Barre City School District  
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.  
April 10, 2017  
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 – March 13, 2017 Regular Meeting  
   4.2 Approval of Tri-Board Minutes - March 23, 2017  
5. New Business  
   5.1 Student Presentation - "The History of the Barre Granite Industry with an Emphasis on Trains"  
   5.2 Resignation  
   5.3 FY18 Budget Revote  
   5.4 Worker’s Compensation Data  
   5.5 Rescind Policies: GCE, JFABDE, JFCF, JFCH-JFCI, JK, JO, JP, IFA, IGBFB, IIAD, IJOC, EF  
   5.6 Swipe Cards  
6. Old Business  
   6.1 Second and Final Reading Acceptable Use of Electronic Resources & the Internet (G11)  
   6.2 Second and Final Reading Special Education (G15)  
   6.3 Second and Final Reading Proficiency-Based Learning (G20)  
   6.4 Labor Relation Agreements  
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  
   9.1 Personnel  
10. Adjournment  

Reminders:  
Next Barre City School Board Meeting: May 8, 2017  
Next Spaulding High School Board Meeting: April 13, 2017  
Next Supervisory Union #61 Board Meeting: April 20, 2017  
Next Barre Town Elementary School Board Meeting: May 3, 2017
BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board’s decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas
MINUTES

BOARD MEMBERS PRESENT:
Sonya Spaulding – Chair
Giuliano Cecchinelli, II – Vice Chair
Tyler Smith - Clerk
Jennifer Chioldi
Sarah Pregent

BOARD MEMBERS ABSENT:
Michael Deering
Andrew McMichael

ADMINISTRATORS PRESENT:
John Pandolfo, Superintendent
James Taffel, Principal
Jackie Tolman, Principal
Pierre Laflamme, Assistant Principal
Stacy Anderson, Director of Special Services

GUESTS PRESENT:
Video Vision Tech       Dave Delcore-Times Argus       Brian Burgess     Samantha Dean     Jon Pierce
Nick Pierce             Emily Grace Spaulding       Max Spaulding     Miranda Walbridge

1. Call to Order: Pledge of Allegiance
The Superintendent, Mr. Pandolfo, called the Monday, March 13, 2017, Regular meeting to order at 5:39 p.m., which was held at the Barre City Elementary and Middle School Library. The flag salute followed.

2. New Board Member Interview
A letter of interest from Andrew McMichael was distributed. It was noted that Mr. McMichael was on the Board recently, but was not able to commit to running for the 3 year seat. Mr. McMichael is interested in being appointed for a term of one year. Mr. McMichael is not available for interviewing this evening. On a motion by Mr. Smith, seconded by Mr. Cecchinelli, the Board unanimously voted to appoint Andrew McMichael to fill the vacant Board seat for a term of one year.

3. Additions and/or Deletions to the Agenda
Agenda Item 6.1 Board Reorganization – will be discussed out of order. Discussion will occur after Agenda Item 4 (Visitors).

4. Visitors and Communications
Brian Burgess addressed the Board and presented a slide show of students and staff participating in the Penguin Plunge. The team from BCEMS raised over $4000 for Special Olympics, of which approximately $400 will be returned to BCEMS for use in the Unified Sports Program. Students provided brief overviews of their enjoyment and experience participating in this event. It is hoped that in future years the number of participants can be increased. Mr. Burgess and the students answered questions from the Board. It was noted that participants and spectators enjoyed the ‘energy’ of this fund raising event.

5. Approval of Minutes
   5.1 Approval of Minutes – February 13, 2017 Regular Meeting
Mr. Pandolfo reminded the Board that individuals who were not in attendance at the February 13th meeting, are still eligible to vote. On a motion by Mr. Smith, seconded by Mrs. Chioldi, the Board unanimously voted to approve the Minutes of the February 13, 2017 Regular Meeting.
6. New Business
   6.1 Board Reorganization
VSBA Board Re-organization documentation was distributed. It was confirmed that all Board Members have taken the oath of office. Mr. Pandolfo advised regarding Board re-organization, provided an overview of the slides contained in the documentation, including a review of the Oath of Office document, advised of the Essential Work of School Boards Workshop meetings (one of which will be held locally on 04/06/17), and requested nominations for the position of Board Chair.

Mr. Cecchinelli nominated Sonya Spaulding for the position of Board Chair, seconded by Mr. Smith. There were no additional nominations. The Board unanimously voted to elect Mrs. Spaulding as Board Chair. Mrs. Spaulding chaired the remainder of the meeting.

Mr. Smith nominated Giuliano Cecchinelli, II for the position of Vice-Chair, seconded by Mrs. Chioldi. There were no additional nominations. The Board unanimously voted to elect Mr. Cecchinelli as Vice Chair.

Mr. Cecchinelli nominated Tyler Smith for the position of Clerk, seconded by Mrs. Chioldi. There were no additional nominations. The Board unanimously voted to elect Mr. Smith as Clerk.

The Board appointed Mrs. Spaulding, Mr. Cecchinelli, and Mr. Smith as Representatives to the Barre Supervisory Union Board.

There will be a meeting of the Tri-Board on Thursday, March 23, 2017 at 6:00 p.m. in the Spaulding High School Library. All Board Members are asked to attend this meeting. The Board Chair and new Board Members are asked to arrive at 5:00 p.m. to attend the New Board Member Orientation Meeting.

Mr. Pandolfo recommends the formation of Curriculum, and Policy committees at the SU level, with elimination of these committees at the district level. The Negotiations Committee is currently an SU level committee. The recommendation to form SU level Finance and Facilities Committees is not feasible at this time as not all Boards are agreeable to this change. Mrs. Spaulding will work on committee assignments and e-mail Board Members regarding her proposed assignment for each committee.

The Board was agreeable to SU level Curriculum and Policy Committees.

On a motion by Mr. Cecchinelli, seconded by Mr. Smith, the Board unanimously voted to authorize the Board Chair to sign Teacher Contracts and other contracts, as approved by the Board.

The Board agreed to hold Board meetings on the second Monday of each month, at 5:30 p.m. at the BCEMS Library, and to reserve the fourth Monday of each month for an additional Board Meeting (when necessary).

The Board agreed that the date of the 2017 Board Retreat will be discussed at the Tri-Board Meeting.

The Board agreed to post Agendas and Minutes at Barre City Elementary and Middle School, the Supervisory Union, the Barre City Clerk’s Office, and on the BCEMS web site.

The Board agreed to use Roberts Rules.

Board Members reviewed and signed copies of the ‘Code of Ethics For Vermont School Board Members’ document. Mr. Pandolfo will follow up with Mr. Deering and Mr. McMichael.

The Board reviewed communication practices, Board development opportunities, and Board advocacy. Mrs. Spaulding reiterated the importance of Board Chairs and new or newly appointed Board Members attending the 5:00 p.m. Board Orientation Meeting on March 23, 2017. The meeting will be held in the SHS Library and the Tri-Board meeting will follow at 6:00 p.m. The Board was advised that information shared as a discussion (verbally, electronically or written), outside of board meetings, violates the Open Meeting Law. Board Members were cautioned that use of personal e-mail accounts for Board business, can result in personal e-mail accounts being subject to review under a public records request. Discussion also included emphasis on using the proper chain of command for communication and/or resolution of concerns/complaints. Mr. Pandolfo provided an overview of items that can be discussed in Executive Session and distributed laminated copies of the ‘Open Meeting Law 1 V.S.A. §§ 310-314’ document to new Board Members. Board Members were also advised regarding development and advocacy opportunities such as VSBA meetings and Legislative Breakfasts.

The Board agreed to designate the Times Argus and The World as the newspaper publications to be utilized for meeting notices, warnings and employment advertisements. Chief spokespersons for the Board are the Board Chair and the Superintendent.
6.2 Update: Positive Behavior Interventions and Supports Presentation (PBIS)

Pierre LaFlamme distributed a document titled ‘How are we using data to inform our practice?’ The document contained information pertaining to student referrals for behavior support. The report contained breakdowns of information by student counts and counts for various problem behaviors. Mr. LaFlamme began the presentation with a ‘tour’ of the elementary and middle school bulletin boards located in the first floor hallway. Mr. LaFlamme provided an overview of the posted information including discussion of ‘Handle with Care’ training and procedures (for the use of restraint and seclusion). The Board returned to the library, where Mr. LaFlamme led a discussion providing an overview of the data contained in the distributed document, and advised that the data assists with making better allocations of staff. Review of data as a whole and by individual students, helps determine patterns, identify possible triggers for behavior and identify students who are in crisis. Mr. LaFlamme answered questions from the Board and provided information, including use of data to assess effectiveness of interventions, staff meetings, an increase in ‘defiance’ issues, and scenarios of progressions for students not benefiting from interventions being employed.

6.3 First Reading Acceptable Use of Electronic Resources & the Internet (G11)

Copies of polices in Agenda Items 6.3 through 6.5 were distributed. Mr. Pandolfo provided an overview of these BSU policies, which were approved some time ago by the BSU Board.

On a motion by Mr. Smith, seconded by Mr. Cecchinelli, the Board unanimously voted to approve the First Readings of the policies referenced in Agenda Items 6.3 through 6.5. (G11, G15, and G20)

6.4 First Reading Special Education (G15)

Approved under Agenda Item 6.3.

6.5 First Reading Proficiency-Based Learning (G20)

Approved under Agenda Item 6.3.

6.6 FY18 Budget Revote

A document titled ‘Email Response to interview questions posed by the Montpelier Bridge – March 10, 2017’ was distributed. Mrs. Spaulding advised that the BCEMS budget did not pass and that it needed to be reviewed and revised. It was noted that it would be good to align the vote date with the Barre Town Municipal Vote on May 9, 2017. To accomplish a vote on that date requires that a new budget be prepared by March 30, 2017. It was noted that Barre City does not have to use the same date as Barre Town. It was noted that the cost per equalized pupil ($12,564) brings down the City portion of the tax rate. It was noted that the % increase listed, as required on the ballot, is misleading and does not truly represent the budget increase. The Board agreed to have administrators review the budget and make suggestions for reductions. The Board will try to meet next week to review/approve the proposed changes, and hope to have the Board vote on a revised budget at the March 23, 2017 Tri-Board Meeting. Information pertaining to the re-vote of the budget will be posted on Front Porch Forum and Face Book. Mrs. Spaulding will contact Carol Dawes regarding an updated voter check list and information regarding absentee voting.

7. Old Business

7.1 Second and Final Reading Federal Child Nutrition Act Wellness Policy (F28)

Copies of the policies referenced in Agenda Items 7.1 and 7.2 were distributed. Mrs. Spaulding provided an overview of these BSU level policies which have been approved by the BSU Board.

On a motion by Mr. Smith, seconded by Mrs. Pregent, the Board unanimously voted to approve the Second and Final Readings of the policies referenced in Agenda Items 7.1 and 7.2 (F28 and G14), and agreed to ratify said policies.

7.2 Second and Final Reading Class Size Policy (G14)

Approved under Agenda Item 7.2.

7.3 Labor Relations Agreements

Mr. Pandolfo advised that negotiations with teachers has reached impasse. Mediation with the teachers is scheduled for April 27, 2017. Mr. Pandolfo is obtaining clarification regarding whether or not mediation is to be held in Executive Session. Though the Negotiations Committee feels that Mediated Fact Finding would be more efficient and is a preferred way to proceed, the Teachers Association will not agree to Mediated Fact Finding at this time. The February 22, 2017 meeting with para-educators resulted in minimal progress. The next meeting with para-educators is being scheduled (waiting to hear back from the para-educators). Negotiations with Custodial/Maintenance staff (represented by AFSCME- American Federation of State, County and Municipal Employees) have not started. Mr. Pandolfo met with the new bargaining. Four meetings have been scheduled; 03/29/17, 04/03/17, 04/11/17, and 04/25/17. The March 29, 2017 meeting will include an insurance presentation. Meetings will be held at Spaulding High School; beginning at 6:00 p.m., and are open meetings.
8. Board Reports

8.1 Superintendent
A copy of the Superintendent’s report dated March 6, 2017 was distributed. The report included information pertaining to; Negotiations, Health Care (transitioning to the new VEHI plans in January 2018), SU Office renovations, and the Tri-Board Meeting which is scheduled for March 23, 2017 at 6:00 p.m. (new Board Member Orientation will take place at 5:00 p.m.). A memorandum from Rebecca Holcombe, Ed.D., Secretary of Education (dated 02/28/17) was distributed. The document pertains to ‘Our Responsibility for the Learning of our Students’. Mr. Pandolfo had nothing to add to the written report, but encouraged Board Members to read the comprehensive and informative memorandum from Secretary of Education, Rebecca Holcombe. Mr. Pandolfo reminded the Board of the Tri-Board Meeting on March 23, 2017. The Board Chair and new Board Members should attend the session beginning at 5:00 p.m. The Tri-Board Meeting will commence at 6:00 p.m. and requires a quorum (minimum of 4) BCEMS Board Members.

8.2 Principals Report
A copy of the Co-Principals’ report dated March 2017 was distributed. The report included information pertaining to; administration of required WIDA ACCESS tests, NAEP testing, a literacy night (held on 02/16/17), SBAC Testing (which begins on 03/27/17 and ends during the week of 05/23/17), a comprehensive program for 8th grade students transitioning to Spaulding High School, the Girls on the Run program, and the district’s joint music program which will be held on Thursday, March 16, 2017 at 7:00 p.m. in the Spaulding High School gymnasium. Mr. Taffel highlighted the Art Show now on exhibit at the Aldrich Library and encouraged Board Members to view the fabulous display of artwork. NAEP Assessments have been completed. The ‘outside’ NAEP proctors/monitors commented on the preparedness of teachers and student cooperation. Ms. Tolman advised of the many 8th grade-to-high school transition events and announced that BCEMS has secured 30 spots at the Boston Red Sox Science/Technology Workshop Day to be held on 04/06/17. Ms. Tolman advised that she believes attendance at this event will be 100% grant funded.

8.3 Committee Reports
Policy – The Policy Committee has not met recently. The next BSU Policy Committee Meeting will be on Monday, April 17, 2017 at 6:00 p.m. at the BSU Office (this meeting may be rescheduled, as it falls on the week of April vacation).

Curriculum – The Committee met on 02/20/17 for discussion of Reading Intervention and chronic absences. The next meeting is scheduled for Monday, March 27, 2017. Items slated for discussion include; Math Lab, Summer School, and Truancy.

Facility/Security – The Committee has not met recently. The next meeting will be scheduled after committee assignments are finalized.

Finance – There will not be a February meeting. The next meeting date is to be announced. Discussion will include end of year financial information.

8.4 Financial Report
The BCEMS Expense Budget Status Report (dated 03/01/17) was distributed. It was noted that the report does not include revenue or the BSU portion for Special Education and Transportation. Mr. Pandolfo will be working with Business Manager, Lisa Perreault regarding creation of a report that provides additional information.

9. Round Table/Future Agenda Items
Mr. Taffel welcomed new Board Members; Jennifer Chioldi and Sarah Pregent.
Mrs. Chioldi and Mrs. Pregent advised they are pleased to be on the Board.
Mrs. Anderson spoke highly of the Penguin Plunge. Due to the timing of the February vacation, the Unified Sports Team did not participate in the snowshoeing competition at Suicide Six, but were taken on a field trip to Millstone Trails. The next Unified Sport will be boce. Boce practices will begin in a couple of weeks.
Ms. Tolman announced that it is great to be returning to Board Meetings. Fuel Up To Play 60 and Girls on the Run are holding a fund raising event this week; Breakfast for Dinner will be held on Wednesday, March 15, 2017 from 5:30 p.m. – 7:30 p.m.
Mrs. Spaulding welcomed the new Board Members.

Curriculum Committee – Monday, March 27, 2017 at 5:30 p.m. in the BCEMS Conference Room

BSU Policy Committee - Monday, April 17, 2017 at 6:00 p.m. at the BSU Office (this meeting may be rescheduled, as it falls on the week of April vacation).

Facilities Committee – To be announced.

Finance Committee – To be announced.
10. Executive Session
   
   10.1 Personnel
   
   A Personnel Item was proposed for discussion in Executive Session.

   On a motion by Mr. Smith, seconded by Mr. Cecchinelli, the Board unanimously voted to enter into Executive Session, with Mr. Pandolfo in attendance, at 7:55 p.m. under the provisions of 1 VSA section 313 to discuss the item proposed for discussion.

   The remaining information was provided by the Board Clerk.

   On a motion by Mr. Cecchinelli, seconded by Mrs. Pregent, the Board unanimously voted to exit Executive Session at 8:05 p.m.

11. Adjournment
   
   On a motion by Mr. Cecchinelli, seconded by Mrs. Pregent, the Board unanimously voted to adjourn at 8:06 p.m.

Respectfully submitted,

Andrea Poulin
BARRE SUPERVISORY UNION #61 SCHOOL DISTRICT
REGULAR TRI-BOARD MEETING

BARRE SUPERVISORY UNION BOARD
BARRE CITY SCHOOL BOARD
BARRE TOWN SCHOOL BOARD
SPAUDDLING HIGH SCHOOL BOARD

Spaulding High School - Library
March 23, 2017 - 6:00 p.m.

MINUTES

BCEMS BOARD MEMBERS PRESENT:
Sonya Spaulding - Chair
Guiliano Cecchinelli, II – Vice Chair
Tyler Smith - Clerk
Jennifer Chioldi
Andrew McMichael
Sarah Pregent

BCEMS BOARD MEMBERS ABSENT:
Michael Deering

BTMES BOARD MEMBERS PRESENT:
Chad Allen - Chair
Jay Paterson – Vice Chair
Alice Farrell - Clerk
Jennifer Hutchinson
Kristin McCarthy

BTMES BOARD MEMBERS ABSENT:

SHS BOARD MEMBERS PRESENT:
Paul Malone - Chair
Tim Bottin
Anthony Folland
J. Guy Isabelle

SHS BOARD MEMBERS ABSENT:
David LaCroix – Vice Chair
Joe Blakeley - Clerk
Ed Rousse

ADMINISTRATORS PRESENT:
John Pandolfi, Superintendent

GUESTS PRESENT:
Video Vision Tech     Dave Delcore-Times Argus

1. Call to Order
The BCEMS Chair, Mrs. Spaulding, called the Thursday, March 23, 2017, meeting to order at 6:07 p.m., which was held at the Spaulding High School Library.

The BTMES Chair, Mr. Allen, called the Thursday, March 23, 2017, meeting to order at 6:07 p.m., which was held at the Spaulding High School Library.

The SHS Chair, Mr. Malone, called the Thursday, March 23, 2017, meeting to order at 6:07 p.m., which was held at the Spaulding High School Library.
2. Additions and/or Deletions to the Agenda
Add 4.6 Committee Restructure

3. Visitors and Communications
Board Members introduced themselves. There were no visitors.

4. New Business
4.1 Meeting Norms
A document listing BSU Board Meeting Norms and BCEMS Ground Rules for Meetings was distributed. Mr. Pandolfo distributed a copy of a document titled ‘BARRE SUPERVISING UNION BOARD MEMBERS 2017-18’. The document contains contact information for Board Members and lists the Board Members who are representatives on the Supervisory Union Board. Board Members reviewed a copy of the Meeting Norms. After brief discussion, it was the consensus of each Board to use the ‘BSU BOARD MEETING NORMS’ with the addition of 2 items from the BCEMS Ground Rules list. The two items to be added are: ‘Make decisions based on clear information’, and ‘Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers’. Mr. Allen would like to see the listing posted on foam boards and displayed at each board meeting.

4.2 2016 – 2017 Calendar – Make-Up Days
A copy of the ‘Regional Calendar - Barre Supervisory Union 2016-17 Calendar’ was distributed. Mr. Pandolfio advised of 4 snow days for the 2016/2017 academic year. Graduation for SHS is scheduled for Saturday, June 17, 2017. It is the Superintendent’s recommendation to make up snow days in the following manner; Thursday and Friday (06/15/17 and 06/16/17) will be student days. Monday and Tuesday (06/19/17 and 06/20/17) would be staff-only days. It was the consensus of the Tri-Board, to approve the recommendation of the Superintendent. The decision on whether the last day of school will be a full day or a half-day, will be determined by Administration at a later date. Mr. Cecchinelli suggested that during future school calendar discussions, administrators consider using April Vacation days for make-up days. It was noted that some schools use Saturdays for make-up days.

4.3 2017 – 2018 BSU Calendar
A copy of ‘16 V.S.A. § 1071. School year and school day’ was distributed. A copy of draft #3 of the Regional Calendar for the Barre Supervisory Union for 2017 – 2018 was also distributed. Mr. Pandolfo provided an overview of the process to create the school calendar. The process involves collaboration with other supervisory unions. Though it is common for schools to have 175 student days and 5 staff days, the BSU has been scheduling 180 student days and 10 staff days. The state requirement is for 175 student days. After brief discussion, it was the consensus of the Tri-Board to allow Administration to finalize the school calendar for the 2017 – 2018 academic year. It was noted that the high school graduation date is set by Spaulding High School Administrators.

4.4 Board Priorities and Strategic Direction
A document titled ‘Agenda Item 4.4 – Board Priorities and Strategic Direction’ was distributed. Mr. Pandolfo suggested that the Tri-Board break into smaller groups, hold discussions and report back. It was the consensus of the Tri-Board to proceed with the Superintendent’s recommendation and break into smaller groups for thirty minutes of discussion. The Tri-Board moved to small group discussion at 6:55 p.m. The Tri-Board reconvened at 7:25 p.m. to debrief on their discussions. A spokesperson from each group provided a brief overview of their group’s discussion. Mr. Pandolfo offered to collect each group’s notes and compile a master list.

4.4.1 Performance Expectations from Superintendent Evaluation
A document titled ‘Performance Expectations from Superintendent Evaluation (dated February 22, 2017) was distributed. Discussion took place under Agenda Item 4.4 - Board Priorities and Strategic Direction.

4.4.2 Barre SU Theory of Action
A document titled ‘BSU Theory of Action and Strategic Objectives – Master Working Copy (updated 01/09/17) was distributed. Discussion took place under Agenda Item 4.4 - Board Priorities and Strategic Direction.

4.5 Budget Re-Votes (SHS and BCEMS)
Five documents were distributed, ‘Status of School district Budget Voting Results Through Town Meeting Day, March, 7, 2017’, ‘Act 46: Town Meeting Day 2017 results’, a memorandum from Secretary of Education, Rebecca Holcombe regarding the Smarter Balanced Assessment (SBAC) testing window, and Proposed Expense Budget packets for BCEMS and SHS.

4.5.1 Approve Revised Budgets
Mr. Malone provided an overview of the proposed revised expenditure budget, including reductions, the tax impact and the change in the cost per pupil amount. The revised expenditure budget, totaling &dollar;13,372,971, reflects an increase of &dollar;362,505 (2.8%). It was noted that over &dollar;100,000 of the overall increase, was due to unfunded mandates. The proposed budget equates to &dollar;13,347 education spending per equalized pupil. This per pupil cost is the lowest in the state, and represents a 3.5% increase in spending per equalized student. Brief discussion was held.
On a motion by Mr. Isabelle, seconded by Mr. Folland, the SHS Board unanimously voted to approve the expenditure budget as presented ($13,372,971).

Mrs. Spaulding provided an overview of the proposed revised expenditure budget, including reductions, the tax impact and the change in the cost per equalized pupil amount. The revised expenditure budget, totaling $14,596,184, reflects an increase of $556,519 (4%). It was noted that the budget increased 4%, but the increase in cost per pupil (4.9%) is what will be presented on the ballot. The proposed budget equates to $12,447 education spending per equalized pupil, which is well below the state average (approximately $15,000). This per pupil cost is one of the lowest in the state. It was announced that the revote would occur on May 9, 2017 (the same day as the Barre Town vote). Brief discussion was held.

On a motion by Mrs. Pregent, seconded by Mr. Cecchinelli, the BCEMS Board unanimously voted to approve the expenditure budget as presented ($14,596,184).

4.5.2 Approve Revised Budget Warnings
Two documents were distributed; a copy of the ‘Spaulding Union High School District #41 Warning for May 9, 2017 Vote’, and a copy of the ‘Barre City School District Warning for May 9, 2017 Vote’. Brief discussion was held.

On a motion by Mr. Isabelle, seconded by Mr. Boltin, the Spaulding High School Board unanimously voted to approve, as presented, the Warning titled ‘Spaulding Union High School District #41 Warning for May 9, 2017 Vote’. The Warning was distributed for signatures.

On a motion by Mr. Cecchinelli, seconded by Mr. Smith, the Barre City Elementary and Middle School Board unanimously voted to approve, as presented, the Warning titled ‘Barre City School District Warning for May 9, 2017 Vote’. The Warning was distributed for signatures.

4.6 Committee Restructure
Mr. Pandolfo addressed the Board and advised regarding his recommendation for the formation of SU level committees. The recommendations are as follows:

Negotiations Committee – Representatives: Mrs. Spaulding (BC), Mr. Paterson (BT), and Mr. Blakely (SHS)
Policy Committee – Representatives: Mr. Deering (BC), Mrs. Chiodi (BC), Mrs. Farrell (BT), and Mr. Isabelle (SHS)
Curriculum Committee – Representatives: Mrs. Pregent (BC), Mr. Smith (BC), Mrs. McCarthy (BT), Mr. Blakely (SHS), and Mr. Rousse (SHS)

On a motion by Mr. Smith, seconded by Mrs. Pregent, the BCEMS Board unanimously voted to approve the recommendation of the Superintendent for the formation of SU level Negotiations, Policy, and Curriculum Committees and agreed to appoint the BCEMS representatives as noted in the recommendation.

On a motion by Mrs. McCarthy, seconded by Mrs. Hutchinson, the BTMES Board unanimously voted to approve the recommendation of the Superintendent for the formation of SU level Negotiations, Policy, and Curriculum Committees and agreed to appoint the BTMES representatives as noted in the recommendation.

On a motion by Mr. Isabelle, seconded by Mr. Boltin, the SHS Board unanimously voted to approve the recommendation of the Superintendent for the formation of SU level Negotiations, Policy, and Curriculum Committees and agreed to appoint the SHS representatives as noted in the recommendation.

The meeting schedules for the newly formed SU level committees will be determined and announced at a later date.

It was noted that district board representation on the SU Board will be announced after confirmation by district boards.

Mr. Isabelle expressed his belief that the newly formed SU level committees will be more efficient, result in significant time savings, and move the SU in the direction of consolidation of business functions.

Additionally, it was noted that the next Regular SHS Board Meeting has been moved to Thursday, April 13, 2017.
The next BSU Board Meeting is scheduled for Thursday, April 20, 2017.
The next Negotiations Committee Meeting is scheduled for Thursday, April 27, 2017.

5. Other Business as Needed
None.
6. Reports to the Board

6.1 Superintendent’s Report to BSU Board
A copy of the Superintendent’s report dated March 23, 2017 was distributed for review and discussion. The report included information pertaining to; the Superintendent’s Office, the Business Office, Curriculum, Special Services, Technology, Early Education, Human Resources, and Facilities. Three additional documents were distributed; ‘Proposed Hypothetical Homestead Property Tax Rates’, a letter of resignation from Curriculum Director Rick McCraw, and a colored map showing Act 46 activity around the state of Vermont. Mr. Pandolfo advised that an Early Education update would be provided in April, no action is required of the Tri-Board regarding the resignation of Mr. McCraw, Federal Budget development may result in a 13.5% decrease in Federal Funds, advised that the US Department of Labor inspection was very positive requiring no follow-up visits at the district schools, and provided information pertaining to legislation that could positively impact the tax rates for districts which have lower cost per pupil rates. Additionally, Mr. Pandolfo provided a brief overview of the Act 46 ‘map’.

6.2 Committee Reports
Two sets of Minutes were distributed; the BSU Policy Committee Meeting (02/20/17) and the BSU Negotiations Committee Meeting (02/22/17). No discussion was held.

7. Executive Session as Needed
No items were proposed for discussion in Executive Session.

10. Adjournment
On a motion by Mr. Smith, seconded by Mr. McMichael, the BCEMS Board unanimously voted to adjourn at 8:36 p.m.

On a motion by Mrs. McCarthy, seconded by Mrs. Hutchinson, the BTMES Board unanimously voted to adjourn at 8:36 p.m.

On a motion by Mr. Isabelle, seconded by Mr. Boltin, the SHS Board unanimously voted to adjourn at 8:36 p.m.

Respectfully submitted,

Andrea Poulin
Barre Train Club

Colbie Abreau
Shane Aldrich
Camden Boucher
Alan Burnor
Anthony Ingalls
Dallas LaFrance
Adam Langevin

Collin Letourneau
Willem Pontbriand
Zachary Stabell
Matt Stevens
Noah Rubel
Levi Hilton-VanOsdaal
Amer Verem

The History of the Barre Granite Industry with an Emphasis on Trains

Objective

Our objective is to research the history of the granite industry in Barre while building an HO scale model layout loosely based on the Barre/Waterbury area including industries that exist now or in the past, or were included just for fun.

Industries

**Barre**
- Ben and Jerry
- Times Argus
- Paper Mill
- Cabot
- Ben & Jerry’s
- Furniture

**Waterbury**
- Booth Brothers
- Cabot Cheese
- Allen Lumber
- Wood Chip Plant
- Furniture Factory

Contributors

The Barre Train Club would like to thank the following individuals who generously donated to our project. As a token of our appreciation, various buildings and places on the layout have been named after them.

Stephen Boisclair
Tim Cota
Ralf Izari
Chris Putney
Brandon Vest

Ben Matthews
Lloyd MacCormack
John Walker
Bennet McFaun
Gene Ziske

“We don’t play with trains, we simulate.”
**Flat Car**
Used to carry extra heavy loads that are not susceptible to the elements. They transport a variety of loads including lumber, pipe, and even vehicles.
*Our layout:* primarily used to transport granite blocks, logs, pulp wood, and lumber.

**Tanker Car**
Used to carry liquids including petroleum, fuel, water, agricultural, food, mineral products, and assorted chemicals. Can hold tens of thousands of gallons.
*Our layout:* primarily used to transport fuel to Izari Oil Company.

**Freight Car**
Used to transport non-perishable materials including metals, building supplies, and vehicles.
*Our layout:* primarily used to transport furniture, paper and granite products as well as supplies.

**Hopper Car**
Used to transport raw materials like sand, salt, crushed stone, coal, agricultural products, and other minerals. Has bays that open on the bottom of the car.
*Our layout:* primarily used to transport granite waste, sand, and wood chips.

**Refrigerator Car**
Used to transport perishable materials including dairy and food products, or anything that needs to be kept refrigerated.
*Our layout:* primarily used to transport milk, cheese, cider, meat, and ice cream.

**Livestock Car**
Used to transport livestock including pigs and cows to a processing facility.
*Our layout:* primarily used to transport Livestock.

**Gondola Car**
Similar to the Hopper and Flat Cars, used to transport raw materials like sand, crushed stone, coal, agricultural products, metal, scrap loads, sand, and other minerals. Can carry up to 200,000 pounds!
*Our layout:* primarily used to transport granite waste, sand, logs, and wood chips.
Judy Watt <jwattbce@u61.net>  
To: Stacy Anderson <sandebce@u61.net>  
Cc: Jacquelyn Tolman <jtolmbce@u61.net>  

Tue, Mar 21, 2017 at 9:06 AM

Hi, Stacy -

I need to let you know that I will not be returning to special education next year. After 14 years as a special educator, I find my heart is no longer in the work and it's time to move in a different direction.

I appreciate having this year at BCEMS to clarify for myself my future career goals, and to (hopefully) be of service to the students and teachers in this building.

Judith Watt  
BCEMS PEAK Team  
Special Educator  
802.476.6541
BARRE CITY ELEMENTARY & MIDDLE SCHOOL
FY18 BUDGET – REVOTE MAY 9, 2017

Revised BCEMS Expense Budget: $14,596,184
Results in overall increase from last year 4.0%

FY18 Cost per pupil: $12,447 (State average $15,380)

TAX RATES:
Barre City
2017 $0.8181
2018 $0.8402 Increase of .0221

FY2017 Comparison of Education Spending/Equalized Pupils in Neighboring/Comparable Schools

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<td>East Montpelier</td>
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WE HAVE TO PREPARE THE STUDENTS FOR THEIR FUTURE
## VSBIT Multi-Line Intermunicipal School Program

### Loss Ratios by Member

7/1/2004 to 6/30/2016

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<th>AL</th>
<th>APD</th>
<th>SBL</th>
<th>Prop</th>
<th>PC Comb (1 - 5)</th>
<th>WC</th>
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</table>

### Key to Terms Used
- General Liability (GL)
- Auto - Liability (AL)
- Auto - Physical Damage (APD)
- School Board Legal Liability (SBL)
- Property Drop
- Workers' Compensation (WC)

### Premiums are based on loss experience. Exposures will go down by eliminating business.
### VSBIT Multi-Line Intermunicipal School Program

#### WC Loss Ratios by Member - 5yr Trend

<table>
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<th>Member</th>
<th>FY12 WC</th>
<th>FY13 WC</th>
<th>FY14 WC</th>
<th>FY15 WC</th>
<th>FY16 WC</th>
<th>5 Year Total</th>
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<td>9.7%</td>
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**Positive** 0% to 44.99%
**Flag/Alert** 45% to 50%
**Caution** 50.01% to 65%
**Negative** 65.01%+

*Prior 5 year total w/FY11 was 65.2%
SUBSTITUTE TEACHERS

1.0 A list of qualified substitute teachers, organized by grade level and/or subject, will be developed by the superintendent or designee for all schools in the district. Only persons with a minimum of a high school diploma shall be placed on the qualified substitute list.

2.0 An unlicensed person may be employed as a substitute teacher for up to fifteen (15) consecutive days per teacher absence for the same teacher.

3.0 A licensed teacher without an appropriate endorsement may be employed as a substitute teacher for up to thirty (30) consecutive days per teacher absence for the same teacher.

4.0 A licensed teacher with an appropriate endorsement may be employed as a substitute teacher on a long-term basis. Substitute teachers who are licensed but not appropriately endorsed may be employed for more than thirty (30) days per teacher absence only when the superintendent secures an extension allowing such employment from the Commissioner of Education.

5.0 For retired educators, the last professional license remains in force for the purpose of serving as a substitute teacher.

6.0 The salary for substitute teachers shall be set annually by the Board upon recommendation of the superintendent.

LEGAL REF: VT SBE R & R P. 5500
BARRE CITY SCHOOL DISTRICT

POLICY MANUAL

1st Reading: 2/10/14
2nd Reading/Adopted: 5/12/2014

Now F 23 - Ratified on 1/9/2017
Rescind JFABDE on 4/10/2017

Policy: Participation of Home Study Students

The Barre City School District recognizes that some families believe home schooling is the best educational format for their children. The Barre City School District believes that home study and fully enrolled students can benefit from participating together in school activities and programs and strives to provide educational services in ways which are consistent with the needs of both fully enrolled students and home study students.

In accordance with Act 119 of 1998, home study students who reside within the Barre City school district may participate in courses, programs, activities, and services and use school educational materials and equipment.

General Guidelines

1. All students will comply with the application and enrollment deadlines as well as all legal and policy requirements such as immunization and the provision of student information including health records, emergency contacts and other necessary background information outlined in the administrative procedures.

2. All students must abide by rules of conduct and other conditions set forth in the student handbook, school policies and procedures.
1. School personnel are responsible for supervising students during their approved participation in school-sponsored activities. Parents of home study students must provide supervision for their children when they are at school but not participating formally in school activities.

2. Home study students may participate in the regular school transportation arrangements to attend school programs in which they are enrolled. The school will not supply special transportation except as provided for in law.

3. The school will include home study students on the school register and count them for the purpose of state aid for the portion of the school day in which students are enrolled in academic courses.

4. For each co-curricular activity in which an non-enrolled home study student participates, the school shall count 0.03 FTE

5. Appeals Process: Should a parent disagree or have concerns with the principal’s decision regarding participation of a home study student in the school programs and/or activities, an appeal may be made to the Superintendent of Schools.

6. The Superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.
BARRE CITY ELEMENTARY AND MIDDLE SCHOOL

CODE: JFCF

POLICY MANUAL
First Reading: 9/10/12 Revised First Reading 1/10/13 (tabled); 3/11/13
Second Reading: 5/13/13

Now F 21 - Ratified on 2/13/2017

Rescind JFCF : 4/10/2017

POLICY: FIREARMS / WEAPONS

Policy
It is the policy of the Barre School District to maintain a safe and orderly learning environment. The goal of this policy is to create an environment where the rules regarding weapons are clearly stated, are understood and accepted by students, staff and the school community, and are applied in conjunction with the school’s overall discipline plan. The policy complies with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible suspension/expulsion of students who bring firearms/explosive devices to or possess firearms/explosive devices at school. It is further the intent of the school board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

- A “Firearm” is defined as any pistol, rifle, shotgun or automatic weapon or any “look alike” toy or replica of a firearm used in a threatening manner as though it were a real firearm.
- An “explosive device” is an object that bursts with sudden violence from internal energy.
- A “knife” is a cutting instrument composed of a blade and handle.
- “Other weapons” means devices, instruments, materials or substances, when used in a threatening manner could be capable of causing bodily injury.
- A school is defined as any setting, which is under the control and supervision of the school district. It includes school grounds, facilities and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- Suspension means removal of a student from the school or to a place within the school determined by the principal or designee to be sufficiently secure to ensure the safety of students and school personnel and to allow the school to continue the academic process.
- Expelled is defined as excluded from participating in any school activity and being enrolled as a student.
Sanctions for Firearms/Explosive Device Violation
Any student who brings a firearm/explosive device to school or who possesses a firearm/explosive device at school, shall be brought by the superintendent or designee to the school board for an expulsion hearing.
A student found by the school board after a hearing to have brought a firearm/explosive device to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a firearm/explosive device to school.
2. The student did not intend to use the firearm/explosive device to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

B. Sanctions for Other Weapons/Knife Violations

- Any student who brings a weapon/knife, to school or who possesses a weapon/knife at school shall be brought to the immediate attention of the principal or designee.
- The principal or designee, in consultation with the educational staff shall conduct an investigation of the incident and determine disciplinary actions, which may include, but not be limited to:
  - A risk assessment or screening
  - In school or out of school suspension
  - A hearing before the board
- The principal or designee shall notify the school board members of all weapons violations.
- Any child who possesses a knife at school and threatens or causes bodily harm shall be brought with his/her parents before the board for a hearing prior to returning to the classroom.

Policy Implementation
An expulsion hearing conducted under this policy shall afford due process as required by law and consistent with the law.
The principal or designee may refer to the appropriate law enforcement agency or to the Division of Children and Families Services, any student who brings a firearm, explosive device or other weapon to school or to any school sponsored event.
The superintendent shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms or weapons involved.

Regarding persons other than students, no person shall enter onto school grounds while in possession of a firearm or other weapon as described above unless:

a. The person has prior written approval from the principal to bring the firearm to school for a designated educational purpose.

b. The person is a law enforcement officer in the performance of his/her duties. Violations shall be reported to legal authorities.
STUDENT ALCOHOL AND DRUGS

POLICY STATEMENT

The Barre City School prohibits the use or possession of potentially harmful substance or any device associated with these substances, (both legal and illegal) on school premises, any school owned property, or at school sponsored activities. The only exceptions to this policy are medications, authorized in writing in advance by a licensed health-care provider. Any student who is required to take medication during school hours must comply with school policies.

All plans and procedures related to this policy shall be found in the BCEMS procedure manual and in the student handbook and shall be in compliance with state and federal laws.

PHILOSOPHY

Barre City School Directors believe:

A. Every student has the right to a substance-free school and, it is the responsibility of the entire community specifically: students, parents, and school personnel to work together to achieve this goal.

B. A student’s use of substance is detrimental to the education of that student; and is likely to be detrimental to the education of other students; and to the well being of the entire school community.

C. Substance abuse and chemical dependency are treatable health problems. It is the school’s responsibility to provide preventative education for all students, early intervention (identification and referral) for those students using substances, and support for those students attempting to maintain their recovery.

DEFINITIONS

A. “Drug or Substance” includes any of the following:

- A controlled substance identified in Schedules I, II, H, IV, or V of the Controlled Substance Act, 21 U.S.C. paragraph 812 @ but
- Does not include such a substance that is legally possessed or used under the supervision of a licensed professional or that is legally possessed or used under any other authority under the Controlled Substance Act or under any other provision such as school medication policy, in school buildings, on school property and grounds, in school-sponsored vehicles or at school-sponsored events or other sites.
• It does mean controlled substances including but not limited to cannabis; hallucinogens; stimulants; depressants; inhalants; methamphetamine; anabolic steroids and counterfeit controlled substances.

• Prescription medication or over-the-counter (OTC) medications, herbal or homeopathic medications for personal use shall be allowed only as per district medication policy, under the supervision of school personnel, with written orders from a physician. Federal, state, and local laws shall apply to students and employees alike.

B. Drug Paraphernalia: equipment or apparatus designed for, or used for the purpose of measuring packaging, distributing or facilitating the use of drugs.

C. Tobacco: In any form (for smoking, chewing, etc.) NOTE: Pursuant to 16 V.S.A. paragraphs 140, no person shall be permitted to use tobacco on public school grounds; school owned property and no student shall be permitted to use tobacco at public school sponsored functions.

D. Alcohol: The term alcohol shall be construed to refer to alcohol and alcohol-containing beverages. Alcohol may also include medicinal products such as mouthwash and cold medicine, which contains alcohol. If a student is using such a product for medicinal purposes, the medicinal purpose must be reported to the school nurse and the product kept by the nurse during the school hours. If the administration or any school employee discovers the student in possession of such a medicinal product and the nurse has no prior knowledge of the student’s medicinal need of the product the product shall be consider “Alcohol” for the purposes of the Policy.

E. Substance Abuse: Means the use of any substances that is prohibited or is illegal.

F. Apparel: Any clothing or accessory worn or carried to school, in school or at school-sponsored events displaying or advertising a “drug or substance”, drug paraphernalia, tobacco or alcohol

G. Student Assistance Team: A group consisting of and not limited to the school administrators, school counselors, school nurses and substance abuse counselors (if on staff).

PROGRAMS AND SERVICES

A. Educational Programs: The Barre City Elementary Middle School shall provide the following educational programs:

1. School Personnel: on-going in-service specific to alcohol, tobacco and other drug education orientation for all school personnel. The Department of Education recommends refresher training every five to seven years for re-certification, or more often as required by position.

2. Students:

   • Age appropriate Alcohol, Tobacco and other Drug (ATOD) prevention education programs for students in compliance with curriculum guidelines established by the Department of Education and as required by Vermont law.

   • Student Assistance Program (SAP) offering individual and family support, screening and referral for on going treatment services.

3. Parents: Information and training programs.

B. Self-Referral for Assistance with Substances:

   • When a student reports that he/she has a problem with substance use and chooses to do something about the problem the school will cooperate as fully as possible with the student.
• Minors 12 years or older may give informed consent to treatment for sexually transmitted diseases (including HIV and AIDS), drug dependence, and alcoholism. But if a minor requires immediate hospitalization for treatment of any of these conditions, the parents must be notified of the hospitalization [18 V.S.A. §4226]
• When children under the age of 12 are seeking treatment for substance/abuse/dependency, parental notification will take place immediately.

C. In-School Support and Referral System:
1. Appropriate school personnel shall be available to consult with students whose behavior or performance may indicate a problem with substances (hereafter “abuse”).
2. All school personnel who observe academic, social or personal behavior of a student that may indicate substance abuse will be expected to follow the school policy and discuss their observations and concerns with appropriate school personnel.

D. Cooperative Agreements:
• The Barre City School shall maintain a written agreement with community substance abuse treatment providers. Under no circumstances shall the school be obligated for financial responsibility for assessment or treatment.
• In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student’s use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals.
• The Principal shall annually designate a member of the substance abuse team to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.
• The Barre City Elementary Middle School shall maintain a liaison with the local law enforcement agency for the purpose of obtaining assistance in determining appropriate and effective course of action when incidents of substance use occur within the school environment.

E. Violation and Consequences
1. Violation:
• It shall be a violation of this policy for anyone to possess, sell, distribute or exchange, participate in a sale, distribution; or exchange or attempt to sell, distribute or exchange any substance as defined above on school property (including on buses, at bus stops, or walking to or from school) or at any school sponsored activity, in the United States of foreign country. This also includes anything portrayed as a substance.
• It shall also be a violation of this policy for anyone to purchase, use, possess, be under the influence of substances as defined above or to possess paraphernalia related to substance use or to participate in any related incident on school property (including buses, at bus stops or walking to or from school) or at any school sponsored activity in the United States or Foreign Country.
• It shall also be a violation of this policy and other applicable School District policies for anyone to retaliate in any way against any person who may or has participated or cooperated in an investigation of the above violations. The District
considers retaliation a very serious matter and it will be the basis of separate
disciplinary action.

- A student suspected of a violation will be expected to comply with a school
  and/or police investigation.

2. Consequences:

- The consequences for all violations of the policy, except retaliation, shall be
twofold, namely disciplinary and socially rehabilitative.
- The procedures for disciplinary action shall be located in the procedure manual.

F. Students with Disabilities:

- When disciplining students who receive or are eligible for services under the
  Individual with Disabilities Education Act (IDEA), section 504 of the Rehabilitation
  Act, (section 504), or similar passages in State Law, the District will comply with
  such laws, including but not limited to the IDEA, the 1997 Amendments to the IDEA,
  section 504 and applicable Vermont state statues and regulations.
- If the local police department or other appropriate law enforcement agency is notified
  regarding a suspected violation of law and the student has a disability, the district
  shall forward copies of the student’s special education and disciplinary records to the
  law enforcement agency for its consideration in responding to the matter of a reported
  crime or if necessary to comply with a court order or subpoena.

G. Search and Seizure:

- The district policy provides for the school to handle any substance related incident
  until the student has been discharged to the parent, guardian, social service agency,
  medical worker, and/or law enforcement agency. If there is reasonable suspicion, a
  student may be searched as well as their backpack, locker, and other possessions
  brought to school in the presents of two adults when possible.
- Parents will be notified of any search or seizure.
- All students are subject to laws of the state, and local police department or other
  appropriate law enforcement agency may be notified regarding a suspected violation
  of the law.

H. Notification:

- The principal shall ensure that parents and students are given copies of the standards
  of conduct and disciplinary sanctions contained in the procedures related to this
  policy and are notified that compliance with the standards of conduct is mandatory.
- Notice to students will, at a minimum, be provided through inclusion of these
  standards and sanctions in the student handbook distributed to all students at the
  beginning of each school year, or when a student enrolls in the school.
- Procedures related to discipline will be kept in the Procedure Manual in the
  principals’ offices.

Reviewed 1/28/11
1st Reading: 7/11/2011 – tabled
Schedule 1st Reading; 9/12/2011, tabled
1. Guiding Principles

   To support the rights of all, Barre City Elementary & Middle School is guided by the following three principles:

   RESPECT SELF
   RESPECT OTHERS
   RESPECT PROPERTY

2. Expectations for Students

   In order to support the principles, these are the expectations:

   2.1 Treat self with respect and others in a polite and respectful manner.
   2.2 Treat school and personal property with respect.
   2.3 Use language appropriate for a school setting.
   2.4 Behave in a cooperative, non-disruptive manner.
   2.5 Resolve conflicts without fighting or hurting others.
   2.6 Walk respectfully through the building.
   2.7 Leave other people's property alone.
   2.8 Dress appropriately.
   2.9 Be in assigned area unless specific permission to leave is obtained from teacher/supervisor.
   2.10 Wearing of hats will not be permitted once the instructional day has begun.
   2.11 Gum chewing is not permitted.
   2.12 Personal tape recorders, CD's, video games, pagers, cell phones, and other similar equipment are not permitted to be brought to school unless they are needed for an instructional program and teacher permission has been granted.
   2.13 Skateboards, roller blades and other similar recreational equipment are not to be used on school property unless they are part of an instructional program. Bicycles may be ridden to and from school by students in grades 5-8 and must be locked to the bicycle rack upon arrival. When arriving or leaving the school grounds, bicycles must be walked.
3. The following Behaviors are Prohibited:

3.1 The possession or use of any illegal or dangerous substance/object including but not limited to: knives, firearms or firearm facsimile, tobacco, matches, alcoholic beverages, drugs, and fireworks. Per Federal Law, any student possessing firearms at school must be referred to the juvenile court system. The local school board may always exercise its discretion to suspend or expel any student possessing an illegal or dangerous substance or object. State Law requires a one year expulsion for any student who brings a firearm to school. The School District’s complete policy statement regarding the use of illegal substances is available upon request in the school office.

3.2 Throwing of objects that could hurt others or damage property (e.g., snowballs, pencils, rocks, rubber bands, etc.)

3.3 Any action that could hurt or endanger others.

3.4 Harassment of others.

3.5 Any act of vandalism.

4. Behavior Level System

When behavior problems arise, a level system will be used. Each level has a wider range of behavioral concerns and a variety of solutions. Staff members are encouraged to initiate early parent contact, consultation and involvement. Consultation with other staff members is encouraged at all levels.

Confidential, objective documentation is critical. All copies of behavior management data will be kept in a secure place with each Team. Generally, a student would only be moved to a higher level after the previous level has been implemented.

The administration reserves the right to move a student immediately to a higher level depending on the severity of the concern.

4.1 LEVEL I (Staff Member/Student Level)

The individual teacher and student will work to resolve the problem. (This could include, but is not limited to, a student/teacher conference, a time-out within the classroom, or an after school detention.)

IF BEHAVIOR CONTINUES TO BE A PROBLEM, PROCEED TO LEVEL II.

4.2 LEVEL II (Teacher/Team Level)

The student will spend a short time in the room of another team member or if necessary in the Student Support Room. Usually this time-out is not longer than a class period.
The student and sending teacher will resolve the problem by the end of the day. Resolution may require a student to remain after school. Parents will be notified in advance if their child will have to stay after school.

IF BEHAVIOR CONTINUES TO BE A PROBLEM, PROCEED TO LEVEL III.

4.3 LEVEL III (Educational Support Team Level)

The Educational Support Team (EST) will meet with the individual student and the referring teacher, and a Behavior Plan will be developed. The Behavior Specialist, School Counselor, and School Psychologist may be used to help develop the plan. A copy of the plan will be sent to the Parents/Guardians, Behavior Specialist, the appropriate Principal, and will be placed in the student’s records. Parents/Guardians will be notified of the EST referral by the referring staff member.

A record review will be conducted to determine if a Special Education or 504 evaluation is needed.

A behavior Plan will be implemented and within two weeks will be reviewed by the Educational Support Team and the Behavior Specialist.

IF BEHAVIOR CONTINUES TO BE A PROBLEM, PROCEED TO LEVEL IV.

4.4 LEVEL IV (Student-Teacher Assistance Team (STAT) Intervention Level)

The EST Team, parent, STAT Team, and any additional resource personnel will meet to review the current plan and make appropriate adjustments. A corrected copy of the plan will be sent to the parent, and the appropriate Principal. The need for a Special Education or a 504 evaluation/review will be determined by the team.

During this process, the student may be temporarily removed from the mainstream with the consent of the appropriate Principal. Notification of this will be sent to the parent, and the Behavior Specialist.

IF BEHAVIOR CONTINUES TO BE A PROBLEM, PROCEED TO LEVEL V.

4.5 LEVEL V (Alternative Support Program Level)

The team from Level IV will meet with the Director of Special Services, the appropriate Principal, and the Parent/Guardian to determine if there is a need for additional support services which might include short or long term alternative placement. Necessary Special Education or 504 evaluations are initiated if not already in progress.
5. **SERIOUS BEHAVIOR CONCERNS**

Depending upon the severity of a behavioral concern, time-out (either during the school day or after school), or an in-school or an out-of-school alternative educational setting or suspension may be considered for:

5.1 deliberately hurting another person
5.2 fighting
5.3 destruction or defacing of school or personal property
5.4 throwing objects that could hurt others
5.5 threatening to use a dangerous weapon
5.6 inability of student to regain self-control
5.7 abusive language
5.8 possession or use of an illegal or dangerous substance/object including knives, firearms, tobacco, matches, alcoholic beverages, drugs, fireworks, etc.
5.9 failure to carry out reasonable orders and directions from staff and administrators
5.10 harassment of others.

The student’s team will make a recommendation to the Principal who will determine the extend of the consequence.

Students who have been suspended out-of-school will be required to meet with the appropriate Principal before returning to the regular classroom. Depending upon the severity of the incident, the student's parent may be required to attend this meeting.

**NOTE:** Federal and State regulations regarding the discipline of students with disabilities shall be followed.

6. **POSITIVE BEHAVIOR SYSTEM**

6.1 Grades K-4, Behavioral Guidelines

*Be Polite and Respectful*
*Keep Hands and Feet to Yourself*
*Follow Directions and Cooperate*

**Weekly**
Each child in grades 1-4 who has followed the three rules for a week will have his/her name announced at a weekly team assembly. Each child will stand when his/her name is read. A small reward will follow.
Monthly
During the last team assembly of each month, all students who have followed the three rules for the entire month will have their names announced, will receive a certificate, and will have their picture taken and displayed in their common area.

MID-YEAR AND END OF YEAR AWARD
All children who have followed the three rules for the preceding two marking periods, missing no more than two recognition opportunities, will have their names announced at an assembly and will receive an honorary ribbon.

WEEKLY SPECIAL ACHIEVEMENT AWARDS
These are to honor any attributes the teacher feels should be recognized in a child. The child's teacher will present a certificate stating the reason for the award at the weekly team assembly.

6.2 A letter explaining this program will go to all parents on the first day of school. It will be signed by parents and returned to school.

6.3 All students in grades 5-8 will be recognized on a regular basis for activities that contribute to the positive academic and social climate of the school.
POLICY: STUDENT RECORDS

Policy
The Barre City School District recognizes the importance of keeping accurate and appropriate education and disciplinary records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the school will inform parents and guardians of their right to inspect, review, and seek amendment of the student’s education records. The district will inform parents and guardians of items considered directory information through notices distributed at the beginning of each school year or when a student enrolls.

The principal will be the custodian of all education records in the school. The superintendent has overall responsibility for education records and for assuring that adequate systems are in place to maintain such records and to provide parents with access to them in accordance with state and federal law (FERPA, the federal Family Educational Rights and Privacy Act). The Superintendent or designee is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

A student’s educational record shall be forwarded to any school in which the pupil enrolls, transfers or attends on a full or part time basis, upon request by that school.

The principal will develop procedures related to this policy.

Definitions
1. A “Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. The term “educational records” means those records that are a) directly related to a student, and b) maintained by the school within the school
district. It does not include a teacher’s notes that are in the teacher’s sole possession and shared only with a substitute teacher.

2. **“Directory information”** may be released after providing public notice of the categories of information it seeks to release. “Directory information” includes, but is not limited to; a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Additional information may be released with specific parental consent.

PUPIL PRIVACY RIGHTS

Policy
It is the intent of the school board to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education.

Definitions
As used in this policy, the following terms shall mean:

"Invasive physical examination" means a medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

"Personal information" means individually identifiable information including a student’s or parent’s name, address, telephone number, or social security number.

"Instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

"Parent" means a natural or adoptive parent, 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 welfare of a child).

Student Rights
The rights provided to parents under the Pupil Rights Amendment and this policy transfer to the student when the student turns 18 years old, or is an emancipated minor under applicable Vermont law.

Policy
1. No student shall be required, without prior written parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:
   A. political affiliations or beliefs of a student or a student’s parents
   B. mental or psychological problems of a student or student’s family;
   C. sex behavior or attitudes;
   D. illegal, anti-social, self-incriminating and demeaning behavior;
   E. critical appraisals of other individuals with whom student respondents have close family relationships;
   F. legally recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy, income (other than that required by law to determine eligibility for participation in a program for receiving financial assistance under such program; or
   G. religious practices, affiliations, or beliefs of the student or the student’s parents.
2. Parents shall have the right to inspect any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing, and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.

3. Parents shall be notified at least annually, at the beginning of the school year or when enrolling students for the first time in district schools, of this policy. The notification shall explain that parents/guardians or students 18 years of age or older, have the right to "opt out" of the following activities:
   A. the collection, disclosure and use of personal information gathered from students for purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students.
   B. the administration of any survey not funded in whole or part by the U.S. Department of Education that includes the eight subject areas listed in paragraph 1 above; or
   C. the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of a student or other students and not otherwise permitted or required by state law.

4. In addition parents shall be notified, through U.S. Mail, email or other direct means, at least annually at the start of each school year of the specific or approximate dates of any activities described in sub-paragraphs A-C of paragraph 3 above, and shall be provided an opportunity to opt out of participation in those activities.

5. Parents shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

6. The superintendent or his or her designee shall develop administrative procedures as required to ensure implementation of this policy.


[1] This policy is required by 20 U.S.C. 1232h(c)(1), a section of the No Child Left Behind Act. Each of the components in this model must be included in the policy. See also Vermont SBE Rule 2120.8.12(f).
CLASS SIZE

The Barre City Board of School Directors acknowledges the distribution of students among teachers rarely makes it possible to implement an exact numerical class size at any particular grade level. The Board recognizes its responsibility to ensure that class-size guidelines do not impose an unreasonable financial burden on the community or have an adverse impact on other educational programs and operational functions at the Barre City School.

In setting these guidelines, the Board recognizes that such guidelines must be flexible and incorporate additional factors in making decisions about class size, which, among others include the unique needs of class or grade-level populations of students, curricular structure, physical plant, and staff training.

The Barre City School recognizes the following optimal average class-size ranges per grade cluster:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ideal Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>15-18</td>
</tr>
<tr>
<td>First</td>
<td>15-18</td>
</tr>
<tr>
<td>Second</td>
<td>15-18</td>
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<tr>
<td>Third</td>
<td>15-20</td>
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<td>Fourth</td>
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<td>Fifth</td>
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<tr>
<td>Sixth</td>
<td>15-20</td>
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<tr>
<td>Seventh</td>
<td>15-22</td>
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<tr>
<td>Eighth</td>
<td>15-23</td>
</tr>
</tbody>
</table>

Legal Reference(s): Vermont Department of Education Rules 2120.8.2(b)
LIMITED ENGLISH PROFICIENCY STUDENTS

Now F 19 - Ratified on 1/9/2017
Rescind IGBFB on 4/10/2017

Policy
It is the policy of the Barre City School District to ensure that students whose primary or dominant language is not English, and who therefore have limited-English proficiency (LEP), have equitable access to school programs as required by law.

Implementation
The superintendent or his or her designee shall be responsible for developing and implementing procedures to comply with federal and state laws which define standards for serving LEP students.
BARRE CITY SCHOOL BOARD
POLICY MANUAL

CODE: IIAD
1st Reading: 11/8/2010
2nd /Final Reading: 12/13/2010

Now G 13 - Ratified 1/9/2017
Rescind IIAD: 4/10/2017

Animal Dissection

Policy
It is the intent of the Barre City School District to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in District schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definition
As used in this policy, the word “animal” means any organism of the kingdom animalia and includes an animal’s cadaver or the severed parts of an animal’s cadaver.

Alternative Education Method
A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

Discrimination
No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

Procedures
The (Superintendent/Principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

Legal Reference: Act 154 of 2007-2008 Adjourned Session
16 V.S.A. §912
POLICY: VOLUNTEERS, STUDENT INTERNS AND COMMUNITY SERVICE PROVIDERS

The Barre City School District recognizes the valuable contributions made to the schools by volunteers, student interns and community service providers. It further recognizes that appropriate supervision of volunteers, student interns and community service providers will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

Definitions

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

1. **Volunteers** means people not employed by the school district who work on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
2. **Student Interns** are students working toward a professional credential.
3. **Community Service Providers** are professionals hired by an outside agency to provide support services (for example, behavior interventionists, therapists)

Administrative Responsibilities

1. The Principal shall assure that volunteers, student interns and community service providers are appropriately screened in accordance with all applicable state laws, statutes and established procedures prior to entering into service in the school district, and that only those who have been screened and approved by the principal have extended unsupervised contact with students.
2. All volunteers, student interns and community service providers will receive an orientation and will be covered by the general liability insurance program of the school system.
3. Volunteers, student interns and community service providers who work directly with students will be under the supervision of a licensed professional staff member.
4. Volunteers, student interns and community service providers are responsible for complying with school policies, rules and regulations.
WELLNESS POLICY: NUTRITION AND FITNESS

Purpose:

The intent of this policy is to ensure compliance with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2004. In accord with those requirements, this policy has been developed in consultation with parents, students, representatives of the school food services authority, school administrators and the public.

Policy Statement

It is the policy of the Barre City Elementary and Middle School district to establish goals for nutrition education, physical activity and other school based activities that are designed to promote student wellness. Such programs are important components of a quality education and can form the foundations for a healthy lifestyle and long term health. 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 Education

A. The school district shall provide nutrition education programs as required by state law and the regulations of the State Board of Education. In particular, the district shall provide a nutrition component in its comprehensive health education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Framework of Standards and Learning Opportunities.

B. Nutrition education programs shall be conducted by appropriately licensed staff members.

C. To the extent practicable, nutrition education shall be integrated into core curricula in areas such as science and family and consumer science courses.

D. The school will keep the parents and community up to date on nutrition and wellness initiatives via the website, newsletters and reports to the school board.

E. The school environment shall promote nutritious foods through a variety of media and “balanced choice” options.

F. Nutritional information shall be posted in the cafeteria to educate students about healthy choices.

II. Goals for Physical Activity

A. Physical education programs and an active lifestyle positively impact students’ physical, social and emotional health. A quality physical education program provides opportunities for children to understand the importance of physical
activity and to acquire skills to combat a sedentary lifestyle and create an
enjoyment of lifelong physical activity. The healthy, physically active student is
more likely to be academically motivated, alert and successful.

B. The district shall provide physical education classes for all students as required by
Vermont Quality Standards.

C. All PE classes shall be taught by licensed staff with state Department of
Education certification in physical education.

D. The district shall provide other physical activity opportunities for students through
recess periods in appropriate grades, between classes and, as appropriate, before
school or after school activities, such as interscholastic athletics and physical
activity clubs or intramural sports.

E. Whenever possible, recess will be scheduled prior to lunch.

F. The BCEMS staff will be provided with information and encouragement to keep
their children active during indoor recess.

G. Children removed repetitively from PE classes for academic or behavioral
concerns will be provided with opportunities for physical activity.

H. The physical education or adapted physical education program shall include all
students, with support as necessary.

I. Adaptive physical education support shall be provided by trained personnel.

J. Students with chronic health problems or other disabling conditions shall be
permitted to participate in any physical education program, or extra-curricular
activity, including interscholastic athletics. Reasonable accommodations shall be
made to allow participation with medical/parental clearance.

III. Nutrition

A. All food sold to children at Barre City Elementary and Middle School will
meet the Dietary Guidelines for Americans and the nutrient standards
established in the regulations of the National School Lunch Program
(7CFR210) and the School Breakfast Program (7CFR 220).

B. The district shall ensure that guidelines for reimbursable school meals are
not less restrictive than regulations and guidance issued by the Secretary
of Agriculture pursuant to the Child Nutrition Act and the Richard B.
Russell National School Lunch Act.

C. Food or beverages shall not be used in the Barre City Elementary and
Middle School as a reward or punishment except as indicated in an IEP.

D. The cafeteria shall be a clean, safe, pleasant and inviting place. The
cafeteria atmosphere shall be monitored regularly to ensure that meal
times are relaxed and pleasant. The noise level shall be kept low. The
meal periods shall provide adequate time to eat and shall be scheduled at
appropriate hours.

E. The cafeteria shall use the “offer” method of meal service and encourage
wise food choices.

F. Children shall not share food due to dietary restrictions.

G. The district shall provide training opportunities as appropriate for staff
members in areas of nutrition and wellness.

H. The food services company contracted by the school shall provide training
opportunities as appropriate for food services staff.

I. The food services company contracted by the school shall work with local
farmers, when feasible, to provide local produce to the children at
BCEMS.
J. All school activities, including classroom practices, fund raisers, celebrations and incentives shall be consistent with this policy; a healthy snack list shall be created by the school nurse and/or the School Health Advisory Committee and shared with teachers and parents.

K. When in the presence of students, staff shall model nutrition choices in accordance with this policy.

L. Students shall be provided access to hand washing or hand sanitizing before meals and snacks.

M. A la carte and vending machine items shall be limited to a variety of healthy items in student-sized portions.

N. The food services program shall be nut safe. Prohibited foods are: peanuts/tree nuts/nut oils and foods containing nuts, or foods made on the same conveyor with nut containing foods.

O. There shall be a designated area in the cafeteria for children with nut allergies. Those tables and chairs shall be washed separately after each lunch period.

P. School menus shall be prepared a month in advance with healthiest food choices highlighted.

Q. Meal plans shall be developed for any child with special health related dietary needs. The school nurse shall provide a written plan for the cafeteria staff.

R. The School Health Advisory Committee (SHAC) and food services personnel shall collaborate with parents and the community to support these guidelines and the promotion of lifelong, healthy nutrition habits through notices and newsletters.

S. The majority of meals shall contain a variety of fresh fruit or vegetables offered in a child friendly form.

T. Fresh and frozen vegetables are preferred over canned. They are prepared by steaming whenever possible.

U. Desserts shall be limited to fruit and low fat items served in age appropriate sizes.

V. Milk offered shall be limited to fat free or 1% fat.

W. Salads shall contain a variety of vegetables, fruits, protein and grain items.

X. Condiments and salad dressings shall be low fat, low sodium and low sugar; oil and vinegar will also be offered.

Y. Food shall not be deep fried.

Z. Cooking and salad oils shall be limited to polyunsaturated or monounsaturated oils.

AA. The bread and bread alternatives offered to students will contain at least 50% whole grains.

BB. The use of salt shall be limited to recipes where it is an essential ingredient.

CC. Snacks served during after school programs will follow the same policy guidelines.

The principal shall be responsible for oversight of this policy and the BCEMS School Health Advisory Committee shall annually review and make recommendations for revision to this policy. Response to non-adherence of this policy shall result in education and recommendations of healthy foods by administration or professional staff. The committee shall report annually to the board.
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 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
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:
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.
BARRE SUPERVISORY UNION DISTRICT #61

John Pandolfo
Superintendent of Schools

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

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, MOT 
Director of Early Education
Jamie Evans
Director of Facilities

Spaulding High School and
Barre Technical Center Campus

Barre Town Middle 
and Elementary School

Doing whatever it takes to ensure success for 
every child.

April 3, 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 are scheduled to meet again on May 2.
   ○ Teacher negotiations are at impasse and we are attempting to agree on mediation dates. We have a mediation date set for April 27 with mediator Ira Lobel.
   ○ AFCSME (custodial/maintenance) negotiations began on March 29, with a presentation by VEHI on health plans. We meet on April 3 to trade initial proposals, and have two additional meetings scheduled in April.
   ○ Letters of Intent were issued to teachers the week of March 27 and will be issued to Para-Educators prior to May 1. We issue Letters of Intent in place of Contract Letters when we do not have a negotiated agreement in place for the upcoming year.
   ○ Minutes, agendas, and documents from meetings are posted on the BSU website at: http://bsvt.org/joomla/index.php/about-the-bsu/meetmins/2-uncategorised/42-bsunegotiations

2. Health Care
   ○ We have scheduled several information meetings for staff from March through the remainder of the school year with the goal of providing all staff with the opportunity to understand the new plan options and the decisions they will need to make in choosing between options. We are scheduled to provide all employee plan option selections to VEHI prior to November 15, assuming we have negotiated agreements settled before then.

3. SU Central Office Office Positions
   ○ We are currently advertising for a Curriculum Director, and hope to complete the hiring process in the month of April.

4. Legislative Breakfast, Monday April 3, SHS Lunchbox Cafe, 7:30 - 9:00AM
   ○ Six board members and eight administrators met with four of our our legislators to hear about activity in the legislature that may impact our schools, ask questions and share thoughts. We discussed legislation in the House and Senate related to tax rates, unfunded mandates, PreK, Act 46, Adverse Childhood Experiences (Trauma) and medical marijuana, among other topics.

Respectfully Submitted,

John Pandolfo
Superintendent of Schools
Barre City Elementary and Middle School

Principals’ Report

April 2017

To assess our student’s level of proficiency toward achieving the Common Core State Standards, the Smarter Balance Assessment Consortium testing has begun. The SBAC assessment will be again administered this spring to all students in grades 3-8 and 11. This assessment will be electronically taken, all on computers at school. Beginning on March 24 and continuing through the month of May, each child in grades 3-8 will participate in approximately 7-8 hours of testing in reading, writing, and mathematics. The language arts portion of the test takes 1 hour and 15 minutes a day for 4 days. The math portion of the test takes 1 hour and 15 minutes a day for 3 days. The test has been designed to adjust the level of difficulty of the questions depending on the accuracy of each individual child’s response. For example, if a child responds correctly to a number of questions in any given category, the difficulty level of the questions increases - they become more challenging. Contrarily, if a child responds incorrectly to questions, the level of difficulty of succeeding questions decreases - they become less challenging. The intent of this kind of exam is to more accurately pinpoint a child’s actual performance level.

On 3/31 our Middle School Staff participated in the final day of the Developmental Design 1 training. Developmental Designs practices build skills and engagement in three key areas of school life: social-emotional, relationship and community and academics. We have implemented Developmental Designs in our Middle School this year and we’ve seen fewer disciplinary incidents; consistent classroom management practices; more reflection and collaboration among teachers; a consistent approach to lessons; and an increase in explicit learning objectives. With discipline referrals down, students are in class more to receive instruction. After a one day training earlier this year, we plan to train all of our elementary staff in Developmental Designs next year.

On Monday, April 24, the No Strings Marionette performing puppet troupe will be presenting their version of “Three Little Pigs” to our elementary students. On Tuesday, May 2, Hannafords has sponsored a performance of FoodPlay, a group that highlights the importance of good nutrition, also to all of our elementary students.

Under the leadership of Chris Farnham, girls in grades 3 and 4 are participating in a national program called “Girls on the Run.” These students practice once a week all spring, an activity that culminates in a 5K run in Burlington in early June!

Our Trauma Consulting Team, a school based group of behavior specialists, counselors, and special educators, continues to meet monthly with Pete Cudney, a clinical social worker from the Northeastern Family Institute. The team is using the skills they are acquiring to consult with their fellow staff members and parents around the issue of developmental trauma.
During the month of May we begin the process of placing children in classes for next year. Each child is looked at individually as we go about creating as balanced classes as possible, placing children in settings where we anticipate they will thrive - academically and socially.

Our Middle School Chorus, under Morgan Matthew’s leadership, did us all incredibly proud on Saturday, March 25th at Senator Bernie Sander’s Town Hall Meeting for the Arts. Our Middle School was the only Middle School in VT invited to participate. Senator Sanders made a point to talk with Mrs. Tolman after the concert to tell her what a fantastic job he thought the BC students did. He was very pleased. During the Town Hall meeting, two Barre City students were able to ask questions of the Senator, and we can not say enough about how talented, respectful, poised and prepared all of our students were for the whole experience.

8th grade placement meetings have happened and 8th graders have attending the Spaulding High School move up night. Dates for the end of the year 8th grade events will be coming soon.

Respectfully submitted,

Jackie Ramsay-Tolman   James Taffel
BCEMS School Board
Finance Committee

Meeting Minutes
March 20, 2017

Board Members Present: Sarah Pregent (Committee Chair), Andy McMichael, Jennifer Chioldi and Sonya Spaulding, (Jim Carrien, former Board Member and Committee Chair)

Administrators and Staff Present: John Pandolfo, Jacquelyn Ramsay-Tolman, Stacy Anderson, Lisa Perreault, Jamie Evans

The meeting was called to order by Mrs. Pregent at 5:45 pm.

Discussion regarding recent legislative decisions was added to the agenda.

Upon motion (Spaulding/Pregent) duly adopted, the committee voted unanimously to approve the minutes from the January 26, 2017 meeting, with the contingency that a correction be made to clarify Act 166 as Act 153.

Mrs. Perrault presented information detailing potential cuts that could be made to the FY18 budget. The proposal documented specific items that could be cut and contained the final equalized per pupil rate, which was revised from the initial budget proposal. Mrs. Spaulding posed the question as to whether the administration was proposing removing all items within the proposal. As Barre City has one of the lowest spending budgets per pupil, further cutting technology and security services may be detrimental to the students. Several committee members mentioned the need for education to the voters around the per pupil spending within Barre City as opposed to surrounding Districts. Discussion ensued around allowing the administration to decide which items to cut, but to attempt to lower the overall spending per pupil increase to 4.9% and bring the proposal to the Tri-Board meeting on March 23, 2017.

Mr. Pandolfo requested that the administration put in the next newsletter home to parents that there was the ability to register to vote at the school and that absentee ballots could be requested at any time. It was discussed that these items would be added to the school’s social media pages as well.

No other business.

Upon motion duly adopted, the committee voted unanimously to adjourn at 6:36 pm.

Respectfully submitted,
Sarah Pregent, Finance Committee Chair
<table>
<thead>
<tr>
<th>Account Number / Description</th>
<th>ADOPTED BUDGET 7/1/2016 - 6/30/2017</th>
<th>Y-T-D EXPENSES 7/1/2016 - 6/30/2017</th>
<th>ENCUMB 7/1/2016 - 6/30/2017</th>
<th>REMAINING BALANCE 7/1/2016 - 6/30/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>5200 Fund Transfers</td>
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**BSU =**

Paraeducators are budgeted in BSU, Charged to BCEMS.
## Barre City Elementary and Middle School
### BC EXPENSE BUDGET STATUS REPORT

<table>
<thead>
<tr>
<th>Account Number / Description</th>
<th>ADOPTED BUDGET 7/1/2016 - 6/30/2017</th>
<th>Y-T-D EXPENSES 7/1/2016 - 6/30/2017</th>
<th>ENCUMB 7/1/2016 - 6/30/2017</th>
<th>REMAINING BALANCE 7/1/2016 - 6/30/2017</th>
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4/3/2017 3:05:12PM
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<th>Account Number / Description</th>
<th>ADOPTEd BUDGET</th>
<th>Y-T-D EXPENSES</th>
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