

BARRE SUPERVISORY UNION
REGULAR BOARD MEETING

Barre Supervisory Union
Conference Room
120 Ayers St., Barre, VT

January 14, 2016
6.00 p.m.

AGENDA

1. **Call to Order**
2. **Additions or Deletions to the Agenda**
3. **Public Comment**
4. **Approval of Minutes**
 - 4.1 Regular Meeting - December 10, 2015
5. **New Business**
 - 5.1 First Reading of Fiscal Management and General Financial Accountability Policy (E1)
 - 5.2 Automated Time Sheet and Substitute System
 - 5.3 Administrative Evaluation Process
6. **Old Business**
 - 6.1 Second and Final Reading of Role and Adoption of School Board Policies (A1)
 - 6.2 Second and Final Reading of Policy on the Prevention of Harassment, Hazing and Bullying of Students (F20)
 - 6.3 Second and Final Reading Model Procedures on the Prevention of Harassment, Hazing, and Bullying of Students (F20-1)
 - 6.4 Act 46 Update
 - 6.5 Act 153 Update
 - 6.6 Supervisory Union Building Renovations
7. **Other Business as Needed**
8. **Reports to the Board**
 - 8.1 Superintendent
 - 8.2 Committee Reports
9. **Executive Session**
 - 9.1 Superintendent's Evaluation
10. **Adjournment**

Reminders:

Next Supervisory Union #61 Board Meeting:	February 11, 2016
Next Barre City School Board Meeting:	February 8, 2016
Next Spaulding High School Board Meeting:	February 1, 2016
Next Barre Town Elementary School Board Meeting:	January 21, 2016

BARRE SUPERVISORY UNION BOARD

BOARD MEETING NORMS

- ~ Keep meetings short and on time**
- ~ Honor the board's decisions**
- ~ Stick to the agenda**
- ~ Everyone gets a chance to talk before people take a second turn**
- ~ Keep remarks short and to the point**
- ~ Respect others and their ideas**

**BARRE SUPERVISORY UNION #61 SCHOOL DISTRICT
REGULAR BOARD MEETING
Barre Supervisory Union – Conference Room
December 10, 2015 - 6:00 p.m.**

MINUTES

BOARD MEMBERS PRESENT:

Anita Ristau - Chair (BC)
Chad Allen – Clerk (BT)
Joe Blakely (SHS)
Brenda Buzzell (BT)
Veronica Foiadelli (SHS) – via telephone

BOARD MEMBERS ABSENT:

Lucas Herring – Vice Chair (BC)
Krista Metivier (BT)
Carlotta Perantoni (SHS)
Sonya Spaulding (BC)

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Lisa Perreault, Business Manager

GUESTS PRESENT:

Video Vision Tech

1. Call to Order

The Chair, Mrs. Ristau, called the Thursday, December 10, 2015, meeting to order at 6:14 p.m., which was held at the Barre Supervisory Union Central Office in the Conference room.

2. Additions and/or Deletions to the Agenda

Two items were added:

- 5.7 Trauma Based Education – Curriculum / Proficiency**
- 5.8 Internal Financial Controls Document**

3. Public Comment

None.

4. Approval of Minutes

4.1 Approval of Minutes – November 12, 2015 Regular Meeting

On a motion by Mr. Allen, seconded by Mrs. Buzzell, the Board unanimously voted to approve the Minutes of the November 12, 2015 Regular Meeting.

5. New Business

5.1 New Hire – HR Coordinator

The Notification of Employment Status form and resume for Carol A. Marold was distributed for review. Mr. Pandolfo provided a brief overview advising that Ms. Marold is currently the BCEMS Substitute Coordinator. Ms. Marold is expected to start Monday, December 14, 2015, on a part time basis. Ms. Marold will be training her replacement at BCEMS, and will begin working full-time at the SU after the December break. There were a total of 10 applicants for the position. Four interviews were scheduled. Three interviews were held. Ms. Marold has a very strong resume, and the learning curve should be minimal. Currently, there is no dedicated office space available for Ms. Marold. This will be discussed further in the Superintendent’s report. On a motion by Mrs. Buzzell, seconded by Mr. Blakely, the Board unanimously voted to approve the hiring of Carol A. Marold for the position of HR Coordinator.

5.2 PATH Grant

The BSU Wellness in the Workplace Funds Action Plan was distributed. Mr. Pandolfo provided a brief overview of the PATH program, which is a grant funded program, promoting healthy lifestyles of employees. Mrs. Ristau, as SU Board Chair signed the grant application. The program is available to qualifying districts (those who have over 40% of employees complete a survey) and SUs that are part of the Vermont Educational Health Initiative. This is a one year, no strings attached grant. There is no obligation to

continue the program in the future. It was noted that in the past, some grant monies were used to provide healthy lunches on in-service days. Mr. Pandolfo thanked and recognized the following individuals for their efforts in coordinating the PATH program: Laura Thygesen, Melissa Brown, Jen Bombard, Beth Bicknell, Jesse Carpenter, Wendy Clark, Linda Rodriguez, Diana Flood, and Pam Wark.

5.3 Elementary and Secondary Education Act (ESEA) Reauthorization Update

An e-mail from Michael DiNapoli (Senator Sander's new education policy advisor), forwarded by Ken Page was distributed. A 'flow-chart' diagram was also distributed. The e-mail pertains to the ESEA package (now known as the ESSA Act – Every Student Succeeds Act), which passed on December 9, 2015. ESSA will replace the No Child Left Behind Act. Implementation details are not determined at this time. This act will put responsibility at the State level, rather than at the Federal level, allowing more flexibility regarding testing, and meeting proficiency goals. Each state will have more flexibility in meeting accountability standards, and working with 'failing' schools. Mrs. Ristau felt the diagram was confusing, and asked for it to be updated, such that the information was easier to understand.

5.4 First Reading of Role and Adoption of School Board Policies (A1)

A copy of the policy was distributed. A copy of the 'Preface' page from the SHS Union District #41 Policy Manual (dated 12/07/15) was also distributed. Mr. Pandolfo provided an overview of the policy and step-by-step process for approving policies at the SU and district levels. The Preface page is changed to reflect a longer definition of 'policy'. **The Board agreed to remove the words "They tell what is wanted; they may include why and how much."** from the definition of policy section.

The Board agreed that Policy A1, Section 3 (SU Policy Development) will have the following wording added to the end of the paragraph:

"Comment and information may be sought in areas such as the following" and accompanying 'bullets' (a. through f.)

- a. The specific need for the policy
- b. The scope of the policy with regard to establishing appropriate roles for the board and the administration
- c. The effect of the proposed policy on administrators, students, teaching staff and the community
- d. Samples of similar policies of other boards
- e. Applicable provisions of state and federal law
- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

The above wording is copied from Policy A1, Section 5 (District Policy Development).

On a motion by Mrs. Buzzell, seconded by Mr. Allen, the Board unanimously voted to approve, with discussed changes, the First Reading of the Role and Adoption of School Board Policies Policy (A1)

5.5 First Reading of Policy on the Prevention of Harassment, Hazing, and Bullying of Students (F20)

The Board agreed to approve Agenda items 5.4 and 5.5 in one motion. Copies of the policies were distributed. Mr. Pandolfo provided an overview. It was noted that the Policy and Model Procedures on the Prevention of Harassment, Hazing, and Bullying of Students were provided by the AOB, and have been endorsed by VSBA. The recommendation is that Boards adopt these policy and associated procedures, as written and endorsed. **On a motion by Mr. Blakely, seconded by Mrs. Buzzell, the Board unanimously voted to approve the First Reading of the Prevention of Harassment, Hazing, and Bullying of Students Policy (F20) and the Model Procedures on the Prevention of Harassment, Hazing, and Bullying of Students (F20-1).**

5.6 First Reading Model Procedures on the Prevention of Harassment, Hazing, and Bullying of Students (F20-1)

The item was addressed under Agenda Item 5.5.

5.7 Trauma Informed Education – Curriculum / Proficiency

Mr. Blakely advised that he attended an SHS Curriculum meeting where Mrs. Waterhouse introduced the subject of Trauma Informed Education. NFI (Northeast Family Institute) has been hired to provide classes/training regarding dealing with students experiencing trauma (those who lack security in food, housing, etc.). The idea is that students' needs need to be addressed so that the students can better learn. The students experiencing trauma will have a trauma based educational plan. Teaching staff seem very enthusiastic about this plan. The CMI (Classroom Management and Instruction Group) will be trained, and will in turn, train other teaching staff. This is the second year that BCEMS has been working with NFI on trauma informed education.

Spaulding is moving towards proficiency based learning. Rather than receiving 'A's B's etc.', students are rated on whether they are understanding/learning subject matter consistently, usually, occasionally, or rarely. This change is being used to help prepare students for careers and further education. In areas where students are not proficient, assistance will be provided to increase proficiency. This new grading structure is being implemented at all schools. This new grading structure is a requirement of the Education Quality Standards of 2014. In the future, graduation will be based on proficiency rather than credits. Implementation of

this new grading structure is a very complex, long term project. Some colleges are advising they are accepting of this type of grading. Proficiency based learning also involves 'transferable' skills.

5.8 Internal Financial Controls Document

Mr. Pandolfo read the statute to the Board. Mr. Pandolfo distributed, as required by Title 16, Chapter 5, Subchapter 2, a completed Financial Management Questionnaire-BSU, for Board review. Minimal discussion was held. Mrs. Ristau signed the original copy of the document. Additionally, Mr. Pandolfo distributed a BSU Organizational Chart.

6. Old Business

6.1 FY '17 Budget

Two documents were distributed; a copy of the draft audit and a document titled 'Barre Supervisory Union Assessment Information'. Ms. Perreault reported that the draft audit finds that the financial statements present fairly and there are no findings. Budget highlights include an Operating Surplus of \$135,708, and a Fund Balance of \$339,700 (page 3 of the Draft Audit). Of the \$339,700, \$40,391 has been assigned as revenue in the current budget, leaving a balance of almost \$300,000. The Auditor's presentation to the Board will probably occur in February. Mrs. Perreault does not anticipate any changes to the audit. The Board began a review of the BSU Assessment document. Ms. Perreault advised that the cover page provides an overview of the assessments for each district (Curriculum, Technology, etc.). The breakdown of the assessment (by district) is detailed in subsequent pages. It was noted that general reasons for increases include health insurance benefit changes, the new HR Coordinator position, and audits. Lengthy discussion ensued regarding approval of the assessment. **On a motion by Mrs. Buzzell, seconded by Mr. Blakely, the Board unanimously voted to approve that the Fund Balance be used to make the FY 17 BSU Assessment, excluding Transportation and Special Education costs directly assessed to the districts, identical to the FY 16 assessment of \$1,527,820. This will be broken down as: Barre City \$491,594, Barre Town \$445,382, Spaulding \$453,381 and Central Vermont Career Center \$97,072.** It was noted that other than the HR Coordinator position and audits, there were no other additions. Mr. Pandolfo advised that there is an immediate need for office space for the HR Coordinator. \$20,000 has been allocated for constructions costs. Mr. Pandolfo recommends postponing any additional improvements until after July 1, 2016.

6.2 Act 46 Update

Mr. Pandolfo advised that the Act 46 Consolidation Study Committee has met monthly, since September, and has recently scheduled a public forum for January 12, 2016. The Public Forum will be held at Spaulding High School, beginning at 6:00 p.m. The public is strongly encouraged to attend this important meeting, which will provide information regarding consolidation of all schools under the SU, utilizing one board and one budget. The public is also encouraged to visit the BSU web-site to access the Act 46 link, to view Act 46 Agendas, Minutes, and videos. Mr. Allen emphasized that Act 46 is a consolidation of school governance, not a consolidation of schools and feels that the public forum is an excellent opportunity for the public achieve a better understanding of the Act and to give input to the Committee. Mr. Clarke (Act 46 Consultant) is currently working on the Exploratory Report. The Study Committee will be holding one final meeting (slated for January 21, 2016). After the final meeting, this topic will be discussed by the district Boards (BCEMS and BTMES) for determination of whether or not to proceed with a 706 (in-depth) Study Committee. Grant monies (up to \$20,000) may be available to assist with a 706 Study Committee. Mr. Pandolfo advised that there is currently no 'Chair' for the Act 46 Committee. Mr. Pandolfo reminded the Board that the Superintendent's role, is a supportive role and that if a 706 Committee is formed, a Chair will need to be appointed/elected.

6.3 Act 153 Update

Mr. Pandolfo provided an update, advising that in the past, the SU has been operating on a waiver, but that the waiver will not continue to be granted under Act 153. The most recent response to a waiver request was partially approved, partially denied. Mr. Pandolfo submitted a status report, advising of the current scheme and different contracts. A thorough analysis will need to be performed to determine if the disparate schemes should continue, or if transportation will need to be reconfigured/restructured. In order to maintain disparate schemes, it must be proven that they can continue without any increase in cost above utilizing one scheme. If disparate schemes are maintained, without approval from the DOE, a 5% penalty (an increase in the education tax) will be imposed on all districts within the SU. Mr. Pandolfo is waiting for a reply from the DOE regarding their approval of the SU devising a transportation plan by June 30, 2016. A plan devised by the end of June 2016 probably could not be implemented for the 2017 school year, and would most likely be put in place for the 2018 year. Mr. Pandolfo hopes to receive a response as soon as possible to enable the SU to proceed in accordance with the directive set forth by the DOE.

Regarding consolidation of Special Education, Mr. Pandolfo advised that effective 07/01/16, all Special Educators will be employed by the SU. Para-educators, currently under a separate contract, will remain in each school's budget for 2017, but their future placement will need to be reviewed, with the goal of consolidation at the SU level.

7. Other Business as Needed

None.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendent's report dated December 10, 2015 was distributed for review and discussion. The report included information pertaining to BSU building renovations (additional parking, office space for the HR Coordinator, and second floor renovations to increase usable space), FY '17 Budget development, changes to USDA food service RFP requirements, grants, transportation RFP development, quotes from Frontline Technologies (electronic attendance, timesheet reporting and substitute administration services), Curriculum updates (staff development planning, finalization of key grants, Barre Town Principal hiring process, NGSS – Next Generation Science Standards, the math studio classroom, establishment of consistent grading practices, and preparation for administration of SBAC testing), Special Services (First Aide and C.P.R. training), Technology (infrastructure improvements, additional technology, elimination of Windows XP computers, evaluation of Anti-virus/Malware software, and the FY 17 e-Rate application, Early Education (vision and hearing screening, pre-K provider agreements, public education on Act 166, consultation with area providers to increase pre-K capacity, the evaluation process for students attending prequalified partner centers, and coordination of efforts for enhancements to pre-K classrooms and playgrounds. A copy of a memorandum titled 'Commissioner of Taxes Releases FY2017 Education Yield Letter' was distributed. A copy of a 7 page letter from Mary Peterson, Commissioner, Department of Taxes was also distributed. A document titled 'Preliminary Education Fund Outlook' was distributed. The BSU General Fund Expenditures reported dated 12/03/15 was also distributed. The fund shows a deficit of \$385,619. Additionally, Mr. Pandolfo provided detailed information regarding parking options that have been explored, creation of the HR Coordinators office, proposed renovations to the second floor, and the possibility of implementing an electronic substitute management and time sheet management system.

8.2 Curriculum Director

No action.

9. Executive Session as Needed

No Executive Session was necessary.

10. Adjournment

On a motion by Mrs. Buzzell, seconded by Mr. Blakely, the Board unanimously voted to adjourn at 7:57 p.m.

Respectfully submitted,
Andrea Poulin

1ST READING: 1/14/2016
2ND READING:
ADOPTED:

Fiscal Management and General Financial Accountability

1. POLICY

It is the policy of the Barre Supervisory Union and its member districts (Barre Town, Barre City and Spaulding High School Union Districts, and Central Vermont Career Center) to manage its financial affairs using generally accepted accounting practices, providing appropriate accountability, and assuring compliance with guidelines published by the Agency of Education.

2. ADMINISTRATIVE RESPONSIBILITIES

With the advice and consent of the Auditor of Accounts and the Secretary of Education, the Superintendent shall establish and maintain an accrual system of accounting for the proper control and reporting of school district finances and for stating the financial condition of the School Districts.

Guidelines

1. The approved budget will be the spending plan for the year. The Superintendent or his or her designee is authorized to make commitments on behalf of the organization. Expenditures in excess of \$15,000 require approval by the Board. The Superintendent shall assure that the district does not materially deviate from the approved spending plan, and shall notify the Board of significant overages in spending or significant reduction in revenue that might threaten adherence to the annual budget plan for the year.
2. The Superintendent shall arrange with the Barre Supervisory Board an annual audit of accounts by a certified public accountant.
3. The Superintendent shall establish a system of appropriate internal controls for the handling of all financial obligations and all funds and accounts.
4. The Superintendent shall provide regular information to the board regarding the status of the organization relative to expenses and revenues according to a schedule established by the Board.
5. The Board shall, annually, authorize the Superintendent or his/her designee to "examine claims against the district for school expenses and draw orders for such as shall be allowed by it payable to the party entitles thereto." ⁽¹⁾ *Factor*
6. The bidding requirements of 16 V.S.A. §559 will be followed by the Board and its designees.

1 16 VSA 563

*Legal Reference(s): 16 V.S.A. §563 (3) (Powers of school boards)
16 V.S.A. §559 (Public bidding)
16 V.S.A. §1756 (Indemnity and insurance)*

1ST READING: 1/14/2016

2ND READING:

ADOPTED:

Budgeting

1. POLICY

It is the policy of the Barre Supervisory Union and its member districts (Barre Town, Barre City and Spaulding High School Union Districts, and Central Vermont Career Center) to develop school budget(s) that reflect the Supervisory Union and Districts' goals in improving student achievement as outlined in its strategic and annual action plans and to ensure responsiveness to community needs.

Administrative Responsibilities

The Superintendent will develop an annual calendar for budget development. The calendar will provide sufficient time for:

- Establishing a budget which aligns with priorities of the recommendations of the school administration and staff, parents, students, and other citizens.
- Holding public hearings and informational meetings prior to the formal adoption of the budget proposal by the board.
- Aligning the budget according to the goals of the board.

Approval

The Board will, after public hearings and/or informational meetings adopt a budget for consideration by the electorate. The budget and special articles will be presented by the Board for approval by the electorate at the annual meeting of the District. Preparation of the Board's budget presentation and other Board strategies for explaining and supporting its budget will be a formal agenda item at a meeting of the Board prior to the annual district meeting.

6.1

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: A1

1ST READING: 12/10/2015
2ND READING: 1/14/2016
ADOPTED
Previously Adopted: : 6/11/15

Role and Adoption of School Board Policies

1.POLICY

It is the intent of the Barre Supervisory Union Board to outline direction and goals for the successful consistent and efficient operation of the Supervisory Union and member district schools through the adoption of policies. Supervisory Union and school district policies will be in compliance with Vermont and federal law and regulations.

2. DEFINITIONS

Policies are principles adopted by the school board to chart a course of action. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.

Procedures (also referred to as rules or regulations) are developed by the Superintendent, his or her designee, or school administrators to provide for the management of the schools by describing how tasks will be carried out and board policies will be implemented.

3. SU POLICY DEVELOPMENT

In order to ensure efficient development and implementation of school board policies in the Supervisory Union, the Supervisory Union Board, or a subcommittee thereof, will determine when school board policies in the Supervisory Union should be developed or revised. The Superintendent or designee will assist the Supervisory Union Board in determining the need for policy development or revision in specific areas and will advise the Supervisory Union Board and member boards within the Supervisory Union on policy content. Comment and information may be sought in areas such as the following:

- a. The specific need for the policy
- b. The scope of the policy with regard to establishing appropriate roles for the board and the administration
- c. The effect of the proposed policy on administrators, students, teaching staff and the community
- d. Samples of similar policies of other boards
- e. Applicable provisions of state and federal law

- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

4. SU POLICY ADOPTION

Policies will be adopted by the BSU Board using the following steps:

- a. The policy is developed or revised by the BSU Policy Committee
- b. A 1st Reading is passed by the BSU Board
- c. A 2nd Reading/Adoption is passed by the BSU Board

5. DISTRICT POLICY DEVELOPMENT

When the Supervisory Union Board has adopted a policy for distribution to the member boards of the Supervisory Union, the policy will be distributed by the Superintendent for consideration by each member board. The adopting board will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision. Comment and information may be sought in areas such as the following:

- a. The specific need for the policy
- b. The scope of the policy with regard to establishing appropriate roles for the board and the administration
- c. The effect of the proposed policy on administrators, students, teaching staff and the community
- d. Samples of similar policies of other boards
- e. Applicable provisions of state and federal law
- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

6. DISTRICT POLICY ADOPTION

After consideration of the comments and information provided by interested individuals, the adopting board may adopt or revise a policy developed by the Supervisory Union Board. A policy may be adopted at a regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy. Policies will be adopted by the district boards using the following steps:

- a. The Superintendent or designee sends the policy to the district Policy Committee.
- b. The district policy committee reviews the policy and brings it to their district board.
- c. A 1st Reading is passed by the district board.
- d. A 2nd Reading is passed by the district.
 - The policy is "Ratified" by the district if it is identical to the BSU Policy
 - The policy is "Adopted" by the district if it has been modified in substance from the BSU Policy

- e. Any related district policies which have now become obsolete should be recommended by the district policy committee to be rescinded by the district board.

7. POLICY DISSEMINATION, ADMINISTRATION & REVIEW

7.1 Dissemination When policies are adopted, the Superintendent will publish and make them available to the public, students, and school personnel. A copy of the school policy manual will be available during the normal working day in the office and/or library of each school within the Supervisory Union. A school policy manual will be available on the school website. The student handbook will include board policies related to student activities and conduct. The teacher handbook will include board policies related to teachers' responsibilities.

7.2 Administration Policies will be administered through procedures and directives of the Superintendent, administrators and members of the management team.

7.3 Policy Review The superintendent will advise the Supervisory Union Board when revisions to adopted policies are required or otherwise appropriate. In addition, the BSU Board, or subcommittee thereof, will develop a policy review schedule to ensure that all policies are reviewed at least once every five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

8. NON-SUBSTANTIVE CHANGES

For policies that have already been warned and adopted, if formatting and/or non-substantive changes are needed to ensure consistency in the policy manual and/or grammatical expedience, those corrections can be made and voted on for adoption without a first and second reading.

9. DUPLICATE POLICIES

When in the process of revising policies and duplicate policies exist, the district or SU will operate on the newest approved policy until older policies can be rescinded.

Legal Reference(s): 16 V.S.A. §563 (1) (Powers of school boards)

**BARRE SUPERVISORY UNION
POLICY MANUAL**

CODE: F20

**ST READING: 12/10/2015
2ND READING: 1/14/2016
ADOPTED:**

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

I. Policy

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

²It is the policy of the district to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

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

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

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

II. Implementation

The superintendent or his/her designee shall:

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

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

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

III. Constitutionally Protected Speech

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- K. "Pledging"** means any action or activity related to becoming a member of an organization.
- L. "Retaliation"** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- M. "School administrator"** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the district's equity coordinator.
- N. "Student Conduct Form"** is a form used by students, staff, or parents, to **provide, in written form, information about inappropriate student behaviors** that may constitute hazing, harassment and/or bullying.

APPENDIX A**Designated Employees:**

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

Name: **John Pandolfo**

Title: **Superintendent**

Contact Information:

802-476-5011 x1017
jpandbsu@u61.net

Barre Supervisory Union
120 Ayers St
Barre, VT, 05641

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

**BARRE SUPERVISORY UNION
POLICY MANUAL****CODE: F20-1****1ST READING: 12/10/2015****2ND READING: 1/14/2016****ADOPTED:**

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

- A. Student Reporting:** Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting:** Any school employee who **witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

- C. Other reporting:** Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report:** If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- E. False complaint:** Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying maybe subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

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

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

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

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

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

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

C. **All notifications shall be subject to state and/or federal laws** protecting the confidentiality of personally identifiable student information. Pursuant to 34CFRPart99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

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

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

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

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

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

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

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

IV. **Responding to Substantiated Claims**

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

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

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

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

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

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

- C. **Alternative Dispute Resolution.** At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:

1. the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
2. the age of the complainant and the accused individual,
3. the agreement of the complainant, and
4. other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews

Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant.

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

B. Independent Reviews of Final Harassment Determinations By Complainant.

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

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

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the

to school's investigation, its determination, and/or the steps taken by the school correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

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

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

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

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

Rights of Accused Students

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

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

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

VI. Confidentiality and Record Keeping

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

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

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

VII. Reporting to Other Agencies

- A. Reports to Department of Children and Families.** When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, *et seq.* must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 *et seq.*
- B. Reports to Vermont Agency of Education.** If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
- C. Reporting Incidents to Police**
- a. FERPA Rights.** Information obtained and documented by school administration regarding the school's response to notice of student

conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

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

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

VIII. Disseminating Information, Training, and Data Reporting

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

Legal References:

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

Cross Reference:

State of Vermont
219 North Main Street, Suite 402
Barre, VT 05641
www.education.vermont.gov

[phone] 802-479-1030
[fax] 802-479-1835

Agency of Education

January 6, 2016

Barre Supervisory Union
John Pandolfo, Superintendent
120 Ayers Street
Barre, VT 05641

RE: 16 V.S.A. § 261a.(8)(E) Supervisory Union Transportation Services Requirement

Dear John:

Thank you for your progress report (dated November 6, 2015) regarding the transportation services consolidation requirement of Act 153 of 2010, as codified at 16 V.S.A. § 261a.(8)(E).

I understand that in follow-up discussions with Greg Glennon of AOE, you have indicated that while the SU will be the payor of all transportation services within the SU as of FY 2017, the cost study piece to determine whether existing disparate service plans among member districts add costs on the whole is not complete. Therefore, you have asked for the opportunity to finalize the cost study and report back to me on whether maintaining disparate service plans adds costs on the whole, or may be tenable moving forward, as an alternative to a unified transportation service plan, SU-wide.

At this point, since district budgets and the SU budget have built in the cost shift to the SU budget for FY 2017, and since the SU will be the sole payor of transportation services, I will grant the Barre SU additional time to finalize the cost study during the FY 2017 year. We expect the study to be complete in time for the AOE to determine compliance with Act 153 of 2010 (transportation consolidation requirement) prior to the subsequent budget cycle.

Once this process is complete, the SU must be prepared to be in full compliance by Fiscal Year 2018. Please provide me with a final cost study, and the SU's plan for compliance, no later than June 1, 2016. If you have any questions or concerns in the interim, please contact Greg Glennon at the Agency.

Sincerely,



Rebecca Holcombe
Secretary of Education

BARRE SUPERVISORY UNION DISTRICT #61

8.1

**Barre City Elementary and
Middle School**

**Barre Town Middle and
Elementary School**

Central Vermont Career Center

Spaulding High School

John Pandolfo
Superintendent of Schools

120 Ayers Street
Barre, VT 05641
phone: 802-476-5011
fax: 802-476-4944 / 802-477-1132
www.bsuvt.org

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

Richard McCraw, M.Ed.
Director of Curriculum,
Instruction, and Assessment

Lisa Perreault
Business Manager

Donald E. McMahon
Director of Special Services

Diane Stacy
Director of Technology

Sandra Cameron, M.Ed., MOT
Director of Early Education

January 14, 2016

TO: The Members of the Barre Supervisory Union Board

RE: Superintendent's Report

Please accept the following report to the Supervisory Union Board:

1. Superintendent's Office

- a. I have attached a copy of the Education Legislative Report from January 4, 2016.
- b. I have met with both custodial/maintenance locals (Barre Town Local on January 5 and Barre City/Spaulding Local on January 8). In addition to explaining the potential impact of both Act 153 and Act 46, we discussed contract negotiations, as contracts for both locals expire June 30, 2016. Both locals are considering the possibility of bargaining a merged contract. We will get back together with their regional representation in the near future to move negotiations forward, whether merged or separate.
- c. The PreK-12 Admin Team met on January 11 with attorney Pietro Lynn for a two hour training on conducting employee investigations. Additional trainings on Section 504 implementation and Hazing, Harassment, and Bullying are planned but have yet to be scheduled. These are trainings we will conduct periodically to keep our administrators current on best practices. The Admin Team meets for an evening retreat on January 27.
- d. We are planning a follow-up Legislative Breakfast for Monday, January 25 at 8:00am in the Lunchbox. We are waiting on confirmation from legislators, and may move the start time to 7:30am to accommodate the schedules of a few of our senators. We will keep you posted.

2. Business Office

- a. The FY17 Budgets are in the final stages. Each Administrative Team was able to keep their equalized pupils cost below the ACT 46 Cost Containment maximum avoiding tax penalties. Given the substantial health insurance increases, fixed costs, and declining enrollment their work this budget season is commendable. In addition, the FY17 Budgets bring the BSU into compliance with Act 153.
- b. The Staff Accountants have also had their challenges tackling the new IRS required reporting for the Affordable Care Act while compiling annual payroll information for W2s. They have worked closely with ADS Financial Accounting System support, the BSU Technology Team who have assisted with updates, and Blue Cross & Blue Shield assuring accurate coding and reporting for all employees. Many thanks to them for their hard work.

3. Curriculum:

- a. Planning is largely complete for the January 18th staff development day. Highlights include (1) a major focus on the Next-Generation Science Standards for K-8 science teachers (to be presented by Barre graduates of the Vermont Science Initiative) and (2) training that is tightly focused on the specific needs of each group of special educators.
- b. The SU and Barre City have each received grants that will open new opportunities to support students who are victims of trauma. Barre City will also be able to institute before- and after-school tutoring and will be able to devote resources to reinforcing the effectiveness of teacher teams..

4. Special Services:

- a. Planning two ½ day trainings with Jen Pattenaude in the Barre Supervisory Union to special educators and SLPs serving PK-12. Jen's presentation will focus on Data Collection and Data Analysis for the purpose of goal development and progress monitoring.
- b. The high school special education team and middle school special educators from Barre Town and Barre City will be conducting 8th grade student transition meetings on January 18, 2016 to prepare for those students entering high school next year.
- c. The BSU purchase a van from C.V.C.C. to assist in our transportation needs, saving the district in outside vendor transportation costs.

5. Technology:

1. Infrastructure improvements- New managed network switches are being installed in wiring closets and new managed wireless access points in every classroom in the district. Most of the new wireless access points have been installed at Spaulding; configuration and installation of several new managed network switches continues. Two new network "closets" are being created at the north end of the Barre City Elementary and Middle School. These are connected back to the AV room by fiber which will increase the speed and bandwidth available on the north end of the building. This also greatly decreases the expense of adding wireless access points to every classroom. The new "eRate" wireless access points and switches for Barre Town have been ordered.
2. Professional Development – Both of the current Technology Integrationists are providing regular professional development at their respective schools. Two members of the tech team are preparing to lead professional development sessions for paraeducators on the January in-service day.
3. Teacher website development - The Technology Integrationists at CVCC and BCEMS have developed guidelines and templates for teachers to use to build Google sites for their classes. They are also assisting teachers in initial creation of these sites. These tools are being shared with the other schools.

6. Early Education:

- a. Capacity updates: Each school has 90 prek children enrolled. BCEMS has 36 3-4 year olds on the waitlist; BTMES has 29 3-4 year-olds on the waitlist. Additionally, we have early requests at each school for enrollment of current 2 year-olds.
- b. PreK teams have analyzed POA and PNOA data and used the data to inform instruction.

Respectfully Submitted,

John Pandolfo
Superintendent of Schools
on behalf of the Barre SU Central Office Administrative Team

Education Legislative Report

January 4, 2016 – Issue #1

The Biennium Resumes

On January 5th the General Assembly will reconvene for the second half of the biennium in Montpelier. Since this is the second half of a biennium and an election year, conventional wisdom holds that the session will conclude in early May. Prior to adjournment, legislators will be asked to pass a budget adjustment of \$85 million, approve appropriations for the operation of state government, and consider a host of proposals affecting the State's fiscal and social policies. Among topics relevant to public education, legislators will be asked to set statewide property tax yields and address problems with cost containment provisions passed in Act 46.

As leaders of your school districts and supervisory unions, you serve as a voice for public education. As your state associations, we strive to be strong representatives of the concerns of education officials. That stated, there is no substitute for contact by constituents with their legislators. We encourage you to read our *Reports*, keep abreast of issues, and work to stay in touch with your house members and senators. Here is a link to contact information for Legislators organized by each supervisory union:

<http://www.vtvsba.org/legis/legcontact.pdf>

Throughout the session, you will receive regular issues of this *Education Legislative Report*. The *Report* is a collaboration of the Vermont School Boards Association (VSBA), the Vermont Superintendents Association (VSA), the Vermont Principals' Association (VPA), the Vermont Association of School Business Officials (VASBO), the Vermont Council of Special Education Administrators (VCSEA) and Vermont School Boards Insurance Trust (VSBIT).

If you have questions regarding the content, contact your Association's executive director or Emily Simmons, Director of Legal and Policy Services at VSBA and author of the *Report* at esimmons@vtvsba.org.

We look forward to working with you and with state policymakers to address important issues during the upcoming year.

Inside this Report

<i>Tax rates</i>	2
<i>Allowable Growth Rate</i>	3
<i>New bills</i>	4

Off-Season Proves to be No Vacation for Legislators and Education Officials

Since the General Assembly adjourned in May, the work of implementing the legislation passed in the first half of the biennium has been in full swing. The House Education Committee met on November 18 to review progress on Act 46 and to review the impacts of the allowable growth rate.

On December 1, members of the General Assembly attended a briefing held at the State House. The focus was the budget adjustment, but the day included a presentation of "Current Education Challenges" provided by Secretary Rebecca Holcombe. The Secretary provided an update on the implementation of Act 46. The slides are [here](#).

The Tax Commissioner's Letter in New Form per Act 46

On December 2nd the Vermont Department of Taxes released its annual letter forecasting FY17 statewide education tax rates. This year, in accordance with Act 46, the Tax Department forecast replaces the base education amount previously used to calculate base tax rates with a "dollar equivalent yield." The "dollar equivalent yield" is the amount of per pupil spending that could be supported in a given year by a fixed homestead base tax rate of \$1.00 for taxpayers who pay based on the value of their property, and by a fixed applicable income percentage of 2.00% for taxpayers who pay on the basis of income. The base education amount will no longer be used to calculate tax rates. For FY 2017, the projected yields are:

	<u>Base Rate</u>	<u>Yield</u>
Homestead Property	\$1.00	\$9,955
Income	2.00%	\$11,157
Non-Residential Property	\$1.538	N/A

District-specific homestead property tax rates will vary from the base rate depending on the level of spending per equalized pupil.

Under the yields proposed by the Tax Commissioner, districts could spend 4.19% more per equalized pupil and have the same equalized tax rate as in the current fiscal year. Representatives from the Agency of Education and Joint Fiscal Office have described some reasons for the proposed yield. They include one-time usage of \$21 million in Education Fund; projected growth in the statewide education grand list; and estimated growth in education spending less than 3% overall.

The House Education and Senate Finance Committees will consider the yield proposal in the coming months and set the base non-residential property rate and the two homestead yields before the end of the session.

The Allowable Growth Rate Undergoes Second Look

In November the House Education Committee met for a full day of hearings outside of the regular session. In the morning the committee heard an update of initial Act 46 implementation efforts. Nicole Mace of the VSBA and Jeff Francis of the VSA testified regarding the progress on Act 46 implementation to date. In the afternoon the committee took testimony on the allowable growth rate (AGR) and the problems districts are facing in an effort to stay under their allowable growth percentage.

In some districts, this year's increase in education spending per equalized pupil is restricted to 0% growth over last year. In another, the percentage is as high as 5.5%. Any amount that is approved over the allowable growth percentage will be double taxed. Both the VSBA and the VSA have adopted resolutions calling on the repeal of the AGR.

VASBO past president Bob Mason told committee members that AGR in some districts, if met by school boards, is of a magnitude that significant dismantling of programs and staff will occur. He also reminded the committee that the cost containment measure is a distraction from the productive merger work currently underway in many communities.

The committee also heard a presentation from the joint fiscal office of possible alterations to the AGR. They included a modification to the existing provision that would exempt health care premium increases from the calculation of the AGR. Healthcare premium cost increases are expected to consume roughly 60% of the total allowable growth statewide.

Brad James from the AOE offered that the committee could delay implementation of the AGR to give districts time to respond to the AGR with budgets that achieve cost savings but do not jeopardize educational quality.

The committee considered whether, if they opt to delay the AGR for one year, there would still be an impact on the local budgeting decisions, or whether statewide education spending would continue to grow at a rate higher than what would otherwise be expected. The Committee was urged, regardless of which path it chooses, to take action quickly to give an indication to boards what provision will apply to budgets presented this coming Town Meeting Day.

It remains to be seen what actions the Committee will take, but it is important to continue to convey to House members the problems that are created by the allowable growth rate. Your senators and representatives will more fully understand the impact of AGR if you tell them how it specifically impacts your district at the local level.

New Senate Bills Slated for Introduction

The following bills were drafted for the Senate's December 11 deadline for the introduction of new legislation. The House's introduction deadline is January 15, 2016.

S.158 - An act relating to amendments to Act 46 and transferring the property and debt of merged districts

Sen. Cummings

Proposes to move the deadlines for Act 46 incentives and the mandatory statewide plan two years, Repeals the allowable growth rate. Proposes to allow study committee reports to provide for the transfer of assets and debt from a school district to the town where those assets are fixed.

S.249 - An act relating to the authority of a unified union school district meeting certain conditions to operate a school and pay tuition

Sen. Westman, Sen. Collamore, Sen. Flory

Proposes to allow a union district to both operate and pay tuition.

S.248 - An act relating to truancy and school discipline and student offense reporting requirements

Sen. Sears

Would require schools to report "conduct and discipline" violations to the State Board of Education, as well as new reporting requirements by other agencies to VCIC. It would also increase the penalty on legal guardians of truants from \$1,000 to \$2,000.

S.233 - An act relating to amending Act 46

Sen. Zuckerman

Repeals the allowable growth rate.

S.208 - An act relating to gradually increasing the mandatory age of school attendance

Sen. Nitka

Proposes to gradually increase the mandatory age of school attendance to 18.

S.202 - An act relating to the Agency of Agriculture, Food and Markets establishing a universal meals pilot project under the Farm-to-School Program

Sen. Sirotkin

Directs the Agency of Agriculture to establish a pilot program within the Farm-to-schools program for universal meals.

S. 194 - An act relating to suspension and expulsion as a last resort.

Sen. Campion and Sen. Sears

Would restrict the circumstances under which a superintendent or principal may suspend or expel a student.

S. 175 - An act relating to creating an education property tax that is adjusted by income for all taxpayers

Sen. Pollina

Proposes to apply the income sensitivity adjustment to all taxpayers.

S. 170 - An act relating to the Open Meeting Law

Sen. Pollina

Would exempt some communications by members of a public body from the definition of a "meeting" under the OML.

S. 169 - An act relating to the Rozo McLaughlin Farm to School Program

Sen. Pollina and Sen. Zuckerman

Would clarify and expand the farm-to-school program within the Agency of Agriculture.

S. 168 - An act related to incentives for lower school spending

Sen. Rodgers

Proposes to provide tax rate incentives for education spending that is 25 percent lower than the statewide average, and to impose tax rate penalties for education spending 25 percent higher than the statewide average.

New House Bill Released for Introduction

H. 516 - An act relating to the transfer of assets and debt belonging to merging school districts.

Rep. Ancel

Proposes to allow study committee reports to provide for the transfer of assets and debt from a school district to the town where those assets are fixed.

BARRE SUPERVISORY UNION POLICY COMMITTEE

December 16, 2015 Meeting Minutes

Committee members present:

Dotty Ricks, representing Spaulding High School
 Kristin McCarthy, representing Barre Town Middle and Elementary School
 Leslie Walz, representing Barre City Elementary and Middle School
 John Pandolfo, Committee Chair and Superintendent
 Lisa Perreault, BSU Business Manager

1. Call to Order

The meeting was called to order at 7:34p.m. at the BSU upstairs office.

2. Revisions to Agenda

There was one addition to the agenda.

- o Discussion of Policy and Model Procedures on the Prevention of Harassment Hazing, and Bullying of Students, codes F20 and F20-1

3. Approval of Meeting Minutes

On a motion by Kristin McCarthy, seconded by Dotty Ricks, the minutes of the November 18, 2015 meeting were accepted unanimously as presented.

4. Role and Adoption of School Board Policies, code A-1

- This policy passed a 1st Reading with the BSU Board on December 10 with two changes. The first change was to replace the definition of **Policies** with a definition based on that which is in the SHS Policy Manual Preface. The second was to duplicate detail from Section 5, District Policy Development, into Section 3, SU Policy Development. The committee reviewed both of these changes and agreed to move the revised policy forward to the BSU Board for a 2nd Reading on January 11, 2016.

In a general discussion related to policy adoption, the committee discussed the following:

- If a member district board ratifies an SU policy it will keep the SU Reading and Adoption dates on the policy, and will add the Reading and Ratification Dates of the member district.
- If a member district board modifies and adopts an SU policy it will remove the SU Reading and Adoption dates from the policy, will list only the Reading and Adoption Dates of the member district, and will change the heading to show the district name, not "Barre Supervisory Union #61".
- After each board meeting where policies are read, ratified or adopted the chair of that board's Policy Committee will email Pam Wark informing her of those board actions.

Electronic copies of these policies will be included whenever possible. Pam will then compile and have posted ratifications and adoptions.

- John P. will check the codes of BSU adopted policies against the VSBA model policies and prepare to adjust codes and update the BSU index as necessary.
- After BSU codes are verified/corrected, each member district Policy Committee will begin the process of recommending that their board ratify/adopt all policies shown as "approved" in the BSU index, with the exception of F24, which will become obsolete upon adoption of F20. Member districts will then rescind obsolete policies.
- John P. will ask Pam Wark to send e-copies of all BSU approved policies to each committee chair (with the exception of F24).
- Each member district will make its own decision on the approval process for re-coding, based on the preference of its board.

5. Fiscal Policies

- Lisa Perrault joined the meeting. Lisa explained that VASBO has a committee which is developing a recommendation for VSBA on new model fiscal policies. Some of the differences between Lisa's recommendations to the committee and the current VSBA model policies reflect the recommendations she anticipates from the VASBO committee.
- The committee agreed to submit Lisa's recommended Policy E1, Fiscal Management and General Financial Accountability, to the BSU Board for a 1st Reading on January 14, 2016. A footnote will be added for Guideline #5.
- The committee agreed to submit Lisa's recommended Policy E2, Budgeting, to the BSU Board for a 1st Reading on January 14, 2016. Bullets under **Administrative Responsibilities** will be modified to reflect the committee's discussion.
- The committee agreed that model policy E3 is not required, based on Lisa's recommendation of the anticipated VASBO recommendation.

6. Special Education Policy

- This was tabled until the next meeting.

7. Wellness Policies

- This was tabled until the next meeting.

8. Other Business

- F20 and F20-1 were approved as is for a 1st Reading at the BSU Board Meeting on December 10. They will be presented for a 2nd Reading on January 14.

9. Adjourn

On a motion by Kristin McCarthy, seconded by Dotye Ricks, the Committee voted unanimously to adjourn at 8:57p.m.

The next meeting will be held on Wednesday, January 20, 2016; 7:30 – 9:00 am at the BSU office. The agenda will be

1. Call to Order
2. Revisions to Agenda
3. Approval of December 16, 2015 minutes
4. Special Education Policy
5. Wellness Policies
6. Other Business
7. Adjourn

Respectfully submitted,
John Pandolfo

PENDING APPROVAL