



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.

March 13, 2017

5:30 p.m.

REGULAR MEETING

AGENDA

A handwritten signature in black ink, appearing to be "JMP", is written over the right side of the agenda section.

1. Call to Order; Pledge of Allegiance
2. New Board Member Interview
3. Additions and/or Deletions to Agenda
4. Visitors and Communications
5. Approval of Minutes
 - 5.1 Approval of Minutes – February 13, 2017 Regular Meeting
6. New Business
 - 6.1 Board Reorganization
 - 6.2 Update: Positive Behavior Interventions and Supports Presentation (PBIS) (Pierre LaFlamme)
 - 6.3 First Reading Acceptable Use of Electronic Resources & the Internet (G11)
 - 6.4 First Reading Special Education (G15)
 - 6.5 First Reading Proficiency-Based Learning (G20)
 - 6.6 FY18 Budget Revote
7. Old Business
 - 7.1 Second and Final Reading Federal Child Nutrition Act Wellness Policy (F28)
 - 7.2 Second and Final Reading Class Size Policy (G14)
 - 7.3 Labor Relation Agreements
8. Board Reports
 - 8.1 Superintendent
 - 8.2 Principals
 - 8.3 Committee Reports
 - 8.4 Financial
9. Round Table/Future Agenda Items
10. Executive Session
 - 10.1 Personnel
11. Adjournment

Reminders:

Next Barre City School Board Meeting:
Next Spaulding High School Board Meeting:
Next Supervisory Union #61 Board Meeting:
Next BSU Tri-Board Meeting
Next Barre Town Elementary School Board Meeting:

April 10, 2017

April 6, 2017

April 20, 2017

March 23, 2017

March 15, 2017

April 5

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.



REGULAR SCHOOL BOARD MEETING
 Barre City Elementary and Middle School –Library
 February 13, 2017 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Sonya Spaulding – Chair
 Jim Carrien – Vice Chair
 Tyler Smith - Clerk
 Giuliano Cecchinelli, II
 C. Sedillia Jenkins
 Andrew McMichael

BOARD MEMBERS ABSENT:

Joe Blakely
 Michael Deering
 Vacant Position

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
 James Taffel, Principal

GUESTS PRESENT:

Video Vision Tech Dave Delcore-Times Argus John Mudgett

1. Call to Order: Pledge of Allegiance

The Chair, Mrs. Spaulding, called the Monday, February 13, 2017, Regular meeting to order at 5:35 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

Delete Agenda Item 5.1 (agenda item will be kept as a place holder, but no discussion will be held).
 Under Executive Session, change 9.1 'Superintendent's Evaluation' to 'Personnel', and add 9.2 Update on Student Matter.
 Correct a numbering issue with Agenda Items 10 and 11.

3. Visitors and Communications

None.

4. Approval of Minutes

4.1 Approval of Minutes – January 9, 2017 Regular Meeting

On a motion by Mr. Carrien, seconded by Mr. Smith, the Board unanimously voted to approve, as amended, the Minutes of the January 9, 2017 Regular Meeting.

4.2 Approval of Minutes – January 26, 2017 Special Meeting

On a motion by Mr. Carrien, seconded by Mr. Cecchinelli, the Board unanimously voted to approve the Minutes of the January 26, 2017 Special Meeting.

5. New Business

5.1 Penguin Plunge Team

No discussion will be held this evening, as members of the team are unable to attend.

5.2 Board Member Recognitions

Retiring Board Members Jim Carrien, Sedillia Jenkins, and Andrew McMichael were thanked for their time and effort serving on the Board. It was noted that Mr. McMichael may start a write-in campaign or submit a letter of interest for appointment to the Board (should the seat not be filled). Mr. Pandolfo offered to post write-in campaign information on Front Porch Forum.

5.3 Audit Presentation

A copy of the Audit Report was distributed. John Mudgett of Mudgett Jennett & Krogh-Wisner, P.C. introduced himself to the Board and provided an overview of the recent audit. Mr. Mudgett congratulated the Board on the 'clean' audit, and advised that the Financial Statements represent fairly, there were no findings or identification of mechanical weaknesses. It was noted that the audit went very smoothly and there were no disagreements with management. Brief discussion was held regarding the current year deficit in the General Fund (page 13), and discussion of the liability amount for the State Teachers Retirement Fund. It was noted that the retirement fund liability is not actually an expense of the district. Mr. Mudgett answered questions pertaining to the 'nonspendable' amount found on page 3, and the increase to the Tax Stabilization Fund located on page 6. Mr. Mudgett reported that he has seen a steady improvement over the years and credited the smoothness of this year's audit to Business Manager Lisa Perreault's second year at the SU. Additionally, Mr. Mudgett advised the Board that his firm is available year-round to provide information or answer questions. **On motion by Mr. Carrien, seconded by Mr. Smith, the Board unanimously voted to approve the 2016 Audit as presented.**

5.4 Positive Behavior Interventions and Supports Presentation (PBIS)

A three page document containing mainly statistical information was distributed. Mr. LaFlamme will attend the March meeting to provide a more in-depth presentation, including information regarding the bulletin board. Mr. Taffel provided a brief overview regarding the document, including how data is being utilized by Educational and Student Support Teams to assist with the determination of the effectiveness of interventions provided. Mr. Taffel also provided an overview of the statistical data which included information on referrals by students and by grade. The report contained yearly comparisons, but it was determined that additional years' worth of data is necessary to provide better assessment. The Board would also like to see a breakdown by referral type. Mr. Smith queried regarding how staff are 'calibrated', to assure that referrals are being made in a consistent manner by all staff. Mr. Taffel will ask Mr. LaFlamme to expand the statistical information to include a total of 4 years' worth of data. A PBIS Presentation will be added to the March Agenda.

5.5 First Reading Federal Child Nutrition Act Wellness Policy (F28)

Copies of policies referenced in Agenda Items 5.5 and 5.6 were distributed. Mrs. Spaulding provided a brief overview of the policy. Mr. Pandolfo noted that the creation of the policy was a collaborative effort involving BCMES, BTMES, and SHS and involved a significant amount of work. The VSBA reviewed the policy and felt it was excellent. Mr. Pandolfo advised that there is currently an initiative underway to form an SU-wide SHAC Committee. Mrs. Spaulding voiced concern regarding implementation of the policy. It was noted that the amount of outside food brought into the school has decreased. The food service provider has been assisting with providing healthy snacks for various celebrations.

On a motion by Mr. Cecchinelli, seconded by Mr. Smith, the Board unanimously voted to approve the First Readings of the Federal Child Nutrition Act Wellness Policy (F28).

5.6 First Reading Class Size Policy (G14)

It was noted that this policy very closely resembles the existing policy. **On a motion by Mr. Cecchinelli, seconded by Mr. Smith, the Board unanimously voted to approve the First Reading Class Size Policy (G14).**

5.7 Open Board Positions for March Election

A copy of an e-mail from Carol Dawes to Deb Gibson (dated 01/30/17) was distributed. With regards to the BCMES Board, the document notes that Mr. Blakely is running for the 3 year term, Mrs. Spaulding is running for election of the 2 year term, and three candidates (Jennifer Chioldi, Michael Deering, and Sarah Pregent) are running for the three 1 year terms. Regarding the SHS Union Board, Mr. Blakely is running for the 3 year term and Tim Boltin is running for the 1 year term. Since the document was published, Mr. Blakely, citing time constraints, has withdrawn his petition for the 3 year BCMES seat. Interested parties can work on a write-in campaign. If no write-in candidate is elected, the Board will appoint an interested party to fill the seat.

6. Old Business

6.1 FY'18 Budget & Voting Update

Mr. Taffel advised that a lap top computer is set up in the office for community members to use to register or request an absentee ballot. The voter check list is in the office and individuals can check to see if they are already registered. A letter will be going home to parents on February 14, 2017 to notify them of the voter registration opportunity at the school. Information will also be posted on the web site. Mrs. Spaulding will post information on Front Porch Forum. In response to a query regarding the collection of absentee ballots, Mr. Taffel announced that Carol Dawes (Barre City Clerk) has advised that absentee ballots should not be collected at the school. The annual booklet which provides information on school budgets is being printed and will be distributed in The World. Copies will also be available using the same distribution spots as in previous years.

6.2 Act 46 Update

Voting results from January 31, 2017 were distributed. The vote will be certified in 30 days, at which point the Act 46 Study Committee will cease to exist. Mr. Pandolfo advised that 'next steps' will be discussed at the SU Board Meeting on 02/16/17.

It was noted that the individual Boards will need to make a decision on how they wish to proceed. If the Boards decide against the formation of a new 706 Study Committee, community members could petition to require that one be formed. Mr. Pandolfo recommends not making any quick decisions, but rather waiting to see the results of some of the other consolidation votes. Mrs. Spaulding expressed her disappointment and frustration that the tax savings and incentives can't be realized. Mrs. Spaulding does not believe starting a new 706 Committee would be a worthwhile use of time.

6.3 Labor Relations Agreements

Three documents were distributed; updated Proposal Status Forms for Teachers and Para-educators, and the Wage and Insurance Proposals for BSU Teachers and Paras (dated 02/08/17). Mr. Pandolfo advised that the Negotiations Committee has gone to 'Impasse' with the teachers and are looking to schedule a mediator and fact finder. Areas of greatest division are; salaries, benefits, and length of school day. Mr. Pandolfo advised that the Negotiations Committee will be meeting with para-educators on 02/22/17. Mr. Pandolfo reiterated that all information pertaining to negotiations is available on the SU website. It was noted that the Master Bargaining Agreement expires on June 30, 2017. Ms. Jenkins queried regarding the best ways to offer support, and input regarding the best course of action to take.

6.4 Second and Final Reading Student Conduct and Discipline Policy (F1)

Copies of policies referenced in Agenda Items 6.4 through 6.7 were distributed. Brief discussion was held.

On a motion by Mr. Cecchinelli, seconded by Mr. McMichael, the Board unanimously voted to approve the Second and Final Readings, of the policies referenced in Agenda Items 6.4 through 6.7, and agreed to ratify said policies (F1, F7, F21, and F25).

6.5 Second and Final Reading Student Alcohol and Drugs Policy (F7)

Approved under Agenda Item 6.4.

6.6 Second and Final Reading Firearms Policy (F21)

Approved under Agenda Item 6.4.

6.7 Second and Final Reading Student Attendance Policy (F25)

Approved under Agenda Item 6.4.

7. Board Reports

7.1 Superintendent

A copy of the Superintendent's report dated February 6, 2017 was distributed. The report included information pertaining to; the wood chip boiler, Act 46, Act 166 (including the Superintendent's testimony before the House Education Committee), Negotiations, and the Legislative Breakfast (held on 01/30/17). Mr. Pandolfo advised that the wood chip boiler has been running quite smoothly and that AFS has been taking care of any issues. There have been no direct costs for BCEMS resulting from the woodchip boiler issues. BCEMS losses have been limited to lost time of staff and the cost of propane. Regarding Act 166, the draft bill addresses most of the Boards' concerns and Mr. Pandolfo is optimistic that action will be taken during the current legislative session. The Legislators' Breakfast was very successful and Mr. Pandolfo believes legislators were receptive to the Boards' concerns regarding level funding of budgets. Mr. Pandolfo advised that Deb Gibson has retired and recognized her for 33 years of service and support to the SU. Tina Gilbert has accepted the position of Administrative Assistant to the Superintendent. The Barre Penguin Plunge Team raised \$4230. The donation page is still open for those wishing to donate.

7.2 Principals Report

A copy of the Co-Principals' report dated February 2017 was distributed. The report included information pertaining to; Staff Development Day (02/03/17), the Penguin Plunge fundraiser (held 02/01/17 with over \$4,300 raised by students), Middle School 21st Century learning opportunities, grade 4 study of life patterns of owls, and learning related to electricity, upcoming NAEP testing, collaboration with the Northeastern Family Institute (regarding developmental trauma), and the tentative sponsorship of a blood drive. Mr. Taffel advised that 15 students participated in the Penguin Plunge, and raised over \$4000 for Unified Sports. Students were commended for their efforts. On Friday, 02/10/17, students participated in Vermont Write Day, with all students stopping their daily activities and spending 7 minutes writing on a topic of their choice. February is Read/Write month. Reading sessions are being scheduled and Mr. Taffel plans to dress in costume and read to students. Fourth graders attended a very engaging presentation by Vermont Energy Group. Mr. Taffel provided an overview of what Unified Sports is and advised that Brian Burgess (BCEMS SLP) spearheads the Unified Sports Program. The Unified Sports Program is currently looking for more adults to participate as volunteers.

7.3 Committee Reports

Policy – The Committee has not met recently. The next meeting is Wednesday, February 15, 2017 at 5:00 p.m.

Curriculum – The Committee met on January 23, 2017. The topic of discussion was Pre-K. The next meeting will be on Monday, February 20, 2017 at 5:30 p.m. Discussion will center on reading intervention and a review of data.

Facility/Security – The Committee met on February 7, 2017 for discussion of the boiler issues, adjustment of thermostats and efforts to achieve more balanced heating within the building. The next meeting is Tuesday, March 14, 2017, where discussion will be held regarding an evaluation of the security system, moving of equipment, and the possibility of creating swipe card badges for Board Members. Ms. Jenkins queried regarding lack of security in the building after school hours, when students are accessible (e.g. basketball games). It was noted that most schools do not limit access via security measures during sporting events, though a police officer usually provides security for large events.

Finance – Minutes from the January 26, 2017 meeting were distributed. The next meeting will be in March. There is currently a projected deficit of \$17,000 (a conservative projection).

7.4 Financial Report

The BCMES Expense Budget Report (dated 02/09/17) was distributed. Mr. Taffel advised that administrators are keeping a close eye on the expenses.

8. Round Table/Future Agenda Items

Mr. Carrien expressed his thanks for the opportunity to service the school, community, Superintendent, Administrators, and staff. Mr. Taffel thanked the Members of the Board for their time, energy and commitment to BCEMS.

Mrs. Spaulding thanked the retiring Board Members, as well as the Finance Committee, including Administrators and Business Manager, Lisa Perreault for their efforts to create the proposed budget. Mrs. Spaulding reminded community members of the importance of voting, and advised that any questions relating to the upcoming vote, could be directed to Board Members or Mr. Taffel. Additionally, Mrs. Spaulding advised that the budget summary document would be available in the near future.

Agenda Items for the March Meeting: Board Reorganization and PBIS Presentation.

Policy Committee: Wednesday, February 15, 2017 at 5:00 p.m. in the BCEMS Conference Room.

Curriculum Committee: Monday, February 20, 2017 at 5:30 p.m. in the BCEMS Conference Room.

BCEMS Regular Board Meeting: Monday, March 13, 2017 at 5:30 p.m. in the BCEMS Library.

Facilities Committee: Tuesday, March 14, 2017 at 5:30 p.m. in the BCEMS Conference Room.

Finance Committee – The next meeting will be held in March 2017. The date and time will be announced.

9. Executive Session

9.1 Personnel Matter

9.2 Update on Student Matter

A Personnel Matter and an Update on a Student Matters were proposed for discussion in Executive Session.

On a motion by Mr. Smith, seconded by Mr. Carrien, the Board unanimously voted to enter into Executive Session with Mr. Pandolfo and Mr. Taffel in attendance, at 7:17 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

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

10. Adjournment

On a motion by Mr. Cecchinelli, seconded by Ms. Jenkins, the Board unanimously voted to adjourn at 7:43 p.m.

Respectfully submitted,
Andrea Poulin

BOARD REORGANIZATION MEETING DATA SHEET**BOARD:** _____ **DATE OF REORGANIZATION MEETING:** _____**ALL BOARD MEMBERS STARTING A NEW TERM HAVE COMPLETED AN OATH OF ALLEGIANCE AND
OFFICE WITH TOWN OR CITY CLERK PRIOR TO MEETING: YES: _____ NO: _____****BOARD CHAIR:** _____**BOARD VICE-CHAIR:** _____**BOARD CLERK:** _____**BSU BOARD REPRESENTATIVES:**

1. _____

2. _____

3. _____

COMMITTEE ASSIGNMENTS:**FINANCE:** _____**CURRICULUM:** _____**FACILITIES:** _____**POLICY:** _____

_____: _____

_____: _____

AUTHORIZE CHAIR TO SIGN TEACHER CONTRACTS: YES: _____ NO: _____**AUTHORIZE CHAIR TO SIGN OTHER CONTRACTS: YES: _____ NO: _____**

REGULAR BOARD MEETING DAYS: _____

BOARD RETREAT DATE: _____

LOCATIONS FOR POSTING AGENDAS & MINUTES: _____

AGREEMENT ON THE USE OF ROBERTS RULES OR ROBERTS RULES FOR SMALL BOARDS:

YES: _____ **NO:** _____

ADOPTION OF CODE OF ETHICS: YES: _____ NO: _____

DISCUSSION OF COMMUNICATION PRACTICES: YES: _____ NO: _____

BOARD DEVELOPMENT OPPORTUNITIES: YES: _____ NO: _____

BOARD ADVOCACY: YES: _____ NO: _____

DESIGNATED NEWSPAPER: _____


Re-Organization Meeting Checklist

PRE-MEETING ACTIVITY

- ☐ All board members elected at the annual school district meeting take oath of office *(usually by the town clerk)*
- ☐ Board members review the Essential Work of the School Board

MEETING

- ☐ Superintendent calls the meeting to order and facilitates the election of the board chair
- ☐ Elections & Appointments
 - Officers
 - Board Chair (ONLY one)
 - Once the chair is elected he/she facilitates the remainder of the meeting.
 - Vice Chair (optional, but best practice)
 - Clerk
 - Supervisory union board representatives (if necessary)
 - Committees
 - Distribute the standing committee charges
 - Discuss and/or make changes to the charges
 - Appoint board member(s) to each committee
- ☐ Operational decisions
 - Set regular board meeting schedule
 - Schedule annual board work session (retreat)
 - Designate places for posting meeting agendas & minutes
 - Agree on whether to use Robert's Rules for Small Boards
 - Discuss and adopt Code of Ethics
 - Identify communications practices
 - Discuss board development opportunities and attendance
 - Discuss local and statewide education advocacy responsibilities
 - Designate newspaper for notification of meetings

 **Order:** An elected board member may NOT be paid for any services within the supervisory union/supervisory district unless they have authorization from the Vermont Secretary of Education.

Oath of Office

- By law, new board members must take the oath of office before entering upon the duties of their office.
 - i.e. attending their first board meeting
- This includes board members who are starting a new term, but who are not new to the office.
- The town/city clerk usually performs this function.

Election of Officers

- Superintendent calls the meeting to order and opens the floor for the election of:
 - Board chair
- Once elected, the chair leads the meeting and opens the floor for the election of
 - Vice-chair (not required, but good practice)
 - Clerk

Selection of the Board Chair

- Important attributes:
 - Promote the development of a strong board team that understands its role and performs its essential work
 - Establish a strong connection with the administration to build common vision and strong sense of teamwork
 - Organize and conduct productive meetings
 - Promote lawful / ethical operations
- Longevity on the board should be considered but should not be the primary consideration when electing the board chair.

Selection of the Board Clerk

- **Responsibilities**

- Ensure that a permanent record of the proceedings of the board (minutes) are kept.
- Ensure that draft minutes are available to the public and posted on the district's website within five days.

Select Supervisory Union Board Representatives:

- Three members from each school board that operates a school are appointed by the school board to serve on the supervisory union board.
- Districts that do not operate a school are only entitled to one representative on the supervisory union board.
- These supervisory union representatives are the only board members eligible to vote at supervisory union board meetings.
- All non-voting board members may attend SU meetings.

Committees

- Board committees are to help the board do its job, not to help or advise the staff.
- Unless the purpose of a board committee can be stated in writing, the committee is probably unnecessary.
- If a committee is proposed, it should have a clear and documented charge.
 - Purpose
 - Authority
 - Membership
 - Term
 - Voting
 - Timeline
 - Outcomes
 - Resources
- It is the responsibility of the full board to define the committee charge which should be included in policy or recorded via the motion that created the committee.

Make Operational Decisions

- Designate regular meeting schedule and location
- Schedule annual board work session (retreat) where board goals and work plan will be developed
- Designate places for posting meeting agendas
- Agree on the use of Robert's Rules
- Discuss and Sign Code of Ethics
- Identify communications practices
- Designate newspaper(s) for publishing meetings of the electorate.

Robert's Rules

All boards are required by law to operate under Robert's Rules of Order.

- Decisions made by boards using traditional Robert's Rules must be preceded by a motion, a second, ensuing deliberation, and, finally, a vote.

Robert's Rules for Small Boards

- Robert's Rules for Small Boards (fewer than 12 members) provides for a more informal operating style.
 - A formal motion is made
 - A second on the motion is not required.
 - The board chair facilitates deliberation until it appears consensus has been reached.
 - The board chair may vote along with fellow board members.
 - Board needs to affirmatively agree to operate under Robert's Rules for Small Boards

Communications

- Identify chief spokesperson for board and discuss communication protocols responding to inquiries from the press and other interested parties.
- Discuss the purposes of communicating the work of the board.
 - Inform and engage the community
 - Respond to inquiries from the press and other interested parties
 - Share the success of the students, staff and school
 - Programs, Events
 - Print, Electronic, Video

Communications

Review district policy/procedures on public comment and handling complaints

A school board meeting is a public meeting; it is not a meeting of the public.

VERMONT
SCHOOL BOARDS ASSOCIATION

Code of Ethics

- **Act within the scope of my official role**
 - Chain of Command
- **Uphold the highest ethical standards**
 - Conflict of Interest
- **Respect my peers, my constituents, and confidentiality considerations**
 - Communications

Board Development

- Recommend new members meet with board chair and superintendent
- Discuss and coordinate attendance at board development activities throughout the year
 - Identify and assign responsibilities
 - Create an annual plan / calendar

Advocacy

- Understand the role of the local and supervisory union board in engaging in legislative advocacy
 - Designate responsibility to a specific board member to keep the board informed and engaged on current legislative issues
- VSBA
 - Education Legislative Report
 - Legislative Alert
 - Regional Representatives

CODE OF ETHICS FOR VERMONT SCHOOL BOARD MEMBERS

As a member of my local school board, I will remember that my primary concerns must be the educational welfare of the students in my district and excellent return on investment for taxpayers. I agree to conduct myself in accordance with the following commitments. I will:

Act within the scope of my official role:

- Recognize that a board member's responsibility is to see that schools are well run, but not to run them
- Act only as a member of the board and not assume any individual authority when the board is not in session, unless otherwise directed by the board
- Give no directives, as an individual board member, to any school administrator or employee, publicly or privately
- Avoid making commitments that may compromise the decision-making ability of the board or administrators

Uphold the highest ethical standards:

- Not receive anything of value, by contract or otherwise, from the school district or supervisory union unless it is received:
 - as a result of a contract accepted after a public bid
 - in public recognition of service or achievement
 - as a board stipend reimbursement or expense allowed by law for official duties performed as a member of such board;
- Not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote;
- Agree to recuse and remove myself from board deliberation and votes when necessary to avoid the appearance of conflict of interest;
- Not agree to the hiring of a superintendent, principal, or teacher already under contract with another school district unless assurance is first secured from the proper authority that the person can be released from his or her contract.

Respect my peers, my constituents, and confidentiality considerations:

- Voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public;
- Maintain confidentiality of information and discussion conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information;
- Attend all regularly scheduled board meetings insofar as possible.

I agree to abide by the principles outlined in this Code of Ethics and will do everything in my power to work as a productive member of the leadership team.

Signature

Date

1ST READING: 5/8/14

2ND READING: 6/12/14

ADOPTED: 6/12/2014

Code Change from IIC: 11/12/2015

BCEMS 1st Reading: 3/13/2017

2nd Reading:

Ratified:

Acceptable Use of Electronic Resources & the Internet

1. POLICY

Statement of Purpose

This policy outlines the proper and acceptable use of all aspects of electronic resources in the Barre Supervisory Union (BSU). Electronic resources enhance school curriculum and improve teaching and learning. It is important to remember that use of those resources is a privilege and carries with it responsibilities for all involved.

Responsibilities

All users will assume full liability – legal, financial or otherwise- for their use of electronic resources on school grounds or while engaged in school-approved activities.

Privacy

Authorized BSU IT staff may inspect any materials created on, transmitted by, or stored on BSU electronic resources for any reason at any time without prior notice. BSU staff has the right to remove inappropriate materials and make referrals to school administration for disciplinary action. There should be no expectation of privacy.

Acceptable Uses

The BSU provides information technology for **educational purposes only**. Information technology extends the classroom, and all school rules and policies apply.

- a) All users must abide by rules of network etiquette. They should be polite and considerate and use appropriate behavior, language and graphics at all times.
- b) Teachers may allow individuals to use email and web tools for strictly educational purposes. The use of blogs, podcasts, other web tools and social networking sites is considered an extension of the classroom. Any speech or graphics that are considered inappropriate in the classroom are also inappropriate in all online uses. If the teacher wants to use resources normally blocked by the BSU, that teacher may apply to the BSU Director of Technology for temporary or extended access.
- c) Personal electronic devices will not be connected directly or via BSU wireless access point to the BSU network, without the permission of the BSU Director of Technology. Such requests will be granted only under special circumstances.
- d) No personal addresses, phone numbers, or last names of students will be given out. No identifiable photographs of students may be published electronically without prior written parental consent.

Copyright and Fair Use

All users will respect copyright laws for print, media, and software licensing agreements and will adhere to accepted standards for academic integrity.

Acceptable Use Policy Violations

Involvement in the following or similar activities will result in disciplinary action.

- a) Intentional circumvention of the firewall or other protection measures. This includes internet access by students through any means other than the BSU firewall while on BSU grounds.
- b) Hacking, including accessing, storing, transferring, altering, deleting, installing or downloading files without authorization.
- c) Use that causes harm to others or damage to property.
- d) Use that does not respect the rights of others, including threatening, obscene, harassing, bullying, hate-speech, or abusive language or images.
- e) Use for commercial ventures.
- f) Use that invades or violates the privacy of another user.
- g) Misrepresenting oneself as another user.
- h) Involvement in any activity prohibited by law. Such activity is considered a crime under state and/or federal law and may be referred to the appropriate legal authorities.

Disciplinary Action May Include

- a) Cancellation or restriction of access privileges.
- b) Additional disciplinary action, as determined by school administration.
- c) Legal action.
- d) In the case of staff, termination of employment.

Internet Safety

As required by statute, the BSU filters Internet content. The BSU monitors users' online activities through direct observation and technological means. The BSU or its member schools are not liable for online content.

2. IMPLEMENTATION

The BSU Director of Technology will coordinate with building administrators to issue rules and procedures for the implementation of the above policy.

Legal References: 20 U.S.C. § 6777 et seq. (Enhancing Education Through Technology Act)
 47 U.S.C. §254 (Children's Internet Protection Act)
 47 CFR §54.520 (CIPA Certifications)

Original Policy Adopted - June, 2000

Revision I - May, 2001

Revision II - June, 2008

Revision III - October, 2012

Revision IV - May 8, 2014

Recoded - November 12, 2015

6-4

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G15

1ST READING: 2/11/2016
2ND READING: 3/24/2016
ADOPTED: 3/24/2016

BCEMS 1st Reading: 3/13/2017
2nd Reading:
Ratified:

Special Education

1. POLICY

It is the policy of the Barre Supervisory Union to meet the needs of students with disabilities as defined in federal and state law and regulations and to provide a free and appropriate public education (FAPE) to these students in the least restrictive environment that will allow all students to benefit educationally.

Link to the State Special Education Guide:

http://education.vermont.gov/documents/educ_sped_guide.pdf

6-5

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G20

1ST READING: 01/19/2017
2ND READING: 02/16/2017
ADOPTED: 02/16/2017

BCEMS 1st Reading: 3/13/2017
2nd Reading:
Ratified:

Proficiency-Based Learning

It is the policy of the Barre Supervisory Union to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. Students may utilize Flexible pathways in place of or in addition to traditional classroom settings to demonstrate proficiency. Personalized Learning Plans will support proficiency-based learning.

Proficiency-Based Graduation Requirements (PBGRs)¹

A student meets the requirements for high school graduation when the student demonstrates evidence of proficiency in curriculum content areas, and when they meet any additional graduation requirements as described in the Spaulding High School Program of Studies. The Barre Supervisory Union will use credits for the purpose of demonstrating that a student has met the high school graduation requirements. Credits will be based upon the proficiencies demonstrated and will not be based on time spent in learning. Students in the Barre Supervisory Union will receive credit for learning that takes places outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator and meet the proficiencies through procedures defined by the Barre Supervisory Union.

Definitions

Personalized Learning Plan - A plan developed on behalf of a student by the student, a representative of the school, and, if the student is a minor, the student's parents or legal guardian, which defines the scope and rigor of learning opportunities and support services necessary for the student to successfully graduate and attain college and/or career readiness.

Proficiency Based Graduation Requirements - A system of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn before they receive a diploma. The Vermont Education Quality

¹ Rule 2120.8 of the Education Quality Standards requires secondary school boards to adopt a local graduation policy that defines "proficiency-based graduation requirements based on standards adopted by the State Board of Education."

Standards require that, in order to graduate, a student demonstrate proficiency in the following eight Curriculum Content Areas: literacy, mathematics, scientific inquiry, global citizenship, physical education, health, artistic expression, and Transferable Skills.

Transferable Skills - A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and modern careers.

Flexible Pathways - Opportunities to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards. Students may demonstrate proficiency by presenting multiple types of evidence.

1st Reading: 12/15/2016

2nd Reading: 1/19/2017

ADOPTED: 1/19/2017

BCEMS: 1st Reading: 2/13/2017

2nd Reading: 3/13/2017

Ratified:

Federal Child Nutrition Act Wellness Policy

Purpose

It is the intent of the Barre Supervisory Union to comply with the local policy requirements of the federal *Child Nutrition and WIC Reauthorization Act of 2004* and *Healthy, Hunger-Free Kids Act of 2010*¹. In accord with those requirements, this policy has been developed in consultation with parents, representatives of the school food services authority, school administrators, school health professionals and the public.

Policy Statement

It is the policy of the Barre Supervisory Union to establish goals for nutrition promotion and education, health education, physical education², and physical activity, and other school-based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day.

I. Goals for Nutrition Promotion and Education.

- A. The supervisory union shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the supervisory union shall provide a nutrition component in its Comprehensive Health Education³ program and shall develop curricular programs intended to accomplish applicable goals enumerated in the National Health Education Standards⁴.
- B. To the extent practicable, nutrition promotion and education shall be integrated into core curricula areas, such as science, health, physical education, and family and consumer science courses.
- C. The supervisory union shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours in a clean, safe, and adequate space.
- D. Food shall not be used in supervisory union schools as a reward or punishment, except when rewards are part of a student's written IEP, 504, or behavioral plan.
- E. The supervisory union shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness as described in the Vermont Education Quality of Standards.

II. Guidelines for Health Education

- A. The supervisory union shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in health education as defined by Vermont state law 16 V.S.A. 131 (EQS rule 2120.5). In particular, the district shall develop curricular programs intended to accomplish the goals enumerated in the National Health Education Standards for all students in grades K-12.

- B. Health Education shall be integrated into core curricula areas, such as science, physical education, and family and consumer science courses.

III. Goals for Physical Education and Physical Activity.

- A. The supervisory union shall provide physical education and adaptive physical education classes for all students as required by Education Quality Standards and 16 V.S.A 2902.
- B. The supervisory union will provide students with Physical Education, using an age-appropriate, sequential Physical Education program consistent with 2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education⁵.
- C. The supervisory union shall provide physical activity opportunities to all students as required by Education Quality Standards and 16 V.S.A 2210.5.

IV. Goals for Other School-Based Activities.

- A. The supervisory union shall use evidence-based strategies to determine goals for promoting student wellness.
- B. The supervisory union shall promote health and wellness by encouraging staff to model healthy eating/drinking behaviors at school, by displaying USDA promotional materials, such as informational posters on school property, by marketing health and wellness on signs, score boards, sports equipment, in curricula, educational materials, both printed and electronic, and through its website. No foods of minimal nutritional value will be advertised on school grounds.

V. Nutrition Guidelines.

- A. Following state law 16 V.S.A. section 1264, the supervisory union shall offer National School Lunch and School Breakfast Programs that meet 7 CRF 210 and 7 CRF 220 and the Healthy, Hunger-Free Kids Act of 2010.
- B. The supervisory union shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- C. The supervisory union shall ensure that foods and beverages offered at school during the school day other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines and foods sold for fundraising during the school day, shall comply with the USDA Smart Snacks Standards⁶.

VI. Policy Implementation.

- A. The superintendent or his or her designee shall periodically monitor supervisory union programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy. The supervisory union shall periodically inform and update the public about the content and implementation of this policy, including the extent to which supervisory union schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.

- B. The supervisory union shall permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.
- C. The superintendent or his or her designee shall establish ongoing supervisory union health and wellness committee(s) following the Vermont Agency of Education and Vermont Department of Health recommendation evidence-based collaboration approach to learning and health. Information on how to join the committee(s) is available on the supervisory union websites.
- D. The supervisory union health and wellness committee(s) assist the superintendent or his or her designee, at least triennially, in the assessment and/or revision of the wellness policy using best -practice assessment tools, in auditing supervisory union-wide compliance, and in reviewing evidence of student health and learning impact.

The superintendent or his or her designee shall report yearly to the board and to the public on the supervisory union's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that supervisory union guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Date Warned:

Date Adopted:

Date Revised:

Legal 16 V.S.A. §§131 & 906(b)(3).

Reference(s):

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.

Code of Federal Regulations, 7 CFR Part 210 and Part 220.

Additional References

¹*Healthy, Hunger-Free Kids Act of 2010 replaced the Child Nutrition and WIC Reauthorization Act of 2004 for the Federal Lunch Program and added additional requirements for Local Wellness Policies.*

²Vermont Department of Health; Agency of Agriculture, Food and Markets; & Agency of Education (2016). *Vermont School Wellness Policy Guidelines.*

³16 V.S.A. § 135

⁴16 V.S.A. Section 2902 – Mention of Adapted PE, though not specifically required in the LEA Wellness Policy, fits in this statement to encompass all students.

⁵2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education

⁶United States Department of Agriculture, Food and Nutrition Services

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G14

1ST READING: 12/15/2016
2ND READING: 1/19/2017
ADOPTED: 1/19/2017

BCEMS: 1st Reading: 2/13/2017
2nd Reading: 3/13/2017
Ratified:

CLASS SIZE POLICY

Policy

It is the intent of the board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation

1. The superintendent or his or her designee shall, in consultation with the principal/director, develop district wide class minimum, maximum, and optimum average class size guidelines that take into account the instructional needs of required and elective courses at the secondary level.
2. Class size guidelines in the district may vary as necessary to reflect differences, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education, and English Language Learners.
4. The superintendent shall report to the board by April 1 each year on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the district.

Guidelines

Administrators will use the following guidelines when reviewing course enrollments and making decisions about course offerings and scheduling, recognizing that such guidelines must be flexible and incorporate additional factors in making decisions about class sizes which, among others, include the unique needs of class or grade-level populations of students, curricular structure, physical plant, and staff training:

I. Grades PreK-8

<u>Grade</u>	<u>Minimum</u>	<u>Ideal</u>	<u>Maximum</u>
PreK	12	15	17
Kindergarten	15	16	18
1 st	15	18	20
2 nd	15	18	20
3 rd	15	18	20
4 th	15	20	22
5 th	15	20	22
6 th	15	20	22
7 th	15	23	25
8 th	15	23	25

II. Grades 9-12:

1. The recommended class size for most courses is 15 to 20 students.
2. The recommended minimum class size for most courses is 10 and the maximum is 25.
3. When requested by the administration, classes above or below the recommended acceptable limits may be approved by the superintendent and reported to the board.
4. The Central Vermont Career Center program size will be consistent with the Vermont Department of Education – State Board of Education Manual of Rules and Practices, Vocational-Technical Education.
5. Program size for the Central Vermont Career Center shall be reviewed annually by the Center's Director. Recommendations to change program offerings shall be made by the Director to the SHS Union #41 District and the Regional Advisory Board if a program, for three or more consecutive years, has shown low enrollment based on State of Vermont Technical Education Regulation.

8.1

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
Lisa Perreault
Business Manager
Donald McMahon
Special Services Director
Diane Stacy
Technology Director
Sandra Cameron M.Ed, MCT
Director of Early Education
Jamie Evans
Director of Facilities

Spaulding High School and
Barre Technical Center Campus

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

Barre Town Middle
and Elementary School

Doing whatever it takes to ensure success for every child.

March 6, 2017

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) Negotiations

- Para-educator negotiations last met on February 22. We intend to set another meeting date.
- Teacher negotiations are at impasse and we are attempting to agree on mediation dates. We are looking at dates as late as May.
- We have not yet scheduled dates for custodial negotiations, but we plan to discuss dates when I meet their regional AFSME representative on March 2.
- Minutes, agendas, and documents from meetings are posted on the BSU website at:
<http://bsuvt.org/joomla/index.php/about-the-bsu/meetmins/2-uncategorised/42-bsunegotiations>

(2) Health Care

- We continue to plan for the transition of health care to the new VEHI plans next January. Several of us at the SU office have participated in training sessions. We plan to schedule informational meetings in each building in March, and will also plan to have more informational meetings in August.

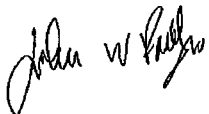
(3) BSU Office Renovations

- We have completed the upstairs renovations to expand the usable space and accommodate more support staff.
- We are looking at more changes downstairs to: (a) accommodate the re-organization of our business department; (b) best utilize the dead space in the lobby area; and (c) best manage the security system we have put in place.

(4) Tri-Board Meeting, March 23, SHS Library

- We are planning a New Board Member Orientation at 5:00pm for any board members who are either new or have not participated in any formal orientation
- The Tri-Board Meeting will start at 6:00pm. This meeting will be a formal meeting of the three district boards but will not include a BSU Board meeting.

Respectfully Submitted,



John Pandolfo
Superintendent of Schools



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

MEMORANDUM

TO: Principals, Superintendents, and Vermont Educators
COPY: VT-NEA, VSA, VPA, VSBA, VCSEA
FROM: Rebecca Holcombe, Ed.D., Secretary of Education
SUBJECT: Our Responsibility for the Learning of our Students
DATE: February 28, 2017

With the new Administration in Washington and the implementation of the Every Student Succeeds Act, we are in transition on several fronts, including how we talk about and manage our responsibility for ensuring all our students are well educated.

Our work in public education is paradoxical. On the one hand, we need good data on how we are doing, so that we can use that data to support continuous improvement in learning and to make sure we are achieving our equity goals, both locally and at the state level. If a test is too easy or too hard, it does not give us useful information to support that work. Vermont has always erred on the side of higher standards, to give us ambitious "stretch" goals for our children and ourselves.

Without good data, we would have no way to really evaluate whether our professional collaboration and the investments we make lead to the difference we want for our children. Without this data, we can't do our job. We must have high expectations, or we will not achieve what we hope for our children. Now, more than ever, our children need to be well educated in order to prosper and help build a strong state.

On the other hand, this transparency can leave us feeling vulnerable and discouraged when it is used to criticize our work or diminish our students. Children bring different kinds of privilege and disadvantage to school, and children who live in challenging circumstances are not evenly distributed across the state. We know that some communities are coping with unique levels of adversity, and this affects how their students score overall. We also know some communities have populations that are uniquely advantaged in the resources and education levels of their parents, and unsurprisingly, some of these communities are amongst our highest scoring. We have to move past a simplistic conversation of whether schools are good or bad, and towards a more meaningful conversation around:

1. What is our assessment data?
2. What does it tell us about how students are performing relative to our goals?
3. What are we doing to improve the learning of every child, no matter how that child scored?
4. Is it working? And if not, what could and should we do differently?

How we handle the data matters. If we tell students who are trying hard year after year that they don't measure up, we can discourage the very students who need the most support and encouragement. Rainbow Chen, a Winooski student and student member of the State Board of Education has said that we need to be encouraging students to work at getting better, not just telling them that they are not good enough every year. Some of you have observed that the transparency of our public systems is what makes them and our students vulnerable. You have said that even when you make great gains with students who live in extreme adversity, you are judged harshly against other contexts that may be more privileged or more selective or not transparent in ways that feel discouraging. I hear that. However, our response CAN'T be to diminish the very data we need to use as a ruler to measure our progress towards goals.

We all know that a child who can't read, write, problem-solve and reason quantitatively, has limited prospects in a 21st century economy. Our Smarter Balanced assessments (SB) certainly don't measure all we want our students to know and be able to do, but they do reliably measure a subset of essential skills that current best research suggests are associated with higher levels of learning and mastery. As we have more panels of data, we will be able to better evaluate the relationship between SB scores and critical post-secondary and career outcomes. However, what we do know is that students who have stronger literacy and numeracy skills tend to score higher not just on the SB, but on other measures of performance that we have used for years. If our students are not scoring well, we owe it to them to figure out how to change that result. And if, on average, the performance of our schools' children in each successive grade is not keeping pace with the performance of children across the state, we owe it to our communities to investigate why and identify changes we might make to strengthen outcomes.

For context, under the state Education Quality Standards and state statute, all schools must administer state assessments in order to provide the state and our communities with information about school performance. These common measures are designed to assess student learning relative to state adopted standards and to support schools in their continuous improvement efforts. This letter may also be helpful in reminding people of the various uses of testing in Vermont.

We acknowledge that when our students know and can do more, they will score better. Let's use these tests to get better, even as we keep in mind that not all that matters can be measured on a test. We also need our children to express themselves creatively, to work well with others on shared goals, and to think critically and deeply about complex and important problems. I am proud to live in a state that is leveraging flexible pathways, community-based learning, applied learning, and career and technical education to challenge our children to find joy and purpose in learning, and to be well-rounded.

Below are some practical steps I encourage us all to take.

Help your communities understand the difference between "assessments" and "accountability." The Smarter Balanced assessments are one reliable measure of student performance on a subset of skills that we have determined as a state that we want our students to master. We can measure progress in the incremental improvement of student performance on these assessments over time, in response to our professional collaboration, investments in instructional improvement and enhanced supports for learning. And, we know there are other capabilities

we want our students to develop that are not captured on these assessments, which is why locally, we expect you to use multiple measures. "Accountability" is about how the federal government and the state and local entities use these scores to motivate us to make a greater difference for our children. We have a challenging history with federal use of scores for federal accountability. In our Vermont context, federal accountability yielded a lot of perverse and nonsensical effects. However, federal issues should not and cannot prevent us from holding ourselves locally responsible for doing the best we can for our students, and in particular, for our vulnerable students, who most need us to ask hard questions about how we are organized and providing instruction in order to ensure their success. We know that how we teach, matters. We know that some systems are supporting students who bring greater challenges than previously. Let's adjust our practice to address their needs.

With input from many of you, we have worked to develop a state response to the new federal ESSA accountability legislation that is responsive to and reflective of our shared goals for children. We need to meet the requirements of the law, and we have done so by drafting a response that captures our state commitment to continuous improvement and narrowing of equity gaps. In the end, while no plan will make every person in the state happy, any more than anyone will agree with every aspect of the plan, we have a coherent response that leverages our strong commitment to local responsibility and to improving outcomes for our most vulnerable youth.

My commitment to you is to try and be as transparent as possible about our continuous improvement work at the Agency, even as I expect you to be transparent and rigorous about your local efforts to improve in your communities. Just as you embark on a plan for continuous improvement, the AOE will develop a plan and share our own progress against goals. We do this because we know, as you know, that our first obligation is to our students, and we can't make the difference we need to make for them if we are afraid to confront the challenges in our current work. We will work with you to help the public understand what assessment data mean and how they can most effectively be used, as well as to mitigate or challenge inappropriate uses of these data.

What I ask from you in return is that you stand with me as education professionals, and use all available data and all your instructional skill to inform and improve our collective efforts to develop our children's capability and wellness across a broad set of domains, and strengthen our education system. Sometimes, this means letting go of longstanding practices that data suggest are ineffective. Sometimes this means taking some measured risks to try out new and promising strategies. What I know you share is my commitment to the idea that education is the best tool we have to ensure the prosperity, agency and independence of our students as they move into adult life.

Thank you all for staying focused on our students and on learning, even in the midst of so much change and reform. And, thank you for maintaining the imperative of high expectations for all students.

BARRE CITY ELEMENTARY AND MIDDLE SCHOOL
CO-PRINCIPALS' REPORT

MARCH, 2017

In February, our English Language Learner teachers were administered the required proficiency test to all of our ELL students. This test, called "WIDA ACCESS" (Wisconsin, Iowa, & Delaware Association-Assessing Comprehension and Communication in English State-To-State), measures a child's English proficiency level in five areas: social and instructional language, which incorporates proficiencies needed to deal with the general language of the classroom and the school; English/Language Arts, Mathematics, Science, and Social Studies. The assessment was given to 13 children this year.

Our kindergarten through grade 4 teachers hosted a literacy night on Thursday, February 16. Parents and children chose which grade level and which 3 literacy stations they would like to attend. At these stations they had the chance to learn some great, engaging ways to help support their child's reading and writing skills. Following this event, everyone gathered in the lunchroom to enjoy a delicious Stromboli dinner prepared by our food serviced director, Mr. Craig Locarno. Over 70 parents and children attended this event!

Our 4th and 8th grade students are participated in the National Assessment of Educational Progress (NAEP) in reading and mathematics again this year on February 22, for grade 4 and on February 23 for grade 8. Our school has been randomly selected to represent Vermont for several years. The assessment is given every other year. It takes approximately 90 minutes to administer. This is the first year when approximately 75% of the children took the test electronically on a tablet, while the remaining 25% took the traditional paper and pencil version. This will give the people who prepare the NAEP test important information so they can compare results on the two versions of the exam. NAEP sends trained staff to proctor the exams in the children's classrooms. While we do receive state-wide results from this assessment, we do not receive any school or student specific results.

The administration of the Smarter Balanced Assessment will begin on March 27 and end during the week of May 23. All answers, both multiple choice, and either short or extended response answers are entered electronically, either on lap tops or on Google Chromebooks. In addition, during the week of May 8, all children in grades 4 and 8 will be taking the Science NECAP assessment. This continues to be a paper and pencil assessment.

A comprehensive program for 8th grade transition to Spaulding High School will unfold over the coming months. Scheduled dates and events are as follows:

March 16

Barre City Parent Information Night at 5:30 p.m.. with SHS
Administration in SHS Cafeteria

March 23 & 24	9 th Grade Registration for all current 8 th grade students in the Barre City Elementary and Middle School Library from 8:00-2:00
May 3 & 4	First Session of Midnight Mountain for Identified 8 th Grade Students
May 30	Step-Up Night at 5:30 p.m. at SHS
June 22-24	2 nd Session of Midnight Mountain for Identified 8 th Grade Students

On Thursday, March 16, from 5:30-7:00 p.m., we are hosting a "Parents' Information Night" in the SHS Auditorium for 8th grade parents. The administrative team, ROTC, guidance, athletic and pre-tech personnel from Spaulding High School will be present. Parents will have a chance to ask questions about transitioning to Spaulding. Later in the month, English and math teachers from the high school will be meeting with our 8th grade teachers to get an idea of where to place the students. Also later in the month, our ELL children will go to Spaulding to shadow high school students, many of whom are ELL students themselves. On March 23 & 24 all counselors from Spaulding High School will be here to meet with parents and 8th grade students to schedule courses for next year. On May 30, our traditional Step-Up Night will be held at SHS. On that evening, students and parents will participate in a "run-through" of next year's schedule. The day before classes begin at Spaulding in the fall, all freshmen will participate in an orientation day when school pictures will be taken and they will meet with their counselors and teachers.

"Girls on the Run" is a national experiential learning program for girls in grades 3-5. Although its apparent goal is completion of a noncompetitive 5k walk/run to be held in Burlington, VT, in May, "Girls on the Run" is as much about good health, friendship, positive body image, and self-esteem as it is about running. Through its focus on positive emotional, social, mental and physical development, since 1996, "Girls on the Run" has helped more than 30,000 girls gain a strong sense of self as they enter adolescence. Chris Farnham, one of our math teachers, and Amelia Abraham, one of our third grade teachers, will be acting as the head coaches for this group. Both Chris and Amelia are very excited about getting young girls to appreciate the joy as well as the many benefits of running.

On Thursday, March 16, at 7:00 p.m. in the Spaulding High School gymnasium, the bands from Barre City, Barre Town, and SHS and the choruses from SHS and Barre Town will be performing all together in a joint concert. It should be a wonderful exhibition of our district's music programs and helps recognize March's "Music in our Schools Month." The students have been working very hard in preparation for this. They will be rehearsing for the program at SHS during the day on March 16 in preparation for the evening program. We warmly invite all of you to attend.

Respectfully submitted,
 Jackie Ramsay-Tolman James Taffel

8.4

Barre City Elementary and Middle School BC EXPENSE BUDGET STATUS REPORT

Report # 23977

Statement Code: BOARD BC

Account Number / Description	ADOPTED BUDGET	Y-T-D EXPENSES	ENCUMB	REMAINING BALANCE
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
5200 Fund Transfers	\$50,000	\$0	\$0	\$50,000
1193 SHARED SRVC DUE FROM SHS	\$0	\$1,215	\$0	\$(1,215)
1100 General Instruction	\$425,485	\$207,009	\$169,125	\$49,351
1100 General Instruction	\$4,588,746	\$2,742,705	\$1,972,711	\$(126,670)
1410 Extra Curricular	\$40,920	\$29,102	\$0	\$11,818
2113 Behaviorial Support	\$256,995	\$122,237	\$81,717	\$53,041
2120 Guidance Services	\$298,533	\$169,680	\$126,647	\$2,206
2130 Health Services / PT	\$125,739	\$67,712	\$57,277	\$750
2140 Psychological Services	\$149,543	\$68,141	\$24,711	\$56,691
2210 CURRICULUM	\$16,100	\$6,913	\$0	\$9,187
2220 Library Services	\$168,060	\$91,255	\$58,400	\$18,405
2225 TECHNOLOGY	\$142,876	\$98,720	\$31,429	\$12,727
2310 SCHOOL BOARD	\$92,220	\$65,200	\$17,927	\$9,093
2321 Office of the Superintendent	\$491,623	\$368,717	\$122,906	\$0
2410 Office of the Principal	\$499,428	\$371,601	\$145,172	\$(17,345)
2490 School Resource Officer	\$68,320	\$32,687	\$0	\$35,633
2523 Fiscal Services	\$36,000	\$0	\$0	\$36,000
2600 FACILITIES	\$951,926	\$670,944	\$279,914	\$1,068
2711 TRANSPORTATION	\$578,374	\$36,498	\$585,392	\$(43,516) *
1200 SPECIAL ED INSTR	\$3,276,235	\$1,134,296	\$2,141,939	\$0
1201 Special Education Instruction	\$0	\$509,238	\$348,797	\$(858,035) *
1202 ESY / Extended School Year - Sum Schl	\$0	\$23,129	\$0	\$(23,129) *
2100 STUDENT SUPPORT SRVC	\$587,153	\$299,501	\$287,652	\$0
2150 Speech/Language Services	\$0	\$13,800	\$11,748	\$(25,548) *
2420 Special Education Administration	\$190,302	\$294,521	\$69,106	\$(173,325) *

Barre City Elementary and Middle School

BC EXPENSE BUDGET STATUS REPORT

Report # 23977

Account Number / Description	ADOPTED BUDGET	Y-T-D EXPENSES	ENCUMB	REMAINING BALANCE
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
2711 TRANSPORTATION	\$80,910	\$31,135	\$90,526	\$ (40,751) ✓
1214 EEE DIR INSTR	\$155,177	\$61,357	\$139,132	\$ (45,312) ✓
2423 EEE ADMIN	\$44,000	\$45,173	\$0	\$ (1,173)
GRAND TOTAL	\$13,314,665	\$7,562,486	\$6,762,228	\$ (1,010,049)