

BARRE SUPERVISORY UNION  
REGULAR BOARD MEETING

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

March 24, 2016  
6.00 p.m.

AGENDA



1. **Call to Order**
  - 1.1 Board Reorganization
2. **Additions or Deletions to the Agenda**
3. **Public Comment**
4. **Approval of Minutes**
  - 4.1 Regular Meeting - February 11, 2016
5. **New Business**
  - 5.1 2016-17 School Calendar
  - 5.2 Notice of Non-Discrimination Policy (B6) Code Change to C6
  - 5.3 First Reading Grade Advancement: Retention, Promotion, and Acceleration of Students Policy (G9)
  - 5.4 BSU Tri-Board Meeting (June?)
6. **Old Business**
  - 6.1 Second Reading Special Education Policy (G15)
  - 6.2 Act 46 Update
  - 6.3 Facilities Director Position
  - 6.4 Superintendent Evaluation Survey Results
7. **Other Business as Needed**
8. **Reports to the Board**
  - 8.1 Superintendent
  - 8.2 Committee Reports
9. **Executive Session (if needed)**
  - 9.1 Personnel
  - 9.2 Bargaining Agreements
10. **Adjournment**

Reminders:

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

April 15, 2016  
April 11, 2016  
April 4, 2016  
April 20, 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**

4.1

**BARRE SUPERVISORY UNION #61 SCHOOL DISTRICT  
REGULAR BOARD MEETING  
Barre Supervisory Union – Conference Room  
February 11, 2016 - 6:00 p.m.**

**MINUTES**

**BOARD MEMBERS PRESENT:**

Anita Ristau - Chair (BC)  
Joe Blakely (SHS)  
Brenda Buzzell (BT)  
Carlotta Perantoni (SHS)  
Sonya Spaulding (BC)

**BOARD MEMBERS ABSENT:**

Lucas Herring – Vice Chair (BC)  
Chad Allen – Clerk (BT)  
Veronica Foiadelli (SHS)  
Krista Metivier (BT)

**ADMINISTRATORS PRESENT:**

John Pandolfo, Superintendent  
Lisa Perreault, Business Manager

**GUESTS PRESENT:**

Video Vision Tech      John Mudgett

**1. Call to Order**

The Chair, Mrs. Ristau, called the Thursday, February 11, 2016, meeting to order at 6:09 p.m., which was held at the Barre Supervisory Union Central Office in the Conference room.

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

None.

**3. Public Comment**

None.

**4. Approval of Minutes**

**4.1 Approval of Minutes – January 14, 2016 Regular Meeting**

On a motion by Mrs. Perantoni, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Minutes of the January 14, 2016 Regular Meeting.

**5. New Business**

**5.1 Audit Report**

A copy of the draft audit was distributed. John Mudgett addressed the Board advising that the audit went very smoothly and that there were no findings of material weakness or deficiencies in internal controls. Mr. Mudgett proceeded to provide an overview of the audit, including two proposed adjustments to the original trial balance, portions of the audit pertaining to the pension plan, and auditing of government funds. Mr. Mudgett answered questions from the Board, and advised the Board regarding a procedural change to be implemented to assure that monies allocated to specific funds are documented. Brief discussion was held regarding creation of an SU Policy relating to depository accounts being fully insured or collateralized. On a motion by Mrs. Buzzell, seconded by Mr. Blakely, the Board unanimously voted to accept the Audit as presented.

**5.2 First Reading Special Education Policy (G15)**

A copy of the policy was distributed. Mr. Ristau provided an overview of the policy.

On a motion by Mr. Perantoni, seconded by Mrs. Buzzell, the Board unanimously voted to approve the First Reading of the Special Education Policy (G15).

**5.3 Facility Director**

Mr. Pandolfo advised that the shared Facility Director (BCEMS & BTMES) is retiring at the end of the current school year.

Mr. Pandolfo advised that this agenda item is presented to open discussion of custodial/maintenance models the Boards may wish to consider when hiring Mr. Fleming's replacement. Mr. Pandolfo will also seek input from Administrators and custodial staff.

Mr. Pandolfo provided an overview of the current models in place at SHS, BCEMS, and BTMES. Mrs. Perantoni advised that she believes a shared position that oversees all three schools, and off-site program sites would be a great start to consolidation within the district.

## **6. Old Business**

### **6.1 Second Reading of BSU Fiscal Management and General Financial Accountability Policy (E1)**

A copy of the policy was distributed.

On a motion by Mr. Perantoni, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Second and Final Reading of the BSU Fiscal Management and General Financial Accountability Policy (E1).

### **6.2 Second Reading BSU Budgeting Policy (E2)**

A copy of the policy was distributed.

On a motion by Mrs. Buzzell, seconded by Mr. Blakely, the Board unanimously voted to approve the Second and Final Reading of the BSU Budgeting Policy (E2).

### **6.3 Act 46 Update**

Mr. Pandolfo advised that the district is officially in the 706 (Merger) Study phase. There is a contract in place with a consultant and Mr. Pandolfo has received verbal approval on the \$20,000 3718 grant. The Act 46 Study Report has been reviewed with Administration. Other staff will be advised via an e-mail from Mr. Pandolfo. The e-mail will contain an introduction and a copy of the report. The first 706 Meeting is scheduled for next Thursday (01/18). Discussion will include Committee Membership, the 706 timeline and process, as well as the election of a Committee Chair(s). A Committee Chair is required. Brief discussion was held regarding public outreach at Town Meetings. It was noted that there are strict rules/regulations regarding what can be distributed at Town Meetings. Donna Kelty and Carol Dawes must review and approve any proposed literature. The public was reminded that extensive Act 46 information is available via links on the SU website.

## **7. Other Business as Needed**

Mrs. Buzzell thanked Mrs. Ristau for her many years of service and all that she has accomplished as the SU Chair.

## **8. Reports to the Board**

### **8.1 Superintendent**

A copy of the Superintendent's report dated February 11, 2016 was distributed for review. The extensive report included information pertaining to the Superintendent's Office, the Business office, Curriculum, Special Services, Technology, Early Education, and Human Resources. Mr. Pandolfo thanked Mrs. Ristau and Mr. Herring for their service and support. Mrs. Perantoni advised that the comprehensive report submitted by the Superintendent was excellent. Mrs. Ristau advised she would like to see the same type of comprehensive summary reports submitted by BCEMS and BTMES. Additionally, Mrs. Ristau would like the SU Board to receive a general report with handouts from the Director of Special Education. Mr. Pandolfo highlighted the HR section and the upcoming visit by the AOE Fiscal Monitoring Team on February 16<sup>th</sup> and 17<sup>th</sup>. It was noted that the Legislative meeting went very well. A document listing New House Bills affecting education (introduced on January 31, 2016) was distributed.

### **8.2 Committee Reports**

Minutes from the January 20, 2016 Policy Committee Meeting were distributed. The committee has been working on the Federal Child Nutrition Act Wellness Policy (F28). They hope to institute the new VSBA policy at the SU level, with each school implementing unique procedures. The goal is to implement SU wide 'umbrella' policies, and delete obsolete policies. The Committee will begin its review of policies relating to sexual health education and condom distribution. As these topics are sensitive, the Committee plans to review the policies in a very slow and thorough manner, including discussion at SHAC Committees. In response to a query, it was announced that the Food Service Director position has been filled. Craig Locarno has been hired as Food Service Director for both BCEMS and SHS.

## **9. Executive Session as Needed**

### **9.1 Contract Matter**

### **9.2 Personnel Matter**

Items proposed for discussion in Executive Session include a Contract Matter and a Personnel Matter.

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

On a motion by Mrs. Perantoni, seconded by Mrs. Buzzell, the Board unanimously voted to enter into Executive Session at 7:33 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

Mr. Pandolfo was invited to join Executive Session.

The remaining information was provided by the Superintendent.

**On a motion by Mrs. Perantoni, seconded by Mrs. Buzzell, the Board unanimously voted to exit Executive Session at 7:42 p.m.**

**10. Adjournment**

**On a motion by Mrs. Buzzell, seconded by Mrs. Perantoni, the Board unanimously voted to adjourn at 7:43 p.m.**

Respectfully submitted,  
*Andrea Poulin*

DRAFT

Regional Calendar  
Barre Supervisory Union  
2016-17 Calendar

5.1

**3/24/2016**

**August**

**M T W Th F**

SD SD SD SD  
29 30 31  
Student Days 3  
Staff Dev. Days 4  
1 Flex, 3 SD

**September**

**M T W Th F**

1 2  
V 6 7 8 9  
12 13 14 15 16  
19 20 21 22 23  
26 27 28 29 30  
Student Days 21  
Staff Dev. Days 0

**October**

**M T W Th F**

3 4 5 6 SD  
V 11 12 13 14  
17 18 19 20 21  
24 25 26 27 28  
31  
Student Days 19  
Staff Dev. Days 1.5

**November**

**M T W Th F**

1 2 3 4  
7 8 9 10 SD  
14 15 16 17 18  
21 22 V V V  
28 29 30  
Student Days 18  
Staff Dev. Days 1

Conferences will occur after school during October or November and will count for 0.5 Staff Dev.

**December**

**M T W Th F**

1 2  
5 6 7 8 9  
12 13 14 15 16  
19 20 21 22 23  
V V V V V

Student Days 17  
Staff Dev. Days 0

**January**

**M T W Th F**

2 3 4 5 6  
9 10 11 12 13  
SD 17 18 19 20  
23 24 25 26 27  
30 31

Student Days 21  
Staff Dev. Days 1

**February**

**M T W Th F**

1 2 SD  
6 7 8 9 10  
13 14 15 16 17  
20 21 22 23 24  
V V

Student Days 17  
Staff Dev. Days 1.5

**March**

**M T W Th F**

V V V  
V V 8 9 10  
13 14 15 16 17  
20 21 22 23 24  
27 28 29 30 SD

Student Days 17  
Staff Dev. Days 1

Conferences will occur after school during February, March, or April and will count for 0.5 Staff Dev.

**April**

**M T W Th F**

3 4 5 6 7  
10 11 12 13 14  
V V V V V  
24 25 26 27 28

Student Days 15  
Staff Dev. Days 0

**May**

**M T W Th F**

1 2 3 4 5  
8 9 10 11 12  
15 16 17 18 19  
22 23 24 25 26  
V 30 31

Student Days 22  
Staff Dev. Days 0

**June**

**M T W Th F**

1 2  
5 6 7 8 9  
12 13 14

Student Days 10  
Staff Dev. Days 0  
Make up days\*\* June 15 - 21

V Student Vacation  
SD Staff Development - No school for students

**Students:** 180 days  
88 days before Jan 16, 92 days after Jan 16  
**Teachers:** 180 student days plus 10 SD  
**Paras:** 180 student days plus 5 SD listed below;  
Flex, 8/24, 8/25, 10/7, 2/3

5.2

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: B6 C6**

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

Change Code from B6 to C6  
BSU : 3/24/2016

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**Notice of Non-Discrimination**

**1. POLICY**

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

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

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

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

**2. IMPLEMENTATION**

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

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

Any person having inquiries concerning the Supervisory Union's compliance with the regulations

implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

### **3. GRIEVANCE PROCEDURE**

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

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



BARRE SUPERVISORY UNION #61

CODE: G9

1<sup>ST</sup> READING: 03/24/20162<sup>ND</sup> READING:

ADOPTED:

**GRADE ADVANCEMENT: RETENTION, PROMOTION, AND ACCELERATION OF STUDENTS<sup>1</sup>****Policy**

A goal of the Barre Supervisory Union #61 is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

**Definitions**

**“Acceleration”** is the advancement of a student by more than one grade beyond the current grade level.

**“Promotion”** is the single grade step most students take from year to year.

**“Retention”** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the Vermont Framework of Standards and Learning Opportunities as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

**Implementation**

The principal/director will develop rules to implement this policy that will specify a process for determining the promotion, retention or acceleration of individual students.

*Legal Reference(s):*

*VT State Board of Education Manual of Rules & Practices: §2120.2.2 (b)*

*Cross Reference: Student Attendance (F25)*

<sup>1</sup>SBE Rule 2120.2.2(d). “Each school shall develop and adopt policies on grade advancement.”

**BARRE SUPERVISORY UNION #61  
POLICY**

**CODE: G15**

1<sup>ST</sup> READING: 2/11/2016

2<sup>ND</sup> READING: 3/24/2016

ADOPTED:

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**Special Education**

**1. POLICY**

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

**Link to the State Special Education Guide:**

[education.vermont.gov/new/pdfdoc/pgm.../educ\\_sped\\_guide.pdf](http://education.vermont.gov/new/pdfdoc/pgm.../educ_sped_guide.pdf)

# Barre Superintendent Evaluation

6.4

17	In just a few months, John has set a tone of mutual respect, honesty, and integrity in our district. This is seen and felt at meetings and in all communications he has with fellow administrators and with our staff. He never claims to have knowledge he lacks, rather he seeks to go out and get it. He asks good questions, questions that challenge all of us to be thoughtful and reflective ourselves. He treats every individual he meets with dignity and respect. John has high aspirations for himself and for our school district. He is an outstanding role model for all of us...one who inspires every one of us to do our very best. John has had an outstanding start to his work as a superintendent.	1/31/2016 9:38 PM
18	Our summer admin retreat, followed by the work that our SU admin team has engaged in throughout the year is noteworthy, and driven by John's high expectations for us as leaders.	1/28/2016 2:15 PM
19	John has been a very positive influence in the central office. He is a very caring individual who asks and appreciates BSU administrator's input and insight. Our weekly staff meets has created working team. He is on top of all matters related to the BSU and schools within the district.	1/28/2016 1:37 PM
20	John is a thoughtful and considerate person who appears to be striving to bring fairness and consistency to all he manages, which is having a positive effect on everyone he encounters.	1/28/2016 11:01 AM
21	John works very hard.	1/28/2016 10:45 AM
22	Well respected, appreciated. I want to follow him.	1/28/2016 6:38 AM
23	Putting key personnel and positions in place. Setting a positive tone in terms of climate, expectations and support. Working proactively to settle the teacher contract. Proactively addressing Act 46 and Act 153 implementation. Establishing a culture of leading by example.	12/31/2015 12:41 PM

# Q19 Please list any changes that you would recommend..

Answered: 14 Skipped: 20

#	Responses	Date
1	Not a lot: As you can see, I regard John's work highly. The only change I'd suggest, and this is system-wide, is to develop administration as a high-functioning team. As it is, I rarely have the sense that we are working as a team much at all. I think life in schools pretty much everywhere is frantic 11 months out of the year, and I think we all feel we are racing at top speed to maintain a semblance of control. This atmosphere does not lend itself to thoughtful team practice. I believe this is something John wants to achieve, but doing so requires fundamental change of a sort that is rare in schools of any size, let alone a system the size of Barre's. I would not know where to advise John to begin.	2/28/2016 3:19 PM
2	None at this time.	2/25/2016 10:59 AM
3	Days need to have 48 hours instead of the measly 24 that we have now! Since we can't have that, we all need to learn how to work smarter, not longer...	2/24/2016 10:20 AM
4	None at this time.	2/24/2016 9:13 AM
5	I think there may be times where John could be more assertive, and his polite listening might encourage stakeholders to continue to push issues longer than necessary. I realize this is a very fine line to balance, and John does a great job, so this is just something to be aware of.	2/16/2016 10:39 AM
6	I would recommend more staff meetings within our building to become a more cohesive group	2/9/2016 9:27 AM
7	I do not have any feedback for this - I believe John is doing a great job!	2/7/2016 12:35 PM
8	more interaction with students when eating in the cafeteria at the high school. Let them know who you are.	2/3/2016 2:28 PM
9	Given the demands of his job, I am not sure if this is realistic, but I'd love to see John be able to spend more time observing and visiting with the staff and students in our school. I know that he feels the same way. As he gains a greater familiarity with all of the myriad aspects of his current position, hopefully he will find that he has more time to do this. John should feel nothing but enormous pride for the work he is currently doing, for the model he is setting for all of our staff, and for the way he inspires every one of us to do our very best.	1/31/2016 9:38 PM
10	Not necessarily a change... but I believe we are coming closer to positioning ourselves for a well-constructed long term plan for continuous growth in our district.	1/28/2016 2:15 PM
11	John is highly approachable and viewed by some as closely aligned with our teachers given his previous teaching experience and work as a curriculum director. With this comes many advantages. A caution is that, in some cases, teachers appear to want to align with or approach John with questions, comments, and information while bypassing their building administrator. I share this as simply something to monitor so it doesn't create challenges for John, building administrators, and/or teachers.	1/28/2016 11:01 AM
12	I have discussed with John the possibility of restructuring the BSU staff. This is something we will discuss further in the near future.	1/28/2016 10:45 AM
13	None	1/28/2016 6:38 AM
14	My responses above represent in some part a reflection on my personal skills and actions and in some part the status of the system i stepped into. It is not easy for me to separate these as I feel responsible for everything that exists within the SU. In some ways I feel that I underestimated the scope and challenge of this position. As a result, I need to push myself to maximize my own efficiency and	12/31/2015 12:41 PM

## Q1 Please check all boxes below that apply

Answered: 33 Skipped: 1

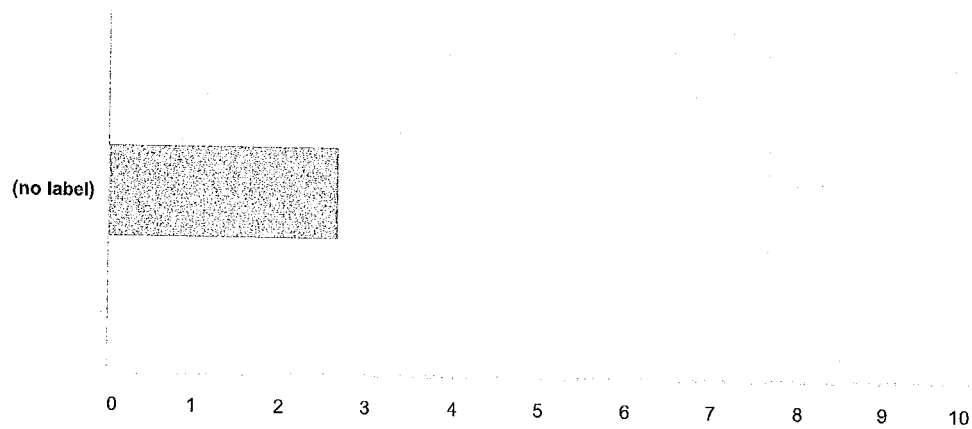
I am a School  
Board memberI am a Barre  
community...I am a  
BSU/school...I am a BSU  
office staff...I am a staff  
member at a ...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices	Responses	
I am a School Board member	0.00%	0
I am a Barre community member	6.06%	2
I am a BSU/school administrator	63.64%	21
I am a BSU office staff employee (not an administrator)	33.33%	11
I am a staff member at a BSU school (not an administrator)	3.03%	1
<b>Total Respondents: 33</b>		

## Q2 Visionary Planning

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	3.33%	33.33%	56.67%	6.67%		
	1	10	17	2	30	2.67

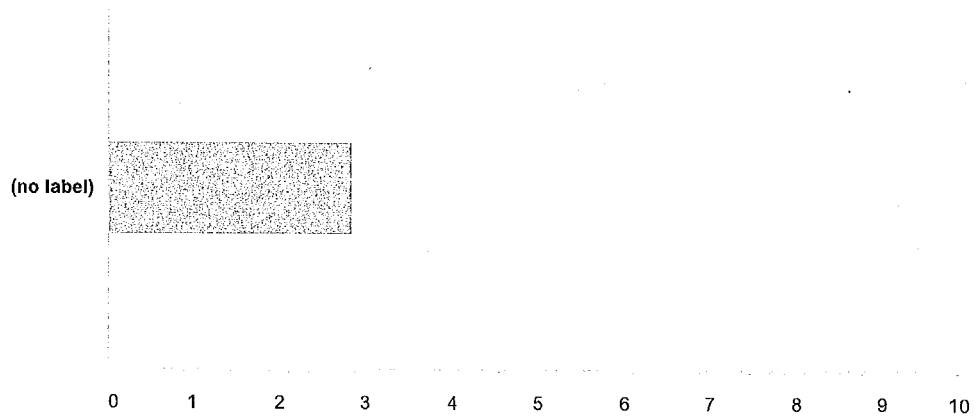
## Q3 Comments

Answered: 14 Skipped: 20

#	Responses	Date
1	Don't know when we will find the time, but we need more and it needs to be communicated to the entire school and community populations - see #7 comment	2/24/2016 10:20 AM
2	John is managing all the requirements of the position including a 706 Committee on Act 46 and consolidating special education and transportation for the SU under the BSU budget. These are large and complicated tasks on their own, not to mention on top of the first year as superintendent. In the following years, as these larger tasks are completed and John is able to fall into the job, I predict that I would be checking off "excellent" in this category.	2/24/2016 9:13 AM
3	Very knowledgeable about state initiatives and how to plan and implement the direction of the district schools.	2/16/2016 10:39 AM
4	John has a goal to organize the district to be more uniformed in its' decision making.	2/10/2016 10:25 AM
5	Has a great vision of becoming a unified district	2/9/2016 9:27 AM
6	John is working to develop systems that have been lacking. It is clear that is the direction we are moving in, while at the same time input is sought.	2/7/2016 12:35 PM
7	Although in his first year and getting his feet under him, he has shown forward progress and not just a status quo for a year.	2/3/2016 2:28 PM
8	Overall dedication to systems improvement is obvious and good to see.	2/2/2016 3:31 PM
9	John has taken his role in Act 46 conversations, budgeting for longevity of facilities and staffing and other future planning conversations very seriously and is an active participant in shaping these conversations.	2/1/2016 7:20 PM
10	John has only been in this position for 7 months. It is clear to me, both from working with him for the past half year and the previous years in his role as Director of Curriculum, Instruction, and Assessment that his vision for our district includes the following: In a financially responsible and efficient way, create systems and provide the needed professional development to ensure that the teaching staff in our community has the skills and understands and uses relevant and meaningful data to be able to provide the necessary instruction, programs, and intervention services to meet the needs of each one of our students. I am not quoting John when I write this. Rather, it is what I have observed in his behavior, the nature of his communications, and in the initiatives he is undertaking.	1/31/2016 9:38 PM
11	Clear ideas for moving BSU forward.	1/28/2016 2:15 PM
12	Visionary Planning for the BSU has been very difficult given the constant changes and demands from the AOE and legislature regarding universal preschool, unification of governance structures, special education, busing, etc... We've all been placed in a reactionary position to some degree.	1/28/2016 11:01 AM
13	John is a superior leader. He provides advice, recommendations, and feedback when appropriate while allowing me to do my job.	1/28/2016 10:45 AM
14	With so many different things going on which I have jumped into the middle of, I am finding it difficult to step back and look at the big picture to plan strategically for the long term. Looking at what other new superintendents have done over their first handful of years, I have a tentative goal of embarking on a Strategic Planning Initiative in my third or fourth year, after I have established myself and gotten a handle on the routine parts of the position. Prioritizing positive public relations also needs to be a priority and has not come near the top of the list yet.	12/31/2015 12:41 PM

## Q4 Interpersonal and Collaborative Skills

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	0.00%	16.67%	83.33%	0.00%		
	0	5	25	0	30	2.83



## Q5 Comments

Answered: 13 Skipped: 21

#	Responses	Date
1	Does a great job of organizing, communicating what needs to be done and getting the right folks together to accomplish the goals	2/24/2016 10:20 AM
2	John's background with negotiations and most importantly his personality traits provide him with the solid foundation needed to be a strong communicator. He is fair, unbiased, and willing to see all sides. He is willing to have the difficult conversations, create a plan and move forward on any and all experiences I have had thus far with him as the BSU Supt.	2/24/2016 9:13 AM
3	Very thoughtful and open to input from stakeholders. I always feel heard and valued.	2/16/2016 10:39 AM
4	John's door is always open to listening and acting fairly.	2/10/2016 10:25 AM
5	Works well within meetings with Administrators and staff. Always speaks with all staff members and inquires about their day. Works well with parents, listens to their concerns and addresses their needs. Finds the time to hear them.	2/9/2016 9:27 AM
6	John makes a concerted effort to solicit input and feedback. When input is not offered, John pushes for us to provide input. He also has us working together as a pk-12 team, which is different from the way we came together as an administrative team in the past.	2/7/2016 12:35 PM
7	Very approachable.	2/3/2016 2:28 PM
8	You are approachable and communicate well. You are a good listener and problem solver.	2/2/2016 3:31 PM
9	John has established positive working relationships with many groups of staff (teachers, paras, custodians, administrators, board members etc) and actively seeks to support and encourage collaboration between each. I feel that his quiet and calm demeanor instills confidence and trust into his working relationships.	2/1/2016 7:20 PM
10	Since John has been in his current position, while the time has been short, his commitment to treating others with respect, to consult with his colleagues before making decisions, and to work collaboratively with all constituents is consistently evident. This began with his determination to bring the boards and union together to arrive successfully at a mutually acceptable negotiated agreement. I have witnessed his continued interest and commitment to operating in this manner throughout this school year.	1/31/2016 9:38 PM
11	John has a steady and calm demeanor always treating others respectfully.	1/28/2016 10:45 AM
12	I appreciate the teamwork.	1/28/2016 6:38 AM
13	While this can always improve, I feel that I am able to communicate effectively with various stakeholders. My goal is to be able to use these skills to push envelopes and capitalize on the human resources that exist, both within the SU and outside, for consensus building, problem solving and crisis resolution.	12/31/2015 12:41 PM

## Q6 Partnerships

Answered: 29 Skipped: 5



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	3.45%	31.03%	44.83%	20.69%		
	1	9	13	6	29	2.83

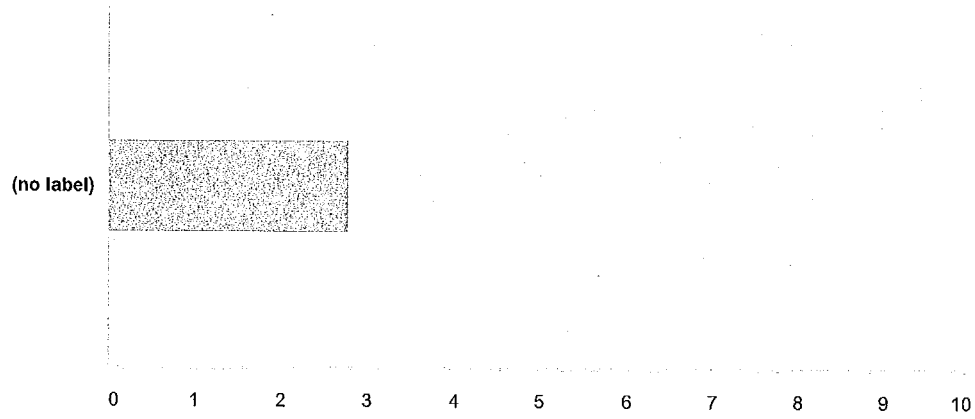
## Q7 Comments

Answered: 11 Skipped: 23

#	Responses	Date
1	See below regarding teamwork.	2/28/2016 3:19 PM
2	We all struggle with this because it takes so much planning and time to create and maintain partnerships with the number of groups that are expected - To do this successfully would take at least one full-time person!	2/24/2016 10:20 AM
3	As noted earlier, John is in the early years of this role. Partnerships are grown over time and with intention. John intentionally fosters partnerships among all schools in Barre as well as beyond, the Central VT Region. These partnerships allow the administrators to do their jobs. I find John very knowledgeable, supportive and intuitive in regard to partnerships.	2/24/2016 9:13 AM
4	Participating in the discussion of Act 46 and is playing a big role in the discussion.	2/10/2016 10:25 AM
5	Interacts with others to develop good relationships for the betterment of the district.	2/9/2016 9:27 AM
6	I am less aware of what partnerships John is working on or establishing. I do know that he has advocated for our district at the legislative level and has collaborated with others at the district and state level.	2/7/2016 12:35 PM
7	Has good communication with the principal, but would like more communication with the assistant principals	2/3/2016 2:28 PM
8	John is an excellent and patient listener as well as an effective and articulate contributor. Because he understands that meaningful progress depends on good working relationships and collaboration with all school and community partners, John strives to make the necessary connections so this collaboration can take place. His refreshingly honest and transparent way of presenting all information and asking questions helps promote the development of these partnerships. He just needs more time in this position to continue and build upon this important work he has started.	1/31/2016 9:38 PM
9	I have not direct observation of this trait, but am certain he is capable of building partnerships.	1/28/2016 2:15 PM
10	As the business manager it is imperative that the Supt. and I communicate well. John is a very supportive partner.	1/28/2016 10:45 AM
11	While I feel I work somewhat effectively with the boards, the administration, and the staff, I have not developed these partnerships to their maximum potential. I also have a goal to develop partnerships with outside organizations including local and state government and agencies which is an area where I have barely scratched the surface.	12/31/2015 12:41 PM

## Q8 Personnel

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	0.00%	30.00%	63.33%	6.67%		
	0	9	19	2	30	2.77

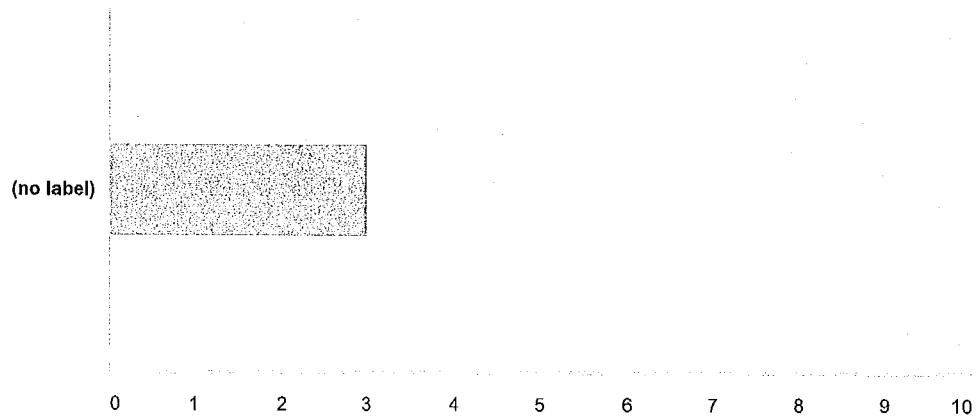
## Q9 Comments

Answered: 13 Skipped: 21

#	Responses	Date
1	Consistent, fair, good at expressing expectations Gained Human Services position to help get us organized and keep us legal...	2/24/2016 10:20 AM
2	John comes into a situation with his eyes open and his mind open to all possibilities. He is the educational leader of a large SU. There is always a history personnel situations in a district that come with the job. His past history with this district is helpful in understanding the underpinnings of culture and climate. He is also ready and willing to move people forward. He believes in systems and systems support and strengthen personnel at all levels. He is accessible, he is easy to approach and is always professional in his method of communication.	2/24/2016 9:13 AM
3	John needs to work toward developing an evaluation process for administrators in Central Office that is more closely connected to their job responsibilities or figure out how else he can effectively address this with the administrator when concerns arise.	2/11/2016 10:38 AM
4	Have not experienced this area as of yet.	2/10/2016 10:25 AM
5	We have talked more about procedures than any other superintendent prior.	2/9/2016 10:52 AM
6	Gives compliments as to the effectiveness of my job and encourages growth working with other staff members	2/9/2016 9:27 AM
7	Personnel issues can use a lot of resources, and John is managing the situations that arise while also trying to put in place systems to minimize future matters. The hiring of an HR person and working on our systems will go a long way in future matters. When I have needed his support with personnel matters, he has been very supportive and responsive.	2/7/2016 12:35 PM
8	Great job facilitating meetings and having topics relevant to what we are doing at the building level	2/3/2016 2:28 PM
9	You are fair and responsive to personnel issues. I appreciate all of the work you did with negotiations and to improve faculty/administrator relationships overall.	2/2/2016 3:31 PM
10	John's expectations are clear....in part because of the way he articulates them, and in part because of the model he consistently presents. He expects a lot from all of us, but he sets the bar for giving a lot himself. At the same time, his natural inclination to recognize good and responsible work in others can be witnessed in the way he talks to the district's staff and in the way he communicates in writing with them. In addition, John's calm, thoughtful, and honest way of addressing potential staff concerns and his ability to listen to and respond to their perspective in a respectful and measured way are key to his strong management skills. When difficult decisions have had to be made, John has done the necessary and thorough research that provides the evidence needed to support a given decision and action.	1/31/2016 9:38 PM
11	Leads by example. This survey for himself, before fanning the process out to administrators, indicates his understanding of the importance of evaluation.	1/28/2016 2:15 PM
12	Clear communication.	1/28/2016 6:38 AM
13	Coming in as an established entity has made it easier to set the tone with administration, the unions and other staff, but the familiarity also has its challenges. It is important to me to have professional norms and expectations spread throughout the organization and to see continual improvement in this area, and this will not happen automatically. The Human Resources Coordinator will be critical in helping me establish structures to foster productive professional behaviors; so managing that position is of utmost importance.	12/31/2015 12:41 PM

## Q10 Curriculum, Instruction and Assessment

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	0.00%	16.67%	66.67%	16.67%		
	0	5	20	5	30	3.00

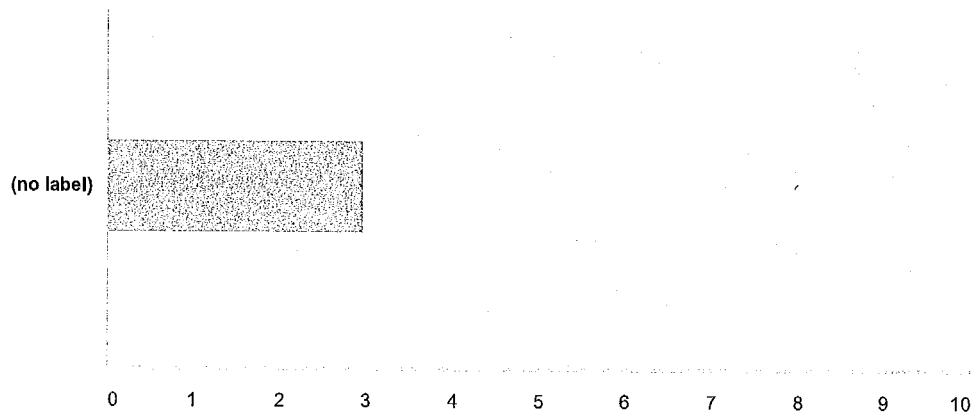
## Q11 Comments

Answered: 12 Skipped: 22

#	Responses	Date
1	A very strong area for John and a crucial component for student learning (John, don't ever forget the importance of this)- all of the other areas of responsibility exist to support learning success for all students	2/24/2016 10:20 AM
2	This is John's strength. He served as the Curriculum Director for BSU for three years before moving into the Supt. role. He worked tirelessly with all schools to bring them together always with the lens of improving education for students. While only in the Curr. Director position for three years, I still don't think administrators in the SU truly understood or could appreciate the breadth and scope of John's knowledge. That will be seen eventually in his new role, but I believe there are skills that have yet to be discovered and am proud to be a member of his Administrative team.	2/24/2016 9:13 AM
3	This is a significant strength given the previous position/role within the district.	2/16/2016 10:39 AM
4	I feel John is very strong in this area.	2/11/2016 10:38 AM
5	This is not an area that I am involved with.	2/10/2016 10:25 AM
6	John is very strong in this area, as he just was the district's curriculum coordinator. This is now Rick's primary responsibility with support from John. Rick is adjusting and I believe that John is being supportive in helping Rick with the transition.	2/7/2016 12:35 PM
7	I see this responsibility as being shared with the curriculum director, and would like to see an overall higher level of investment and leadership in this area.	2/2/2016 3:31 PM
8	Because of his previous years of experience leading the CIA charge in this district, he has an very valuable depth of understanding in this area.	2/1/2016 7:20 PM
9	John's exemplary teaching experience combined with his work as our district's curriculum director have given him the background to be a superintendent with sound knowledge and skill in the area of curriculum, instruction, and assessment. He is positioned to be a leader in this area among his fellow superintendents.	1/31/2016 9:38 PM
10	In his prior role, John facilitated SU-wide improvement in CIA. As superintendent, his high value of this area remains clear.	1/28/2016 2:15 PM
11	Again, unfortunately, Act 46 and similar have required the Superintendent's attention leaving inadequate time for curriculum and instruction.	1/28/2016 11:01 AM
12	Because of my experience in this area, I believe that I have an advantage in terms of understanding where we are and where we need to go. I also think we have a relatively strong director in place. My challenge is partly to allow for the fact that this is no longer my job and that someone else may do it differently, but also to pay enough attention to make sure the major work is moving forward in the most productive way.	12/31/2015 12:41 PM

## Q12 Fiscal Planning and Budget Management

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	0.00%	23.33%	56.67%	20.00%		
	0	7	17	6	30	2.97



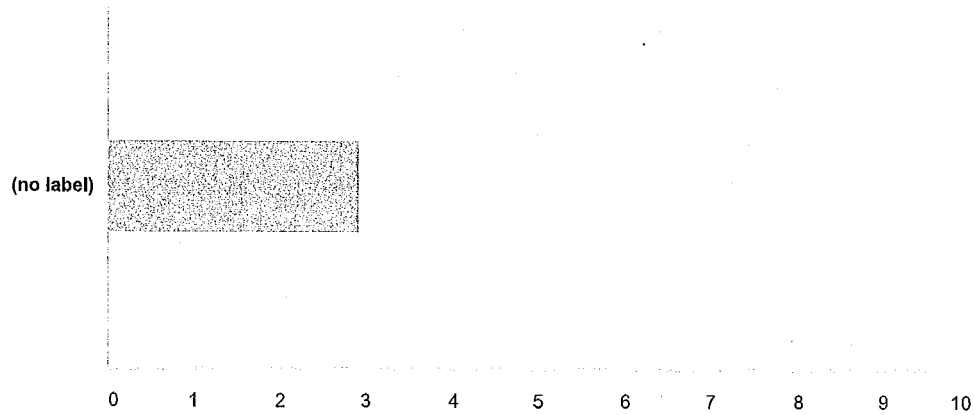
## Q13 Comments

Answered: 12 Skipped: 22

#	Responses	Date
1	Between John and Lisa, there has been excellent movement to bring our systems up to snuff.	2/28/2016 3:19 PM
2	We get so caught up in politics and keeping budget increases under a certain %, just surviving, that planning any additional projects/expenditures to improve education seldom happens. We do make "responsible" budgets.	2/24/2016 10:20 AM
3	Fiscal Planning and Budget Management is a tough set of expectations. It is a learn as you go skill set. John's strengths in math and science will serve him well in this area. I believe after the next two years, he will excel in this area as well. Some of the work he is doing with the Act 46 -706 committee does require some background knowledge in finances and his current work in this year's budget development cycle appeared effortless from the outside looking in. If there were a choice between Good and Excellent - that would have been my assessment in this area.	2/24/2016 9:13 AM
4	Good to excellent would be a better answer. He and Lisa are an excellent team.	2/24/2016 7:58 AM
5	I feel John is very strong in this area.	2/11/2016 10:38 AM
6	I have witnessed a positive outcome within the district in the latest budget building process.	2/10/2016 10:25 AM
7	John is doing an incredible job in understanding the budgets of each of the schools, as well as the district. Act 46 and the transition of SPED and transportation moving to the BSU level, have been major factors impacting our district this year and John has shown great aptitude in learning about these changes and leading our district through them. He also has had to learn about major projects (boiler replacement; sprinkler systems) and the financial implications for the schools and tax payers.	2/7/2016 12:35 PM
8	Your expectations are reasonable, responsible and fair. I appreciated the way you and Lisa worked together during budget building to bring us accurate information in a timely manner.	2/2/2016 3:31 PM
9	His support and assistance with our budget development was much appreciated!	2/1/2016 7:20 PM
10	John is a mathematician and has a quick and accurate sense of numbers. He also is an excellent observer and knows what our schools need in order to do the work necessary to meet the diverse needs of all of our students. He has a good sense of where we are and where we need to go...and what that will cost. He is also a realist and is fiscally cautious. John has very strong skills in the area of budget management. He presents timely and detailed information to the School Board when recommending additional expenditures. He also proposes helpful timelines, both for budget development and for a process to determine if and how a costly expenditure should be made. An example of this is the process John proposed and the board accepted for determining how to proceed with a proposal to purchase a new boiler system for our school. This thoughtful and deliberate process successfully culminated with the unanimous consensus among the board to ask the community to approve a bond that would support the purchase of a new heating system. Because he has been in his current position for just a little over half a year, additional experience in this area will give him the opportunity to further prove his mastery of budget management.	1/31/2016 9:38 PM
11	John and I have maneuvered through the budget process together successfully.	1/28/2016 10:45 AM
12	While I have a lot to learn here, I feel that I have a solid foundation. I am undoubtedly putting my trust in the expertise of my Business Manager but am also working hard to increase my own knowledge on the details that I need to know.	12/31/2015 12:41 PM

## Q14 Safe and Effective Learning Environment

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	3.33%	16.67%	63.33%	16.67%	30	2.93
	1	5	19	5		

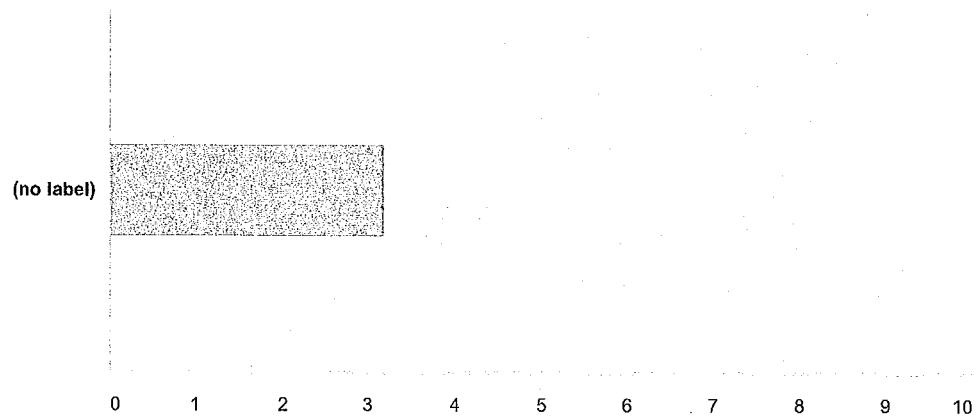
## Q15 Comments

Answered: 11 Skipped: 23

#	Responses	Date
1	We all strive for this and need to continue our efforts to make it even better. Approaching more of the environmental safety for all schools (security cameras, door controllers, etc) at the SU level should help. Maybe this does not fit here, but behavior of some is an ever increasing detriment to the education of all; have no idea how we improve this situation.	2/24/2016 10:20 AM
2	John's decisions come from the right place, a parent and teacher. He is always putting students first. He is quick with ensuring the administrative team has the necessary prof. dev. opportunities as well as the latest opportunities for our staff to remain up to date on safety.	2/24/2016 9:13 AM
3	Supportive of school administration and leadership with regard to ensuring safe schools.	2/16/2016 10:39 AM
4	John has shown interest in the need for safety and security for all of the districts' students and staff.	2/10/2016 10:25 AM
5	John has been very supportive and responsive whenever a matter regarding student safety and the learning environment has come to light. He has been open and supportive when families have presented their concerns to him and he looks at all possible ways we can support individuals and our whole student body.	2/7/2016 12:35 PM
6	Has supported the administration in decisions we make regarding long term suspensions, etc.	2/3/2016 2:28 PM
7	You have worked well with building level staff to improve these areas as needed. It is great to have your support.	2/2/2016 3:31 PM
8	From his experience as a classroom teacher and Director of Curriculum, John is not only familiar with what makes for a safe and highly effective learning environment, he is personally and professionally committed to making this be a goal of every employee in the district. This is evident in the way he addresses this topic in his public comments, in his interactions with staff members, and in his written communications.	1/31/2016 9:38 PM
9	While the role of Superintendent pulls John further away from the classroom, the idea of safe and effective learning environment naturally comes out as a high priority in related discussion.	1/28/2016 2:15 PM
10	John has been instrumental in safety and provides professional development to staff to achieve safe and effective environments.	1/28/2016 10:45 AM
11	I feel challenged in how to approach this in a proactive and systematic way; most of my energy seems to be in response to issues that arise. Addressing personnel and student issues on a case by case basis is extremely time-consuming.	12/31/2015 12:41 PM

# Q16 Educational Records and Reports

Answered: 30 Skipped: 4



	Needs Improvement	Good	Excellent	Unknown	Total	Weighted Average
(no label)	3.33%	16.67%	36.67%	43.33%		
	1	5	11	13	30	3.20

## Q17 Comments

Answered: 9 Skipped: 25

#	Responses	Date
1	Haven't worked closely with him but he has an ambition and drive to see this district be successful in all aspects of the business. He's got great people and communication skills and that's extremely good skills to have when you're in his position with such a large district and community.	2/25/2016 10:59 AM
2	The appropriate staff does an excellent job of completing mandatory reports. Need specific procedures (or policies) to define the scope, handling and retention of student information.	2/24/2016 10:20 AM
3	This is a tough topic to reflect on because I have not witnessed John's works in this area. However, having said that, his focus on students and student needs including special education, I feel confident in choosing "good" in this area.	2/24/2016 9:13 AM
4	This is not an area I am involved in.	2/10/2016 10:25 AM
5	John provides thorough reports to the board(s). His work with the Act 46 report and his report for the town report are two other reports that I believe he has done a good job with.	2/7/2016 12:35 PM
6	Always timely and clear. Information is relevant.	2/2/2016 3:31 PM
7	To date, I do not believe I have had the chance to adequately assess this area. I could offer that in his job as Director of Curriculum, his work with our school on our School Improvement Plan was extremely thorough and meticulous. This was also true of the grant applications he authored and the various communications he submitted to the Agency of Education. In addition, the summary reports he sends to all of us after any meeting we have attended are detailed, and accurately reflect the content of the conversations.	1/31/2016 9:38 PM
8	I do not have direct interaction with John in this area.	1/28/2016 2:15 PM
9	I do not feel that I have a comprehensive understanding of the big picture on what is required (yet) in order to put the structures in place to ensure compliance, efficiency of operation, and maxim utilization of records to best serve students. This is both a priority and a challenge.	12/31/2015 12:41 PM

## Q18 Please list accomplishments that you think have been positive and effective.

Answered: 23 Skipped: 11

#	Responses	Date
1	* Work on Act 46 * Work on improving such systems as human resources * Fielding the challenges that come with the job of superintendent	2/28/2016 3:19 PM
2	*Working towards consistency and continuity across the supervisory union during his first year. (policies, substitutes, paperwork, etc.)	2/25/2016 12:12 PM
3	Progress made on a plan to successfully use data to improve instruction Hiring a Human Services person More beneficial admin meetings	2/24/2016 10:20 AM
4	John has been a leader since the first day he stepped in to this role as Superintendent. He is humble, genuine and truly will give you all that he has to this job. He doesn't take on responsibilities half way - it is all the way - when he has determined the focus and vision. John's hiring into this position, I feel has directly impacted the communication between the union and administration. Conversations are easier, collaboration is stronger and I think with John's leadership here - Barre is very fortunate. He has amazing negotiation skills and can allow all parties to be heard - even with the difficult decisions. These past 8 months have all been very positive and effective!	2/24/2016 9:13 AM
5	John has done an excellent job in all areas. One would think he had done this before! Excellent will become Excellent plus as John is continually seeking advice from mentors and other superintendents to do the best job he can.	2/24/2016 7:58 AM
6	I am grateful for the time and effort John puts into the small amounts of professional time the administrative team has together. I feel that he is moving us forward in a right-minded way (looking at data and how we use it to make informed decisions, etc.).	2/23/2016 9:34 AM
7	John clearly knows state initiatives and changes, he has outstanding interpersonal and communication skills which allows him to be approachable and friendly. His demeanor allows progress to be made and trust to be established even when there are disagreements.	2/16/2016 10:39 AM
8	John brings a positive and caring attitude to his position. In general, people seem to be happier since he started as superintendent. The addition of a human resources position is something that has been long needed.	2/11/2016 10:38 AM
9	Strong effort in streamlining the district. John is very open minded and focused on doing what's best for the students and staff of the district.	2/10/2016 10:25 AM
10	From what I can see - encourages staff into proper training; handles Administrative meetings in an effective and manageable manner; stays on track; personally - approves my job growth with other Administrators within our office - which leads me to be a more valued employee personally and professionally	2/9/2016 9:27 AM
11	The overall atmosphere and feeling of equity has changed for the better at the BSU offices. Each employee senses that he/she is important and fair practices are used with regard to how each person is treated and interacted with.	2/8/2016 12:06 PM
12	The collaboration and systems thinking has been pretty transformational for our district. Having a settled teacher's contract to enter the school year set a really positive tone and was very relieving to not worry about potential contention. Hiring an HR person and a business manager also helps set the tone for stability and systems thinking at the BSU level.	2/7/2016 12:35 PM
13	The monthly superintendent report offers a snapshot in our own words. Regular BSU meetings and new HR Coordinator will be helpful.	2/4/2016 6:53 PM
14	I have enjoyed all the administrative retreats we have had	2/3/2016 2:28 PM
15	John, we are lucky to have you. You are approachable, knowledgeable, invested and it is obvious you care deeply about doing well by the entire BSU. Thank you for all that you do!	2/2/2016 3:31 PM
16	As stated previously, John is someone that it feels, this far, that many groups/parties can and do feel comfortable with and supported by. This aspect of his leadership is much appreciated and hopefully will serve to further unify our district in important ways as we move forward.	2/1/2016 7:20 PM

# BARRE SUPERVISORY UNION DISTRICT #61

8.1

**Barre City Elementary and  
Middle School**

**John Pandolfo**  
Superintendent of Schools

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

**Barre Town Middle and  
Elementary School**

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**Lisa Perreault**  
Business Manager

**Central Vermont Career Center**

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success for every child.*

**Donald E. McMahon**  
Director of Special Services

**Spaulding High School**

**Diane Stacy**  
Director of Technology

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

March 24, 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 begun discussions with HR and the Business Office regarding reorganizing positions at the BSU to meet our needs more efficiently. This will be an ongoing discussion and by nature this discussion flows over into positions in the school buildings. I will provide some initial thoughts at our board meeting. This ties into 2nd floor office changes we looked at a few months ago as well. We will move forward with some of these changes after July 1.
- b. Because of reorganization of each district board and changes in committee assignments, we cancelled the March 16 BSU Policy Committee meeting. I will wait to schedule the next meeting until I contact each district Policy Committee Chair to determine a time that works.
- c. The custodial/maintenance union locals have met with their AFSME Coordinator to prepare for discussing a merged contract proposal. I am scheduled to meet with them on April 7 to begin negotiation discussions.
- d. Contracts will go out to all teachers in the bargaining unit on or before April 1.
- e. Administrative Evaluations are in progress with current plans to complete in early April.

2. Business Office:

- a. The Business Manager, HR Coordinator, Staff Accountants, and Receptionist participated in an AESOP kick-off meeting. AESOP is an electronic Absence Management & Substitute Placement System. We began the 6-week implementation process which consists of a 6 module train the trainer course. Each of us will receive certification and the plan is to go live with AESOP on April 15th. Veritime, an electronic timesheet system will follow with implementation occurring before the end of the school year.
- b. The BSU Transportation RFP was sent at the end of February to 3 contractors, Student Transportation of America, First Student and Butlers. A detailed explanation of our current schemes was included along with a request for proposals for the cost of the entire BSU, individual district costs, as well as cost for special education and co-curricular/athletics. Results will be shared with the BSU Board in April.

- c. The FY16 Budget Year-end Projection is included in this packet. The BSU projection shows a deficit due to the addition of the HR Coordinator and services from the interim Business Manager. It is anticipated that the Board will choose to use the current fund balance to cover this deficit, the alternative is to bill each district additional assessment.
- d. VEHI announced the development of 4 new Health Insurance Plans which will go into effect on January 1, 2018. A series of trainings are scheduled for this spring and summer. It will be very important for the BSU Office to stay engaged and informed as this information becomes available.

### 3. Curriculum:

- a. We are preparing for the March 11 staff development day. The day will include work on trauma-informed schooling, specialized mandatory training for special educators, work on standards-based reporting, and Development Design (what used to be called Responsive Classroom)..
- b. Grants: The current year's grants will soon be closing out. We're taking stock of current expenditures and making final amendments before the April 1st deadline. Changes in Agency of Education practice, some of which are due to federal requirements, make it increasingly challenging to access all of the funds available to us.
- c. The application for next year's federal grants will be due soon. This involves taking stock of schools' plans and needs, evaluating the effectiveness of current grant investments, and weighing those against new needs. As usual, it is likely that there will be less money available next year than there was this year, but we will not know for sure for several more months.
- d. Homelessness continues to command attention. Homelessness has increased significantly from last year, and our schools are working to meet the needs of these students and families.
- e. Work continues on several content-specific initiatives such as Spaulding's work on math studio and BSU-wide development science curriculum aligned with the Next Generation Science Standards.
- f. The search for a new Barre Town co-principal is proceeding. First-round interviews will be complete by the time of your board meeting, and finalists will likely have been identified.

### 4. Special Services

- a. Spaulding High School hired a Masters in Social Work position this year to work with high school students who are facing many challenges outside of school that affect their ability to perform or learn in the school environment. Kirstin Reilly, MSW has provided individual therapy as well as small group work in dealing with many topics which include relationships, dealing with stress, communication skills, boundaries and self esteem. Her work has been quite valuable in assisting students navigate their daily tasks and has helped special education teachers focus more on academics with their students. Kirstin has been invited to attend the Housing Review Team for Barre and is able to advocate for Spaulding families who are homeless.
- b. Spaulding High School's speech and language department continues to provide direct 1:1 instruction out of class to students with receptive and expressive language challenges, articulation, as well as communication device and social communication difficulties. Support is also provided in small groups within the classroom to students with these



profiles. Consultation is provided to school faculty and staff about how to best accommodate and modify curriculum for these students.

- c. BSU Unified Sports has over 28 students who will be participating in the snowshoe competition at Suicide Six on Friday March 5, 2016, in Quechee, VT

5. Technology:

- a. Infrastructure Upgrades -The BSU Tech Team completed the installation of two new switches and a wireless access point in every classroom on the north end of the BCEMS building (all three floors) during school vacation. We are concentrating on installing as many of the new network upgrades at all schools before the SBAC testing window opens in mid-March. We will continue to install the new network switches and access points to upgrade the speed and capacity of our network.
- b. SBAC testing preparation - we are working with the curriculum folks to insure the necessary devices and wireless access points are available when and where their testing schedules require them. The SBAC client has been installed on desktops that will be used for testing. The SBAC "app" is loaded on Chromebooks via the Google admin console. The Chrome OS updates have been frozen at version 48 as that is the newest version that both Google and the testing vendor will support for the duration of the testing window. New headphones and mice that are needed for testing are being ordered.
- c. District Enterprise Anti-virus/Malware- after trialing EmsiSoft and Avast Enterprise AV products and comparing costs we chose to renew our Kaspersky contract for 3 years. The Kaspersky Endpoint Security Enterprise console allows us to deploy/monitor/update clients with very little hands-on time required and it is rated highly.

6. Early Education

- a. Continued growth is underway for our early education community. Barre Town will increase capacity to 120 children and BC will remain at 90. With the increase in public and private community programs, prek capacity in Barre is nearly 80%, which is the AOE's anticipated demand.
- b. BTMES will begin recruiting for a full-time Early Childhood Educator and .5 Early Childhood Special Educator.
- c. Continued collaboration efforts with community childcare providers: anticipate the same 3 current partners and likely 2-3 new partners.
- d. In preparation for the July 1st implementation date for Act 166, the business office now has a procedure for processing requests for tuition.
- e. March 17th will be PreK Open House at each school and FY17 enrollment will occur immediately following. We continue to screen every child as soon as the family inquires about PreK enrollment.
- f. Melinda Schmalz (Early Ed Outreach Teacher), is launching a parent program that will run 30 minutes prior to the Barre playgroup in March & April. The aim of this project is to model play-based learning opportunities for families. Children will receive books and take-home activities while parents receive information about the VT Early Learning Standards, child development and parenting (this work is partially funded through a BSU-Central VT Building Bright Futures grant).

7. Human Resources:

- a. Employment posting audit is complete and posters are ready for distribution.
- b. BCEMS Assistant Principal recruiting has begun. Posting ends and selection begins on 3/25/16.

- c. Meeting with the substitute coordinators is planned for 3/11/16. Discussion will include Aesop implementation, sub recruiting, and the creation of a standard orientation and sub manual.
- d. TalentEd implementation to begin on 3/15/16. TalentEd is an enhanced recruiting, posting and job description system that replaces School Spring.
- e. VSBIT HR grant consultant meeting planned for 3/9/16.
  - i. Final review of FMLA policy procedures and forms.
  - ii. Personnel file review and I-9 audit to be discussed.
- f. OFFICE FINISHED.

Respectfully Submitted,

John Pandolfo

Superintendent of Schools

On behalf of the Barre SU Central Office Administrative Team

# **BARRE SUPERVISORY UNION POLICY COMMITTEE**

## **February 17, 2016 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

### 1. Call to Order

The meeting was called to order at 7:36 a.m. at the BSU upstairs office.

### 2. Revisions to Agenda

Discussion of C23 – Restraint and Seclusion, was added to the agenda.

### 3. Approval of Meeting Minutes

**On a motion by Leslie Walz, seconded by Kristin McCarthy, the minutes of the January 20, 2016 meeting were accepted unanimously as presented.**

### 4. F28 – Federal Child Nutrition Act Wellness Policy

- Dotty Ricks brought a version of F28 back from the SHS SHAC committee with proposed revisions. The BSU Policy committee reviewed those proposed changes and accepted some and rejected or revised others. John P. will send out a copy of F28 reflecting those changes with these minutes.
- BCEMS and BTMES will share the revised policy with their SHAC and Policy committees and send back approval or comments to the next meeting of the BSU Policy Committee.

### 5. G9 – Grade Advancement

- The committee reviewed the model policy and agreed to recommend to the BSU Board for a 1<sup>st</sup> Reading as is for March 10.

### 6. Code change for B6 to C6

- The committee agreed to recommend to the BSU Board on March 10 to change the code of B6 – Non-Discrimination to C6 to comply with the VSBA coding system we are currently using.

7. New VSBA Policy Coding
  - The committee reviewed the printer-friendly version of the new VSBA Policy Coding Index. John P. pointed out that there are mistakes on this list and on the VSBA website which are being corrected.
8. Review of Current Policies
  - The committee reviewed the Policy Manual Index as it currently stands. Prior to the April meeting, John P. will update this list showing which BSU policies have been ratified by which boards, or are in 1<sup>st</sup> or 2<sup>nd</sup> readings, or have a district approved policy that is more current than the BSU policy. At the April meeting, the committee will use this information, along with the updated VSBA model policy list, to set priorities for which policies to address at the BSU level. The committee also discussed the need to pay attention to rescinding policies as appropriate.
9. C23 – Restraint and Seclusion
  - Leslie Walz shared the BCEMS policy and stated that this should be a priority for the committee to put in place at the SU level. VSBA shows this only as a policy to consider. John P. will check if this policy is simply a reiteration of Rule 4500, which may be why it is only listed as a policy to consider, and this will be discussed in April.
10. Other Business
  - This was the final meeting of this committee with the current membership, as boards are changing and reorganizing in March. All members of the committee expressed appreciation toward each other for the work accomplished, particularly to Dottie Ricks for her leadership on policy work at SHS and BSU.
11. Adjourn

On a motion by Dottie Ricks, seconded by Leslie Walz, the Committee voted unanimously to adjourn at 9:19 a.m.

The next meeting will be held on Wednesday, April 27, 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 February 17, 2016 minutes
4. Review of BSU Policy Manual Index
5. New VSBA Policy Coding
6. F28 – Federal Child Nutrition Wellness Policy
7. C23 – Restraint and Seclusion
8. Other Business
9. Adjourn

Respectfully submitted,  
John Pandolfo