

**BARRE SUPERVISORY UNION
REGULAR BOARD MEETING**

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

September 15, 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 - August 18, 2016
- 5. New Business**
 - 5.1 Resign/Retire/New Hire
 - 5.2 First Reading Substitute Teachers Policy D6
 - 5.3 First Reading Volunteers and Work Study Students Policy D7
 - 5.4 First Reading Education Records Policy F5
 - 5.5 First Reading Limited English Proficiency Students Policy F19
 - 5.6 First Reading Participation of Home Study Students Policy F23
 - 5.7 First Reading Pupil Privacy Rights Policy F27
 - 5.8 First Reading Use of Restraint and Seclusion Policy C23
 - 5.9 First Reading Animal Dissection Policy G13
 - 5.10 First Reading Proficiency-Based Graduation Requirements (PBGRs) Policy G20
 - 5.11 Fuel Bid Recommendations
 - 5.12 Report from Technology Director
 - 5.13 Theory of Action
- 6. Old Business**
 - 6.1 Act 46 Update
 - 6.2 Transportation Plan Approval
- 7. Other Business as Needed**
- 8. Reports to the Board**
 - 8.1 Superintendent
 - 8.2 Committee Reports
 - 8.3 Financials
- 9. Executive Session (if needed)**
 - 9.1 Labor Relations 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:

October 13, 2016
October 10, 2016
October 20, 2016
September 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**

41

BARRE SUPERVISORY UNION #61 SCHOOL DISTRICT
REGULAR BOARD MEETING
Barre Supervisory Union – Conference Room
August 18, 2016 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Chad Allen (BT) - Chair
Giuliano Cecchinelli, II (BC) – Vice Chair
J. Guy Isabelle (SHS) - Clerk
Joe Blakely (SHS) – arrived at 6:07 p.m.
Kristin McCarthy (BT)
Tyler Smith (BC)
Sonya Spaulding (BC)

BOARD MEMBERS ABSENT:

Brenda Buzzell (BT)
Carlotta Perantoni (SHS)

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent

GUESTS PRESENT:

Video Vision Tech

1. Call to Order

The Chair, Mr. Allen, called the Thursday, August 18, 2016, meeting to order at 6:02 p.m., which was held at the Barre Supervisory Union Central Office in the Conference room.

2. Additions and/or Deletions to the Agenda

It was noted that policy DFA was listed twice under Agenda Item 5.4. The second entry can be deleted.

3. Public Comment

None.

4. Approval of Minutes

4.1 Approval of Minutes – July 21, 2016 Regular Meeting

On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to approve, as amended, the Minutes of the July 21, 2016 Regular Meeting.

5. New Business

5.1 Resign/Retire/New Hire

A document titled 'BSU-New Hires' was distributed. Mr. Pandolfo advised that BCEMS recently approved the hiring of Spencer Horchler as an EEE Speech Pathologist. As this individual's position falls under Special Education, hiring needs to be approved at the SU level. On a motion by Mr. Isabelle, seconded by Mr. Smith, the Board unanimously voted to approve the hiring of Spencer Horchler.

Mr. Pandolfo advised that he recommends hiring Venus Dean as the Pre-K – 8 Curriculum Specialist for Math (formally Beth Hulbert's position). Ms. Dean currently works at BTMES and was recently approved for a one year leave of absence so that she could pursue the Curriculum Specialist position. Mr. Pandolfo advised that it is also his recommendation, that the position of Curriculum Specialist for Math be filled for a period of one year. Mr. Pandolfo provided an overview of Ms. Dean's experience. On a motion by Mr. Isabelle, seconded by Mrs. McCarthy, the Board unanimously voted to approve the hiring of Venus Dean, to fill the Curriculum Specialist position for a period of one year.

5.2 FY18 Budget Development

A document titled 'Barre Supervisory Union BCEMS/BTMES/SHS-CVCC Budget Development Schedule for FY 2018 DRAFT 8/9/16' was distributed. Mr. Pandolfo advised that this schedule is similar to last year's budget schedule, but has been altered some due to Act 46 considerations. If Act 46 passes, the 3 district budgets will roll into one unified union budget. In response to a query, Mr. Pandolfo advised that it is too soon to quantify how big of an impact Act 46 would have on budget creation. It is not known if changes for Act 46 consolidation would require that three separate budgets be created, then, combined, or if the Tri-Board would be

responsible for budget creation. Many details of Act 46 consolidation need to be determined. Mr. Pandolfo will be seeking guidance from VSBA. Mr. Pandolfo advised that if Act 46 passes, the current district Boards will remain active until June 30, 2016, at which time, the new unified Board will inherit the budget passed in March 2016. At this point, Mr. Pandolfo is requesting SU Board approval of the budget schedule presented this evening. **On a motion by Mrs. McCarthy, seconded by Mr. Smith, the Board unanimously voted to approve the Budget Schedule as presented.**

5.3 Rescind BSU Hazing Prevention Policy (F24)

A copy of the policy was distributed. Mr. Pandolfo provided an overview of the reason this policy is presented for rescindment. The SU is currently operating under the new model policy (F20). **On a motion by Mr. Isabelle, seconded by Mrs. McCarthy, the Board unanimously voted to rescind the BSU Hazing Prevention Policy (F24).**

5.4 Rescind Old Fiscal Policies DA, DB, DBJ, DBK, DCA, DCB, DDA, DF, DFA, DFAA, DH, DIC, DID, DIE, DJ, DJC, DJG, DJH, DK, DL, and DN.

Copies of the referenced policies were distributed. Mr. Pandolfo advised that the SU is currently operating under policies E1 and E2, as well as the Business Manager's Procedural Manual. **On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to rescind the policies as listed on the Agenda (DA, DB, DBJ, DBK, DCA, DCB, DDA, DF, DFA, DFAA, DH, DIC, DID, DIE, DJ, DJC, DJG, DJH, DK, DL, and DN).**

5.5 Appointment of Negotiations Committee

Mr. Pandolfo requested that the Board present a formal motion approving the appointments made by the district Boards. **On a motion by Mr. Isabelle, seconded by Mrs. McCarthy, the Board unanimously voted to appoint Mr. Blakely, Mr. Paterson, and Mrs. Spaulding, as representatives to the Negotiations Committee.**

6. Old Business

6.1 Sub Pay SU

A copy of a document titled 'Vermont Sub Rates' was distributed. Mr. Pandolfo distributed an updated 'Vermont Sub Rates' document (dated 08/18/16), advising that changes have been made due to recent discussions relating to new rules relating to hourly pay vs per diem pay. The document proposes hourly rates for the categories: Day Sub, ED Certified, LT or Permanent, PA, BI, Nurse, Support Staff, and Licensed Day Subs. The rate for Licensed LT subs (greater than 30 days) is a per diem rate. In response to a query, it was noted that the number of ED Certified substitutes is unknown. Mr. Pandolfo would like the Board to authorize the Superintendent to set sub rates as needed for the upcoming school year, and advised that sub rates would be reviewed more in the coming year. **On a motion by Mr. Blakely, seconded by Mrs. McCarthy, the Board unanimously authorized the Superintendent to set sub rates as needed for the upcoming year and to research sub pay further in the upcoming year.**

6.2 Act 46 Update

Six documents were distributed: the Act 46 Timeline, the VSBA's Building a Strong Foundation for Unified Districts document, the Act 46 Communication Strategy document, the Act 46 Quick Update informational document, a copy of the Barre Unified School District Act 46 Study Committee - Final Report - Draft 5, dated August 15, 2016, and a document from the State Board of Education titled 'GUIDANCE: Proposals by One or More Non-Merging Districts for an "Alternative Structure" Under Act 46 (2015) (dated July 29, 2016).

Mr. Pandolfo started the discussion with an overview of the Timeline, advising that efforts to recruit new Board Members (for the unified board) need to get started. Mr. Pandolfo is waiting to hear back from counsel regarding deadlines and ballot wording. Mr. Isabelle suggested that it may be beneficial to know who plans on running and for which seat they will be petitioning for. Public outreach has been good so far, and should be increased in October. Mr. Pandolfo gave an overview of highlights from the VSBA handout, including sections titled 'Building Your New Policy Manual', and 'Introduction to Budgeting in a Unified System'. Discussion moved to the Communications Strategy document. Mr. Pandolfo gave an Act 46 presentation to the Rotary Club on 08/17/16. Other Act 46 Committee Members will be addressing additional service groups. WDEV has been contacted regarding broadcasting some type of public service announcement. It was stressed that educating the voters is very important. It was noted that the document 'Act 46 Quick Update' was mailed to all students' parents in August. Mr. Pandolfo provided an overview of the Final Report - Draft 5, advising how the document was crafted and proceeded to provide additional information pertaining to the Articles of Agreement, placing emphasis on some of the more critical Articles (Articles 8 - 14). These articles pertain to structure and terms on the new board, voting, commencement of the new district, restructuring, and redistricting. Mrs. Spaulding requested that the spreadsheet on page 30 be reformatted to be more user-friendly. Mr. Isabelle thanked the Committee for their efforts on this project. Brief discussion was held regarding the VSBA 'Guidance' document. Mr. Pandolfo advised that Survey "#2 has been released and that response to-date has been good (208 responses within a couple of days of release). Results indicate that voters are becoming better educated on the implications of Act 46. The SU's web site will need to be updated to include the finalized report and Articles of Agreement.

6.3 Transportation Plan Approval

Mr. Pandolfo advised that due to recent changes in staffing at the AOE, he has not officially heard back regarding approval. There are no anticipated issues with the proposed plan. An update will be provided at the next meeting.

7. Other Business as Needed

None.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendent's report dated August 18, 2016 was distributed for review and discussion. The extensive report included information pertaining to the Superintendent's Office, the Business Office, Curriculum, Special Services, Technology, Early Education, Human Resources, and Facilities. A copy of a memorandum, dated July 29, 2016, from the State Board of Education, relating to the Federal Every Student Succeeds Act (ESSA) was distributed. A copy of a letter to John B. King Jr., Secretary of Education, US Department of Education, dated July 2016 was distributed. A copy of a letter to John B. King Jr., Secretary of Education, US Department of Education, dated July 27, 2016 was distributed. In response to a query regarding staffing, Mr. Pandolfo advised that the implementation of new processes and procedures, including the AESOP Substitute system is time consuming, and that when time permits, he is hoping to transfer some payroll clerk duties to HR. All staff are currently working to capacity and beyond. In addition to the written report, Mr. Pandolfo provided some highlights of the Administrative Retreat (a copy of the agenda was distributed), including the Theory of Action discussion (which he will expand on at a future meeting), and advised that implementation of the Veritime system will occur in July of 2017. Mr. Pandolfo also provided an overview of the evaluation process and of discussions with the Barre City Council regarding recent drug overdoses in the area, including a newspaper article which will be published in the near future.

8.2 Committee Reports

Policy Committee – The next meeting is scheduled for August 23, 2016 at 5:30 p.m. in the Supervisory Conference Room.

8.3 Financials

Three financial reports were distributed; BSU FY16 Expenditures Year-end Projection (August 10, 2016), BSU General Fund Revenue, and BSU Budget – FY16. It was noted that the numbers are very similar to the last report. Mr. Isabelle extended thanks to the team for keeping the SU within budget. In response to a query, Mr. Pandolfo advised that he believes the audits paid for by the SU show a deficit because they were not included in the adopted budget, but are being paid by the SU based on a surplus in the SU budget. Mr. Allen commented that he felt the letters from the Vermont State Board of Education to the US Department of Education were a bit course.

9. Executive Session as Needed

9.1 Labor Relations Agreement

Item proposed for discussion in Executive Session is the Labor Relations Agreement.

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

On a motion by Mrs. McCarthy, seconded by Mr. Smith, the Board unanimously voted to enter into Executive Session, with the Superintendent, at 7:39 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Superintendent.

On a motion by Mrs. Spaulding, seconded by Mr. Blakely, the Board unanimously voted to exit Executive Session at 7:51 p.m.

The next SU Board Meeting will be held on September 15, 2016.

10. Adjournment

On a motion by Mr. Smith, seconded by Mrs. McCarthy, the Board unanimously voted to adjourn at 7:52 p.m.

Respectfully submitted,
Andrea Poulin

NOTIFICATION OF EMPLOYMENT STATUS

5.1

Complete this form for every new hire, termination, or change in employee's contract and submit it to the Central Office immediately. Complete one form for one event per employee. Failure to submit this form may result in incorrect pay or no pay.

NAME: Andrew Carl Aube SS#: _____

EFFECTIVE DATE: 8/25/16 Daytime Phone _____

POSITION: B.I. (Other) SUBJECT: ACT GRADE: 9-12
(Teacher, Para-Educator, Administrator, Clerical, Cust/Maint, Substitute, Tutor, Other-Specify)

NEW HIRE

TOTAL YEARS OF EXPERIENCE: 18 STEP: 13 SALARY PLACEMENT: M

HOURLY RATE: _____ HOURS PER DAY: _____ DAILY RATE: _____ DAYS PER YEAR _____

SALARY: \$62,450 ACCOUNT CODE: 100.211.1205.5117.41?

REPLACEMENT? YES, (NO) IF YES, FOR WHOM? _____

LONG TERM SUB? YES, (NO) IF YES, FOR WHOM? _____ # OF DAYS CONTRACTED FOR: _____

CERTIFIED: YES OR (NO) CONTRACT _____ TIMES SHEETS _____

*Behavior Specialist
License not required*

TERMINATION

df 8/22/16

STATE REASON: _____

CHANGE IN HOURS OR WAGE

Fill in both columns

CURRENT:
Daily Hours and FTE _____

NEW:
Daily Hours and FTE _____

of Days/Week _____
(Specify days if less than 5/week)

of Days/Week _____
(Specify days if less than 5/week)

Wage _____

Wage _____

[Signature]

Approving Signature Principal/Administrator

8/22/16

Date

PAPER WORK NEEDED WITH EVERY NEW HIRE

See Alice @ the Central Office to Complete

I-9 With 2 forms of ID

W4

Criminal Record Check - Prints or Release

Andrew Carl Aube

M1 Stonehedge Dr. South Burlington, Vermont 05403
8025562176 andy.aube@gmail.com

Education

University of Vermont

Burlington, Vermont

Master in Teaching

Major: Intensive Special Education

GPA: 3.500

Credit Hours: 36

Attended September 1997 to May 1999

Degree conferred May 1999

Middlebury College

Middlebury, Vermont

Bachelor of Arts

Major: Psychology, **Minor:** Teacher Education

GPA: 3.500

Attended September 1988 to June 1992

Degree conferred June 1992

Experience

Chittenden East Supervisory Union; Browns River Middle School

Sep 1993 - Aug 2012

Special Educator

Jericho, VT

Case Management of Students' Individualized Education Programs.

Provide direct instruction in the basic skills areas of reading, writing, and mathematics.

Create and implement programming for students with intensive special needs.

Train and supervise paraprofessionals.

Reason for leaving: After 18 years of teaching and case management, I decided to resign from my position in order to pursue other interests and provide support and focus to my family.

Supervisor: Kevin Hamilton (802-899-3711)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Transcripts

No transcripts provided by Andrew Aube

Test Scores

No tests taken or reported

Certifications

No certifications received or reported.

Language Skills

No language skills received or reported

Extracurricular Activities

Below are activities this applicant is willing and qualified to lead as a coach, supervisor or other role listed.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Academic Teams | <input type="checkbox"/> Drill Teams | <input type="checkbox"/> Sailing |
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> Fencing | <input type="checkbox"/> Shooting |
| <input type="checkbox"/> Athletic Trainer | <input type="checkbox"/> Field Hockey | <input checked="" type="checkbox"/> Skiing |
| <input type="checkbox"/> Band | <input type="checkbox"/> Flying | <input type="checkbox"/> Sky Diving |
| <input checked="" type="checkbox"/> Baseball | <input checked="" type="checkbox"/> Football | <input type="checkbox"/> Soccer |
| <input checked="" type="checkbox"/> Basketball | <input checked="" type="checkbox"/> Golf | <input checked="" type="checkbox"/> Softball |
| <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Speech |
| <input checked="" type="checkbox"/> Chess | <input type="checkbox"/> Hockey | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Chorus | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Surfing |
| <input checked="" type="checkbox"/> Class Advisor | <input type="checkbox"/> Marching Band | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Club Advisor | <input type="checkbox"/> Model United Nations | <input checked="" type="checkbox"/> Tennis |
| <input type="checkbox"/> Crew/Rowing | <input type="checkbox"/> Newspaper/Journalism | <input type="checkbox"/> Track and Field |
| <input type="checkbox"/> Cross Country | <input type="checkbox"/> Photography | <input type="checkbox"/> Video/Film Production |
| <input type="checkbox"/> Dance Teams | <input type="checkbox"/> Polo | <input checked="" type="checkbox"/> Volleyball |
| <input type="checkbox"/> Debate | <input type="checkbox"/> PTA | <input type="checkbox"/> Water Polo |
| <input type="checkbox"/> Diving | <input type="checkbox"/> Robotics | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Drama | <input checked="" type="checkbox"/> Rugby | <input type="checkbox"/> Yearbook |

References

Name:	Chris Soons	Relation:	Supervisor	Known Since:	Mar 2012
Title:	Site Manager				
Employer:	ECO Car Wash and Detail Center 22 James Brown Drive Williston, Vermont 05495	Contact:	1-802-857-5468 Chris@EcoCarWashCo.com	No letter	
Name:	Adam Galliath	Relation:	Co-worker	Known Since:	Jun 1996
Title:	Professional Tennis Instructor				
Employer:	Smugglers' Notch Resort 4323 Vermont Route 108 South Smugglers' Notch, Vermont 05464	Contact:	1-617-272-1326 Agalliath@yahoo.com	No letter	

Name:	Amy Picotte	Relation:	Family/Friend	Known Since:	Sep 1999
Title:	Lakeshore Manager and Lake Wise Coordinator Department of Environmental Conservation				
Employer:	State of Vermont Main Building - 2nd Floor; One National Life Drive Montpelier, Vermont 05620	Contact:	1-802-490-6128 Amy.Picotte@vermont.gov	No letter	

NOTIFICATION OF EMPLOYMENT STATUS

Complete this form for every new hire, termination, or change in employee's contract and submit it to the Central Office immediately. Complete one form for one event per employee. Failure to submit this form may result in incorrect pay or no pay.

NAME: Adam Munroe SS#: # 167
 EFFECTIVE DATE: 8/25/16 Daytime Phone
 POSITION: SPED Teacher ACT SUBJECT: ACT Program GRADE: 9-12
 (Teacher, Para-Educator, Administrator, Clerical, Cust/Maint, Substitute, Tutor, Other-Specify)

NEW HIRE

TOTAL YEARS OF EXPERIENCE: 0 STEP: 1 SALARY PLACEMENT: B15
 HOURLY RATE: HOURS PER DAY: DAILY RATE: DAYS PER YEAR
 SALARY: \$39,265 ACCOUNT CODE:
 REPLACEMENT? YES NO IF YES, FOR WHOM? JASON DERNER (\$58,898)
 LONG TERM SUB? YES NO IF YES, FOR WHOM? # OF DAYS CONTRACTED FOR:
 CERTIFIED: YES OR NO CONTRACT TIMES SHEETS
Transferred => Enrolled in St. Mike's Program
 STATE REASON: 100.21.1200.5110.41 8/23/16

CHANGE IN HOURS OR WAGE
 Fill in both columns

CURRENT:
 Daily Hours and FTE
 # of Days/Week
 (Specify days if less than 5/week)
 Wage

NEW:
 Daily Hours and FTE
 # of Days/Week
 (Specify days if less than 5/week)
 Wage

[Signature]
 Approving Signature Principal/Administrator

8/22/16
 Date

PAPER WORK NEEDED WITH EVERY NEW HIRE
 See Alice @ the Central Office to Complete

I-9 With 2 forms of ID
 W4
 Criminal Record Check - Prints or Release

Adam Hansen Munroe

205 Hill St Barre, Vermont 05641
802-733-5512 adammunroe@gmail.com

Education

Saint Michael's College

Colchester, Vermont

Bachelor of Science

Major: Business, **Minor:** Art

Attended September 2000 to May 2004

Degree conferred May 2004

Experience

Adam Munroe Resume

Adam H. Munroe

205 Hill St

Barre, VT 05641

(802) 733-5512 (mobile)

Email: adammunroe@gmail.com

BUSINESS EXPERIENCE

B2B In-Home Key Account Rep, August 2008-Present

Green Mountain Coffee Roasters, Waterbury, VT

www.gmcr.com

- Support outside sales force and build in-house relationships
- Manage and support EDI customer base
- Manage and support top ten revenue customers including Costco, Sam's Club and BJ's
- Visit retail and corporate locations nationally
- Interdepartmental problem solving with IT, Finance and Transportation
- Manage distributor partners internally to build/support third party customer base

Sales Assistant, Rome Snowboards, Waterbury, VT

March 2006 – August 2008

www.romesnowboards.com

- Managed customer service for North America
- Managed retail and sales representative communication
- Created sales reports for the Director of Sales.
- Managed the ProForm website, a website for internal industry sales
- Managed sales interns and temporary customer service hires
- Assisted sales and products departments at annual regional, national and international trade shows
- Assisted Marketing Department with catalog copy and special events

Warranty/Logistics/Purchasing>Returns Assistant, Atomic USA, Amherst, NH

July 2005 – March 2006

www.atomicsnow.com

- Direct support for managers in following departments for product lines Atomic, Dynamic,

Volant, and Koflach- Warranty, Logistics, Purchasing and Returns Departments
•Assisted Marketing Department with catalog copy, Point of Purchase materials and events for the Atomic Snowboard line

Warranty & Logistics Assistant, Atomic USA, Amherst, NH
May 2004 - January 2005
www.atomicsnow.com

- Managed service calls from dealers, sales representatives and end consumers
- Worked with SAP system for all warranty purposes
- Interned in the Marketing Department and worked nights in the warehouse

Academic Internship, Rome Snowboards, Waterbury, VT.
Academic year 2004-2005

- Worked with Peachtree Accounting
- Sales data entry into Excel database
- Assisted with shipping for the Logistics Department
- Assisted Marketing Department at special events

Resident Assistant (RA), Saint Michael's College, Colchester, VT
Academic Year 2002-2003

- Assisted hall residents, organized events, attended seminars and completed training course

Landscaper, Central Mass Garden Center, Lunenburg, MA.
Spring & Summer 2000-2003

- Installation aspect of landscaping including planting trees and laying sod
- Masonry aspect of landscaping including brick work
- Architectural aspect of landscaping including fountains, decks, rebar for gunite pools...

EDUCATION

Saint Michael's College, Colchester, VT
Bachelor of Science in Business Administration; May 2004
Minor in Fine Arts

North Middlesex Regional High School, Townsend, MA
Graduated with Honors, June 2000

ACTIVITIES AND INTERESTS

- Saint Michael's College- Snowboard Club President 2004
- Saint Michael's College- Snowboard Club member 2000-2004
- Varsity Cross Country/Track 1996-2000
- Certified Scuba Diver
- Motorcycles, dirtbikes, cars, trucks and motors
- Snowboarding
- Surfing

January 2005-June 2005 snowboarding, traveling, and working in France and Eastern Europe

References available upon request

Test Scores

No tests taken or reported

Certifications

No certifications received or reported.

Language Skills

No language skills received or reported

Extracurricular Activities

Below are activities this applicant is willing and qualified to lead as a coach, supervisor or other role listed.

- | | | |
|---|---|---|
| <input type="checkbox"/> Academic Teams | <input type="checkbox"/> Drill Teams | <input type="checkbox"/> Shooting |
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> Fencing | <input checked="" type="checkbox"/> Skiing |
| <input type="checkbox"/> Athletic Trainer | <input type="checkbox"/> Field Hockey | <input type="checkbox"/> Sky Diving |
| <input type="checkbox"/> Band | <input type="checkbox"/> Flying | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Football | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Golf | <input type="checkbox"/> Speech |
| <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Chess | <input type="checkbox"/> Hockey | <input checked="" type="checkbox"/> Surfing |
| <input type="checkbox"/> Chorus | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Class Advisor | <input type="checkbox"/> Marching Band | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Club Advisor | <input type="checkbox"/> Model United Nations | <input checked="" type="checkbox"/> Track and Field |
| <input type="checkbox"/> Crew/Rowing | <input type="checkbox"/> Newspaper/Journalism | <input type="checkbox"/> Video/Film Production |
| <input checked="" type="checkbox"/> Cross Country | <input checked="" type="checkbox"/> Photography | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Dance Teams | <input type="checkbox"/> Polo | <input type="checkbox"/> Water Polo |
| <input type="checkbox"/> Debate | <input type="checkbox"/> PTA | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Diving | <input type="checkbox"/> Rugby | <input type="checkbox"/> Yearbook |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Sailing | |

References

Name:	Multiple Recommendations	Relation:	Other	Known Since:	Aug 2004
Title:					
Employer:	GMCR and Rome SDS 205 Hill St Barre, Vermont VT	Contact:	802-498-8402	Letter attached Submitted by applicant	
Name:	Jennifer Ringrose	Relation:	Supervisor	Known Since:	Sep 2010
Title:	Coordinator				
Employer:	The CHILL Foundation 80 Industrial Parkway Burlington, Vermont 05401	Contact:	(802) 652-3577 Jenniferri@chill.org	Letter attached Submitted by applicant	
Name:	Shawn Walder	Relation:	Supervisor	Known Since:	Sep 2003
Title:	Warranty/Logistics Manager				
Employer:	Atomic USA 11 Country Circle Auburn, New Hampshire 03032	Contact:	(603) 483-5848 shawn.walder@gossinternational.com	Letter attached Submitted by reference on Jun 22, 2011	

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D6

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

SUBSTITUTE TEACHERS

1. Policy

It is the policy of the Barre Supervisory Union to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

2. Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school.

3. Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

4. Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which he or she is employed may fill a position for thirty consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional thirty days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

5. Administrative Responsibilities

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the Superintendent or his or her designee for all schools in the District.

The Superintendent or his or her designee will conduct an orientation session for substitute teachers each year, including information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a). Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the Principal.

Substitute teachers will be paid per diem wages as determined by the Superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to

prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.

Legal Reference(s): Vt. Standards Board for Professional Educators Rules §§5381 et seq.

16 V.S.A. §558 (Employment of school board members)

16 V.S.A. §251 et seq. (Access to Criminal Records)

Cross Reference: Personnel: Recruitment, Selection, Appointment and Criminal Records Checks

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

VOLUNTEERS AND WORK STUDY STUDENTS

The Barre Supervisory Union recognizes the valuable contributions made to the schools by volunteers and work study students. Appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

1. Definitions

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

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

Work Study Student means a post secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who is placed as a student teacher at a district school is not a work study student.

2. Policy

The superintendent shall develop administrative rules and procedures to ensure that volunteers and work study students are appropriately screened prior to entering into service in the school district, and that only volunteers and work study students who have been screened and approved by the superintendent have extended unsupervised contact with students. The screening process utilized by the school district shall minimally include a name and birth date check with the Vermont Internet Sex Abuse Registry for any person being considered for service as a work study student. A person who is on the Vermont Internet Sex Offender Registry shall not be eligible to be a work study student.

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

EDUCATION RECORDS

1. Policy

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

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

The building principal will be the custodian of all education records in a given school. The superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide parents with access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

2. Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.^{iv}

ⁱ A "record" means any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. The term "education records" means those records that are (1) directly related to a student, and (2) maintained by the school district, a school within the district, or a party acting for the school district or a school within the school district. It does not include a teacher's notes that are in the teacher's sole possession and shared only with a substitute teacher. 20 U.S.C. 1232g; 34 C.F.R. 99.3.

ⁱⁱ School districts are required to find an effective way to notify parents whose primary language is not English. 34 C.F.R. §99.9.

ⁱⁱⁱ The Family Educational Rights and Privacy Act allows schools to designate certain information as "directory information" and release it after providing public notice of the categories of information it seeks to release.

"Directory information" includes, but is not limited to, a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Additional information may be released with specific parental consent. 12 U.S.C. §1232g; 34 C.F.R. §99.3.

ⁿ 12 U.S.C. §1232g; 34 C.F.R. §99.3.

Legal Reference(s): 20 U.S.C. §§1232g (Federal Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 7908
16 V.S.A. 563(27) (NCLBA Armed Forces Recruiter/Higher Education Access)
34 C.F.R. Part 99
1 V.S.A. §317 (Definitions)
15 V.S.A. §670 (Non-custodial parents)
33 V.S.A. §5536a (Juvenile court records)
VT State Board of Education Manual of Rules and Practices §2120.8.3.3

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: F19

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

LIMITED ENGLISH PROFICIENCY STUDENTS

Policy

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

Implementation

The superintendent or his or her designee shall be responsible for developing and implementing procedures to comply with federal and state laws, which define standards for serving LEP students.

Legal Reference(s): 42 U.S.C. §§2000 d et seq. (Title VI of the Civil Rights Act of 1964); 20 U.S.C. 6801 et seq. (English Language Acquisition, Enhancement, and Academic Achievement Act)

20 U.S.C. § 7801(25) (Definition of Limited English Proficiency)

34 C.F.R. Part 100

9 V.S.A. §4502 (Discrimination, public accommodations)

Vermont State Board of Education Manual of Rules and Procedures §1250

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: F23

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

PARTICIPATION OF HOME STUDY STUDENTS¹

Policy

It is the policy of the Barre Supervisory Union to comply with the requirements of Act 119 of 1998 by allowing home study students to participate in courses, programs, activities, and services and use school educational materials and equipment.

The Superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.

Legal Reference(s): 16 V.S.A. 563 (24) (*Powers of school boards*)

Vermont State Board of Education Manual of Rules & Practices §§4400, 9200.3.1, 2367

20 U.S.C. §§1400 et seq. (*IDEA*)

34 C.F.R. §§ 300.450-2, 76.650-662

Cross Reference: *Policy Dissemination, Administration & Review (A3)*

¹ 16 V.S.A. 563(24). School boards are required to "... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in cocurricular and extracurricular activities and use of facilities." See also SBE Rules 4400-4405.

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

Pupil Privacy Rights¹

Policy

It is the intent of the Barre Supervisory Union to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA)² and Vermont State Board of Education Rules³ governing the administration of certain student surveys, analyses or evaluations.⁴

Administrative Responsibilities

The superintendent of his or her designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements.⁵

1. The right of parents or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students;
2. Any applicable procedures for granting request by a parent for access to such survey within reasonable time after a request is received;
3. Arrangements of protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;⁶
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.⁷
5. The administration of physical examinations or screenings that the school district may administer to a student;⁸
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use.⁹

¹ This policy is required by the Federal Protection of Pupil Rights Act, 20 U.S.C. §1232h; Vermont State Board Manual of Rules and Practices, Rule 2120.8.12(f).

² See 20 U.S.C. 1232h.

³ See Vermont State Board of Education Rule 2120.8.12(f).

⁴ The federal law and state regulations requiring board policies on this subject are in some instances limited to surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. See 20 U.S.C. § 1232h(c)(1). At the board's discretion, the protections provided by this policy could be expanded to include all surveys conducted by the school district, regardless of the survey's funding source.

⁵ See 20 U.S.C. §1232h(c)(1).

⁶ See 20 U.S.C. §1232h(c)(1)(B) for the list of eight items that must be included.

⁷ See 20 U.S.C. §1232h(c)(1)(C).

⁸ See 20 U.S.C. §1232h(c)(1)(D).

⁹ See 20 U.S.C. §1232h(c)(1)(E).

7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request;¹⁰
8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment.¹¹

¹⁰ See 20 U.S.C. §1232h(c)(1)(F)

¹¹ See 20 U.S.C. §1232h(c)(2).

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: C23

1ST READING: 9/15/2016
2ND READING:
ADOPTED:

Use of Restraint and Seclusion¹

Section 1. Statement of Purpose

1.1 It is the policy of this supervisory union that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education Rule 4500. It is the supervisory union's intent to create and maintain a positive and safe learning environment, and promote positive behavioral interventions and supports in supervisory union schools. This policy is further intended to assist in creating a common understanding within the supervisory union of appropriate interventions by supervisory union staff.

Section 2. Definitions. The following terms, as defined in State Board Rule 4500.3, shall apply to this policy.²

2.1 **Behavioral Intervention Plan** means a plan that details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.

2.2 **Chemical Restraint** means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

- a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition; and
- b. Administered as prescribed by the licensed physician.

¹ This model policy supersedes former model policy F26 on Restrictive Behavioral Intervention. It is intended to assist districts in ensuring compliance with the provisions of State Board of Education Rule 4500 on Restraint & Seclusion, which were adopted by the State Board at its February, 2011 meeting and will be effective on August 15, 2011. The State Board Rules do not require adoption of a policy by individual school boards, however the VSBA recommends that boards consider adopting a policy, based on this model, that requires compliance with the Rule 4500 and establishes criteria for the development of administrative procedures to implement practices consistent with the Rule.

² Each of the terms defined in this model policy is defined in State Board Rule 4500.3. At the board's option, the policy could refer to the Rule as the source for definitions of terms used in the policy. Including the definitions in the body of the policy might provide greater assurance that school staff will apply the correct definitions when implementing the policy and rules.

2.3 Functional Behavioral Assessment means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.4 Mechanical Restraint means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and safety purposes for which such devices were designed including:

- a. Restraints for medical immobilization,
- b. Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment;
- c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus; or
- d. Seat belts in wheelchairs or on toilets.

2.5 Parent means:

- a. A biological or adoptive parent of the child;
- b. A legal guardian of the child;
- c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent or other relative with whom the child lives, or a person legally responsible for the child's welfare;
- d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational surrogate Parent Program; or
- e. An educational surrogate parent.

2.6 Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

2.7 Physical Restraint means the use of physical force to prevent an imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

- a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either
 - i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or
 - ii. to remove a disruptive student who is unwilling to leave the area voluntarily;
- b. The minimum contact necessary to physically escort a student from one place to another;
- c. Hand-over-hand assistance with feeding or task completion; or
- d. Techniques prescribed by a qualified medical professional for reason of safety or for therapeutic or medical treatment.

2.8 Positive Behavioral Interventions and Supports means an approach to preventing and responding to targeted behavior that:

- a. Is based on evidence-based practices;
- b. Is proactive and instructional, rather than reactive;
- c. Can operate on individual, group, classroom, or school wide levels;
- d. Includes a system of continual data collection; and
- e. Relies on data-driven decisions.

2.9 Prone Physical Restraint means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

2.10 School means a learning environment receiving public funds or over which the

Vermont Department of Education has regulatory authority.

2.11 School Personnel means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

2.12. Seclusion means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

2.13 Substantial Risk means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

2.14 Supine Physical Restraint means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

2.15 Student means a student enrolled in a school as defined in paragraph 10.

Section 3. Policy

3.1 The superintendent or his or her designee shall develop administrative procedures to ensure supervisory union compliance with the requirements of Vermont State Board of Education Rule 4500. The administrative procedures shall include at least the following components.

3.2 Prohibitions against the imposition on students of mechanical or chemical restraints by school personnel and contract service providers.³

3.3 Prohibitions against the imposition on students of physical restraint in circumstances designated as impermissible by State Board of Education rules.⁴

³ See Vermont State Board of Education Manual of Rules and Practices Rule 4501.1.

3.4 Restrictions on the use of physical restraint and seclusion to circumstances allowed by State Board of Education rules, including provisions that allow the inclusion of restraint or seclusion as part of a student's individual safety plan only when that plan meets the conditions set forth in State Board of Education rules, and provisions that require the termination of restraint or seclusion, and the monitoring of students subjected to restraint or seclusion, as established by State Board of Education rules.⁵

3.5 Procedures to ensure that only school personnel or contract service providers who are trained in the use of restraint and seclusion are authorized to impose restraint or seclusion unless, due to the unforeseeable nature of the danger of a particular circumstance, trained personnel are not immediately available.⁶

3.6 Processes to ensure that impositions of restraint or seclusion are reported to school administrators, parents, superintendents and the Commissioner of the Vermont Department of Education under circumstances and within the time limitations required by State Board of Education rules.⁷

3.7 Processes to ensure that each school in the supervisory union maintains written records of each use of restraint and seclusion in accordance with the requirements of State Board of Education rules.⁸

3.8 Procedures to ensure that each school in the supervisory union implements follow-up procedures that are consistent with the requirements of State Board of Education rules.⁹

3.9 Annual notification procedures to ensure that each school in the supervisory union informs school personnel and parents of students enrolled in the school of the policies and procedures pertaining to the use of physical restraint and seclusion, and the intent of the school to emphasize the use of positive behavioral interventions as well as supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.¹⁰

3.10 Processes for the filing, investigation and resolution of complaints by school personnel or parents regarding the use of restraint or seclusion, including the designation of school officials who are authorized to receive complaints. The procedures for resolving complaints shall require that any complaint regarding the use of restraint or seclusion is investigated and written findings are issued within thirty (30) days of the complaint's receipt. If a complaint regarding the use of restraint or seclusion is unresolved at the school building level, it shall be directed to the

⁴ See SBE Rule 4501.2.

⁵ See SBE Rule 4502.

⁶ See SBE Rules 4502.3 and 4502.4.

⁷ See SBE Rule 4503.

⁸ See SBE Rule 4504.

⁹ See SBE Rule 4505.

¹⁰ See SBE Rule 4506.

superintendent in accordance with the complaint processes established by the Board in Policy (insert reference to board policy on complaints).¹¹

Section 4. Implementation

The superintendent shall ensure that appropriate staff are provided training by programs recommended by the Vermont Department of Education unless he or she submits a plan to the Commissioner of Education demonstrating how a training program not recommended by the Department of Education contains the elements required of recommended programs and meets the purposes of the State Board of Education rules on restraint and seclusion.¹²

The superintendent shall report annually to the Board on the implementation of the administrative procedures required by this policy, and shall include in his or her report recommendations for changes, if any, to related school supervisory union policies or procedures.¹³

¹¹ See SBE Rule 4507

¹² See SBE Rule 4509, 4510.

¹³ 16 V.S.A. 563 authorizes, but does not require, boards to approve administrative rules and regulations. Likewise, the provision for annual reports from the superintendent in this model policy is not required by state law.

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G13

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

Animal Dissection

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

1. Definition

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

2. Alternative Education Method

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

3. Discrimination

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

4. Procedures

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

*Legal Reference: Act 154 of 2007-2008 Adjourned Session
16 V.S.A. §912*

1ST READING: 9/15/2016

2ND READING:

ADOPTED:

Proficiency-Based Graduation Requirements (PBGRs)¹

It is the policy of the Barre Supervisory Union to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in these curriculum content areas, and when they meet any additional graduation requirements described by this Board (Insert additional requirements here).

The Barre Supervisory Union will use credits for the purpose of demonstrating that a student has met the graduation requirements. Credits will specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning (use only if the District will continue to use credits to demonstrate progress towards meeting the graduation requirements). Students in the Barre Supervisory Union will receive credit for learning that takes places outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator.

Responsibilities of the Superintendent

The superintendent shall develop procedures to ensure:

1. The PBGRs described in this policy reflect the learning standards adopted by the State Board of Education.
2. Students are being assessed as proficient against the comprehensive set of board-adopted PBGRs set forth in this policy prior to their receipt of a high school diploma.
3. Course credits will specify the proficiencies demonstrated to attain that credit, and that those proficiencies will align with the PBGRs set forth in this policy.
4. Student learning outcomes attained through Flexible Pathways² opportunities—including career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college—are linked clearly to expectations of proficiency identified in this policy.

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

² Rule 2120.2 requires schools to provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.

5. Learning opportunities identified in students' Personalized Learning Plans (PLPs) support expectations of proficiency identified in this policy.
6. All students will meet the same set of PBGRs set forth in this policy, with accommodations or modifications being provided for students who require them under an IEP or 504 plan.
7. Information regarding PBGR implementation and assessment is provided to students and parents at least annually.

Monitoring of PBGR Implementation

The responsibilities described above will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on the following schedule:

Administrative Procedure	Frequency	Month
1. Student proficiency assessment reflects PBGRs	Biannually	Jan., July
2. Course descriptions specify proficiencies to be attained	Annually	August
3. Flexible Pathways and PBGRs are aligned	Annually	August
4. PLPs and PBGRs are aligned	Annually	August
5. PBGR accommodations and modifications	Biannually	Jan., July

5.11
BARRE SUPERVISORY UNION DISTRICT #61

**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
Director of Curriculum,
Instruction, and Assessment

Lisa Perreault
Business Manager

Donald McMahon
Director of Special Services

Diane Stacy
Director of Technology

**RFP Results for
FUEL OIL, PROPANE, and WOOD CHIPS**

This Request for Proposal (RFP) is intended to solicit bids on fuel oil, propane, and wood chips for the Barre Supervisory Union and its member districts from August 1, 2016-June 30, 2017. The following grid provides the bid comparisons:

Fuel Oil	CONTI OIL \$1.80 IRVING \$1.912
Propane	IRVING \$1.095
Wood Chips	CATAMOUNT \$65.00/Ton LIMLAW \$66.00/Green Ton

RFP send to: Conti Oil, Irving, Gillespie, Blue Flame, Alco Energy Products, Whites Heating, Catamount Forest Products, Limlaw Pulp Wood, Cousineau Forest Products

Superintendent's Recommendations: Conti Oil for fuel oil, Irving for propane, Catamount for wood chips.

BSU Theory of Action and Strategic Objectives

Master Working Copy

Last updated August 17, 2016

Theory of Action

When we develop and foster systems for effective data input, reporting, analysis, and instructional action, and when we implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives, and when we implement a multi-tiered system of supports which supports all students in universal and targeted academic and socio-emotional development, then we will meet our mission of ensuring success for all students to be college, career, and citizenship ready.

Strategic Objective 1: Develop and foster systems for effective data input, reporting, analysis, and instructional action. Logic Model (with detail on each of following SIs): https://drive.google.com/open?id=1lTpMOuqKpDGcSQGU53hx5ga7ZLFtSNroLkGxOOggk	Strategic Objective 2: Implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives. Logic Model (with detail on each of following SIs): https://drive.google.com/open?id=1tYc2KdoPEAEqtKhRGjNNMaqz5rqVoamVW1lkoHrEoM	Strategic Objective 3 Implement a multi-tiered system which supports all students in universal and targeted academic and socio-emotional development Logic Model (with detail on each of following SIs): https://drive.google.com/open?id=1ZauFDnXxg2l7Qu7uQT6RuFfOgEULxjRqj3Em5Q6fXw
Strategic Initiatives Pertaining to Data	Strategic Initiatives Pertaining to CIA	Strategic Initiatives Pertaining to MTSS
1A) Define a method for ensuring all assessments are set up in IC and that data are entered in a timely and accurate fashion <ul style="list-style-type: none"> Appoint a Project Manager: <i>maybe a person at SU with oversight from Rick</i> 	2A) Align units of instruction in math, reading, writing, science, and social studies with the CCSS and NGSS which clearly define learning objectives <ul style="list-style-type: none"> through PD days Curriculum staff meetings Team meetings 	3A) Implement programs and strategies such as PBIS, Responsive Classroom, Restorative Practices, and Elementary and Developmental Design at the preK-8 level

<p>1B) Train teachers on using IC and SBAC ORS to pull student assessment data</p> <p><i>SBAC data will need to be stored in IC because it will not be maintained at state level forever</i></p>	<p>2B) Identify and align learning proficiencies across all grade level and content areas which provide a valid measure of clear learning objectives which can be reported.</p> <ul style="list-style-type: none"> • PD days • Curriculum staff meetings • Team meetings 	<p>3B) Implement Personalized Learning Plans and Flexible Pathways in alignment with Act 77</p>
<p>1C) Train teachers in data analysis</p>	<p>2C) Develop assessments aligned with units of instruction across all grade levels and content areas which provide a valid measure of clear learning objectives</p> <ul style="list-style-type: none"> • PD days • Curriculum staff meetings • Team meetings 	<p>3C) Develop and implement our MTSS model of:</p> <ul style="list-style-type: none"> • Solid Tier 1 universal instruction, including differentiation and universal screening • Well designed, responsive Tier 2 intervention • Targeted Tier 3 <p>Activities are reflected within other objectives.</p>
<p>1D) Train teachers to understand how to use data to help adjust and differentiate their instruction</p>	<p>2D) Utilize high quality instructional strategies</p> <ul style="list-style-type: none"> • PLCs • Use of shared practices document • Peer observations • Differentiated instruction • Clearly posted objectives • Clearly articulated proficiencies 	<p>3D) Equip staff to recognize signs of exposure to Adverse Childhood Experiences.*</p> <ul style="list-style-type: none"> • Training • Have systems and protocols in place that are clearly communicated to staff
<p>1E) Systematize the use of formative assessment by all teachers which positively impacts all students performance through instructional practices/PLCs/observations/PD</p> <p>1F) Implement a common standard-based K-8 report card</p>	<p>2E) Revise report card standards to clearly communicate student learning progress and proficiency</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Schedule Revisions (amount of core time, similar across schools?) • Column 4 for organizational systems improvement (this may be about the strategies to action chapter 1) Teams goal at BC, centralized facilities director, • Looping, Humanities at BTMES

			<ul style="list-style-type: none"> Improved communication and parent involvement
--	--	--	---

* "Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being.¹ These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian." Source: http://www.childtrends.org/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf

Revision History

Date	Version
July 26, 2016	Incorporate information gleaned at the end of the year. Miscellaneous cleanup.

Logic Model for Strategic Objective #1 - Data

Master Working Copy

Strategic objective: Develop and foster systems for effective data input, reporting, analysis, and instructional action.

Source: https://docs.google.com/document/d/1XFVTKgwKBceMZebIz4EEemSULS_mIFKMceReSYd44GpA

* indicates grant-funded work

Initiative 1A: Define a method for ensuring all agreed-upon assessments are set up in IC and data are entered in a timely and accurate fashion.

- Appoint a Project Manager: *maybe a person at SU with oversight from Rick*

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Defining a process to put new assessments in IC	Project manager Procedures in place	Workflow for implementing new assessments in IC	Ability to record key assessments	The number of common assessments that exist within IC	There will be an SU-based data specialist
Define and publish timetable for agreed-upon assessments	Existing timetable as a starting point	Timetable, stored someplace teachers can readily access it	Assessment expectations that are clearly understood by all teachers	Does the timetable exist? Is it updated regularly?	Clear expectations around assessments will increase the likelihood that they will be administered.
Assessment data are recorded	Assessments IC definitions for each Timetable	Recorded data for the agreed-upon assessments	Robust repository of common student assessment data K-12	Degree of compliance with the timetable	That data are valued and used to improve programs Teachers are responsible for entering assessment

				data into IC. There is an efficient way to measure compliance. That new staff are trained on data entry.
TS Gold data are available for use by kindergarten teachers	Technical expertise to facilitate the data transfer	TS Gold data residing in IC	Kindergarten teachers are able to see the growth of their incoming students as measured by TS Gold assessments	<p>TS Gold results are used:</p> <ul style="list-style-type: none"> • As part of kindergarten screening • As a planning tool to help teachers assess the needs of incoming kindergartners <p>There will be an SU data specialist to handle this.</p> <p>The kindergarten teachers need time and training to use the data effectively.</p>

Initiative 1B: Train teachers to utilize student achievement and behavioral data to analyze data, identify trends and adjust instruction

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Train teachers to extract needed summative assessment and behavioral data from Infinite Campus and possibly other systems	Infinite Campus coaches and trainers SU-level IC support IC custom reports BSU and school-level data team	Training protocol for new staff Reports Reference sheet of how to run a report	Teachers have improved access to relevant data	Teachers are known to make more frequent use of summative assessment and behavioral data	Access to appropriate data improves teachers' decision making and communication That we cannot simply provide teachers with all the reports they might need
Train teachers to interpret and act on student achievement data	Skilled data-interpretation trainers Reference sheet listing available reports and related resources BSU and school-level data team	Team Meeting Notes Lesson Plans	Differentiated instruction Personalization	Evidence of varied learning opportunities for an objective	Access to appropriate data improves teachers' decision making and communication
Reference sheet for extraction of data	BSU data team	Reference sheet	Process for data extraction is clear	Increased access to data	Reference sheet will be a useful tool for extraction and use of data.

Initiative 1C: Train teachers to use formative assessment to drive differentiated instruction

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Systematic and sustained PD on formative assessment	Jan Chappuis' book Assessment for Data Time Money for books	Plans for systematic training	Tools and strategies from training implemented	Increased use of formative assessment to drive instruction	Formative assessment has a large impact on learning (Black and William report that formative assessment has an effect size on achievement between .4 and .7)
Systematic and sustained PD on differentiated instruction (content, process, product)	Time	Plans for systematic training	Tools and strategies from training implemented	More students have tailored opportunities based on need	Students have varying needs.
Teachers will utilize pre-assessments to drive instruction	Time Curriculum Specialists	Use of pre-assessments and team meeting notes	Instruction will be adjusted based on pre-assessment information	Walkthroughs Lesson plans Meeting notes Increase in scores from pre to post assessments	We want pre-assessments in all areas and grade levels. Information for pre-assessments will help improve instruction

USE EASE-IMPACT CHART ON P133 SIA TO EVALUATE HOW-TO SEQUENCE

Logic Model for Strategic Objective #2 - Coordinated and Aligned CIA

Master Working Copy

Strategic objective: Implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives.

Source: https://docs.google.com/document/d/1XFVTKgwKBceMZebIz4EEemSUIS_mIFKMceReSYd44GpA

* indicates grant-funded work

Initiative 2A: Align units of instruction in math, reading, writing, science, and social studies with the CCSS and NGSS which clearly define learning objectives:

- Through PD days
- Curriculum staff meetings
- Team meetings

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
ELA/SS/Science gr. 6-8 Continued alignment and address gaps found with PBGR and our curriculum documents	Time on Staff Development Days	Written Curriculum	Aligned Units Implemented in classrooms	Assessments	CCSS alignment is important for student learning
In grade 9-12, rewrite science curriculum to align with NGSS (Science 1,2,3 will be offered as an integrated approach)	NGSS Time	Units of Instruction Teachers versed in instructional practices	Aligned Units implemented in classrooms Students exposed to all areas of science	Assessments	Integrated science units will provide broader science education and exposure for our students.

Implement NGSS Participation in NGSX Identify what needs to be done, what leadership is needed, time, who will be involved, and systematization process	Time Internal coordinator or outside consultant? (How paid?)	Units of instruction Teachers versed in instructional practices	Aligned Units implemented in classrooms	Assessments	NGSS implementation is important for student learning.
---	---	---	---	-------------	---

Initiative 2B: Identify and align learning proficiencies across all grade levels and content areas which provide a valid measure of clear learning objectives which can be reported.

- PD days
- Curriculum staff meetings
- Team meetings

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Utilize Calkins Learning Progressions/Rubrics in Reading and Writing grades K-6	Existing progressions and rubrics	Writing samples Responses to reading	Fewer students needing intervention	Literacy assessments	Progressions will help teachers help students lift the level of their work
SHS has identified which standards will be assessed in each course. Next step: mapping them out to ensure all standards are covered.	Time Vermont sample proficiencies	Articulated progression of learning standards for each course	Student achievement in relation to standards.	Assessments, report cards	Clear standards lead to focused explicit instruction and assessment which leads to student achievement.
K-8 Math will identify and map out learning					Clear standards lead to focused explicit

targets - Beth needs to weigh in					instruction and assessment which leads to student achievement.
7-8 ELA will identify and map out learning targets.	Time Vermont sample proficiencies	Clearly articulated learning targets tied to standards and proficiency based report cards	Student achievement in relation to standards.	Assessments	Clear standards lead to focused explicit instruction and assessment which leads to student achievement.
K-8 Science/SS/specials will identify and map out learning targets.	Time Existing standards	Clearly articulated learning targets tied to standards and proficiency based report cards	Student achievement in relation to standards.	Assessments	Clear standards lead to focused explicit instruction and assessment which leads to student achievement.

Initiative 2C: Develop assessments aligned with units of instruction across all grade levels and content areas which provide a valid measure of clear learning objectives

- PD days
- Curriculum staff meetings
- Team meetings

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Develop and or refine unit assessments across all grade levels and content areas which provide a valid measure of clear learning objectives.	Time	Common Assessments	Information which helps us adjust units and instruction	Unit assessments	Common assessments will lead to common teaching practices and keep a common focus to instruction

Initiative 2D: Utilize high quality instructional strategies

- PLCs
- Use of shared practices document
- Peer observations
- Differentiated instruction
- Clearly posted objectives
- Clearly articulated proficiencies

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Continue and refine peer observation initiative.	BSU Peer Observation Tool CIA Team Prof. release time to observe and debrief	Record of observation/debrief	Collaboration Deepening skill set Reinforces SU initiatives Consistency in strategies and use of resources	Increase in use of instructional strategies as seen in walk through results.	Valuable to support colleague observations. Important to provide time for observations.
Align TeachPoint and Instructional Strategies document	Time for team to work on alignment Instructional Strategies document (based on Danielson) TeachPoint	Aligned documents	Clear consistent understanding of quality instruction	Consistency in implementation of instructional strategies (TeachPoint results)	Alignment will improve teachers' and administrators' awareness and use of instructional strategies

Initiative 2E: Revise report card standards to clearly communicate student learning progress and proficiency.

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Implement Standards-Based Report Cards K-12	Time Task Force Meetings	Standards-based report cards	Improved communication Teachers, students, and parents will have a clearer understanding of and measures for student achievement.	Surveys, conference feedback	Standards-based reporting will better communicate what students know and are able to do than our current system.

Logic Model for Strategic Objective #3 -MTSS

Master Working Copy

Strategic objective: Implement a multi-tiered system of supports which supports all students in universal and targeted instruction academically and socially

Source: https://docs.google.com/document/d/1XFVTkgwKBceM7ebIz4EEEmSUIS_mIFKMceReSYd44GpA

* indicates grant-funded work

Initiative 3A: Implement programs and strategies such as PBIS, Responsive Classroom, Restorative Practices, and Elementary and Developmental Design at the preK-12 level.

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
Elementary Design or Responsive Classroom Training (BC/BT pre-k-4 teaching staff)	<ul style="list-style-type: none"> The Origins Program* Time for PD (pd days, summer work, release time) Funding for training materials 	All teachers are trained in Developmental Design Level 1, and equivalent levels of ED or RC	Consistent student expectations; Students will be better behaved and better equipped to access education.	Training Certification Records; Walkthrough results; SWIS data; Staff goals tied into DD	<p>We can require training of existing teachers.</p> <p>DD is the right approach and will work for the majority or all of our students.</p> <p>Teachers will accept the validity of the principles of RC/ED/DD and implement with fidelity.</p> <p>Paras and other building staff will</p>
Developmental Design training (BC/BT 5-8 teaching staff)*					
Restorative Practice training (SHS BEST team)					
Skillful Teacher* Training level 1 and/or 2 (pre-k-12 teachers)					

					Measures need some level of training. The elementary and middle programs are aligned. Adopted programs are compatible with PBIS
Train the trainers for ED/DD/RC to support future training for new teachers	(Resources) Professional development Financial support Time	Outputs Local training Up to date information about best practice	Outcomes Reduction in behavioral issues Reduction in time out of the classroom	Measures PBIS data (SWIS)	We can require training of new teachers. These programs are valuable
BT PBIS--ongoing. BT rollout in fall (SWIS, etc.) Leadership team BC--? Check with James?	Professional development Financial support Time	Data based discussion and decision making Utilizing (with fidelity) a tiered system of support	Reduction in behavioral issues Reduction in time out of the classroom	PBIS data (SWIS)	PBIS is a framework that will result in reduced behavior issues.
SHS - discipline model will use restorative practice	BEST training; Circles; Books/research	Admin team, Access coordinator and CMI teachers trained in restorative practice and outline procedures	Students and staff will experience restorative practice approach to address disciplinary matters to repair relationships and improve behavior	Training & research done Procedures outlined Student discipline numbers & severity decreases	This work will decrease student behavior and improve school climate Teachers will be less frustrated with student behavior

Initiative 3B: Implement Personalized Learning Plans and Flexible Pathways in alignment with Act 77

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
BC: Look at BC PLP focus group draft objectives for each grade	Time	Teachers are all on board with the grade level plans and they align vertically	Students have a comprehensive vertically aligned experience with PLPs	PLP format that is vertically aligned	Well designed and vertically aligned PLPs will help individualize students' educational experiences.
SHS: Freshmen have begun plans; move up through grades Training happened last year. Dave supports new teachers	Time for plan creation with stakeholders				
SHS: Flexible Pathways: work with businesses to build opportunities for coop experiences, internship placements and CSL	Connections, Time for conversations and reaching out				
SHS: Hire an outreach coordinator					
BSU: create a PLP Steering Committee with Counselors, Dir. of Curriculum, and	Committee Members PLP resources	Common PLP template Exemplars	Consistent and portable PLP practices	Every student (7-12) has same format for PLP	Steering Committee will provide guidance around PLP implementation

teacher leaders (eventually students and parents)	Naviance				
---	----------	--	--	--	--

Initiative 3C: Develop and implement our MTSS model of:

- Solid Tier 1 universal instruction, including differentiation and universal screening
- Well designed, responsive Tier 2 intervention
- Targeted Tier 3

Activities are reflected within other objectives.

Initiative 3D: Equip staff to recognize signs of exposure to Adverse Childhood Experiences.*

- Training
- Have systems and protocols in place that are clearly communicated to staff

* "Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being.¹ These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian."

Source: http://www.childtrends.org/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf

Activities	Resources	Outputs (Products)	Outcomes (Impact)	Measure of Outcomes	Assumptions Related to Activity
SHS: Classroom Management and Instruction (CMI) Team continues Trauma Training and shares expertise with all staff	Grant & local funds	Training sessions	More systematic support for students who have experienced trauma	<ul style="list-style-type: none"> • Reduction for the need in disciplinary action • Improved academic success 	<p>Training will lead to expertise, common language, and common tools to better support our students so that they can be more successful</p>
Assemble a cross-SU team to support consistent adoption of practices around trauma-aware schooling (Dir. of Curriculum)	Innovation Grant funding attendance for team	Sub-Theory of action around Trauma Informed schooling	More systematic support for students who have experienced trauma	<ul style="list-style-type: none"> • Reduction for the need in disciplinary action • Improved academic success 	<ul style="list-style-type: none"> • Coordinated efforts will provide more consistency for students. • systematic adoption will ensure long-term implementation
BT/BC: Provide training to staff on strategies to help students who have experienced trauma.	Contracted services	Training sessions	More systematic support for students who have experienced trauma	<ul style="list-style-type: none"> • Reduction for the need in disciplinary action • Improved academic success 	<p>Training will lead to expertise, common language, and common tools to better support our</p>

Consider development of internal team to be the experts on this.					students so that they can be more successful
---	--	--	--	--	--

Information on school director seats for the November 8, 2016 Barre Act 46 Election

On November 8, 2016 the communities of Barre Town and Barre City will each vote on whether to merge and form a union school districts under Act 46. On the same ballot for that vote, a slate of union school district director candidates will be presented. If a majority of each town votes in favor of forming a union school district (to be named the Barre Unified Union School District), then the candidates elected from those presented will make up the board of the new union district. While the new district will not be operational until July 1, 2017 (assuming the merger vote passes), there will be much planning work for the new board to do before July 1, 2017. If the vote to form a union district does not pass both communities, then the election of union school district board members is meaningless, as there is no board to serve on.

Additionally, until July 1, 2017 (assuming the merger vote passes), the current boards of the Barre Town, Barre City, and Spaulding Union High School Districts, and the Barre Supervisory Union Board, will remain in operation, making the necessary decisions for their respective schools. After July 1, 2017 (assuming the merger vote passes), these four boards will cease to exist. This also means that new terms will for the individual district boards will open up in March 2017 and end on June 30, 2017 (again, assuming the merger vote passes).

Below are links to documents for anyone interested in running for seats for the new union district board:

Barre Town:

[Draft Warning for the Barre Town Act 46 Ballot Articles to be voted on November 8, 2016](http://bsuvt.org/joomla/images/meetingmins/Act-46/BarreTownWARNING.pdf)
<http://bsuvt.org/joomla/images/meetingmins/Act-46/BarreTownWARNING.pdf>

[Petition Form for Barre Town Seats](#)

<http://bsuvt.org/joomla/images/meetingmins/Act-46/BTPETITIONFOROFFICE.pdf>

[Petition Form for At-Large Seat](#)

<http://bsuvt.org/joomla/images/meetingmins/Act-46/AT-LARGEPEITIONFOROFFICE.pdf>

[Consent of Candidate Form](#)

<http://bsuvt.org/joomla/images/meetingmins/Act-46/consentofcandidateform.pdf>

Barre City:

[Draft Warning for the Barre City Act 46 Ballot Articles to be voted on November 8, 2016](http://bsuvt.org/joomla/images/meetingmins/Act-46/BarreCityWARNING.pdf)
<http://bsuvt.org/joomla/images/meetingmins/Act-46/BarreCityWARNING.pdf>

[Petition Form for Barre City Seats](#)

<http://bsuvt.org/joomla/images/meetingmins/Act-46/BCPETITIONFOROFFICE.pdf>

[Petition Form for At-Large Seat](#)

<http://bsuvt.org/joomla/images/meetingmins/Act-46/AT-LARGEPEITIONFOROFFICE.pdf>

[Consent of Candidate Form](#)

<http://bsuvt.org/joomla/images/meetingmins/Act-46/consentofcandidateform.pdf>

WARNING

The voters of the Barre City School District are hereby notified and warned to meet at the Barre Auditorium on November 8, 2016, to vote by Australian ballot between the hours of 7:00 a.m., at which time the polls will open, and 7:00 p.m, at which time the polls will close, upon the following articles of business:

Article I

Shall the Barre City School District, which the State Board of Education has found necessary to include in the proposed union school district, join with the Barre Town School District, which the State Board of Education has found necessary to include in the proposed union school district, for the purpose of forming a union school district to be named the Barre Unified Union School District, as provided in Title 16, Vermont Statutes Annotated, upon the following conditions and agreements:

- **Grades.** The Barre Unified Union School District shall operate and manage schools offering instruction in grades Pre-Kindergarten through Grade 12.
- **Board of School Directors.** A member town's representation on the School Board of the Barre School District will be closely proportional to the fraction that its population bears to the aggregate population of the Unified District. Initial fixed composition is based upon the most recent Federal Census (2010), and shall be recalculated promptly following the release of each subsequent decennial census. However, at no time will a member town have less than one school director on the District Board. Subject to the previous sentence, each proportionality calculation shall be rounded to the nearest whole number.
- **Assumption of debts and ownership of school property.** The Barre Unified Union School District shall assume the indebtedness of member districts, acquire the school properties of member districts, and pay for them, all as specified in the final report.
- **Final Report.** The provisions of the final report proposed to the State Board of Education for approval on the 18th day of October, 2016, which is on file in the town clerk's office, shall govern the Barre Unified Union School District. Upon approval of the Barre Unified Union School District, Article 1 of the final report, including all subsections, can only be changed by a majority vote of the Barre Unified Union School District. Articles 2 through 15 of the final report can be changed by a majority vote of the School Board of the Barre Unified Union School District.

Article II

To elect five (5) school directors to serve on the proposed Barre Unified Union School District from the date of the organizational meeting for the following terms and seats:

- One (1) school director from Barre City for a term ending March 2018 from the following nominees: _____, _____,
- Two (2) school director from Barre City for a term ending March 2019 from the following nominees: _____, _____,
- One (1) school director from Barre City for a term ending March 2020 from the following nominees: _____, _____,
- One (1) school director elected at-large from Barre City and Barre Town for a term ending March 2020 from the following nominees: _____, _____,

WARNING

The voters of the Barre Town School District are hereby notified and warned to meet at Barre Town Middle and Elementary School on November 8, 2016, to vote by Australian ballot between the hours of 7:00 a.m., at which time the polls will open, and 7:00 p.m., at which time the polls will close, upon the following articles of business:

Article I

Shall the Barre Town School District, which the State Board of Education has found necessary to include in the proposed union school district, join with the Barre City School District, which the State Board of Education has found necessary to include in the proposed union school district, for the purpose of forming a union school district to be named the Barre Unified Union School District, as provided in Title 16, Vermont Statutes Annotated, upon the following conditions and agreements:

- **Grades.** The Barre Unified Union School District shall operate and manage schools offering instruction in grades Pre-Kindergarten through Grade 12.
- **Board of School Directors.** A member town's representation on the School Board of the Barre School District will be closely proportional to the fraction that its population bears to the aggregate population of the Unified District. Initial fixed composition is based upon the most recent Federal Census (2010), and shall be recalculated promptly following the release of each subsequent decennial census. However, at no time will a member town have less than one school director on the District Board. Subject to the previous sentence, each proportionality calculation shall be rounded to the nearest whole number.
- **Assumption of debts and ownership of school property.** The Barre Unified Union School District shall assume the indebtedness of member districts, acquire the school properties of member districts, and pay for them, all as specified in the final report.
- **Final Report.** The provisions of the final report proposed to the State Board of Education for approval on the 18th day of October, 2016, which is on file in the town clerk's office, shall govern the Barre Unified Union School District. Upon approval of the Barre Unified Union School District, Article 1 of the final report, including all subsections, can only be changed by a majority vote of the Barre Unified Union School District. Articles 2 through 15 of the final report can be changed by a majority vote of the School Board of the Barre Unified Union School District.

Article II

To elect five (5) school directors to serve on the proposed Barre Unified Union School District from the date of the organizational meeting for the following terms and seats:

- Two (2) school director from Barre Town for a term ending March 2018 from the following nominees: _____, _____,
- One (1) school director from Barre Town for a term ending March 2019 from the following nominees: _____, _____,
- One (1) school director from Barre Town for a term ending March 2020 from the following nominees: _____, _____,
- One (1) school director elected at-large from Barre City and Barre Town for a term ending March 2020 from the following nominees: _____, _____,

STATE OF VERMONT
WASHINGTON COUNTY, CITY OF BARRE

(30 Registered Voter signatures required.)

_____, undersigned hereby petition the City Clerk and other City Officers of the CITY of BARRE, Washington County, Vermont that _____ be a nominee for election to the office of Union School District Director for a term ending in March _____, at the local election to be held on November 8, 2016. We undersigned certify we are registered voters of the CITY of BARRE, Vermont.

THIS PETITION MUST BE FILED WITH THE CITY CLERK BETWEEN SEPTEMBER 29 AND OCTOBER 9, 2016

LEGAL SIGNATURE	PRINT NAME AS IT APPEARS ON THE CHECKLIST	STREET ADDRESS 911 LOCATION	E	Leave Blank	Line Count
					1
					2
					3
					4
					5
					6
					7
					8
					9
					10
					11
					12
					13
					14
					15
					16
					17
					18
					19
					20
					21

STATE OF VERMONT
WASHINGTON COUNTY, CITY AND TOWN OF BARRE

(60 Registered Voter signatures required.)

_____, undersigned hereby petition the City Clerk and other City Officers of the CITY of BARRE, Washington County, Vermont and the Town Clerk and other Town Officers of the Town of Barre, Washington County, Vermont that _____ be a nominee for election to the office of AT-LARGE Union School District Director for a term ending in March 2020, at the local election to be held on November 8, 2016.

We undersigned certify we are registered voters of the CITY of BARRE, Vermont, or the TOWN of BARRE, Vermont.

THIS PETITION MUST BE FILED WITH THE CITY OR TOWN CLERK BETWEEN SEPTEMBER 29 AND OCTOBER 9, 2016

LEGAL SIGNATURE	PRINT NAME AS IT APPEARS ON THE CHECKLIST	STREET ADDRESS 911 LOCATION	E	Leave Blank	Line Count
					1
					2
					3
					4
					5
					6
					7
					8
					9
					10
					11
					12
					13
					14
					15
					16
					17
					18
					19
					20
					21

STATE OF VERMONT
WASHINGTON COUNTY, TOWN OF BARRE

(30 Registered Voter signatures required.)

The undersigned hereby petition the Town Clerk and other Town Officers of the Town of Barre, Washington County, Vermont that _____ be a nominee for election to the office of Union School District Director for a term ending in March _____, at the local election to be held on November 8, 2016. We undersigned certify we are registered voters of the Town of Barre, Vermont.

THIS PETITION MUST BE FILED WITH THE TOWN CLERK BETWEEN SEPTEMBER 29 AND OCTOBER 9, 2016

LEGAL SIGNATURE	PRINT NAME AS IT APPEARS ON THE CHECKLIST	STREET ADDRESS 911 LOCATION	Leave Blank	Line Count
				1
				2
				3
				4
				5
				6
				7
				8
				9
				10
				11
				12
				13
				14
				15
				16
				17
				18
				19
				20
				21

				22
				23
				24
				25
				26
				27
				28
				29
				30
				31
				32

**CONSENT OF CANDIDATE
ELECTION OF DIRECTOR
16 V.S.A. § 706 (e)**

Nominations for the office of union school director representing any district shall be made by filing with the clerk of that school district proposed as a member of the union, a statement of nomination signed by at least 30 voters in that district or one percent of the legal voters in the district, whichever is less and accepted in writing by the nominee. A statement shall be filed not less than 30 nor more than 40 days prior to the date of the vote. Each person so nominated shall have his or her name placed on the ballot.

Nominations for the office of a union school director at-large shall be for a person who is a resident of a school district that is proposed as necessary to the establishment of the union. The nomination shall be made by filing with the clerk of any of the school districts proposed as necessary to the establishment of the union not less than 30 nor more than 40 days prior to the date of the vote, a statement of nomination signed by at least 60 voters from one or more districts proposed as necessary to the establishment of the union. Upon receipt of a petition for an at-large union school director, a clerk shall place the name of the person on the ballot and shall notify each clerk of every other school district proposed as a member of the union that the person is to have his or her name placed on each ballot in each district.

This consent form is used by election officials to determine the form of a candidate's name, its spelling and use of initials or nicknames for the ballot. Please complete this form carefully, using the exact form of your name as you want to appear on the ballot. You may include a nickname, but you may not include a title. (For example, Rick "Speedy" Driver is o.k., but you cannot use Dr. Rick Driver.)

I consent to having my name printed on the ballot for the office of School District Director for:

Please check one below:

☐ Term Ending March 2018 ☐ Term Ending March 2019 ☐ Term Ending March 2020

Please check one below:

☐ Barre City ☐ Barre Town ☐ At Large (Term ending March 2020 only)

My name (exactly as I wish it to appear on the ballot), town or city of residence, and party are as follows:

Name: _____

Town of Residence: _____

Date

Signature of Candidate

Mailing Address

Town, State, Zip

Daytime Telephone Number

Barre City Elementary and Middle 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 —	Richard McCraw, M.Ed. Director of Curriculum, Instruction, and Assessment Lisa Perreault Business Manager Donald E. McMahon, M.Ed. Director of Special Services Diane Stacy Director of Technology Sandra Cameron, M.Ed., MOT Director of Early Education Jamie Evans Director of Facilities
Barre Town Middle and Elementary School		
Central Vermont Career Center	<i>Doing whatever it takes to ensure success for every child.</i>	
Spaulding High School		

September 15, 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. The school year is underway, and the start has been largely successful thanks to the dedicated effort of all staff across the SU, including those in the BSU office. Key personnel have been out for extended times, leaving us shorthanded and scrambling to complete essential functions and implement initiatives. Everyone deserves thanks for their hard work.
- b. When the dust settles from the start of the school year for the SHS maintenance staff, they will begin work upstairs in the BSU office to create additional workspace as we discussed last year. This will expand our PreK Director's office, accommodate our new centralized medicaid clerk, and create space for more centralized positions should we need them in the future.
- c. Our BSU negotiation team will meet on September 13 to plan for our first meeting with the Teacher Negotiation Team later this month.
- d. We still have not received a formal response from the AoE to the Transportation Plan submitted on July 21. Given that our plan puts us in compliance with Act 153, I do not anticipate any issues from the AoE.

2. Business Office:

- a. Timesheets: Over the past few weeks we have implemented payroll procedures requiring all employees, with the exception of teachers/behavior specialists, to complete timesheets, this includes substitutes as well. This transition away from paying non-exempt employees as if they were salaried is our effort to comply with Fair Labor Standards Act record keeping and overtime requirements. Each admin. team identified

a dedicated Building Payroll Designee. This person serves as the liaison between the staff in the building and the BSU business office. In addition, we are eliminating comp. time, to ensure that classified staff working over 40 hours in a week are paid accordingly. *"Under Vermont law, an employer is required to maintain, for two years, true and accurate records of the hours worked by each employee and of the wages paid to each employee. In addition, unemployment law requires an employer to maintain records for three (3) years. Federal wage and hour record keeping rules are defined in Section 516.2 of the Fair Labor Standards Act. Furthermore, upon demand, an employer is also required to furnish to the Commissioner of the Department of Labor a sworn statement of these records and allow the Commissioner, their deputy or authorized agent to conduct an inspection of the records at any reasonable time. An employer may be fined for failure to comply with the record keeping requirement."*

- b. FY16 Audit: The audit schedule has been pushed ahead to the first week in October. This will allow us to be better prepared.
- c. FY18 Budget Development Schedule: September is the month we begin meeting with administrators/directors to start the budget development process. Board of Directors will be considering and sharing goals with the administration to direct the development of their districts' FY18 Budgets.

3. Curriculum

- a. The start-of-year staff development days are now behind us and went smoothly. Major focuses included launching proficiency-based assessment (Spaulding) and initiating a broad-based focus on improved use of data at all levels of each of our organizations.
- b. The position of Math Curriculum Specialist (formerly held by Beth Hulbert) has been filled by Venus Dean, who for a number of years has supervised the Barre Town Math Lab. Venus has embraced the job with great enthusiasm and energy. Her task was made more challenging by the fact of her coming on board in mid-August. Venus is off to a great start, and I'm pleased to have her on the curriculum team.
- c. New teachers completed staff orientation back in August. This consisted of a day of general orientation (which included such topics as BSU's organizational structure and use of the Infinite Campus system) plus specialized training in special education, literacy and math as appropriate to each new teacher's role.
- d. Our Title I/IIA grant has finally been approved by the state. The process was more complex than in years past, and a number of established practices faced challenge from the Agency. We can anticipate more of the same next year due to changes brought about by the federal Every Student Succeeds Act, NCLB's replacement. Please anticipate hearing more about this as we move into budget season.
- e. Smarter Balanced Assessment (SBAC): The Agency of Education has released statewide results and will officially release school-wide results by mid-September. As is customary, we will review school-level data once it's available. In addition, this year we will make much more systematic use of student-level data by making it more available to teachers both in report form and through Infinite Campus. The latter effort will include work with teachers to help students gain maximum benefit from these data.

4. Special Services

- a. All special education staff kicked off the year at the Barre City Elementary and Middle School with a welcome back presentation focusing on the evaluation process, introduction of new district staff, reflection of the summer Wilson reading course and

much more. The staff asked many questions and agreed to continue the conversation throughout the school year.

- b. The transition to use Student Transportation of Vermont was a bit hectic the first week of school but working closely with Stacy Emerson and her team at STA much of the issue have resolved.
- c. Spaulding High School's special education department is fully staff except for the Employment Specialist position. S.H.S. is hoping to fill that position by next week.

5. Technology:

- a. It's that crazy "reactionary" time of year again Just a short list of some of the requests sailing by tech these days: Nurses want "Figwee" app and wifi access for their personal phones, Business Office needs capital assets list checked, local private school wants to know what we have for fire extinguishers in our computer labs, school nurse needs VPN access, please help me - cannot get to my meeting scheduler web site, "guest" access needed for some chromebooks, print from some chromebooks, admin needs Facebook access, some teachers want tablets to record grades while mobile, 504 student needs tablet or chromebook, teacher wants to use "Blogger" with parents, teacher asks "please check this kiddo's account", another teacher wants to use "Weebly" with students, registrar cannot open state database, new monitors don't have DVI connector - need new cables, "help, ominous notice appearing when on internet about server being hacked", folks who have left the district are asking for their accounts to be left open so they can copy stuff that they need, are our schools Pokemon "Go Gyms"?, registrar needs new printer, teachers want all student accounts ready the first day of school, "cannot get to my ordering site", LEAF needs to talk to you about the BTMES copier leases, create CVCC "sending school" student accounts, Diane - you have over 50 voicemails, late hires need equipment and accounts, now need to pay for iPad management, music MacBook needs new Hard drive, off-site program needs/wants Promethean Board and Chromebooks, my AESOP login is not working, Pre-K wants Promethean Boards, BSU HR and nurses need confidential FAX, 2nd grade teachers want student accounts, BCE needs 3 more chromebooks in cart#2 because of larger class size, Call 'em All needs call lists updated - SpEd move to BSU complicates/changes this process, door controller server hardware/software needs upgrading, domain name and hosting will auto-renew but the paperwork for the credit card needs to be completed, WCMHS wants to connect devices to our network, library, cafeteria and health software all need student info updated, school board needs wifi access at meeting, auditorium projector needs new bulbs, create/make/learn "super computer" has incorrect RAM, renew 24x7 extended service for network core switch, district medicaid person needs phone, ...etc.

6. Early Education

- a. Act 166 partners: 10 partner programs are serving our students, as far away as Williston. These programs are working hard to comply with stringent rules and regulations received from the AOE/AHS only days before school began. A process for tracking program documentation has been in place for our SU.
- b. Approximately 45 BSU children are accessing PreK tuition funds. A process for tracking child documentation is in place.
- c. Licensing Regulations regarding personnel files for all programs we interface with are being addressed. A new system of tracking staff documentation is being developed.

- d. BSU public PreK enrollment is at approximately 200. Barre Town has some openings; Barre City has a waitlist of about 17.
- e. Early MTSS training kicked off on August 25th and will continue into 2017.

7. Human Resources:

- a. The AESOP initial implementation and training is complete! We are working out the kinks, providing new PINs, training sub coordinators and payroll reps at the schools, customizing functions, both by district and school....we have been very busy. The system seems to be well received by both the administrators and the faculty and staff. Integration of Aesop and ADS has been more problematic than initially anticipated.
- b. We currently have thirteen open positions listed on our website.
- c. We continue to audit and improve our background check and orientation procedures. We are now in compliance with Act 166 for PreK. In addition we are reviewing our background check procedures for Volunteers. We have found that although we have a Volunteer Policy for each school, we do not have consistent procedures in place. We are working with the administrators across the SU to develop a complete Volunteer procedure that can work district wide.
- d. We have begun the process of defining and writing our formal Worker's Compensation procedures. Tim Vincent and Patty Green from VSBIT joined our school nurses and the HR team for a roundtable discussion to begin the process. We will be applying for a VSBIT HR Grant to obtain resources to assist us with this project.

8. Facilities:

- a. All of the schools have opened for the year and are in great shape. BCEMS has a revamped entrance to the building to help provide a more safe access for visitors and staff. Also, the new woodchip boiler installation is nearing completion for use in the coming heating season. BTMES has done some remodeling and refreshing of space to accommodate PreK classrooms. Carpet replacement has also taken place in some areas of the school. An upgraded replacement of the cafeteria's dishwasher is in progress and slated for install this autumn. SHS has completed another remodel of a science room as well as completion of the final phase of the cafeteria makeover. CVCC has moved their administrative offices to the bottom floor to be more accessible to the general public.

Respectfully Submitted,



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

BARRE SUPERVISORY UNION POLICY COMMITTEE

August 23, 2016 Meeting Minutes

Committee members present:

Guy Isabelle, representing Spaulding High School
Jay Paterson, representing Barre Town Middle and Elementary School (arrived at 6:00 p.m.)
John Pandolfo, Committee Chair and Superintendent
Luke Aither, Spaulding HS Assistant Principal

Committee members absent:

Michael Deering, representing Barre City Elementary and Middle School

1. Call to Order

The meeting was called to order at 5:39 p.m. in the BSU Conference Room.

2. Revisions to Agenda

Luke Aither requested that a discussion around a policy or procedure for transporting students be added to the agenda..

3. Approval of Meeting Minutes

By consensus, the committee approved the minutes from February 17, 2016, noting that John Pandolfo was the only current committee member present at that meeting..

4. Review of BSU Policy Manual Index

5. Prioritize policies for adoption/review

John Pandolfo handed out a copy of the BSU Policy Manual Index revised August 22. This showed the up-to-date status of BSU Policies that have gone through district boards for 1st Readings toward Ratification. The index also showed green and yellow highlighting for policies not yet adopted by the BSU.

- John proposed that the green highlighted policies (D6, D7, F5, F19, F23, F27, G13, and G20) be submitted for a 1st Reading at the September 15, 2016 BSU Board Meeting. Each of the policies proposed are the VSBA Model Policy formatted to the BSU format.
- John proposed that the yellow highlighted policies (F7, F9, F21, F28, C23, and G14) be discussed further before bringing to the BSU Board for a 1st Reading.

The committee agreed with this proposal, with the exception that C23 should be included in those policies submitted for a 1st Reading on September 15.

By consensus, the committee agreed to submit the following policies to the BSU Board for a 1st Reading on September 15, 2016:

D6 - Substitute Teachers

D7 - Volunteers and Work Study Students

F5 - Education Records

F19 - Limited English Proficiency Students

F23 - Participation of Home Study Students

F27 - Pupil Privacy Rights

C23 - Restraint and Seclusion

G13 - Animal Dissection

G20 - Proficiency Based Graduation Requirement

The committee discussed the remaining policies highlighted in yellow (excluding C23), as well as F1, which was not index.

- Luke Aither will contact VSBA with questions about F1 (Student Conduct and Discipline), F7 (Student Drugs & Alcohol) and F21 (Firearms), the SHS Policy Committee will discuss these policies and come back to the BSU Policy Committee with recommendations on September 26, 2016.
- John Pandolfo will contact VSBA with questions about F9 (Transportation), and will review current SHS and BC Policies F25 (Student Attendance) and come back to the BSU Policy Committee with recommendations on September 26, 2016.
- Policy F28 will be discussed below.

6. F28 - Federal Child Nutrition Act Wellness Policy

John Pandolfo explained that he had spoken with the VSBA to ask why the VSBA Model Policy, updated by VSBA on 12/3/2015, seems to conflict with recommendations our SHAC committees are getting from the Vermont Department of Health on items to include in this policy. The VSBA and VDH have conflicting views on what belongs in policy and what belongs in procedure. John will look into this further and come back to the committee with more information in September.

7. Review C23 - Restraint and Seclusion from February

This was discussed under agenda items 4 and 5

8. Other Business

The next meeting of this committee will be Monday, September 26, 5:30 p.m. in the BSU Conference Room. The agenda will be

1. Call to Order
 2. Revisions to Agenda
 3. Approval of August 23, 2016 minutes
 4. Review of BSU Policy Manual Index
 5. Discussion of Policies F1, F7, F9, F21, F25, F28, and G14
 6. Other Business
- Adjourn

9. Adjourn

The committee adjourned by consensus at 7:00 p.m.

Respectfully submitted,
John Pandolfo

DRAFT

Barre Supervisory Union

BSU EXPENSE BUDGET STATUS REPORT

Statement Code: BOARD BSU

Account Number / Description	ADOPTED BUDGET 7/1/2016 - 6/30/2017	Y-T-D EXPENSES 7/1/2016 - 6/30/2017	ENCUMB 7/1/2016 - 6/30/2017	REMAINING BALANCE 7/1/2016 - 6/30/2017
2210 CURRICULUM DEVELOPMENT	\$133,641	\$27,269	\$134,529	\$(28,157)
2225 TECHNOLOGY	\$570,291	\$139,393	\$397,110	\$33,788
2310 BOARD OF EDUCATION	\$66,045	\$9,729	\$50,831	\$5,485
2319 BOARD OTHER SERVICES	\$0	\$807	\$1,920	\$(2,727)
2320 SUPERINTENDENT OFFICE	\$354,601	\$72,922	\$273,196	\$8,483
2520 BUSINESS OFFICE SERVICES	\$409,770	\$97,957	\$334,170	\$(22,357)
2600 PLANT OPERATION & MAINTENANCE	\$58,050	\$22,869	\$129,915	\$(94,734)
1191 BC SHARED STAFF SERVICES	\$0	\$1,886	\$0	\$(1,886)
1192 BT SHARED STAFF SERVICES	\$0	\$556	\$13,884	\$(14,440)
1193 SHS SHARED STAFF SERVICES	\$0	\$1,111	\$27,757	\$(28,868)
2423 EARLY ED ADMIN	\$88,000	\$26,324	\$110,916	\$(49,240)
2700 STUDENT TRANSPORT	\$39,222	\$0	\$0	\$39,222
1100 Direct Instruction	\$0	\$854	\$0	\$(854)
2700 STUDENT TRANSPORT	\$1,078,643	\$22,229	\$92,944	\$963,470
1200 SPED DIRECT INSTRUCTION	\$6,886,420	\$418,191	\$3,579,210	\$2,889,019
1202 SPED ESY - EXTENDED SCHOOL YEAR	\$56,550	\$29,021	\$158	\$27,371
1204 GAM - GRANITE ACADEMY MIDDLE SCHL	\$238,185	\$2,324	\$58,649	\$177,212
1205 SPED ACT PROGRAM	\$123,191	\$5,095	\$81,488	\$36,608
2130 HEALTH SERVICE	\$119,165	\$0	\$42,857	\$76,308
2140 PSYCHOLOGICAL SERVICES	\$365,302	\$11,893	\$262,423	\$90,986
2144 GAP PSYCH	\$86,779	\$3,525	\$0	\$83,254
2149 SPED DEVELOPMENTAL	\$31,132	\$360	\$30,270	\$502
2150 SPEECH & LANG SRVC	\$849,310	\$28,177	\$729,977	\$91,156
2152 SPED DEVELOPMENTAL	\$49,000	\$0	\$0	\$49,000
2160 OCCUPATIONAL THERAPIST	\$110,290	\$4,691	\$0	\$105,599

Barre Supervisory Union BSU EXPENSE BUDGET STATUS REPORT

Report # 18540

Account Number / Description	ADOPTED BUDGET	Y-T-D EXPENSES	ENCUMB	REMAINING BALANCE
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
2210 CURRICULUM DEVELOPMENT	\$3,000	\$0	\$0	\$3,000
2420 SPED ADMIN	\$353,980	\$58,537	\$242,367	\$53,076
2421 SPED DISTRICT ADMIN	\$124,500	\$23,811	\$99,787	\$902
2424 GAP ADMIN	\$10,000	\$0	\$0	\$10,000
2425 ACT ADMIN	\$6,257	\$86	\$454	\$5,717
2711 SPED STUDENT TRANSPORT	\$138,095	\$10,224	\$6,155	\$121,716
1204 GAM - GRANITE ACADEMY MIDDLE SCHL	\$80,551	\$0	\$0	\$80,551
1214 EEE - ESSENTIAL EARLY EDUCATION	\$225,682	\$3,394	\$86,927	\$135,361
1215 EEE - ESY EXTENDED SCHOOL YEAR	\$13,075	\$3,028	\$0	\$10,047
2420 SPED ADMIN	\$5,213	\$1,002	\$4,183	\$28
2425 ACT ADMIN	\$5,429	\$0	\$0	\$5,429
GRAND TOTAL	\$12,679,369	\$1,027,265	\$6,792,077	\$4,860,027