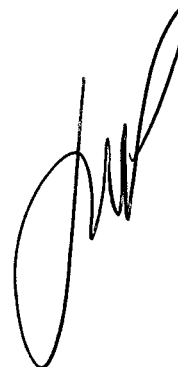


**SPAULDING HIGH SCHOOL DISTRICT
REGULAR SCHOOL BOARD MEETING**

**SHS Library
September 1, 2016
5:30 p.m. – New Staff Reception
6:00 p.m. - Regular Meeting**

AGENDA



1. Call to Order
2. Additions or Deletions to the Agenda
3. Visitors and Communication
 - 3.1 New Staff Introductions
4. Consent Agenda
 - 4.1 August 22, 2016 Regular School Board Meeting Minutes
5. New Business
 - 5.1 Resign/Retire/New Hires
 - 5.2 CVCC Independent Accountant's Report on Procedures for POS and Purchasing
 - 5.3 FY 18 Budget Development
 - 5.4 Appoint Truant Officer
6. Old Business
 - 6.1 Second and Final Reading Barre SU Policy D11 - Drug and Alcohol Testing: Transportation Employees
 - 6.2 Second and Final Reading Barre SU Policy D12 - Prevention of Employee Harassment
 - 6.3 Second and Final Reading Barre SU Policy D13 - HIPPA Compliance
 - 6.4 Second and Final Reading Barre SU Policy E1 - Fiscal Management and General Financial Accountability
 - 6.5 Second and Final Reading Barre SU Policy E2 - Budgeting
 - 6.6 Second and Final Reading Barre SU Policy G9 - Grade Advancement, Retention, Promotion, and Acceleration of Students
 - 6.7 Second and Final Reading Barre SU Policy G15 Special Education
 - 6.8 Act 46 Update
7. Other Business
8. Reports to the Board
 - 8.1 Superintendent
 - 8.2 Principal
 - 8.3 CVCC Director
 - 8.4 Committee Reports
 - 8.5 Financials
 - 8.6 Student Representatives
9. Future Agenda Items and Upcoming Committee Meetings
11. Executive Session
 - 11.1 Labor Relations Agreement
12. Adjourn

Reminders:

Next Spaulding High School Union District Meeting
Next Barre Town School District Meeting
Next Barre City School District Meeting
Next Barre Supervisory Union Meeting

October 6, 2016
September 7, 2016
September 12, 2016
September 15, 2016

4.1

**SPAULDING HIGH SCHOOL
REGULAR BOARD MEETING**
Spaulding High School – Library
August 22, 2016 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Carlotta Simonds-Perantoni - Chair
David LaCroix - Vice Chair
Anthony Folland
Lucas Herring
J. Guy Isabelle
Ed Rousse – arrived at 6:22 p.m.

BOARD MEMBERS ABSENT:

Joe Blakely - Clerk

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Luke Aither, Assistant Principal
Penny Chamberlin, Director Central Vermont Career Center

GUESTS PRESENT:

Video Vision Tech Dottye Ricks

1. Call to Order

The Chair, Mrs. Perantoni, called the Monday, August 22, 2016, Regular meeting to order at 6:04 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

None.

3. Visitors and Communication

In response to a request from Ms. Ricks, the Superintendent advised he is working on implementation of posting meeting Agendas on Front Porch Forum, as well as posting the link to meeting videos on-line. In response to a request from Ms. Ricks, the Superintendent advised that a new agenda item for upcoming meeting information will be added to board agendas prior to the Adjournment agenda item.

4. Approval of Minutes

4.1 Approval of Minutes – July 7, 2016 Regular Meeting

On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to approve, as amended, the Minutes of the July 7, 2016 Regular Meeting.

5. New Business

5.1 Resign/Retire/New Hires

A letter of resignation from Jen Olson (Employment Specialist) was distributed. Mr. Pandolfo advised regarding Ms. Olson's resignation. On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to accept, with regrets, the resignation of Jen Olson.

The resume and Notification of Employment Status Form for Catherine Franks was distributed. Mr. Pandolfo provided an overview of the candidate's experience. Ms. Franks is replacing Al Moore as an English/Social Studies teacher in the Phoenix Program.

On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to approve the hiring of Catherine Franks.

Mr. Pandolfo advised that there are currently 2 positions open in the ACT Program; 1 Special Education teacher, and 1 Behavioral Specialist position. Mr. Pandolfo will be making a recommendation at the September 1, 2016 meeting.

5.2 Discipline Data Presentation

A comprehensive Behavioral Resolutions report was distributed. Mr. Aither advised that Jim Ferland created the report and apologizes that he is not able to attend tonight's meeting. Mr. Aither proceeded to provide an overview of the information and

answered questions from the Board. Discussion encompassed trends, including a reduction in behavioral issues as students' mature (freshman have the highest number of referrals, seniors have the lowest number). It was noted that a small percentage of students account for the majority of referrals. Discussion was held regarding In-School suspensions vs. Out-of-School suspensions, including the length of suspensions and the behavior that qualifies for suspension. It was noted that Administration works to keep students in school whenever possible. Varying management styles (over the years) has an impact on the number of referrals. There were many 'warnings' issued in the past year that are not reflected in the data. The 'warning' process does include follow-up by a school counselor. Teaching staff are being trained to learn how to deal with student behaviors, including Trauma Informed and Adverse Childhood Experiences training. Discussion also included the various categories of behavioral issues and which categories are more prominent. Incidents involving fighting have been reduced, as students are learning coping skills to deal with frustrations. Restorative Practices will be implemented this year. It was noted that PBIS was investigated, and found not to be as effective for high school students, as it is for those in middle and elementary grades. It was noted that increased enrollment in alternative programs may have an impact on reporting. Data on behavioral issues at the alternative programs is not included in the report. The Board requested additional data, including all incidents (both in-house and at alternative program sites), if available, to better assess the overall effectiveness of the programs in effect. Additional discussion included the importance of including emotional and social components in student education, a possible student survey, the student handbook, on-line relational aggression, and the driving forces that promote behavioral issues.

5.3 Athletic Field Discussion

Mr. Pandolfo provided an overview of the different situations within the district. BTMES owns recreational fields that are scheduled and maintained by the Town of Barre. BCEMS and SHS fields are owned, maintained, and scheduled by the schools. The BTMES Board recently voted to move forward with transferring ownership of their recreational fields to the Town. Mr. Cecchinelli advised that in recent discussions, he was informed that Barre City does not wish to take ownership of the BCEMS or SHS recreation fields. The SHS Board agreed that they would like assurance from the Town of Barre that they will continue to receive the current prioritization regarding field use.

5.4 First Reading BSU Policy D11 – Drug and Alcohol Testing; Transportation Employees

A copy of the policy was distributed. In response to a concern raised by Ms. Ricks, Mr. Herring provided additional information regarding the scope of the policy. **On a motion by Mr. Herring, seconded by Mr. Rousse, the Board unanimously voted to approve the First Reading of the BSU Drug and Alcohol Testing; Transportation Employees Policy (D11).**

5.5 First Reading BSU Policy D12 – Prevention of Employee Harassment

A copy of the policy was distributed. In response to concerns raised by Ms. Ricks, the Board agreed to have Mr. Pandolfo proceed with non-substantive changes to the policy. No other changes were approved by the Board. **On a motion by Mr. Herring, seconded by Mr. Folland, the Board unanimously voted to approve the First Reading of the BSU Prevention of Employee Harassment Policy (D12).**

5.6 First Reading BSU Policy D13 – HIPPA Compliance

A copy of the policy was distributed. The Board agreed that approval of the First Reading of this BSU policy was appropriate. **On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to approve the First Reading of the BSU HIPPA Compliance Policy (D13).**

5.7 First Reading BSU Policy E1 – Fiscal Management and General Financial Accountability

A copy of the policy was distributed. **On a motion by Mr. Rousse, seconded by Mr. Herring, the Board unanimously voted to approve the First Reading of the BSU Fiscal Management and General Financial Accountability Policy (E1).**

5.8 First Reading BSU Policy E2 – Budgeting

A copy of the policy was distributed. **On a motion by Mr. Herring, seconded by Mr. Rousse, the Board unanimously voted to approve the First Reading of the BSU Budgeting Policy (E2).**

5.9 First Reading BSU Policy G9 – Grade Advancement, Retention, Promotion, and Acceleration of Students

A copy of the policy was distributed. The Board agreed that this policy was required. **On a motion by Mr. Folland, seconded by Mr. Rousse, the Board unanimously voted to approve the First Reading of the BSU Grade Advancement, Retention, Promotion, and Acceleration of Students Policy (G9).**

5.10 First Reading BSU Policy G15 – Special Education

A copy of the policy was distributed. Mr. Herring advised that the link listed in the policy was not working. Mr. Herring and Mr. Pandolfo will research the correct link and have the policy updated accordingly. It was agreed that this change was non-substantive. **On a motion by Mr. Rousse, seconded by Mr. Folland, the Board unanimously voted to approve, with addition of the appropriate link, the First Reading of the BSU Special Education Policy (G15).** Mrs. Perantoni requested that a member of the Technology Department attend an upcoming meeting and assist Board Members with connecting their non-mobile devices to the network.

6. Old Business

6.1 Act 46 Update

Eight documents were distributed; the Act 46 Timeline, the VSBA's Building a Strong Foundation for Unified Districts document, the Act 46 Quick Update informational document, a copy of the BSU Summary of Buildings, Contents, and Site Values, Long Term Debt, and Reserve Funds, a document containing Articles 9 and 12 (Initial Directors Terms of Office and Australian Ballot Voting), drafts of the Barre City and Barre Town Warnings, and a document containing Act 46 Survey #2 results to-date.

Copies 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), were made available to those who wished to possess printed copies.

Mr. Pandolfo proceeded to provide an overview of the documents advising that he is waiting for counsel and City/Town Clerks to approve the draft petitions. It was noted that existing Board Members who are elected to the unified board, would be working on two boards until July 1, 2017, when the existing boards disband. The next Act 46 meeting will be held on September 8, 2016. The finalized documents will be presented to the BCEMS and BTMES Boards for official review and comment. The SHS Board may review the documents, but their involvement is not required. The Act 46 Committee will likely meet again on September 22, 2016 prior to submitting the Final Report to the Secretary of Education. Once approved by the Secretary of Education, the report will be sent to the State Board of Education for final approval. If approved, Act 46 changes will be submitted for voter approval. Confirmation is being sought regarding whether or not the Act 46 Committee has the authority to approve the Warning. Mr. Pandolfo proceeded to provide an overview of various communication strategies, as well as the remaining documents. It was noted that the City and Town will not be co-mingling the votes. The survey results indicate that the community is better informed regarding the implications of Act 46, though a push to educate the public should continue, especially a month or so prior to the vote.

7. Other Business

It was announced that flex days must be completed by this Tuesday (08/23/16). An all-staff meeting will be held on Wednesday morning (08/24/16). Some students will start school on Monday, August 29, 2016. It was noted that Paul Poirier contacted Mrs. Waterhouse regarding a possible presentation to students.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendent's Report dated August 15, 2016 was distributed. The report included information pertaining to; Act 46 action, the Custodial/Maintenance Agreement (ratified and being operated under), and Summer Facilities Work. A copy of the Fire Inspection Results was also distributed. Additionally, Mr. Pandolfo advised that the petition (regarding Board restructuring) was submitted to VEHI. It was noted that any individual interested in running for the Unified Board, would need to begin obtaining petition signatures in the near future.

8.2 Principal

Mr. Aither announced the appointment of Chloe Lamphere, to the Student Representative position. Mr. Aither provided an overview of completed summer projects. Board Members were invited to attend the parent/student luncheon for freshman on Monday, August 29, 2016 at 11:55 a.m. in the cafeteria. Mr. Aither announced that Davey Muise will speak to students at the whole-school assembly on Tuesday, August 30, 2016, and will then speak to three additional smaller groups. The message being presented is "What's your shovel", recognizing and validating the various traumas that students might face, and how to find meaning in life, and identifying a passion to carry on through them. Mr. Muise will speak specifically about suicide, self-harm, self-medicating through drug and alcohol use and other unhealthy choices. It is anticipated that his message will inspire students to persevere and make safe, healthy choices as individuals, and support each other as peers, reducing risky/self-harming behaviors. Mr. Aither advised that this speaker is very moving and those who wish to preview his work can do so on-line at <http://tfaspeakers.com/project/davey-muise/>. Mr. Aither expressed much gratitude to Josh Allen for his work in organizing and updating the school's web site, and working to improve communication by making the web-site more informative and user friendly.

8.3 CVCC Director

The CVCC Director's report dated August 22, 2016 was distributed. The report included information pertaining to opening day events, enrollment numbers, professional development planning, Adult Education programs, Open House (Wednesday, November 16, 2016 from 7:00 p.m. – 8:30 p.m.), RAB meetings, Enterprise Corporation meetings (Mr. Pandolfo will advise regarding the next meeting date), and Staffing (all positions are filled). Ms. Chamberlin provided an overview of the report and answered questions from the Board.

8.4 Committee Reports

Policy Committee – Minutes from the August 1, 2016 meeting were distributed. Mr. Isabelle provided a brief overview, including input from guest, Representative Topper McFaun.

The SHS Policy Committee meets on the first Monday of each month. Due to the holiday on September 5, 2016, the next SHS Policy Committee Meeting will be held on Monday, September 12, 2016, at 5:30 p.m. at the Supervisory Union.

The next SU Policy Committee Meeting will be held on Tuesday, August 23, 2016, at 5:30 p.m. at the Supervisory Union.

Curriculum Committee – The Curriculum Committee meets on the second Monday of the month. The next meeting is scheduled for September 12, 2016, at 3:00 p.m. in the Spaulding High School Library.

Finance Committee – Minutes from the July 27, 2016 meeting were distributed.

The Finance Committee meets on the fourth Wednesday of the month. The August meeting has been cancelled. The next meeting will be held on Wednesday, September 28, 2016 at 4:30 p.m. at the Supervisory Union.

Facilities Committee –

The Facilities Committee normally meets on the third Tuesday of the month. The next meeting date has not been confirmed at this time.

8.5 Financials

Copies of the SHS and CVCC FY 16 Expenditure/Year-end Projection reports were distributed. SHS has a projected surplus of \$297,219. CVCC has a projected surplus of \$119,871.

8.6 Student Representatives

It was announced that Chloe Lamphere is the newly appointed Student Representative. Mrs. Perantoni advised that she would like to see consistent meeting attendance of student representatives.

9. Future Agenda Items

Board Members were advised to notify Mr. Pandolfo or Mrs. Perantoni regarding future agenda items. Mr. Herring advised that policy ratification and rescindment will need to be included in upcoming agendas. Update on Behavior Reporting – add to October or November Agenda.

10. Executive Session as Needed

10.1 Labor Relations Agreement

The item proposed for discussion in Executive Session was Labor Relations Agreements.

On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously agreed to find that premature general public knowledge of the item proposed for discussion would clearly place Spaulding High School at a substantial disadvantage should the discussion be public.

On a motion by Mr. Isabelle, seconded by Mr. Herring, the Board unanimously voted to enter into Executive Session, with Mr. Pandolfo attending, at 8:05 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by Mr. Herring.

On a motion by Mr. Isabelle, seconded by Mr. LaCroix, the Board unanimously voted to exit Executive Session at 8:12 p.m.

No action was taken.

11. Adjournment

On a motion by Mr. Rousse, seconded by Mr. Folland, the Board unanimously voted to adjourn at 8:13 p.m.

Respectfully submitted,
Andrea Poulin

SPAULDING HIGH SCHOOL/BARRE TECH CENTER
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: Adam Munroe SS#: _____

EFFECTIVE DATE: 8/25/16 Daytime Phone _____

POSITION: SPEW 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 Deorner (\$158,898)

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

TERMINATION

6 courses completed
6 remaining
JP 8/23/16

STATE REASON: _____

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 H. Munroe

35 Breer Rd
Barre, VT 05641
802-498-8112 (mobile)
Email: adammunroe@gmail.com

WORK EXPERIENCE

Behavior Interventionist, *Barre Supervisory Union*, Barre, VT
A.C.T. Program B.I. who implements IEP goals to increase students' academic, social, and communication skills. With a tech focus at A.C.T. I help students find unknown skills in auto, carpentry, and welding
November 2012 – Current

Transportation and Logistics Analyst, *Green Mountain Coffee Roasters*, Waterbury, VT
Developed scalable budget forecast to manage \$100+ mm transportation spend
Provided dashboard view as well as detailed segmentation by sales channel, manufacturing unit, transportation mode
Developed Key Performance Indicators to measure performance and identify efficiency opportunities for the transportation department
Facilitated interdepartmental and external work on multiple projects simultaneously while delivering maximum value to internal and external customers during our move to a 3PL provider
www.gmcr.com
March 2012 – April 2014 (transferred to PT consultant basis in January 2013)

B2B In-Home Sales Rep, *Green Mountain Coffee Roasters*, Waterbury, VT
Support outside sales force and build in-house relationships.
Manage EDI customer base. (Top 10 'revenue' customers)
Top customer corporate visits including Costco, Sam's Club/Wal-Mart, and BJ's
Work with many departments in solving customer issues – IT, finance, transportation...
Managed distributor partners internally to build/support 3rd party customer base
www.gmcr.com
August 2008 – March 2012

Sales Assistant, *Rome Snowboards*, Waterbury, VT
Handled all CS for North America. Interacted with all shops and sales reps through email and phone. Created sales reports for the Director of Sales. Ran and managed ProForm website. Managed sales interns and seasonal CS hires. Attended trade shows – regional, national, and international to introduce product line to dealers and distributors.
Ran events with marketing manager.
www.romesnowboards.com
March 2006 – August 2008

Warranty/Logistics/Purchasing>Returns Assistant, *Atomic USA*, Amherst, NH
Directly under manager in above departments
within the Atomic, Dynamic, Volant, and Koflach lines.
Helped with catalog copy, POP, and events for the
Atomic Snowboard line. www.atomicsnow.com
July 2005 – March 2006

Warranty & Logistics Assistant, *Atomic USA*, Amherst, NH.
Handled calls with dealers, reps, and end consumers. Worked
with SAP for all warranty purposes. Interned in the Marketing
Dept. and worked nights in the warehouse. www.atomicsnow.com
May 2004 - January 2005

Academic Internship, *Rome Snowboards*, Waterbury, VT. Worked with
Peachtree Accounting, entered sales data into Excel spreadsheets, and
helped with shipping. Attended events and helped to coordinate.
Academic year 2003-2004

Resident Assistant (RA), *Saint Michael's College*, Colchester, VT.
Helped hall residents, organized events, attended seminars, and completed a
week training course. Academic Year 2002-2003

Landscaper, *Central Mass Garden Center*, Lunenburg, MA.
Installation aspect of landscaping. 5 summers of planting trees, laying sod,
and lots of brick work. Spring & Summer 1999-2003

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 & 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, cars, trucks, motors...
- Snowboarding, surfing, and skating

**Jan 2005-June 2005 snowboarding, traveling, and working in France and E. Europe*

References available upon request (below link contains 8 recommendations)

https://www.linkedin.com/profile/view?id=57481090&trk=nav_responsive_tab_profile_pic

SPAULDING HIGH SCHOOL/BARRE TECH CENTER
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: _____

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

STATE REASON: _____ *8/22/16*

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

CENTRAL VERMONT CAREER CENTER

**INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING AGREED-UPON PROCEDURES TO
THE CONTROLS OVER POINT OF SALES RECEIPTS
AND PURCHASING FOR CERTAIN PROGRAMS**

CENTRAL VERMONT CAREER CENTER

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**INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES TO THE
CONTROLS OVER POINT OF SALES RECEIPTS
AND PURCHASING FOR CERTAIN PROGRAMS**

The Board of Education and Management
Central Vermont Career Center and
Spaulding Union High School District #41

We have performed the procedures enumerated below, which were agreed to by the management of the Central Vermont Career Center (Career Center or CVCC), solely to assist you in evaluating the implementation of the Career Center's controls over point of sales receipts and purchasing for the Automotive Technology, Baking Arts, Culinary Arts and Cosmetology programs. Management is responsible for the design, implementation, and maintenance of internal control relevant to the point of sales receipts and purchasing. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants and *Government Auditing Standards* issued by the Comptroller General of the United States. The sufficiency of these procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

INTERNAL CONTROL

In planning and performing our agreed-upon procedures, we considered the Career Center's internal control over point of sales receipts and purchasing in order to design our procedures, but not for the purpose of expressing an opinion on the effectiveness of the Career Center's internal control. Accordingly, we do not express an opinion on the effectiveness of the Career Center's internal control over point of sales receipts and purchasing.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over point of sales receipts and purchasing was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal controls over point of sales receipts and purchasing that might be deficiencies, significant deficiencies or material weaknesses. Given these limitations, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weakness may exist that have not been identified. We did identify a number of improvements to internal controls that are presented below as recommendations.

COMPLIANCE AND OTHER MATTERS

As part of the agreed-upon procedures engagement, we performed tests of the Career Center's compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters that could have a material effect on the subject matter of the engagement. However, providing an opinion on compliance with those provisions was not the objective of our agreed-upon procedures engagement, and accordingly, we do not express such an opinion. The results of our procedures disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The procedures performed for this agreed-upon procedures engagement are summarized as follows:

POINT OF SALE PROCESS PROCEDURES AND RESULTS

- We obtained the *Central Vermont Career Center Procedure Manual for Faculty and Staff 2015-2016* in order to identify the written requirements of the Career Center for deposits and supporting documents related to point of sales receipts. We also viewed online the Barre Supervisory Union District #61 and the Spaulding High School Union District #41 policies in order to identify any written requirements that apply to point of sales receipts.

The *Central Vermont Career Center Procedure Manual for Faculty and Staff 2015-2016* establishes specific financial procedures for the deposit of point of sale receipts with the CVCC Bookkeeper by the end of each school day and the requirement to provide supporting documentation for point of sale receipts. Per the manual, "each program that runs a business has a specific procedure for handling these funds." The manual does not document the specific procedure for each program.

- We interviewed the CVCC Bookkeeper and documented the process for receiving point of sales receipts, and depositing and recording those receipts for the Automotive Technology, Baking Arts, Cosmetology and Culinary Arts programs.
- We interviewed the instructional staff of the Automotive Technology, Baking Arts, Cosmetology and Culinary Arts programs to document the process for point of sale receipts until delivered to the CVCC Bookkeeper.

We found that each program process provides documentation for the initiation of a sales transaction. Manual forms or invoices are used in Automotive Technology and Baking Arts. Computer POS systems record the transaction in the Culinary Arts Lunch Box and in Cosmetology. Each program provides cash/check "deposits" to the CVCC Bookkeeper each day that they have receipts. Each program provides documentation to the Bookkeeper to support each "deposit." The supporting documentation depends on the program, but it does document that sales transactions exist.

We found the instructional staff we interviewed knowledgeable about the receipts requirements governing the point of sale process in their program. Staff appeared to find the processes workable. We did find different levels of record retention and organization at the different programs, but this did not impact our ability to perform our procedures.

Automotive Technology uses Google calendar for scheduling appointments, usually three cars per day, although small jobs such as oil changes can allow for four appointments in a day. Calendars are not retained. The CVCC Automotive Shop Invoice (Invoice) is a spreadsheet prepared by the students as they examine the car and determine the parts needed to repair it. The student calls the parts vendor to price the parts. The invoice is reviewed and approved by the instructor before the student can call the

customer with a quote to obtain approval, and then call the vendor to finalize the order of the parts. Customer invoices are supposed to be paid by cash or check when the car repair is completed and the car is picked up. Sales are recorded and tracked through the daily "deposit" to the CVCC Bookkeeper. The supporting documentation, a copy of the customer invoice with parts invoices from the vendors attached, is provided to the Bookkeeper and not retained in the program.

- We found that the manual calendar and spreadsheet invoice method used by Automotive Technology does not ensure that sales receipts are complete when deposited with the CVCC Bookkeeper. We found one customer invoice for \$421.93 dated October 15, 2015, along with its supporting parts invoices, was held for two months before "deposited" to the CVCC Bookkeeper with payment. Customer invoices and parts invoices can be held after work is completed and the car returned to the customer without payment. This condition allows unauthorized parties to issue credit on behalf of the school. This condition may be caught after the fact when a vendor statement is received and shows outstanding parts invoices.
- We found the lack of a parts receiving process does not ensure that parts received are authorized and complete, and does not ensure that the parts invoices are all available to support customer invoices. We were told by the instructor that the vendors deliver the parts to the auto shop along with a parts invoice, but no longer require an authorized signature to acknowledge receipt of the part. The instructor responded there is not a specific parts receiving process at the auto shop in response to our inquiry.

Baking Arts uses preprinted Order Forms to record preorders and commercial orders, and uses a cash register and Bakeshop Bake Sale sheets to record bake sale receipts. Receipts for both preorders and commercial orders and bake sales are received on Fridays, so there is a weekly "deposit" to the CVCC Bookkeeper. Preorders and commercial order receipts are generally checks. Bake sales receipts are generally cash. The Order Forms and Bake Sales sheets are provided with a Bakeshop Cash Out page to the Bookkeeper with the weekly deposit and not retained in the program. Sales are recorded and tracked through the weekly "deposit" to the CVCC Bookkeeper.

- We found that the manual Order Form and Bake Sale sheets method used by Baking Arts does not ensure that sales receipts are complete when deposited with the CVCC Bookkeeper. The cash register does not provide a record that documents sales even for a single day, and preorder and commercial sales are not recorded through the cash register.

Culinary Arts uses an iPad based Point of Sale (POS) system for the Lunch Box, which serves lunch Tuesdays to Thursdays. The POS system generates a customer order ticket when the order is placed and paid (cash), and generates a kitchen ticket to initiate kitchen staff to make an order. The POS system generates a daily Z Report of total sales at close of lunch which is provided with the daily "deposit" to the CVCC Bookkeeper. Culinary also receives catering orders for lunches, which are documented by an order form and generally paid by check. Catering orders are not run through the POS system. The POS system maintains sales and order records, but the program does not use it to track sales or orders. The supporting documentation is provided to the Bookkeeper and not retained in the program.

- We found that the mixed POS and manual system used by Culinary Arts does not ensure that sales receipts are complete when deposited with the CVCC Bookkeeper. The POS system for the Lunch Box does provide a daily Z Report supporting the Lunch Box sales, but the catering sales are not recorded through the POS system. The POS system maintains sales and order records, but the program does not use it to track sales or orders on more than a daily basis, nor is it used for tracking sales by product.

Cosmetology uses a cloud-based salon management software called Rosy, to schedule appointments (Thursdays and Fridays only), process payments and manage the cash drawer, track the inventory of supplies, and track student hours; and it could be used for financial reporting. Services provided by each student for each customer are recorded and tracked through Rosy. Rosy generates a ticket for each customer which is paid by cash or check, and payment recorded in Rosy. Sales are recorded and tracked through the daily "deposit" to the CVCC Bookkeeper. The supporting documentation, the Deposit Reconciliation Summary spreadsheet and the Cash Payment Receipt, is provided to the Bookkeeper and not retained in the program.

- We found that the salon management software used by Cosmetology is capable of financial tracking for the program, as well as inventory, student and customer tracking. Read only access to the software for the Career Center administration could provide an opportunity to monitor receipts and reconcile to the receipts recorded in the general ledger; however, the software is not being used for this monitoring.

The CVCC Bookkeeper receives "deposits" from each program, which can be daily, several days/week or weekly depending on the nature of the program's business. Deposits are locked in a drawer in the Bookkeeper's office until recorded in the general ledger and deposited.

- We found that bank deposits of receipts are made about every other week by the Bookkeeper, and kept in a locked drawer until deposited. Adequate internal controls should provide for weekly deposit of receipts; best practices should provide for daily deposit of receipts. Undeposited receipts are subject to misappropriation and could encourage theft.

Automotive Technology service receipts are recorded to Auto Repair Revenue in the Tech Center Operating Fund. Auto donation receipts are recorded to the Tech Associated Student Funds, #3201.

Baking Arts preorder and commercial sales receipts are recorded to Bake Shop Sales Revenue in the Tech Center Operating Fund. Friday bake sales receipts were recorded to Bake Shop Sales Revenue through December 2015, and then deposited to Tech Associated Student Funds, #3215 beginning January 2016.

Culinary Arts Lunch Box sales are recorded to Culinary Revenue in the Tech Center Operating Fund. Culinary Arts catering sales are deposited to the Tech Associated Student Funds, #3204.

Cosmetology service receipts are recorded to Hair Salon Revenue in the Tech Center Operating Fund. Donations or tips are deposited to the Tech Associated Student Funds, #3207. Fundraising receipts are deposited to the Tech Associated Student Funds, #3207.

- We found that there are not consistent, written guidelines for determining where to record the revenues for programs. We note particularly the Baking Arts program, where bake sales receipts were recorded to Bake Shop Sales Revenue through December 2015, then recorded to Tech Associated Student Funds. The instructor told us that the Career Center Director determined where to record the revenue, and she was uncertain of the reasoning for where the revenue was recorded.
- We found that the instructors did not consistently answer our question regarding administration reporting of program sales receipts and reporting on receipts to the Tech Associated Student Funds. Some instructors said they received reports quarterly, some instructors said they received reports whenever they asked for reports, and some instructors were not sure when they received reports.

- We found that the Automotive Technology program has allowed customers to go to the vendor and pay for the parts ordered on the school account in person with a credit card in violation of Career Center procedures and Supervisory Union policies. The customer invoice and parts invoices for these parts may not be provided to the CVCC Bookkeeper since these invoices are already paid, which can lead to an incomplete record of financial transactions. This practice violates Supervisory Union procurement policy which states "the district's purchasing activity is designed solely to serve the school system, and purchases will not be made through the district for individuals unless authorized by the Board." The Automotive Technology program would like to be able to accept credit cards.
- We found that the Cosmetology program would like to be able to accept credit cards for services and would like to be able to sell product directly as a fundraiser for its Tech Associated Student Fund account. The program currently sells product on commission from another salon, but they could receive a greater percentage of the sales if they could sell directly.

PROCUREMENT PROCESS PROCEDURES AND RESULTS

- We obtained the *Central Vermont Career Center Procedure Manual for Faculty and Staff 2015-2016* in order to identify the written requirements of the Career Center for the initiation, authorization and approval of purchases. We also viewed online the Barre Supervisory Union District #61 and the Spaulding High School Union District #41 policies in order to identify the written requirements that apply to the initiation, authorization and approvals of purchases. We reviewed the purchasing procedures documented in our financial statement audit of the Barre Supervisory Union for the fiscal year ended June 30, 2015.
- We interviewed the CVCC Bookkeeper to understand the purchasing procedures within CVCC. We also interviewed the program instructors to determine their understanding of the purchasing procedures.

Purchase orders approved in advance of the purchase by an authorized party are required for most purchases, such as ordering supplies in Baking Arts, Culinary Arts and Cosmetology and teaching supplies for Automotive Technology. Automotive Technology parts purchases for repairs are supposed to be approved by the instructor before parts are ordered, and the instructor initials vendor parts invoices to indicate approval and attaches the vendor invoices to a paid customer invoice listing the part. Purchase orders and invoices are entered into the AP system by the CVCC Bookkeeper only when properly approved, or they are returned to the instructor. Approved invoices are paid by the business office in the Supervisory Union. The process provides for segregation of duties over the authorization of purchases, the approval of the request for payment, and the preparation of checks.

The Bookkeeper and instructors agreed about the purchasing requirements. Staff appeared to find the purchasing requirements workable for obtaining goods and services in a timely manner, although some staff noted that the process had not always been so strict and so compliance feels cumbersome. They noted purchase orders and invoices were not approved for payment if they did not follow requirements, so they follow requirements.

- We found that the Automotive Technology method of using manual invoices for repairs and the practice of allowing customers to pay the parts vendor directly with a credit card can circumvent the procurement process. Vendor parts invoices can be held for months or not provided to the CVCC Bookkeeper, and do not provide for a complete record of financial transactions with the vendor.

- We found through inquiry that auto parts vendors are not competitively selected. For the fiscal year ended June 30, 2015, the cumulative purchases from the three major auto parts vendors was almost \$38,000 which suggests purchases per vendor from \$5,000 to \$10,000. Supervisory Union #61 policies require purchases and contracts from \$5,000 to \$10,000 to obtain quotes from at least three suppliers. Purchases and contracts in excess of \$10,000 require competitive solicitation of bids.

POTENTIAL CONFLICTS OF INTEREST

- We noted that the routine activities of the Career Center programs create potential conflicts of interest as a result of the sales process which occurs within a teaching environment. We noted a number of situations that appeared to result in conflicts of interest, where multiple or competing interests create a risk that the professional judgment of the instructors could be influenced by a competing interest. This can create an environment which results in improper acts. We did not identify any improper acts during our limited procedures, but we recognize that the risk is present even if no improper acts actually result from the conflict of interest.

Automotive Technology has a conflict between the motivation to provide customer service by (1) allowing customers or students to pay for service with a credit card or (2) taking their auto without paying the bill while the Career Center's fiscal policies and procedures prohibit the program from providing services under either type of credit arrangement.

Baking Arts and Culinary Arts have potential conflicts between serving the needs of their preorder, commercial, and catering customers while completing the instructional requirements of the programs. Also the fact that preorder and commercial sales receipts and Lunch Box revenues are recorded as revenue in the Career Center Operating Fund while receipts from bake sales and catering are deposited to Student Funds creates a conflict that could favor bake sales and catering receipts.

Cosmetology currently sells products provided on behalf of an outside salon and has expressed an interest in the program acquiring its own products and selling those product to provide money for the associated Student Funds. This has the potential to create a conflict that would favor products sales over services. If these products are provided by staff-owned salons, then the conflict of interest would be increased.

We obtained documentation from the Career Center files and from minutes published online that described purchases of products from instructors employed in other programs which were not included in our review. Purchases from such "related parties" create a potential conflict of interest. While steps were taken to mitigate the risks of such conflicts by subjecting the transactions to an independent, outside review and approval, such steps do not reduce the appearance of a conflict of interest. Many public employers have established guidelines that specifically prevent purchases of goods and services from businesses owned by employees, particularly when the employee is in a position to influence the purchase. In addition, we found news stories regarding schools updating their policies to specify that employees and board members may not purchase items at cost through the school, for either personal or business use, after public knowledge of such incidents created bad publicity for those schools.

RECOMMENDATIONS/SUGGESTIONS

- We recommend the Automotive Technology program implement an auto shop management software to schedule and track appointments, record services performed, parts ordered and received, create customer

invoices, process payments and manage the cash drawer. It could also track the inventory of parts and supplies, track student hours and services performed, and be used for reporting and monitoring of the auto shop business. Use of automotive management software for the program would better prepare students for employment in the field, and provide added tools such as inventory management and student and customer management.

- We recommend the Baking Arts program implement a POS system similar to the Culinary Arts program. At minimum the system should include a system for initiating and recording all business-type transactions and the related receipts. A more complete food service management system could also provide for tracking of food and supplies inventories. Use of POS or business management software for each program would better prepare students for employment in the field, and provide added tools such as inventory management, and student/employee and customer management.
- We recommend the CVCC administration use or obtain read only access to the Cosmetology program's Rosy salon management software as a monitoring tool. We suggest the administration obtain similar access to software for the other programs when implemented.
- We recommend the CVCC Bookkeeper deposit funds to the bank at least weekly. Storing cash and checks on site, even in locked drawers, leaves the receipts open to misappropriation and can encourage attempts to break in and steal the receipts.
- We recommend the Career Center administration establish written guidelines for determining where the revenues from the various programs are to be recorded. Written guidelines will establish clear expectations for recording of revenues in advance for the administration, instructors and students. Written guidelines should be consistent across programs, should provide rationale for change and could provide incentives for the programs to act in the best interests of the school and the students.
- We recommend the administration develop consistent, written guidelines for the use of Tech Associated Student Funds and the procedures for accessing those funds.
- We recommend the Career Center administration provide monthly reports to instructors regarding the revenues and expenditures of the programs, and of the related Tech Associated Student Funds. Reporting is an important tool which encourages transparency. Monthly reporting will enable the CVCC administration and program instructors to monitor receipts and expenditures against the budget and against established expectations for each program, such as sales per day for the Lunch Box or the salon.
- We suggest the administration work with the instructors and the Supervisory Union Business Manager to manage vendor relations in compliance with Supervisory Union policies. The vendor relations policy clearly communicates the Supervisory Union's expectation that vendor relations and pricing functions be carried out objectively and ethically, and designed solely to serve the school system. Purchase procedures to implement the policy should require segregation of duties over purchases. There should be more than one person involved in decisions regarding vendors, with analysis of vendors and prices, and a recommendation provided by knowledgeable staff, and then reviewed and accepted by administration not directly involved with the vendor.

Some of the Career Center's vendors do substantial business with the school, and when the program instructor is the sole employee interacting with the vendor, the school may not be recognizing the importance of these relationships.

- We recommend that purchase and donation transactions be handled as arms-length transactions, so there is no appearance of a conflict of interest. Appearance of a conflict of interest can damage the reputation of the Career Center and the Barre school systems, and teach students the wrong lessons about ethics.
- We suggest the Career Center and Supervisory Union consider accepting credit cards, which could provide better internal control over point of sale receipts in the Career Center programs, and reduce the cash and checks that need to be deposited and stored safely until deposited.
- We recommend the Career Center consult its attorney and the Vermont Department of Taxes in order to determine whether the school is liable for sales tax on sales of tangible personal property, such as automobile parts, shampoo and other products. We recommend the Career Center similarly determine whether the school is liable for meals tax on preorders, commercial orders and bake sale receipts.
- We recommend the Career Center and Supervisory Union supplement the current conflict of interest policy and procedures with written guidance describing a list of situations that would constitute a conflict of interest. Such guidance should be actively maintained by continuing to add or alter the list of situations in response to program changes which change the needs of the organization. Staff meetings provide an opportunity to identify and discuss situations that create a potential conflict of interest. Preventing such situations is the best practice. Management can use these meetings to promote the continued engagement of staff in the process of understanding the risks and the need for controls. Staff meetings can also provide management with opportunities to monitor activities for indications of circumventing controls.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on the implementation of the Central Vermont Career Center's controls over point of sales receipts and the purchasing process. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Board of Education and management and is not intended to be and should not be used by anyone other than these specified parties.

Montpelier, Vermont
May 12, 2016

*Mudgett, Jennett E.
Krogh-Wisner, P.C.*

Barre Supervisory Union

BCEMS/BTMES/SHS-CVCC

Budget Development Schedule for FY 2018

August	<p>Superintendent/Business Manager discuss schedule and determine meeting dates.</p> <p>Share DRAFT Budget Development Schedule with Board Chairs.</p>
Sept. <div>Indiv. Meetings w/ Admin.</div>	<p>Business Manager /Superintendent meet with Administrators/Directors to review previous budgets, provide data for current planning to extent available (e.g. negotiations, projected enrollments, projected health costs, Act 46 tax implications).</p> <p>Discuss with Boards their goals, direction for administration.</p> <p>Enrollment/programs/personnel needs and changes will be discussed.</p>
Oct. Board Mtgs.	<p>On-going administrative budget development. Tri-Board meeting to address implications of Act 46 vote on budget development.</p> <p>Boards continue discussion regarding goals, process, highlights, health ins., technology, facility, etc.</p> <p>Boards encourage community involvement.</p>
Nov. Board Mtgs.	<p>Full draft budget presentation to the boards with review of "unknowns" and potential implications of Act 46 consolidation. VOTE Outcome to drive; Budget Development and recommendations for special articles. Board(s) encourages community involvement.</p>
Dec. Board Mtgs.	<p>Updates as information becomes available from AOE. BARRE SU Budget Approved or BARRE DISTRICT BUDGET DEVELOPMENT CONTINUES.</p>
Jan. Board Mtgs.	<p>BOARD APPROVAL FOR BUDGET(S)... Board provides public forums/presentations for information and budget awareness.</p>

Title 16 Education

Chapter 25 ATTENDANCE AND DISCIPLINE

§ 1125 Truant officers

Universal Citation: 16 V.S.A. § 1125.

§ 1125. Truant officers

(a) A school board shall annually appoint one or more truant officers and record their appointments with the clerk of the school district on or before July 3. State police, sheriffs, deputy sheriffs, constables and police officers shall be truant officers ex officio.

(b) Truant officers shall receive remuneration for time actually spent in performance of their duties and shall be allowed their necessary expenses incurred in connection therewith. (Added 1969, No. 298 (Adj. Sess.), § 73.)

6-1

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D11

1ST READING: 11/13/2014

2ND READING: 12/11/2014

ADOPTED: 12/11/2014

SHS 1st Reading: 8/22/16

2nd Reading: 9/1/16

Ratified:

Drug & Alcohol Testing: Transportation Employees

1.POLICY

The Barre Supervisory Union will comply with State and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers. The superintendent, or his/her designee, will implement procedures to conduct alcohol and drug tests for all safety sensitive transportation employees as required by the federal Omnibus Transportation Employee Testing Act of 1991.

*Legal Reference(s): 49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Parts 40, 382, 391, 392, 395 and 653
21 V.S.A. 511 et seq.*

6-2

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D12

1ST READING: 1/8/2015

2ND READING: 2/5/2015

ADOPTED: 2/5/2015

SHS 1st Reading: 8/22/16
2nd Reading: 9/1/16
Ratified

Prevention of Employee Harassment

1. POLICY

Harassment is a form of unlawful discrimination that will not be tolerated in the Barre Supervisory Union. Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation by the Supervisory Union pursuant to this policy is prohibited.

2. DEFINITIONS

Employee: For purposes of this policy, any person who may be permitted, required or directed by the Supervisory Union, in consideration of direct or indirect gain or profit, to perform services for the Supervisory Union or a member district.

Unlawful Harassment: Verbal, written or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
- b. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Retaliation: Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

3. EXAMPLES

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information or disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

Sex

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

Race and Color

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

Religion

Harassment on the basis of religion includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

National Origin and Place of Birth

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin or place of birth such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

Marital Status

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

Gender Identity

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

Disability

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

4. PROCEDURE

4.1 Duty to Investigate. In the event the Supervisory Union receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The Supervisory Union is committed to take action if it learns of potential unlawful harassment, even if the aggrieved employee does not wish to file a formal complaint.

4.2 Designated Persons. Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the Superintendent or other Administrators.

4.3 Investigation. Allegations of unlawful harassment will be promptly investigated by the Superintendent or other Administrators. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the Supervisory Union will take appropriate disciplinary and/or corrective action. The Superintendent or other Administrators will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s) and the complainant(s) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.

4.4 Filing a Complaint. Employees are encouraged to report the alleged unlawful harassment as soon as possible to the Superintendent or other Administrators. The complainant

will be asked to provide copies of any relevant documents or notes of events and the names of people who witnessed or were told of the unlawful harassment.

4.5 Alternative Complaint Processes. Employees may file complaints with both the Supervisory Union and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:

- a. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, tel: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.
- b. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, tel: (617)565-3200 (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.

4.6 Confidentiality. The confidentiality of the complainant, the accused individual, and the witnesses shall be maintained consistent with the Supervisory Union's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of personnel records or other applicable discovery or disclosure obligations.

Legal Reference(s): 9 V.S.A. §§4502 et seq. (Public accommodations)
16 V.S.A. 11(a)(26) (Definitions)
21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment)
42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)
29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)

6.3

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D13

1ST READING: 11/13/2014
2ND READING: 12/11/2014
ADOPTED: 12/11/2014

SHS 1st Reading: 8/22/16
2nd Reading: 9/1/16
Ratified:

Health Insurance Portability and Accountability Act Compliance

1.POLICY

The Barre Supervisory Union shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPPA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent, or his/her designee, shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPPA.

Legal References: 45 C.F.R. Subpart C

1ST READING: 1/14/2016
2ND READING: 2/11/2016
ADOPTED: 2/11/2016

SHS 1st Reading: 8/22/16
2nd Reading: 9/1/16
Ratified:

Fiscal Management and General Financial Accountability

1. POLICY

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

2. ADMINISTRATIVE RESPONSIBILITIES

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

Guidelines

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

¹ 16 V.S.A. §563

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

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: E2

6.5

1ST READING: 1/14/2016
2ND READING: 2/11/2016
ADOPTED: 2/11/2016

SHS 1st Reading: 8/22/16
2nd Reading: 9/1/16
Ratified:

Budgeting

1. POLICY

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

Administrative Responsibilities

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

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

Approval

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

BARRE SUPERVISORY UNION #61**CODE: G9****1ST READING: 03/24/2016****2ND READING: 4/12/2016****ADOPTED: 4/12/2016**

SHS 1st Reading: 8/22/16

2nd Reading: 9/1/16

Ratified:

GRADE ADVANCEMENT: RETENTION, PROMOTION, AND ACCELERATION OF STUDENTS¹**Policy**

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

Definitions

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

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

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

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

Implementation

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

Legal Reference(s):

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

Cross Reference: Student Attendance (F25)

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

6.7

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G15

1ST READING: 2/11/2016

2ND READING: 3/24/2016

ADOPTED: 3/24/2016

SHS 1st Reading: 8/22/16
2nd Reading: 9/1/16
Ratified:

Special Education

1. POLICY

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

Link to the State Special Education Guide:

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