-Tech Electrical Systems, LLC, and

Temperature Controls of Vermont. Mr. Pandolfo advised that fitting replacement is not what is really needed. All of the piping may need to be replaced. The project is more involved than initially thought. It appears that some of the proposed work cannot be done at this time. Mr. Pandolfo recommends continuing to operate the system with the existing fittings. Mr. Pandolfo's recommendation also includes the creation of a 5 or 10 year plan, bidding the additional 'pieces' separately, over time, with expenses budgeted as part of the regular budget. Replacement of fittings at this point, is outside the scope of the planned project. Mr. Herring advised regarding loan terms that have been presented to him. The terms have been submitted based on both 10 and 15 year terms. It was noted that a loan of \$600,000 over ten years would result in yearly costs of approximately \$65,000 plus interest. For a 15 year term, the yearly expense would be approximately \$50,000 plus interest. **Mrs. Chadderton moved to approve borrowing \$600,000 from the Bond Bank, for a term of 10 years, at an interest rate of 2.235%.** Discussion ensued which included concern that it was premature to approve borrowing funds without first obtaining voter approval. Additionally, Ms. Perreault advised that interest rates may fluctuate between now and when voter approval may be received. **Mrs. Chadderton withdrew the motion. On a motion by Mrs. Chadderton, seconded by Mrs. Ristau, the Board unanimously voted to approve seeking voter approval to borrow no more than \$600,000 at the most competitive rate, for a term of ten years, for heating system and security system upgrades.** Mrs. Ristau recommends advising the public regarding the necessity of boiler replacement, and upgrades to assure student safety/security concerns are addressed.

### **5.3 Second and Final Reading of Curriculum Development & Coordination BSU Policy (G1)**

A copy of the policy was distributed. Mrs. Walz advised that no changes had been made since the first reading. **On a motion by Mrs. Walz, seconded by Mrs. Ristau, the Board unanimously voted to approve the Second and Final Reading of the Curriculum Development & Coordination BSU Policy (G1).** Mrs. Ristau advised that it would not be possible to evaluate all programs within the curriculum on an annual basis, and recommends that the Curriculum Director create a list/plan of what will be evaluated over a given period of time. Mr. Pandolfo will ask the Curriculum Director to meet with Administration to devise a schedule of program evaluation.

### **5.4 Second and Final Reading of Professional Development BSU Policy (D2)**

A copy of the policy was distributed. In response to a query from Mrs. Walz, it was confirmed that the SU Board approved the Second and Final Reading of this policy at its November 12, 2015 meeting. **On a motion by Mrs. Chadderton, seconded by Mrs. Walz, the Board unanimously voted to approve the Second and Final Reading of the Professional Development BSU Policy (D2).**

### **5.5 Act 46 Committee Membership**

Mrs. Spaulding advised that there is currently a Barre City (SHS) representative that is unable to attend Act 46 Committee meetings. Mrs. Spaulding queried regarding the possibility of withdrawing the current member and appointing a new individual. Mrs. Spaulding advised that she has not been able to establish communication with the Committee Member. Mr. Herring advised that he would like to ascertain the Member's intentions prior to taking action. Mr. Pandolfo advised that the last Act 46 Consolidation Study Committee meeting will be held on January 21, 2016 (the current grant expires on January 31, 2016). Mr. Pandolfo is currently working on submitting an application for 706 grant monies. In February, the BCEMS and BTMES Boards will review and approve the Act 46 Committee Report and most likely approve proceeding with a 706 Committee to conduct more extensive research and analysis. At that point, the Boards may appoint members to the 706 Committee. Mr. Pandolfo advised regarding the Act 46 Public Forum being held at Spaulding High School on Tuesday, January 12, 2016 at 6:00 p.m. The Committee greatly welcomes input from the public and it is hoped that there will be a large turnout for this meeting. The objective of the meeting is to inform the public regarding Act 46, including the consolidation of district Boards, policies etc., and to advise of the identified opportunities and challenges. The public is encouraged to attend to provide input and ask questions. Mr. Pandolfo advised regarding the numerous ways the meeting has been publicized, including mailings to students' parents, printed ads, and various on-line forums. Act 46 information can be accessed via a link on the SU web site (Act 46 – Unification). This link provides access to general resources, videos of meetings, agendas, minutes meeting documents, etc.

## **6. New Business**

### **6.1 Warning for March 1, 2016**

A copy of the draft Warning for the Barre City School District Warning for March 1, 2016 Vote was distributed. Brief discussion was held regarding the draft Warning. Items for Article I which need to be finalized are: Education Expenditures of **\$13,989,665**, Education Spending of **\$11,805.15** per equalized pupil, and projected spending per equalized pupil **2.7% higher** than spending for the current year. In response to a query from Mrs. Spaulding, it was noted that the Vermont School Board Association has confirmed that the wording of the Article is valid as stated on the draft. **On a motion by Mrs. Spaulding, seconded by Mrs. Ristau, the Board unanimously voted to approve, as amended, the Barre City School District Warning for March 1, 2016 Vote.**

### **6.2 School Board Member Elections**

Mr. Herring advised that there will be five open Board Member seats to be presented on the ballot. Community members are encouraged to run for Board positions. Interested individuals should contact the Barre City Clerk for petitions. The deadline for submission of petitions is January 25, 2016. Each candidate is required to obtain 30 signatures from registered voters. Candidates are encouraged to collect 5 to 10 additional signatures to assure their petition contains the required number of registered voters. It was

noted that Mr. Herring, Mrs. Ristau, and Mrs. Walz are not running for re-election. Mr. Smith will be running for re-election. It is not known if Mr. Cecchinelli will be seeking re-election. Mr. Taffel will post the open positions on the BCEMS Facebook page, including what procedures need to be followed, and the deadline for submission of petitions (01/25/16).

### **6.3 School Board Member Stipend Payment Schedule**

Mr. Pandolfo addressed the Board advising of a requested change to the stipend payment schedule. The goal is to create one schedule that will be used by all of the Boards. The ideal schedule will include 2 bi-annual payments (6 months apart), with payments being made after Board service is rendered. **On a motion by Mrs. Ristau, seconded by Mrs. Walz, the Board unanimously voted to approve a bi-annual Board Member Stipend Payment Schedule, with 2 payments being issued 6 months apart, with each payment occurring after completion of service. The date of the first payment will be determined by the Business Office.**

### **6.4 FY '17 Tuition Rate**

A document titled 'FY17 Announced Tuition-BCEMS' was distributed. Ms. Perreault provided a brief overview of how the tuition amounts are calculated. **On a motion by Mr. Smith, seconded by Mr. Carrien, the Board unanimously voted to approve an Announced Tuition Rate of \$10,344 for grades K-6, and \$10,383 for grades 7 and 8.**

### **6.5 Deletion of Curriculum Development Policy (IF)**

A copy of the policy was distributed. **On a motion by Mrs. Chadderton, seconded by Mrs. Walz, the Board unanimously voted to authorize deletion of the Curriculum Development Policy (IF).**

### **6.6 Deletion of Professional Development Policy (GCL)**

A copy of the policy was distributed. **On a motion by Mrs. Chadderton, seconded by Mrs. Walz, the Board unanimously voted to authorize deletion of the Professional Development Policy (GCL).**

### **6.7 First Reading of Board Member Conflict of Interest BSU Policy (B3)**

A copy of the policy was distributed. Mrs. Walz advised that this policy was ratified by the SU in November 2014. **On a motion by Mrs. Ristau, seconded by Mr. Carrien, the Board unanimously voted to approve the First Reading of the Board Member Conflict of Interest BSU Policy (B3).** It was noted that after the Second and Final Reading is approved, the local policy will be rescinded.

### **6.8 First Reading of Notice of Non-Discrimination BSU Policy (B6)**

A copy of the policy was distributed. Mrs. Walz advised that this policy was also approved at the SU quite some time ago. The local policy will be rescinded after approval of the Second and Final Reading. Mr. Carrien queried regarding the Boy Scout 'call out'. It was noted that this is required by statute. **On a motion by Mrs. Walz, seconded by Mrs. Chadderton, the Board unanimously voted to approve the First Reading of the Notice of Non-Discrimination BSU Policy (B6)**

## **7. Board Reports**

### **7.1 Superintendent**

A copy of the Superintendent's report dated January 4, 2016 was distributed. The report included information pertaining to; the Act 46 Consolidation Study Committee (public forum will be held on January 12, 2016 at 6:00 p.m. at Spaulding High School), the upcoming Legislative Breakfast (January 25, 2016 at 8:00 a.m. at the Lunchbox at SHS/CVCC), the upcoming Administrative Winter Retreat (January 27, 2016 from 4:00 p.m. until 8:00 p.m.), a copy of the VSBIT memorandum pertaining to documents which fall under the Public Records Act, and the PATH grant (the grant was not received, as grants were awarded to those with a higher need). A copy of the Act 46 Public Forum Agenda was also distributed. Mr. Pandolfo provided an overview, highlighting the Act 46 Public hearing, the Legislative Breakfast, and the Winter Retreat. Mr. Pandolfo distributed copies of the legislative report to those requesting a copy. As all Board members receive the report via e-mail, Mr. Pandolfo will no longer print copies unless requested to do so. It was noted that new Board member e-mail accounts will need to be created and the list of new accounts will need to be forwarded to VSBA. Mr. Pandolfo distributed a copy of a letter from Secretary of Education, Rebecca Holcombe. Ms. Holcombe advises that the plan outlined in the progress report dated November 6, 2015 is acceptable. The final cost study and the SU's plan for compliance needs to be submitted to Ms. Holcombe no later than June 1, 2016. Mr. Pandolfo advised that he met with custodial staff regarding upcoming negotiations. Mr. Pandolfo advised custodial staff regarding changes mandated by Act 153 and advised that he is currently proposing two contracts; BTMES, and a combined BCEMS/SHS contract. Mr. Pandolfo will be testifying before the Senate Education Committee on January 12, 2016 at 2:30 p.m., regarding the impact of Act 46 and the Allowable Growth Thresholds. It should be noted that the thresholds are the main concern at this point. No other provisions of Act 46 are currently under legislative review.

### **7.2 Principals Report**

A copy of the Co-Principals' report dated January 2016 was distributed. The report included information pertaining to; Literacy Assessments, the December 17, 2015 bands/chorus performances, third grade students' visits to the Berlin Mall and local nursing homes to sing to the public and residents, the upcoming (January 18, 2016) Staff Development Day, the Young Rembrandts after-school art program, the application for a grant to enable the after-school program spearheaded by Maureen Boufard, and student

counts by grade. The total number of students is 905. It was noted that actual student counts and the Equalized Pupil Count will never agree, as the Equalized Pupil Count is calculated, with students 'weighted' differently depending on various factors, including age and disabilities. Mr. Taffel reported a smooth transition back to school after the December break. Additionally, Mr. Taffel advised that replacement of the 'No Child Left Behind Act' with the 'Every Student Succeeds Act', will have an impact on student testing. SBAC testing will continue at this point. The State will be determining education quality reviews. BCEMS is not currently part of any testing/quality pilot programs, but may be in the future.

### **7.3 Committee Reports**

**Policy** – A copy of the Minutes from the December 16, 2015 Policy Committee meeting were distributed for review.

In response to a query regarding Warrant Policy discussion, it was noted that the Warrant Policy will be at the SU level. Once the SU approves the policy, the BCEMS Board can adopt it and rescind the existing policy.

**Curriculum** – A copy of the Minutes from the January 4, 2016 Curriculum Committee meeting were distributed. Additionally, a copy of a letter from Spanish teacher Julia Blatchford was distributed. In her document, Ms. Blatchford has identified some ongoing issues with the program, and presents some possible solutions. Discussion at the next meeting will include 'Enrichment'.

**Facility/Security** – The Committee did not meet in December.

**Finance** – Minutes to the December 2, 2015 and December 23, 2015 meetings were distributed. The Committee has been focusing on creation of the budget. Mrs. Spaulding thanked Ms. Perreault, Mr. Pandolfo, and BCEMS Administration for their efforts in drafting a very reasonable budget.

### **7.4 Financial Report**

The BCEMS Expense Budget Report was distributed. Mr. Herring advised that the report indicates the possibility of a small surplus. Mrs. Spaulding cautioned that it is early in the fiscal year to predict a surplus. Mrs. Ristau queried regarding quarterly financial reports. Mr. Herring advised that financial reporting is being discussed at the SU level. Mr. Pandolfo advised that the goal for financial reporting is for all districts to use the same common format. Ms. Perreault may be able to create a report template for review. Ms. Perreault may be able to have a financial projection available for Finance Committee review in February. The Finance Committee will report to the Board. Mr. Carrien requested a more simplified report, noting the repetition of Function Codes in the Expense Budget Report. It was noted that although the auditors usually present their audit for approval at the January meeting, this year, it will be presented at the February meeting. In lieu of an approved audit, Mr. Herring is in favor of using draft numbers for the budget promotion materials. It was noted that the auditors do not expect any of the numbers to change.

## **8. Round Table/Future Agenda Items**

Mrs. Anderson queried regarding having Administrative personnel provide an update regarding the two new Behavioral Specialists, and possibly GAM. The response was positive. This will be added to the agenda. Additionally, Mrs. Anderson advised that the Unified Sports team (snowshoe team) has started practicing. There are three coaches this year. The competition will be held in March. More information will be provided as it becomes available. Thus far, 2 of the 3 coaches are registered for the Penguin Plunge.

Mrs. Chadderton requested a report that documents the number of students with disabilities, and would like the count broken down (if possible) by the type of disability. It is understood that no information can be provided if it would identify an individual student. Mrs. Chadderton would like the report to compare the current year to past years to determine if the number of students with disabilities is increasing or decreasing.

Mr. Pandolfo reminded folks of the Penguin Plunge which is being held on February 6, 2016. Mr. Herring advised that he is registered for the event. Mrs. Spaulding is also registered, and advised of issues finding team members on the Penguin Plunge web site.

Mrs. Spaulding queried regarding the availability of more detailed SBAC result information. Mr. Taffel will follow-up with this information.

Mr. Herring promoted the vacant Board seats and encouraged interested individuals to contact Board members with any questions they may have. Additionally, Mr. Herring advised that the public will soon receive a packet of budget information. The packet will contain budget information for all of the proposed budgets. Mr. Herring encouraged Board Members to conduct public outreach for budget promotion.

## **9. Executive Session**

### **9.1 Personnel Matter**

### **9.2 Student Matter**

### **9.3 Resignation**

Items proposed for discussion in Executive Session include a Personnel Matter, a Student Matter, and a Resignation.

On a motion by Mrs. Walz, seconded by Mrs. Chadderton, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion would clearly place the City of Barre at a substantial disadvantage should the discussion be public.

On a motion by Mrs. Chadderton, seconded by Mr. Carrien, the Board unanimously voted to enter into Executive Session at 7:06 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

Mr. Pandolfo, Mr. Taffel, and Mrs. Anderson were invited to join Executive Session.

The remaining information was provided by the Board Clerk.

On a motion by Mr. Smith, seconded by Mrs. Spaulding, the Board unanimously voted to exit Executive Session at 7:43 p.m.

On a motion by Mrs. Spaulding, seconded by Mrs. Walz, the Board unanimously voted to accept the resignation of Assistant Principal, Rick Myers.

#### 10. Adjournment

On a motion by Mrs. Walz, seconded by Mrs. Chadderton, the Board unanimously voted to adjourn at 7:45 p.m.

Respectfully submitted,  
*Andrea Poulin*

1st Reading: 10/9/2014  
2nd/Final Reading: 11/13/2014

BCEMS: 1st Reading: 1/11/2016  
2nd Reading: 2/8/16  
Ratified:

## **POLICY: BOARD MEMBER CONFLICT OF INTEREST**

### **Policy**

It is the ethical and legal duty of all School Board members to avoid conflicts of interest as well as the appearance of conflicts of interest.

### **Definitions**

"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 his or her actions as a member of the board.

### **Implementation**

In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards.

1. A Board member shall not engage in or give the impression that he or she would represent special interests or partisan politics for personal gain.
2. A Board member shall not engage in or give the impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration.
3. A Board member shall not engage in or use his or her position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. A Board member shall not engage in or solicit or accept anything of value in return for taking particular positions on matters before the Board.
5. A Board member shall not engage in or give the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
6. 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.

### **Avoiding Conflicts**

When a Board member becomes aware that he or she is in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in state law or this policy, he or she 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.

### **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 whether to:
  - 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 him or herself 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 the Board member should be formally censured or subjected to such other action as may be allowed by law.

*Date Warned:*

*Date Adopted:*

*Legal Reference(s):* 16 V.S.A. § 262(d) (Election of officers)  
16 V.S.A. §557 (Gratuity/compensation prohibited)  
16 V.S.A. §558 (Eligibility for election to school board)  
16 V.S.A. §559 (Public bids)  
16 V.S.A. §563(20) (Powers of school boards)

*Cross Reference:*

<sup>1</sup> See 16 V.S.A. §563(20). "...establish policies and procedures designed to avoid the appearance of conflict of interest."

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: B6**

1<sup>ST</sup> READING: 2/5/2015  
2<sup>ND</sup> READING: 3/19/2015  
ADOPTED:

**BCEMS: 1st Reading: 1/11/2016  
2nd Reading: 2/8/16  
Ratified:**

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**Notice of Non-Discrimination**

**1.POLICY**

The Barre Supervisory Union will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to the Boy Scouts and other designated youth groups.

The Supervisory Union shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the Supervisory Union can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

The Superintendent, or his or her designee, shall prepare, and the Board shall approve, guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Supervisory Union are hereby notified that this supervisory union does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

**2. IMPLEMENTATION**

The Superintendent, or his or her designee, shall develop procedures necessary to ensure compliance and enforcement of this policy.

A person has been designated by the Supervisory Union to coordinate the efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the Supervisory Union's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

### **3. GRIEVANCE PROCEDURE**

In the absence of a controlling grievance procedure outlined in a collective bargaining agreement the procedure accompanying this policy will be in effect.

*Legal Reference(s): 9 V.S.A. §4502 (Public accommodations)  
21 V.S.A. §§495 et seq. (Employment practices)  
21 V.S.A. §1726 (Unfair labor practices)  
20 U.S.C. §§1400 et seq. (IDEA)  
20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972))  
29 U.S.C. §206(d) (Equal Pay Act of 1963)  
29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)  
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)  
42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)*

**Act 46 Exploratory Study Report**

**Barre Supervisory Union**

**January 31, 2016**

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## **EXECUTIVE SUMMARY**

### **Introduction:**

Act 46 is a far reaching piece of legislation designed to encourage local school districts and supervisory unions to explore the potential benefits of unifying existing governance structures. This law is designed to simplify complex patterns of school governance throughout the state of Vermont in the interest of improving educational quality and opportunity, and to achieve that goal at a more affordable cost. For Barre, this could mean unifying three districts and four school boards into a single district, with one school board, one budget, and one set of policies serving every student in the current Barre Supervisory Union.

At the heart of the law are five key goals which the committee saw as essential guides to their work:

- *To provide substantive equity in the quality and variety of educational opportunities statewide.*
- *To lead students to achieve or exceed the State's Educational Quality Standards.*
- *To maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with the goal of increasing the district-level ratio of students to full-time equivalent staff*
- *To promote transparency and accountability.*
- *To achieve these goals at a cost that parents, voters, and taxpayers value.*

### **Charge of the Committee:**

The committee wishes to emphasize that its sole charge was to explore the potential benefits and challenges of merging/restructuring school districts and boards within the Barre Supervisory Union, not merging schools or changing the current school structures. It is clear that the public has been confused on this issue and some may still believe the discussion is about merging schools; this was not within the charge of the committee. This would be a possible discussion for the unified board in the future should the districts merge.

Currently the needs and interests of Barre students are served by four distinct governance bodies: 2 local elementary school boards, representing the communities of Barre City and Barre Town; one high school union board overseeing the operation of Spaulding Union High School; and one board overseeing the affairs of the entire Barre Supervisory Union.

The overriding question before the committee was whether or not there is reason to believe that merging Barre's current supervisory union into a single, unified school district with one board would lead to improved learning opportunities and outcomes for its students at a more affordable cost for the citizens of Barre City and Barre Town. The work of this study has been to create a blueprint for comprehensively addressing this central question.

**Committee Process:**

This past summer, the school boards of Barre City and Barre Town voted to form an exploratory study committee, representing both member districts<sup>1</sup>, to review and assess current patterns of governance within the Supervisory Union (S.U.) given the new requirements of Act 46. To facilitate this study, the committee secured a consultant from the *Act 46 Project*, a joint initiative of the Vermont School Boards Association, Vermont Superintendents Association, and Vermont School Board's Insurance Trust.

Over the past four months, the committee met four times in open session. The consultant visited each school in the district and interviewed members of the S.U.'s administrative team, as well as, members of the school boards of Barre City, Barre Town, and Spaulding High School in order to identify key issues for committee deliberation.

The committee has attempted to maintain a transparent record of its work through the ongoing posting to the S.U.'s website of its meeting schedule, minutes, and draft findings. Prior to the completion of this report, the committee held one public forum to elicit comment on its findings and used that feedback to revise and strengthen this final report.

During the course of its work the committee sought to identify:

1. The essential questions that must be answered through a comprehensive 706 study before undertaking any recommendation to change current district governance.
2. The educational opportunities that a new governance structure might create and/or foster; opportunities that might lead to higher levels of student success.
3. The educational and institutional challenges that might attend any decision to restructure the existing configuration of local school districts here in Barre.
4. The financial and organizational changes that if undertaken might make a unified district more effective, efficient, and affordable.

**Summary Committee Finding/Recommendation:**

*As a result of its deliberations, it is the unanimous recommendation of the Act 46 Exploratory Study Committee that the school boards of Barre City and Barre Town authorize a full and comprehensive 706 study process to address the questions, opportunities, and challenges raised by this exploratory report in order to decide whether or not to formulate new Articles of Agreement for the Barre Supervisory Union in keeping with the goals and governance requirements of Act 46 that would be put before the voters of Barre City and Barre Town prior to July 1, 2017.*

Respectfully Submitted,  
The Act 46 Study Committee  
January 31, 2016

<sup>1</sup> "Member Districts", per Act 46, are the districts of the towns within the supervisory union, and do not include unified districts like the Spaulding Unified High School District, which was created by Barre City and Barre Town School Districts

## **SECTION 1: CHARGE OF THE COMMITTEE**

**Adopted: November 19, 2015**

To identify the major educational, financial, organizational and cultural opportunities and challenges of any consolidation of the governance structures currently administering the educational programs in the Barre Supervisory Union under Act 46.

In fulfilling this charge the committee will submit an Initial Educational Study to each member district in the S.U. outlining the key issues the committee believes must be fully investigated in order for the citizens of Barre City and Barre Town to make an informed decision concerning any plan to restructure Barre's existing supervisory union in order to meet the educational and financial goals of the law.

In an attempt to clarify the phases of work under Act 46, and the language in this document, the committee would also like to clarify the following:

- The Exploratory Study looked at determining whether a more in-depth, comprehensive "706" study<sup>2</sup> is warranted, and if so what opportunities, challenges, and questions the "706" study should address.
- The more comprehensive "706" study, assuming it happens, will address the opportunities, challenges, and questions identified in the Exploratory Study in more depth and determine whether the communities should vote on merging districts.

<sup>2</sup> The term "706" comes from 16 V.S.A. Section 706, which defines how a committee is formed to carry out a merger study.



## **SECTION 2: ESSENTIAL QUESTIONS WITH ASSOCIATED FOLLOW-UP/CLARIFICATION QUESTIONS**

As a result of the work of this exploratory study, the following questions emerged as essential in its view for arriving at any recommendation to merge existing district's governance structures within the current Supervisory Union under Act 46.

It is the committee's expectation that any comprehensive study that follows will seek to address these questions fully, and as a result, be in a position to articulate clearly to parents, students, and community members, "What would change, and what would remain the same?" under any recommended change in governance.

- I. Would a unified district governance structure lead to better instructional practices and more effective student educational and social outcomes? Why?**
  - a. What educational opportunities/enhancements might a unified district be in a position to explore and deliver that are not possible under existing governance structures?
  - b. What organizational and financial efficiencies might a unified district be in a position to explore and deliver that are not possible under existing governance structures?
  - c. Would a unified PreK-12 district with a single governing school board be more focused upon and accountable for delivering better student results at every level? Why?
  - d. Would a unified district strengthen and enhance the relationship between the Barre schools and the communities they serve? Why? How?
  - e. To what extent do existing governance structures limit effective patterns of preK-12 planning, administration, accountability, and cost containment? What would it take for multiple boards to think and act with a district-wide focus?
- II. What are the educational, organizational, and cultural challenges associated with moving to a single school board? How might these challenges be addressed, if at all, in a new unified district? How would this new governance structure work in practice?**
  - a. How would the interests of stakeholders in each community - students, parents, community members, and taxpayers - be protected and or enhanced in a unified district? (e.g. representation, parent councils, etc.)

- b. How would current instructional practice, educational opportunities, and local traditions be protected in any restructuring of district governance?
- c. How would a unified board be fully responsive to the interests and needs of each school in the district?
- d. Can a unified board really understand and respond to the needs of schools within the district?

**III. What are the projected financial, legal, and liability outcomes of consolidating existing school boards into a unified district?**

- a. Would a unified district make education more affordable in Barre? How?
- b. How would budgets be combined? What actions are necessary to achieve this? \*
- c. What impact would consolidating School Districts' governance structures have on the eligibility and distribution of grants including Title 1 and Free and Reduced Lunch? \*
- d. What are the legal, contractual, liability, charter, and/or ownership issues that need to be addressed in any proposed merger?
- e. What are the projected financial obligations in deferred maintenance, health, and building safety that need to be addressed in any merger?
- f. What is the impact on individual tax rates of creating a unified district? What happens to individual tax rates if districts choose not to merge?
- g. What would be the impact, if any, of consolidation on home values in each community? \*

***\* Questions added as a result of January 12, 2016 Public Forum***

### **SECTION 3: EDUCATIONAL OPPORTUNITIES AND CHALLENGES – PRIORITIES FOR FURTHER STUDY**

A key factor in arriving at the committee's decision to recommend a more in-depth study was the identification of a number of compelling educational opportunities that must be addressed before arriving at a final recommendation on unification. The committee also identified a number of significant challenges to address. Given the demands of the law, the committee believes that moving forward with due diligence to explore these issues will prove to be an important and meaningful process for the supervisory union regardless of the outcome and will provide greater justification for whatever final recommendations are made.

In assessing each of these potential areas of educational opportunity and challenge, the committee recommends that a comprehensive study assess each priority by investigating:

- a. How Barre's current Supervisory Union addresses each identified opportunity or challenge?
- b. Whether a unified district with a single board could address each opportunity or challenge more effectively and why?
- c. How this new approach would lead to better educational opportunities and outcomes for Barre students and/or provide better supports for Barre teachers?

For transparency, all opportunities and challenges identified by the committee and the public are included in this report, even those which the committee determined were outside the charge of the study.

### **Educational Opportunities and Challenges**

#### **OPPORTUNITIES**

##### **IDENTIFIED AS HIGHEST PRIORITY:**

1. Opportunities to coordinate shared staff (Facilities Director, Transportation Coordinator, Special Ed and Specialized Services), or streamlining staff, administration, and resources (supplies and equipment – including maintenance equipment)
2. Cost savings

##### **IDENTIFIED AS HIGH PRIORITY:**

1. Better access to interventions or enrichments
2. More opportunities to expand qualified Pre-K
3. Coordination/alignment of curriculum within grade levels
4. Combining committees
5. More sustainable distribution of expenses and revenue
6. Broader local control...more ideas – city and town responsible for community care

7. Coordination & collaboration of Special Education teachers, better equipped to meet students' needs could decrease the number of para professionals and lead to better outcomes for students with disabilities

**ADDITIONAL TOPICS DISCUSSED:**

1. Opportunity to access improved teaching and teaching styles
2. Teacher expertise, sharing of professional development
3. Opportunity to create magnet schools
4. Opportunity create more equitable opportunities
5. School choice within the district
6. Ability to provide greater variety to students (types of Band, Languages)
7. Administrative collaboration
8. Equitable opportunities for transportation access
9. More efficient busing (less pollution)
10. More coherent transportation plan
11. Engage students who are not engaged through variety
12. Short term tax credit to help with transitional cost
13. Long term sustainability for a school system vs. building
14. Expand social boundaries and foster a stronger sense of community throughout "Barre"
15. Building relationships before high school
16. Smoother high school transition
17. Opportunity for us to teach tolerance, acceptance, patience, and creative problem solving
18. Opportunity to do this at our pace rather than when the State tells us
19. Synergistic implementation of Act 153 & 46<sup>3</sup>
20. Unified Sports
21. Larger volume of instructional materials at lower cost
22. More opportunities for peer development, both for gifted students, and those trying to meet educational standards
23. All districts are forced in the same direction
24. Opportunities for additional grants
25. All share same policies
26. Teacher cost savings

3 For more information on Act 153 see <http://education.vermont.gov/laws/2010/act-153>

## **CHALLENGES**

### **IDENTIFIED AS HIGHEST PRIORITY:**

1. Community education and understanding of the issues

### **IDENTIFIED AS HIGH PRIORITY:**

1. Engage the community in the change
2. Integrating and passing budgets
3. Fairness – equitable distribution of assets, e.g. buses
4. Leadership challenges: blending of philosophies and styles, goals, objectives and traditions
5. Integrating three governing bodies into one
6. History of division between the communities (cultural, expectations – adults may have more of an issue than students)
7. New Board members learning about each school and how it works
8. Showing a true savings to the taxpayers

### **ADDITIONAL TOPICS DISCUSSED:**

1. Diversity of board member knowledge
2. Transportation
3. Loss of opportunities (“small fish in a big pond”)
4. Demographic challenges between the two districts
5. Leadership challenges – create other avenues for involvement and engagement
6. Paying for buses/busing
7. How does seniority work between the two different schools
8. If schools unified into one PK-4 and one 5-8 would you have more competition and less students able to participate on school teams and would that lead to less kids being engaged in sports and physical activity
9. Logistical issues for parents with children in different schools
10. Equity of instruction: training for teachers, learning for students (One school may have more opportunities or money for staff training/education)
11. Fewer mentoring opportunities between higher and lower grades
12. Managing change effectively
13. Different school board / governance structure (equity, feelings of equality, equal voices among the community)
14. Are Charter changes required
15. Challenge to learn finances of each school
16. How does it affect property values
17. Keep buildings as they are
18. Harder to find school board members
19. Composition of school board
20. Division of Transportation services
21. Administrative personnel and how they work and how the board gets to know them
22. Teacher placement
23. Recreation facilities

## **SECTION 4: FINANCIAL/ORGANIZATIONAL OPPORTUNITIES - PRIORITIES FOR FURTHER STUDY**

An important goal of Act 46 is to create more sustainable, transparent, and accountable models of school governance that lead to more opportunity and better student achievement at “a cost that parents, voters, and taxpayers value.” The following financial and organizational issues emerged as worthy of further study to fully inform any final recommendation.

- I. State Tax Incentives over 4/5 years; Merger Implementation Grants**
- II. Large Scale Purchasing/Contract Negotiation with Private Vendors**
  - ✓ Technology
  - ✓ Books & Supplies
  - ✓ Maintenance Needs
- III. Shared Administrative, Staffing, and Service Delivery Models**
  - ✓ Coordinate Teaching/Staffing Assignments (Responding to changing school demographics, program, and building needs)
  - ✓ Eliminate Administrative Redundancy
  - ✓ Streamline Existing Service Models (Transportation, Maintenance)
  - ✓ Coordinate Financial Administration/Reduce Bureaucracy
    - One audit Instead of Four
    - Fewer Board Stipends
    - Board Services/Support (Stenographer, Legal, Dues, etc)
    - Purchasing Process
  - ✓ Increase Efficiency in State and Federal Data Collection and Reporting
  - ✓ Coordinate Use of Facilities
- IV. Further Collaboration of Special Education and Behavioral Management Services**
  - ✓ Review of out-of-house vs in-house delivery models and opportunities
  - ✓ Alternative Program Delivery
- V. Asset Coordination**
  - ✓ Transportation
  - ✓ Buildings and Grounds
  - ✓ Differed Maintenance
  - ✓ Long-Term Capital Planning

## **SECTION 5: SUMMARY RECOMMENDATION:**

*As a result of its deliberations, it is the unanimous recommendation of the Act 46 Exploratory Study Committee that the school boards of Barre City and Barre Town authorize a full and comprehensive 706 study process to address the questions, opportunities, and challenges raised by this exploratory report in order to decide whether or not to formulate new Articles of Agreement for the Barre Supervisory Union in keeping with the goals and governance requirements of Act 46 that would be put before the voters of Barre City and Barre Town prior to July 1, 2017.*

Respectfully Submitted,  
The Act 46 Study Committee  
January 31, 2016

### **Motion of the Committee on January 21, 2016:**

Ms. Lamb moved to recommend to the communities and the Boards of the Barre City and Barre Town School Districts, to move forward with forming a 706 Study Committee, contingent on receipt of a Code 3718 grant. Mr. Walz seconded the motion.

The Committee unanimously approved the motion to recommend to the communities and the Boards of the Barre City and Barre Town School Districts, to move forward with forming a 706 Study Committee, contingent on receipt of a Code 3718 grant.

## **APPENDIX A: SUMMARY FINANCIAL AND ENROLLMENT DATA**

### **Barre Supervisory Union - School District Data**

	Spaulding High School	Barre City School	Barre Town School	Vermont
Grades Served	9-12	PreK-8	PreK-8	PreK-12
FY'15 ADM	725.02	890.44	848.44	
FY'15 Educational Spending per Equalized Pupil (ES/EP)	12,448.12	11,361.68	11,093.98	14,008.54
FY'15 Student-to-Teacher Ratio	10.3	9.1	10.7	10.6
FY'15 Student-to-Adult Ratio				
FY'15 Teacher-to-Administrator Ratio	21	32.3	26.3	9.9
FY'15 Student-to-Administrator Ratio	179.5	294	282	104
FY'15 Ave. Teacher Salary (\$49,033 for S.U.)	\$50,236	\$46,488	\$51,249	\$56,355
FY'14 ADM	735.19	898.09	868.54	82,522.83
FY'14 Educational Spending per Equalized Pupil (ES/EP)	12,340.20	11,474.63	11,055.10	13,546.44
FY'14 Student-to-Teacher Ratio	9.7	9.7	11.0	10.6
FY'14 Student-to-Adult Ratio	5.8	5.04	6.9	5.3
FY'14 Teacher-to-Administrator Ratio	21	30.9	26	9.9
FY'14 Student-to-Administrator Ratio	182.8	300.7	285.3	105
FY'14 Ave. Teacher Salary (\$49,635 for S.U.)	\$48,325	\$46,377	\$55,531	\$55,903
FY'13 ADM	731.30	914.16	861.50	83,139.20
FY'13 Educational Spending per Equalized Pupil (ES/EP)	11,580.03	10,959.55	10,610.68	12,788.90
FY'13 Student-to-Teacher Ratio	7.6	10.2	10.9	10.7
FY'13 Student-to-Adult Ratio	5.1	5.7	6.9	5.5
FY'13 Teacher-to-Administrator Ratio	24	45.3	26	9.7
FY'13 Student-to-Administrator Ratio	182.2	462.5	285	103
FY'13 Ave. Teacher Salary (\$44,415 for S.U.)	\$40,760	\$46,327	\$47,973	\$54,420



## ***APPENDIX B: COMMENTS/FEEDBACK FROM COMMUNITY FORUM***

### **Essential Questions**

1. How do we make the new Board equitable? Board Size?
2. What is the cost of this process to combine the districts?
3. Cost & savings (itemized)?
4. Are their 2 tiers of governance being discussed? (1) boards and (2) schools
5. What would a consolidated board look like? (Membership, size, relation to administrators, etc., Adequate representation of stakeholders from various communities)
6. How will budgets be combined? What actions are necessary?
7. What will be the impact of consolidation on home values in each community?
8. Will consolidation impact community input (voting) on total budget?
9. How would budget be developed under a consolidated board?
10. How will distribution and eligibility for Title grants be affected?
11. What is the built in longevity of consolidation? Can the status be maintained over years? Can assurances be built into the Articles of Agreement?
12. How will success/effectiveness be measured? What will determine success?
13. What are the controls for assuring positive changes and continued success can be built into consolidation agreements(s)?
14. Transportation questions may be resolved through consolidation(?)
15. How do we make this equitable for everyone?
16. How to choose # of school board members?
17. Has this been done in other places?
18. How do we know it will work or will be better?
19. What is the evidence?
20. What are the metrics to measure?
21. How does consolidation impact challenges with budgets?
22. What about sports?
23. What about grants/funding for students with special needs/circumstances?
24. How can opportunities be missed/gained based on a school's demographics (Title 1, other grants)?
25. Depending on the structure of subcommittees, could a school be "slighted" on services including but not limited to facilities spending?
26. Could the structure of the schools change, (students moved, grades moved etc.)?
27. More solid information on money savings, and associated benefits would help in making a decision.

### **Opportunities**

1. Stability in Superintendent and Business Manager positions
2. Consistency
3. Equalized per pupil cost is already very similar
4. Keep wide variety of opportunities for students with variety of interests (art, music, drama, etc.)
5. Equitable expenses between school; fairness (?)

### **Challenges**

1. Equitable expenses between school; fairness
2. Need to maintain clear line of thought between governance consolidation and actual school consolidation
3. Most are anxious/confused about combining schools
4. Finance piece
5. Not knowing what I do not know
6. Concern about the size of unified/district school board

## ***APPENDIX C: ACT 46 EXPLORATORY STUDY COMMITTEE MEMBERS***

Chad Allen – Barre Town Board Member

Giuliano Cecchinelli – Barre City Board Member

Alice Farrell – Barre Town Community Representative

David LaCroix – Barre Town, SHS Board Member

Kerri Lamb – Barre Town Community Representative

Ashlyn Smith – Barre City Community Representative

Sonya Spaulding – Barre City Board Member

Mark Tatro – Barre City, SHS Board Member

Brent Tewksbury – Barre Town Board Member

Tommy Walz – Barre City Community Representative

### **SUPPORTING PERSONNEL**

John Pandolfo – Superintendent of Schools

Peter Clarke – Act 46 Consultant

## Act 46 Implementation Status

1/28/2016

### Accelerated Mergers:

- Up to three votes expected on Town Meeting Day
  - Addison Northwest (Jan)
  - Addison Central (Dec)
  - Franklin Central (Jan)
- Up to three votes expected in April
  - Addison Rutland (Jan)
  - Lamoille North (Jan)
  - Windham Southeast – tentative
- Five votes expected in June
  - Franklin Northeast
  - Orleans Central
  - Chittenden South
  - Washington West
  - Two Rivers

### REDs and Variations:

- One vote on a RED on Town Meeting Day
  - Rutland South (Dec)
- Orange Southwest – Voting Date TBD

### Study Committees:

- Nine additional study committees formed under 16 VSA 706
- Sixteen exploratory study groups formed

(Abc) = Month of State Board Approval of Merger Study Committee Report

over

# Successful Votes on Unification

- Chittenden East
- Chittenden Central
  - Essex Junction 1,000 (yes) to 123 (no)
  - Essex Town 1,154 (yes) to 183 (no)
  - Westford 422 (yes) to 183 (no)
- Elmore/Morristown (revotes)
  - Morristown 448 (yes) to 304 (no)
  - Elmore 251 (yes) to 180 (no)
- Rutland Northeast
  - Neshobe 269 (yes) to 87 (no)
  - Whiting 51 (yes) to 16 (no)
  - Sudbury 72 (yes) to 21 (no)
  - Goshen 30 (yes) to 9 (no)
  - Leicester 59 (yes) to 12 (no)
  - Pittsford 156 (yes) to 39 (no)
  - Mendon 121 (yes) to 4 (no)
  - Chittenden 230 (yes) to 3 (no)

## Trainings conducted

Consultants Training – December 1<sup>st</sup>

DMC Training – December 10<sup>th</sup>

December 14, 2015

The Board of Education  
Barre City Elementary and Middle School

In connection with audit engagements, we are required by auditing standards generally accepted in the United States of America to communicate certain matters with those charged with governance. The term "those charged with governance" means the persons with responsibility for overseeing the strategic direction of the entity and obligations related to the accountability of the entity, for example the Board of Education (the Board) or a designated Board officer or committee. This communication is provided in connection with our audit of the financial statements of the Barre City Elementary and Middle School (the District) as of and for the year ended June 30, 2015.

These standards require us to communicate with you any matters related to the financial statement audit that are, in our professional judgment, significant and relevant to your responsibilities in overseeing the financial reporting process. They also set the expectation that our communication will be two way, and that the Board or their designee will communicate with us matters you consider relevant to the audit. Such matters might include strategic decisions that may significantly affect the nature, timing, and extent of audit procedures.

This letter summarizes those matters which we are required by professional standards to communicate to you in your oversight responsibility for the District's financial reporting process.

#### **Auditor's Responsibility under Professional Standards**

Our responsibility under auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States was described in our arrangement letter dated April 27, 2015.

#### **An Overview of the Planned Scope and Timing of the Audit**

The scope of the audit was also described in our arrangement letter dated April 27, 2015. The audit was conducted in November and December; our exit conference with management was held on December 14, 2015. Draft copies of the financial statements and audit reports were provided to management in December 2015.

#### **Accounting Practices**

- **Adoption of, or Change in, Accounting Policies**

Management and the Board have ultimate responsibility for the appropriateness of the accounting policies used by the District. Management has implemented Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions*, for the year ended June 30, 2015.

- **Significant or Unusual Transactions**

We did not identify any significant or unusual transactions or accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

- **Alternative Treatments Discussed with Management**

We did not discuss with management any alternative treatments within accounting principles generally accepted in the United States of America for accounting policies and practices related to material items during the current audit period.

**Accounting Estimates**

Accounting estimates are an integral part of the preparation of financial statements and are based upon management's current judgment. The process used by management encompasses their knowledge and experience about past and current events and certain assumptions about future events. The significant accounting estimate reflected in the District's 2015 financial statements is depreciation expense.

**Audit Adjustments**

During the audit we proposed two adjustments to the original trial balance provided for audit. In addition, management provided one adjustment to record an additional accrual identified after year end. A copy of the audit adjustments is available upon request.

Management accepted the proposed adjustments and those changes are reflected in the 2015 financial statements. The significant effects of these adjustments were to (1) adjust capital asset balances and record depreciation expense, and (2) correct long-term debt balances.

**Disagreements with Management**

We encountered no disagreements with management over the application of significant accounting principles, the basis for management's judgments on any significant matters, the scope of the audit, the significant disclosures to be included in the financial statements, or other matters.

**Consultations with Other Accountants**

We are not aware of any consultations that management may have had with other accountants about accounting or auditing matters.

**Significant Issues Discussed with Management**

We did not have correspondence with management regarding significant issues arising from the audit. We have discussed accounting matters relating to the District's accounting estimates and audit adjustments.

**Difficulties Encountered in Performing the Audit**

We did not encounter any difficulties during the audit.

**Material Weaknesses**

We identified no material weaknesses in the District's system internal control.

Barre City Elementary and Middle School  
December 14, 2015  
Page 3

**Certain Written Communications between Management and Our Firm**

Management provided written representations in connection with the audit in a letter to our firm dated December 14, 2015. A copy of this letter is available upon your request.

This report is intended solely for the information and use of the Board of Education and management and is not intended to be and should not be used by anyone other than these specified parties. It will be our pleasure to respond to any questions you have regarding this letter. We appreciate the opportunity to be of service to the District.

Very truly yours,  
Mudgett, Jennett & Krogh-Wisner, P.C.

*Mudgett, Jennett &  
Krogh-Wisner, P.C.*



**BARRE CITY ELEMENTARY  
AND MIDDLE SCHOOL  
BARRE, VERMONT**

**FINANCIAL STATEMENTS  
JUNE 30, 2015  
AND  
INDEPENDENT AUDITOR'S REPORTS**

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**

**JUNE 30, 2015**

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## INDEPENDENT AUDITOR'S REPORT

The Superintendent and Board of Education  
Barre City Elementary and Middle School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Barre City Elementary and Middle School (the District) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Barre City Elementary and Middle School as of June 30, 2015, and the respective changes in financial

position thereof and the budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Information***

#### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### ***Supplementary Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2015, on our consideration of the District's internal control over financial reporting; on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements; and on other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Montpelier, Vermont  
December 14, 2015

*Mudgett, Jennett &  
Krogh-Wisner, P.C.*

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2015**

Our discussion and analysis of Barre City Elementary and Middle School's (the District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2015. Please read it in conjunction with the District's financial statements.

**Financial Highlights**

- The District's net position increased by \$188,541, or approximately 2.8%, as a result of this year's operations. Last year the net position increased by \$590,497.
- The cost of all of the District's programs was \$14,790,331 this year compared to \$13,967,829 last year.
- The General Fund had an increase in fund balance of \$283,056 this year compared to an increase of \$643,243 last year.
- Fund balance of the General Fund is \$754,841, of which \$428 was nonspendable and \$754,413 was unassigned, at June 30, 2015.
- As of June 30, 2015, the Grants Fund had a restricted fund balance of \$21,608 and the Capital Projects Fund had a committed fund balance of \$211,178.

**Using This Annual Report**

This annual report consists of a series of financial statements. The Government-wide Statement of Net Position and the Government-wide Statement of Activities provide information about the activities of the District as a whole and present a longer-term view of the District's finances. The governmental fund financial statements, the Balance Sheet - Governmental Funds, the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds, and the Statement of Revenues and Expenditures - Budget and Actual - General Fund, provide information about the District's governmental funds. These statements tell how these services were financed in the short term as well as what remains for future spending. Fund financial statements also report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. The remaining statement, the Statement of Net Position - Fiduciary Funds, provides financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside the District.

*Reporting the District as a Whole*

The financial statements of the District as a whole are provided in the Government-wide Statement of Net Position and the Government-wide Statement of Activities. One of the most important questions asked about the District's finances is, "Is the District as a whole better off or worse off as a result of the year's activities?" The Government-wide Statement of Net Position and the Government-wide Statement of Activities report information about the District as a whole and about its activities in a way that helps answer this question. These statements include all assets and liabilities using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and change in net position. You can think of the District's net position, the difference between assets and liabilities, as one way to measure the District's financial health,

or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. You will need to consider other non-financial factors, however, such as changes in the District's property tax base and the condition of the District's capital assets, to assess the overall health of the District.

All of the District's basic services are governmental activities. They include regular and special education for Kindergarten through 8<sup>th</sup> grade, support services, administrative services, transportation, interest on long-term debt and other activities. The education spending grant and other state grants finance most of these activities.

#### *Reporting the District's Most Significant Funds*

The financial statements of the District's major governmental funds are reflected in the fund financial statements. The fund financial statements provide detailed information about the most significant funds, not the District as a whole. Some funds are required to be established by state law and by bond covenants. However, the Board of Education (the Board) establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money (like grants received from the State of Vermont Agency of Education).

#### *Governmental Funds*

All of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called the modified accrual basis of accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. We describe the relationship (or differences) between governmental activities (as reported in the Government-wide Statement of Net Position and the Government-wide Statement of Activities) and governmental funds (as reported in the Balance Sheet - Governmental Funds and the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds) in reconciliations for each governmental fund financial statement.

#### *The District as Agent*

The District is the fiscal agent for funds held for various school related activities. All of the District's fiduciary activities are Agency Funds and are reported in a separate Statement of Net Position - Fiduciary Funds. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

#### **The District as a Whole**

The District's combined net position increased by \$188,541 from a year ago, increasing from \$6,765,063 to \$6,953,604.

Our analysis below focuses on the components of net position (Table 1) and changes in net position (Table 2) of the District's governmental activities.

Table 1  
Net Position

	<u>2015</u>	<u>2014</u>	<u>Net Change</u>
Current and other assets	\$ 1,957,716	\$ 1,731,469	\$ 226,247
Capital assets	<u>6,057,986</u>	<u>6,290,592</u>	<u>(232,606)</u>
Total assets	<u>8,015,702</u>	<u>8,022,061</u>	<u>(6,359)</u>
Long-term debt outstanding	-	100,000	(100,000)
Capital lease obligation	14,413	18,818	(4,405)
Other liabilities	<u>1,047,685</u>	<u>1,138,180</u>	<u>(90,495)</u>
Total liabilities	<u>1,062,098</u>	<u>1,256,998</u>	<u>(194,900)</u>
Net position:			
Net investment in capital assets	6,043,573	6,171,774	(128,201)
Restricted	232,786	208,479	24,307
Unrestricted	<u>677,245</u>	<u>384,810</u>	<u>292,435</u>
Total net position	<u>\$ 6,953,604</u>	<u>\$ 6,765,063</u>	<u>\$ 188,541</u>

The net position of the District's governmental activities increased by \$188,541 to \$6,953,604 at June 30, 2015 from \$6,765,063 at June 30, 2014. Unrestricted net position, the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements, changed from a surplus of \$384,810 at June 30, 2014, to a surplus of \$677,245 at June 30, 2015.

Table 2  
Changes in Net Position

	<u>2015</u>	<u>2014</u>	<u>Net Change</u>
REVENUES			
Program revenues:			
Grants and contributions	\$ 4,551,081	\$ 4,090,852	\$ 460,229
Other sources	216,100	134,518	81,582
General revenues:			
Education Spending Grant	10,170,517	10,304,675	(134,158)
Interest earned	<u>41,174</u>	<u>28,281</u>	<u>12,893</u>
Total revenues	<u>14,978,872</u>	<u>14,558,326</u>	<u>420,546</u>
PROGRAM EXPENSES			
Education	13,668,332	12,872,158	796,174
State, federal and local programs	1,080,639	1,057,446	23,193
Capital projects	1,898	-	1,898
Interest on long-term debt	<u>39,462</u>	<u>38,225</u>	<u>1,237</u>
Total program expenses	<u>14,790,331</u>	<u>13,967,829</u>	<u>822,502</u>
Change in net position	<u>\$ 188,541</u>	<u>\$ 590,497</u>	<u>\$ (401,956)</u>

#### Governmental Activities

Table 3 presents the cost of each of the District's programs as well as each program's net cost (total cost less revenue generated by the activities). The net cost shows the financial burden that was placed on the state's taxpayers by each of these functions.

Table 3

	<u>2015</u>		<u>2014</u>	
	<u>Total Cost of Services</u>	<u>Net Cost of Services</u>	<u>Total Cost of Services</u>	<u>Net Cost of Services</u>
Education	\$ 13,668,332	\$ 10,001,917	\$ 12,872,158	\$ 9,705,568
State, federal and local programs	1,080,639	(20,127)	1,057,446	(1,334)
Capital projects	1,898	1,898	-	-
Interest on long-term debt	<u>39,462</u>	<u>39,462</u>	<u>38,225</u>	<u>38,225</u>
Totals	<u>\$ 14,790,331</u>	<u>\$ 10,023,150</u>	<u>\$ 13,967,829</u>	<u>\$ 9,742,459</u>

### The District's Funds

As the District completed the year, its governmental funds (as presented in the Balance Sheet - Governmental Funds) reported a combined fund balance of \$987,627, which is higher than last year's total of \$680,264. The increase in this year's combined fund balance is due to the following changes in individual fund balances: an increase of \$283,056 in the General Fund, an increase of \$20,127 in the Grant Funds, and an increase of \$4,180 in the Capital Projects Fund.

#### General Fund Budgetary Highlights

Over the course of the year, the District's administrators monitor actual results compared to budget. Significant budget to actual variances are noted below.

The District received \$226,893 more in intergovernmental - state revenue than was budgeted. This increase was due to additional special education reimbursements. This increase is offset by special education expenditures being over budget by \$211,137.

Budget to actual variances in shared services wage reimbursements revenue and shared services wages expenditure are directly related to each other and offsetting.

### Capital Assets and Debt Administration

#### Capital Assets

At June 30, 2015, the District had \$6,057,986 invested in a broad range of capital assets that includes land, elementary school buildings, equipment, fixtures and fields, net of accumulated depreciation (see Table 4 below). This amount represents a net decrease of \$232,606 compared to last year.

Table 4  
Capital Assets at Year-End  
(Net of Accumulated Depreciation)

	<u>2015</u>	<u>2014</u>	<u>Change</u>
Land	\$ 229,304	\$ 229,304	\$ -
Buildings and improvements	5,643,973	5,900,661	(256,688)
Equipment and fixtures	173,982	148,282	25,700
Fields	<u>10,727</u>	<u>12,345</u>	<u>(1,618)</u>
Totals	<u>\$ 6,057,986</u>	<u>\$ 6,290,592</u>	<u>\$(232,606)</u>

Current year additions consisted of buildings improvements of \$69,988 and equipment of \$75,259.



## *Debt*

At year-end, the District had no bonds outstanding versus \$100,000 last year, a decrease of \$100,000, as shown in Table 5.

Table 5  
Outstanding Debt at Year-End

	<u>2015</u>	<u>2014</u>	<u>Increase (Decrease)</u>
Vermont Municipal Bond Bank (1994 Series 1)	<u>\$ -</u>	<u>\$ 100,000</u>	<u>\$ (100,000)</u>

## **Economic Factors and Next Year's Budgets and Rates**

The State of Vermont continues to address property tax relief measures while introducing cost containment solutions that have impacted the current FY16 budget and will certainly have an impact on the budget development for FY17.

A waiver was received for FY16 clearly stating that in FY17 the Barre Supervisory Union and member districts will be in full compliance with Act 153.

The Affordable Care Act brings many challenges and requires reporting personnel health insurance status to the IRS. The Business Office continues to stay current attending trainings and webinars to assure compliance within the Barre Supervisory Union and member districts.

## **Contacting the District's Financial Management**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Manager at the Barre Supervisory Union at 120 Ayers Street, Barre, VT 05641.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**GOVERNMENT-WIDE STATEMENT OF NET POSITION**  
**JUNE 30, 2015**

	<u>Governmental Activities</u>
<b>ASSETS:</b>	
Current assets -	
Cash and cash equivalents	\$ 1,791,001
Accounts receivable	166,287
Prepaid expenses	<u>428</u>
Total current assets	<u>1,957,716</u>
Noncurrent assets -	
Capital assets	12,426,569
less - accumulated depreciation	<u>(6,368,583)</u>
Total noncurrent assets	<u>6,057,986</u>
Total assets	<u>8,015,702</u>
<b>LIABILITIES:</b>	
Current liabilities -	
Accounts payable	481
Accrued expenses	925,099
Due to other districts	44,509
Current portion of capital lease	<u>4,599</u>
Total current liabilities	<u>974,688</u>
Noncurrent liabilities -	
Accrued compensated absences	77,596
Capital lease	<u>9,814</u>
Total noncurrent liabilities	<u>87,410</u>
Total liabilities	<u>1,062,098</u>
<b>NET POSITION:</b>	
Net investment in capital assets	6,043,573
Restricted	232,786
Unrestricted	<u>677,245</u>
Total net position	<u>\$ 6,953,604</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2015**

		<u>Program Revenues</u>		<u>Net (Expense)</u>
	<u>Expenses</u>	<u>Grants and</u> <u>Contributions</u>	<u>Other</u>	<u>Revenue and</u> <u>Change in</u> <u>Net Position</u>
FUNCTIONS/PROGRAMS:				
Governmental activities -				
Education	\$ 13,668,332	\$ 3,450,315	\$ 216,100	\$ (10,001,917)
State, federal and local programs	1,080,639	1,100,766	-	20,127
Capital projects	1,898	-	-	(1,898)
Interest on long-term debt	<u>39,462</u>	<u>-</u>	<u>-</u>	<u>(39,462)</u>
 Total governmental activities	 \$ <u>14,790,331</u>	 \$ <u>4,551,081</u>	 \$ <u>216,100</u>	 <u>(10,023,150)</u>
GENERAL REVENUES - EDUCATION SPENDING GRANT				10,170,517
- INTEREST EARNED				<u>41,174</u>
				<u>10,211,691</u>
CHANGE IN NET POSITION				188,541
NET POSITION, July 1, 2014				<u>6,765,063</u>
NET POSITION, June 30, 2015				\$ <u>6,953,604</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**BALANCE SHEET - GOVERNMENTAL FUNDS**  
**JUNE 30, 2015**  
(Page 1 of 2)

	General <u>Fund</u>	Grant <u>Funds</u>	Capital Projects <u>Fund</u>	Totals Governmental <u>Funds</u>
<b>ASSETS</b>				
Cash and cash equivalents	\$ 1,791,001	\$ -	\$ -	\$ 1,791,001
Accounts receivable	165,987	300	-	166,287
Prepaid expenditures	428	-	-	428
Due from other funds	-	2,068	211,178	213,246
Due from other districts	<u>-</u>	<u>21,798</u>	<u>-</u>	<u>21,798</u>
Total assets	\$ <u>1,957,416</u>	\$ <u>24,166</u>	\$ <u>211,178</u>	\$ <u>2,192,760</u>
<b>LIABILITIES AND FUND EQUITY</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 481	\$ -	\$ -	\$ 481
Accrued expenditures	922,541	2,558	-	925,099
Due to other funds	213,246	-	-	213,246
Due to other districts	<u>66,307</u>	<u>-</u>	<u>-</u>	<u>66,307</u>
Total liabilities	<u>1,202,575</u>	<u>2,558</u>	<u>-</u>	<u>1,205,133</u>
<b>FUND EQUITY:</b>				
Fund balances -				
Nonspendable	428	-	-	428
Restricted	-	21,608	-	21,608
Committed	-	-	211,178	211,178
Unassigned	<u>754,413</u>	<u>-</u>	<u>-</u>	<u>754,413</u>
Total fund balances	<u>754,841</u>	<u>21,608</u>	<u>211,178</u>	<u>987,627</u>
Total liabilities and fund equity	\$ <u>1,957,416</u>	\$ <u>24,166</u>	\$ <u>211,178</u>	\$ <u>2,192,760</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**BALANCE SHEET - GOVERNMENTAL FUNDS**  
**JUNE 30, 2015**  
(Page 2 of 2)

**RECONCILIATION OF THE BALANCE SHEET - GOVERNMENTAL FUNDS  
TO THE GOVERNMENT-WIDE STATEMENT OF NET POSITION:**

Amount reported on Balance Sheet - Governmental Funds - total fund balances	\$ 987,627
Amounts reported for governmental activities in the Government-wide Statement of Net Position are different because -	
Capital assets used in governmental funds are not financial resources and are therefore not reported in the funds.	
Capital assets	12,426,569
Accumulated depreciation	(6,368,583)
Long-term liabilities not due and payable in the current period are not reported in the funds.	
Accrued compensated absences	(77,596)
Capital lease	<u>(14,413)</u>
Net position of governmental activities - Government-wide Statement of Net Position	\$ <u>6,953,604</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2015**

(Page 1 of 3)

	General Fund	Grant Funds	Capital Projects Fund	Totals Governmental Funds
<b>REVENUES:</b>				
Education spending grant	\$ 10,170,517	\$ -	\$ -	\$ 10,170,517
Intergovernmental - State	3,450,315	243,071	-	3,693,386
- Federal	-	823,988	-	823,988
Local grants and contributions	-	33,707	-	33,707
Shared services wage reimbursements	135,127	-	-	135,127
Interest	34,084	-	7,090	41,174
Miscellaneous	80,973	-	-	80,973
Total revenues	<u>13,871,016</u>	<u>1,100,766</u>	<u>7,090</u>	<u>14,978,872</u>
<b>EXPENDITURES:</b>				
Instruction	5,434,543	-	-	5,434,543
Special education	4,105,474	-	-	4,105,474
Co-curricular activities	37,546	-	-	37,546
Behavioral support	88,280	-	-	88,280
Guidance	298,825	-	-	298,825
Health services	125,823	-	-	125,823
Psychological services	132,790	-	-	132,790
Curriculum services	2,642	-	-	2,642
Library services	144,023	-	-	144,023
Technology	85,145	-	-	85,145
Board of Education	95,891	-	-	95,891
Office of Superintendent	491,623	-	-	491,623
Office of Principal	489,207	-	-	489,207
School police officer	39,570	-	-	39,570
Operation and maintenance	1,046,481	-	1,898	1,048,379
Student transportation	538,219	-	-	538,219
Consolidated federal programs	-	636,098	-	636,098
IDEA B	-	177,131	-	177,131
Medicaid	-	240,882	-	240,882
Other grants	-	26,528	-	26,528
Shared services wages	135,127	-	-	135,127
Miscellaneous	8,648	-	-	8,648
Capital outlay	94,235	-	51,012	145,247
Long-term debt - Principal	100,000	-	-	100,000
- Interest	38,637	-	-	38,637

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2015**

(Page 2 of 3)

	<u>General Fund</u>	<u>Grant Funds</u>	<u>Capital Projects Fund</u>	<u>Totals Governmental Funds</u>
<b>EXPENDITURES (CONTINUED):</b>				
Capital lease - Principal	4,406			4,406
- Interest	825	-	-	825
Total expenditures	<u>13,537,960</u>	<u>1,080,639</u>	<u>52,910</u>	<u>14,671,509</u>
<b>EXCESS OF REVENUES OR (EXPENDITURES)</b>	333,056	20,127	(45,820)	307,363
<b>OTHER FINANCING SOURCES (USES):</b>				
Interfund transfers in (out)	<u>(50,000)</u>	-	<u>50,000</u>	-
<b>NET CHANGE IN FUND BALANCES</b>	283,056	20,127	4,180	307,363
<b>FUND BALANCES, July 1, 2014</b>	<u>471,785</u>	<u>1,481</u>	<u>206,998</u>	<u>680,264</u>
<b>FUND BALANCES, June 30, 2015</b>	\$ <u>754,841</u>	\$ <u>21,608</u>	\$ <u>211,178</u>	\$ <u>987,627</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2015**

(Page 3 of 3)

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS  
TO THE GOVERNMENT-WIDE STATEMENT OF ACTIVITIES:**

Net change in fund balances - total governmental funds	\$ 307,363
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Amounts reported for governmental activities in the Government-wide  
Statement of Activities are different because -

Governmental funds report capital outlays as expenditures. However,  
in the Statement of Activities, the cost of those assets is allocated  
over their estimated useful lives as depreciation expense.

Additions to capital assets, net of dispositions	145,247
Depreciation	(377,853)

The issuance of long-term debt (bonds, leases, etc.) provides current  
financial resources to governmental funds, while the repayment of the  
principal of long-term debt consumes the current financial resources of  
governmental funds. Neither transaction has any effect on net position.

Debt service - principal paid on long-term debt	100,000
Debt service - principal paid on capital lease	4,406

Changes in accrued compensated absences accumulated by employees will  
increase or decrease the liability reported in the government-wide statements,  
but are only recorded as an expenditure when paid in the governmental funds.

Decrease in accrued compensated absences	<u>9,378</u>
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Change in net position of governmental activities - Government-wide Statement of Activities	\$ <u>188,541</u>
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The notes to financial statements are an integral part of this statement.



**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
STATEMENT OF REVENUES AND EXPENDITURES -  
BUDGET AND ACTUAL - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2015**

(Page 1 of 2)

	Original and Final <u>Budget</u>	Actual (Budgetary <u>Basis</u> )	Variance Over (Under)
<b>REVENUES:</b>			
Education spending grant	\$ 10,170,517	\$ 10,170,517	\$ -
Intergovernmental - State	2,322,467	2,549,360	226,893
Shared services wage reimbursements	-	135,127	135,127
Interest	19,000	34,084	15,084
Miscellaneous	-	80,973	80,973
Total revenues	<u>12,511,984</u>	<u>12,970,061</u>	<u>458,077</u>
<b>EXPENDITURES:</b>			
Instruction	4,529,369	4,533,588	4,219
Special education	3,894,337	4,105,474	211,137
Co-curricular activities	30,927	37,546	6,619
Behavioral support	131,364	88,280	(43,084)
Guidance	298,651	298,825	174
Health services	133,039	125,823	(7,216)
Psychological services	179,153	132,790	(46,363)
Curriculum services	17,050	2,642	(14,408)
Library services	142,954	144,023	1,069
Technology	190,348	147,659	(42,689)
Board of Education	174,527	95,891	(78,636)
Office of Superintendent	491,623	491,623	-
Office of Principal	530,036	489,207	(40,829)
School police officer	41,666	39,570	(2,096)
Operation and maintenance	1,015,303	1,078,202	62,899
Student transportation	539,683	538,219	(1,464)
Shared services wages	-	135,127	135,127
Miscellaneous	1,500	8,648	7,148
Debt service - Principal	100,000	100,000	-
- Interest	20,454	38,637	18,183
Capital lease - Principal	-	4,406	4,406
- Interest	-	825	825
Total expenditures	<u>12,461,984</u>	<u>12,637,005</u>	<u>175,021</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
STATEMENT OF REVENUES AND EXPENDITURES -  
BUDGET AND ACTUAL - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2015**

(Page 2 of 2)

	Original and Final <u>Budget</u>	Actual (Budgetary <u>Basis</u> )	Variance Over (Under)
EXCESS OF REVENUES OR (EXPENDITURES)	50,000	333,056	283,056
OTHER FINANCING SOURCES (USES):			
Interfund transfers in (out)	<u>(50,000)</u>	<u>(50,000)</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	\$ <u>-</u>	\$ <u>283,056</u>	\$ <u>283,056</u>

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
STATEMENT OF NET POSITION - FIDUCIARY FUNDS  
JUNE 30, 2015**

Agency  
Funds

**ASSETS:**

Cash	\$ <u>95,416</u>
------	------------------

**LIABILITIES:**

Due to student organizations	\$ <u>95,416</u>
------------------------------	------------------

The notes to financial statements are an integral part of this statement.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**1. Summary of significant accounting policies:**

The Barre City Elementary and Middle School (the District) is organized according to state law under the governance of the School Board to provide public school education for the students of the City of Barre, Vermont. Functions of the Office of the Superintendent and central administration are provided through the Barre Supervisory Union (the Supervisory Union). As currently structured, the Supervisory Union is the administrative oversight district for Spaulding Union High School District #41 and Barre Technical Center, Barre Town Middle and Elementary School, and this District.

- A. Reporting entity - The District is a primary unit of government under reporting criteria established by the Governmental Accounting Standards Board (GASB). Those criteria include a separately elected governing body, separate legal standing, and fiscal independence from other state and local governmental entities. Based on these criteria, there are no other entities which are component units of the District.

The financial statements of the District have been prepared in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB periodically updates its codification of the existing *Governmental Accounting and Financial Reporting Standards* which, along with subsequent GASB pronouncements (Statements and Interpretations), constitutes U. S. GAAP for governmental units.

- B. Government-wide and fund financial statements - The basic financial statements include both government-wide and fund financial statements. The government-wide financial statements (the Statement of Net Position and the Statement of Activities) report information on all of the nonfiduciary activities of the District. The effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. The District has no business-type activities.

In the Government-wide Statement of Net Position, the financial position of the District is consolidated and incorporates capital assets as well as all long-term debt and obligations. The Government-wide Statement of Activities reflects both the gross and net costs by category. Direct expenses that are clearly identifiable with the category are offset by program revenues of the category. Program revenues include charges for services provided by a particular function or program and grants that are restricted to meeting the operational or capital requirements of the particular segment. Taxes and other items not properly included among program revenues are reported instead as general revenues.

Separate financial statements are provided for governmental funds and fiduciary funds even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements. Nonmajor funds, if any, are summarized in a single column.

- C. Basis of presentation - The accounts of the District are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows/inflows of resources, fund balances or net position, revenues, and expenditures or expenses, as appropriate.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**1. Summary of significant accounting policies (continued):**

**C. Basis of presentation (continued) -**

The District reports the following major governmental funds:

General Fund - The General Fund is the general operating fund of the District. It is used to account for all financial resources, except those required to be accounted for in another fund.

Grant Funds - The Grant Funds are used to account for the proceeds of specific revenue sources related to federal, state and local grants that are restricted to expenditures for specified services.

Capital Projects Fund - The Capital Projects Fund is used to account for the acquisition or construction of major capital facilities.

The District also reports fiduciary funds which are used to account for assets held in a trustee capacity (trust funds) or as an agent (agency funds) for the benefit of parties outside of the District. The District's fiduciary funds are the Agency Funds.

**D. Measurement focus and basis of accounting -** The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as they become both measurable and available. "Measurable" means the amount of the transaction that can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures generally are recorded when the fund liability is incurred, if measurable, as under accrual accounting. However, debt service expenditures are recorded only when payment is made.

**E. Budgets and budgetary accounting -** The District adopts a budget for the General Fund at an annual City meeting of the City of Barre. The accounting method used for the budget presentation is the same method used for the financial presentation of operations under U.S. GAAP. Formal budgetary integration is employed as a management control during the year for the General Fund. The District does not legally adopt budgets for other governmental funds. All budgeted amounts lapse at year end.

**F. Use of estimates -** The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and deferred outflows/inflows of resources as well as disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures or expenses during the reporting period. Actual results could differ from those estimates.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**1. Summary of significant accounting policies (continued):**

- G. Risk management - The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees and others; environmental liability; and natural disasters. The District manages these risks through commercial insurance packages and participation in public entity risk pools covering each of those risks of loss. Management believes such coverage is sufficient to preclude any significant uninsured losses to the District. There were no settlements in excess of the insurance coverage in any of the past three fiscal years.
- H. Cash and cash equivalents - The District considers all cash on hand and demand deposits to be cash and cash equivalents.
- I. Prepaid items - Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.
- J. Capital assets - Capital assets, which include land, buildings, equipment, vehicles and infrastructure, are reported in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. The District does not retroactively report infrastructure assets. There have been no infrastructure additions since the implementation of GASB Statement No. 34. Donated capital assets are recorded at estimated fair market value at the date of donation. Major outlays for capital assets and improvements are capitalized as projects are constructed. Net interest costs are capitalized on projects during the construction period. Normal maintenance and repairs that do not add to the value of an asset or materially extend an asset's life are not capitalized. Capital assets are depreciated using the straight-line method over the useful lives shown below:
- |                            |               |
|----------------------------|---------------|
| Buildings and improvements | 15 - 40 years |
| Equipment and fixtures     | 3 - 5 years   |
| Fields                     | 20 years      |
- K. Deferred outflows/inflows of resources - In addition to assets and liabilities, deferred outflows of resources (previously reported as assets) and deferred inflows of resources (previously reported as liabilities), if applicable, are reported as separate sections in the Government-wide Statement of Net Position and the Balance Sheet - Governmental Funds. Deferred outflows of resources represent a consumption of net position that applies to a future period and will not be recognized as an outflow of resources in the current period. Deferred inflows of resources represent an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources in the current period.
- L. Compensated absences and vacation benefits - The District allows employees to accrue \$1,500 of sick leave benefits if they have accumulated 100 or more unused sick leave days. The \$1,500 benefit is payable when the employee leaves the employment of the District. Accrued compensated absences at June 30, 2015 of \$77,596 is based on the number of employees who have accumulated unused sick leave of 100 days or more. This amount has been recorded as a noncurrent liability in the Government-wide Statement of Net Position but not in the fund financial statements.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**1. Summary of significant accounting policies (continued):**

**L. Compensated absences and vacation benefits (continued) -**

The District allows certain employees to use vacation benefits in the subsequent year if used by December 31<sup>st</sup>. Accrued vacation benefits of \$40,057 have been recorded in the General Fund and governmental activities.

**M. Long-term obligations -** In the government-wide financial statements, governmental activities report long-term debt and other long-term obligations as liabilities in the Statement of Net Position. In the fund financial statements, governmental fund types report the amount of debt issued as other financing sources and the repayment of debt as debt service expenditures.

**N. Fund equity -** In the fund financial statements, governmental funds may report five categories of fund balances: nonspendable, restricted, committed, assigned and unassigned.

Nonspendable fund balance includes amounts associated with inventory, prepaid expenditures, long-term loans or notes receivable, and trust fund principal to be held in perpetuity.

Restricted fund balance includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.

Committed fund balance includes amounts that can be used only for specific purposes determined by the District's highest level of decision making authority, the voters, as a result of articles passed at Annual or Special Meetings.

Assigned fund balance includes amounts that are intended to be used by the District for specific purposes, as authorized by the School Board.

Unassigned fund balance is the residual classification for the General Fund and includes all spendable amounts not contained in another classification. Deficits are also classified as unassigned.

The District's policy is to apply expenditures to fund balance in the order of assigned, committed, restricted, and unassigned unless the School Board specifies otherwise.

**O. On-behalf payments -** The State of Vermont makes payments on behalf of the District's teachers to the State Teachers' Retirement System of Vermont (STRS). The District recognizes these pension contributions as intergovernmental grant revenue and education expenditures in the government-wide financial statements and in the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds. The amounts are not budgeted and have been excluded from the budget basis statement; see note 9 for reconciling details.

**P. New accounting standard -** The District has implemented GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. The impact on these financial statements is to include an expanded description of the District's pension plan in the notes to financial statements.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**2. Deposits:**

Custodial credit risk - deposits - Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, the District will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The District does not have a policy for custodial credit risk. As of June 30, 2015, the District's depository accounts were fully insured or collateralized.

**3. Capital assets:**

Capital asset activity for the year ended June 30, 2015 was as follows:

	Balance July 1, 2014	Increase	Decrease	Balance June 30, 2015
Governmental activities -				
Capital assets, not depreciated:				
Land	\$ 229,304	\$ -	\$ -	\$ 229,304
Capital assets, depreciated:				
Buildings and improvements	10,878,697	69,988	-	10,948,685
Equipment and fixtures	1,140,972	75,259	-	1,216,231
Fields	32,349	-	-	32,349
Total capital assets depreciated	12,052,018	145,247	-	12,197,265
Less accumulated depreciation for:				
Buildings and improvements	4,978,036	326,676	-	5,304,712
Equipment and fixtures	992,690	49,559	-	1,042,249
Fields	20,004	1,618	-	21,622
Total accumulated depreciation	5,990,730	377,853	-	6,368,583
Capital assets, depreciated, net	6,061,288	(232,606)	-	5,828,682
Capital assets, net	\$ 6,290,592	\$ (232,606)	\$ -	\$ 6,057,986

Depreciation expense of \$377,853 in the governmental activities was fully allocated to the education function.

**4. Interfund receivable and payable balances:**

Interfund receivable and payable balances, due to the pooling of cash for cash receipts and disbursements, as of June 30, 2015 are as follows:

	Interfund Receivables	Interfund Payables
General Fund	\$ -	\$ 213,246
Grant Funds	2,068	-
Capital Projects Fund	211,178	-
	\$ 213,246	\$ 213,246



**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2015**

**5. Interfund transfers:**

Interfund transfers constitute the transfer of resources from the fund that receives the resources to the fund that utilizes them. A transfer of \$50,000 from the General Fund to the Capital Projects Fund is to be used in the future for long-term school building repairs.

**6. Related parties:**

The District is billed for its appropriate share of expenditures relating to administrative services provided by the Supervisory Union. The District paid an assessment of \$491,623 to the Supervisory Union for the year ended June 30, 2015.

The following are the amounts receivable from and payable to other districts at June 30, 2015:

	<u>Accounts Receivable</u>	<u>Accounts Payable</u>
Supervisory Union	\$ 13,418	\$ 65,940
Spaulding Union High School District #41 and Barre Technical Center	19,349	1,276
Barre Town Middle and Elementary School	<u>-</u>	<u>10,060</u>
	<u>\$ 32,767</u>	<u>\$ 77,276</u>

**7. Debt:**

Short-term - During the year, the District borrowed and repaid \$1,340,322 on a line of credit in the form of a 2.75% revenue anticipation note which matured June 30, 2015. Interest expense related to this note was \$35,445.

Subsequent to year end, the District obtained a line of credit in the form of a 2.90% revenue anticipation note in the amount of \$1,324,557 which matures June 30, 2016. As of the date of this report, the District has borrowed this note in full.

Long-term - The District has no outstanding long-term debt as of June 30, 2015. Long-term debt activity for the year ended June 30, 2015 was as follows:

	<u>Balance July 1, 2014</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance June 30, 2015</u>	<u>Due Within One Year</u>
Bonds payable:					
1994 Series 1 (December 2014)	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -

In a prior year, the Vermont Municipal Bond Bank (VMBB) refunded the 1998 Series 2 Bond resulting in interest savings to the District of \$43,079. This savings allocation, to be received between FY14 and FY19, has been reflected as a reduction of interest in the debt service requirements table. There is no remaining principal due on this bond.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**7. Debt (continued):**

Debt service requirements to maturity are as follows:

	<u>Principal</u>	<u>Interest</u>
Year ending June 30,		
2016	\$ -	\$ (7,217)
2017	-	(10,646)
2018	-	(9,903)
2019	-	(2,576)
	<u>\$ -</u>	<u>\$ (30,342)</u>

**8. Capital lease:**

The District has entered into a lease agreement as lessee for financing the acquisition of a 2014 John Deere Tractor and related equipment. This lease agreement qualifies as a capital lease for accounting purposes and, therefore, the cost and depreciation of this asset is included with other capital assets of the District. The cost of the asset acquired by the capital lease is the present value of the future lease payments. The future minimum lease obligations and the net present value of these minimum lease payments as of June 30, 2015 are as follows:

Year ending June 30,	
2016	\$ 5,231
2017	5,231
2018	5,232
2019	<u>1</u>
Total minimum lease payments	15,695
Less: amount representing interest	<u>(1,282)</u>
Present value of minimum lease payments	<u>\$ 14,413</u>

**9. Budgetary basis of accounting:**

These financial statements include totals for General Fund revenues and expenditures on the District's budgetary basis of accounting, which vary from the totals of revenues and expenditures recognized on the basis of accounting prescribed by U.S. GAAP, as follows:

	<u>Revenues</u>	<u>Expenditures</u>
U.S. GAAP basis	\$ 13,871,016	\$ 13,537,960
On-behalf payments - STRS	<u>(900,955)</u>	<u>(900,955)</u>
Budget basis	<u>\$ 12,970,061</u>	<u>\$ 12,637,005</u>

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2015**

**10. Pension plans:**

State Teachers' Retirement System of Vermont -

Plan description: The District participates in the State Teachers' Retirement System of Vermont (the System or the plan), a cost-sharing multiple-employer defined benefit public employee retirement system with a special funding situation in which the State of Vermont contributes to the plan on behalf of the participating districts. The plan was created in 1947, and is governed by Title 16, V.S.A. Chapter 55. It covers nearly all teachers and school administrators in schools supported by the state. The general administration and responsibility for the proper operation of the System is vested in a Board of Trustees consisting of eight members. The System issues annual financial information which is available and may be reviewed at the System's office, 109 State Street, Montpelier, Vermont, 05609-6901. Information can also be obtained online at: <http://www.vermonttreasurer.gov/retirement/teachers-vstrs>.

Benefits provided: The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefits are based on the number of years of creditable service and are determined as a percentage of average final compensation in the three highest consecutive years of service. Eligibility for benefits requires five years of service.

Contributions: Member teachers are required to contribute 5.5% (Group A) or 5.0% (Group C) of their annual covered salary and the state contributes the balance of an actuarially determined rate. The state is a non-employer contributor to the plan and is required by statute to make all actuarially determined employer contributions on behalf of member employers. The District's teachers contributed \$277,256 and \$243,805 to the System in 2015 and 2014, respectively.

Pension liabilities and pension expense: In 2015, the District implemented a change in governmental accounting and reporting which was mandated by the Governmental Accounting Standards Board in GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. Since the District does not contribute directly to the plan, no net pension liability needs to be recorded by the District. However, the District is now required to report the District's portion of the following items as calculated by the System:

District's share of -	
STRS net pension liability	\$ 7,593,293
STRS net pension expense	\$ 900,955

403(b) Non-Teaching Employees Retirement Plan -

Plan description: All employees of the District who are at least twenty-one years old and are not covered under the State Teachers' Retirement System of Vermont are eligible to be covered under a 403(b) pension plan administered through The Hartford. The District contributes at various rates for certain classes of employees. In addition, any employee of the District may voluntarily contribute to this Plan; however, the District will not match these contributions.

All contributions are 100% vested to each employee. At June 30, 2015, there are 38 Plan members from the District.

Funding policy: The District pays all costs accrued each year for the Plan. Total contributions for the year ended June 30, 2015 were \$101,707 by employees and \$28,852 by the District.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**11. Contingencies:**

The District is involved in various claims and legal actions arising in the normal course of business. The ultimate disposition of these matters is indeterminable, but in the opinion of management, the amount of any ultimate liability, not covered by insurance, would not have a significant impact on the District's financial condition.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS**

The Superintendent and Board of Education  
Barre City Elementary and Middle School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Barre City Elementary and Middle School (the District) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 14, 2015.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Mudgett, Gennett &  
Krogh-Wisner, P.C.

Montpelier, Vermont  
December 14, 2015

Mudgett  
Jennett &  
Krogh-Wisner, P.C.  
Certified Public Accountants #435

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR  
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER  
COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

The Superintendent and Board of Education  
Barre City Elementary and Middle School

**Report on Compliance for Each Major Federal Program**

We have audited Barre City Elementary and Middle School's (the District) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2015. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Responses.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, the Barre City Elementary and Middle School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

**Report on Internal Control Over Compliance**

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit

of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

#### ***Purpose of this Report***

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Mudgett, Jenett &  
Krogh-Wisner, P.C.*

Montpelier, Vermont  
December 14, 2015



**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2015**

Federal Grantor/Pass-through Grantor <u>Program Title</u>	<u>Federal CFDA Number</u>	<u>State Grant Number</u>	<u>Expenditures</u>
<b>U.S. Department of Education:</b>			
Passed through Barre Supervisory Union -			
Elementary and Secondary Education Act (ESEA),			
as amended:			
Title I Grants to Local Educational Agencies	84.010	4250-S061-1501	\$ <u>626,204</u>
Improving Teacher Quality State Grants	84.367	4651-S061-1501	<u>2,080</u>
English Language Acquisition Grants	84.365	4375-S061-1501	<u>7,814</u>
Individuals with Disabilities Education Act (IDEA):			
Special Education -			
Grants to States (IDEA, Part B)	84.027	4226-S061-1501	161,669
Preschool Grants (IDEA, Preschool)	84.173	4228-S061-1501	<u>15,462</u>
Total Special Education cluster			<u>177,131</u>
Education for Homeless Children and Youth	84.196	4265-S061-1501	<u>10,759</u>
Total U.S. Department of Education			<u>823,988</u>
<b>U.S. Department of Health and Human Services:</b>			
Passed through Barre Supervisory Union -			
Cooperative Agreement to Promote Adolescent Health			
through School-Based HIV/STD Prevention and			
School Based Surveillance	93.079	4249-S061-1501	<u>671</u>
Total federal award expenditures			\$ <u>824,659</u>

The accompanying notes are an integral part of this schedule.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
JUNE 30, 2015**

**1. Summary of significant accounting policies:**

The Barre City Elementary and Middle School (the District) is organized according to state law under the governance of the School Board to provide public school education for the students of the City of Barre, Vermont. Functions of the Office of the Superintendent and central administration are provided through the Barre Supervisory Union (the Supervisory Union). As currently structured, the Supervisory Union is the administrative oversight district for Spaulding Union High School District #41 and Barre Technical Center, Barre Town Middle and Elementary School, and this District.

- A. Single Audit reporting entity - For purposes of complying with the Single Audit Act of 1984, as amended, the District includes all funds and programs that are considered part of the primary governmental unit, as described in the basic financial statements as of and for the year ended June 30, 2015.
- B. Basis of presentation - The information in the accompanying schedule is presented in accordance with Office of Management and Budget (OMB) Circular A-133.
1. Federal award - Pursuant to the Single Audit Act and OMB Circular A-133, federal award means federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. The District primarily receives federal awards which are passed through the Supervisory Union.
  2. Federal financial assistance - In the Single Audit Act and OMB Circular A-133, federal financial assistance is defined as assistance provided by a federal agency, either directly or indirectly, in the form of grants, contracts, cooperative agreements, loan guarantees, property, interest subsidies, insurance, or direct appropriations. Federal financial assistance does not include direct federal cash payments to individuals.
  3. Major and nonmajor programs - OMB Circular A-133 establishes risk-based criteria for determining those major programs to be tested for compliance with program requirements. Nonmajor federal programs are included on the Schedule of Expenditures of Federal Awards but are subject to lower levels of testing.
- C. Basis of accounting - The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the District and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

**BARRE CITY ELEMENTARY AND MIDDLE SCHOOL  
SCHEDULE OF FINDINGS AND RESPONSES  
FOR THE YEAR ENDED JUNE 30, 2015**

**A. Summary of Auditor's Results:**

**Financial Statements -**

Type of auditor's report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? *No*
- Significant deficiency(ies) identified? *None reported*

Noncompliance material to financial statements noted? *No*

**Federal Awards -**

Internal control over major programs:

- Material weakness(es) identified? *No*
- Significant deficiency(ies) identified? *None reported*

Type of auditor's report issued on compliance for major programs: *Unmodified*

Any audit findings disclosed that are required to be reported  
in accordance with Section 510(a) of OMB Circular A-133? *No*

Identification of major programs:

- *U.S. Department of Education:  
CFDA 84.010 - Title I Grants to Local Educational Agencies*

Dollar threshold used to distinguish between type A and type B programs: *\$300,000*

Auditee qualified as low-risk auditee? *Yes*

**B. Audit Findings - Financial Statements:**

There were no audit findings identified for the year ended June 30, 2015.

**C. Audit Findings - Federal Awards:**

There were no audit findings identified for the year ended June 30, 2015.

**STATUS OF PRIOR AUDIT FINDINGS  
AS OF JUNE 30, 2015**

There are no prior audit findings applicable to this auditee.

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: E8**

BCEMS 1st Reading: 2/8/2016

2nd Reading:

Ratified:

1<sup>ST</sup> READING: 1/8/2015

2<sup>ND</sup> READING: 2/5/2015

ADOPTED: 2/5/2015

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**Tobacco Prohibition**

**1. POLICY**

In accordance with state law, it is the policy of the Barre Supervisory Union to prohibit the use of tobacco or tobacco substitutes on supervisory union grounds, or school grounds or at school sponsored functions of a member district. This ban extends to any student, employee or visitor, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities.

**2. DEFINITIONS**

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

**School grounds** means any property and facilities owned or leased by the Supervisory Union or member district school, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.

**School sponsored activity** means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.

**Tobacco product** has the same meaning as set forth in 7 V.S.A. 1001(3), as amended from time to time.

**Tobacco paraphernalia** has the same meaning as set forth in 7 V.S.A. 1001(7), as amended from time to time.

**Tobacco substitutes** has the same meaning as set forth in 7 V.S.A. 1001(8), as amended from time to time.

**3. IMPLEMENTATION**

The Superintendent or his/her designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

**3.1** The Superintendent, or his or her designee, shall take reasonable steps to inform employees of this policy, to post signs on school property, and to provide notice to visitors and other individuals who are invited to attend school activities in bulletins, programs and announcements related to school events.

**3.2** Employees who violate this policy shall be subject to disciplinary action in accordance with applicable employee policies.

**3.3** Non-employees found to be in violation of this policy shall be informed of, and required to comply with, the policy. A person failing to comply shall be notified to leave school grounds or the school-sponsored activity. A person refusing to leave school grounds or the school-sponsored activity may be referred to a law enforcement agency.

*Legal Reference(s):* 16 V.S.A. §140 (Tobacco on school grounds)  
18 V.S.A. §§1421 et seq. (Smoking in the workplace)  
7 V.S.A. 1001 et seq.

The term "tobacco product" is defined in 7 V.S.A. 1001(3) as "cigarettes, little cigars, roll-your-own tobacco, snuff, cigars, new smokeless tobacco, and other tobacco products as defined in 32 V.S.A. § 7702."

The term "tobacco paraphernalia" is defined in 7 V.S.A. 1001(7) as "any device used, intended for use, or designed for use in smoking, inhaling, ingesting, or otherwise introducing tobacco products into the human body, or for preparing tobacco for smoking, inhaling, ingesting, or otherwise introducing into the human body, including devices for holding tobacco, rolling paper, wraps, cigarette rolling machines, pipes, water pipes, carburetion devices, bongs, and hookahs."

The term "tobacco substitute" is defined in 7 V.S.A. 1001(8) as "products including electronic cigarettes or other electronic or battery-powered devices that contain and are designed to deliver nicotine or other substances into the body through inhaling vapor and that have not been approved by the United States Food and Drug Administration for tobacco cessation or other medical purposes."

6.4

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: D13**

BCEMS 1st Reading: 2/8/2016  
2nd Reading:  
Ratified:

1<sup>ST</sup> READING: 11/13/2014  
2<sup>ND</sup> READING: 12/11/2014  
ADOPTED: 12/11/2014

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**Health Insurance Portability and Accountability Act Compliance**

**1.POLICY**

The Barre Supervisory Union shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPPA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent, or his/her designee, shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPPA.

*Legal References: 45 C.F.R. Subpart C*

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: D12**

BCEMS 1st Reading: 2/8/2016

2nd Reading:

Ratified:

1<sup>ST</sup> READING: 1/8/2015

2<sup>ND</sup> READING: 2/5/2015

ADOPTED: 2/5/2015

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**Prevention of Employee Harassment**

**1. POLICY**

Harassment is a form of unlawful discrimination that will not be tolerated in the Barre Supervisory Union. Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation by the Supervisory Union pursuant to this policy is prohibited.

**2. DEFINITIONS**

**Employee:** For purposes of this policy, any person who may be permitted, required or directed by the Supervisory Union, in consideration of direct or indirect gain or profit, to perform services for the Supervisory Union or a member district.

**Unlawful Harassment:** Verbal, written or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
- b. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
- d.

**Retaliation:** Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

### **3. EXAMPLES**

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information or disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

#### **Sex**

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

#### **Race and Color**

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

#### **Religion**

Harassment on the basis of religion includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

#### **National Origin and Place of Birth**

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin or place of birth such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

#### **Age**

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

#### **Marital Status**

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

#### **Sexual Orientation**

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.



**Gender Identity**

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

**Disability**

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

**Genetic Information**

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

**4. PROCEDURE**

**4.1 Duty to Investigate.** In the event the Supervisory Union receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The Supervisory Union is committed to take action if it learns of potential unlawful harassment, even if the aggrieved employee does not wish to file a formal complaint.

**4.2 Designated Persons.** Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the Superintendent or other Administrators.

**4.3 Investigation.** Allegations of unlawful harassment will be promptly investigated by the Superintendent or other Administrators. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the Supervisory Union will take appropriate disciplinary and/or corrective action. The Superintendent or other Administrators will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s) and the complainant(s) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.

**4.4 Filing a Complaint.** Employees are encouraged to report the alleged unlawful harassment as soon as possible to the Superintendent or other Administrators. The complainant will be asked to provide copies of any relevant documents or notes of events and the names of people who witnessed or were told of the unlawful harassment.

**4.5 Alternative Complaint Processes.** Employees may file complaints with both the Supervisory Union and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:

- a. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, tel: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.
- b. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, tel: (617)565-3200 (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.

**4.6 Confidentiality.** The confidentiality of the complainant, the accused individual, and the witnesses shall be maintained consistent with the Supervisory Union's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of personnel records or other applicable discovery or disclosure obligations.

*Legal Reference(s):* 9 V.S.A. §§4502 et seq. (Public accommodations)  
16 V.S.A. 11(a)(26) (Definitions)  
21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment)  
42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)  
29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)

Lo. 6

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: D11**

BCEMS 1st Reading: 2/8/2016  
2nd Reading:  
Ratified:

1<sup>ST</sup> READING: 11/13/2014  
2<sup>ND</sup> READING: 12/11/2014  
ADOPTED: 12/11/2014

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**Drug & Alcohol Testing: Transportation Employees**

**1.POLICY**

The Barre Supervisory Union will comply with State and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers. The superintendent, or his/her designee, will implement procedures to conduct alcohol and drug tests for all safety sensitive transportation employees as required by the federal Omnibus Transportation Employee Testing Act of 1991.

*Legal Reference(s): 49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 C.F.R. Parts 40, 382, 391, 392, 395 and 653  
21 V.S.A. 511 et seq.*

6.7

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: D8**

BCEMS 1st Reading: 2/8/2016

2nd Reading:

Ratified:

1<sup>ST</sup> READING: 1/8/2015

2<sup>ND</sup> READING: 2/5/2015

ADOPTED: 2/5/2015

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**Alcohol and Drug-Free Workplace**

**1. POLICY**

It is the policy of the Barre Supervisory Union to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of illegal drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of illegal drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of his or her duties.

**2. DEFINITIONS**

**Drug** means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation.

**Workplace** means the site for the performance of work for the Supervisory Union, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of a school district in the Supervisory Union.

**Employee** means all persons directly or indirectly compensated by the Supervisory Union, and all employees of independent contractors, who provide services to the Supervisory Union or its member school districts.

**Volunteer** means an individual not employed by the Supervisory Union who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the Supervisory Union.

**Work Study Student** means a student who receives compensation for work performed at the Supervisory Union or a school as part of a college work experience program. For purposes of this policy, an intern or student teacher working without pay, will be considered as a work study student.

### **3. EMPLOYEE RESPONSIBILITIES**

As a condition of employment, each employee will notify the Superintendent in writing of his or her conviction of any criminal drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the Superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the Superintendent will notify any federal or state officers or agencies legally entitled to such notification.

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the Superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action, including but not limited to non-renewal, suspension or termination at the discretion of the Superintendent or, if required, the Board.

### **4. EMPLOYER RESPONSIBILITIES**

The Superintendent, or his or her designee, shall develop and implement procedures necessary to ensure compliance and enforcement of this policy.

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: H7**

BCEMS 1st Reading: 2/8/2016  
2nd Reading:  
Ratified:

1<sup>ST</sup> READING: 2/5/2015  
2<sup>ND</sup> READING: 10/8/2015  
ADOPTED: 10/8/2015

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**Title I, Part A Parental Involvement Policy**

**1. POLICY**

The Barre Supervisory Union maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.

**2. DEFINITION**

**Compact:** Agreement between the school district/supervisory union and the parent/family/community.

**School District:** Refers to the LEA (Local Educational Agency) which in Vermont is the Supervisory Union (or Supervisory District for communities with no Supervisory Union)

**School Level:** Refers to the compact for each school, regardless of the governance structure of: (a) one school/one district; (b) multiple schools/one district.

**Parent:** Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

**School District Parental Involvement Compact**

The Superintendent or his or her designee, shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The Superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

**School Level Parental Involvement Compact**

Each building principal, or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and

parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

*Legal Reference(s):*

- *Title I, Part A of the Elementary and Secondary Education Act ("No Child Left Behind Act"), 20 USC §6318.*
- *16 V.S.A. §144b. Definition of "LEA" for NCLBA purposes.*

**BARRE SUPERVISORY UNION  
POLICY MANUAL**

**BCEMS 1st Reading: 2/8/2016**

**2nd Reading:**

**Ratified:**

**CODE: F20**

**ST READING: 12/10/2015**

**2ND READING: 1/14/2016**

**ADOPTED: 1/14/2016**

**POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND  
BULLYING OF STUDENTS**

**I. Policy**

The Barre Supervisory Union <sup>1</sup>(hereinafter "district") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the district to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the district to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The district shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

The model procedures are expressly incorporated by reference as though fully included within this model policy. The model procedures are separated from the policy for ease of use as may be required.

**II. Implementation**

The superintendent or his/her designee shall:

<sup>1</sup>Throughout this model policy and the related procedures, "district" shall apply to independent schools and should be substituted as appropriate. References to the superintendent shall equate to "head of school" or "headmaster" as appropriate, with regard to independent schools. Where language suggests a "district" will take action, it shall be the superintendent, the head of school, the headmaster or his/her designee



1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See model procedures on the Prevention of Harassment, Hazing and Bullying of Students).
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an equity coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the designated employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the district's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

### **III. Constitutionally Protected Speech**

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the first amendment of the U.S. constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

**IV. Definitions.** For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **“Bullying”** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
  - (a.) Is repeated over time;
  - (b.) Is intended to ridicule, humiliate, or intimidate the student; and
  - (c.) (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
  - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.
- B. **“Complaint”** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
- F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the district and for coordinating the district’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The equity coordinator is also responsible for overseeing implementation of the district’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to designated employees.
- G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or

perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
  - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
  - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

**H. "Hazing"** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have

the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **“Student”** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

I. **“Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

**K. “Pledging”** means any action or activity related to becoming a member of an organization.

**L. “Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

**M. “School administrator”** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the district’s equity coordinator.

**N. “Student Conduct Form”** is a form used by students, staff, or parents, to **provide, in written form, information about inappropriate student behaviors** that may constitute hazing, harassment and/or bullying.

## APPENDIX A

### Designated Employees:

The following employees of the Barre Supervisory Union have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: **John Pandolfo**

Title: **Superintendent**

Contact Information:

**802-476-5011 x1017**  
**jpandbsu@u61.net**

**Barre Supervisory Union**  
**120 Ayers St**  
**Barre, VT, 05641**

***Each individual district will include the names of its Designated Employees on their district's ratified copy of this policy.***

## Appendix B

### Designated Employees:

The following employees of the Barre City Elementary and Middle School have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: James Taffel, Elementary School Principal (Grades Pre-K-4)

**jtaffbce@u61.net**

Jacquelyn Ramsay-Tolman, Middle School Principal (Grades 5-8)

**jtolmbce@u61.net**

Contact Information: **802-476-6541**

**Barre City Elementary and Middle School**

**50 Parkside Terrace**

**Barre, VT, 05641**

**BARRE SUPERVISORY UNION  
POLICY MANUAL****CODE: F20-1**

6.10

**BCEMS 1st Reading: 2/8/2016  
2nd Reading:  
Ratified:****1<sup>ST</sup> READING: 12/10/2015  
2<sup>ND</sup> READING: 1/14/2016  
ADOPTED: 1/14/2016**

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**MODEL PROCEDURES ON THE PREVENTION OF HARASSMENT,  
HAZING, AND BULLYING OF STUDENTS****I. Reporting Complaints of Hazing, Harassment and/or Bullying**

- A. Student Reporting:** Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting:** Any school employee who **witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.
- Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.
- C. Other reporting:** Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report:** If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- E. False complaint:** Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying maybe subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

- F. Rights to Alternative Complaint Process:** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission  
 14-16 Baldwin Street  
 Montpelier, VT 05633-6301  
 (800) 416-2010 or (802) 828-2480(voice), (877) 294-9200(tty)  
 (802) 828-2481(fax)  
 Email:[human.rights@state.vt.us](mailto:human.rights@state.vt.us)

Office for Civil Rights , Boston Office  
 U.S. Department of Education  
 8th Floor  
 5 Post Office Square  
 Boston, MA 02109-3921  
 617-289-0111(voice)  
 877-521-2172(tdd)  
 617-289-0150(fax)  
 Email:[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

## **II. Responding to Notice of Possible Policy Violation(s)**

- A. Upon notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:
- i. Promptly reduce** any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
  - ii. Promptly inform** the school administrator(s) of the information;
  - iii.** If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, **provide a copy of the policy on hazing, harassment and bullying** and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
- B. Upon initiation of an investigation:** the designated employee shall:
- i. Notify in writing** both the complainant and accused individual (or if either is a minor in form their respective parent or guardian) that:
    - 1.** an investigation has been initiated;
    - 2.** retaliation is prohibited;



3. all parties have certain confidentiality rights; and
4. will be informed in writing of the outcome of the investigation.

- C. **All notifications shall be subject to state and/or federal laws** protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

### III. Investigating Hazing, Harassment and/or Bullying Complaints

- A. **Initiation of Investigation - Timing:** Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. **Investigator Assignment:** The school administrator shall assign a person to conduct the investigation; nothing here in shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- C. **Interim Measures:** It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school's investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate.

In all cases, the school will make every effort to prevent disclosure of the names of all parties involved—the complainant, the witnesses, and the accused—except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.

- D. Due Process:** The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.
- E. Standard Used to Assess Conduct:** In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.
- F. Completion of Investigation–Timing:** No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- G. Investigation Report:** The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.
- H. Notice to Students/Parents/Guardians:** Within five school days of the conclusion of the investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual** (or if either is a minor inform their respective parent or guardian) that:
    - 1.** the investigation has been completed;
    - 2.** whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and /or bullying);
    - 3.** that federal privacy law prevents disclosure of any discipline

imposed as a result of the investigation unless the Parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, set forth in Section II, Part C, above.

- ii. **Notify the Complainant Student** - or if a minor, their parent(s) or guardian- in writing of their rights to:
  - 1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
  - 2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
  - 3. file complaints of harassment with either the Vermont Human Rights Commission and/or the Federal Department of Education's Office of Civil Rights.
- iii. **Notify the Accused Student**—or if a minor, their parent(s) or guardian - in writing of their right to appeal set forth in Section V of these procedures.

- I. **Violations of Other Policies:** In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

#### IV. **Responding to Substantiated Claims**

- A. **Scope of Response:** After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered.
  - i. **Potential Remedial Actions:** Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she understands what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how

widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.

- ii. **School Access/Environment Considerations:** The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.
- iii. **Hazing Case Considerations:** Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.
- iv. **Other Remedies:** Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

- B. **Retaliation Prevention:** It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

The District will take reasonable steps to prevent any retaliation against the student who made the complaint(or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems

and making follow- up inquiries to see if there are have been any new incidents or any retaliation.

- C. **Alternative Dispute Resolution:** At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:
1. The nature of the accusations(for example, face-to-face mediation is not appropriate for sexual violence cases),
  2. The age of the complainant and the accused individual,
  3. The agreement of the complainant, and
  4. Other relevant factors such as any disability of the target o accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

## V. Post Investigative Reviews

### **Rights of Complainants**

#### A. **Internal Review of Initial Harassment Determinations By Complainant:**

A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after review is requested.

#### B. **Independent Reviews of Final Harassment Determinations By Complainant:**

A complainant may request an independent review within thirty (30)days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

- C. **Rights to Alternative Harassment Complaint Process:** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission  
14-16 Baldwin Street  
Montpelier, VT 05633-6301  
(800)416-2010 or (802) 828-2480(voice)  
(877)294-9200(tty)  
(802)828-2481(fax)  
Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
617-289-0111(voice)  
877-521-2172(tdd)  
617-289-0150(fax)  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

### **Rights of Accused Students**

- A. **Appeal:** Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten(10) calendar days of receiving the determination that an act(s) of hazing, harassment

and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

- B. Accused Student/Appellant Access to Investigative Reports/Findings:** The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set for that 34 CFR Part 99. For those documents that cannot be provided due to the requirements set for that 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

## **VI. Confidentiality and Record Keeping**

- A. Privacy Concerns:** The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- i. Concerns Related to Harassment Complaints:** The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

- B. Document Maintenance:** The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

## **VII. Reporting to Other Agencies**

- A. Reports to Department of Children and Families:** When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, *et seq.* must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 *et seq.*
- B. Reports to Vermont Agency of Education:** If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
- C. Reporting Incidents to Police**
- a. FERPA Rights:** Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Educational Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health



or safety of the student or other individuals.

- b. **First Hand Reports:** Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that maybe considered to be a criminal act to law enforcement officials.
- c. **Hazing Incidents:** It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.

- D. **Continuing Obligation to Investigate:** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

### VIII. Disseminating Information, Training, and Data Reporting

- A. **Disseminating Information.** Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. **Student Training:** The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.
- C. **Staff Training:** The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.
- D. **Data Gathering:** Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

*Legal References:*

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 et seq.;  
 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d;  
 Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.;  
 Family Education Rights Privacy Act; 20 U.S.C. § 1232g;  
 Public Accommodations Act, 9 V.S.A. §§ 4500 et seq.;  
 Education, Classifications and Definitions, 16 V.S.A. § 11(26); (30)(A); (32);  
 Education, 16 V.S.A. § 140(a)(1); Education, 16 V.S.A. § 166(e);  
 Education, Bullying, 16 V.S.A. § 570c;  
 Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570;  
 Education, Harassment, 16 V.S.A. § 570a;  
 Education, Harassment, 16 V.S.A. § 570c;  
 Education, Harassment, 16 V.S.A. § 570f;  
 Education, Hazing, 16 V.S.A. § 570b;  
 Education, Hazing, 16 V.S.A. § 570f;  
 Education, Discipline, 16 V.S.A. § 1161a;  
 Education, Suspension or Expulsion of Pupils; 16 V.S.A. § 1162;  
 Child Abuse, 33 V.S.A. §§ 4911 et seq.;  
 Adult Protective Services, 33 V.S.A. § 6901 et seq., all as they may be amended from time to time.  
 Washington v. Pierce, 179 VT 318 (2005).

*Cross Reference:*

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: G12**

BCEMS 1st Reading: 2/8/2016

2nd Reading:

Ratified:

1<sup>ST</sup> READING: 3/13/2014

2<sup>ND</sup> READING: 5/8/2014

ADOPTED:

Code Change from IGBB: 11/12/2015

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**Title I Comparability**

**1. POLICY**

If a school in the Barre Supervisory Union becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

**2. IMPLEMENTATION**

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

*Legal Reference:*     20 USCA §6321(c).  
                          20 USC 7801(26) (LEA defined)  
                          16 V.S.A. 144

1st READING: 5/12/08, 2/14/2011  
2<sup>nd</sup> READING: 6/9/08

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**REMOVING 1st Reading: 2/8/16**

**Student Conduct on Buses**

- 1.0 School bus transportation to and from school is a privilege offered to all K-8 students. Safety is our first priority, students will have the opportunity to ride on the district's school buses as long as they display behavior that is reasonable and safe. Choosing to behave inappropriately will result in loss of recess(s) or loss of bus privileges. Parents will be notified by telephone and/or letter for any and all infractions.
- 2.0 The bus driver is responsible to maintain an orderly and safe bus. Bus drivers will be responsible to report misconduct of students while on the bus to the Bus Coordinator. The bus driver is in complete charge of the bus and is expected to follow the BCEMS School Bus Handbook Procedures for Discipline. The bus driver may not remove a student from the bus. Students should understand they are under the jurisdiction of the school at all times when on a school bus.
- 3.0 The principals or Bus Coordinator have the authority to suspend riding privileges of students who do not follow the BCEMS School Bus Safety Rules. Parents/guardians of children who violate the school bus rules will be notified by phone call and/or letter of a potential loss of school bus riding privileges. Annually, and as needed, each principal and/or Bus Coordinator shall explain and review school bus safety rules with students.
- 4.0 Students are required to:
  - 4.1 Be at least five minutes early to their designated school bus stop in order to permit the school bus to follow the scheduled time.
  - 4.2 Walk to their seats on the bus without disturbing other students; remain seated in their assigned seat while the school bus is moving. School bus drivers are to expect reasonable behavior in a manner similar to that of a teacher in a classroom.
  - 4.3 Obey the driver promptly and with respect; realize that the driver has an important responsibility and it is everyone's duty to help.
  - 4.4 Keeps the bus clean; no throwing of any papers or trash on the school bus floor.
  - 4.5 Not engage in loud talking or laughing. Unnecessary noises divert the driver's attention and may result in a serious accident.
  - 4.6 Refrain from use of profane, abusive language, and gestures.
  - 4.7 Keep head, arms, and hands inside the bus at all times. They may not throw anything out the window. Only the School Bus Drivers will operate the windows.
  - 4.8 Be respectful to fellow pupils and to the school bus driver.
  - 4.9 Treat school bus equipment with respect. Students will be responsible for any damage they cause.
  - 4.10 Remain seated while the bus is in motion and until it is your stop and the bus is ready to unload. The student will wait for a signal from the school bus driver to cross the road in front of the bus when applicable.

1st READING: 5/28/91  
2nd READING: 6/10/91  
3rd READING/ADOPTED: 6/24/91

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### **OLD VERSION**

#### STUDENT CONDUCT ON SCHOOL BUSES

- 1.0 The safety of students on school buses is a responsibility which they and their parents share with bus drivers and the school. Students should understand that they are under the jurisdiction of the school at all times they are on a school bus.
- 2.0 The bus driver has the responsibility to maintain orderly and safe behavior of students while on the bus and will report misconduct to the appropriate principal. The bus driver is in complete charge of the bus and is expected to use routine discipline including assigning of seats. The bus driver may not remove a student from the bus except in an emergency situation.
- 3.0 The principals have the authority to suspend riding privileges of students who are disciplinary problems on the bus. Parents of children who violate the bus rules will be notified of a potential or actual loss of riding privileges. Annually, and as needed, each principal shall explain and review bus rules with students.
- 4.0 Students are required to:
  - 4.1 Be on time for the bus in order to permit the bus to follow the time schedule.
  - 4.2 Reach their seats in the bus without disturbing or crowding other pupils; remain seated while the bus is moving. Bus drivers have a right to assign a student to a seat in the bus and to expect reasonable conduct in a manner similar to that of a teacher in a classroom.
  - 4.3 Obey the driver promptly and cheerfully; realize that the driver has an important responsibility and that it is everyone's duty to help.
  - 4.4 Keep the bus clean and sanitary; not throwing objects.
  - 4.5 Not engage in loud talking or laughing. Unnecessary confusion diverts the driver's attention and may result in a serious accident.
  - 4.6 Avoid the use of profane or abusive language or gestures.
  - 4.7 Keep head, arms and hands inside the bus at all times; operate the windows only with the permission of the driver.
  - 4.8 Be courteous to fellow pupils and to the driver.
  - 4.9 Treat bus equipment as they would treat valuable furniture in their home. Students will be responsible for any damage they cause.
  - 4.10 Remain seated until the bus stops to unload; wait for a signal from the driver and then cross the road in front of the bus.

Also: JFCC

6.13

February 1, 2016

To: John Pandolfo

Superintendent of Schools

Barre Supervisory Union

Subject: Resignation effective June 30, 2016

Please accept this as my notification of resigning my position as Facilities Director for both Barre City Elementary & Middle School, and Barre Town Middle & Elementary School at the end of this fiscal school year. It is with deep regret that I have to make this decision, but my wife's health issues are my first priority.

I have enjoyed working at the Barre Supervisory Union in all capacities since I first accepted John Bacon's request to take over the Barre City School several years ago. I believe that we have made many improvements over the years, I have enjoyed working with you as well as all of the Administrators in both schools.

If you ever need to contact me for any reason, please feel free to give me a call at either my home phone ,802-728-4966, or cell, 802-578-2668. My home email address is [gfleming0105@gmail.com](mailto:gfleming0105@gmail.com). Again John, it's been a pleasure working with you on the several projects we have been involved in at both schools, and the professional manner that you conduct your duties as CEO of such a large District.

I wish you well.

Sincerely,

  
Grant Fleming

7.1

## BARRE SUPERVISORY UNION DISTRICT #61

Barre City Elementary  
and Middle School

*John Pandolfo*  
Superintendent of Schools

*Rick McCraw, M. Ed.*  
Director of Curriculum, Instruction,  
& Assessment

Spaulding High School and  
Barre Technical Center Campus

120 Ayers St.  
Barre, VT 05641  
802-476-5011  
FAX: 802-476-4944

*Lisa Perreault*  
Business Manager

Barre Town Middle  
and Elementary School

*Donald McMahon*  
Special Services Director

*Doing whatever it takes to ensure success for every child.*

*Diane Stacy*  
Technology Director

*Sandra Cameron M.Ed, MCT*  
Director of Early Education

February 1, 2016

TO: The Members of the Barre City School Board  
RE: Superintendent's Report

Please accept the following report to the Barre City School Board:

(1) Act 46 Study Committee

- The Act 46 Exploratory Study is complete and the Exploratory Study Report is being finalized. The committee is recommending to the Barre City and Barre Town communities and boards continuation with a 706 Study.
- The first meeting of the 706 Committee is scheduled for Thursday, February 18 at 5:30 p.m. in the SHS Library.
- The \$20,000 grant to support the 706 Study was submitted on January 18. The Exploratory Grant ends on January 31.
- The Barre SU website homepage has a link to an Act 46 page with details from each meeting as well as general resources related to Act 46 (<http://bsuvt.org/joomla/index.php/act-46>)

(2) Legislative Meeting#2 re-scheduled for Tuesday, February 9

- Starting time is 6:15 pm
- Meeting location is still TBD
- We are still waiting to hear from many legislators and board members

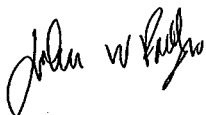
(3) preK-12 Administrative Winter Retreat was held on January 27

- Act 46 update to the Admin Team
- Superintendent 360 degree Evaluation survey
- Administrator Evaluation Process
- Administrator Goals Review
- Administrator Self-Evaluation
- Professional Standards for Educational Leaders will be provided to Board members

(4) 2016-2017 BSU Calendar

- I am beginning to draft this

Respectfully Submitted,



John Pandolfo  
Superintendent of Schools


BCEMS Policy Meeting Minutes  
Jan. 20, 2016  
5-6:30

Attending: Anita Ristau, James Taffel, Leslie Walz, Nathan Reigner (arrived later)

Minutes:

1. VSBA model policy: Restraint and Seclusion; SHS used this model policy and BTMES doesn't have this policy; approved this policy for first reading at the next BCEMS board mtg; section 4 small change – added superintendent “or designee”. Procedures are already in place that follow this policy.
2. Policy JGA: Students Participating in Extra Curricular, Non-Credit Activities at BCEMS. Neither BTMES nor SHS have such a policy, none in the VSBA either. Do we want to keep this? If so, we should update it. Committee felt this should be tabled till next month, when Jackie Tollman can review it; may be important to update it.
3. Reviewed the policies approved by the U61 board for first reading next month unless noted otherwise at BCEMS board meeting:
  - a. E8 Tobacco Prohibition
  - b. D13 HIPPA- new policy
  - c. D12 Prevention of Employee Harassment
  - d. D11 Drug and Alcohol Testing: Transportation Employees- new policy
  - e. D8 Alcohol and drug-Free Workplace
  - f. Acceptable Use of Electronic Resources & the Internet- need only to change the numbering- doesn't need a first reading. 11C to G11
  - g. H7 Title I, Part A Parental Involvement Policy
  - h. Title I Comparability
  - i. F20 Prevention of Harassment, Hazing and Bullying of Students- needs an appendix B to include Jackie Tollman and James Taffel as BCEMS contacts
  - j. F20-1 Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students
4. Leslie to check with Pam Wark if KA -School Community Relations policy was deleted and when
5. Include the following for deletion in the board packet and then table them to the next meeting, so they don't get overlooked with the change in policy chair
  - a. JICFA Hazing
  - b. JFCM-Prevention of Harassment of Students
  - c. JK-R
  - d. Tobacco Prohibition Employees
  - e. Employee Harassment
  - f. Old Parental Involvement Policy
6. Anita mentioned that we will need a procedure for the signing of warrants after the fiscal policy comes to the board; no agreement was reached by the three boards on how to do this. Suggested that we look at the procedures for BTMES and SHS before developing ours. Alignment would be helpful.
7. Anita suggested putting a sticky for Nathan on the policies to be deleted
8. Policy IIB Homework will be sent to the curriculum committee for either update suggestions, or a recommendation for deletion.
9. Leslie will develop a list of helpful procedures for the next policy chair.
10. Next meeting will be held on the 17<sup>th</sup> of February. The agenda will include reviewing the second reading of policies and JRA-R (deletion?) and to be determined.

Respectfully submitted,



Leslie Walz, chair



~~-----DRAFT-----~~

Dear Preschool Families,

February, 2016

We are delighted to have your child in our preschool program and would appreciate your feedback on a few topics as we continue to work to improve the quality of our programs:

- 1) Are you aware of the Vermont Early Learning Standards?    ☐ yes    ☐ no
- 2) Please tell us which schedule would work best for your child and your family:  
     ☐ 2 - 3 days per week, 5 - 5 ½ hours per day  
     ☐ 5 days per week, 2.5 hours per day (current schedule)
- 3) What are the ways you prefer to receive information about our preschool program and/or the entire school in general?  
     ☐ newsletter:    ☐ paper    ☐ electronic  
     ☐ short questionnaire or notices, such as this one  
     ☐ parent information night  
     ☐ open house / family social events  
     ☐ automated informational calls  
     ☐ social media, such as FaceBook  
     ☐ other: \_\_\_\_\_

# Barre City Elementary and Middle School

## BC EXPENSE BUDGET STATUS REPORT

7.4  
Report # 21041

Statement Code: BOARD BC

Account Number / Description	ADOPTED BUDGET 7/1/2015 - 6/30/2016	Y-T-D EXPENSES 7/1/2015 - 6/30/2016	ENCUMB 7/1/2015 - 6/30/2016	REMAINING BALANCE 7/1/2015 - 6/30/2016
5200 Fund Transfers	\$50,000	\$311,785	\$0	\$(261,785)
5210 Prior Year Expense	\$0	\$(5,000)	\$0	\$5,000
1192 SHARED SRVC DUE FROM BTMES	\$0	\$61,203	\$71,358	\$(132,561)
1193 SHARED SRVC DUE FROM SHS	\$0	\$1,040	\$0	\$(1,040)
1100 General Instruction	\$333,774	\$152,737	\$179,587	\$1,450
2150 Speech/Language Services	\$300	\$169	\$0	\$131
2190 Other Support Services - Students	\$2,280	\$1,413	\$0	\$867
2410 Office of the Principal	\$42,356	\$17,577	\$14,819	\$9,960
2600 FACILITIES	\$1,200	\$1,203	\$0	\$(3)
1100 General Instruction	\$4,574,266	\$2,179,820	\$2,257,018	\$137,428
1410 Extra Curricular	\$44,258	\$18,801	\$0	\$25,457
2113 Behavioral Support	\$66,497	\$36,759	\$30,039	\$(301)
2120 Guidance Services	\$300,226	\$139,442	\$140,085	\$20,699
2130 Health Services / PT	\$133,658	\$56,549	\$63,109	\$14,000
2140 Psychological Services	\$159,091	\$39,386	\$75,194	\$44,511
2210 CURRICULUM	\$17,050	\$949	\$187	\$15,914
2220 Library Services	\$148,555	\$85,061	\$80,200	\$(16,706)
2225 TECHNOLOGY	\$190,348	\$142,942	\$33,713	\$13,693
2310 SCHOOL BOARD	\$242,548	\$63,865	\$26,429	\$152,254
2321 Office of the Superintendent	\$491,623	\$204,843	\$286,780	\$0
2410 Office of the Principal	\$506,477	\$292,907	\$146,050	\$67,520
2490 School Resource Officer	\$39,570	\$0	\$0	\$39,570
2523 Fiscal Services	\$30,000	\$0	\$0	\$30,000
2600 FACILITIES	\$1,054,247	\$585,680	\$194,514	\$274,053
2711 TRANSPORTATION	\$554,749	\$308,029	\$190,740	\$55,980

# Barre City Elementary and Middle School

## BC EXPENSE BUDGET STATUS REPORT

Report # 21041

Account Number / Description	ADOPTED BUDGET 7/1/2015 - 6/30/2016	Y-T-D EXPENSES 7/1/2015 - 6/30/2016	ENCUMB 7/1/2015 - 6/30/2016	REMAINING BALANCE 7/1/2015 - 6/30/2016
1201 Special Education Instruction	\$2,881,475	\$1,768,909	\$1,452,234	\$(339,668)
1202 ESY / Extended School Year - Sum Schl	\$53,985	\$34,409	\$7	\$19,569
2130 Health Services / PT	\$13,000	\$32,065	\$0	\$(19,065)
2140 Psychological Services	\$89,659	\$44,217	\$37,907	\$7,535
2149 OTHER PSYCHOLOGICAL SERVICES	\$0	\$21,916	\$24,349	\$(46,265)
2150 Speech/Language Services	\$305,329	\$159,696	\$179,187	\$(33,554)
2160 Occupational Therapist	\$117,668	\$18,586	\$23,374	\$75,708
2420 Special Education Administration	\$183,137	\$105,483	\$66,282	\$11,372
2600 FACILITIES	\$600	\$0	\$0	\$600
2711 TRANSPORTATION	\$51,646	\$69,652	\$0	\$(18,006)
1214 EEE DIR INSTR	\$154,446	\$76,374	\$40,428	\$37,644
2130 Health Services / PT	\$500	\$0	\$0	\$500
2150 Speech/Language Services	\$500	\$0	\$0	\$500
2420 Special Education Administration	\$5,457	\$3,104	\$1,930	\$423
2600 FACILITIES	\$10,500	\$2,282	\$0	\$8,218
2711 TRANSPORTATION	\$0	\$2,774	\$0	\$(2,774)
GRAND TOTAL	\$12,850,975	\$7,036,627	\$5,615,520	\$198,828