

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

**SHS Library
December 1, 2016
6:30 p.m. - Regular Meeting**

AGENDA



Please note late start time.

1. Call to Order
2. Additions or Deletions to the Agenda
3. Visitors and Communication
4. Consent Agenda
 - 4.1 November 3, 2016 Regular School Board Meeting Minutes
5. New Business
 - 5.1 Act 46 Update
 - 5.2 Class Size Report
 - 5.3 Student Discipline Update
 - 5.4 First Reading Substitute Teachers Policy (D6)
 - 5.5 First Reading Volunteers and Work Study Students Policy (D7)
 - 5.6 First Reading Education Records Policy (F5)
 - 5.7 First Reading Limited English Proficiency Students Policy (F19)
 - 5.8 First Reading Participation of Home Study Students Policy (F23)
 - 5.9 First Reading Pupil Privacy Rights Policy (F27)
 - 5.10 First Reading Use of Restraint and Seclusion Policy (C23)
 - 5.11 First Reading Animal Dissection Policy (G13)
6. Old Business
 - 6.1 FY '18 Budget Development
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
10. Executive Session
 - 10.1 Labor Relations Agreement
11. 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

January 5, 2017
December 7 & 21, 2016
December 12, 2016
December 15, 2016

**SPAULDING HIGH SCHOOL
REGULAR BOARD MEETING**
Spaulding High School – Library
November 3, 2016 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Brenda Waterhouse, Principal
Penny Chamberlin, Director Central Vermont Career Center
Richard McCraw, M.Ed., Director of Curriculum, Instruction, and Assessment
David Nicholson, School Counseling and Guidance Director

GUESTS PRESENT:

Video Vision Tech Dave Delcore – Times Argus

1. Call to Order

The Chair, Mrs. Perantoni, called the Thursday, November 3, 2016, Regular meeting to order at 6:00 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda
Add 6.3 Facility Renovation Request

3. Visitors and Communication
None.

4. Approval of Minutes

4.1 Approval of Minutes – October 20, 2016 Regular Meeting

On a motion by Mr. Isabelle, seconded by Mr. Herring, the Board unanimously voted to approve the Minutes of the October 20, 2016 Regular Meeting.

5. New Business

5.1 Advanced Placement, College Entrance Exams

Five documents were distributed; 'SAT 2016 College-Bound Seniors High School Highlights Report – Spaulding High School (H460015)', 'ACT PROFILE REPORT – High School – SECTION I EXECUTIVE SUMMARY', 'AP Five-Year School Score Summary (2016)', 'Reports Center Scores by Institution' (9th grade), 'Reports Center: Scores by Institution' (PSAT – 9th, 10th, and 11th grades). Mr. Nicholson addressed the Board and provided an overview of the reports, including testing and data. PSAT testing for 9th grade was implemented last year with the goal of tracking progress and identifying students' strengths. Regarding SAT testing, Mr. Nicholson advised that juniors are encouraged to take the March test, and take the test again in the fall of their senior year, if they wish to improve their score. PSAT testing occurs during the school day, at no cost to the students. PSAT results will be available to the school on December 2, 2016, and will be available to students on December 9, 2016. SAT testing is usually performed on weekends. SBAC testing was performed for 11th grade only.

5.2 Proficiency-Based Learning

Six documents were distributed; sample transcripts, sample report card, a report card 'legend', a Transferable Skills rubric, and a rubric for course performance ratings with corresponding GPA values. Mrs. Waterhouse gave a Power Point Presentation on Proficiency Based Learning and Reporting. The comprehensive presentation included background information, identification and communication of Standards, course expectations, and grading, including Transferable Skills (which count towards participation in

athletic programs). Additionally, Mrs. Waterhouse provided an in-depth review of the new report card and GPA calculation. The implementation of the new grading structure is a work in progress, and modifications are being made as issues are identified.

5.3 SBAC

A document titled 'The SBAC Assessment: An Overview of the Spring 2016 Results' was distributed. Mr. McCraw addressed the Board advising that a Power Point presentation would be presented to provide an overview of SHS SBAC scores. Mr. McCraw advised that at the high school level, only students in 11th grade are tested. This is the first year that contains usable data and is the first year of being held accountable for the results. No trend data is available, as 3 years of 'usable' data is required for trending purposes. Mr. McCraw presented the Power Point presentation which included results of Spring 2016 testing, with and without disaggregated data based on gender, free/reduced lunch, and students with disabilities. Additional data included comparisons between SHS and State averages. It was noted that SHS students generally achieved a rate that is lower than the state average. It was also noted that data on specific subgroups was not provided by the State, as there are too few students in those categories (English-language learners, Migrant works, and Races other than white). Mr. McCraw also provided an overview of the initiatives being implemented (locally and state-wide), to help improve achievement/scores. It was noted that SAT results are higher than SBAC scores. This discrepancy can be attributed to the fact that there is a different cohort of students being tested. SBAC testing is given to all students. SAT testing is performed by college bound students. Mrs. Perantoni advised that she would like to see SBAC testing performed when students are ready, as opposed to testing on a specified date.

6. Old Business

6.1 Act 46 Update

Four documents were distributed; A document from the State Board of Education (dated October 18, 2016), titled 'AGENCY OF EDUCATION', 'Talking Points on Act 46 in Barre', 'Barre Act 46 Frequently Asked Questions – October 2016', and Draft Minutes of the October 6, 2016 Act 46 -706 Study Committee. Community members were encouraged to vote on Tuesday. Mr. Isabelle advised that he is aware of lawn signs that may be posted illegally. Mrs. Perantoni encouraged the community to vote based on what is in the best interest of the children, rather than based on 'boundary lines'. Mr. Herring advised regarding the State Board of Education's approval of the proposed plan and advised that if consolidation is not approved, the State may impose consolidation, but at that point, the districts would lose the tax credit that exceeds four million dollars. Mr. Pandolfo advised community members who have questions, to contact Committee Members or review the web site.

6.2 FY '18 Budget Development

Mr. LaCroix advised of the early stage budget discussions which have included discussion of negotiations, benefit changes, an increase in the Health Assessment cost increase, increases for the Work Based Learning Program (\$100,000), and the Flexible Pathways Program (\$75,000). Mr. LaCroix advised that the sprinkler project has been put on hold. CVCC is discussing the addition of an additional para educator for the Building Trades (\$18,000), a .50 FTE Applied Academics STEM position (the Perkins grant is phasing this position out \$30,716), and Administrative Office changes (\$90,000).

6.3 Facility Renovation Request

A quote from BBC LLC, Brian Boucher Controls, LLC was distributed. Facilities Director, Jaime Evans is requesting Board authorization to move forward with this project. The proposal is for installation of ventilator units. Replacement of ventilator units has been an ongoing project. Monies are available in the current fiscal year budget. Mr. Evans proposes that installation take place during April vacation. Mrs. Waterhouse noted that the original ventilator units were installed in 1964. **On a motion by Mr. Folland, seconded by Mr. Isabelle, the Board unanimously voted to approve the Facilities Director's request, and authorized the project to move forward with funding from the current fiscal year's budget, at a cost not to exceed \$40,000.**

7. Other Business

None.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendent's report dated October 26, 2016 was distributed. The report included information pertaining to; the Act 46 Study Committee, the VSBA/VSA Conferences, and Negotiations. Mr. Pandolfo advised that the Administrative Negotiating Team would present proposals to the teacher, para-educator, and custodial/maintenance Staff's Negotiating Team on Monday, November 7, 2016 at 6:00 p.m.

8.2 Principal

A copy of the Principal's Report dated November 3, 2016, was distributed. The report contained information pertaining to; Fall and Winter Athletic programs, the Drama Club play (The Crucible 11/10/16 – 11/12/16, shows starting at 7:30 p.m.), and the Veterans Wall (Ceremony on November 11, 2016). Mrs. Waterhouse highlighted the upcoming drama club play and encouraged Board Members and community members to attend. Mr. Rouse advised that the football season has come to a close, and commended the football team for their 3 – 6 season. It was noted that the Field Hockey team had an outstanding season.

8.3 CVCC Director

The CVCC Director's Report dated November 3, 2016 was distributed. The report contained information pertaining to: The Regional Advisory Board (meeting on 11/16/16 from 4:00 to 5:30 p.m. in room 136), Open House (Wednesday, November 16, 2016, 5:30 – 7:00 p.m.), Attendance Data, Grades, SkillsUSA, Professional Development (November 10th and 11th), The Data Team, The Exploratory Tech Program, Building Trades, and industry related field trips. Ms. Chamberlin highlighted the CVCC Open House, which will be held on Wednesday, November 16, 2016 beginning at 5:30 p.m.

8.4 Committee Reports

Policy Committee – The SU Policy Committee met on 10/25/16 and will be meeting again on 11/15/16. There has been no recent action on the part of the SHS Policy Committee, as work needs to be completed at the SU level first.

Curriculum Committee – The next meeting is scheduled for November 14, 2016 at 3:00 p.m. Flexible Pathways is slated for discussion.

Finance Committee – Mr. LaCroix provided an overview of the discussions held at the October 26, 2016 meeting. This information was discussed under Agenda Item 6.2.

Facilities Committee – Mr. Rousse provided an overview of the October 25, 2016 meeting, including an update on the remodel at CVCC (phase 2 will be completed in the future), work being performed to Little League fields, the master plan for the athletic fields, security cameras, plans for a new digital message board, and work completed over the summer. Mr. Rousse advised that the new owners of the Care-Net building are requesting use of some of Spaulding's property. Additionally, Mr. Rousse advised regarding an upcoming ADA compliance inspection.

8.5 Financials

The SHS, CVCC, and SU Expense Budget Status Reports were distributed. In response to a query, Mr. Pandolfo advised that he will contact the Business Manager regarding the \$120,000 deficit listed under #2600 – Plant Operation & Maintenance.

8.6 Student Representatives

No discussion.

9. Future Agenda Items and Upcoming Committee Meetings

Known SHS future Agenda Items include:

December: Class Size Report, Budget Discussion, Discussion of Act 46 Vote, Update on Discipline Data

Policy Committee – Meeting date to be announced.

SHS Board - Thursday, December 1, 2016 at 6:00 p.m. in the SHS Library

Curriculum Committee – Monday, November 14, 2016 at 3:00 p.m.

Finance Committee – Wednesday, November 30, 2016 at 4:30 p.m. at the Barre Supervisory Union

Facilities Committee – Tuesday, November 15, 2016 at 4:00 p.m. in the SHS Library

Tuesday, December 20, 2016 at 4:00 p.m. in the SHS Library

10. Executive Session as Needed

10.1 Personnel

10.2 Labor Relations Agreements

Items proposed for discussion in Executive Session include a Personnel Issue and Labor Relations Agreements.

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

On a motion by Mr. Rousse, seconded by Mr. Isabelle, the Board unanimously voted to enter into Executive Session, with the Superintendent in attendance, at 8:29 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 Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to exit Executive Session at 8:40 p.m.

On a motion by Mr. Herring, seconded by Mr. LaCroix, the Board unanimously voted to accept the Superintendent's recommendation to terminate an employee.

11. Adjournment

On a motion by Mr. LaCroix, seconded by Mr. Blakely, the Board unanimously voted to adjourn at 8:42 p.m.

Respectfully submitted,
Andrea Poulin

DRAFT

Barre Act 46 Process – Next Steps

November 2016

1. Achieve a merger as proposed in the October 6 Final Report of the Barre Act 46 Study Committee
 - a. A petition for a revote must be submitted to the Barre Town Clerk by December 8, 2016 signed by between 5% and 20% of the town’s eligible voters.
 - b. The revote must be scheduled within 60 days of the receipt of the petition.
 - c. The vote must pass by 2/3 of the margin by which it failed on November 8, 2016.

Reference: 17 V.S.A. 2661 (attached)

2. Convene a new 706 Study Committee to review the Final Report and Articles of Agreement and revise, as necessary, for a new vote in both communities (and other communities if included).
 - a. The committee must be formed by the boards of the necessary districts, or through a petition of 5% of the eligible voters.
 - b. Successful mergers approved by voters by June 30, 2017 and operational by July 1, 2019 will receive the 8/6/4/2 cent tax incentives and the \$150,000 transition grant.
 - c. Successful mergers approved by voters after June 30, 2017 and operational by July 1, 2019 will receive the 8/6/4/2 cent tax incentives but may not receive the \$150,000 transition grant.

Reference: 16 V.S.A. 706 (attached), August 23, 2016 SBOE Guidance (attached)

3. Wait for the formulation of the Statewide Plan
 - a. By June 1, 2018 the Secretary of Education is required to propose a statewide education governance plan that would move districts into the more sustainable, preferred model of governance.
 - b. By November 30, 2018 the State Board of Education is required to publish its order merging and realigning districts and supervisory unions where necessary.
 - c. Districts that do not pursue or do not expect to achieve voluntary merger by July 1, 2019 must present proposals to the State Board of Education by November 30, 2017 for consideration in connection with creation of a Statewide Plan. A proposal must demonstrate how the district can meet or exceed the Goals of Act 46 independently or under an Alternative Structure.
 - d. A district can choose not to present a proposal as in (c) above and simply wait for the Statewide Plan

Reference: August 23, 2016 SBOE Guidance (attached), Act 46 Goals (attached), Act 46 Section 5 (c) (attached)

17 V.S.A. § 2661. Reconsideration or rescission of vote

(a) A warned article voted on at an annual or special meeting of a municipality shall not be submitted to the voters for reconsideration or rescission at the same meeting after the assembly has begun consideration of another article. If the voters have begun consideration of another article, the original article may only be submitted to the voters at a subsequent annual or special meeting duly warned for the purpose and called by the legislative body on its own motion or pursuant to a petition requesting such reconsideration or rescission signed and submitted in accordance with subsection (b) of this section. A vote taken at an annual or special meeting shall remain in effect unless rescinded or amended.

(b) If a petition requesting reconsideration or rescission of a question considered or voted on at a previous annual or special meeting is filed with the clerk of the municipality within 30 days following the date of that meeting, the legislative body shall provide for a vote by the municipality in accordance with the petition within 60 days of the submission at an annual or special meeting duly warned for that purpose. The number of signatures required for a petition for reconsideration or rescission shall be not less than five percent of the registered voters unless the voters of the municipality increase that percentage pursuant to the following:

(1) At a meeting duly warned for the purpose, the voters of a municipality may require that a petition for reconsideration be signed by a percentage of registered voters that is not less than five percent nor greater than 20 percent.

(2) A vote to increase the percentage of voters required to sign a petition for reconsideration or rescission to up to 20 percent shall be in substantially the following form: "Shall the (name of municipality) increase the percentage of voters required on a petition for reconsideration or rescission from five to (up to 20) percent?"

(3) Once the voters of a municipality have voted to require a new percentage, that percentage shall remain in effect until the voters of the municipality vote to change the percentage.

(c) A question voted on shall not be presented for reconsideration or rescission at more than one subsequent meeting within the succeeding 12 months except with the approval of the legislative body.

(d) For a vote by Australian ballot, the form of the ballot shall be as follows: "Article 1: cite the article to be reconsidered as lastly voted]."

(e) A majority vote in favor of reconsideration or rescission, of a question voted on by paper or Australian ballot, shall not be effective unless the number of votes cast in favor of reconsideration or rescission exceeds two-thirds of the number of votes cast for the prevailing side at the original meeting unless the voters of the municipality approve a different percentage pursuant to the following:

(1) At a meeting duly warned for the purpose, the voters of a municipality may require that a vote in favor of reconsideration or rescission shall not be effective unless the number of votes cast in favor of reconsideration or rescission exceeds a certain percentage of the number of votes cast for the prevailing side at the original meeting.

(2) A vote to increase or decrease the percentage shall be in substantially the following form: "Shall the (name of municipality) change the percentage of votes cast in favor of reconsideration or rescission required for a vote to reconsider or rescind a question considered or voted on at a previous annual or special meeting to be effective to (percentage)?"

(3) Once the voters of a municipality have voted to require a new percentage, that percentage shall remain in effect until the voters of the municipality vote to change the percentage.

(f) A municipality shall not reconsider a vote to elect a local officer. (Added 1977, No. 269 (Adj. Sess.), § 1; amended 1979, No. 200 (Adj. Sess.), § 105; 1991, No. 235 (Adj. Sess.); 2007, No. 36, § 1; 2013, No. 161 (Adj. Sess.), § 50.)

16 VSA § 706. Proposal to form study committee

When the boards of two or more school districts believe that a study committee should be established to study the advisability of forming a union school district, or if five percent of the voters eligible to vote at the last annual or special school district meeting petition the board of their respective school districts to do so, each of the boards shall meet with the superintendent of each participating district. With the advice of the superintendent, the boards shall establish a budget, and shall fix the number of persons to serve on the study committee that prepares the report required by this subchapter. The boards' proposal shall ensure that each participating district share in the committee's budget and be represented on the committee in that proportion which the equalized pupils (as defined in section 4001 of this title) of the district bear to the total equalized pupils of all school districts intending to participate in the committee's study. Nothing in this section shall be construed to prohibit informal exploration between and among school districts prior to the formation of a study committee. (Added 1967, No. 277 (Adj. Sess.), § 6; amended 1997, No. 71 (Adj. Sess.), § 109, eff. March 11, 1998; 2005, No. 182 (Adj. Sess.), § 24; 2007, No. 154 (Adj. Sess.), § 21.)

Act 46 Section 5 (c): Alternative structure: supervisory union with member districts.

An Education District as envisioned in subsection (b) of this section may not be possible or the best model to achieve Vermont's education goals in all regions of the State. In such situations, a supervisory union composed of multiple member districts, each with its separate school board, can meet the State's goals, particularly if:

- (1) the member districts consider themselves to be collectively responsible for the education of all prekindergarten through grade 12 students residing in the supervisory union;
- (2) the supervisory union operates in a manner that maximizes efficiencies through economies of scale and the flexible management, transfer, and sharing of nonfinancial resources among the member districts;
- (3) the supervisory union has the smallest number of member school districts practicable, achieved wherever possible by the merger of districts with similar operating and tuitioning patterns; and
- (4) the combined average daily membership of all member districts is not less than 1,100.

Act 46 Goals: To encourage and support local decisions and actions that:

- (1) provide substantial equity in the quality and variety of educational opportunities statewide;
- (2) lead students to achieve or exceed the State's Education Quality Standards, adopted as rules by the State Board of Education at the direction of the General Assembly;
- (3) maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with a goal of increasing the district-level ratio of students to full-time equivalent staff;
- (4) promote transparency and accountability; and
- (5) are delivered at a cost that parents, voters, and taxpayers value.

GUIDANCE:

Proposals for Mergers under Act 46 (2015), Act 153 (2010), and Act 156 (2012)

I. Background

Act 46 of 2015 identifies five specific statewide education goals (the "Goals") underlying the legislation's governance provisions.¹ According to Act 46, the Goals are best met by a school district that is responsible for the education of its PK-12 students, is a supervisory district (*i.e.*, a single-district SU), has an ADM of at least 900, and is organized in one of the four most common structures (a "Preferred Structure").² Act 46 recognizes, however, that a Preferred Structure may not be "possible or the best model" to achieve the Goals in all regions of the State and, in these situations, an SU with multiple, member districts (an "Alternative Structure") "can" meet the Goals, particularly if the SU manifests specific characteristics.³

Act 46 created or incorporated three phases⁴ of incentives for communities that voluntarily merge into the most common governance models pursuant to the decades-old process established in 16 V.S.A. ch. 11. Districts may also choose to form a unified union school district pursuant to 16 V.S.A. 11 that is not eligible for incentives and protections.

Act 46 requires the State Board of Education to develop and issue a mandatory statewide education governance plan by November 30, 2018 that, to the extent necessary to meet the Goals and to the extent "possible and practicable," merges non-merging districts and clusters them into more unified systems (the "Statewide Plan"). Districts that do not pursue or do not expect to achieve voluntary merger by July 1, 2019 are required to evaluate their ability to meet or exceed the Goals independently and to talk with other districts about ways to improve regionally. These districts must also present proposals to the State Board of Education by November 30, 2017 for consideration in connection with creation of the Statewide Plan.

This guidance document is intended to provide more detail about information that will assist the State Board to evaluate merger proposals under Phases 2 and 3 and to develop the Statewide Plan.

The following guidance is grounded in the requirements and guidance provided in Act 46, Act 153 (2010), Act 156 (2012), and in statute. It reflects the State Board's discussion, analysis, and recommendations from its 2016 annual retreat about how to implement the laws as written.

II. Guidelines

A. Deadlines for Voluntary Mergers

In order to receive incentives and protections as a RED or as a RED Variation under Phase 2 of the voluntary merger process, the proposal must be approved before July 1, 2017 by

¹ Act 46, Sec. 2; See also *Appendix A* to this Guidance

² Act 46, Sec. 5(b)

³ Act 46, Sec. 5(c)

⁴ Accelerated Mergers (Phase 1); REDs and RED variations (Phase 2); and later, Conventional Mergers (Phase 3)

the voters of each district identified as "necessary" to the proposal and must be fully operational by July 1, 2019.⁵

In order to receive incentives and protections as a later, "Conventional" merger, the proposal must be fully operational by July 1, 2019.⁶

Two or more districts may also choose to form a unified union school district pursuant to 16 V.S.A. 11 that is not eligible for incentives and protections and that is fully operational on or before July 1, 2019.

B. The Statewide Plan

1. Secretary's Proposed Statewide Education Plan⁷

By June 1, 2018, the Secretary of Education is required to propose a statewide education governance plan:

"that ... would move districts into the more sustainable, preferred model of governance"

"to the extent necessary to promote the purpose [quoted below]"

a. Purpose:

- i. To "provide educational opportunities through sustainable governance structures designed to meet the [Goals] pursuant to one of the models described in Sec. 5" – *i.e.*, a Preferred Structure or an Alternative Structure

b. Process:

- i. "Review" of the "governance structures ... as they will exist, or are anticipated to exist, on July 1, 2019"
- ii. "Consideration" of:
 - 1) proposals submitted by a non-merging district or group of districts for an Alternative Structure
 - 2) "conversations with those and other districts"

c. Exception:

- i. "If it is not possible or practicable" to merge "some districts, where necessary, into" the Preferred Structure while also:
 - 1) "adher[ing] to" the protections for tuition-paying and operating districts; or
 - 2) "otherwise" meeting all aspects of a Preferred Structure identified in Sec. 5(b)

⁵ Act 153, Secs. 2 & 3, as amended by Act 156, Sec. 1 and by Act 46, Sec. 16 ("RED" Mergers); Act 156, Sec. 15 ("Side-by-Side" Mergers); Act 156, Sec. 16 ("Layered" Mergers); Act 156, Sec. 17; as amended by Act 56 (2013), Sec. 3 (Modified Unified Union School District – "MUUSD" – Mergers); and Act 153, Sec. 4, as amended by Act 156, Sec. 13 and by Act 46, Secs. 15 & 17 (incentives and protections for REDs and RED Variations)

⁶ Act 46, Sec. 7

⁷ Act 46, Sec. 10(a); *emphasis added*

- ii. "then the proposal may also include alternative governance structures as necessary" such as:
 - 1) "a supervisory union with member districts"
 - 2) "a unified union school district with a smaller average daily membership"
- iii. "provided that any proposed alternative governance structure shall be designed" to:
 - 1) "ensure adherence to protections for tuition-paying and operating districts"
 - 2) "promote" the Goals

2. State Board's Final Statewide Education Plan⁸

By November 30, 2018, the State Board of Education is required to "publish ... its order merging and realigning districts and supervisory unions where necessary."

a. Final Plan:

- i. The State Board shall approve the Secretary's proposal either:
 - 1) in its original form; or
 - 2) in an amended form that "adheres" to the provisions required for the Secretary's proposal (see above)

b. Process: The State Board

- i. Shall "review and analyze the Secretary's proposal"
 - 1) Under the same provisions required for the Secretary's proposal (see above)
- ii. May take testimony or ask for additional information from districts and supervisory unions

C. Evaluation by State Board of Education – Goals and Geographic Isolation

Title 16⁹ requires the following when the State Board reviews any proposal to create a union school district, regardless of whether the new district would be eligible for incentives and protections under Phases 1, 2, or 3:

After providing notice to the study committee and after giving the committee an opportunity to be heard, the State Board shall consider the report and the Secretary's recommendations, and *decide whether the formation of such union school district will be in the best interests of the State, the students, and the school districts proposed to be members of the union.* The State Board may request that the Secretary and the study committee make further investigation and may consider any other information deemed by it to be pertinent. If, after due consideration and any further meetings it deems necessary, the State Board finds that the formation of the proposed union school district *is in the best interests of*

⁸ Act 46, Sec. 10(b); *emphasis added*

⁹ 16 V.S.A. § 706c(b); *emphasis added*

the State, the students, and the school districts, it shall approve the report submitted by the committee, together with any amendments, as a final report of the study committee

When determining whether a proposal is in the *best interests of the State, the students, and the school districts* for purposes of Act 46, the State Board views the proposal through the lens of the Goals, as required by Act 46, Sec. 8(a)(1):¹⁰

(a) School districts. When evaluating a proposal to create a union school district pursuant to 16 V.S.A. chapter 11 . . . the State Board of Education shall:

(1) consider whether the *proposal is designed to create a sustainable governance structure that can meet the goals* set forth in Sec. 2 of this act

In addition, Sec. 8(a)(2)¹¹ requires the State Board to:

(2) *be mindful of any other district in the region that may become geographically isolated*, including the potential isolation of a district with *low fiscal capacity or with a high percentage of students from economically deprived backgrounds* as identified in 16 V.S.A. § 4010(d).

D. The State Board is authorized to deny a merger proposal due to potential geographic isolation.¹²

Act 46, Sec. 8(a)(2)(B) states:

(B) *The State Board is authorized to deny approval to a proposal that would geographically isolate a district that would not be an appropriate member of another sustainable governance structure in the region.*

E. A merger proposal is evaluated not only on its own merits, but also on the impact it may have on neighbors not included in the proposal.

Because it must consider whether a proposal to create a union school district is in the “best interests of the State,”¹³ the State Board always considers the impact that a merger proposal will have on neighboring districts not included in the proposal.

Act 46 emphasizes the importance of this consideration — both in the Sec. 8(a)(2) requirement regarding “geographic isolation” and in the explicit authority in Sec. 8(a)(2)(B) to deny approval to a merger proposal (both quoted above in items C and D).

¹⁰ Act 46, Sec. 8(a)(1); *emphasis added*

¹¹ Act 46, Sec. 8(a)(2); *emphasis added*

¹² Act 46, Sec. 8(a)(2)(B); *emphasis added*

¹³ 16 V.S.A. § 706c(b)

In addition, as the more SU-centric perspective of Phase 1 voluntary mergers ends, the State Board's focus is becoming increasingly expansive – both regionally and statewide.

F. The burden is on the study committee to demonstrate due diligence and to provide sufficient, thoughtful evidence in support of its proposal, regardless of whether the merged district would be eligible for incentives and protections.

G. The term “**neighboring districts**,” as used in this guidance document, does not necessarily mean contiguous school districts or districts that are currently in the same supervisory union, but should be identified based on a common-sense view of the region.

Similarly, the term “**region**” is not defined by current supervisory union boundaries, but should be identified based on a common-sense view of districts in and outside the current supervisory union.

H. Proposals to Merge – Including the Potential Impact on Neighboring Districts

The items listed below includes some of the issues the State Board will consider when evaluating a proposal to merge, particularly if:

- The study committee proposes merger into something other than a Preferred Structure; and/or
- An un-merged neighboring district, that is not included in the proposal, has the same operating/tuitioning structure as the district to be created by the proposed merger

Study committees are strongly encouraged to address the following items, and to provide supporting data, in their proposals – particularly if the proposed merger fits within either of the two categories above.

1. Baseline Data for Each School District Named as a “Necessary” or “Advisable” District in the Proposal (a “Proposing District”) – e.g.:

- Operating / tuitioning structure
- ADM
 - current / historic / trends
- Enrollment data:
 - current / historic / trends
- Equalized pupils:
 - current / historic / trends
- Phantom Pupils
 - current / historic / trends
- Students eligible for Free or Reduced-Price Lunch (“FRL”)
 - current / historic / trends
- Students receiving or eligible for special education services (“SpEd”)
 - current / historic / trends

- Student receiving or eligible for section 504 accommodations (“504”)
 - current / historic / trends
- Student for whom English is not the primary language (“ELL”)
 - current / historic / trends
- For each grade operated by a Proposing District, the number of students / grades in which students are enrolled in another school pursuant to, *e.g.*, 16 V.S.A. § 822a (public high school choice), § 821(c) (geographic considerations for an elementary student); or § 822(c)(1)(B) (unique educational needs)
 - current / historic / trends
 - Demographics of students enrolled in district-operated grade versus students enrolled in a different school (including FRL; ELL; SpEd; and 504)
- For each grade not operated by a Proposing District, the current and historic data regarding schools to which the Proposing District pays tuition, including:
 - The grades for which tuition is paid
 - The school(s) to which tuition is paid
 - For each identified school:
 - Enrollment, by grade
 - Demographics (including FRL; ELL; SpEd; and 504), by grade

NOTE: If providing information would violate the Federal Educational Rights and Privacy Act (“FERPA”) or other federal or Vermont law, then (a) explain the reason that the information is not provided and (b) provide the demographic information for the total number or percentage of students enrolled in public schools and in approved independent schools – broken down by elementary and secondary grades, if applicable. In some cases, districts may need to employ multi-year aggregates to present data.

- For each grade not operated by a Proposing District, the current and historic data regarding the school or schools that the Proposing District designates pursuant to 16 V.S.A. § 827
- High school completion, for all students in the district and disaggregated by demographics (including FRL; ELL; SpEd; and 504)
 - current / historic / trends
 - linked back to elementary districts of origin if and where possible

2. Student Assessments

Assessments by grade-level, for all students in the District and for students disaggregated by demographics (including FRL; ELL; SpEd; and 504) — current and historic data, linking back to elementary districts of origin if and where possible, including:

- ELA / reading in 3rd – 9th grade
- Mathematics in 3rd – 9th grade
- Science in three grades
- English proficiency among students who are ELL
- Career and college readiness in 12th grade

3. Educational Opportunities

For example:

- If elementary schools are operated:
 - Subjects offered
 - Number of hours per week for each category for each grade (*e.g.*, math, science, foreign languages, art, music, physical education, etc.)
- If secondary schools are operated:
 - Subjects offered
 - Breadth and depth of offerings, including access to student services
- Non-traditional learning experience, currently and in the most recent 5 years
- Completion by 12th grade students in the district of at least one non-traditional learning experience
- Types of non-traditional learning experiences available
- High school completion, for all students in the district and disaggregated by demographics (including FRL; ELL; SpEd; and 504)
- Prevalence of PLPs
- Extended learning opportunities

4. Educators / Administrators / Staff

For each Proposing District:

- Percentage of students in schools where educators are licensed
- Current and historic data on teacher turnover, including
 - Number of new teachers in each school in each year for the most recent 3 years
- Current and historic data on administrator turnover
 - Number of new principals in each school in the most recent 3 years
 - Number of new superintendents in the most recent 3 years
- Professional development opportunities
- Teacher evaluations
- Ratios (for each grade in each school operated by each Proposing District; both at the district-level and at the supervisory union-level):
 - Student-to-teacher — where “teacher” is defined as any person licensed to be employable as a teacher who is employed as a teacher and is providing direct instruction to students in one or more elementary or secondary grades
 - Student-to-administrator — where “administrator” is defined as any person employed as a superintendent, assistant superintendent, principal, assistant principal, special education director, essential early education director, or Title I coordinator
 - Student-to-adult — where “adult” is defined as all paid personnel employed by a school district or supervisory union

5. Spending / Tax Rates

For each Proposing District:

- Total education spending, currently and most recent 5 years
- Education spending per equalized pupils, currently and most recent 5 years
- Education spending per equalized pupils – excluding “phantom pupils,” currently and most recent 5 years
- Small school grants received, currently and most recent 5 years
- Education spending per equalized pupils – excluding small school grants, currently and most recent 5 years

6. Description of the Region

- Current and historic relationship among the Proposing Districts
- Distances and quality of roads between the Proposed Districts and between schools
 - Transportation concerns, especially those related to current low equity of opportunities and/or concern about future diminishment of equity
- Identity of each neighboring district that is NOT a Proposing District (“NPD”) – particularly if the NPD has the same operating / tuitioning structure as proposed by the Proposing Districts
- Regional relationships between the Proposing District(s) and the NPD(s)

7. Neighboring Districts that are Not Proposing Districts (NPDs)

- Conversations between the Proposing District(s) and the NPD(s) – with whom, how many, etc.
- *[If applicable]* Reasons that there were no discussions or were limited discussions with NPD(s)
- The barriers to including the NPD(s) as a Proposing District
 - Especially if the NPD(s) have the same operating / tuitioning structure as proposed by the Proposing Districts
- Potential geographic isolation of a district in the region, including the potential isolation of a district with low fiscal capacity or with a high percentage of students from economically deprived backgrounds

8. Other

- To the extent that the data provided in this item H reveals inequities and/or disparities among districts or among demographic subgroups, the ways in which the Proposing Districts will work together to improve the inequities and/or disparities
- Ways in which the Proposing Districts expect to maximize efficiencies through economies of scale and the flexible management, transfer, and sharing of nonfinancial resources in the proposed, merged district

Appendix A

The Goals

Act 46 declares that the "State shall provide educational opportunities through *sustainable governance structures*" by July 1, 2019. [Sec. 5(a); *emphasis added*] In Act 46, all actions intended to "move the State toward sustainable models of education governance" are explicitly predicated upon the Goals. It has been through the lens of the Goals that the State Board has determined whether a merger proposal is in the "best interest of the State, the students, and the school districts" pursuant to 16 V.S.A. § 706c(b) – and it is in reference to the Goals that a non-merging district must create and the State Board will consider proposals for Alternative Structure in connection with developing the statewide education plan.

As set forth in Act 46, the Goals are:

to encourage and support local decisions and actions that:

- (1) provide substantial equity in the quality and variety of educational opportunities statewide;
- (2) lead students to achieve or exceed the State's Education Quality Standards, adopted as rules by the State Board of Education at the direction of the General Assembly;
- (3) maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with a goal of increasing the district-level ratio of students to full-time equivalent staff;
- (4) promote transparency and accountability; and
- (5) are delivered at a cost that parents, voters, and taxpayers value.

In addition, Act 46 instructs the State Board to "be mindful" of actions that would result in the geographic isolation of districts, "including the potential isolation of a district with low fiscal capacity or with a high percentage of students from economically deprived backgrounds." [Sec. 8(a)(2)] Act 46 authorizes the State Board to deny approval to a merger proposal "that would geographically isolate a district that would not be an appropriate member of another sustainable governance structure in the region." [Id.] Although this provision arises in the context of merger proposals, the underlying policy concerns apply equally to proposals for Alternative Structure and creation of the statewide plan in general.

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Course #	Section #	Course Name	Teacher	Total	Block	Terms
ACT110	1	ACT English I	Aube, Andrew	1	1A	Q1-Q4
ACT120	1	ACT English II	Aube, Andrew	6	1A	Q1-Q4
ACT130	1	ACT English III	Aube, Andrew	1	1A	Q1-Q4
ACT140	1	ACT English IV	Aube, Andrew	6	1A	Q1-Q4
ACT210	1	ACT Social Studies	Aube, Andrew	2	2B	Q1-Q4
ACT215	1	ACT World History	Aube, Andrew	7	2B	Q1-Q4
ACT220	1	ACT Civics	Aube, Andrew	1	2B	Q1-Q2
ACT220	2	ACT Civics	Aube, Andrew	6	2B	Q3-Q4
ACT230	1	ACT US History	Aube, Andrew	5	2B	Q1-Q4
ACT310	1	ACT Math I	Aube, Andrew	3	1B	Q1-Q4
ACT320	1	ACT Math II	Aube, Andrew	4	1B	Q1-Q4
ACT330	1	ACT Math III	Aube, Andrew	4	1B	Q1-Q4
ACT340	1	ACT Math IV	Aube, Andrew	2	1B	Q1-Q4
ACT410	1	ACT Physical Science	Aube, Andrew	3	2A	Q1-Q4
ACT420	1	ACT Life Science	Aube, Andrew	4	2A	Q1-Q4
ACT430	1	ACT Science III	Aube, Andrew	3	2A	Q1-Q4
ACT440	1	ACT Science IV	Aube, Andrew	1	2A	Q1-Q4
ACT510	1	ACT Phys. Ed.	Aube, Andrew	6	3A	Q1-Q2
ACT510	2	ACT Phys. Ed.	Aube, Andrew	9	3A	Q3-Q4
ACT520	1	ACT Art	Aube, Andrew	7	3B	Q1-Q4
ACT530	1	ACT Vocational Studies	Aube, Andrew	14	4B	Q1-Q4
ACT540	1	ACT Health	Aube, Andrew	3	4A	Q3-Q4
AID101	1	Main Office Assist.		1	1A	Q1-Q1
AID101	2	Main Office Assist.		1	2A	Q1-Q1
AID101	3	Main Office Assist.		1	3A	Q1-Q1
AID101	4	Main Office Assist.		1	4A	Q1-Q1
AID101	5	Main Office Assist.		1	1A	Q2-Q2
AID101	6	Main Office Assist.		1	2A	Q2-Q2
AID101	7	Main Office Assist.		1	3A	Q2-Q2
AID101	8	Main Office Assist.		1	4A	Q2-Q2
AID101	9	Main Office Assist.		1	1A	Q3-Q3
AID101	10	Main Office Assist.		1	2A	Q3-Q3
AID101	11	Main Office Assist.		1	3A	Q3-Q3
AID101	12	Main Office Assist.		1	4A	Q3-Q3
AID101	13	Main Office Assist.		1	1A	Q4-Q4
AID101	15	Main Office Assist.		1	3A	Q4-Q4
AID101	16	Main Office Assist.		1	4A	Q4-Q4
AID102	1	Guidance Office Assist.		1	1A	Q1-Q1
AID102	5	Guidance Office Assist.		1	3A	Q1-Q1
AID102	2	Guidance Office Assist.		1	1A	Q2-Q2
AID102	6	Guidance Office Assist.		1	3A	Q2-Q2

AID102	3	Guidance Office Assist.		1	1A	Q3-Q3
AID102	4	Guidance Office Assist.		1	1A	Q4-Q4
AID103	4	Library Assist.		1	1A	Q1-Q1
AID103	1	Library Assist.		1	3A	Q2-Q2
AID103	5	Library Assist.		1	1A	Q2-Q2
AID103	3	Library Assist.		1	2A	Q3-Q3
AID103	2	Library Assist.		1	2A	Q4-Q4
AID105	1	Teacher Assist.- Fine Arts	Elgood, Rebecca	1	1A	Q1-Q1
AID105	2	Teacher Assist.- Fine Arts	Elgood, Rebecca	1	1A	Q2-Q2
AID105	3	Teacher Assist.- Fine Arts	Eaton, Brendan	1	3A	Q2-Q2
AID107	1	Teacher Assist.- Foreign Lang.	Marineau, Karine	1	4A	Q1-Q1
AID107	2	Teacher Assist.- Foreign Lang.	Marineau, Karine	1	4A	Q2-Q2
AID108	1	Teacher Assist.- Business	Wetzel, Sandra	1	3A	Q2-Q2
AID109	1	Teacher Assist.- Phys. Ed.	Ball, David	1	3B	Q1-Q2
AID109	2	Teacher Assist.- Phys. Ed.	Ball, David	1	3A	Q2-Q2
AMP101B	1	TEAMWORK Q1	Carter, Norman	11	1A	Q1-Q1
AMP101B	2	TEAMWORK Q1	Carter, Norman	4	2A	Q1-Q1
AMP101B	3	TEAMWORK Q1	Carter, Norman	9	3A	Q1-Q1
AMP101B	4	TEAMWORK Q1	Carter, Norman	11	4A	Q1-Q1
AMP102B	1	TEAMWORK Q2	Carter, Norman	7	1A	Q2-Q2
AMP102B	2	TEAMWORK Q2	Carter, Norman	3	2A	Q2-Q2
AMP102B	3	TEAMWORK Q2	Carter, Norman	9	3A	Q2-Q2
AMP102B	4	TEAMWORK Q2	Carter, Norman	11	4A	Q2-Q2
AMP103B	1	TEAMWORK Q3	Carter, Norman	5	1A	Q3-Q3
AMP103B	2	TEAMWORK Q3	Carter, Norman	4	2A	Q3-Q3
AMP103B	3	TEAMWORK Q3	Carter, Norman	11	3A	Q3-Q3
AMP103B	4	TEAMWORK Q3	Carter, Norman	5	4A	Q3-Q3
AMP104B	1	TEAMWORK Q4	Carter, Norman	5	1A	Q4-Q4
AMP104B	2	TEAMWORK Q4	Carter, Norman	4	2A	Q4-Q4
AMP104B	3	TEAMWORK Q4	Carter, Norman	10	3A	Q4-Q4
AMP104B	4	TEAMWORK Q4	Carter, Norman	5	4A	Q4-Q4
BUS105	1	Introduction to Business	Wetzel, Sandra	18	2A	Q1-Q1
BUS105	2	Introduction to Business	Wetzel, Sandra	21	3A	Q1-Q1
BUS106	1	Financial Literacy	Wetzel, Sandra	22	2A	Q2-Q2
BUS106	2	Financial Literacy	Wetzel, Sandra	24	3A	Q2-Q2
BUS106	3	Financial Literacy	Wetzel, Sandra	20	2A	Q3-Q3
BUS106	4	Financial Literacy	Wetzel, Sandra	19	4A	Q4-Q4
BUS107B	1	Computer Literacy	Wetzel, Sandra	8	3B	Q3-Q4
BUS301	1	Accounting I	Wetzel, Sandra	8	4A	Q1-Q2
BUS301	2	Accounting I	Wetzel, Sandra	20	1A	Q3-Q4
CSL112	1	Yearbook Q1	LaFrancis, Michelle	4	4A	Q1-Q1
CSL113	1	Yearbook Q2	LaFrancis, Michelle	3	4A	Q2-Q2

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CSL114	1	Yearbook Q3	LaFrancis, Michelle	1	4A	Q3-Q3
CSL115	1	Yearbook Q4	LaFrancis, Michelle	1	4A	Q4-Q4
DRE201	1	Driver Education	Scott, William	16	3A	Q1-Q1
DRE201	2	Driver Education	Scott, William	14	3B	Q1-Q1
DRE201	3	Driver Education	Scott, William	18	3A	Q2-Q2
DRE201	4	Driver Education	Scott, William	17	3B	Q2-Q2
DRE201	5	Driver Education	Scott, William	21	3A	Q3-Q3
DRE201	6	Driver Education	Scott, William	19	3B	Q3-Q3
DRE201	7	Driver Education	Scott, William	21	3A	Q4-Q4
DRE201	8	Driver Education	Scott, William	20	3B	Q4-Q4
ENG101	1	Freshman English	Saldi, Angella	21	1A	Q1-Q4
ENG101	2	Freshman English	Wigren, Elizabeth	21	1A	Q1-Q4
ENG101	3	Freshman English	Wigren, Elizabeth	24	2A	Q1-Q4
ENG101	4	Freshman English	Dewey, Brandi	23	3A	Q1-Q4
ENG101	5	Freshman English	Saldi, Angella	22	3A	Q1-Q4
ENG101	6	Freshman English	Dewey, Brandi	21	4A	Q1-Q4
ENG103	1	Freshman English	Leene, Patrick	16	1A	Q1-Q4
ENG103	2	Freshman English	Leene, Patrick	17	2A	Q1-Q4
ENG200	1	Sophomore English Honors	Ritzo, Marie	18	1A	Q3-Q4
ENG200	2	Sophomore English Honors	Ritzo, Marie	24	2A	Q3-Q4
ENG200s	1	Sophomore English Honors	Violette, Mya	15	2A	Q1-Q4
ENG200s	2	Sophomore English Honors	Violette, Mya	15	2A	Q1-Q4
ENG201	1	Sophomore English	Ritzo, Marie	21	1A	Q1-Q2
ENG201	2	Sophomore English	Ritzo, Marie	18	2A	Q1-Q2
ENG201	3	Sophomore English	Violette, Mya	12	3A	Q3-Q4
ENG203	1	Sophomore English	Tosi, Alicia	14	1A	Q1-Q4
ENG203	2	Sophomore English	Tosi, Alicia	13	4A	Q1-Q4
ENG303	1	Junior English	Ritzo, Marie	15	4A	Q3-Q4
ENG403	1	Senior English	Bryant, Caitlyn	10	4A	Q1-Q2
ENG410B	1	College & Career Ready English	Brennan, Susan	20	3B	Q1-Q2
ENG411	1	Fantasy and Science Fiction	Ritzo, Marie	21	4A	Q1-Q2
ENG415	1	Social Issues in Literature	Violette, Mya	22	4A	Q1-Q2
ENG415B	1	Social Issues in Literature	Bryant, Caitlyn	15	3B	Q1-Q4
ENG420	1	Classic Mystery Novels	Bryant, Caitlyn	21	4A	Q3-Q4
ENG421	1	Literary Nonfiction-Memoirs	Violette, Mya	23	3A	Q1-Q2
ENG423	1	Journalism I	Leene, Patrick	20	4A	Q1-Q2
ENG423	2	Journalism I	Leene, Patrick	22	4A	Q3-Q4
ENG429	1	Women in Literature	Violette, Mya	19	4A	Q3-Q4
ENG430	1	Advanced World Mythology	Saldi, Angella	18	4A	Q1-Q2
ENG430	2	Advanced World Mythology	Saldi, Angella	21	4A	Q3-Q4
ENG501	1	AP English Lang and Comp	Tosi, Alicia	22	2A	Q1-Q4
ENG501	2	AP English Lang and Comp	Wigren, Elizabeth	18	3A	Q1-Q4

ENG502	1	AP English Lit and Comp	Brennan, Susan	19	4A	Q1-Q4
ENG502	2	AP English Lit and Comp	Bryant, Caitlyn	17	2A	Q1-Q4
ESL320	1	Ind. ESL	Benoit, Olga	4	3A	Q1-Q4
FCS101	1	Wellness	Chap, Sarah	23	1A	Q1-Q2
FCS101	2	Wellness	Chap, Sarah	22	3A	Q1-Q2
FCS101	3	Wellness	Carpenter, Jessica	23	4A	Q1-Q2
FCS101	4	Wellness	Chap, Sarah	18	1A	Q3-Q4
FCS101	5	Wellness	Carpenter, Jessica	21	2A	Q3-Q4
FCS101	6	Wellness	Chap, Sarah	20	3A	Q3-Q4
FCS101	7	Wellness	Chap, Sarah	21	4A	Q3-Q4
FCS104	1	Food Exploration	Carpenter, Jessica	14	2A	Q1-Q1
FCS104	2	Food Exploration	Carpenter, Jessica	11	2A	Q2-Q2
FCS104	3	Food Exploration	Carpenter, Jessica	15	4A	Q3-Q3
FCS201	1	Health	Chap, Sarah	16	4A	Q1-Q1
FCS201	2	Health	Chap, Sarah	19	4A	Q2-Q2
FCS204	1	Culture & Cuisine	Carpenter, Jessica	12	4A	Q4-Q4
FNA100	1	World Art	Reardon, Mary	19	4A	Q1-Q2
FNA101	1	Art Studio Introduction	Reardon, Mary	18	1A	Q1-Q2
FNA101	2	Art Studio Introduction	Reardon, Mary	18	2A	Q1-Q2
FNA101	3	Art Studio Introduction	Reardon, Mary	18	4A	Q3-Q4
FNA110	1	Band	Booth, Robert	64	AM	Q1-Q2
FNA110	2	Band	Booth, Robert	64	AM	Q3-Q4
FNA111	1	Chorus	Elgood, Rebecca	74	AM	Q1-Q2
FNA111	2	Chorus	Elgood, Rebecca	63	AM	Q3-Q4
FNA120	1	Jazz Ensemble	Booth, Robert	24	3A	Q1-Q2
FNA121	1	Jazz Ensemble II	Booth, Robert	25	3A	Q3-Q4
FNA201	1	Digital Photography	Eaton, Brendan	20	1A	Q1-Q2
FNA201	2	Digital Photography	Eaton, Brendan	19	4A	Q1-Q2
FNA201	3	Digital Photography	Eaton, Brendan	20	1A	Q3-Q4
FNA202	1	2-D Art Studio	Reardon, Mary	17	1A	Q3-Q4
FNA202	2	2-D Art Studio	Reardon, Mary	10	2A	Q3-Q4
FNA211	1	Advanced Choir	Elgood, Rebecca	12	1A	Q3-Q4
FNA301	1	Music Theory	Booth, Robert	6	4A	Q1-Q1
FNA302	1	Beginning Guitar	Booth, Robert	17	1A	Q1-Q2
FNA303	1	Songwrtng & Music Production	Booth, Robert	12	1A	Q3-Q4
FNA304	1	Dramatic Arts	Brennan, Susan	19	3A	Q3-Q4
FNA308	1	African Drumming	Elgood, Rebecca	17	3A	Q1-Q1
FNA311	1	Artem Future Technology	Eaton, Brendan	18	3A	Q1-Q1
FNA311	2	Artem Future Technology	Eaton, Brendan	13	2A	Q2-Q2
FNA312	1	Ceramics	Eaton, Brendan	17	3A	Q3-Q3
FNA312	3	Ceramics	Eaton, Brendan	20	2A	Q3-Q3
FNA312	2	Ceramics	Eaton, Brendan	18	3A	Q4-Q4

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FNA312	4	Ceramics	Eaton, Brendan	18	2A	Q4-Q4
FNA313	1	Piano Lab A	Elgood, Rebecca	12	2A	Q1-Q1
FNA313	2	Piano Lab A	Elgood, Rebecca	12	3A	Q2-Q2
FNA313	3	Piano Lab A	Elgood, Rebecca	12	4A	Q3-Q3
FNA314	1	Piano Lab B	Elgood, Rebecca	12	2A	Q2-Q2
FNA314	2	Piano Lab B	Elgood, Rebecca	9	4A	Q4-Q4
GA110	1	GA English 1	Dewey, Brandi	5	2A	Q1-Q4
GA120	1	GA English 2	Dewey, Brandi	5	2A	Q1-Q4
GA130	1	GA English 3	Dewey, Brandi	3	2A	Q1-Q4
GA210	1	GA Civics	Brad Miller	3	1B	Q1-Q4
GA215	1	GA Global Studies	Brad Miller	7	1B	Q1-Q4
GA230	1	GA US History	Miller, Brad	3	1B	Q1-Q4
GA312	1	GA Connections	Moore, Benjamin	5	1A	Q1-Q4
GA315	1	GA Foundations	Moore, Benjamin	4	1A	Q1-Q4
GA330	1	GA Algebra I	Moore, Benjamin	3	1A	Q1-Q4
GA340	1	GA Geometry	Moore, Benjamin	1	1A	Q1-Q4
GA410	1	GA Earth Science	Wood, Christopher	9	2B	Q1-Q4
GA412	1	GA Biology	Wood, Christopher	3	2B	Q1-Q4
GA420	1	GA Physics I	Wood, Christopher	1	2B	Q1-Q4
GA510	1	Granite Electives	Betts, Laura	12	3A	Q1-Q4
GA520	1	GA Phys. Education	Betts, Laura	8	4B	Q1-Q2
GA520	2	GA Phys. Education	Betts, Laura	8	4B	Q3-Q4
GA530	1	GA Art	Caouette-DeLallo, Carrie	10	4A	Q1-Q2
GA530	2	GA Art	Caouette-DeLallo, Carrie	9	4A	Q3-Q4
GA540	1	GA-Health	Betts, Laura	8	3B	Q1-Q4
HIS110	1	Modern World History Honors	Whalen, Michael	19	2A	Q1-Q2
HIS110	2	Modern World History Honors	LaFrancis, Michelle	20	1A	Q3-Q4
HIS111	1	Modern World History	Whalen, Michael	22	1A	Q1-Q2
HIS111	2	Modern World History	LaFrancis, Michelle	22	2A	Q1-Q2
HIS111	3	Modern World History	Desmarais, Gerald	22	4A	Q1-Q2
HIS111	4	Modern World History	Whalen, Michael	17	1A	Q3-Q4
HIS111	5	Modern World History	Desmarais, Gerald	22	4A	Q3-Q4
HIS112	1	Modern World History	LaFrancis, Michelle	15	3A	Q1-Q2
HIS112	2	Modern World History	LaFrancis, Michelle	14	3A	Q3-Q4
HIS301	1	U.S. History	Buck, Lauren	20	1A	Q1-Q2
HIS301	2	U.S. History	Whalen, Michael	25	4A	Q1-Q2
HIS301	3	U.S. History	Buck, Lauren	24	1A	Q3-Q4
HIS301	4	U.S. History	Buck, Lauren	23	2A	Q3-Q4
HIS301	5	U.S. History	Whalen, Michael	24	3A	Q3-Q4
HIS302	1	U.S. History	Buck, Lauren	13	2A	Q1-Q2
HIS302	2	U.S. History	Buck, Lauren	8	4A	Q3-Q4
HIS304	1	Civics	Deeley, Christina	24	2A	Q1-Q1

HIS304	2	Civics	Deeley, Christina	14	4A	Q1-Q1
HIS304	3	Civics	Miller, Brad	18	4A	Q1-Q1
HIS304	4	Civics	Miller, Brad	20	4A	Q2-Q2
HIS304	5	Civics	Miller, Brad	19	4A	Q3-Q3
HIS304	6	Civics	Miller, Brad	18	4A	Q4-Q4
HIS304B	1	Civics	Deeley, Christina	11	3B	Q1-Q2
HIS307	1	Barre History	Buck, Lauren	18	4A	Q1-Q1
HIS307	2	Barre History	Deeley, Christina	23	2A	Q4-Q4
HIS307	3	Barre History	Deeley, Christina	20	4A	Q4-Q4
HIS307B	1	Barre History	Deeley, Christina	19	3B	Q3-Q4
HIS308	1	Hollywood History	Whalen, Michael	20	4A	Q3-Q3
HIS308	2	Hollywood History	Whalen, Michael	15	4A	Q4-Q4
HIS311	1	Holocaust/Genocide	Deeley, Christina	22	2A	Q2-Q2
HIS311	2	Holocaust/Genocide	Deeley, Christina	19	4A	Q2-Q2
HIS311	3	Holocaust/Genocide	Deeley, Christina	24	2A	Q3-Q3
HIS311	4	Holocaust/Genocide	Deeley, Christina	16	4A	Q3-Q3
HIS313	1	Psychology	Lewis, John	21	2A	Q1-Q1
HIS313	2	Psychology	Lewis, John	19	2A	Q2-Q2
HIS313	3	Psychology	Lewis, John	22	4A	Q3-Q3
HIS313	4	Psychology	Lewis, John	14	4A	Q4-Q4
HIS316	1	History of World Religions	Buck, Lauren	18	4A	Q2-Q2
HIS500s	1	AP U.S. History	Desmarais, Gerald	15	2A	Q1-Q4
HIS500s	2	AP U.S. History	Desmarais, Gerald	15	2A	Q1-Q4
HIS502	1	AP Psychology	Lewis, John	23	3A	Q1-Q4
HIS502	2	AP Psychology	Lewis, John	16	1A	Q1-Q4
HIS503	1	AP Government	Miller, Brad	19	3A	Q1-Q4
IND110	1	Ind. Career Start		1	2A	Q1-Q1
IND204	1	Ind. Photography	Eaton, Brendan	1	2A	Q2-Q2
LET1	1	Leader. Ed. & Tr. 1	Driscoll, Shaun	5	1A	Q1-Q2
LET1	2	Leader. Ed. & Tr. 1	Driscoll, Shaun	10	3A	Q1-Q2
LET1	3	Leader. Ed. & Tr. 1	Driscoll, Shaun	13	4A	Q1-Q2
LET2	4	Leader. Ed. & Tr. 2	Driscoll, Shaun	4	1A	Q3-Q4
LET2	5	Leader. Ed. & Tr. 2	Driscoll, Shaun	9	3A	Q3-Q4
LET2	6	Leader. Ed. & Tr. 2	Driscoll, Shaun	8	4A	Q3-Q4
LET3	1	Leader. Ed. & Tr. 3	Singer, Donald	2	1A	Q1-Q2
LET3	2	Leader. Ed. & Tr. 3	Singer, Donald	6	3A	Q1-Q2
LET3	3	Leader. Ed. & Tr. 3	Singer, Donald	1	4A	Q1-Q2
LET3	6	Leader. Ed. & Tr. 3	Singer, Donald	1	4A	Q3-Q4
LET4	1	Leader. Ed. & Tr. 4	Singer, Donald	1	1A	Q1-Q2
LET4	2	Leader. Ed. & Tr. 4	Singer, Donald	1	3A	Q1-Q2
LET4	3	Leader. Ed. & Tr. 4	Singer, Donald	1	4A	Q1-Q2
LET4	4	Leader. Ed. & Tr. 4	Singer, Donald	3	1A	Q3-Q4

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LET4	5	Leader. Ed. & Tr. 4	Singer, Donald	2	3A	Q3-Q4
LET4	6	Leader. Ed. & Tr. 4	Singer, Donald	1	4A	Q3-Q4
LET5	1	Leader. Ed. & Tr. 5	Singer, Donald	3	1A	Q1-Q2
LET5	2	Leader. Ed. & Tr. 5	Singer, Donald	3	3A	Q1-Q2
LET5	3	Leader. Ed. & Tr. 5	Singer, Donald	2	4A	Q1-Q2
LET5	5	Leader. Ed. & Tr. 5	Singer, Donald	3	3A	Q3-Q4
LET5	6	Leader. Ed. & Tr. 5	Singer, Donald	1	4A	Q3-Q4
LET6	2	Leader. Ed. & Tr. 6	Singer, Donald	2	3A	Q1-Q2
LET6	4	Leader. Ed. & Tr. 6	Singer, Donald	3	1A	Q3-Q4
LET6	5	Leader. Ed. & Tr. 6	Singer, Donald	2	3A	Q3-Q4
LET6	6	Leader. Ed. & Tr. 6	Singer, Donald	1	4A	Q3-Q4
LET7	1	Leader. Ed. & Tr. 7	Singer, Donald	1	1A	Q1-Q2
LET7	2	Leader. Ed. & Tr. 7	Singer, Donald	1	3A	Q1-Q2
LET7	3	Leader. Ed. & Tr. 7	Singer, Donald	1	4A	Q1-Q2
LET7	4	Leader. Ed. & Tr. 7	Singer, Donald	1	1A	Q3-Q4
LET7	5	Leader. Ed. & Tr. 7	Singer, Donald	1	3A	Q3-Q4
LET8	4	Leader. Ed. & Tr. 8	Singer, Donald	2	1A	Q3-Q4
LET8	6	Leader. Ed. & Tr. 8	Singer, Donald	1	4A	Q3-Q4
LETi	2	Ind. Leader.Ed. & Train.	Singer, Donald	1	4A	Q2-Q2
LETi	1	Ind. Leader.Ed. & Train.	Singer, Donald	1	3A	Q3-Q4
LETi	3	Ind. Leader.Ed. & Train.	Singer, Donald	1	2A	Q3-Q4
MAT100	1	Algebra I Honors	Gaudreau, Mary	16	1A	Q1-Q2
MAT100	2	Algebra I Honors	Gaudreau, Mary	17	3A	Q1-Q2
MAT102B	1	Algebra I	Coleman, Elisha	18	1A	Q1-Q4
MAT102B	2	Algebra I	Dunlea, Ryan	18	1A	Q1-Q4
MAT102B	3	Algebra I	Coleman, Elisha	16	2A	Q1-Q4
MAT102B	4	Algebra I	Liff, Chris	16	2A	Q1-Q4
MAT102B	5	Algebra I	Moran, Chris	17	2A	Q1-Q4
MAT102B	6	Algebra I	Dunlea, Ryan	20	3A	Q1-Q4
MAT102B	7	Algebra I	Moore, Benjamin	20	3A	Q1-Q4
MAT102B	8	Algebra I	Moore, Benjamin	17	4A	Q1-Q4
MAT103	1	Connections	Willard, Jesse	18	2A	Q1-Q4
MAT105	1	Foundations	Brizzolara, Danielle	14	1A	Q1-Q4
MAT105	2	Foundations	Dunlea, Ryan	15	2A	Q1-Q4
MAT105	3	Foundations	Brizzolara, Danielle	16	3A	Q1-Q4
MAT106	1	Math 106	Kishishita, Yoko	5	1A	Q1-Q4
MAT200	1	Geometry Honors	Gaudreau, Mary	14	3A	Q3-Q4
MAT200	2	Geometry Honors	Gaudreau, Mary	15	4A	Q3-Q4
MAT202	1	Geometry	Carter, Erin	23	2A	Q1-Q2
MAT202	2	Geometry	Coleman, Elisha	22	3A	Q1-Q2
MAT202	3	Geometry	Gaudreau, Mary	21	4A	Q1-Q2
MAT202	4	Geometry	Carter, Erin	13	2A	Q3-Q4

MAT202	5	Geometry	Coleman, Elisha	10	4A	Q3-Q4
MAT300	1	Algebra II Honors	Liff, Chris	13	1A	Q1-Q2
MAT300	2	Algebra II Honors	Liff, Chris	16	4A	Q1-Q2
MAT303	1	Algebra II	Brizzolara, Danielle	16	2A	Q1-Q2
MAT303	5	Algebra II	Moran, Chris	14	1A	Q1-Q2
MAT303	2	Algebra II	Moran, Chris	21	1A	Q3-Q4
MAT303	3	Algebra II	Moran, Chris	23	3A	Q3-Q4
MAT303	4	Algebra II	Brizzolara, Danielle	24	4A	Q3-Q4
MAT400	1	Pre-Calculus Honors	Gaudreau, Mary	17	1A	Q3-Q4
MAT400	2	Pre-Calculus Honors	Liff, Chris	14	1A	Q3-Q4
MAT400	3	Pre-Calculus Honors	Willard, Jesse	19	3A	Q3-Q4
MAT400	4	Pre-Calculus Honors	Liff, Chris	16	4A	Q3-Q4
MAT403	1	Statistics	Willard, Jesse	23	1A	Q1-Q2
MAT403	2	Statistics	Willard, Jesse	19	3A	Q1-Q2
MAT404	1	Functions, Stats and Trig.	Moran, Chris	12	3A	Q1-Q2
MAT500	1	AP Calculus AB	Erin Carter	19	1A	Q1-Q4
MAT503	1	AP Statistics	Willard, Jesse	16	1A	Q3-Q4
MAT600i	1	Ind. AP Calculus BC	Carter, Erin	3	2A	Q3-Q3
PED110	1	Collaborative PE	Ball, David	16	2A	Q1-Q1
PED110	2	Collaborative PE	Ball, David	26	3A	Q1-Q1
PED110	3	Collaborative PE	Ball, David	30	4A	Q1-Q1
PED110	4	Collaborative PE	Ball, David	22	2A	Q3-Q3
PED110	5	Collaborative PE	Ball, David	22	3A	Q3-Q3
PED111	1	Introductory PE	Ball, David	13	2A	Q2-Q2
PED111	2	Introductory PE	Ball, David	26	3A	Q2-Q2
PED111	3	Introductory PE	Ball, David	26	4A	Q2-Q2
PED111	4	Introductory PE	Ball, David	22	2A	Q4-Q4
PED111	5	Introductory PE	Ball, David	25	3A	Q4-Q4
PED112	1	PE Games	Young, William	21	1A	Q2-Q2
PED112	2	PE Games	Young, William	15	4A	Q3-Q3
PED112	3	PE Games	Young, William	16	1A	Q4-Q4
PED112B	1	PE Games	Young, William	18	3B	Q1-Q2
PED113	1	League Sports	Young, William	13	1A	Q1-Q1
PED113	2	League Sports	Young, William	15	1A	Q3-Q3
PED114	1	Outdoor Activities	Young, William	29	4A	Q1-Q1
PED114	2	Outdoor Activities	Young, William	23	2A	Q4-Q4
PED115	1	Net Games	Young, William	29	4A	Q2-Q2
PED115B	1	Net Games	Young, William	20	3B	Q3-Q4
PED117	1	Personal Fitness	Ball, David	8	4A	Q3-Q3
PED117	2	Personal Fitness	Ball, David	19	4A	Q4-Q4
PHENG200	1	English 2	Franks, Catherine	1	1A	Q1-Q2
PHENG300	1	English 3	Franks, Catherine	1	AM	Q1-Q2

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PHENG300	2	English 3	Franks, Catherine	4	4A	Q1-Q2
PHENG300	3	English 3	Franks, Catherine	1	1A	Q1-Q2
PHENG350	1	English 3 & 4	Franks, Catherine	1	1A	Q1-Q2
PHENG400	1	English 4	Franks, Catherine	3	1A	Q1-Q2
PHENG400	2	English 4	Franks, Catherine	8	4A	Q1-Q2
PHFCS200	1	Health	Bessette, Bradley	2	AM	Q1-Q1
PHHIS100	1	Civics	Franks, Catherine	2	3A	Q1-Q2
PHHIS200	1	World Geography	Franks, Catherine	6	2A	Q1-Q2
PHHIS200	2	World Geography	Franks, Catherine	3	1A	Q1-Q2
PHHIS300	1	U.S. History	Bessette, Bradley	1	B	Q2-Q2
PHMAT100	1	Algebra 1	Bessette, Bradley	4	AM	Q1-Q2
PHMAT100	2	Algebra 1	Bessette, Bradley	7	2A	Q1-Q2
PHMAT104	1	Pre-Algebra	Bessette, Bradley	1	1A	Q1-Q2
PHMAT200	1	Algebra 2	Bessette, Bradley	3	AM	Q1-Q2
PHMAT200	2	Algebra 2	Bessette, Bradley	4	1A	Q1-Q2
PHMAT300	1	Geometry	Bessette, Bradley	4	AM	Q1-Q2
PHMAT300	2	Geometry	Bessette, Bradley	4	2A	Q1-Q2
PHPED100	1	Phys. Ed.	Bessette, Bradley	3	AM	Q1-Q1
PHPED100	2	Phys. Ed.	Bessette, Bradley	4	AM	Q2-Q2
PHSCI100	1	Earth Science	Bessette, Bradley	1	2A	Q1-Q2
PHSCI200	1	Biology	Bessette, Bradley	2	3A	Q1-Q2
PHSCI203	1	Anatomy & Physiology	Bessette, Bradley	5	3B	Q1-Q2
PHSCI300	1	Chemistry	Bessette, Bradley	1	1A	Q1-Q2
PHWRK100	1	Work Placement	Bessette, Bradley	7	PM	Q1-Q2
PHWRK100	2	Work Placement	Bessette, Bradley	1	3A	Q1-Q2
SCI105	1	Integrated Science I	McSweeney, Thomas	10	2A	Q1-Q2
SCI105	2	Integrated Science I	Mishkit, Samantha	17	2A	Q1-Q2
SCI105	3	Integrated Science I	Mishkit, Samantha	24	3A	Q1-Q2
SCI105	4	Integrated Science I	Mishkit, Samantha	25	4A	Q1-Q2
SCI105	5	Integrated Science I	Mishkit, Samantha	25	1A	Q3-Q4
SCI105	6	Integrated Science I	Mishkit, Samantha	23	2A	Q3-Q4
SCI105	7	Integrated Science I	Wood, Christopher	17	3A	Q3-Q4
SCI105	8	Integrated Science I	Mishkit, Samantha	19	4A	Q3-Q4
SCI105	9	Integrated Science I	Wood, Christopher	19	4A	Q3-Q4
SCI200	1	Introductory Biology Honors	LaPoint, Douglas	18	1A	Q1-Q2
SCI200	2	Introductory Biology Honors	LaPoint, Douglas	21	3A	Q1-Q2
SCI200	3	Introductory Biology Honors	Crawford-Stempel, Colin	18	4A	Q3-Q4
SCI201	1	Introductory Biology	Wood, Christopher	23	3A	Q1-Q2
SCI201	2	Introductory Biology	Wood, Christopher	19	4A	Q1-Q2
SCI201	3	Introductory Biology	LaPoint, Douglas	13	1A	Q3-Q4
SCI201	4	Introductory Biology	Crawford-Stempel, Colin	19	2A	Q3-Q4
SCI201	5	Introductory Biology	LaPoint, Douglas	10	4A	Q3-Q4

SCI211	1	Anatomy and Physiology I	Crawford-Stempel, Colin	18	1A	Q1-Q2
SCI211	2	Anatomy and Physiology I	Lessley, Shannon	19	4A	Q1-Q2
SCI211	3	Anatomy and Physiology I	Lessley, Shannon	23	2A	Q3-Q4
SCI300	1	Chemistry Honors	McSweeney, Thomas	21	1A	Q1-Q2
SCI300	2	Chemistry Honors	McSweeney, Thomas	10	4A	Q1-Q2
SCI300	3	Chemistry Honors	McSweeney, Thomas	20	2A	Q3-Q4
SCI301	1	Chemistry	Fritjofson, Ken	17	1A	Q1-Q2
SCI301	2	Chemistry	Fritjofson, Ken	17	2A	Q3-Q4
SCI301	3	Chemistry	Fritjofson, Ken	21	3A	Q3-Q4
SCI310	1	Physics Honors	Fritjofson, Ken	16	3A	Q1-Q2
SCI310	2	Physics Honors	Fritjofson, Ken	16	4A	Q3-Q4
SCI311	1	Physics	Fritjofson, Ken	6	2A	Q1-Q2
SCI314	1	Marine Biology	Crawford-Stempel, Colin	18	2A	Q1-Q2
SCI314	2	Marine Biology	Crawford-Stempel, Colin	9	4A	Q1-Q2
SCI314	3	Marine Biology	Crawford-Stempel, Colin	24	3A	Q3-Q4
SCI315	1	Forensic Science	Lessley, Shannon	23	1A	Q1-Q2
SCI315	2	Forensic Science	Lessley, Shannon	24	3A	Q3-Q4
SCI315	3	Forensic Science	McSweeney, Thomas	14	4A	Q3-Q4
SCI500	1	AP Biology	LaPoint, Douglas	14	2A	Q1-Q4
SPN111	1	Life Skills	Jankowski, Katie	7	1A	Q1-Q2
SPN111	2	Life Skills	Jankowski, Katie	7	2A	Q1-Q2
SPN111	3	Life Skills	Jankowski, Katie	8	3A	Q1-Q2
SPN111	4	Life Skills	Jankowski, Katie	9	4A	Q1-Q2
SPN111	9	Life Skills	Themistocles, Lynne	6	1A	Q1-Q2
SPN111	10	Life Skills	Themistocles, Lynne	4	2A	Q1-Q2
SPN111	11	Life Skills	Themistocles, Lynne	7	3A	Q1-Q2
SPN111	12	Life Skills	Themistocles, Lynne	5	4A	Q1-Q2
SPN111	5	Life Skills	Jankowski, Katie	11	1A	Q3-Q4
SPN111	6	Life Skills	Jankowski, Katie	13	2A	Q3-Q4
SPN111	7	Life Skills	Jankowski, Katie	12	3A	Q3-Q4
SPN111	8	Life Skills	Jankowski, Katie	14	4A	Q3-Q4
SPN175	1	VT History and Geography	Nishball, Beth	1	4A	Q2-Q2
WBL200	1	Work Based Learning	LaFrancis, Michelle	7	1A	Q1-Q2
WBL200	2	Work Based Learning	LaFrancis, Michelle	11	2A	Q3-Q4
WBL201	1	WBL Site Experience	LaFrancis, Michelle	1	1A	Q3-Q4
WLA101	1	French I	Marineau, Karine	18	3A	Q1-Q2
WLA101	2	French I	Marineau, Karine	14	4A	Q3-Q4
WLA103	1	French II	Marineau, Karine	10	1A	Q1-Q2
WLA103	2	French II	Marineau, Karine	14	1A	Q3-Q4
WLA104	1	French III	Marineau, Karine	5	4A	Q1-Q2
WLA104	2	French III	Marineau, Karine	5	2A	Q3-Q4
WLA111	1	Spanish I	Miranda-O'Neill, Myrna	11	2A	Q1-Q2

WLA111	2	Spanish I	Strong, Barbara	10	4A	Q1-Q2
WLA112	1	Spanish II	Miranda-O'Neill, Myrna	13	1A	Q1-Q2
WLA112	2	Spanish II	Miranda-O'Neill, Myrna	21	4A	Q1-Q2
WLA112	3	Spanish II	Miranda-O'Neill, Myrna	16	2A	Q3-Q4
WLA112	4	Spanish II	Miranda-O'Neill, Myrna	10	3A	Q3-Q4
WLA112	5	Spanish II	Miranda-O'Neill, Myrna	15	4A	Q3-Q4
WLA113	1	Spanish III	Strong, Barbara	9	1A	Q1-Q2
WLA113	2	Spanish III	Strong, Barbara	20	2A	Q1-Q2
WLA113	3	Spanish III	Strong, Barbara	15	1A	Q3-Q4
WLA113	4	Spanish III	Strong, Barbara	8	2A	Q3-Q4
WLA113	5	Spanish III	Strong, Barbara	11	4A	Q3-Q4
WLA201	1	French IV	Marineau, Karine	2	4A	Q1-Q2
WLA201	2	French IV	Marineau, Karine	2	2A	Q3-Q4
WLA202i	1	Ind. French V	Marineau, Karine	1	2A	Q1-Q2
WLA203	1	French VI	Marineau, Karine	1	3A	Q3-Q4
WLA210	1	Spanish IV Honors	Buzzi, David	18	2A	Q1-Q2
WLA210	2	Spanish IV Honors	Buzzi, David	13	4A	Q1-Q2
WLA210	3	Spanish IV Honors	Buzzi, David	21	1A	Q3-Q4
WLA211i	1	Ind. Spanish VI	Buzzi, David	3	4A	Q3-Q4
WLA310	1	Spanish V Honors	Buzzi, David	8	4A	Q3-Q4

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D6

1ST READING: 9/15/2016
2ND READING: 11/17/2016
ADOPTED: 11/17/2016

SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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*

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D7

1ST READING: 9/15/2016
2ND READING: 11/17/2016
ADOPTED: 11/17/16

SHS 1st Reading: 12/1/16
2nd Reading
Ratified:

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.

Legal Reference(s): 16 V.S.A. §260

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: F5

1ST READING: 9/15/2016
2ND READING: 11/17/2016
ADOPTED: 11/17/16

SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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.*

^{iv} *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: 11/17/2016
ADOPTED: 11/17/16

SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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: 11/17/2016
ADOPTED: 11/17/16

SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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.

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: F27

1ST READING: 9/15/2016
2ND READING: 11/17/2016
ADOPTED: 11/17/16

SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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 to 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

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).

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
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

⁹ See 20 U.S.C. §1232h(c)(1)(E).

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: 11/17/2016
ADOPTED: 11/17/16

SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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 2.10.

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 components in 3.2 through 3.10.

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

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.

restraint or seclusion is unresolved at the school building level, it shall be directed to the superintendent in accordance with the supervisory union's complaint processes.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: 11/17/2016
ADOPTED: 11/17/16SHS 1st Reading: 12/1/16
2nd Reading:
Ratified:

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, vivisection 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.

BARRE SUPERVISORY UNION DISTRICT #61

Barre City Elementary
and Middle School

John Pandolfo
Superintendent of Schools

Rick McCraw, M. Ed.
Director of Curriculum, Instruction,
& Assessment
Lisa Perreault
Business Manager
Donald McMahon
Special Services Director
Diane Stacy
Technology Director
Sandra Cameron M.Ed., MEd
Director of Early Education
Jamie Evans
Director of Facilities

Spaulding High School and
Barre Technical Center Campus

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

Barre Town Middle
and Elementary School

Doing whatever it takes to ensure success for every child.

November 21, 2016

TO: The Members of the Spaulding Union High School Board
RE: Superintendent's Report

Please accept the following report to the Spaulding Union High School Board:

(1) Act 46 Study Committee

- Members of Barre Town are submitting a petition for a revote. I will attach to the agenda and board packet information about the next steps for Act 46.
- The Barre SU website homepage has a link to an Act 46 page with details from each meeting as well as general resources related to Act 46 (<http://bsuvt.org/joomla/index.php/act-46>)

(2) Solar Agreement

- The latest electricity bill for SHS shows that we have begun receiving credits from the solar array.

(3) Negotiations

- The negotiations committee has met with the teacher negotiation team four times, with upcoming meetings scheduled for November 30 and December 14.
- The negotiations committee has met with the para-educator negotiation team two times, including the November 7 session when we presented a health care proposal. We meet again with the para-educator team on December 5.
- The negotiations committee presented our health care proposal to members of the custodial/maintenance negotiations team on November 7. We will be scheduling more meetings for after the new year.
- Minutes, agendas, and documents from meetings are posted on the BSU website at: <http://bsuvt.org/joomla/index.php/about-the-bsu/meetmins/2-uncategorised/42-bsunegotiations>

Respectfully Submitted,



John Pandolfo
Superintendent of Schools

December 1, 2016
Principal's Report

- **Athletics:**
The winter sports' season is warming up:
 - Calendar of events (attached) <http://shsbtc.org/athletics/SHSAthleticsSchedules.htm>
 - We are in the planning stages of adding a winter and spring spirit week – Student Council is outlining what activities and the timeline for these events.

- **Drama:**
The Drama Club's production of The Crucible was very successful – they had 474 ticket sales, which is the highest number of ticket sales for a fall performance in recent years. The students and staff did an amazing job, and we look forward to their spring performance.

- **Work Based Learning:**
 - Michelle LaFrancis presented to the Curriculum Committee on the new Work Based Learning program. (see attached materials)
 - Students have been receiving first-hand experience in areas of expressed interest including working at Barre City Elementary, Barre Town Elementary, the Granite Museum and Barre Internal Medicine.

- **Lauren Buck's Barre History Class:**
 - Students from Ms. Buck's class studied various parts of the Barre Community and self selected one particular piece of Barre History to create a promotion video.
 - Seniors Cameron Ferry and Julia Keene presented their videos to the City Council. The hope is that the videos will help promote the Barre area and inform visitors and residents of the rich history in Barre. The three videos shared with the City Council were on Hope Cemetery, the Barre Opera House and the Robert Burns and Youth Triumphant statues.



Spaulding High School

155 Ayers St.
 Barre, VT 05641
 (802) 476-4811

Since 1891, Spaulding High School has offered a quality, comprehensive education to the young adults of Barre, Vermont and surrounding towns.

CRIMSON TIDE ATHLETICS

SCHEDULES

Scroll down for the SHS Athletic GOOGLE Calendar

SCHEDULE UPDATES:

JV/Varsity Girls' BB @ Essex on Fri., Dec. 30th Start TIMES CHANGED to 5:00/6:30

	<p><u>INDOOR PRACTICES WINTER 2016-17</u></p> <p><u>ICE HOCKEY Nov. 16-26, 2016</u></p> <p><u>All Winter Teams: Nov. 28 - Dec. 10, 2016</u></p>	<p><u>INDOOR</u> Spring Practice Schedule:</p>
<p><u>Fall 2016:</u></p> <p>Posted August 2016</p>	<p><u>Winter 2016-17:</u></p> <p>Posted November 2016</p>	<p><u>Spring 2017:</u></p> <p>Posted March 2017</p>
<p><u>Field Hockey</u></p> <p>updated 8-25-16</p>	<p><u>Girls' Ice Hockey</u></p>	<p>Varsity Baseball/Softball</p>
<p><u>Cross Country</u></p> <p>updated 9-1-16</p>	<p><u>Boys' Ice Hockey</u></p>	<p>JV Baseball/Softball</p>
<p><u>Boys' Soccer</u></p>	<p><u>JV/Varsity Girls' Basketball</u></p> <p>updated 11-21</p>	<p>Boys' Lacrosse</p>

<u>Girls' Soccer</u> updated 9-6-16	<u>JV/Varsity Boys' Basketball</u>	Girls' Lacrosse
<u>JV/Varsity Football</u> <u>FOOTBALL WEBPAGE</u>	<u>FROSH (JV"B") Boys' Basketball</u>	TRACK & FIELD <u>Athletic.net Meet RESULTS</u>
	<u>Wrestling</u>	Boys'/Girls' GOLF
	<u>Indoor Track & Field</u> <u>VT Indoor Track Association</u>	Boys'/Girls' TENNIS
	Bowling	ULTIMATE

SHS Athletic Events

Today

November 2016

Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Nov 1	2	3	4	5 3:15pm JV Boys' Soccer 10am XC @ State Fi
6	7	8	9	10	11	12 6:30pm Winter Sport
13	14	15	16	17	18	19
20	21	22	23	24	25	26 11:15am Boys' Ice H 3:30pm Girls' Ice Ho
27	28	29	30	Dec 1	2	3 3pm Varsity Boys' E 3:15pm Boys' Ice Hc

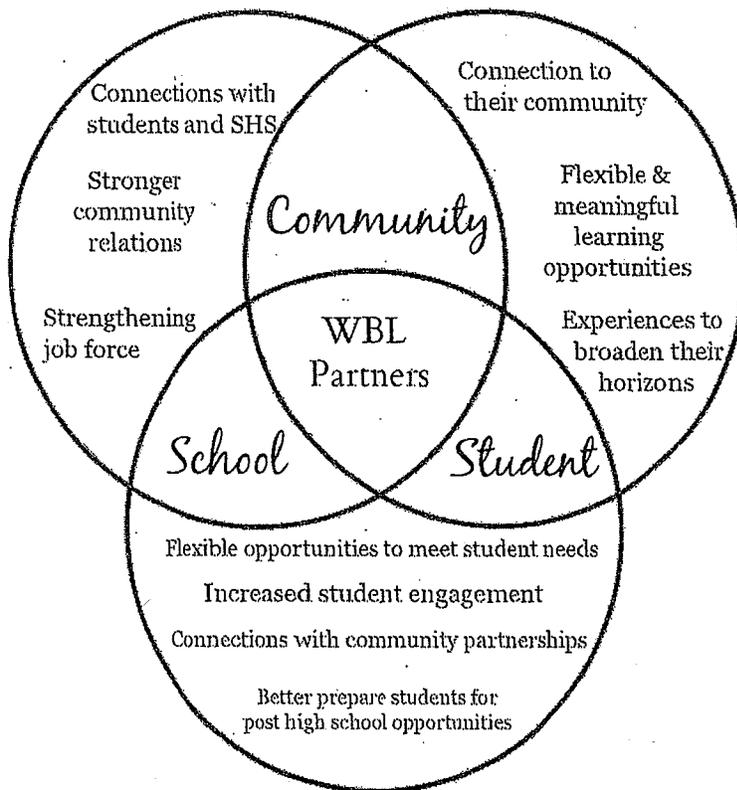
Events shown in time zone: Eastern Time

Calendar

Introduction to Work Based Learning Opportunity - WBL 200 Pilot

Introduction

Work-based learning experiences are activities that involve work experience or experiences that connect classroom learning to employment and careers. Through work-based learning experiences, educational programs become more relevant, and rewarding for students, parents, educators, and businesses.



For many, understanding 'Why do I need to know this?' provides motivation for more learning. In addition to being an essential component of good teaching and learning, work-based learning is also critical to developing Vermont's future workforce.

According to the *Vermont Agency of Education Work-Based Learning Manual*, "WBL creates opportunities for employers and schools to provide structured learning experiences to develop workplace readiness, technical skills and 21st Century Skills. It is a process that allows students to explore careers, connect with businesses, learn about the functions of an organization, and understand the relevance of their

education" (p. 10).

Thus a successful WBL experience can not exist without have the support, commitment, and involvement of the student, his/her parent or guardian, the school, and the

employer. The benefits are threefold and could not work without this particular partnership.



creating a supportive community

Work Based Learning Opportunities
 Job Shadowing Work Study Volunteering
 Internships Service Learning
 155 Avers Street Barre, Vermont 05641

WBL 200

This is an introductory course on Work Based Learning that enables students gain the necessary skills and knowledge of being a part of the work force. Topics will include Career Readiness & Professionalism in the Workplace, exposure to various work settings through the city and town of Barre, along with having the chance to participate in an activity in the nonprofit sector, and spend the remaining semester in a Work Based Learning Opportunity off site.

Open To - Grades 10 -12

Prerequisite - An Interview with Site Supervisor, Valid Driver's License, & Provide their own transportation to and from their Work Based Learning sites

Awarded Credit - 1 credit of an Elective

NCAA - not approved

Curriculum Map

Standard	Performance Indicator	Assessments
SHS Writing Power Standard #7 Writing Community Students interact as members of a reflective writing community. <u>SHS Link to K-12 Language Arts Curriculum</u>	Synthesize information from multiple texts. Use evidence/facts to support and elaborate on own ideas/opinions.	Weekly explanatory essays that document learning.
VT ED - Personal Standard	Attend school on a regular basis.	Site Supervisor Progress Report & Evaluation.

<p>Workplace Dependability and Productivity 3.14 <i>Students demonstrate dependability, productivity, and initiative.</i></p>	<p>Complete assignments or service tasks on schedule.</p> <p>Participate in classroom and group discussions.</p>	
<p>VT ED - Power Standard Global Citizenship 4f. <i>Illustrate how individuals and groups have brought about change locally, nationally, or internationally.</i></p>	<p>Participate in and contribute to the enhancement of community life.</p> <p>Take responsibility for personal decisions and actions.</p>	<p>Write an argument essay tracing the validity of community service learning and the impact that it has upon today's society.</p>
<p>Common Core - Range of Writing</p> <p>ELA-LITERACY.W.11-12.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></p>	<p>Track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Journal writing responding to and reflecting on particular themes</p> <ul style="list-style-type: none"> • Retelling of experience with detailed explanations, specific descriptors of observations • Reflections/Personal response examining own self and providing specific examples • Relates observations to classroom concepts and/or personal experiences • Analysis of experience making inferences, comprehend deeper meanings, and high level of critical thinking
<p>Common Core - Text & Types of Purposes</p> <p>ELA-LITERACY.W.11-12.2.A <i>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</i></p>	<p>Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.</p> <p>Use technology to further enhance and disseminate communication.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.</p>	<p>A Multimedia Project that showcases one's service and highlights the organization.</p>

Expectations

To participate in the Work Based Learning Pilot, students must **not** have any major disciplinary actions against them that has been filed by Administration. They must be able to demonstrate acceptable behavior at school and at the worksite. He/she must be willing to learn, be punctual, honest, courteous, and respectful. Students are expected to follow the standards of behavior of not only Spaulding High School, but also their Work Based Learning Site.

If a student acts inappropriately and demonstrates any form of misconduct, he/she will be dropped from the pilot and not earn an elective credit.

Attendance

The Work-Based Learning experience is designed to instill the importance of positive work habits and attitudes both on the job and in the classroom. The student must assume responsibility for regular attendance. Regular and prompt attendance is a major component to a student's education. Daily class participation and work habits are reinforced in the classroom and Work Based Learning Opportunity, which are important tools for developing a well rounded individual. Therefore, if students are absent or late on a regular basis, this can definitely have an impact on their academic grade, eligibility for sports and extracurricular activities, and enrollment in school.

He/she should notify one's WBL Site Supervisor and WBL Teacher about any absences as far in advance as possible. If one is ill that morning, please call the WBL Site Supervisor and WBL Teacher or have a parent call to let us know of your absence, so we can make alternate plans.

Students are expected to arrive at school on time and to attend ALL classes ALL day. This includes being present before or after one's Work Based Placement.

- Unexpected absences are considered to be evidence of undesirable work behavior and are **STRONGLY** discouraged.
- No more than 3 absences per quarter without a doctor's note or administrative permission.
- No show to work, without a phone call and/or prior approval:
First Offense – written warning
Second Offense – possible removal from the program

Responsibilities

Based upon your assigned Work Based Placement, you will be responsible for a variety of tasks, along with required course work throughout the semester. These responsibilities will be outlined between you, your parent/guardian, and the WBL Site Supervisor.

Professionalism in the Workplace

- You must comply with the dress code and wear appropriate footwear.
- You will be expected to wear a WBL Badge during your placement.
- Cell phones and personal listening devices may be used before and after school, during passing times, and during lunch, but NOT while you are at your Work Based Placement.
- You are expected to demonstrate professionalism in dealing with sensitive information and will not knowingly distribute confidential, personal, or sensitive information derived from conversations, files, and computer information to anyone.

Administrative Requirements

Before a student can participate in the WBL Pilot, he/she must have the appropriate forms signed and copies of the following documents:

- Copy of a valid driver's license, auto insurance card, and health insurance card
- Student WBL Profile Sheet
- Signed Consent Agreement Form from the student/parent/guardian
- WBL Training Agreement between student, parent, and WBL Site Supervisor
- WBL Termination Form
- Confidentiality Agreement Form

Units of Study

Unit #1: Career Readiness & Workplace

Objectives

To identify, describe and model appropriate behaviors in the workplace

To communicate effectively and confidentially in a work environment

To gain an understanding of self-image, dealing with failure, and begin to set goals and vision for the future (self assessment, using Naviance - Career Inventory)

Compare/contrast professional etiquette, professional work expectations, and interviewing techniques in various settings

Unit #2: Job Shadowing & Tours

To be exposed to potential careers, and understand the importance of researching the requirements needed to earn a position

To develop job-hunting tools, such as networking, resumes, and interviewing skills

To describe and give examples of types of business organizations that fall under service, industry, medicine, art, etc.

Unit #3: Non Profit Sector

To explain and cite examples of non profit organizations

To compare and contrast different non profit sectors and the impact they have upon community

To visit a non profit organization and design a plan of action to become a volunteer and/or ways in which one can volunteer within their community

Units #4 - #6: Field Experience Preparation & Field Work

To demonstrate an understanding of the site placement's expectations and mission

To interview the worksite supervisor about the needs of the placement and draft objectives in accordance with the standards

To create a Work Based Learning Plan in accordance with the Site Supervisor and WBL Teacher, along with documenting new learning in the form of written responses to particular prompts or media products that show growth

To evaluate and reflect upon the WBL experience by producing a report

Assessment & Evaluation

In order to obtain full credit for WBL 200 - Introduction to Work Based Learning, he/she must earn Proficiency based upon the WBL Rubric that is filled out by his/her WBL Teacher and the WBL Site Supervisor, along with completing a variety of assignments that meet the standards.

Work-based skills to be emphasized and practiced fall under these five broad categories: Application of Academic Knowledge and Skills
Application of Industry-Focused Knowledge and Technical Skills
Career Knowledge and Navigation Skills

**Central VT Career Center
Board Report
Penny Chamberlin, Director
December 1, 2016**

- 1) Open House was very successful, we estimate that we had over 300 students, parents and community members present.
- 2) We have resolved the question about state tax in relation to our in house businesses and our services and products we provide as part of our educational system. As a result of our audit report, we were asked to research how to handle the state tax issue with a business being run within a non-profit school. Over the past two weeks we have built in to our system a 6% tax on cosmetology products and auto parts. Therefore, as customers have work completed on their vehicles in our Automotive Program, we collect a 6% state sales tax and as our Cosmetology customers purchase product from our salon, we are collecting a 6% state sales tax on those sales. Quarterly we will be sending Vermont the 6% sales tax we have collected. We are now in full compliance with all findings from the 2015-16 Audit Report.
- 3) Our Building Trades, Electrical and Plumbing Programs will be working with TLC (Tender Loving Care) who purchased the Care Net building at the end of Crimson Tide Way and Ayers Street. We have held one meeting with Roslyn Haldane, CEO of TLC and will be taking a tour of the space. Once we receive the construction timeline, the program instructors will determine the scope of work they will be able to take part in on this project. TLC is preparing the space to be Barre's first Hospice Home. Our students and teachers are looking forward to giving back to the community.
- 4) Out of 153 students, only 3 were at risk of failing at the beginning of October with grades of "D"
- 5) Our Center will be undergoing a Civil Rights Compliance visit from the Agency of Education in February/March. We are in the process of reviewing the extensive checklist. A full report will come to the board upon the completion of the review.
- 6) November 10th (1:00-3:00) and 11th (8:00-3:00) Professional Development was very productive! Our instructors worked on completing multiple lessons in math and science, created rubrics for those lessons and are well on their way to finalizing which proficiencies a student would meet upon the completion of our programs. We are very excited by the work our teachers have already done and are looking forward to seeing final products in May/June.
- 7) The Data Team had its first meeting October 17th. The team is working with Lauren Demers on creating a CVCC tab within Infinite Campus to hold all of our data. We are in the process of field development within the database and Lauren hopes to have a model ready to review in December/January.
- 8) Our Culinary students cooked 11 turkeys for Washington County Youth Service Bureau/Boys & Girls Club's community Thanksgiving dinner!
- 9) Jon Winston and Stefanie Seng have been training the Program Ambassadors for help with recruitment. Twenty four ambassadors attended the Skills USA Leadership Conference at the Vt State House on November 9th. They have been preparing to assist CVCC Staff with Open House in November and recruitment visits to our sending high schools in December and January.

Spaulding High School
Facilities Meeting
Minutes of April 19, 2015
SHS Library 4pm

Committee Members Present

- Ed Rouse – Chair
- John Santorello
- Patty Meriam
- Jamie Evans
- Jeff Norway

- 1) Call to order
- 2) Additions and/or Deletions to Agenda
- 3) Approval of Minutes (none)
- 4) Jamie Evans – sprinkler system update; 8 contractors came to a site visit, only 1 submitted bid, (waiver from State to accept bid), awarded to Tri-State Sprinkler. Big project, short time frame, 4 phases. Simplex provided the electrical quote, \$5,500 for fire alarm wiring, includes testing annually.
- 5) Patty Meriam – SHS Auditorium Renovation Project (Wish List). Patty delivered a detailed outline of all aspects of upgrades (see attached). Discussion included fund raising by SHS Foundation to start a Capital Campaign for this project.
- 6) Summer Projects – Jamie Evans, 1 of last two science rooms, 2nd half of cafeteria tile floors, replace uni-vent heaters. Roughly \$200,000 budgeted for these projects. Nurses room, adding an exam room and renovating a bit. Painting projects, cleaning, parking lot lines, other summer maintenance.
- 7) CVCC reconfiguration – voice & data, air conditioning, heating, security doors, plumbing, (see sheet for complete list as budgeted). Possible to combine BCC work with sprinkler system work to save a few bucks. \$131,427 budgeted
- 8) Motion to adjourn; Jeff Norway, 2nd Jamie Evans, adjourned at 6pm.

Respectfully submitted,
Edmond G. Rouse

Spaulding High School
Facilities Meeting
Minutes of November 1, 2016
SHS Library 4pm

Committee Members Present

- Ed Rouse – Chair
- Jamie Evans – Facilities Director
- Andre Desserau
- Luke Aither
- Jason Derner – Assistant Director, CVCC

- 1) Call to order, 4:05
- 2) Additions and/or Deletions to Agenda, Luke added sale of CareNet building, new owners request for use of SHS land for their employee parking.
- 3) Approval of Minutes of April 19, 2016
- 4) Jamie Evans – CVCC Remodel update, first phase done, HVAC, hard wall offices are up, wiring, phone & data, sprinkler, fire alarms, plumbing, asbestos chalkboard removed. 2nd phase being reevaluated. New external entrance, ADA compliant, to become MAIN ENTRANCE with SRO (school resource officer). Waiting for revised quote, work to be done, plan to finish in Summer 2017. Old space is now classrooms, utilized for student support, adult education coordinator, Old human services material sold off to new Montessori School and Barre Town School.
- 5) Athletic Fields – Little League field converted to SHS women’s softball, material for the infield dirt is needed (infield grass removed). JV Soccer plays in outfield of baseball field. Mens and womens soccer games, 1 each, were played under the lights at Pendo Field. Discussed future athletic field layout plans in Master Plan; can potentially affect more students than installing an artificial turf football field.
- 6) Luke Aither - NEW AGENDA ITEM – CareNet building was sold and being transformed into a hospice house, private non-profit outfit. They requested use of the corner entrance for parking. VSBIT concerns? Should we lease/rent? Our property line goes right up to the building (part of the handicap ramp is on SHS property). They are proposing a 24-hr business with ongoing tight security, possibly a good neighbor with some potential for CVCC human services opportunities.
- 7) SECURITY CAMERAS – quality has gone up, prices have come down. Now a dedicated line item in the budget, cameras are now digital versus analog and provide a night and day difference in quality. Officer Tony, our SRO, was able to press charges on someone who damaged a car in the parking lot across because he could identify the license plate and culprit. Cameras are located at each MAIN entrance and they have 5 new digital 180 degree wireless cameras.

- 8) **SUMMER PROJECTS** – cafeteria floor tile is done, new lights, ceiling tiles, cameras, cafeteria looks great and the kids are enjoying it. Cafeteria renovation is complete. Science Room #111 completely renovated; gas lines with safety valves on work stations, new floor, lights, paint. Replaced all the UNI-Vent heaters along Science Hallway, more efficient and running great. Nurses Room, painted, new lights, ceiling tiles, sinks, cabinets, nicely renovated. All ground floor trade shops now have new sprinkler system. Picked up from where they left off in Building Trades. Tri-State Sprinkler did a great job, 3 weeks in and out, now State Fire Marshall compliant. New sprinklers are tied into Fire Alarm System, annual contract for testing included. \$168,000 project
- 9) Discussion about the crumbling granite shed across the river, owner contacted Jamie about selling property to SHS, \$1 million was price tag. Dave Lacroix knows the guy and will negotiate when appropriate. New propane tank buried out front of school, old one was not compliant.
- 10) Jason Derner referenced the Agency of Education is planning a Compliance Monitoring Inspection soon to check SHS for ADA Laws and see if we are compliant.
- 11) New Digital Message board approved by finance committee, installation in front of school to replace existing sign. Waiting for City to pass new ordinance to approve installation of Electronic Message Boards in the city. \$14,400 approved by finance committee and Dave Lacroix will oversee the new granite block to mount the new sign.
- 12) Rouse made Motion to adjourn; 2nd Jamie Evans, adjourned at 5:30.

Respectfully submitted,

Edmond G. Rouse

Spaulding High School
Facilities Meeting
Minutes of November 1, 2016
SHS Library 4pm

Committee Members Present

Ed Rousse – Chair

Jamie Evans – Facilities Director

Andre Desserau

Luke Aither

Jason Derner – Assistant Director, CVCC

DRAFT

- 1) Call to order, 4:05
- 2) Additions and/or Deletions to Agenda, Luke added sale of CareNet building, new owners request for use of SHS land for their employee parking.
- 3) Approval of Minutes of April 19, 2016
- 4) Jamie Evans – CVCC Remodel update, first phase done, HVAC, hard wall offices are up, wiring, phone & data, sprinkler, fire alarms, plumbing, asbestos chalkboard removed. 2nd phase being reevaluated. New external entrance, ADA compliant, to become MAIN ENTRANCE with SRO (school resource officer). Waiting for revised quote, work to be done, plan to finish in Summer 2017. Old space is now classrooms, utilized for student support, adult education coordinator, Old human services material sold off to new Montessori School and Barre Town School.
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- 12) Rouse made Motion to adjourn; 2nd Jamie Evans, adjourned at 5:30.

Respectfully submitted,

Edmond G. Rouse

**SPAULDING HIGH SCHOOL
FINANCE COMMITTEE MEETING
Barre Supervisory Union – 1st Floor Conference Room
October 26, 2016 - 4:30 p.m.**

MINUTES

COMMITTEE MEMBERS PRESENT:

- David LaCroix – Chair
- Jaime Evans, Facilities Director
- Penny Chamberlin, Director Central Vermont Career Center
- Paul Malone
- Donald McMahon, Special Services Director – arrived at 4:43 p.m.
- Lisa Perrault, Business Manager
- Brenda Waterhouse, Principal

GUESTS PRESENT:

1. Call to Order

The Chair, Mr. LaCroix, called the Wednesday, October 26, 2016, Finance Committee meeting to order at 4:31 p.m., which was held at the Barre Supervisory Union First Floor Conference Room.

2. Additions and/or Deletions to the Agenda

None.

3. Approval of Minutes – September 28, 2016 Finance Committee Meeting

On a motion by Mr. Malone, seconded by Ms. Chamberlin, the Committee unanimously voted to approve the Minutes of the September 28, 2016 Finance Committee meeting.

4. SHS School Sign Funding Discussion

Mrs. Waterhouse began the discussion, advising that she has viewed a demonstration of a scrolling message board. The cost of the message board is approximately \$14,000. This particular model has a 3 year warranty, dims after dark, and has remote access, allowing for updates at any time. The life span of the message board is 20 to 30 years. Mr. Evans will research whether or not an extended warranty is available. Mr. LaCroix is working with a granite company to build a stand or pillars for the sign. Mr. Evans advised that wiring is already in place. The City Ordinance regarding lighted message boards is in the process of being revised and the City hopes to expedite the process and have a revised ordinance approved by February 2017. The application for erecting the sign is complete and will be submitted as soon as the ordinance is revised. SHS may need to apply for a waiver regarding the timeframe for scrolling of messages. It is believed that the ordinance will have a 20 second requirement. A 6 to 8 second timeframe is more reasonable. Though the cost of this project is below the \$15,000 threshold, multiple vendors were contacted for pricing. Mrs. Waterhouse is requesting that the project be funded with gate receipts. Gate receipts from last year totaled \$9,800. It is believed that this year's receipts are similar or higher. On a motion by Mr. Malone, seconded by Ms. Chamberlin, the Committee unanimously voted to utilize gate receipt monies to fund the cost of the digital light display with granite columns, which will be installed, with City approval, in the spring of 2017, at a cost of approximately \$14,375.

5. Scholarship Discussion

Mrs. Perreault advised that the Deep Corey scholarship fund was overspent by SHS and will need to be made whole by SHS. Recipients were to receive only interest/proceeds from the fund. Auditors have been consulted and the account will be replenished. The Committee was advised that the Deep Corey Trust specifically named the Spaulding Board to oversee the Trust. Mr. LaCroix will speak with the attorney for the Scholarship Fund Committee to determine what steps need to be taken to change management from SHS to the Scholarship Fund Committee. Ms. Chamberlin advised that the Milford/Leonard fund allows for two \$3,500 scholarships. Ms. Chamberlin would like the Scholarship Committee to research whether the scholarship amount can be increased for the 2017 awards. Mr. Malone will check the balance and inform Ms. Chamberlin regarding the Scholarship Committee's decision. The Scholarship Committee is considering increasing the scholarship amount of the Reynold's scholarships. Tom Semprebon has transferred funds from another management firm, giving the Scholarship Committee authorization to manage the money for the Semprebon scholarships.

The next meeting of the Scholarship Committee is December 6, 2016.

6. FY'17 Budget Development Discussion

The SHS and CVCC FY 17 Expenditure Reports were distributed. Pages 4 – 8 of the BSU FY 17 Budget Report were distributed (Special Education). Mrs. Perreault advised that due to contractual reasons, para-educators are still charged to SHS. The Committee

reviewed the reports, with Mrs. Perreault answering questions for specific line items. The Committee agreed that it would be beneficial for the reports to contain notations that explain why specific line items are budgeted as they are.

7. FY'18 Budget Development Discussion

A revised version of the 'Spaulding High School / CVCC Proposed FY18 BUDGET Considerations' document (dated 10/26/16) was distributed. Concern was raised over the impact of unfunded State mandates under Act 77. Proficiency Based Learning, Flexible Pathways, Personalized Learning Plans, Work Based Learning, etc., all have costs associated with them. Some of these initiatives have substantial costs. There is concern and frustration regarding State Mandates that have no funding associated with them.

Mrs. Waterhouse has serious concerns that students will be expected to transport themselves to outside work sites. Additional costs associated with Work Based Learning and the Phoenix Program, are expected to total \$175,000. In the past year, approximately half of the student applicants were turned down due to insufficient staffing. Mr. Malone believes there should be push back on the State and Legislators regarding the lack of funding for required programs. Ms. Chamberlin provided a brief overview of the CVCC budget considerations, and reiterated her concern regarding the cost for Flexible Pathways, and the number of students who will want the program.

8. Other Business

None.

9. Next Meeting Date

The next meeting will be held on November 30, 2016 at 4:30 p.m. in the first floor conference room at the Supervisory Union.

Future Agenda Items:

First Draft of Budget

Updates from Scholarship Fund Committee

10. Adjournment

On a motion by Mr. Malone, seconded by Mr. Evans, the Committee unanimously voted to adjourn at 6:20 p.m.

Respectfully submitted,

Andrea Poulin

8.5

Spaulding UHS and CVCC SHS EXPENSE BUDGET STATUS REPORT

Report # 38906

Statement Code: BOARD SHS

Account Number / Description	ADOPTED	Y-T-D	ENCUMB	REMAING
	BUDGET	EXPENSES		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
1100 Direct Instruction	\$3,967,484	\$1,053,500	\$2,477,434	\$436,550
1300 Tech Ed Instruction	\$1,148,551	\$386,105	\$0	\$762,446
1410 Co-Curricular	\$53,075	\$22,523	\$0	\$30,552
1413 Drama	\$0	\$1,301	\$0	\$(1,301)
1420 Athletics	\$436,446	\$150,703	\$97,446	\$188,297
2120 Guidance Services	\$583,432	\$175,845	\$344,285	\$63,302
2130 Health Services	\$106,382	\$30,366	\$74,156	\$1,860
2190 Other Support Services - Students	\$120,428	\$87,105	\$115,922	\$(82,599)
2210 CURRICULUM	\$0	\$(22)	\$0	\$22
2212 Staff Support Services	\$35,394	\$2,784	\$0	\$32,610
2220 Library Services	\$139,999	\$35,904	\$82,718	\$21,377
2225 TECHNOLOGY	\$143,582	\$53,769	\$19,988	\$69,825
2310 SCHOOL BOARD	\$28,157	\$7,517	\$5,498	\$15,142
2312 Board Secretary / Clerk Services	\$3,300	\$0	\$0	\$3,300
2313 Board Treasurer Services	\$446	\$0	\$0	\$446
2314 Election Services	\$380	\$0	\$0	\$380
2321 Office of the Superintendent	\$453,322	\$188,884	\$264,438	\$0
2410 Principal's Office	\$584,048	\$256,544	\$344,488	\$(16,984)
2490 School Resource Officer	\$50,817	\$0	\$50,187	\$630
2523 Fiscal Services	\$43,500	\$0	\$0	\$43,500
2600 FACILITIES	\$1,335,202	\$534,936	\$559,151	\$241,115
2720 Athletic Transportation	\$70,000	\$20,190	\$0	\$49,810
2721 Co-Curricular Transportation	\$3,000	\$372	\$0	\$2,628
3200 Enterprise Operations	\$0	\$4,635	\$0	\$(4,635)
5100 Bond Proceeds	\$322,000	\$340,678	\$0	\$(18,678)

Spaulding UHS and CVCC SHS EXPENSE BUDGET STATUS REPORT

Report # 38906

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	REMAING BALANCE 7/1/2016 - 6/30/2017
1200 SPECIAL ED INSTR	\$2,429,227	\$635,300	\$2,031,915	\$(237,988)
2149 Other Psychological Services	\$0	\$1,095	\$0	\$(1,095)
2150 SLP Services	\$533,790	\$53,294	\$480,496	\$0
2420 Special Ed Administration	\$130,608	\$39,779	\$124,065	\$(33,236)
2600 FACILITIES	\$5,800	\$0	\$0	\$5,800
2711 TRANSPORTATION	\$16,000	\$13,574	\$2,426	\$0
1200 SPECIAL ED INSTR	\$0	\$14,748	\$39,887	\$(54,635)
2420 Special Ed Administration	\$0	\$418	\$0	\$(418)
Class: Expense	\$12,744,370	\$4,111,847	\$7,114,500	\$1,518,023
GRAND TOTAL	\$12,744,370	\$4,111,847	\$7,114,500	\$1,518,023

Spaulding UHS and CVCC CVCC EXPENSE BUDGET STATUS REPORT

Report # 38907

Statement Code: BOARD CVCC

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	REMAING BALANCE 7/1/2016 - 6/30/2017
1200 SPECIAL ED INSTR	\$71,373	\$18,819	\$50,953	\$1,601
1300 Tech Ed Instruction	\$1,699,741	\$493,860	\$966,081	\$239,800
1410 Co-Curricular	\$18,291	\$4,056	\$0	\$14,235
2120 Guidance Services	\$82,035	\$16,896	\$41,619	\$23,520
2130 Health Services	\$23,353	\$6,557	\$16,266	\$530
2212 Staff Support Services	\$1,625	\$0	\$0	\$1,625
2220 Library Services	\$30,870	\$7,769	\$18,109	\$4,992
2225 TECHNOLOGY	\$118,152	\$47,612	\$1,898	\$68,642
2310 SCHOOL BOARD	\$6,182	\$1,700	\$943	\$3,539
2312 Board Secretary / Clerk Services	\$725	\$0	\$0	\$725
2313 Board Treasurer Services	\$98	\$0	\$0	\$98
2314 Election Services	\$84	\$0	\$0	\$84
2321 Office of the Superintendent	\$97,077	\$40,449	\$56,628	\$0
2410 Principal's Office	\$440,823	\$165,061	\$232,764	\$42,998
2490 School Resource Officer	\$9,148	\$0	\$9,148	\$0
2523 Fiscal Services	\$9,000	\$0	\$0	\$9,000
2600 FACILITIES	\$240,819	\$180,532	\$121,288	\$(61,001)
2711 TRANSPORTATION	\$8,800	\$473	\$0	\$8,327
5100 Bond Proceeds	\$70,597	\$74,783	\$0	\$(4,186)
Class: Expense	\$2,928,793	\$1,058,567	\$1,515,697	\$354,529
GRAND TOTAL	\$2,928,793	\$1,058,567	\$1,515,697	\$354,529