

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

**SHS Library
February 2, 2017
6:00 p.m. - Regular Meeting**

AGENDA

1. Call to Order
2. Additions or Deletions to the Agenda
3. Visitors and Communication
4. Consent Agenda
 - 4.1 January 5, 2017 Regular School Board Meeting Minutes
5. New Business
 - 5.1 AP US Government Student Presentation on Inauguration
 - 5.2 Audit Presentation
 - 5.3 First Reading Class Size Policy (G14)
 - 5.4 First Reading Federal Child Nutrition Act Wellness Policy (F28)
 - 5.5 Rescind Scholarship Funds Investment Policy (DFA)
 - 5.6 Resignation
6. Old Business
 - 6.1 Approval of Warning for March 6, 2017 SUHS District Annual Meeting
 - 6.2 Second and Final Reading Student Conduct and Discipline Policy (F1)
 - 6.3 Second and Final Reading Student Alcohol and Drugs Policy (F7)
 - 6.4 Second and Final Reading Firearms Policy (F21)
 - 6.5 Second and Final Reading Student Attendance Policy (F25)
 - 6.6 Proficiency Based Learning Follow-Up
 - 6.7 Act 46 Update
 - 6.8 Labor Relations Agreements
 - 6.9 Board Positions for March
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 Agreements
 - 10.2 Student Matter
 - 10.3 Personnel
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

March 29, 2017
March 1 & 15, 2017
March 13, 2017
March 16, 2017

4, 1

**SPAULDING HIGH SCHOOL
REGULAR BOARD MEETING**
Spaulding High School – Library
January 5, 2017 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Carlotta Simonds-Perantoni - Chair
David LaCroix - Vice Chair
Joe Blakely – Clerk – arrived at 6:06 p.m.
Lucas Herring
Ed Rousse

BOARD MEMBERS ABSENT:

Anthony Folland
J. Guy Isabelle

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Brenda Waterhouse, Principal
Penny Chamberlin, Director, Central Vermont Career Center
Jason Derner, Assistant Director, Central Vermont Career Center
Lisa Perrault, Business Manager

GUESTS PRESENT:

Video Vision Tech Dave Delcore – Times Argus Julia Arguin

1. Call to Order

The Chair, Mrs. Perantoni, called the Thursday, January 5, 2017, Regular meeting to order at 6:05 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

Add 5.7 Approval of Warning for Annual Meeting. This item will be discussed after Agenda Item 6.9

3. Visitors and Communication

None.

4. Consent Agenda

4.1 Approval of Minutes – October 13, 2016 Tri-Board Meeting

On a motion by Mr. Herring, seconded by Mr. LaCroix, the Board unanimously voted to approve, as amended, the Minutes of the October 13, 2016 Tri-Board Meeting.

4.2 Approval of Minutes – December 1, 2016 Regular Meeting

On a motion by Mr. Herring, seconded by Mr. Blakely, the Board unanimously voted to approve the Minutes of the December 1, 2016 Regular Meeting.

5. New Business

5.1 First Reading Student Conduct and Discipline Policy (F1)

Copies of policies referenced in Agenda Items 5.1 through 5.4 were distributed. Mr. Pandolfo advised that these policies have been adopted by the Supervisory Union Board. Brief discussion was held.

On a motion by Mr. Herring, seconded by Mr. Rousse, the Board unanimously voted to approve the policies referenced in Agenda Items 5.1 through 5.4 (the Student conduct and Discipline Policy, the Student Alcohol and Drugs Policy, the Firearms Policy, and the Student Attendance Policy) (F1, F7, F21, and F25).

5.2 First Reading Student Alcohol and Drugs Policy (F7)

Approved under Agenda Item 5.1.

5.3 First Reading Firearms Policy (F21)

Approved under Agenda Item 5.1.

5.4 First Reading Student Attendance Policy (F25)

Approved under Agenda Item 5.1.

5.5 FY '18 Tuition Rate

A document titled 'SHS / CVCC FY18 Announced Tuition' was distributed. The proposed Announced Tuition for SHS for FY18 is \$14,424. This is the same amount as the Announced Tuition for the years 2017 and 2016. The proposed Announced Tuition for CVCC for FY18 is \$13,469. This is higher than the Announced Tuitions for 2017 and 2016, \$12,350, and \$12,090 respectively. It was noted that the Announced Tuition is an estimate on the cost per pupil, based on expenses. It the cost per pupil is 3% more or 3% less than the Announced Tuition, SHS/CVCC will need to reimburse, or be reimbursed by the sending district.

On a motion by Mr. Rousse, seconded by Mr. Herring, the Board unanimously voted to approve the Announced Tuition Rates as presented; \$14,424 for SHS and \$13,469 for CVCC.

5.6 School Choice

Two documents were distributed; a copy of 'V.S.A. § 822a Public high school choice', and a copy of the 'Agreement to Join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2017 - 2018 School Year Under Act 129 (SEC. 34§ 822d 2A)'. Mr. Pandolfo provided a brief overview, advising that SHS students who are sent to other schools are still counted in our pupil count, and that the 'money doesn't follow students to other schools'. Mr. Pandolfo advised regarding Mr. Isabelle's concerns relating to school choice, which may be a non-issue, given that money does not follow the student. It was noted that last year, 12 students came to SHS, and as of March 2016, 17 SHS students went to other schools. **On a motion by Mr. Herring, seconded by Mr. Blakely, the Board unanimously agreed to approve signing of the Agreement to Join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2017 - 2018 School Year.**

5.7 Approval of Warning for Annual Meeting

This Agenda Item was discussed after discussion of Agenda Item 6.9 (FY18 Budget). Two documents were distributed; a copy of the Spaulding Union High School District #41 Warning for March 7, 2017 Vote, and a copy of the Spaulding Union High School District #41 Annual Meeting Warning for March 6, 2017. Brief discussion was held.

On a motion by Mr. Blakely, seconded by Mr. Rousse, the Board unanimously voted to approve as presented, the Spaulding Union High School District #41 Warning for March 7, 2017 Vote.

On a motion by Mr. Rousse, seconded by Mr. LaCroix, the Board unanimously voted to approve as presented, the Spaulding Union High School District #41 Annual Meeting Warning for March 6, 2017.

Board Members were encouraged to pursue individuals who may be interested in filling the following positions; moderator, clerk, treasurer, and auditor.

6. Old Business

6.1 Second and Final Reading Substitute Teachers Policy (D6)

Copies of policies referenced in Agenda Items 6.1 through 6.8 were distributed. It was noted that the majority of the policies slated for ratification are required policies, and that all of these policies have been approved by the Supervisory Union Board. All policies can be viewed on-line.

On a motion by Mr. Herring, seconded by Mr. Rousse, the Board unanimously voted to approve the second and final readings of the policies referenced in Agenda Items 6.1 through 6.8 (Substitute Teachers Policy, Volunteers and Work Study Students Policy, Education Records Policy, Limited English Proficiency Students Policy, Participation of Home Study Students Policy, Pupil Privacy Rights Policy, Use of Restraint and Seclusion Policy, and the Animal Dissection Policy) and agreed to ratify said policies; (D6, D7, F5, F19, F23, F27, C23, and G13).

6.2 Second and Final Reading Volunteers and Work Study Students Policy (D7)

Approved under Agenda Item 6.1.

6.3 Second and Final Reading Education Records Policy (F5)

Approved under Agenda Item 6.1.

6.4 Second and Final Reading Limited English Proficiency Students Policy (F19)

Approved under Agenda Item 6.1.

6.5 Second and Final Reading Participation of Home Study Students Policy (F23)

Approved under Agenda Item 6.1.

6.6 Second and Final Reading Pupil Privacy Rights Policy (F27)

Approved under Agenda Item 6.1.

6.7 Second and Final Reading Use of Restraint and Seclusion Policy (C23)

Approved under Agenda Item 6.1.

6.8 Second and Final Reading Animal Dissection Policy (G13)

Approved under Agenda Item 6.1.

6.9 FY '18 Budget

Four documents were distributed; the SHS/CVCC FY18 Budget Considerations document (revised 12/28/16), the BTMES and BCEMS Comparative Tax Rate Calculations for Budget Years 2017-2018 documents, and a document containing screen shots for the draft of the Power Point Presentation for the SHS/ CVCC Proposed FY18 Budget (dated 12/28/16). Two additional documents, revised Power Point screen shots, were distributed. Mr. LaCroix read a prepared statement regarding budget development, including an overview of budget planning sessions, new expenses related to State mandated programs, increases in salaries and benefits, and loss of State grants. After administrative reductions, the proposed budget increase was reduced from 5.5% to 3.49%. The Finance Committee believes the proposed budget is fair and reasonable, and was prepared in a cost conscious manner balancing quality of education with consideration for tax payers in the communities. It was noted that SHS has one of the lowest cost per pupil rates in the state. Mr. LaCroix provided an overview of the SHS/CVCC Proposed FY18 budget document and the Power Point presentation documents. Mrs. Perantoni expressed her appreciation to the Finance Committee, Administrators, and Business Manager for their efforts in creating the budget.

6.10 Act 46

Two documents were distributed; a copy of the approved Warning for 'Vote for Reconsideration of the November 8, 2016 Vote on the Formation of the Barre Unified Union School District', and a copy of the 'CERTIFICATION OF FINAL VOTE' for the Barre City Article I Act 46, November 8, 2016 vote. The revote in Barre Town is warned for January 31, 2017. Polls will be open from 7:00 a.m. until 7:00 p.m. Absentee ballots have been sent to those who submitted absentee ballots in November. Absentee ballots are available to any other registered voter who would like to receive one. Mrs. Perantoni expressed her hope that voters will become truly informed prior to voting, advising that she believes too many individuals had misconceptions prior to the November vote. Act 46 information is available on the SU web site, as well as at various Town sites. It was noted that a positive vote would result in significant tax savings over the next 3 years.

6.11 Labor Relations

Mr. Pandolfo distributed a revised copy of the 'Proposal Status' report for teachers. Mr. Pandolfo reminded Board Members that 'TA'd' refers to items that have been tentatively agreed to. Mr. Pandolfo advised that the next negotiation meeting with teachers has been scheduled for January 17, 2017. The Negotiation Committee met with para-educators on December 5, 2016, and plan to meet again the week of January 8, 2017. The Negotiation Committee has been in contact with custodial/maintenance personnel, and will be scheduling meetings for late January or early February 2017. All information pertaining to negotiations can be found on the BSU web site.

6.12 March School Board Elections

There are currently 3 Board seats that will be up for election; Two 3 year terms (Mrs. Perantoni's (BT) seat and Mr. Blakely's (BC) seat), and one 1 year term (Mr. Herring's (BC) seat). Interested parties, including those running for re-election should submit petitions to the appropriate City/Town Clerk before the deadline. Each petition must contain the signatures of at least 30 registered voters. Mrs. Perantoni encouraged community members to consider running for a board seat, advising that she felt privileged to serve over the years and found her involvement to be most rewarding.

7. Other Business

Mr. Herring advised regard the upcoming Penguin Plunge. This event, which raises funds for Special Education programs, will be held on February 4, 2017. Participants, volunteers, and donations are all needed. There is a link to the team page on the SU website. Additional promotion will be performed. Mrs. Perantoni volunteered to recruit student participants.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendent's report dated December 28, 2016 was distributed. The report included information pertaining to; action relating to the Act 46 Committee and the upcoming re-vote, the status of negotiations, and scheduling of a Legislative Breakfast. Mr. Pandolfo highlighted the Legislative Breakfast, which is currently in the planning stages for late January or early February. This event assists with becoming informed regarding legislation relating to education. Dates currently being considered are; 01/23/17, 01/30/17, and 02/06/17.

8.2 Principal

The Principal's Report dated January 5, 2017 was distributed. The report contains information pertaining to; Athletics, Staff Highlights, the Proficiency Based Grading Parent Forum, and the Final Assessment Schedule (for the end of the first semester). A copy of the SHS First Semester Final Assessments document was distributed. A copy of a flier 'Support Our Winter Teams', was also distributed. The Winter Team Fundraiser involves the sale of luminaria bags to honor loved ones who have battled with cancer. The community display of the luminaria bags will occur on Friday, January 27, 2017, at the boys' basketball game. Mrs. Waterhouse highlighted the luminary challenge and encouraged community members to support this fund raiser. Additionally, Mrs. Waterhouse announced the upcoming delivery of new trophy cases (resulting from efforts by the Alumni Association and the Spaulding Foundation), Brad Miller's AP Government students' 01/19/17 – 01/20/17 trip to Washington, DC to attend the Presidential Inauguration Ceremony, and the recent acceptance of Shannon Brodie, Parker Nolan, and David Toborg, into the All New England Music Festival. These students will travel to Norwalk, CT in March to rehearse and perform in a Festival Concert, which includes concert chorus, concert band, and orchestra with students from all over the New England area.

8.3 CVCC Director

Ms. Chamberlin advised regarding an upcoming Building Trades trip to Louisiana. This 10 day trip, involving 7 students and 2 adults, will take place in early March. Additionally, Ms. Chamberlin advised regarding preparation for the National Technical Center Honor Society and second quarter assessments.

8.4 Committee Reports

Policy Committee – Minutes from the December 5, 2016 Meeting were distributed.

Curriculum Committee – Minutes from the December 12, 2016 Meeting were distributed.

Finance Committee – Minutes from the December 7, 2016 and December 21, 2016 Meetings were distributed.

Facilities Committee – The next meeting date is to be announced.

8.5 Financials

No action.

8.6 Student Representatives

Ms. Arguin advised regarding Drama Club auditions, final exams for semester 1 (01/11/17 and 01/12/17), and various fund raisers. It was noted that there will be no school for students on Monday, January 16, 2017. This day will be used for Staff Development.

9. Future Agenda Items and Upcoming Committee Meetings

Future Agenda Items include:

Student Presentation on the Washington, DC trip
March 6, 2017 Annual Meeting

Additional items should be forwarded to Mrs. Perantoni or Mr. Pandolfo

Policy Committee – Monday, February 6, 2017 at 5:00 p.m.

Curriculum Committee – Monday, January 9, 2017 at 3:00 p.m. in the SHS Library

Finance Committee – To be announced.

Facilities Committee – To be announced.

Act 46 – Tentative Schedule: Thursday, January 12, 2017 and Thursday, February 9, 2017 at 5:30 p.m.

10. Executive Session as Needed

10.1 Superintendent's Evaluation

10.2 Personnel

Items proposed for discussion in Executive Session include the Superintendent's Evaluation and a Personnel Issue.

On a motion by Mr. Rousse, seconded by Mr. Herring, 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. Herring, the Board unanimously voted to enter into Executive Session at 7:41 p.m., with Mr. Pandolfo in attendance for the Personnel Issue, under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

On a motion by Mr. Rousse, seconded by Mr. LaCroix, the Board unanimously voted to exit Executive Session at 8:13 p.m.

11. Adjournment

On a motion by Mr. Herring, seconded by Mr. Rousse, the Board unanimously voted to adjourn at 8:14 p.m.

Respectfully submitted,
Andrea Poulin

DRAFT

**Mudgett
Jennett &
Krogh-Wisner, P.C.**
Certified Public Accountants #435

December 5, 2016

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

In connection with audit engagements, we are required by auditing standards generally accepted in the United States of America to communicate certain matters with those charged with governance. The term "those charged with governance" means the persons with responsibility for overseeing the strategic direction of the entity and obligations related to the accountability of the entity, for example the Board of Education (the Board) or a designated Board officer or committee. This communication is provided in connection with our audit of the financial statements of the Spaulding Union High School District #41 and Central Vermont Career Center (the District) as of and for the year ended June 30, 2016.

These standards require us to communicate with you any matters related to the financial statement audit that are, in our professional judgment, significant and relevant to your responsibilities in overseeing the financial reporting process. They also set the expectation that our communication will be two way, and that the Board or their designee will communicate with us matters you consider relevant to the audit. Such matters might include strategic decisions that may significantly affect the nature, timing, and extent of audit procedures.

This letter summarizes those matters which we are required by professional standards to communicate to you in your oversight responsibility for the District's financial reporting process.

Auditor's Responsibility under Professional Standards

Our responsibility under auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States was described in our arrangement letter dated May 12, 2016.

An Overview of the Planned Scope and Timing of the Audit

The scope of the audit was also described in our arrangement letter dated May 12, 2016. The audit was conducted in October and November 2016; our exit conference with management was held on November 30, 2016. Draft copies of the financial statements and audit reports were provided to management in December 2016.

Accounting Practices

- **Adoption of, or Change in, Accounting Policies**

Management and the Board have ultimate responsibility for the appropriateness of the accounting policies used by the District. Management has implemented Governmental Accounting Standards Board (GASB) Statement No. 72, *Fair Value Measurement and Application*, for the year ended June 30, 2016.

- **Significant or Unusual Transactions**

We did not identify any significant or unusual transactions or accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

- **Alternative Treatments Discussed with Management**

We did not discuss with management any alternative treatments within accounting principles generally accepted in the United States of America for accounting policies and practices related to material items during the current audit period.

Accounting Estimates

Accounting estimates are an integral part of the preparation of financial statements and are based upon management's current judgment. The process used by management encompasses their knowledge and experience about past and current events and certain assumptions about future events. The significant accounting estimates reflected in the District's 2016 financial statements are depreciation expense and the State of Vermont's estimate of the net pension expense for the State Teachers' Retirement System of Vermont.

Audit Adjustments

During the audit we proposed five adjustments to the original trial balance provided for audit. In addition, management provided twelve adjustments to correct various accounts identified throughout fieldwork and to record additional accruals identified after year end. A copy of the audit adjustments is available upon request.

Management accepted the proposed adjustments and those changes are reflected in the 2016 financial statements. The significant effects of these adjustments were to (1) correct accrued salaries and accrued compensated absences, (2) correct interest and accrued interest payable, (3) adjust capital asset balances and record depreciation expense, and (4) adjust inventory.

Disagreements with Management

We encountered no disagreements with management over the application of significant accounting principles, the basis for management's judgments on any significant matters, the scope of the audit, the significant disclosures to be included in the financial statements, or other matters.

Consultations with Other Accountants

We are not aware of any consultations that management may have had with other accountants about accounting or auditing matters.

Significant Issues Discussed with Management

We did not have correspondence with management regarding significant issues arising from the audit. We have discussed accounting matters relating to the District's accounting estimates and audit adjustments.

Difficulties Encountered in Performing the Audit

We did not encounter any difficulties during the audit.

Spaulding Union High School District #41 and
Central Vermont Career Center
December 5, 2016
Page 3

Material Weakness

We identified no material weaknesses in the District's system of internal control.

Certain Written Communications between Management and Our Firm

Management provided written representations in connection with the audit in a letter to our firm dated December 5, 2016. A copy of this letter is available upon your request.

This report is intended solely for the information and use of the Board of Education and management and is not intended to be and should not be used by anyone other than these specified parties. It will be our pleasure to respond to any questions you have regarding this letter. We appreciate the opportunity to be of service to the District.

Very truly yours,
Mudgett, Jennett & Krogh-Wisner, P.C.

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

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
BARRE, VERMONT**

**FINANCIAL STATEMENTS
JUNE 30, 2016
AND
INDEPENDENT AUDITOR'S REPORTS**

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER**

JUNE 30, 2016

TABLE OF CONTENTS

	<u>Page(s)</u>
Independent Auditor's Report	1 - 2
Management's Discussion and Analysis	3 - 8
Basic Financial Statements:	
Government-wide Financial Statements -	
Government-wide Statement of Net Position	9
Government-wide Statement of Activities.....	10
Fund Financial Statements -	
Balance Sheet - Governmental Funds.....	11 - 12
Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds.....	13 - 16
Statement of Revenues and Expenditures - Budget and Actual - General Fund.....	17
Statement of Revenues and Expenditures - Budget and Actual - Central Vermont Career Center Fund.....	18
Statement of Net Position - Proprietary Funds	19
Statement of Revenues, Expenses and Changes in Net Position - Proprietary Funds	20
Statement of Cash Flows - Proprietary Funds	21
Statement of Net Position - Fiduciary Funds	22
Statement of Change in Net Position - Fiduciary Funds.....	23
Notes to Financial Statements.....	24 - 34
Compliance:	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	35 - 36
Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by Uniform Guidance	37 - 38
Schedule of Expenditures of Federal Awards.....	39
Notes to Schedule of Expenditures of Federal Awards	40
Schedule of Findings and Questioned Costs.....	41
Status of Prior Audit Findings	41

INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund and the aggregate remaining fund information of the Spaulding Union High School District #41 and Central Vermont Career Center (the District) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of the Spaulding Union High School

District #41 and Central Vermont Career Center as of June 30, 2016, and the respective changes in financial position and, where applicable, cash flows thereof and the respective budgetary comparisons for the General Fund and Central Vermont Career Center Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance) is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2016, on our consideration of the District's internal control over financial reporting; on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements; and on other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Montpelier, Vermont
December 5, 2016

Mudgett, Jennett &
Krug-Weiss, P.C.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2016**

Our discussion and analysis of Spaulding Union High School District #41 and Central Vermont Career Center's (the District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2016. Please read it in conjunction with the District's financial statements.

Financial Highlights

- The District's net position increased by \$258,337, or approximately 4.8%, as a result of this year's operations compared to an increase of \$585,233 in the prior year.
- The total cost of all of the District's programs was \$18,645,985 in 2016 compared to \$17,960,444 in 2015.
- The General Fund reported a decrease in fund balance this year of \$227,733 compared to a decrease of \$216,559 last year.
- The total combined fund balance for the General Fund and Central Vermont Career Center Fund was a surplus of \$629,108 as of June 30, 2016. This total fund balance is comprised of \$403,020 in the General Fund and \$226,088 in the Central Vermont Career Center Fund.
- The Grant Funds reported an increase of \$1,806 for the 2016 fiscal year, increasing the restated fund balance from \$18,158 to \$19,964.
- The Food Service Fund reported an increase of \$61,004 for the 2016 fiscal year, increasing the restated fund balance from \$45,508 to \$106,512.
- The Capital Projects Fund reported a decrease of \$58,203, decreasing the fund balance from \$321,699 to \$263,496.
- The Tax Stabilization Fund reported an increase of \$116,871, increasing the fund balance from \$393,746 to \$510,617.

Using This Annual Report

This annual report consists of a series of financial statements. The Government-wide Statement of Net Position and the Government-wide Statement of Activities provide information about the activities of the District as a whole and present a longer-term view of the District's finances. The governmental fund financial statements, the Balance Sheet - Governmental Funds, the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds, and the Statements of Revenues and Expenditures - Budget and Actual, provide information about the District's governmental funds. These statements tell how these services were financed in the short term as well as what remains for future spending. Fund financial statements also report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. The Statement of Net Position - Proprietary Funds, the Statement of Revenues, Expenses and Changes in Net Position - Proprietary Funds and the Statement of Cash Flows - Proprietary Funds report the District's operations in more detail than the government-wide statements by providing information about the District's two proprietary funds. The remaining statements, the Statement of Net Position - Fiduciary Funds and the Statement of Change in Net Position - Fiduciary Funds, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside the government.

Reporting the District as a Whole

The financial statements of the District as a whole are provided in the Government-wide Statement of Net Position and the Government-wide Statement of Activities. One of the most important questions asked about the District's finances is, "Is the District as a whole better off or worse off as a result of the year's activities?"

The Government-wide Statement of Net Position and the Government-wide Statement of Activities report information about the District as a whole and about its activities in a way that helps answer this question. These statements include all assets and liabilities using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and change in net position. You can think of the District's net position, the difference between assets and liabilities, as one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. You will need to consider other non-financial factors, however, such as changes in the District's property tax base and the condition of the District's capital assets, to assess the overall health of the District.

The District's primary services are reported in the governmental activities. They include regular and special education for Spaulding High School and Central Vermont Career Center, support services, administrative services, buildings and grounds, transportation, food services, interest on long-term debt and other activities. The education spending grant, charges for services and grants finance most of these activities.

The District has identified the Spaulding High School Foundation, LTD. (SHS Foundation) as a discretely presented component unit in accordance with GASB Statement No. 61, *The Financial Reporting Entity: Omnibus*. Component units are legally separate entities that are included in the District's financial statements due to fiscal dependency or common management. In the case of the SHS Foundation, it is a legally separate nonprofit entity. The relationship between the SHS Foundation and the District includes a financial benefit, as the intent of the SHS Foundation is to support the District. The SHS Foundation is reported in a separate column in the District's government-wide financial statements.

Reporting the District's Most Significant Funds

The financial statements of the District's major governmental funds are reflected in the fund financial statements. The fund financial statements provide detailed information about the most significant funds, not the District as a whole. Some funds are required to be established by state law and by bond covenants. However, the School Board establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money [like grants received from the State of Vermont Agency of Education (AOE)].

Governmental Funds

All of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called the modified accrual basis of accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. We describe the relationship (or differences) between governmental activities (as reported in the Government-wide Statement of Net Position and the Government-wide Statement of Activities) and governmental funds (as reported in the Balance Sheet - Governmental Funds and the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds) in reconciliations for each governmental fund financial statement.

Proprietary Funds

Proprietary funds are used to account for business-type activities in the government-wide financial statements. The District's proprietary funds are the Adult Education Fund and the Building Trades Fund.

The District as Agent

The District is responsible for other assets that, because of a trust arrangement, can be used only for the trust beneficiaries. The District is also the fiscal agent for funds held for various District related activities. All of the District's fiduciary activities are reported in separate statements, the Statement of Net Position - Fiduciary Funds and the Statement of Change in Net Position - Fiduciary Funds. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

The District as a Whole

The District's net position increased by \$258,337 from a year ago, increasing from \$5,419,115 to \$5,677,452.

Our analysis below focuses on the change in the components of net position (Table 1) and changes in net position (Table 2) of the District's activities.

Table 1
Net Position

	<u>2016</u>	<u>2015</u>	<u>Net Change</u>
Current assets	\$2,907,157	\$2,550,701	\$ 356,456
Capital assets	<u>7,374,894</u>	<u>7,531,877</u>	<u>(156,983)</u>
Total assets	<u>10,282,051</u>	<u>10,082,578</u>	<u>199,473</u>
Long-term debt outstanding	3,085,039	3,460,000	(374,961)
Other liabilities	<u>1,519,560</u>	<u>1,203,463</u>	<u>316,097</u>
Total liabilities	<u>4,604,599</u>	<u>4,663,463</u>	<u>(58,864)</u>
Net position:			
Net investment in capital assets	4,242,541	4,026,512	216,029
Restricted	1,107,835	537,789	570,046
Unrestricted	<u>327,076</u>	<u>854,814</u>	<u>(527,738)</u>
Total net position	<u>\$5,677,452</u>	<u>\$5,419,115</u>	<u>\$ 258,337</u>

Unrestricted net position, the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements, decreased from \$854,814 at June 30, 2015 to \$327,076, a decrease of \$527,738.

Table 2
Changes in Net Position

	<u>2016</u>	<u>2015</u>	<u>Net Change</u>
REVENUES			
Program revenues:			
Grants and contributions	\$5,562,306	\$5,360,653	\$ 201,653
Charges for services	1,328,935	1,250,330	78,605
Other sources	91,719	104,130	(12,411)
General revenues:			
Education Spending Grant	11,872,423	11,778,379	94,044
Interest earned	<u>48,939</u>	<u>52,185</u>	<u>(3,246)</u>
Total revenues	<u>18,904,322</u>	<u>18,545,677</u>	<u>358,645</u>

	<u>2016</u>	<u>2015</u>	<u>Net Change</u>
PROGRAM EXPENSES			
Education	16,876,060	16,299,591	576,469
State, federal and local programs	434,543	408,488	26,055
Child Nutrition	1,123,499	1,122,175	1,324
Capital projects	1,878	884	994
Adult education	38,288	18,130	20,158
Building trades program	64,552	16,341	48,211
Interest on long-term debt	<u>107,165</u>	<u>94,835</u>	<u>12,330</u>
Total program expenses	<u>18,645,985</u>	<u>17,960,444</u>	<u>685,541</u>
Increase (decrease) in net position	<u>\$ 258,337</u>	<u>\$ 585,233</u>	<u>\$ (326,896)</u>

The major change in revenues from 2015 to 2016 was an increase in grants and contributions of \$201,653, which was offset by the increase in the Education program expense of \$576,469.

Government-wide Activities

Table 3 presents the cost of each of the District's programs as well as each program's net cost (total cost less revenue generated by the activities). The net cost shows the financial burden that was placed on the state's taxpayers by each of these functions.

Table 3

	<u>2016</u>		<u>2015</u>	
	<u>Total Cost of Services</u>	<u>Net Cost of Services</u>	<u>Total Cost of Services</u>	<u>Net Cost of Services</u>
Education	\$16,876,060	\$11,637,017	\$16,299,591	\$11,318,545
State, federal and local programs	434,543	(9,655)	408,488	(6,711)
Child Nutrition	1,123,499	(58,478)	1,122,175	17
Capital projects	1,878	1,878	884	(156,196)
Adult education	38,288	(14,215)	18,130	(21,400)
Building trades program	64,552	(687)	16,341	16,241
Interest on long-term debt	<u>107,165</u>	<u>107,165</u>	<u>94,835</u>	<u>94,835</u>
Totals	<u>\$18,645,985</u>	<u>\$11,663,025</u>	<u>\$17,960,444</u>	<u>\$11,245,331</u>

The District's Funds

As the District completed the year, its governmental funds (as presented in the Balance Sheet - Governmental Funds) reported a combined fund balance of \$1,529,697, which is an increase of \$25,949 from last year's total balance of \$1,503,748. Total fund balance is comprised of \$403,020 in the District's General Fund, \$226,088 in the Central Vermont Career Center Fund, \$19,964 in the Grant Funds, \$106,512 in the Food Service Fund, \$263,496 in the Capital Projects Fund, and \$510,617 in the Tax Stabilization Fund.

Over the course of the year, the District's administrators monitor actual results compared to budget. Monthly financial reports reviewed by the School Board served as the vehicle for monitoring the budget for the fiscal year.

General Fund Budgetary Highlights

Please see the Statement of Revenues and Expenditures - Budget and Actual - General Fund which shows where variances arose during the year. General Fund revenues were less than expenditures and other financing uses by \$227,733 for the year. Budget to actual variances in shared services wage reimbursements revenue and shared services wages expenditure are directly related to each other and offsetting. Other variances between budgeted and actual revenues and expenditures have been reviewed by management and are considered acceptable.

Central Vermont Career Center Fund Budgetary Highlights

Please see the Statement of Revenues and Expenditures - Budget and Actual - Central Vermont Career Center Fund which shows where variances arose during the year. Central Vermont Career Center Fund revenues were more than expenditures by \$132,204 for the year. Variances between budgeted and actual revenues and expenditures have been reviewed by management and are considered acceptable.

Capital Assets and Debt Administration

Capital Assets

At June 30, 2016, the District had \$7,327,530 invested in a broad range of governmental activities capital assets that include land, school buildings and improvements, and equipment and vehicles, net of accumulated depreciation (see Table 4 below). This amount represents a net decrease of \$157,806 from last year.

Table 4
Capital Assets at Year-End
(Net of Accumulated Depreciation)

	<u>2016</u>	<u>2015</u>	<u>Change</u>
Land	\$ 16,122	\$ 16,122	\$ -
Construction in progress	-	3,090,637	(3,090,637)
Buildings and improvements	6,941,025	3,962,217	2,978,808
Equipment and vehicles	<u>370,383</u>	<u>416,360</u>	<u>(45,977)</u>
Totals	<u>\$7,327,530</u>	<u>\$7,485,336</u>	<u>\$ (157,806)</u>

Current year additions consisted of the following:

Buildings and improvements	\$ 3,390,052
Equipment and vehicles	<u>108,526</u>
Totals	<u>\$ 3,498,578</u>

At year end the District also had \$47,364 invested in business-type activities capital assets, consisting of the in process FY16 house construction.

Debt

At year-end, the District had \$3,085,039 in governmental activities long-term debt outstanding versus \$3,460,000 last year, a net decrease of \$374,961, as shown in Table 5.

Table 5
Outstanding Debt at Year-End

	<u>2016</u>	<u>2015</u>	Increase (Decrease)
Vermont Municipal Bond Bank -			
1996 Series 1 (December 2016)	\$ 140,000	\$ 280,000	\$ (140,000)
2002 Series 1 (December 2019)	20,000	25,000	(5,000)
2001 Series 1 (December 2021)	130,000	155,000	(25,000)
Capital improvement note	<u>2,795,039</u>	<u>3,000,000</u>	<u>(204,961)</u>
	<u>\$3,085,039</u>	<u>\$3,460,000</u>	<u>\$ (374,961)</u>

At year end, the District had \$47,314 in notes payable outstanding in the business-type activities related to the in process FY16 house construction.

Economic Factors and Next Year's Budgets and Rates

The State of Vermont continues to address property tax relief measures while introducing cost containment solutions that have impacted the current FY17 budget and will have an impact on the budget development for FY18. Budget development for FY17 presented challenges with ACT 46 cost containment rules which were consequently repealed after the development and approval of the FY17 budgets. The first Act 46 merger vote failed in Barre Town but passed in Barre City. A revote is scheduled for January 31, 2017 to merge the Barre Community to a Unified School District. In addition, declining enrollment resulted in reduction in force in the FY17 budget.

In FY17 the Barre Supervisory Union and its member districts are in full compliance with Act 153. All special education staff and services are budgeted in the Supervisory Union. Due to the current contract for paraeducators, we were unable to transfer employment of paraeducators to the Supervisory Union; however, they are budgeted there and these expenses will be reduced from the budgeted assessment. Transportation is also fully funded by the Barre Supervisory Union. The Barre Supervisory Union Board voted to contract with an outside service provider for transportation for special education to eliminate the existing disparate methods of transportation as recommended by the AOE.

The Affordable Care Act continues to challenge districts. The Business and Human Resources offices continue to stay informed by attending trainings, participating in webinars, and attending workshops offered by Vermont Education Health Initiative and Vermont School Boards Insurance Trust.

Contacting the District's Financial Management

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Manager at the Barre Supervisory Union at 120 Ayers Street, Barre, VT 05641.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
GOVERNMENT-WIDE STATEMENT OF NET POSITION
JUNE 30, 2016**

	<u>Primary Government</u>			<u>Component Unit</u>
	<u>Governmental</u>	<u>Business-type</u>	<u>Totals</u>	<u>Spaulding</u>
	<u>Activities</u>	<u>Activities</u>		<u>High School</u>
				<u>Foundation, LTD.</u>
ASSETS:				
Current assets -				
Cash and cash equivalents	\$ 2,565,654	\$ -	\$ 2,565,654	\$ 14,428
Accounts receivable	93,788	-	93,788	-
Inventory	17,542	-	17,542	-
Prepaid expenses	4,963	-	4,963	-
Due from fiduciary funds	1,000	-	1,000	-
Due from (to) other activities	7,625	(7,625)	-	-
Due from other districts	224,210	-	224,210	-
Total current assets	<u>2,914,782</u>	<u>(7,625)</u>	<u>2,907,157</u>	<u>14,428</u>
Noncurrent assets -				
Capital assets	16,196,973	47,364	16,244,337	-
less - accumulated depreciation	<u>(8,869,443)</u>	<u>-</u>	<u>(8,869,443)</u>	<u>-</u>
Total noncurrent assets	<u>7,327,530</u>	<u>47,364</u>	<u>7,374,894</u>	<u>-</u>
Total assets	<u>10,242,312</u>	<u>39,739</u>	<u>10,282,051</u>	<u>14,428</u>
LIABILITIES:				
Current liabilities -				
Accounts payable	411,452	2,171	413,623	-
Accrued expenses	973,633	-	973,633	-
Notes payable	-	47,314	47,314	-
Current portion of long-term debt	<u>360,870</u>	<u>-</u>	<u>360,870</u>	<u>-</u>
Total current liabilities	<u>1,745,955</u>	<u>49,485</u>	<u>1,795,440</u>	<u>-</u>
Noncurrent liabilities -				
Accrued compensated absences	84,990	-	84,990	-
Long-term debt	<u>2,724,169</u>	<u>-</u>	<u>2,724,169</u>	<u>-</u>
Total noncurrent liabilities	<u>2,809,159</u>	<u>-</u>	<u>2,809,159</u>	<u>-</u>
Total liabilities	<u>4,555,114</u>	<u>49,485</u>	<u>4,604,599</u>	<u>-</u>
NET POSITION:				
Net investment in capital assets	4,242,491	50	4,242,541	-
Restricted	1,107,835	-	1,107,835	14,428
Unrestricted	<u>336,872</u>	<u>(9,796)</u>	<u>327,076</u>	<u>-</u>
Total net position	<u>\$ 5,687,198</u>	<u>\$ (9,746)</u>	<u>\$ 5,677,452</u>	<u>\$ 14,428</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016**

	Program Revenues			Net (Expense) Revenue and Changes in Net Position			
	Expenses	Grants and Contributions	Charges for Services	Other	Governmental Activities	Business-type Activities	Totals
							Component Unit Spaulding High School Foundation, LTD.
FUNCTIONS/PROGRAMS:							
Governmental activities -							
Education - High School	\$ 14,155,173	\$ 3,465,636	\$ 187,020	\$ 50,038	\$ (10,452,479)	\$ -	\$ -
Education - Career Center	2,720,887	735,059	763,718	37,572	(1,184,538)	-	-
State, federal and local programs	434,543	444,198	-	-	9,655	-	-
Child Nutrition	1,123,499	894,850	287,118	9	58,478	-	-
Capital projects	1,878	-	-	-	(1,878)	-	-
Interest expense	105,996	-	-	-	(105,996)	-	-
Total governmental activities	18,541,976	5,539,743	1,237,856	87,619	(11,676,758)	-	-
Business-type activities -							
Adult education	38,288	22,563	25,940	4,000	-	14,215	-
Building trades	64,552	-	65,139	100	-	687	-
Interest expense	1,169	-	-	-	-	(1,169)	-
Total business-type activities	104,009	22,563	91,079	4,100	-	13,733	-
Total primary government	\$ 18,645,985	\$ 5,562,306	\$ 1,328,935	\$ 91,719	(11,676,758)	13,733	-
Component unit	\$ 865	\$ 7,044	\$ -	\$ -	-	-	\$ 6,179
GENERAL REVENUES - EDUCATION SPENDING GRANT					11,872,423	-	-
- INVESTMENT INCOME					48,939	-	-
					11,921,362	-	-
CHANGE IN NET POSITION					244,604	13,733	6,179
NET POSITION, July 1, 2015					5,442,594	(23,479)	8,249
NET POSITION, June 30, 2016					\$ 5,687,198	\$ (9,746)	\$ 14,428

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
BALANCE SHEET - GOVERNMENTAL FUNDS**

JUNE 30, 2016

(Page 1 of 2)

	General Fund	Central Vermont Career Center Fund	Grant Funds	Food Service Fund	Capital Projects Fund	Tax Stabilization Fund	Totals Governmental Funds
ASSETS							
Cash and cash equivalents	\$ 2,505,030	\$ -	\$ -	\$ 60,624	\$ -	\$ -	\$ 2,565,654
Accounts receivable	82,694	800	10,294	-	-	-	93,788
Inventory	-	-	-	17,542	-	-	17,542
Prepaid expenditures	3,663	1,300	-	-	-	-	4,963
Due from other funds	-	268,499	20,352	-	263,496	510,617	1,062,964
Due from other districts	-	86	5,275	252,408	-	-	257,769
Total assets	\$ 2,591,387	\$ 270,685	\$ 35,921	\$ 330,574	\$ 263,496	\$ 510,617	\$ 4,002,680
LIABILITIES AND FUND EQUITY							
LIABILITIES:							
Accounts payable	\$ 350,487	\$ 28,613	\$ 10,682	\$ 21,670	\$ -	\$ -	\$ 411,452
Accrued expenditures	952,374	15,984	5,275	-	-	-	973,633
Due to other funds	851,947	-	-	202,392	-	-	1,054,339
Due to other districts	33,559	-	-	-	-	-	33,559
Total liabilities	2,188,367	44,597	15,957	224,062	-	-	2,472,983
FUND EQUITY:							
Fund balances -							
Nonspendable	3,663	1,300	-	17,542	-	-	22,505
Restricted	-	224,788	19,964	88,970	-	-	333,722
Committed	-	-	-	-	263,496	510,617	774,113
Unassigned	399,357	-	-	-	-	-	399,357
Total fund balances	403,020	226,088	19,964	106,512	263,496	510,617	1,529,697
Total liabilities and fund equity	\$ 2,591,387	\$ 270,685	\$ 35,921	\$ 330,574	\$ 263,496	\$ 510,617	\$ 4,002,680

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
BALANCE SHEET - GOVERNMENTAL FUNDS**

JUNE 30, 2016

(Page 2 of 2)

**RECONCILIATION OF THE BALANCE SHEET - GOVERNMENTAL FUNDS
TO THE GOVERNMENT-WIDE STATEMENT OF NET POSITION:**

Amount reported on Balance Sheet - Governmental Funds - total fund balances	\$ 1,529,697
Amounts reported for governmental activities in the Government-wide Statement of Net Position are different because -	
Capital assets used in governmental funds are not financial resources and are therefore not reported in the funds.	
Capital assets	16,196,973
Accumulated depreciation	(8,869,443)
Long-term liabilities not due and payable in the current period are not reported in the funds.	
Accrued compensated absences	(84,990)
Long-term debt	<u>(3,085,039)</u>
Net position of governmental activities - Government-wide Statement of Net Position	\$ <u>5,687,198</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

(Page 1 of 4)

	General Fund	Central Vermont Career Center Fund	Grant Funds	Food Service Fund	Capital Projects Fund	Tax Stabilization Fund	Totals Governmental Funds
REVENUES:							
Education spending grant	\$ 10,421,897	\$ 1,450,526	\$ -	-	-	\$ -	\$ 11,872,423
Intergovernmental - State	3,373,790	724,449	29,274	19,484	-	-	4,146,997
- Federal	91,846	-	412,988	855,357	-	-	1,360,191
Tuition	187,020	688,940	-	-	-	-	875,960
Food sales	-	-	-	287,118	-	-	287,118
Shared services wage reimbursements	11,063	-	-	-	-	-	11,063
Facility rental	20,860	-	-	-	-	-	20,860
Local grants and contributions	-	10,610	1,936	20,009	-	-	32,555
Daycare	-	22,779	-	-	-	-	22,779
Cosmetology	-	5,763	-	-	-	-	5,763
Culinary	-	15,284	-	-	-	-	15,284
Automotive	-	30,952	-	-	-	-	30,952
Interest	21,051	-	-	29	10,988	16,871	48,939
Miscellaneous	18,115	37,572	-	9	-	-	55,696
Total revenues	14,145,642	2,986,875	444,198	1,182,006	10,988	16,871	18,786,580
EXPENDITURES:							
High School instruction	5,990,139	-	-	-	-	-	5,990,139
Vocational instruction	-	1,503,239	-	-	-	-	1,503,239
Special education	3,692,498	68,645	-	-	-	-	3,761,143
Co-curricular activities	53,402	18,556	-	-	-	-	71,958
Drama	5,096	-	-	-	-	-	5,096
Athletics	543,802	-	-	-	-	-	543,802
Guidance	560,335	85,315	-	-	-	-	645,650
Health services	99,807	21,673	-	-	-	-	121,480

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

(Page 2 of 4)

EXPENDITURES (CONTINUED):

	General Fund	Central Vermont Career Center Fund	Grant Funds	Food Service Fund	Capital Projects Fund	Tax Stabilization Fund	Totals Governmental Funds
Junior ROTC	210,143	-	-	-	-	-	210,143
Curriculum services	3,253	-	11,274	-	-	-	14,527
Staff support	44,467	3,253	-	-	-	-	47,720
Library services	136,174	28,403	-	-	-	-	164,577
Technology	84,996	85,761	-	-	-	-	170,757
Board of Education	42,614	142,437	-	-	-	-	185,051
Office of the Superintendent	453,322	97,077	-	-	-	-	550,399
Office of the Principal	578,314	-	-	-	-	-	578,314
Office of the Director	-	433,941	-	-	-	-	433,941
School police officer	29,957	-	-	-	-	-	29,957
Operation and maintenance	1,063,659	232,587	-	-	1,878	-	1,298,124
Consolidated federal programs	-	-	183,854	-	-	-	183,854
IDEA B	-	-	857	-	-	-	857
Medicaid	-	-	38,327	-	-	-	38,327
Other grants	-	-	4,484	-	-	-	4,484
Perkins basic grant	-	-	175,655	-	-	-	175,655
Vocational tech grants	-	-	20,092	-	-	-	20,092
Child Nutrition	-	-	-	1,111,384	-	-	1,111,384
Shared services wages	11,063	-	-	-	-	-	11,063
Capital outlay	321,028	57,107	7,849	9,618	12,339	-	407,941
Debt service - Principal	307,468	67,493	-	-	-	-	374,961
- Interest	41,838	9,184	-	-	54,974	-	105,996
Total expenditures	<u>14,273,375</u>	<u>2,854,671</u>	<u>442,392</u>	<u>1,121,002</u>	<u>69,191</u>	<u>-</u>	<u>18,760,631</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

(Page 3 of 4)

	General Fund	Central Vermont Career Center Fund	Grant Funds	Food Service Fund	Capital Projects Fund	Tax Stabilization Fund	Totals Governmental Funds
EXCESS OF REVENUES OR (EXPENDITURES)	(127,733)	132,204	1,806	61,004	(58,203)	16,871	25,949
OTHER FINANCING SOURCES (USES):							
Interfund transfers in (out), net	(100,000)	-	-	-	-	100,000	-
NET CHANGE IN FUND BALANCES	(227,733)	132,204	1,806	61,004	(58,203)	116,871	25,949
FUND BALANCES, July 1, 2015, as restated	630,753	93,884	18,158	45,508	321,699	393,746	1,503,748
FUND BALANCES, June 30, 2016	\$ 403,020	\$ 226,088	\$ 19,964	\$ 106,512	\$ 263,496	\$ 510,617	\$ 1,529,697

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

(Page 4 of 4)

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE GOVERNMENT-WIDE STATEMENT OF ACTIVITIES:**

Net change in fund balances - total governmental funds	\$ 25,949
Amounts reported for governmental activities in the Government-wide Statement of Activities are different because -	
Governmental funds report capital outlays as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.	
Additions to capital assets, net of dispositions	394,706
Depreciation	(552,512)
The issuance of long-term debt (bonds, leases, etc.) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction has any effect on net position.	
Debt service - principal paid on long-term debt	374,961
Changes in accrued compensated absences accumulated by employees will increase or decrease the liability reported in the government-wide statements, but are only recorded as an expenditure when paid in the governmental funds.	
Decrease in accrued compensated absences	<u>1,500</u>
Change in net position of governmental activities - Government-wide Statement of Activities	\$ <u>244,604</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES AND EXPENDITURES -
BUDGET AND ACTUAL - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2016**

	Original and Final Budget	Actual (Budgetary Basis)	Variance Over (Under)
REVENUES:			
Education spending grant	\$ 10,280,413	\$ 10,421,897	\$ 141,484
Intergovernmental - State	1,699,932	2,469,194	769,262
- Federal	-	91,846	91,846
Tuition	125,000	187,020	62,020
Shared services wage reimbursements	-	11,063	11,063
Facility rental	8,000	20,860	12,860
Interest	19,750	21,051	1,301
Miscellaneous	7,500	18,115	10,615
Fund balance carryforward	400,000	-	(400,000)
Total revenues	<u>12,540,595</u>	<u>13,241,046</u>	<u>700,451</u>
EXPENDITURES:			
Instruction	4,859,930	5,085,543	225,613
Special education	3,157,869	3,692,498	534,629
Co-curricular activities	52,726	53,402	676
Drama	-	5,096	5,096
Athletics	505,972	543,802	37,830
Guidance	542,604	560,335	17,731
Health services	98,663	99,807	1,144
Junior ROTC	105,055	210,143	105,088
Curriculum services	2,125	3,253	1,128
Staff support	44,085	44,467	382
Library services	146,225	136,174	(10,051)
Technology	187,942	144,295	(43,647)
Board of Education	159,691	42,614	(117,077)
Office of the Superintendent	453,322	453,322	-
Office of the Principal	572,443	578,314	5,871
School police officer	35,937	29,957	(5,980)
Operation and maintenance	1,316,306	1,325,388	9,082
Shared services wages	-	11,063	11,063
Debt service - Principal	307,248	307,468	220
- Interest	100,480	41,838	(58,642)
Total expenditures	<u>12,648,623</u>	<u>13,368,779</u>	<u>720,156</u>
EXCESS OF REVENUES OR (EXPENDITURES)	(108,028)	(127,733)	19,705
OTHER FINANCING SOURCES (USES):			
Interfund transfers in (out), net	108,028	(100,000)	(208,028)
NET CHANGE IN FUND BALANCE	\$ <u>-</u>	\$ <u>(227,733)</u>	\$ <u>(227,733)</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES AND EXPENDITURES -
BUDGET AND ACTUAL - CENTRAL VERMONT CAREER CENTER FUND
FOR THE YEAR ENDED JUNE 30, 2016**

	Original and Final <u>Budget</u>	Actual (Budgetary Basis)	Variance Over (Under)
REVENUES:			
Education spending grant	\$ 1,456,533	\$ 1,450,526	\$ (6,007)
Intergovernmental - State	726,633	724,449	(2,184)
Tuition	689,345	688,940	(405)
Local grants and contributions	-	10,610	10,610
Daycare	23,000	22,779	(221)
Cosmetology	10,000	5,763	(4,237)
Culinary	45,000	15,284	(29,716)
Automotive	-	30,952	30,952
Miscellaneous	-	37,572	37,572
Total revenues	<u>2,950,511</u>	<u>2,986,875</u>	<u>36,364</u>
EXPENDITURES:			
Instruction	1,696,733	1,539,120	(157,613)
Special education	68,981	68,645	(336)
Co-curricular activities	18,291	18,556	265
Guidance	86,481	85,315	(1,166)
Health services	21,656	21,673	17
Staff support	1,625	3,253	1,628
Library services	32,099	28,403	(3,696)
Technology	118,152	101,784	(16,368)
Board of Education	35,681	142,437	106,756
Office of the Superintendent	97,077	97,077	-
Office of the Director	439,939	433,941	(5,998)
Operation and maintenance	244,294	237,790	(6,504)
Debt service - Principal	67,445	67,493	48
- Interest	22,057	9,184	(12,873)
Total expenditures	<u>2,950,511</u>	<u>2,854,671</u>	<u>(95,840)</u>
EXCESS OF REVENUES OR (EXPENDITURES)/NET CHANGE IN FUND BALANCE	\$ <u>-</u>	\$ <u>132,204</u>	\$ <u>132,204</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF NET POSITION - PROPRIETARY FUNDS
JUNE 30, 2016**

	Adult Education <u>Fund</u>	Building Trades <u>Fund</u>	Totals Proprietary <u>Funds</u>
ASSETS:			
Capital assets, net	\$ <u>-</u>	\$ <u>47,364</u>	\$ <u>47,364</u>
LIABILITIES:			
Accounts payable	1,978	193	2,171
Notes payable	-	47,314	47,314
Due to other funds	<u>1,331</u>	<u>6,294</u>	<u>7,625</u>
Total liabilities	<u>3,309</u>	<u>53,801</u>	<u>57,110</u>
NET POSITION:			
Net investment in capital assets	-	50	50
Unrestricted	<u>(3,309)</u>	<u>(6,487)</u>	<u>(9,796)</u>
Total net position	\$ <u>(3,309)</u>	\$ <u>(6,437)</u>	\$ <u>(9,746)</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF REVENUES, EXPENSES AND CHANGES
IN NET POSITION - PROPRIETARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

	Adult Education <u>Fund</u>	Building Trades <u>Fund</u>	Totals Proprietary <u>Funds</u>
OPERATING REVENUES:			
Intergovernmental - State	\$ 22,563	\$ -	\$ 22,563
Tuition	25,940	-	25,940
Building Trades house sales	-	65,139	65,139
Miscellaneous	<u>4,000</u>	<u>100</u>	<u>4,100</u>
Total operating revenues	<u>52,503</u>	<u>65,239</u>	<u>117,742</u>
OPERATING EXPENSES:			
Adult education	38,288	-	38,288
Building Trades house construction	<u>-</u>	<u>64,552</u>	<u>64,552</u>
Total operating expenses	<u>38,288</u>	<u>64,552</u>	<u>102,840</u>
OPERATING INCOME (LOSS)	14,215	687	14,902
NONOPERATING REVENUES (EXPENSES):			
Interest expense	<u>-</u>	<u>(1,169)</u>	<u>(1,169)</u>
OPERATING INCOME (LOSS)/ CHANGE IN NET POSITION	14,215	(482)	13,733
NET POSITION, July 1, 2015	<u>(17,524)</u>	<u>(5,955)</u>	<u>(23,479)</u>
NET POSITION, June 30, 2016	\$ <u>(3,309)</u>	\$ <u>(6,437)</u>	\$ <u>(9,746)</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF CASH FLOWS - PROPRIETARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

	<u>Adult Education Fund</u>	<u>Building Trades Fund</u>	<u>Totals Proprietary Funds</u>
CASH FLOWS FROM OPERATING ACTIVITIES:			
Cash received from customers	\$ 29,940	\$ 65,787	\$ 95,727
Cash provided from state grants	22,563	-	22,563
Cash paid to suppliers for goods and services	<u>(36,310)</u>	<u>(67,027)</u>	<u>(103,337)</u>
Net cash provided (used) by operating activities	<u>16,193</u>	<u>(1,240)</u>	<u>14,953</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:			
Change in due to/from other funds	(16,193)	460	(15,733)
Proceeds from lines of credit	-	47,314	47,314
Principal payments on lines of credit	-	(45,365)	(45,365)
Interest paid on lines of credit	<u>-</u>	<u>(1,169)</u>	<u>(1,169)</u>
Net cash provided (used) by noncapital financing activities	<u>(16,193)</u>	<u>1,240</u>	<u>(14,953)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	-	-	-
CASH AND CASH EQUIVALENTS, July 1, 2015	<u>-</u>	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, June 30, 2016	\$ <u>-</u>	\$ <u>-</u>	\$ <u>-</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES:			
Operating income (loss)	\$ 14,215	\$ 687	\$ 14,902
(Increase) decrease in accounts receivable	-	548	548
(Increase) decrease in construction in progress	-	(823)	(823)
Increase (decrease) in accounts payable	<u>1,978</u>	<u>(1,652)</u>	<u>326</u>
Net cash provided (used) by operating activities	\$ <u>16,193</u>	\$ <u>(1,240)</u>	\$ <u>14,953</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF NET POSITION - FIDUCIARY FUNDS
JUNE 30, 2016**

	<u>Trust Funds</u>	<u>Agency Funds</u>
ASSETS:		
Cash	\$ <u>-</u>	\$ <u>79,616</u>
Due to student organizations	-	78,616
Due to other funds	<u>-</u>	<u>1,000</u>
Total liabilities	<u>-</u>	<u>79,616</u>
NET POSITION:		
Restricted	\$ <u>-</u>	\$ <u>-</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
STATEMENT OF CHANGE IN
NET POSITION - FIDUCIARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2016**

	<u>Trust Funds</u>
ADDITIONS:	
Investment income	\$ 12
Donations	<u>96,717</u>
Total additions	<u>96,729</u>
DEDUCTIONS:	
Scholarships	70,161
Transfer to Scholarship Trust	<u>4,628,041</u>
Total deductions	<u>4,698,202</u>
CHANGE IN NET POSITION	(4,601,473)
NET POSITION, July 1, 2015	<u>4,601,473</u>
NET POSITION, June 30, 2016	\$ <u>-</u>

The notes to financial statements are an integral part of this statement.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

1. Summary of significant accounting policies:

The Spaulding Union High School District #41 and Central Vermont Career Center (the District) is a unit of local government organized according to state law under the governance of the School Board to provide public high school education for the City and Town of Barre, Vermont. Functions of the Office of the Superintendent and central administration are provided through the Barre Supervisory Union (the Supervisory Union). As currently structured, the Supervisory Union is the administrative oversight district for Barre City Elementary and Middle School, Barre Town Middle and Elementary School, and this District.

- A. Reporting entity - The basic financial statements include all funds of the primary government, the District, as well as component units that have been determined to meet the requirements for inclusion in the District's financial reporting entity under criteria established by the Governmental Accounting Standards Board (GASB).

Spaulding High School Foundation, LTD. - The District identified the Spaulding High School Foundation, LTD. (SHS Foundation) as a discretely presented component unit for the year ended June 30, 2016. The SHS Foundation is a legally separate nonprofit entity from the District. The relationship between the SHS Foundation and the District includes a financial benefit, as the intent of the SHS Foundation is to support the District. The SHS Foundation is reported in a separate column in the District's government-wide financial statements. The notes to the financial statements focus on the District as the primary government.

The financial statements of the District have been prepared in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The GASB periodically updates its codification of the existing *Governmental Accounting and Financial Reporting Standards* which, along with subsequent GASB pronouncements (Statements and Interpretations), constitutes U.S. GAAP for governmental units.

- B. Government-wide and fund financial statements - The basic financial statements include both government-wide and fund financial statements. The government-wide financial statements (the Statement of Net Position and the Statement of Activities) report information on all of the nonfiduciary activities of the District and its component unit. The effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. The District is reported separately from the SHS Foundation which is a legally separate entity and a discretely presented component unit.

In the Government-wide Statement of Net Position, the financial position of the District is consolidated and incorporates capital assets as well as all long-term debt and obligations. The Government-wide Statement of Activities reflects both the gross and net costs by category. Direct expenses that are clearly identifiable with the category are offset by program revenues of the category. Program revenues include charges for services provided by a particular function or program and grants that are restricted to meeting the operational or capital requirements of the particular segment. Taxes and other items not properly included among program revenues are reported instead as general revenues.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

1. Summary of significant accounting policies (continued):

B. Government-wide and fund financial statements (continued) -

Separate financial statements are provided for governmental funds, proprietary funds and fiduciary funds even though the latter are excluded from the government-wide financial statements. Major individual governmental funds and major individual enterprise funds are reported as separate columns in the fund financial statements. Nonmajor funds, if any, are summarized in a single column.

- C. Basis of presentation - The accounts of the District are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows/inflows of resources, fund balances or net position, revenues, and expenditures or expenses, as appropriate.

The District reports the following major governmental funds:

General Fund - The General Fund is the general operating fund of the District. It is used to account for all financial resources, except those required to be accounted for in another fund.

Central Vermont Career Center Fund - This fund is the operating fund of the Central Vermont Career Center, which provides technology programs for sending districts.

Grant Funds - The Grant Funds are used to account for the proceeds of specific revenue sources related to federal, state and local grants that are restricted to expenditures for specified services.

Food Service Fund - The Food Service Fund is used to account for the operations of the food service program. The food service program provides lunches for the students of the District and Barre City Elementary and Middle School.

Capital Projects Fund - The Capital Projects Fund is used to account for the acquisition or construction of major capital facilities. Management currently intends to use funds set aside in this fund for future roof repairs.

Tax Stabilization Fund - The Tax Stabilization Fund was established through approval by District voters during the March 2009 School District Meeting to commit the FY08 surplus fund balance for use in future years.

The District reports two nonmajor proprietary funds, the Adult Education Fund to account for further education of adult graduates and the Building Trades Fund to account for construction and sale of homes built by students.

The District also reports fiduciary funds which are used to account for assets held in a trustee capacity (trust funds) or as an agent (agency funds) for the benefit of parties outside of the District.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

1. Summary of significant accounting policies (continued):

- D. Measurement focus and basis of accounting - The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund and fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as they become both measurable and available. "Measurable" means the amount of the transaction that can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures generally are recorded when the fund liability is incurred, if measurable, as under accrual accounting. However, debt service expenditures are recorded only when payment is made.

The proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services in connection with the fund's principal ongoing operations. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

- E. Budgets and budgetary accounting - The District adopts budgets for the General Fund and the Central Vermont Career Center Fund at an annual District meeting. The accounting method used for the budget presentation varies from U.S. GAAP as described in note 10. Formal budgetary integration is employed as a management control during the year for the General Fund and the Central Vermont Career Center Fund. The District does not legally adopt budgets for other governmental funds. All budgeted amounts lapse at year end.
- F. Use of estimates - The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and deferred outflows/inflows of resources as well as disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures or expenses during the reporting period. Actual results could differ from those estimates.
- G. Risk management - The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees and others; environmental liability; and natural disasters. The District manages these risks through commercial insurance packages and participation in public entity risk pools covering each of those risks of loss. Management believes such coverage is sufficient to preclude any significant uninsured losses to the District. There were no settlements in excess of the insurance coverage in any of the past three fiscal years.
- H. Cash and cash equivalents - The District considers all cash on hand and demand deposits to be cash and cash equivalents.
- I. Inventory - Inventory in the Food Service Fund is valued at cost using the first in/first out method. Inventory is recorded as an expenditure when consumed rather than when purchased.
- J. Prepaid items - Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

1. Summary of significant accounting policies (continued):

- K. Capital assets - Capital assets, which include land, buildings, equipment, vehicles and infrastructure, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements and in the proprietary fund financial statements. Capital assets are defined by the District as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. The District does not retroactively report infrastructure assets. There have been no infrastructure additions since the implementation of GASB Statement No. 34. Donated capital assets are recorded at fair value at the date of acquisition. Major outlays for capital assets and improvements are capitalized as projects are constructed. Net interest costs are capitalized on projects during the construction period. Normal maintenance and repairs that do not add to the value of an asset or materially extend an asset's life are not capitalized. Capital assets are depreciated using the straight-line method over the useful lives shown below:

Buildings and improvements	5 - 50 years
Equipment and vehicles	3 - 20 years

- L. Deferred outflows/inflows of resources - In addition to assets and liabilities, deferred outflows of resources and deferred inflows of resources are reported as separate sections in the applicable statement of net position or the balance sheet. Deferred outflows of resources represent a consumption of net position that applies to a future period and will not be recognized as an outflow of resources in the current period. Deferred inflows of resources represent an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources in the current period.
- M. Compensated absences and vacation benefits - The District allows employees to accrue \$1,500 of sick leave benefits if they have accumulated 100 or more unused sick leave days. The \$1,500 benefit is payable when the employee leaves the employment of the District. Accrued compensated absences at June 30, 2016 of \$84,990 is based on the number of employees who have accumulated unused sick leave of 100 days or more. This amount has been recorded as a noncurrent liability in the Government-wide Statement of Net Position but not in the fund financial statements. The District allows certain employees to use vacation benefits in the subsequent year if used by December 31st. Accrued vacation benefits of \$61,296 and \$12,441 have been recorded in the General Fund and Central Vermont Career Center Fund, respectively, and in the governmental activities.
- N. Long-term obligations - Governmental activities, business-type activities, and proprietary funds report long-term debt and other long-term obligations as liabilities in the applicable statement of net position. Governmental funds report the amount of debt issued as other financing sources and the repayment of debt as debt service expenditures.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

1. Summary of significant accounting policies (continued):

- O. Fund equity - In the fund financial statements, governmental funds may report five categories of fund balances: nonspendable, restricted, committed, assigned and unassigned.

Nonspendable fund balance includes amounts associated with inventory, prepaid expenditures, long-term loans or notes receivable, and trust fund principal to be held in perpetuity.

Restricted fund balance includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.

Committed fund balance includes amounts that can be used only for specific purposes determined by the District's highest level of decision making authority, the voters, as a result of articles passed at Annual or Special District Meetings.

Assigned fund balance includes amounts that are intended to be used by the District for specific purposes, as authorized by the School Board.

Unassigned fund balance is the residual classification for the General Fund and includes all spendable amounts not contained in another classification. Deficits are also classified as unassigned.

The District's policy is to apply expenditures to fund balance in the order of assigned, committed, restricted, and unassigned unless the School Board specifies otherwise.

- P. On-behalf payments - The State of Vermont makes payments on behalf of the District's teachers to the State Teachers' Retirement System of Vermont (VSTRS). The District recognizes this net pension expense as intergovernmental grant revenue and education expenditures in the government-wide financial statements and in the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds. The amounts are not budgeted and have been excluded from the budget basis statement; see note 10 for reconciling details.

- Q. New accounting standard - The District has implemented GASB Statement No. 72, *Fair Value Measurement and Application*. The statement defines fair value and requires certain assets and liabilities to be reported at their fair value in the financial statements and related note disclosures. The statement describes fair value as a market-based measurement which should be determined by the assumptions or inputs used under current market conditions at the measurement date. The statement establishes a fair value hierarchy which distinguishes between observable inputs which are observable from market data (level 1) or corroborated by observable market data (level 2) and those which are unobservable (level 3).

The impact on these financial statements is to report most liquid assets (i.e., cash or investments) at a level 1 market value and to report any donated assets at their acquisition value upon receipt, which would be a level 2 or level 3 input.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

2. Deposits:

Custodial credit risk - Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, the District will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The District does not have a policy for custodial credit risk. As of June 30, 2016, the District's depository accounts were fully insured or collateralized.

3. Capital assets:

Capital asset activity for the year ended June 30, 2016 was as follows:

	Balance July 1, 2015	Increase	Decrease	Balance June 30, 2016
Governmental activities -				
Capital assets, not depreciated:				
Construction in progress	\$ 3,090,637	\$ -	\$ 3,090,637	\$ -
Land	16,122	-	-	16,122
Total capital assets, not depreciated	<u>3,106,759</u>	<u>-</u>	<u>3,090,637</u>	<u>16,122</u>
Capital assets, depreciated:				
Buildings and improvements	10,592,167	3,390,052	45,914	13,936,305
Equipment and vehicles	2,447,435	108,526	311,415	2,244,546
Total capital assets, depreciated	<u>13,039,602</u>	<u>3,498,578</u>	<u>357,329</u>	<u>16,180,851</u>
Less accumulated depreciation for:				
Buildings and improvements	6,629,950	411,244	45,914	6,995,280
Equipment and vehicles	2,031,075	141,268	298,180	1,874,163
Total accumulated depreciation	<u>8,661,025</u>	<u>552,512</u>	<u>344,094</u>	<u>8,869,443</u>
Total capital assets, depreciated, net	<u>4,378,577</u>	<u>2,946,066</u>	<u>13,235</u>	<u>7,311,408</u>
Capital assets, net	\$ <u>7,485,336</u>	\$ <u>2,946,066</u>	\$ <u>3,103,872</u>	\$ <u>7,327,530</u>
Business-type activities -				
Capital assets, not depreciated:				
Construction in progress	\$ <u>46,541</u>	\$ <u>47,364</u>	\$ <u>46,541</u>	\$ <u>47,364</u>

Depreciation expense of \$552,512 in the governmental activities was allocated to expenses of the education (\$540,397) and the food service (\$12,115) programs based on capital assets assigned to those functions.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

4. Interfund receivable and payable balances:

Interfund receivable and payable balances, due to the pooling of cash for cash receipts and disbursements, as of June 30, 2016 are as follows:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Governmental funds -		
General Fund	\$ -	\$ 851,947
Central Vermont Career Center Fund	268,499	-
Grant Funds	20,352	-
Food Service Fund	-	202,392
Capital Projects Fund	263,496	-
Tax Stabilization Fund	510,617	-
	<u>1,062,964</u>	<u>1,054,339</u>
Proprietary funds -		
Adult Education Fund	-	1,331
Building Trades Fund	-	6,294
	<u>-</u>	<u>7,625</u>
Fiduciary funds -		
Agency Funds	-	1,000
	<u>-</u>	<u>1,000</u>
	<u>\$ 1,062,964</u>	<u>\$ 1,062,964</u>

5. Interfund transfers:

Interfund transfers constitute the transfer of resources from the fund that receives the resources to the fund that utilizes them. The General Fund transferred \$100,000 to the Tax Stabilization Fund as approved by the voters for tax payer relief.

6. Related parties:

The District is billed for its appropriate share of expenditures relating to administrative services provided by the Supervisory Union. The District paid an assessment of \$550,399 to the Supervisory Union for the year ended June 30, 2016.

The following are the amounts receivable from and payable to other districts at June 30, 2016:

	<u>Accounts Receivable</u>	<u>Accounts Payable</u>
Supervisory Union	\$ 246,819	\$ 48,349
Barre City Elementary and Middle School	26,474	734
	<u>\$ 273,293</u>	<u>\$ 49,083</u>

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

7. Debt:

Short-term - During the year, the District's General Fund borrowed and repaid \$1,511,352 on a line of credit in the form of a 2.90% revenue anticipation note which matured in June 2016. Interest expense related to this note was \$41,187.

Subsequent to year end, the District's General Fund obtained a line of credit in the form of a 2.75% revenue anticipation note in the amount of \$1,511,352, which matures June 30, 2017. As of the date of this report, the District has borrowed this note in full.

During the year, the District's Building Trades Fund borrowed \$47,314 on a 4.125%, \$70,000 line of credit, to provide working capital for the program's house construction, which matured June 30, 2016. The District repaid this note subsequent to year end.

Long-term - Outstanding long-term debt as of June 30, 2016 is as follows:

Governmental activities:

Bond payable, Vermont Municipal Bond Bank - 1996 Series 1 (refunded 2005 Series 2, refunded 2015 Series 3), various interest rates. Annual principal payments of \$140,000. Matures December 2016.	\$ 140,000
Bond payable, Vermont Municipal Bond Bank - 2002 Series 1 (refunded 2011 Series 4), various interest rates. Annual principal payments of \$5,000. Matures December 2019.	20,000
Bond payable, Vermont Municipal Bond Bank - 2001 Series 1 (refunded 2010 Series 4), various interest rates. Annual principal payments ranging from \$20,000 to \$25,000. Matures December 2021.	130,000
Capital Improvement Note payable, interest at 1.45%, matures July 2028.	<u>2,795,039</u>
	<u>\$ 3,085,039</u>

Long-term debt activity for the year ended June 30, 2016 was as follows:

	Balance July 1, <u>2015</u>	<u>Additions</u>	<u>Reductions</u>	Balance June 30 <u>2016</u>	Due Within <u>One Year</u>
Governmental activities:					
Bonds payable:					
1996 Series 1 (December 2016)	\$ 280,000	\$ -	\$ 140,000	\$ 140,000	\$ 140,000
2002 Series 1 (December 2019)	25,000	-	5,000	20,000	5,000
2001 Series 1 (December 2021)	155,000	-	25,000	130,000	25,000
Capital Improvement					
Note (July 2028)	<u>3,000,000</u>	<u>-</u>	<u>204,961</u>	<u>2,795,039</u>	<u>190,870</u>
	<u>\$ 3,460,000</u>	<u>\$ -</u>	<u>\$ 374,961</u>	<u>\$ 3,085,039</u>	<u>\$ 360,870</u>

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

7. Debt (continued):

Debt service requirements to maturity are as follows:

Year ending June 30,	<u>Governmental activities</u>	
	<u>Principal</u>	<u>Interest</u>
2017	\$ 360,870	\$ 57,624
2018	219,890	61,702
2019	219,543	57,160
2020	224,309	50,978
2021	224,192	49,138
2022-2026	1,118,497	169,612
2027-2029	<u>717,738</u>	<u>35,258</u>
	<u>\$ 3,085,039</u>	<u>\$ 481,472</u>

In prior years, the Vermont Municipal Bond Bank (VMBB) has refunded the 1996 Series 1, 2002 Series 1, and the 2001 Series 1 Bonds resulting in interest savings to the District of \$20,161, \$1,819 and \$27,745, respectively. These savings allocations, to be received through FY22, have been reflected as a reduction of interest in the debt service requirements table.

8. Deficits:

The Adult Education Fund has a deficit of \$3,309 at year end. Management intends to recover this deficit through operational savings.

The Building Trades Fund has a deficit of \$6,437 at year end. Management intends to recover this deficit through operational savings.

9. Restatements:

The District has restated beginning fund balance of the Grant Funds from \$8,656 to \$18,158, and beginning fund balance of the Food Service Fund from \$55,010 to \$45,508 to correct an error of prior year amounts inappropriately reported in the Grant Funds.

10. Budgetary basis of accounting:

These financial statements include totals for General Fund revenues and expenditures on the District's budgetary basis of accounting, which vary from the totals of revenues and expenditures recognized on the basis of accounting prescribed by U.S. GAAP, as follows:

	<u>Revenues</u>	<u>Expenditures</u>
General Fund:		
U.S. GAAP basis	\$ 14,145,642	\$ 14,273,375
On-behalf payments -		
VSTRS net pension expense	<u>(904,596)</u>	<u>(904,596)</u>
Budget basis	<u>\$ 13,241,046</u>	<u>\$ 13,368,779</u>

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

11. Pension plans:

403(b) Non-Teaching Employees Retirement Plan -

Plan description: All employees of the District who are at least 21 years old and are not covered under the State Teachers' Retirement System of Vermont are eligible to be covered under a 403(b) pension plan administered through MassMutual. The District contributes at various rates for certain classes of employees. In addition, any employee of the District may voluntarily contribute to this Plan; however, the District will not match these contributions.

All contributions are 100% vested to each employee. At June 30, 2016, there are 35 Plan members from the District.

Funding policy: The District pays all costs accrued each year for the Plan. Total contributions for the year ended June 30, 2016 were \$88,777 by employees and \$39,271 by the District.

State Teachers' Retirement System of Vermont -

Plan description: The District participates in the State Teachers' Retirement System of Vermont (the System or the plan), a cost-sharing multiple-employer defined benefit public employee retirement system with a special funding situation in which the State of Vermont contributes to the plan on behalf of the participating districts. The plan was created in 1947, and is governed by Title 16, V.S.A. Chapter 55. It covers nearly all teachers and school administrators in schools supported by the state. The general administration and responsibility for the proper operation of the System is vested in a Board of Trustees consisting of eight members. The System issues annual financial information which is available and may be reviewed at the System's office, 109 State Street, Montpelier, Vermont, 05609-6200, by calling (802) 828-2305 or online at <http://www.vermonttreasurer.gov/retirement/teachers-vstrs>.

Benefits provided: The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefits are based on the number of years of creditable service and are determined as a percentage of average final compensation in the three highest consecutive years of service. Eligibility for benefits requires five years of service.

Contributions: Member teachers are required to contribute 5.5% (Group A); or 5.0% (Group C if member has five or more years of service at July 1, 2014); otherwise 6.0% (Group C) of their annual covered salary and the state contributes the balance of an actuarially determined rate. The state is a nonemployer contributor to the plan and is required by statute to make all actuarially determined employer contributions on behalf of member employers. The District's teachers contributed \$297,293 and \$289,438 to the system in 2016 and 2015, respectively.

Pension liabilities and pension expense: The District does not contribute directly to the plan; therefore, no net pension liability needs to be recorded by the District. However, the District is required to report the District's portion of the following items as calculated by the System:

District's share of	
VSTRS net pension liability	\$ 10,057,260
VSTRS net pension expense	\$ 904,596

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016**

12. Private Purpose Trust Fund:

During the year the accounts and activities of the Private Purpose Trust Fund have been transferred to a separate Scholarship Trust. During FY16 management evaluated this entity in accordance with U.S. GAAP and has determined it does not meet the criteria to be included as a component unit of the District.

13. Contingencies:

The District is involved in various claims and legal actions arising in the normal course of business. The ultimate disposition of these matters is indeterminable, but in the opinion of management, the amount of any ultimate liability, not covered by insurance, would not have a significant impact on the District's financial condition.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of the Spaulding Union High School District #41 and Central Vermont Career Center (the District) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 5, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Supervisory Union's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Supervisory Union's internal control. Accordingly, we do not express an opinion on the effectiveness of the Supervisory Union's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of

our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Montpelier, Vermont
December 5, 2016

Mudgett, Garrett
Hugh-Wise, R.C.

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY UNIFORM GUIDANCE**

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

Report on Compliance for Each Major Federal Program

We have audited Spaulding Union High School District #41 and Central Vermont Career Center's (the District) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2016. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the Spaulding Union High School District #41 and Central Vermont Career Center complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Montpelier, Vermont
December 5, 2016

Mudgett, J. J. J.
J. J. J. - W. W. W., P.C.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016**

<u>Federal Grantor/Pass-through Grantor Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Passed Through to Subrecipients</u>	<u>Expenditures</u>
U.S. Department of Education:				
Passed through the Vermont Agency of Education -				
Career and Technical Education -				
Basic Grants to States -				
Perkins Basic Grant	84.048	4318-U041-1601	\$ -	\$ 178,675
Elementary and Secondary Education				
Act (ESEA), as amended:				
Supporting Effective Instruction State Grant	84.367	4651-S061-1601	-	1,569
English Language Acquisition Grants	84.365	4375-S061-1601	-	678
Individuals with Disabilities Education Act (IDEA):				
Special Education -				
Grants to States (IDEA, Part B)	84.027	4226-S061-1601	-	857
Total U.S. Department of Education			-	181,779
U.S. Department of Agriculture:				
Passed through Barre Supervisory Union -				
Child Nutrition Cluster				
National School Lunch Program - After School	10.555	4448-S061-1601	-	2,145
National School Lunch Program	10.555	4450-S061-1601	-	549,679
National School Lunch Program total			-	551,824
School Breakfast Program	10.553	4452-S061-1601	-	166,128
Summer Food Service Program for Children	10.559	4455-S061-1601	-	50,267
Child Nutrition Cluster total			-	768,219
Emergency Food Assistance Program (Food				
Commodities)	10.569	4456-S061-1600	-	44,028
Fresh Fruit and Vegetable Program	10.582	4449-S061-1601	-	8,359
Fresh Fruit and Vegetable Program	10.582	4449-S061-1602	-	34,752
Fresh Fruit and Vegetable Program total			-	43,111
Total U.S. Department of Agriculture			-	855,358
U.S. Department of Defense:				
Direct -				
Junior ROTC - Salary Assistance	12.U01	N/A	-	91,846
Total federal award expenditures			\$ -	\$ 1,128,983

The accompanying notes are an integral part of this schedule.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2016**

1. Basis of presentation:

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of the District under programs of the federal government for the year ended June 30, 2016. The information in this Schedule is presented in accordance with requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in financial position, or cash flows of the District.

2. Summary of significant accounting policies:

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The District has elected to not use the 10 percent de minimis indirect cost rate as allowed in the Uniform Guidance.

**SPAULDING UNION HIGH SCHOOL DISTRICT #41
AND CENTRAL VERMONT CAREER CENTER
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016**

A. Summary of Auditor's Results:

Financial Statements -

Type of auditor's report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? *No*
- Significant deficiency(ies) identified? *None reported*

Noncompliance material to financial statements noted? *No*

Federal Awards -

Internal control over major programs:

- Material weakness(es) identified? *No*
- Significant deficiency(ies) identified? *None reported*

Type of auditor's report issued on compliance for major programs: *Unmodified*

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a)? *No*

Identification of major programs:

- *U.S. Department of Agriculture:
CFDA 10.553, CFDA 10.555, CFDA 10.559 - Child Nutrition cluster*

Dollar threshold used to distinguish between type A and type B programs: *\$750,000*

Auditee qualified as low-risk auditee? *No*

B. Audit Findings - Financial Statements:

There were no audit findings identified for the year ended June 30, 2016.

C. Audit Findings - Federal Awards:

There were no audit findings identified for the year ended June 30, 2016.

**STATUS OF PRIOR AUDIT FINDINGS
AS OF JUNE 30, 2016**

We consider audit finding 2015-001 Internal Controls over Scholarships, to be resolved.

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G14

1ST READING: 12/15/2016

2ND READING: 1/19/2017

ADOPTED: 1/19/2017

SHS 1st Reading: 2/2/2017

2nd Reading:

Ratified:

CLASS SIZE POLICY

Policy

It is the intent of the board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation

1. The superintendent or his or her designee shall, in consultation with the principal/director, develop district wide class minimum, maximum, and optimum average class size guidelines that take into account the instructional needs of required and elective courses at the secondary level.
2. Class size guidelines in the district may vary as necessary to reflect differences, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education, and English Language Learners.
4. The superintendent shall report to the board by April 1 each year on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the district.

Guidelines

Administrators will use the following guidelines when reviewing course enrollments and making decisions about course offerings and scheduling, recognizing that such guidelines must be flexible and incorporate additional factors in making decisions about class sizes which, among others, include the unique needs of class or grade-level populations of students, curricular structure, physical plant, and staff training:

I. Grades PreK-8

<u>Grade</u>	<u>Minimum</u>	<u>Ideal</u>	<u>Maximum</u>
PreK	12	15	17
Kindergarten	15	16	18
1 st	15	18	20
2 nd	15	18	20
3 rd	15	18	20
4 th	15	20	22
5 th	15	20	22
6 th	15	20	22
7 th	15	23	25
8 th	15	23	25

II. Grades 9-12:

1. The recommended class size for most courses is 15 to 20 students.
2. The recommended minimum class size for most courses is 10 and the maximum is 25.
3. When requested by the administration, classes above or below the recommended acceptable limits may be approved by the superintendent and reported to the board.
4. The Central Vermont Career Center program size will be consistent with the Vermont Department of Education – State Board of Education Manual of Rules and Practices, Vocational-Technical Education.
5. Program size for the Central Vermont Career Center shall be reviewed annually by the Center's Director. Recommendations to change program offerings shall be made by the Director to the SHS Union #41 District and the Regional Advisory Board if a program, for three or more consecutive years, has shown low enrollment based on State of Vermont Technical Education Regulation.

BARRE SUPERVISORY UNION #61
POLICY

CODE: F 28

1st Reading: 12/15/2016

2nd Reading: 1/19/2017

ADOPTED: 1/19/2017

SHS 1st Reading: 2/2/2017

2nd Reading:

Ratified:

Federal Child Nutrition Act Wellness Policy

Purpose

It is the intent of the Barre Supervisory Union to comply with the local policy requirements of the federal *Child Nutrition and WIC Reauthorization Act of 2004* and *Healthy, Hunger-Free Kids Act of 2010*¹. In accord with those requirements, this policy has been developed in consultation with parents, representatives of the school food services authority, school administrators, school health professionals and the public.

Policy Statement

It is the policy of the Barre Supervisory Union to establish goals for nutrition promotion and education, health education, physical education², and physical activity, and other school-based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day.

I. Goals for Nutrition Promotion and Education.

- A. The supervisory union shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the supervisory union shall provide a nutrition component in its Comprehensive Health Education³ program and shall develop curricular programs intended to accomplish applicable goals enumerated in the National Health Education Standards⁴.
- B. To the extent practicable, nutrition promotion and education shall be integrated into core curricula areas, such as science, health, physical education, and family and consumer science courses.
- C. The supervisory union shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours in a clean, safe, and adequate space.
- D. Food shall not be used in supervisory union schools as a reward or punishment, except when rewards are part of a student's written IEP, 504, or behavioral plan.
- E. The supervisory union shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness as described in the Vermont Education Quality of Standards.

II. Guidelines for Health Education

- A. The supervisory union shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in health education as defined by Vermont state law 16 V.S.A. 131 (EQS rule 2120.5). In particular, the district shall develop curricular programs intended to accomplish the goals enumerated in the National Health Education Standards for all students in grades K-12.

- B. Health Education shall be integrated into core curricula areas, such as science, physical education, and family and consumer science courses.

III. Goals for Physical Education and Physical Activity.

- A. The supervisory union shall provide physical education and adaptive physical education classes for all students as required by Education Quality Standards and 16 V.S.A 2902.
- B. The supervisory union will provide students with Physical Education, using an age-appropriate, sequential Physical Education program consistent with 2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education⁵.
- C. The supervisory union shall provide physical activity opportunities to all students as required by Education Quality Standards and 16 V.S.A 2210.5.

IV. Goals for Other School-Based Activities.

- A. The supervisory union shall use evidence-based strategies to determine goals for promoting student wellness.
- B. The supervisory union shall promote health and wellness by encouraging staff to model healthy eating/drinking behaviors at school, by displaying USDA promotional materials, such as informational posters on school property, by marketing health and wellness on signs, score boards, sports equipment, in curricula, educational materials, both printed and electronic, and through its website. No foods of minimal nutritional value will be advertised on school grounds.

V. Nutrition Guidelines.

- A. Following state law 16 V.S.A. section 1264, the supervisory union shall offer National School Lunch and School Breakfast Programs that meet 7 CRF 210 and 7 CRF 220 and the Healthy, Hunger-Free Kids Act of 2010.
- B. The supervisory union shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- C. The supervisory union shall ensure that foods and beverages offered at school during the school day other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines and foods sold for fundraising during the school day, shall comply with the USDA Smart Snacks Standards⁶.

VI. Policy Implementation.

- A. The superintendent or his or her designee shall periodically monitor supervisory union programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy. The supervisory union shall periodically inform and update the public about the content and implementation of this policy, including the extent to which supervisory union schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.

- B. The supervisory union shall permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.
- C. The superintendent or his or her designee shall establish ongoing supervisory union health and wellness committee(s) following the Vermont Agency of Education and Vermont Department of Health recommendation evidence-based collaboration approach to learning and health. Information on how to join the committee(s) is available on the supervisory union websites.
- D. The supervisory union health and wellness committee(s) assist the superintendent or his or her designee, at least triennially, in the assessment and/or revision of the wellness policy using best -practice assessment tools, in auditing supervisory union-wide compliance, and in reviewing evidence of student health and learning impact.

The superintendent or his or her designee shall report yearly to the board and to the public on the supervisory union's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that supervisory union guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Date Warned:

Date Adopted:

Date Revised:

Legal 16 V.S.A. §§131 & 906(b)(3).

Reference(s):

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.

Code of Federal Regulations, 7 CFR Part 210 and Part 220.

Additional References

¹*Healthy, Hunger-Free Kids Act of 2010 replaced the Child Nutrition and WIC Reauthorization Act of 2004 for the Federal Lunch Program and added additional requirements for Local Wellness Policies.*

²Vermont Department of Health; Agency of Agriculture, Food and Markets; & Agency of Education (2016). *Vermont School Wellness Policy Guidelines*.

³16 V.S.A. § 135

⁴16 V.S.A. Section 2902 – Mention of Adapted PE, though not specifically required in the LEA Wellness Policy, fits in this statement to encompass all students.

⁵2014 SHAPE America National Standards and Grade-Level Outcomes for Physical Education

⁶United States Department of Agriculture, Food and Nutrition Services

SPAULDING HIGH SCHOOL UNION DISTRICT

CODE: DFA

1st Reading: May 19, 2014

2nd/Final Reading: June 2, 2014

SCHOLARSHIP FUNDS INVESTMENT POLICY

1.0 Statement of Purpose

The purpose of this Investment Policy is to assist the Spaulding High School Investment Advisory Committee (the "Committee") in effectively supervising, monitoring, and evaluating the investment of the long-term funds, endowed funds and any other assets of the Spaulding High School Scholarship Fund (the "Fund"). The Fund is comprised of multiple award accounts, held in part or in aggregate, by the Investment Managers.

The Investment Policy represents the prudent investment process that the Spaulding High School Board of Directors (the "Board") deems most appropriate. The Investment Policy sets forth the investment structure for managing the assets. Those investment principals are expected to produce a sufficient level of overall diversification and total investment return over the long-term to meet the investment goals.

The Investment Policy is intended to comply with applicable fiduciary, ethical and due diligence requirements that experienced investment professionals would employ. It will also adhere to all applicable laws, rules and regulations from various local, state, federal and international political entities that may impact the Plan's assets. It seeks to be in full compliance with all aspects of the Uniform Prudent Management of Institutional Funds Act as adopted by the State of Vermont.

2.0 Duties and Responsibilities of Involved Parties

The Board

The Board is responsible for setting overall Investment Policy, approving the Investment Policy and any subsequent changes, selection of the Investment Advisory Committee and the Investment Advisor(s).

The Investment Advisory Committee of the Board

The Committee shall be responsible for:

- Fiduciary oversight of the Fund.
- Defining the investment objectives and policies of the Fund.
- Directing the Investment Advisor(s) to make changes in investment policy and to oversee and approve or disapprove of the Advisor's recommendations with regards to policy, guidelines and objectives on a timely basis

SPAULDING HIGH SCHOOL UNION DISTRICT

- Providing recommendations to the board with regards to policy, guidelines and objectives on a timely basis.
- Providing the Advisor with any information relevant to the objectives, spending policy or risk tolerance of The Fund and any changes to this information.

The Investment Advisor(s)

The Advisor is a Registered Investment Advisor or a Registered Representative with a NYSE firm and shall act as the Investment advisor to the Committee.

The Advisor shall be responsible for:

- Designing and implementing an appropriate asset allocation plan consistent with the investment objectives, time horizon, risk profile, guidelines and constraints outlined in the Policy.
- Advising the Committee about the selection of and the allocation of asset categories.
- Identifying specific assets and investment managers within each asset category.
- Providing "due diligence", or research, on the Investment Manager(s).
- Monitoring the performance of all selected assets.
- Recommending changes to the Investment Policy.
- Periodically reviewing with suitability of the investments for the Committee.
- Being available to meet with the Committee at least twice a year, to include an annual meeting with the Board.
- Being available at such other times within reason at the Committee's request.
- Preparing and presenting appropriate reports.

The Advisor shall not:

- Have discretionary control of the portfolio unless hired specifically as a discretionary investment manager
- Have authority to withdraw funds from The Fund's account, except to cover payment of previously agreed to fees or rebalance the portfolio or at the Board's specific directions.
- Change the Investment Policy, including the targeted asset allocation, of the Fund without the Board's prior approval.

The Investment Manager(s)

Each Investment Manager will have the full discretion to make all investment decisions for assets placed under jurisdiction, while observing and operating within all policies, guidelines, constraints, and philosophies as outlined in this Policy. Specific responsibilities of the Investment Manager(s) include:

- Discretionary investment management including decisions to buy, sell, or hold individual securities, and to alter asset allocation within the guidelines established in this statement.
- Reporting on a timely basis, periodic investment performance results.

SPAULDING HIGH SCHOOL UNION DISTRICT

- Communicating any major changes in investment strategy or any other factor which might affect implementation of investment process.
- Informing the Advisor regarding any qualitative change to the investment management organization: Examples include changes in the portfolio management personnel, ownership structure, investment policy, etc.

3.0 Guidelines and Objectives

Time Horizon

The investment time horizon will be ten years or greater, as the existence and obligations are long-term and ongoing. The Committee may recommend altering this time line if factors change making shorter-term liquidity more important.

Risk Tolerance

In establishing the market risk tolerance of the Fund, the ability to withstand short and intermediate term variability was considered. The Committee recognizes that risk must be assumed in order to achieve long-term investment objective of prudent capital appreciation. The Fund's long time horizon, current financial conditions and several other factors suggest collectively some interim fluctuations in market value and rates of return may be tolerated in order to achieve the longer-term objectives.

Performance Expectations and Investment Objectives

The rate of return The Fund is expected to meet or exceed the rate of return for the composite of benchmark indexes as represented by Exhibit A of the Investment Policy.

4.0 Asset Allocation

Asset Allocation of The Fund will be determined based on the time horizon, risk tolerances, performance expectations and investment objectives. The structure of the portfolio will follow modern portfolio theory and attempts to maximize return while limiting risk over time. The asset allocation will be reviewed from time to time, but no less frequently than once per year. The Committee may recommend to the Board adjustments to the asset allocation in order to meet Fund objectives.

5.0 Rebalancing of Assets

The value of each asset class will change depending upon asset performance. When necessary and/or available, cash inflows/outflows will be deployed to rebalance the portfolio in a manner consistent with the asset allocation if this Investment Policy. Additionally, the Investment Advisor will review and rebalance the assets no less than quarterly in order to more closely align with the asset allocation.

SPAULDING HIGH SCHOOL UNION DISTRICT

6.0 Investments

Selection and Retention Criteria for Investments

Investment managers (including mutual funds, exchange traded funds, and separate account managers) shall be chosen using the following criteria:

- Past performance, considered relative to other investments having the same investment objective. Consideration shall be given to both performance rankings over various time frames and consistency of performance
- Costs relative to other funds with like objectives and investment styles
- The manager's adherence to investment style and objectives
- Size of the proposed fund
- Length of time the fund/manager has been in existence and length of time it has been under the direction of current manager(s) and whether or not there have been material changes in the manager's organization and personnel
- The historical volatility and downside risk of each proposed investment
- How well each proposed investment complements other assets in the portfolio
- The current economic environment
- The likelihood of future investment success, relative to other opportunities

Portfolio Guidelines, Limitations & Restrictions

Every investment manager selected to manage fund assets must adhere to the following investment policy and guidelines. If mutual funds are employed, only those that meet the following relevant criteria shall be selected:

- Holdings by any single issuer should not exceed more than 10% of the fair market value of the Fund's portfolio exclusive of any US Government or US Government agency issuer.
- The manager shall have the discretion to invest a portion of the assets in cash reserves when they deem appropriate. However, the managers will be evaluated against their peers on the performance of the total funds under their direct management.

Investment Monitoring

Quarterly performance will be evaluated to monitor progress toward the attainment of the longer-term targets. It is understood that there are likely to be short-term periods during which performance deviates from market indices. During such time, greater emphasis shall be placed on performance comparisons with managers employing similar styles.

On a timely basis the Advisor will assess each asset manager relative to the following:

- Overall adherence to the Investment Policy guidelines.

SPAULDING HIGH SCHOOL UNION DISTRICT

- Material changes in the managers' organization, investment philosophy and/or personnel.
- Comparisons of the managers' results to appropriate indices and peer groups.

Benchmarks

The Committee has established a list of benchmarks in Exhibit A that will be used to evaluate manager performance.

Reports

The investment custodian shall provide the Committee with monthly statements for each account held by the Spaulding High School Scholarship Fund and subject to this Investment Policy Statement. Such reports shall show values for each asset and all transactions affecting assets within the portfolio, including additions and withdrawals.

The Investment Advisor shall provide the Committee with the following management reports on a periodic basis:

- Portfolio performance results over varying time periods
- Performance results of comparative benchmarks over varying time periods
- Review of current asset allocation versus policy guidelines
- Any recommendations for changes of the above

Meetings & Communication between Investment Committee and Investment Advisor

As a matter of course, the Investment Advisor shall keep Investment Committee apprised of any material changes in the Advisor's outlook, recommended investment policy, and tactics.

In addition, the Advisor shall meet with Investment Committee on a regular basis to review and explain the Portfolio's investment results and any related issues. The Advisor shall also be available on a reasonable basis for telephone and email communication as needed.

7.0 Brokerage Policy

All transactions effected for the Fund will be subject to the best price and execution.

8.0 Annual Distribution Guidelines

- The basis for the annual distribution shall be the fair market value of the Fund as of December 31.
- The recommended distribution amount will be 3% of the fair market value.

SPAULDING HIGH SCHOOL UNION DISTRICT

- The annual distribution shall be subject to the restrictions and provisions of the individual scholarship aware accounts as defined by their donors.
- The funds will be transferred and held in a cash account for distribution to the award recipients.
- The Committee will notify the Spaulding High School Finance Committee of the annual distribution.

9.0 Investment Policy Review

At least annually, the Committee shall review this Investment Policy and consider any appropriate amendments for recommendation to the Board.

EXHIBIT A

Evaluation Benchmarks

Total return on Plan assets will be evaluated against a composite weighted index equal to the Target Allocations using the following indices or additional appropriate market indices and/or relevant peer groups as needed: Standard & Poor's 500 Stock Index

Russell 2000 Small Capitalization Equity Index

Russell 2000 Small Capitalization Value Index

MS EAFE Index

MSCI Emerging Markets Index

Barclay's Aggregate Bond Index

Barclay's High Yield Bond Index

JPM Non-US Govt Index

HFRI Fund of Funds Index – Conservative

Dow Jones Real Estate Index

S&P GSCI

SPAULDING HIGH SCHOOL UNION DISTRICT

CODE: DFA

1ST Reading: October 7, 20132nd/Final Reading: November 4, 2013

SCHOLARSHIP FUNDS INVESTMENT POLICY

1.0 Statement of Purpose

The purpose of the Investment Policy is to assist the Spaulding High School Investment Advisory Committee (the "Committee") in effectively supervising, monitoring, and evaluating the investment of the long-term funds, endowed funds and any other assets of the Spaulding High School Scholarship Fund (the "Fund"). The Fund is comprised of multiple award accounts, held in part or in aggregate, by the Investment Managers.

The Investment Policy represents the prudent investment process that the Spaulding High School Board of Directors (the "Board") deems most appropriate. The Investment Policy sets forth the investment structure for managing the assets. These investment principles are expected to produce a sufficient level of overall diversification and total investment return over the long-term to meet the investment goals.

The Investment Policy is intended to comply with all applicable fiduciary, ethical and due diligence requirements that experienced investment professionals would employ. It will also adhere to all applicable laws, rules and regulations from various local, state, federal and international political entities that may impact the Plan's assets. It seeks to be in full compliance with all aspects of the Uniform Prudent Management of Institutional Funds Act as adopted in the State of Vermont.

2.0 Duties and Responsibilities of Involved Parties

The Board

The Board is responsible for setting overall Investment Policy, approving the Investment Policy and any subsequent changes, selection of the Investment Advisory Committee and the Investment Advisor(s).

The Investment Advisory Committee of the Board

The Committee shall be responsible for:

- Fiduciary oversight of The Fund.
- Defining the investment objectives and policies of The Fund.
- Providing recommendations to the Board with regards to policy, guidelines, and objectives on a timely basis.
- Providing the Advisor with any information relevant to the objectives, spending policy or risk tolerance of The Fund and any changes to this information.

The Investment Advisor(s)

The Advisor is a Registered Investment Advisor and shall act as the investment advisor to the Committee.

The Advisor shall be responsible for:

- Designing and implementing an appropriate asset allocation plan consistent with the investment objectives, time horizon, risk profile, guidelines and constraints outlined in the Policy.

- Advising the Committee about the selection of and the allocation of asset categories.
- Identifying specific assets and investment managers within each asset category.
- Providing “due diligence”, or research, on the Investment Manager(s.)
- Monitoring the performance of all selected assets.
- Recommending changes to the Investment Policy.
- Periodically reviewing the suitability of the investments for the Committee.
- Being available to meet with the Committee at least twice each year, to include an annual meeting with the Board.
- Being available at such other times within reason at the Committee's request.
- Preparing and presenting appropriate reports.

The Advisor shall not:

- Have discretionary control of the portfolio.
- Have authority to withdraw funds from The Fund's accounts, except to cover payment of previously agreed to fees or to rebalance the portfolio or at the Board's specific direction.
- Change the Investment Policy, including the targeted asset allocation, of The Fund without the Board's prior approval.

The Investment Manager(s)

Each Investment Manager will have full discretion to make all investment decisions for assets placed under its jurisdiction, while observing and operating within all policies, guidelines, constraints, and philosophies as outlined in this Policy. Specific responsibilities of the Investment Manager(s) include:

- Discretionary investment management including decisions to buy, sell, or hold individual securities, and to alter asset allocation within the guidelines established in this statement.
- Reporting, on a timely basis, periodic investment performance results.
- Communicating any major changes in investment strategy or any other factor which might affect implementation of investment process.
- Informing the Advisor regarding any qualitative change to investment management organization: Examples include changes in portfolio management personnel, ownership structure, investment policy, etc.

3.0 Guidelines and Objectives

Time Horizon

The investment time horizon will be ten years or greater, as the existence and obligations are long-term and ongoing. The Committee may recommend altering this time line if factors change making shorter-term liquidity more important.

Risk Tolerances

In establishing the market risk tolerances of the Fund, the ability to withstand short and intermediate term variability will be analyzed. The Committee recognizes that risk must be assumed in order to achieve the long-term investment objective of prudent capital appreciation.

The assumed risk on Fund assets is targeted to be less than the projected volatility of U.S. domestic equities as measured by the Standard & Poor's 500 Stock Index and greater than a portfolio comprised of 50% of the Standard & Poor's 500 Stock Index and 50% the Barclay's Aggregate Bond Index.

Performance Expectations and Investment Objectives

The rate of return on The Fund is expected to meet or exceed the rate of return for the composite of benchmark indexes as represented in Exhibit A of the Investment Policy.

4.0 Asset Allocation

Asset allocation of The Fund will be determined based on the time horizon, risk tolerances, performance expectations and investment objectives. The structure of the portfolio will follow modern portfolio theory and attempts to maximize return while limiting risk over time. The asset allocation will be reviewed from time to time, but no less frequently than once per year. The Committee may recommend to the Board adjustments to the asset allocation in order to meet Fund objectives.

5.0 Rebalancing of Assets

The value of each asset class will change depending upon asset performance. When necessary and/or available, cash inflows/outflows will be deployed to rebalance the portfolio in a manner consistent with the asset allocation of this Investment Policy. Additionally, the Investment Manager will review and rebalance the assets no less than quarterly in order to more closely align with the asset allocation.

6.0 Investment Managers

Selection of Investment Managers

The Managers must meet the following minimum criteria:

- Be a bank, insurance company, investment management company, or investment adviser as defined by the Registered Investment Advisers Act of 1940.
- Provide historical quarterly performance numbers calculated on a time-weighted basis, based on a composite of all fully discretionary accounts of comparable investments, and reported net and gross of fees.
- Provide performance evaluation reports prepared by an objective third party that illustrate the risk/return profile of the manager relative to other managers of like investment style.
- Provide detailed information on the history of the firm, key personnel, key clients, fee schedule, and support personnel. This information can be a copy of a recent Request for Proposal (RFP) completed by the manager.
- Clearly articulate the investment strategy that will be followed and document that the strategy has been successfully adhered to over time.
- Maintain minimum assets under management of \$250 million.

Duties and Responsibilities of the Managers

The duties and responsibilities of each money manager or fund company will include the following:

- Managing the fund assets under its care, custody and/or control in accordance with the Investment Policy objectives and guidelines set forth herein.
- Exercising investment discretion (including holding cash equivalents as an alternative) within the Investment Policy objectives and guidelines set forth herein.
- Promptly voting all proxies and related actions in a manner consistent with the long-term interests and objectives of The Fund set forth herein. Each manager shall keep detailed records of said voting of proxies and related actions and will comply with all regulatory obligations related thereto.
- Utilize the same care, skill, prudence and due diligence under the circumstances then prevailing that experienced, investment professionals acting in a like capacity and fully familiar with such matters would use for funds similar to these. Likewise, act in accordance and compliance with all applicable laws, rules and regulations from local, state, federal and international political entities as they pertain to fiduciary duties and responsibilities.
- Promptly informing the Advisor, in writing regarding all significant and/or material matters and changes pertaining to the investment of Fund assets, including, but not limited to:

Investment strategy; Portfolio structure; Tactical approaches; Ownership; Organizational structure; Financial condition; Professional staff; Recommendations for guideline changes; All legal material; SEC and other regulatory agency proceedings affecting the firm

Investment Policies and Guidelines for the Managers

Every investment manager selected to manage fund assets must adhere to the following investment policy and guidelines. If mutual funds are employed, only those that meet the following relevant criteria shall be selected:

- Holdings by any single issuer should not exceed more than 10% of the fair market value of the Fund's portfolio exclusive of any US Government or US Government agency issuer.

- The manager shall have the discretion to invest a portion of the assets in cash reserves when they deem appropriate. However, the managers will be evaluated against their peers on the performance of the total funds under their direct management.

Monitoring of the Managers

Quarterly performance will be evaluated to monitor progress toward the attainment of longer-term targets. It is understood that there are likely to be short-term periods during which performance deviates from market indices. During such times, greater emphasis shall be placed on performance comparisons with managers employing similar styles.

On a timely basis the Advisor will assess each asset manager relative to the following:

- Overall adherence to the Investment Policy guidelines.
- Material changes in the managers' organization, investment philosophy and/or personnel.
- Comparisons of the managers' results to appropriate indices and peer groups.

7.0 Brokerage Policy

All transactions effected for the Fund will be subject to the best price and execution.

8.0 Annual Distribution Guidelines

- The basis for the annual distribution shall be the fair market value of the Fund as of December 31.
- The recommended distribution amount will be 3% of the fair market value.
- The annual distribution shall be subject to the restrictions and provisions of the individual scholarship award accounts as defined by their donors.
- The funds will be transferred and held in a cash account for distribution to the award recipients.
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9.0 Investment Policy Review

At least annually the Committee shall review this Investment Policy and consider any appropriate amendments for recommendation to the Board.

EXHIBIT A

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Russell 2000 Small Capitalization Equity Index
Russell 2000 Small Capitalization Value Index
MS EAFE Index
MSCI Emerging Markets Index
Barclay's Aggregate Bond Index
Barclay's High Yield Bond Index
JPM Non-US Govt Index
HFRI Fund of Funds Index - Conservative
Dow Jones Real Estate Index

S&P GSCI

6.1

SPAULDING UNION HIGH SCHOOL DISTRICT #41 ANNUAL MEETING
WARNING
FOR
March 6, 2017

The legal voters of Spaulding Union High School District # 41, which consists of the Barre City School District and the Barre Town School District, Vermont, are hereby warned to meet at the Spaulding High School Library in the City of Barre, Vermont, on Monday, March 6, 2017 at 6:00 p.m. to act on the following articles:

- ARTICLE 1. To elect a moderator for a one-year term.
ARTICLE 2. To elect a clerk for a one-year term.
ARTICLE 3. To elect a treasurer for a one-year term.
ARTICLE 4. To elect an auditor:
One for a three-year term.
ARTICLE 5. To determine what compensation shall be paid to the officers of the district:
Moderator \$100 To Be Elected
Clerk \$100/year To Be Elected
Treasurer \$500/year To Be Elected
Auditors \$100/year Carl Hilton VansOsdall (2018)
Dottye Ricks (2019)
To Be Elected (2020)
Board Members \$1,500/year for each
Board Chair \$2,000/year
ARTICLE 6. Shall the voters of Spaulding Union High School District #41 vote to authorize its Board of School Commissioners to borrow money, when needed, by issuance of bonds or notes not in excess of anticipated revenue for the school year, to meet the expenses and liabilities of the school district?
ARTICLE 7. To present and discuss the proposed 2017-18 budget which will be voted on March 7, 2017.
ARTICLE 8. To do any other business proper to come before said meeting.
ARTICLE 9. To adjourn.

Adopted and approved at a meeting of the Board of School Directors of Spaulding Union High School District #41 held on January 26, 2017. Received for the record and recorded in the records of Spaulding Union High School District #41 on February 3, 2017.

ATTEST:

Donna Holden, Clerk
Spaulding Union High School District #41

Carlotta Simonds-Perantoni, Chair

David LaCroix, Vice Chair

Joe Blakely, Clerk

Anthony Folland

J. Guy Isabelle

Eddie Rousse

Lucas Herring

Spaulding Union High School District #41 Board of School Directors

6.2

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: F1

1ST READING: 11/17/2016
2ND READING: 12/15/2016
ADOPTED: 12/15/2016

SHS 1st Reading: 1/5/2017
2nd Reading: 2/2/2017
Ratified:

STUDENT CONDUCT AND DISCIPLINE¹

Policy

It is the policy of the Barre Supervisory Union to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

Definitions

- 1) **Weapon** means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.²
- 2) **School** means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held

¹ There is no clear legal requirement for a school board policy on discipline. However, 16 V.S.A. § 1162(a) authorizes school superintendents or principals to suspend pupils for up to 10 school days "...pursuant to policies adopted by the school board..." 16 V.S.A. § 1161a requires that all schools "...adopt and implement a comprehensive plan for responding to student misbehavior..." The State Board of Education Manual of Rules and Practices includes a school quality standard that refers to a "safe and orderly school environment," and refers to the required discipline plan, but does not require a policy. The Vermont Department of Education has posted guidelines for discipline plan development and several other resources on student discipline issues on its website at http://www.state.vt.us/educ/new/html/pgm_safeschools/pubs.html#resources.

² See 13 V.S.A. §4016(a)(2) for definition of "dangerous or deadly weapon."

on or off of school grounds and vehicles used to transport students to and from school or school activities.³

- 3) **Expelled** means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.⁴
- 4) **Knife** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan pursuant to 16 V.S.A. §1161a.

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.⁵

The guidelines for student behavior will also include prohibitions against the possession by students of knives, weapons and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.⁶

³ The Federal Gun Free Schools Act defines "school" as "...any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency. 20 U.S.C. § 7151(b)(f).

⁴ 16 V.S.A. §1162(a).

⁵ See 16 V.S.A. § 1162(a)(3)

⁶ The "knives, weapons and dangerous instruments" prohibition in this model policy is not required by law. The possession of "dangerous and deadly weapons" on school grounds by any individual is

Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

Legal

Reference(s):

16 V.S.A. §1161a (discipline)

16 V.S.A. §1162 (suspension and expulsion)

20 U.S.C. §§1400 et seq. (IDEA)

29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)

*VT State Board of Education Manual of Rules & Practices §4311, 4312, 4313;
2120.8.12*

Cross

Reference:

Board Commitment to Non-Discrimination

Public Complaints About Personnel

Interrogations or Searches of Students by Law Enforcement)

Officers or Other Non-School Personnel

Search and Seizure

Alcohol and Drug Abuse

Weapons

prohibited by 13 V.S.A. §4004. This prohibition does not apply to the possession of firearms in schools for "instructional or other specific purposes." 13 V.S.A. §4004(c)(2).

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: F7

1ST READING: 11/17/2016
2ND READING: 12/15/2016
ADOPTED: 12/15/2016

SHS 1st Reading: 1/5/2017
2nd Reading: 2/2/2017
Ratified:

STUDENT ALCOHOL AND DRUGSⁱ

It is the policy of the Barre Supervisory Union that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.ⁱⁱ It is further the policy of the district to make appropriate referrals in cases of substance abuse.

Definitions

Substance Abuse is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.ⁱⁱⁱ

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.^{iv}

Educational Program. The superintendent shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program.^v The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan^{vi}. If the school district is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.^{vii}

Support and Referral System. In each school the principal or his or her designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems.^{viii} The support and referral system will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case.^{ix} In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.^x

Cooperative Agreements.^{xi} The superintendent shall annually designate an individual to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Barre Supervisory Union has entered into cooperative agreements with both the Washington County Youth Service Bureau and Central Vermont Substance Abuse Services. These

organizations will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

Staff Training. The superintendent will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.^{xii}

Community Involvement. The superintendent will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.^{xiii}

Annual Report. In a standard format provided by the Agency of Education, the superintendent will submit an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.^{xiv}

Notification. The superintendent shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.^{xv}

ⁱ This policy is required by 16 V.S.A. 1165(c) and SBE Rule 4212. Unless otherwise noted in the following notes, the State Board rule requires that the policy include the elements contained in this model.

ⁱⁱ 16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school.

ⁱⁱⁱ Vermont State Board of Education Manual of Rules and Practices, Rule 4211

^{iv} See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substance in 41 U.S.C. §706(3) and 21 U.S.C. §812.

^v 16 V.S.A. §131(9); SBE Rule 4213.1

^{vi} SBE Rule 4212.2 *requiring that education program be consistent with this Plan.*

^{vii} 20 U.S.C. §§7101 et seq.

^{viii} SBE Rule 4212.3

^{ix} SBE Rule 4212.3D.

^x SBE Rule 4212.3B. SBE Rule 4212.3B requires that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

^{xi} SBE Rule 4212.3.

^{xii} SBE Rule 4213.2. See also SBE Rule 4212.3C.

^{xiii} SBE Rule 4214 does not require that this paragraph be included in a school board policy. The rule does require that schools engage in community programs "...to inform the community about the school's alcohol and drug prevention education program, alcohol and drug abuse prevention issues, and community-wide responsibility for effective alcohol and drug abuse prevention." This paragraph could be included in administrative procedures developed in conjunction with this policy.

^{xiv} SBE Rule 4215 does not require that this paragraph be included in a school board policy. The rule does require that the school's annual report include information on substance abuse education programs. This paragraph could be included in administrative procedures developed in conjunction with this policy.

^{xv} This section is not required by law , but could be included in a school board policy to ensure that adequate notice of the school district's policy and procedures related to alcohol and drug abuse is given to students and parents.

Legal Reference(s): 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)

16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)

16 V.S.A. 131(9) (Comprehensive Health Education)

16 V.S.A. §1045(b)(Driver Training Course)

16 V.S.A. §1165 (Alcohol and drug abuse)

18 V.S.A. §4226 (Drugs: minors, treatment, consent)

Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)

Cross Reference: Student Conduct and Discipline (F1)

Search and Seizure (F3)

Interrogations or Searches of Students by Law Enforcement)

Officers or Other Non-School Personnel (F5)

**BARRE SUPERVISORY UNION #61
POLICY****CODE: F21**1ST READING: 11/17/20162ND READING: 12/15/2016

ADOPTED: 12/15/2016

SHS 1st Reading: 1/5/2017
2nd Reading: 2/2/2017
Ratified:

FIREARMS**Policy**

It is the policy of the Barre Supervisory Union to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purposes of this policy, the terms "firearm" "school" and "expelled" shall be defined consistent with the definitions required by state and federal law.

Sanctions

Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the superintendent to the school board for an expulsion hearing.

A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a firearm to school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or his or her designee.

The superintendent shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department of Social and Rehabilitative Services.

The superintendent shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

Legal

Reference(s):

16 V.S.A. §1166 (State law pursuant to Federal law)

13 V.S.A. §§4004, 4016 (Criminal offenses)

20 U.S.C. §7151 (Gun Free Schools Act)

18 U.S.C. §921 (Gun Free School Zones Act of 1990)

20 U.S.C. §§1400 et seq. (IDEA)

29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)

Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

Cross Reference: Search and Seizure

Student Conduct and Discipline

**BARRE SUPERVISORY UNION #61
POLICY****CODE: F25**

1ST READING: 11/17/2016
2ND READING: 12/15/2016
ADOPTED: 12/15/2016

SHS 1st Reading: 1/5/2017
2nd Reading: 2/2/2017
Ratified:

STUDENT ATTENDANCE**Policy**

It is the policy of the Barre Supervisory Union to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

- A. written excuses;
- B. tardiness;
- C. notification of parents/guardian;
- D. signing out of school;
- E. excessive absenteeism;
- F. homebound and hospitalized students;
- G. early dismissals;
- H. homework assignments;
- I. making up work

Administrative Responsibilities

1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.

2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

Legal *16 V.S.A. §§1121 et seq. (Attendance required)*

Reference(s): *16 V.S.A. § 1125 (Truant officers)*

VT State Board of Education Manual of Rules & Practices: §2120.8.3.3

Cross
Reference: *Admission of Resident Students*

Admission of Non-Resident Tuition Students

SPAULDING'S MOVE TO PROFICIENCY-BASED LEARNING

Vermont public high schools have begun implementing Proficiency-Based Learning (PBL). PBL is a key component of Flexible and Personalized Pathways set forth in Act 77 and the State Board of Education's Education Quality Standards. Passed into law in July of 2013, Act 77 ensures that all Vermont students have access to high-quality educational experiences that best prepare them for life after graduation. Along with PBL, Act 77 also includes flexible pathways through the following options:

- **Work-Based Learning Opportunities** - general career, career technical education, and internships
- **Virtual and Blended Learning** - a mix of online and traditional classroom learning
- **Dual Enrollment** - students take two college classes (tuition free) in their junior and/or senior years, earning high school and college credit at the same time
- **Early College Program** - this senior year experience allows students to earn both a high school diploma and complete their first year of college at many Vermont colleges

The focus of PBL is on student's demonstration of specific and targeted learning outcomes. Students gain the skills, abilities, and knowledge required in area of study, along with those necessary to be successful in college, career and civic life. PBL is designed to identify and address gaps to provide equitable learning opportunities for every student. This is in contrast to traditional educational systems which advance students based on seat time.

Spaulding High School (SHS) started preparing for the changes outlined by Act 77 during the 2014-2015 school year. Act 77, in part, requires that public high schools implement a PBL system. With the majority of courses at SHS being multi-class, the decision was made to institute PBL for all grades. The administration and staff also came to a philosophical decision to implement true PBL assessment, using words to describe student performance in meeting standards rather than providing such feedback and then converting it to an arbitrary percentage score.

SHS began the year with a Course Performance Outline that had five levels of assessment: Exemplary, Proficient, Developing, Beginning, and No Evidence. All levels would be calculated for Grade Point Average (GPA), but only the two highest levels, Exemplary and Proficient, would earn course credit. Upon receiving feedback from community members, the SHS administration modified the Course Performance Outline to reflect a wider and more delineated outline of performance, and its subsequent translation to GPA. The modified Course Performance Outline include two additional levels, Partially Exemplary and Partially Proficient with four levels earning course credit. The Course Performance Outline can be seen on page 3.

Transferable Skills are behaviors that students learn and demonstrate in order to achieve success in all walks of life. SHS began the 2014-2015 school year identifying *soft skills* (later called Transferable Skills) that were embedded in our grading practices. Removing them from the grading practice and planning on the focus of feedback was the focus of the 2015-2016 school year. A successful SHS graduate will be one who has demonstrated proficiency in subject

content areas and in the behaviors of a productive community member. Instituting Transferable Skill assessment conveys to students and the larger school community the importance of acquiring and habituating these behaviors. A separate Transferable Skills grade allows a teacher to keep feedback on academic achievement separate from feedback on behavioral achievement while highlighting the importance of both. Teachers are required to post Transferable Skill assessments scores a minimum of every two weeks in Infinite Campus. The assessment scores are meant to be a reflection of that two week period.

The Transferable Skills standard appears in every class. The standard communicates the degree to which the student demonstrates certain behaviors. At SHS, the behaviors currently being assessed are:

- Respect
- Perseverance
- Accountability/Responsibility
- Effort

Teachers use a rubric to assess the Transferable Skills. The rubric can be seen on page 4.

SHS uses the Transferable Skills assessment to determine student eligibility for athletics and Drama Club. The SHS policy regarding eligibility can be seen on page 5.

As mentioned earlier, SHS is translating a student's level of proficiency in a course to a GPA. An SHS student's GPA is still weighted for Honors and AP-level courses. SHS will still use a class ranking system and have a valedictorian and salutatorian based on cumulative GPA. SHS transcripts and report cards have been modified to reflect the change from letter grades to words as indicated in the sample on page 6.

A key component of PBL is a student's ability to reassess as many times as needed. All students have the ability to reach Exemplary, or a higher level than they originally were assessed, in a given course. After an initial assessment, students have the ability to make a Reassessment Plan with their teacher. The time-frame for these plans is two weeks. As long as a student is making documented progress, the student and teacher may continue to make plans to reassess in that course. A formal Reassessment Plan tool has been developed to make this process more consistent and streamlined. See page 7 for a sample.

SHS has dedicated all independent teacher work days during this school year to this state-mandated initiative. In an effort to provide outside resources and information regarding PBL to the community, SHS has continued its practice of hosting a Parent Forum on the third Monday of the month. The next Parent Forum is scheduled for Monday, March 20, 2017. The Parent Forum is held in the SHS cafeteria and begins at 5:00 PM. The SHS web page is also a valuable resource for our community members when it comes to PBL. Information can be accessed by clicking on the Academics tab and then clicking the Proficiency Based Learning tab. We have also been able to send out information through email by updating our Parent Email List in Naviance. If parents feel we may not have an accurate email address on file, they should contact the school at their convenience.

**Spaulding High School
2016-2017 Course Performance Outline**

COURSE PERFORMANCE RATING	GPA Value	GRADING CRITERIA
Exemplary	4.0	<ul style="list-style-type: none"> ● Majority of standards are Exemplary. ● No standards are Developing, Beginning, or No Evidence.
Partially Exemplary	3.5	<ul style="list-style-type: none"> ● Majority of standards are Proficient with at least one Exemplary. ● No standards are Developing, Beginning, or No Evidence.
Proficient	3.0	<ul style="list-style-type: none"> ● All required standards are Exemplary or Proficient. ● Majority of standards are Exemplary and/or Proficient. ● No standards are Beginning or No Evidence
Partially Proficient	2.5	<ul style="list-style-type: none"> ● All required standards are Exemplary or Proficient. ● Majority of standards are Exemplary and/or Proficient. ● Of the standards not Exemplary or Proficient, the majority are Developing. ● No standards are No Evidence.
Developing	2.0	<ul style="list-style-type: none"> ● Majority of standards are Exemplary and/ or Proficient, but at least one No Evidence. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Majority of standards are Developing
Beginning	1.0	<ul style="list-style-type: none"> ● Majority of standards are Beginning.
No Evidence	0.0	<ul style="list-style-type: none"> ● Majority of the standards are No Evidence.

*Honors and AP courses would add an additional 0.33 to the GPA score.

Guidelines for Incompletes:

- The student has extenuating circumstances.
- The student has Consistently or Usually met Transferable Skills expectations.
- The student has arranged a reasonable plan with the teacher (such as a contract).
- Incompletes will be granted for a two-week period. Additional extensions may be granted with the permission of the department chair if a student is making reasonable progress.

ACADEMIC ELIGIBILITY for DRAMA and ATHLETICS

Every student must be enrolled in FOUR regular block courses or approved educational activities each marking period.

AT THE END OF EACH QUARTER, students must have Transferable Skills' Work Habit ratings of THREES (Usually) or FOURS (Consistently) in ALL assessed areas for EACH COURSE. Students who meet these criteria are FULLY eligible to participate in ALL extra-curricular activities.

Any student who receives a ONE (Rarely) or TWO (Occasionally) in ANY Transferable Skill Work Habit for ANY course at the end of a marking period will be notified by school personnel (a Guidance Counselor, the Athletic/Activities Director, a Principal, a Teacher Advisor). Barring the presence of extenuating circumstances*, the student will become INELIGIBLE to participate in ALL extra-curricular activities. Should the STUDENT choose to continue with, or begin, an activity, he/she MUST meet with the Athletic/Activities Director to be placed on PROBATION – NO EXCEPTIONS (details below).

*Extenuating circumstances will be defined by the Principal, or his/her designee, but typically will include a hardship on behalf of the student. The Principal, or his /her designee, will provide a final determination on a case by case basis.

PROBATION:

- Continue (or begin) practicing/meeting with his/her team/group
- NO participation in games/contests/competitions (may sit on bench at home games)
- NO early dismissal from school to travel with team or group to away events (after school/Saturday travel is OK)

Individual course Transferable Skill Work Habits will be reviewed by the Athletic/Activities Director at the FIRST progress report of the next marking period. The review will result in one of the following:

- If the student is receiving a THREE or FOUR in ALL Work Habits for EACH course, then they will be reinstated to full participation.
- If the student is receiving a ONE or TWO in ANY Work Habit for ANY course, then he/she will be declared ineligible for the remainder of the marking period.

Fall sport/activity eligibility for sophomores, juniors, and seniors will be determined by ALL fourth marking period Transferable Skills Work Habit ratings in EACH course. Any sophomore, junior, or senior who is not eligible for fall sports/activities may choose to be placed on probation (see above). The fall probation review will take place at the FIRST progress report of the first making period (mid-September). ALL incoming freshmen are eligible for all fall activities/athletics.

Students who are ineligible following second quarter grades (and for whom probation does not apply at the time) may try out for spring sports and activities IF they can provide evidence to the Athletic/Activities Director that they are receiving a THREE or FOUR in each Transferable Skill Work Habit for EACH course at the start of the spring practice period in March. Determination of final spring eligibility will be made at the time third quarter report cards are issued.

Transfer students who meet the eligibility requirements of their previous school during the most recent marking period are eligible for Spaulding High School athletics/activities until they receive their first SHS report card (at which time they become subject to the above eligibility standards).

Note: Students who are NOT on probation CANNOT lose their eligibility based upon progress report review.

Spaulding High School Transcript

School CEEB Code: 460015 Tel: (802)476-4811 Fax: (802)479-4535
 155 Ayers Street, Barre, VT 05641

Student, Any Any

Student Number: 170000000 Grade: 12

10 Any ST, Barre, VT 05641

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Enrollment History

Start	End	Grade	School
08/26/2013		09	Spaulding High School
07/01/2014		10	Spaulding High School
08/25/2015		11	Spaulding High School
08/29/2016		12	Spaulding High School

Transcript Statistics

GPA Type	GPA	Class Rank	Percentile
Weighted GPA	3.5539	34 of 181	81.22%
Unweighted GPA	3.5203		

Student #: 170000000

State ID:

Diploma Date:

Current Grade: 12

Birthdate: 10/01/1998

Gender: M

Courses Taken 2013-2014 Grade 09
 from 276 Spaulding High School

Course	Mark	Weight	Credit
Freshman English	A-	1.0000	1.000
English Skills Elective	A-	1.0000	1.000
Wellness	A	1.0000	1.000
Modern World History	C+	1.0000	1.000
Algebra I	B-	1.0000	1.000
Math Skills Elective	B-	1.0000	1.000
Physical Education 103	A+	0.5000	0.500
Physical Education 104	A+	0.5000	0.500
Earth Science	A-	1.0000	1.000

Total Credits: 8.000

Courses Taken 2014-2015 Grade 10
 from 276 Spaulding High School

Course	Mark	Weight	Credit
Driver Education	A-	0.5000	0.500
Sophomore English	A-	1.0000	1.000
World Art	A	1.0000	1.000
U.S. History	A-	1.0000	1.000
Civics	B	0.5000	0.500
Geometry	A-	1.0000	1.000
Algebra II	C	1.0000	1.000
Introductory Biology	A	1.0000	1.000
Spanish II	A	1.0000	1.000

Total Credits: 8.000

Courses Taken 2015-2016 Grade 11
 from 276 Spaulding High School

Course	Mark	Weight	Credit
Journeys in American Lit	A	1.0000	1.000
3-D Art Studio	A	1.0000	1.000
Sociology	A-	0.5000	0.500
Pre-Calculus Honors	B	1.0000	1.000
Anatomy and Physiology I	A	1.0000	1.000
Chemistry Honors	A-	1.0000	1.000
Spanish III	A	1.0000	1.000
Spanish IV Honors	A	1.0000	1.000

Total Credits: 7.500

Courses Taken 2016-2017 Grade 12
 from 276 Spaulding High School

Course	Mark	Weight	Credit
AP English Lit and Comp	Prof	2.0000	2.000
Statistics	Prof	1.0000	1.000
Marine Biology	Prof	1.0000	1.000
Forensic Science	Prof	1.0000	1.000
Spanish V Honors	Exem	1.0000	1.000

Total Credits: 6.000

Official's Signature _____

Page 6

Student Name: _____

Reassessment Plan

Original Assessment: _____

Teacher: _____

Date of Plan: from: _____ to: _____

Course: _____

Standards are concepts and skills that students need to demonstrate understanding of. When a student is not initially successful in demonstrating their proficiency on a standard, a reassessment plan is developed. The plan is for up to two weeks to allow for further learning. If progress is shown, but proficiency is not met after a reassessment plan, an extended reassessment plan will be devised. If a student does not follow up on a reassessment plan, the student may lose the opportunity for an extended reassessment plan.

To be completed by the student:

Please reflect upon why you did not meet the standard(s) on the assessment. Check all that apply:

- ☐ Absences from class
- ☐ Did not complete assigned learning tasks / practice
- ☐ Did not seek help when necessary
- ☐ Practiced incorrectly
- ☐ Other - please state: _____

Review the original assessment. What is/are the specific standard(s) / skill(s) / assessment(s) that need improvement?

To be completed by the student with teacher input:

What will be done to prepare for the reassessment?

- ☐ Complete/revisit previous learning task(s) (please list):

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

- ☐ Complete additional learning task(s) (please list):

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

- ☐ Schedule assistance / direct instruction (teacher needs to confirm availability):

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

- ☐ Other (please specify): _____

8.1

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., MBS
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.

January 25, 2017

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

- The Barre Town revote for Article 1 will take place on Tuesday, January 31.
- There has been active dialogue among the community through FaceBook, Front Porch Forum, flyers and postcard mailers, and word of mouth. Certainly the community is engaged in the discussion.
- I was asked to attend an informational session with members of the Senate Education Committee at U-32 on Friday, January 20 along with members of the Act 46 Committee. Guliano Checchinelli and Ed Rousse joined me. We provided a summary of Act 46 in our supervisory union and answered questions about the successes and challenges.
- I have been requested to testify to the House Education Committee on Act 46 on Thursday, January 26. My testimony is available at:
<http://legislature.vermont.gov/committee/document/2018/10/Date>
- 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) Act 166

- I was requested to testify to the House Education Committee on Act 46 on Friday, January 13. My testimony is available at:
<http://legislature.vermont.gov/committee/document/2018/10/Date/1-13-2017>

(3) Negotiations

- Paraeducator negotiations last met on January 11, and meets again on January 26 and February 6.
- Teachers negotiations last met on January 17 and meet again on February 7.
- We are planning to schedule custodial negotiations in February.
- 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>

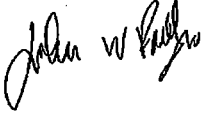
(4) Legislative Breakfast

- The legislative breakfast will take place on Monday, January 30, 2017 from 7:30 – 9:00 a.m. at the SHS Lunchbox.
- Governor Scott's budget address on January 24 called for extreme measures regarding our recently approved budgets, among other things. I am sure our legislators will want to hear our thoughts on the governor's proposals and the impact of those proposals on our system. I am providing links below to the Governor's Press Release and the full transcript. I'm sure our legislators are interested in your thoughts.
 - i. <http://governor.vermont.gov/press-release/governor-scott-delivers-first-budget-address>
 - ii. <http://digital.vpr.net/post/audio-full-transcript-gov-phil-scotts-2017-budget-address#stream/0>

(5) Retirement

- Deb Gibson's last day of work is on January 31, although she will be available to support her successor. The BSU office staff had a very nice luncheon for her on January 25 in the SHS Lunchbox.
- Interviews for Deb's replacement will take place on Thursday, January 26.

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "John W. Pandolfo".

John Pandolfo
Superintendent of Schools



219 North Main Street, Suite 402, Barre, VT 05641
(p) 802-479-1030 | (f) 802-479-1835

MEMORANDUM

TO: Superintendents, Principals, Curriculum Coordinators, and School Counselors
FROM: Rebecca Holcombe, Ed.D., Secretary, Agency of Education *RH*
Heather Bouchey, Ph.D., Deputy Secretary of Education *HB*
SUBJECT: Flexible Pathways Initiative
DATE: January 23, 2017

This memorandum is intended to highlight key considerations that should guide decision-making with respect to the creation and implementation of personalized learning plans (PLPs) pursuant to the Flexible Pathways Initiative (Act 77). This memorandum is a starting place and not a comprehensive discussion of Flexible Pathways.

In creating administrative processes and practices, local education teams must consider the following:

1. It is within the SU/district's authority to approve or disallow PLP requests that do not adhere to these criteria.
2. Equitable access to both high-quality flexible pathway opportunities and opportunities to demonstrate achievement of proficiency-based graduation requirements (PBGRs) is essential. So-called "pay to play" experiences are rarely likely to meet this criterion, unless all students are given the opportunity to count similar experiences in meeting PBGRs. Accordingly, supervisory union and district leaders must think carefully about how local policy and practices ensure student equity for meeting learning proficiencies and PBGRs.
3. Nothing in Act 77 creates an individual entitlement or private right of action on the part of students and families.
4. Flexible pathway experiences that occur outside of the school must comply with both truancy statute (16 V.S.A. § 1121) and the SU/district's local attendance policy. Specifically, local Act 77 policy and practices should reflect how PLP components occur *in lieu of* on-site curriculum requirements.

We discuss each of these issues in more detail below, followed by several examples that have recently or are anticipated to come to the attention of AOE staff (see Appendix A). These examples illustrate potential issues and situations that you may experience when evaluating student proposals for PLPs.

Background

While the law encourages creation of “Flexible Pathways to Secondary Completion” through development of personalized learning plans (PLP), SUs/districts should be mindful that the law did not create an individual entitlement or a private right of action. Primary purposes of the law are to (1) encourage and support the creativity of SUs/districts as they develop and expand high-quality educational experiences in secondary education, (2) promote opportunities for Vermont students to achieve postsecondary readiness and (3) increase rates of secondary school completion and postsecondary school continuation.

The law provides a significant amount of flexibility to SUs/districts in developing PLPs and flexible pathways embedded within them, but any proposal should be evaluated based on whether the activity contributes to the student’s postsecondary readiness or secondary school completion and potential postsecondary school continuation.

Under Act 77, SUs/districts are expected to:

- Identify and support students who need additional assistance to succeed in school and to identify ways in which individuals students would benefit from flexible pathways to graduation.
- Work with every student in grades 7-12 in an ongoing personalized learning planning process that: identifies the student’s emerging abilities, aptitude, and disposition; includes participation by families and other engaged adults; guides decisions regarding course offerings and other high-quality educational experiences; creates opportunities for students to pursue flexible pathways to graduation; and is documented.
- Create opportunities for secondary students to pursue flexible pathways to graduation that are an integral component of a student’s PLP.

Developing local policies around Flexible Pathways will help SUs/districts evaluate both internal and external suggestions regarding a PLP.

Key Considerations

Activity Cost and Equity. In developing relationships with outside entities for purposes of creating educational program opportunities outside of the traditional school setting, keep in mind that any required costs or fees for participation necessarily create inequity. Educational programs that are integral to or a part of the core educational curriculum should be at no direct cost to the parent. Vermont law requires a free public education, including that the SU/district provide all text books, learning materials, equipment and supplies. This core tenet

of the public school system also applies to extracurricular and co-curricular activities, in addition to core curriculum. Otherwise, students of limited economic means are excluded from activities accessible to their classmates. In essence, the district cannot build in inequities regarding what counts toward postsecondary readiness and secondary completion within the PLP. SUs/districts are advised to think carefully about the content of different students' PLPs from this perspective.

Any proposal requiring a fee for participation violates this tenet. Parents are, of course, free to enroll their children in their choice of enrichment activities outside of school, but to be part of a PLP the district is making a judgment that an activity is an integral part of the student's public school education and may not impose an additional cost on the student. Further, parents are free to enroll their children in enrichment activities, but this does not obligate the SU/district to count such activities in meeting the student's proficiency-based learning objectives or PBGRs. In making local decisions, SUs/districts must ensure that all students have equitable access to both flexible pathway opportunities and the chance to count such experiences toward their graduation requirements. Nothing in Act 77's reference to "high quality educational experiences" implies a commitment or ability of a student to pay for such experiences, nor are SUs/districts obligated to pay for any PLP component that creates inequity across students.

Attendance. The SU/district should also consider whether and how participation will conflict with attendance in the core curriculum that is also part of the student's PLP. For example, a program that removes a student from school twenty percent (20%) of the school year would run up against school attendance requirements unless it has been incorporated into the student's PLP *in lieu of* a core requirement.

A second aspect of attendance, related to equity, is consideration of those students unable to participate in out-of-school opportunities due to barriers such as fees or transportation costs, and whether the inability to participate in such offerings creates a second-class system of flexible pathways. While the intent of the statute was to create flexibility, SUs/districts must consider the effects of permitting a student with means to access qualitatively different activities that count toward secondary school completion.

Financial Resources. The district must consider its system-wide financial resources in determining what specific educational programs or activities it will incorporate into PLPs in an effort to offer students equitable flexible pathways to graduation or postsecondary completion.

Integral Part of Cohesive Education System. Finally, the Flexible Pathways Initiative should be regarded as a part of a holistic public education system – the goal of which is to provide a

high quality system of education that prepares its students to be contributing and productive members of society at a cost which the taxpayers of the State are willing and able to bear.

Summary

This memorandum highlights some of the issues for SUs/districts to consider in the development of local policies around Flexible Pathways and PLPs. It is certainly not an exhaustive summary of issues that may arise in this area. As SUs/districts continue to implement this initiative and further issues evolve, the Agency will issue additional memoranda to the field in order to share successes and challenges across the State.

Appendix A

Actual and hypothetical examples from the field highlight the need for a shared set of approaches from SUs/districts. With the goal of sharing information statewide, below are some examples of requests that have been or may be made to SUs and districts. We share them here to inform your local efforts, as we all strive for a coherent implementation.

Examples:

1. Parents of a ninth grader currently pay for their child to attend an outdoor program once a week for a full day and want the student's PLP to include this experience for credit toward graduation, as well as the district to pay for the program.
2. The parents of a student who struggles with math in a classroom setting suggest that the student's PLP includes an internship two afternoons a week that would help the student connect math and its real life application. Parents have located an internship at a company where the student would work with someone who does inventory control.
3. A parent sends her child to school in Mexico for the summer and wants the district to assess her Spanish proficiency as a result of that experience in order to satisfy language requirements.
4. A parent operates a business and wants her child to work in the business as part of his PLP.

Application of Key Considerations

1. Outdoor program proposal

The SU/district may consider whether there are other high quality educational experiences, including courses offered within the district, Career Technical Education (CTE) center, existing work-based learning arrangements or programs, etc. that offer similar experiences and content. The fact that existing experiences offered by the district are not identical to the student's requested activity does not guarantee district approval of the student's proposal. The PLP process allows the district to "guide decisions regarding course offering and other high quality educational experiences." Likewise, nothing in the language of the Flexible Pathways Initiative suggests that SUs/districts assume the cost of or undertake the process of evaluating an activity for credit simply because a request is made.

If the SU/district believes the activity merits consideration, there are several issues that would have to be addressed: the degree of supervision; the quality of the activity requested – particularly if it is offered by an entity with which the SU/district has not partnered in the past; whether its content satisfies core requirements for secondary school completion; whether incorporating the activity in the PLP will increase postsecondary readiness and/or

the chance that the student will complete secondary school or continue to postsecondary school; and whether the cost of the program is justified in terms of alternatives.

2. Parent's internship proposal for math

Issues for the SU/district include whether the actual work to be performed would require the student to learn the same math-related skills and proficiencies as are taught in the classroom; whether the student seems likely to learn successfully in an off-site work environment based on her abilities, aptitude and disposition; the age of the student and whether child labor laws are implicated; and general safety and supervision issues. This is not a situation in which the employer is an employee or contractor of the district. Nevertheless, if the company is a new internship partner the SU/district would want to evaluate the work environment.

3. Language accreditation through personal travel

Issues to consider are whether or not this experience would meet the EQS requirements for global citizenship (social sciences and languages) and whether the proposed experiential activities address or further the Flexible Pathways goals of furthering postsecondary readiness or secondary school completion and postsecondary continuation. If accreditation of language skills acquired through summer travels are incorporated into a PLP, the policy might also address whether to credit language skills of a student who acquired second language skills in the home. Consistent with personalization and personalized learning, the SU/district may consider assessing the student's fluency (e.g., using an end-of-year exam), in order to determine proficiency and adequately place the student in additional coursework within the foreign language. Similar to other course experiences, students should have an option to pass an exam to demonstrate proficiency.

4. Student working in parent's business

In addition to supervision issues inherent to an internship or other work-based learning opportunity, as described above, SUs/districts must view all requests or proposals for consideration of the academic credit/graduation credit to be earned from the particular activity. Flexible pathways are designed to allow individual students multiple avenues to meeting the *same* proficiencies. Similarly, the SU/district must consider how the work is to be assessed for the proposed credit. This requires the SU/district to determine in advance what the student's learning product(s) will be and how the SU/district will assess the proficiencies obtained through the educational opportunity or program. Ultimately, the question is whether the experience will help the student meet proficiencies. The intent of the statute is not just to award credit for opportunities outside of the classroom.

February 2, 2017
Principal's Report

- Athletics:
 - National Honor Society had a very successful Make-A-Wish Fundraiser at the doubleheader ice hockey games at the BOR on January 21. Many students (and Jessica Carpenter/Chris Liff) put in a tremendous amount of time & energy to make the afternoon/evening's events run smoothly. Jamie Heath, an SHS sophomore and Vermont's Make-A-Wish ambassador, provided an inspirational testimony during the pregame ceremonies.
 - The annual Pink the Rink & Think Pink events to raise cancer awareness took place during the week of January 23. Home ice hockey, as well as girls' & boys' basketball games, participated in the Pink events. The week's events culminated on January 27, during half-time of the varsity boys' BB game, when the Luminary display was unveiled. Over \$2500 was donated for cancer research. Thanks to Randi Dudley, Whitney Renaud, Colleen Couture and Michelle LaFrancis for their hard efforts.
 - Indoor Track athletes have two end of the season meets at Norwich University: January 28 - New England Qualifier and February 4 - State Championship.
- Second semester upcoming highlights:
 - Students will be starting to meet with their guidance counselors in selecting courses for next year. This typically happens through the month of February for the initial sign ups.
 - The Youth Risk Behavior Survey is given once every two years. We will be administering the YRBS on February 16. The YRBS was developed by the Center for Disease Control and Prevention in 1990 to monitor priority health risk behaviors that contribute to the leading causes of death, disease, injury and social problems among youth. These behaviors, often established during childhood and early adolescence, include: Behaviors that contribute to unintentional injuries and violence, Physical activity, Nutrition, Weight status, Tobacco use, Alcohol and other drug use and Sexual behaviors. The survey is part of a larger effort to help communities increase the resiliency of young people by reducing high risk behaviors and promoting healthy behaviors. Vermont collects student responses every two years from nearly every high school and middle school in the state.
- Parent Forum:
 - Lola Noyes and Kathy Gardner reviewed the Return to Learn protocol. If a student exhibits signs of a concussion (sensitivity to light, difficulty focusing, headaches, etc.) students should rest and follow the protocol. The nurse's office informs teachers, and academic supports are implemented on a case by case need. The nurses and the athletic trainer, Chelsea Allen, are resources for the students and parents. Students are experiencing concussions outside of sports, so it is important for all parents to be aware.
 - Pat Fitzsimmons, Team Leader for the AoE PBL Team, spoke about efforts at the Agency of Education in building supports for Act 77 and Proficiency Based Learning. The AoE is looking for ways to support schools in their implementation of PBL.

- Mike Stefanowicz, Director of Admissions for Saint Michael's College, spoke about college admittance with proficiency based grading and learning. In summary, colleges use a wide variety of criteria for acceptance. The school's profile is a major resource which colleges use in helping them be informed of potential candidates. As a follow up, the school profile was shared via email with parents. Academic achievement, strength of schedule, writing, extracurriculars and internal enrollment goals are the major factors SMC uses. "Habits of work" are also useful to the college.

January 20, 2017 - UPDATE (ADDENDUM) to March 2016 statistics

Spring 2016 (based upon April 2016 3rd quarter grades)

- 5 of 177 student athletes placed on probation in April (2.82% of total)
- 1 student "retired" during probation period (not academic reasons)
- 1 student was declared ineligible following 3 week probation period (0.056% of total spring athletes)
- 99.43% of spring athletes eligible to play in late April

Fall 2016 (based upon June 2016 4th quarter grades):

- 20 of 170 student athletes placed on probation in September (11.76% of total)
- 5 students "retired" or were cut from teams during the probation period (non-academic reasons)
- 0 students were declared ineligible following 3 week probation period (0.0% of total fall athletes)
- 100% of fall athletes eligible to play in mid-September (following Transferable Skills review)

Winter 2016-17 (based upon Jan. 2016 2nd quarter Transferable Skills marks):

- 14 of 145 student athletes placed on probation on January 20th (9.655% of total)
- ___ student was declared ineligible following 2 week probation period (___% of total winter athletes)
- ___ student was declared ineligible following 4 week probation period (___% of total winter athletes)
- ___ % of winter student athletes eligible to play in mid-February

****YET TO BE DETERMINED****

Academic Probation DATA from our athletic eligibility review periods over the past years.

Results below:

Fall 2013 (based upon June 2013 4th quarter grades)

- 16 of 182 student athletes placed on academic probation in Aug. (8.7% of total fall athletes in Aug.)
- ALL declared FULLY eligible following 3 week probation period
- 100% of fall athletes eligible to play in early Sept.

Winter 2013-14 (based upon Jan. 2014 2nd quarter grades)

- 14 of 148 student athletes placed on academic probation in Jan. (9.45% of total winter athletes)
- 4 declared ineligible following 3 week probation period; 2.7% of total
- 97.3% of winter athletes eligible to play in early Feb.

Spring 2014 (based upon April 2014 3rd quarter grades)

- 18 of 180 student athletes placed on academic probation in April (10% of total spring athletes)
- 1 student removed by parent
- 2 declared ineligible following 3 week probation period; 1.1% of total
- 98.9% of spring athletes eligible to play in mid-April

Fall 2014 (based upon June 2014 4th quarter grades)

- 16 of 195 student athletes placed on academic probation to start season in August (8.21% of total fall athletes in Aug.)
- 1 declared ineligible following 3 week probation period; 0.51% of total
- 99.49% of fall athletes eligible to play in early Sept.

DATA continued:

Winter 2014-15 (based upon Jan. 2015 2nd quarter grades)

- 17 of 164 student athletes placed on academic probation in Jan. (10.37% of total winter athletes)
- 1 student removed by parent
- 2 declared ineligible following 3 week probation period; 1.21% of total
- 98.79 % of winter athletes eligible to play in early Feb

Spring 2015 (based upon April '15 3rd quarter grades)

- 14 of 168 student athletes placed on probation in April (8% of total)
- 3 students "retired" during probation period (not academic reasons)
- 1 student was declared ineligible following 3 week probation period (0.5% of total spring athletes)
- 99.5% of spring athletes eligible to play in mid-April

AS OF SPRING 2015:

In the past two years there have been 95 student athletes placed on academic probation from a total of 1,037 (equaling 9.16%).

Of those 95, ten (10) were declared ineligible following their probation period (i.e. less than 1% {0.964} of total student athletes).

99.03% of student athletes (1,027 of 1,037) have been academically eligible to participate in their sport of choice in the past two years.

Addendum - March 2016

Fall 2015 (based upon June 2015 4th quarter grades):

- 24 of 214 student athletes placed on probation in September (11.21% of total)
- 3 students "retired" during the probation period (non-academic reasons)
- 3 students were declared ineligible following 3 week probation period (1.4% of total fall athletes)
- 98.6% of fall athletes eligible to play in mid-September

Winter 2015-16 (based upon Jan. 2015 2nd quarter grades):

- 6 of 171 student athletes placed on probation in January (3.5% of total)
- 1 student was declared ineligible following 3 week probation period (0.05% of total fall athletes)
- 99.5% of winter student athletes eligible to play in mid-February

AS OF MARCH 2016:

In the past two and a half years there have been 125 student athletes placed on academic probation from a total of 1,422 (equaling 8.79%).

Of those 125, fourteen (14) were declared ineligible following their two week probation period (i.e. less than 1% {0.984} of total student athletes).

99.01% of student athletes (1,408 of 1,422) have been academically eligible to participate FULLY in their sport of choice.

Girl/Boy Academic Probation comparison:

Fall 2013: 11 of 106 boys = 10.37% 5 of 76 girls = 6.57%	Winter 2013-14: 9 of 87 boys = 10.34% 5 of 61 girls = 8.19%	Spring 2014: 12 of 100 boys = 12% 6 of 80 girls = 7.5%	<u>2013-14 school year:</u> 32 of 293 = 10.92% 16 of 217 = 7.37%
Fall 2014: 12 of 108 boys = 11.11% 4 of 87 girls = 4.5%	Winter 2014-15: 8 of 91 boys = 8.79% 9 of 73 girls = 12.32%	Spring 2015: 11 of 98 boys = 11.22% 3 of 70 girls = 4.28%	<u>2014-15 school year:</u> 31 of 297 = 10.43% 16 of 230 = 6.96%
Fall 2015: 18 of 121 boys = 14.87% 6 of 93 girls = 6.45%	Winter 2015-16: 5 of 91 boys = 5.49% 1 of 80 girls = 1.25%		<u>2015-16 school year:</u> 23 of 212 = 10.84% 7 of 173 = 4.04%
			TOTAL: Boys 86 of 802 = 10.72% Girls 39 of 620 = 6.29%

PROBATION STATISTICS - COMPARISON BY SEASON

Fall 2013 (based upon June 2013 4th quarter grades)

- 16 of 182 student athletes placed on academic probation in Aug. (8.7% of total fall athletes in Aug)

Fall 2014 (based upon June 2014 4th quarter grades)

- 16 of 195 student athletes placed on academic probation to start season in August (8.21% of total fall athletes in Aug.)

Fall 2015 (based upon June 2015 4th quarter grades):

- 24 of 214 student athletes placed on probation in September (11.21% of total)

Fall 2016 (based upon June 2016 4th quarter grades):

- 20 of 170 student athletes placed on probation in September (11.76% of total)

FALL PROBATION PERCENTAGE BY YEAR:

8.7% ('13)
8.21% ('14)
11.21% ('15)
11.76% ('16)

Winter 2013-14 (based upon Jan. 2014 2nd quarter grades)

- 14 of 148 student athletes placed on academic probation in Jan. (9.45% of total winter athletes)

Winter 2014-15 (based upon Jan. 2015 2nd quarter grades)

- 17 of 164 student athletes placed on academic probation in Jan. (10.37% of total winter athletes)

Winter 2015-16 (based upon Jan. 2016 2nd quarter grades):

- 6 of 171 student athletes placed on probation in January (3.5% of total)

Winter 2016-17 (based upon Jan. 2017 2nd quarter Transferable Skills marks):

- 14 of 145 student athletes placed on probation on January 20th (9.655% of total)

WINTER PROBATION PERCENTAGE BY YEAR:

9.45% ('13-14)
10.37% ('14-15)
3.5% ('15-16)
9.655% ('16-17)

Spring 2014 (based upon April 2014 3rd quarter grades)

- 18 of 180 student athletes placed on academic probation in April (10% of total spring athletes)

Spring 2015 (based upon April '15 3rd quarter grades)

- 14 of 168 student athletes placed on probation in April (8% of total)

Spring 2016 (based upon April 2016 3rd quarter grades)

- 5 of 177 student athletes placed on probation in April (2.82% of total)

SPRING PROBATION PERCENTAGE BY YEAR:

10% ('14)
8% ('15)
2.82% ('16)
TBD in April ('17)

Fall Semester Grades - Number of Scores

	C+	C	C-	D+	D	D-	F
2013-14	138	123	140	77	49	62	170
9th	35	31	29	11	9	11	32
10th	30	30	44	29	18	28	46
11th	36	25	32	20	13	15	54
12th	37	37	35	17	9	8	38

2014-15	134	132	131	75	54	69	127
9th	19	16	15	6	9	11	24
10th	46	42	52	34	16	21	38
11th	30	34	26	18	18	20	35
12th	39	40	38	17	11	17	30

2015-16	151	110	161	85	73	53	137
9th	27	14	32	20	13	11	41
10th	49	45	50	24	21	18	30
11th	45	23	45	24	20	15	40
12th	30	28	34	17	19	9	26

	Developing	Beginning	No Evidence
2016-17	119	34	27
9th	21	5	7
10th	37	11	4
11th	36	13	8
12th	25	5	8

Incompletes

107
18
37
23
29

**2 Week Extension Plans

Number of Students by Frequency of Scores (F - C+)

	1	2	3	4	5
2013-14	172	159	62	17	0
9th	76	41	0	0	0
10th	34	41	31	4	0
11th	32	41	16	5	0
12th	30	36	15	8	0

2014-15	174	116	75	22	0
9th	43	24	1	1	0
10th	56	41	33	3	0
11th	32	21	22	10	0
12th	43	30	19	8	0

2015-16	167	136	75	25	1
9th	46	36	12	1	0
10th	54	36	22	11	0
11th	30	35	24	10	0
12th	37	29	17	3	1

2016-17	100	21	10	2	0
9th	22	4	1	0	0
10th	29	7	3	0	0
11th	30	7	3	1	0
12th	19	3	3	1	0

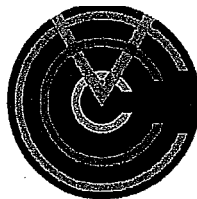
*Excludes incompletes

Number of Students by Frequency of Scores (F - D+)

	1	2	3	4
108	74	17	7	
14	13	0	0	
42	23	7	3	
27	25	7	1	
25	13	3	3	

125	65	16	5
22	12	0	1
45	26	4	0
31	14	5	4
27	13	7	0

134	68	21	4
36	16	6	0
35	19	4	2
32	18	9	1
31	15	2	1



CENTRAL VERMONT CAREER CENTER

"Education that works."

Penny Chamberlin
Director (ext. 1138)

Jason Derner
Assistant Director (ext. 1045)

Stefanie Seng
Guidance Coordinator (ext. 1158)

Kathi Fuller
Student Support (ext. 1258)

Wayne Tozzi
Co-op Coordinator (ext. 1137)

8, 3



**Central VT Career Center
Board Report
Penny Chamberlin, Director
February 2017**

1) On the recruitment front, our **ambassadors** have visited Spaulding, Cabot, U32, Twinfield, Harwood, and our faculty visited Montpelier. We met with primarily 9th-10th graders and were well received. Our ambassadors spoke of their program and the CVCC experience. We made contact in these visits with approximately 175 potential students.

2) Clifton Long, Plumbing Instructor and Emmanuel Ajanma, Technology Integrationist have been invited **to present at the ACTE Region I Leadership Conference in New York City** in the end of April. Their topic is: Creating Digital Student Portfolios that Build Literacy, Demonstrate Proficiency and Enhance Sense of Mastery. We are proud to have them represent CVCC at this national conference!

3) On **January 16, 2017 CVCC** faculty joined another 30 of their technical education colleagues for round two of our three center collaborative professional development on math, science, and literacy lesson plan development, rubric development and alignment to proficiencies. By June 1st, all CVCC faculty will have 3 VT proficiencies identified for their program in a combination of literacy, math and science. Each proficiency will be supported with 8-10 lessons plans and assessments. As a follow-up to this professional development training, we will be continuing our work on March 31st which will include an in-depth look at our sending school proficiency documentation.

We will spend the **March 31st** professional development day reviewing 6-8 sending high school proficiency documentation and reflecting on our own proficiency documentation as they relate to each program offered here at CVCC! Our goal is to have each program aligned to a math, science and literacy proficiency for secondary education.

4) On the **February 3rd Inservice Day** all CVCC teachers will be visiting other career and technical centers for the day and the reporting out on their experiences during a staff meeting. We feel that having the chance to visit colleagues in other schools and in particular other programs as your own is truly valuable.

5) We are in the preliminary stages of planning a our second **Summer Tech Camp**. We are looking at the end of June. It would be a weeklong event for middle school students in our region. More information to come!

6) Our **National Technical Honor Society (NTHS)** annual event will be held on Thursday, April 6th in the SHS/CVCC Auditorium. We are in the process of vetting those students who meet the qualifications and are estimating 16 or more students will be inducted.

7) **College 101: Preparing for College** - 2nd year offering this course. This year we have 20 students enrolled from the following programs: Digital Media Arts, Emergency Services, Human Services, Natural Resources, Plumbing and Culinary. It is being taught by Gerry Reymore and Ruth Durkee in house on Monday mornings from January 23rd thru April 2017. Students will experience college level writing, reading and problem solving and build skills necessary for post secondary success.

8) **Digital Media Arts** students have been working hard on their Accuplacer scores in preparation for Dual Enrollment. Thirteen students met the Accuplacer requirements to fully participate in post secondary opportunities, up to 6 college credits. The DMA students have also collectively *earned 27 IRCs so far this year* (only half way thru the year!). These industry recognized credentials focus on expertise with software and can be used on professional resumes. Sixteen students are now Adobe Certified Associates!

8.5

Report # 39544

Spaulding UHS and CVCC

SHS EXPENSE BUDGET STATUS REPORT

Statement Code: BOARD SHS

Account Number / Description	ADOPTED BUDGET	Y-T-D EXPENSES	ENCUMB	REMAING 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	\$1,646,591	\$1,941,998	\$378,895
1300 Tech Ed Instruction	\$1,148,551	\$386,105	\$0	\$762,446
1410 Co-Curricular	\$53,075	\$24,083	\$0	\$28,992
1413 Drama	\$0	\$1,301	\$0	\$(1,301)
1420 Athletics	\$436,446	\$233,346	\$73,574	\$129,526
2120 Guidance Services	\$583,432	\$259,530	\$266,867	\$57,035
2130 Health Services	\$106,382	\$46,146	\$58,429	\$1,807
2190 Other Support Services - Students	\$120,428	\$119,533	\$85,007	\$(84,112)
2210 CURRICULUM	\$0	\$(22)	\$0	\$22
2212 Staff Support Services	\$35,394	\$4,843	\$0	\$30,551
2220 Library Services	\$139,999	\$58,627	\$65,614	\$15,758
2225 TECHNOLOGY	\$143,582	\$58,957	\$28,994	\$55,631
2310 SCHOOL BOARD	\$28,157	\$9,243	\$4,408	\$14,506
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	\$302,215	\$151,107	\$0
2410 Principal's Office	\$584,048	\$351,090	\$259,483	\$(26,525)
2490 School Resource Officer	\$50,817	\$16,122	\$34,065	\$630
2523 Fiscal Services	\$43,500	\$0	\$0	\$43,500
2600 FACILITIES	\$1,335,202	\$788,681	\$403,133	\$143,388
2720 Athletic Transportation	\$70,000	\$34,976	\$0	\$35,024
2721 Co-Curricular Transportation	\$3,000	\$933	\$0	\$2,067
3200 Enterprise Operations	\$0	\$4,385	\$0	\$(4,385)
5100 Bond Proceeds	\$322,000	\$340,678	\$0	\$(18,678)

Spaulding UHS and CVCC SHS EXPENSE BUDGET STATUS REPORT

Report # 39544

Account Number / Description	ADOPTED BUDGET	Y-T-D EXPENSES	ENCUMB	REMAING 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
1200 SPECIAL ED INSTR	\$2,429,227	\$1,788,885	\$872,121	\$(231,779)
2149 Other Psychological Services	\$0	\$3,225	\$0	\$(3,225)
2150 SLP Services	\$533,790	\$200,099	\$333,691	\$0
2420 Special Ed Administration	\$130,608	\$78,762	\$85,511	\$(33,665)
2600 FACILITIES	\$5,800	\$0	\$0	\$5,800
2711 TRANSPORTATION	\$16,000	\$22,806	\$0	\$(6,806)
1200 SPECIAL ED INSTR	\$0	\$23,174	\$31,410	\$(54,584)
2420 Special Ed Administration	\$0	\$418	\$0	\$(418)
2600 FACILITIES	\$0	\$2,159	\$2,211	\$(4,370)
Class: Expense	\$12,744,370	\$6,806,891	\$4,697,623	\$1,239,856
GRAND TOTAL	\$12,744,370	\$6,806,891	\$4,697,623	\$1,239,856

Spaulding UHS and CVCC

CVCC EXPENSE BUDGET STATUS REPORT

Report # 39545

Statement Code: BOARD CVCC

Account Number / Description	ADOPTED BUDGET	Y-T-D EXPENSES	ENCUMB	REMAING 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
1200 SPECIAL ED INSTR	\$71,373	\$29,552	\$40,337	\$1,484
1300 Tech Ed Instruction	\$1,699,741	\$748,566	\$760,359	\$190,816
1410 Co-Curricular	\$18,291	\$4,373	\$0	\$13,918
2120 Guidance Services	\$82,035	\$25,853	\$32,734	\$23,448
2130 Health Services	\$23,353	\$10,011	\$12,826	\$516
2212 Staff Support Services	\$1,625	\$189	\$0	\$1,436
2220 Library Services	\$30,870	\$12,773	\$14,055	\$4,042
2225 TECHNOLOGY	\$118,152	\$51,067	\$264	\$66,821
2310 SCHOOL BOARD	\$6,182	\$2,818	\$968	\$2,396
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	\$64,718	\$32,359	\$0
2410 Principal's Office	\$440,823	\$232,208	\$172,946	\$35,669
2490 School Resource Officer	\$9,148	\$3,539	\$5,609	\$0
2523 Fiscal Services	\$9,000	\$0	\$0	\$9,000
2600 FACILITIES	\$240,819	\$225,910	\$87,815	\$(72,906)
2711 TRANSPORTATION	\$8,800	\$613	\$0	\$8,187
5100 Bond Proceeds	\$70,597	\$74,783	\$0	\$(4,186)
5400 Prior Period Adjustment	\$0	\$74,959	\$0	\$(74,959)
Class: Expense	\$2,928,793	\$1,561,932	\$1,160,272	\$206,589
GRAND TOTAL	\$2,928,793	\$1,561,932	\$1,160,272	\$206,589

Barre Supervisory Union

BARRE SUPERVISORY UNION BUDGET - FY17

Report # 20071

Statement Code: BOARD EXP

Account Number / Description	FY17 BUDGET	Y-T-D EXPENSES	ENCUMB	BALANCE REMAINING
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
100 GENERAL FUND				
211 SPECIAL ED - REIMBURSABLE				
1200 SPED DIRECT INSTRUCTION				
1. 100-211-1200-5110-41 SHS SPED INSTR - TEACHER SALARIES	472,450	200,835	259,850	11,765
2. 100-211-1200-5115-41 SHS SPED INSTR - PARA WAGES	138,468	0	0	138,468
3. 100-211-1200-5117-41 SHS SPED INSTR - SPECIALIST WAGES	280,125	132,373	186,458	(38,706)
4. 100-211-1200-5120-41 SHS SPED INSTR - SUBSTITUTE WAGES	3,000	4,334	0	(1,334)
5. 100-211-1200-5121-41 SHS SPED INSTR - TUTOR WAGES	1,000	0	0	1,000
6. 100-211-1200-5210-41 SHS SPED INSTR - HEALTH INS.	258,635	84,331	107,953	66,351
7. 100-211-1200-5220-41 SHS SPED INSTR - FICA & MED TAXES	67,745	23,977	34,143	9,625
8. 100-211-1200-5230-41 SHS SPED INSTR - LIFE INS.	1,382	401	500	481
9. 100-211-1200-5232-41 SHS SPED INSTR - VSTRS HEALTH ASSES	0	2,194	0	(2,194)
10. 100-211-1200-5250-41 SHS SPED INSTR - WORKERS' COMP INS.	7,970	2,632	0	5,338
11. 100-211-1200-5270-41 SHS SPED INSTR - TEACHER TUITION REI	7,500	7,925	3,727	(4,152)
12. 100-211-1200-5271-41 SHS SPED INSTR - PARA TUITION REIMB	3,500	0	0	3,500
13. 100-211-1200-5280-41 SHS SPED INSTR - DENTAL INS.	6,562	2,632	3,373	557
14. 100-211-1200-5320-41 SHS SPED INSTR - CONTRC ED SRVC	35,000	180,048	93,418	(238,466)
15. 100-211-1200-5324-41 SHS SPED INSTR - INSERVICE STAFF DEV	1,000	410	0	590
16. 100-211-1200-5511-41 SHS SPED INSTR - FIELD TRIPS	5,000	2,685	0	2,315
17. 100-211-1200-5560-41 SHS SPED INSTR - STUDENT TUITION	804,488	953,295	605,631	(754,438)
18. 100-211-1200-5580-41 SHS SPED INSTR - CONF & TRAVEL	2,000	249	0	1,751
19. 100-211-1200-5610-41 SHS SPED INSTR - SUPPLIES	11,000	8,678	1,259	1,063
20. 100-211-1200-5643-41 SHS SPED INSTR - MAGS & NEWSPAPER	0	79	0	(79)
21. 100-211-1200-5670-41 SHS SPED INSTR - COMPUTER SOFTWARE	500	49	479	(28)
22. 100-211-1200-5890-41 SHS SPED INSTR - AWARDS	200	200	0	0
TOTAL 1200 SPED DIRECT INSTRUCTION	\$2,107,525	\$1,607,327	\$1,296,791	\$(796,593)
1202 SPED ESY - EXTENDED SCHOOL YEAR				
23. 100-211-1202-5110-41 SHS SPED ESY - SUMMER TCH WAGES	6,916	8,935	0	(2,019)
24. 100-211-1202-5115-41 SHS SPED ESY - SUMMER PARA WAGES	10,143	7,855	0	2,288
25. 100-211-1202-5220-41 SHS SPED ESY - SUMMER FICA & MED	1,307	1,279	0	28
26. 100-211-1202-5250-41 SHS SPED ESY - SUMMER W/COMP INS.	134	131	0	3
TOTAL 1202 SPED ESY - EXTENDED SCHOOL YEAR	\$18,500	\$18,200	\$0	\$300
1204 GRANITE ACADEMY				
27. 100-211-1204-5110-41 SHS GAP - TEACHER SALARIES	47,212	20,647	28,154	(1,589)
28. 100-211-1204-5115-41 SHS GAP - PARA WAGES	17,094	0	0	17,094
29. 100-211-1204-5117-41 SHS GAP - BEHAVIORAL SPEC WAGES	24,515	0	0	24,515
30. 100-211-1204-5210-41 SHS GAP - HEALTH INS.	0	3,056	4,167	(7,223)
31. 100-211-1204-5220-41 SHS GAP - FICA & MED	6,748	1,506	2,154	3,088
32. 100-211-1204-5230-41 SHS GAP - LIFE INS.	159	28	35	96
33. 100-211-1204-5250-41 SHS GAP - W/COMP INS.	794	161	0	633
34. 100-211-1204-5280-41 SHS GAP - DENTAL INS.	938	159	216	563
35. 100-211-1204-5610-41 SHS GAP - SUPPLIES	2,000	0	0	2,000

Barre Supervisory Union

BARRE SUPERVISORY UNION BUDGET - FY17

Report # 20071

Account Number / Description	FY17 BUDGET	Y-T-D EXPENSES	ENCUMB	BALANCE REMAINING
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
TOTAL 1204 GRANITE ACADEMY	\$99,460	\$25,557	\$34,726	\$39,177
1205 SPED ACT PROGRAM				
36. 100-211-1205-5110-41 SHS ACT PROGRAM - TEACHER WAGES	60,767	16,612	22,653	21,502
37. 100-211-1205-5117-41 SHS ACT PROGRAM - BEHAV INTERV W/	47,832	38,476	51,694	(42,338)
38. 100-211-1205-5210-41 SHS ACT PROGRAM HEALTH INS	0	11,492	14,764	(26,256)
39. 100-211-1205-5220-41 SHS ACT PROGRAM - FICA & MED	8,216	3,965	5,688	(1,437)
40. 100-211-1205-5230-41 SHS ACT PROGRAM - LIFE INS.	159	62	74	23
41. 100-211-1205-5250-41 SHS ACT PROGRAM - W/COMP INS.	967	430	0	537
42. 100-211-1205-5280-41 SHS ACT PROGRAM - DENTAL	750	337	413	0
43. 100-211-1205-5580-41 SHS ACT PROGRAM - TRAVEL & CONF	1,500	662	0	838
44. 100-211-1205-5730-41 SHS ACT PROGRAM - EQUIPMENT	3,000	2,078	0	922
TOTAL 1205 SPED ACT PROGRAM	\$123,191	\$74,114	\$95,286	\$(46,209)
2130 HEALTH SERVICE				
45. 100-211-2130-5110-41 SHS SPED HEALTH - OT/PT	23,056	2,238	1,618	19,200
46. 100-211-2130-5220-41 SHS SPED HEALTH - FICA & MED TAXES	1,764	171	124	1,469
47. 100-211-2130-5250-41 SHS SPED HEALTH - W/C INS	180	17	0	163
TOTAL 2130 HEALTH SERVICE	\$25,000	\$2,426	\$1,742	\$20,832
2140 PSYCHOLOGICAL SERVICES				
48. 100-211-2140-5110-41 SHS PSYCH - SALARIES	54,130	50,771	69,233	(65,874)
49. 100-211-2140-5210-41 SHS PSYCH - HEALTH INS.	7,098	6,112	8,334	(7,348)
50. 100-211-2140-5220-41 SHS PSYCH - FICA & MED	4,036	3,742	5,296	(5,002)
51. 100-211-2140-5230-41 SHS PSYCH - LIFE INS.	44	44	55	(55)
52. 100-211-2140-5250-41 SHS PSYCH - W/COMP INS.	475	396	0	79
53. 100-211-2140-5280-41 SHS PSYCH - DENTAL INS.	375	317	433	(375)
54. 100-211-2140-5320-41 SHS PSYCH - CONTR ED SRVC	105,000	6,265	2,050	96,685
TOTAL 2140 PSYCHOLOGICAL SERVICES	\$171,158	\$67,647	\$85,401	\$18,110
2144 GAP PSYCH				
55. 100-211-2144-5110-41 SHS GAP PSYCH - THERAPIST WAGES	62,451	26,455	35,818	178
56. 100-211-2144-5210-41 SHS GAP PSYCH - HEALTH INS.	18,704	8,053	10,981	(330)
57. 100-211-2144-5220-41 SHS GAP PSYCH - FICA & MED	4,657	1,840	2,740	77
58. 100-211-2144-5230-41 SHS GAP PSYCH - LIFE INS.	44	17	21	6
59. 100-211-2144-5250-41 SHS GAP PSYCH - W/COMP INS.	548	206	0	342
60. 100-211-2144-5280-41 SHS GAP PSYCH - DENTAL INS.	375	159	216	0
TOTAL 2144 GAP PSYCH	\$86,779	\$36,730	\$49,776	\$273
2150 SPEECH & LANG SRVC				
61. 100-211-2150-5110-41 SHS SPED SLP - PATHOLOGIST SALARIE	107,231	45,162	60,045	2,024
62. 100-211-2150-5117-41 SHS SPED SLP - COMMUNICATION SPECI	23,893	10,556	18,550	(5,213)
63. 100-211-2150-5210-41 SHS SPED SLP - HEALTH INS.	39,754	17,499	22,956	(701)
64. 100-211-2150-5220-41 SHS SPED SLP - FICA & MED	10,031	3,943	6,013	75
65. 100-211-2150-5230-41 SHS SPED SLP - LIFE INS.	188	74	88	26

Barre Supervisory Union

BARRE SUPERVISORY UNION BUDGET - FY17

Report # 20071

Account Number / Description	FY17 BUDGET	Y-T-D EXPENSES	ENCUMB	BALANCE REMAINING
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
66. 100-211-2150-5250-41 SHS SPED SLP - W/COMP INS.	1,181	436	0	745
67. 100-211-2150-5280-41 SHS SPED SLP - DENTAL INS.	1,125	496	629	0
68. 100-211-2150-5320-41 SHS SPED SLP - CONTR ED SRVC	15,000	7,258	13,377	(5,635)
69. 100-211-2150-5580-41 SHS SPED SLP - TRAVEL & CONF	750	0	0	750
70. 100-211-2150-5610-41 SHS SPED SLP - SUPPLIES	1,000	258	0	742
71. 100-211-2150-5614-41 SHS SPED SLP - TESTING MATERIALS	500	503	0	(3)
72. 100-211-2150-5641-41 SHS SPED SLP - REFERENCE BOOKS	200	0	0	200
73. 100-211-2150-5670-41 SHS SPED SLP - SOFTWARE	500	27	216	257
74. 100-211-2150-5730-41 SHS SPED SLP - EQUIPMENT	0	0	1,050	(1,050)
75. 100-211-2150-5810-41 SHS SPED SLP - DUES & FEES	500	250	0	250
TOTAL 2150 SPEECH & LANG SRVC	\$201,853	\$86,462	\$122,924	\$(7,533)
2152 SPED DEVELOPMENTAL				
76. 100-211-2152-5670-41 SHS SPED DEVL - SOFTWARE LIC	49,000	2,415	0	46,585
TOTAL 2152 SPED DEVELOPMENTAL	\$49,000	\$2,415	\$0	\$46,585
2160 OCCUPATIONAL THERAPIST				
77. 100-211-2160-5110-41 SHS SPED OCCU THERAPIST - SALARIES	0	8,101	32,665	(40,766)
78. 100-211-2160-5220-41 SHS SPED OCCU THERAPIST - FICA & ME	0	620	2,499	(3,119)
79. 100-211-2160-5250-41 SHS SPED OCCU THERPIST - W/COMP	0	63	0	(63)
TOTAL 2160 OCCUPATIONAL THERAPIST	\$0	\$8,784	\$35,164	\$(43,948)
2420 SPED ADMIN				
80. 100-211-2420-5112-41 SHS SPED ADMIN - STAFF WAGES	21,549	13,576	10,016	(2,043)
81. 100-211-2420-5210-41 SHS SPED ADMIN - HEALTH INS	7,986	4,080	3,004	902
82. 100-211-2420-5220-41 SHS SPED ADMIN - FICA & MED	1,649	952	766	(69)
83. 100-211-2420-5230-41 SHS SPED ADMIN - LIFE INS	44	39	25	(20)
84. 100-211-2420-5240-41 SHS SPED ADMIN - PENSION	0	679	501	(1,180)
85. 100-211-2420-5250-41 SHS SPED ADMIN - WORKERS' COMP	194	106	0	88
86. 100-211-2420-5280-41 SHS SPED ADMIN - DENTAL INS	0	108	79	(187)
87. 100-211-2420-5530-41 SHS SPED ADMIN - PHONE SERVICES	1,000	188	64	748
88. 100-211-2420-5531-41 SHS SPED ADMIN - POSTAGE	1,500	564	0	936
89. 100-211-2420-5580-41 SHS SPED ADMIN - TRAVEL & CONF	0	0	34	(34)
90. 100-211-2420-5610-41 SHS SPED ADMIN - SUPPLIES	500	56	38	406
TOTAL 2420 SPED ADMIN	\$34,422	\$20,348	\$14,527	\$(453)
2421 SPED DISTRICT ADMIN				
91. 100-211-2421-5110-41 SHS SPED DISTRICT ADMIN - BSU DIREC	58,047	33,379	24,478	190
92. 100-211-2421-5210-41 SHS SPED DISTRICT ADMIN - HEALTH IN	11,421	6,590	4,832	(1)
93. 100-211-2421-5220-41 SHS SPED DISTRICT ADMIN - FICA & ME	4,181	2,416	1,873	(108)
94. 100-211-2421-5230-41 SHS SPED DISTRICT ADMIN - LIFE INS	173	93	61	19
95. 100-211-2421-5250-41 SHS SPED DISTRICT ADMIN - W/C INS	453	260	0	193
96. 100-211-2421-5280-41 SHS SPED DISTRICT ADMIN - DENTAL IN	225	130	95	0
TOTAL 2421 SPED DISTRICT ADMIN	\$74,500	\$42,868	\$31,339	\$293

Barre Supervisory Union

BARRE SUPERVISORY UNION BUDGET - FY17

Report # 20071

Account Number / Description	FY17 BUDGET	Y-T-D EXPENSES	ENCUMB	BALANCE REMAINING
	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017
2424 GAP ADMIN				
97. 100-211-2424-5110-41 SHS GAP ADMIN - SALARIES	5,000	0	0	5,000
98. 100-211-2424-5530-41 SHS GAP ADMIN - TELEPHONE	5,000	0	0	5,000
TOTAL 2424 GAP ADMIN	\$10,000	\$0	\$0	\$10,000
2425 ACT ADMIN				
99. 100-211-2425-5110-41 SHS ACT ADMIN - WAGES	5,000	0	0	5,000
100. 100-211-2425-5220-41 SHS ACT ADMIN - FICA & MED	230	0	0	230
101. 100-211-2425-5250-41 SHS ACT ADMIN - W/COMP INS.	27	0	0	27
102. 100-211-2425-5530-41 SHS ACT ADMIN - TELEPHONE	1,000	228	312	460
TOTAL 2425 ACT ADMIN	\$6,257	\$228	\$312	\$5,717
2711 SPED STUDENT TRANSPORT				
103. 100-211-2711-5110-41 SHS SPED TRANS - ESY DRIVER WAGES	0	8,422	0	(8,422)
104. 100-211-2711-5115-41 SHS SPED TRANS - BUS RIDER WAGES	0	5,910	5,600	(11,510)
105. 100-211-2711-5220-41 SHS SPED TRANS - FICA & MED	0	1,100	409	(1,509)
106. 100-211-2711-5250-41 SHS SPED TRANS - W/C INS	0	654	0	(654)
107. 100-211-2711-5430-41 SHS SPED TRANS - REPAIR/MAINT	0	167	0	(167)
108. 100-211-2711-5510-41 SHS SPED TRANS - CONTRC SRVC	16,000	7,636	0	8,364
109. 100-211-2711-5627-41 SHS SPED TRANS - FUEL	0	108	567	(675)
TOTAL 2711 SPED STUDENT TRANSPORT	\$16,000	\$23,997	\$6,576	\$(14,573)
TOTAL 211 SPECIAL ED - REIMBURSABLE	\$3,023,645	\$2,017,103	\$1,774,564	\$(768,022)
212 SPECIAL ED - NON-REIMBURSABLE				
1204 GRANITE ACADEMY				
110. 100-212-1204-5110-41 SHS GAP NON REIMB - TEACHER SALAR	65,930	0	0	65,930
111. 100-212-1204-5210-41 SHS GAP NON REIMB - HEALTH INS.	8,515	0	0	8,515
112. 100-212-1204-5220-41 SHS GAP NON REIMB - FICA & MED	5,044	0	0	5,044
113. 100-212-1204-5230-41 SHS GAP NON REIMB - LIFE INS.	96	0	0	96
114. 100-212-1204-5250-41 SHS GAP NON REIMB - W/COMP INS.	594	0	0	594
115. 100-212-1204-5280-41 SHS GAP NON REIMB - DENTAL INS.	372	0	0	372
TOTAL 1204 GRANITE ACADEMY	\$80,551	\$0	\$0	\$80,551
2425 ACT ADMIN				
116. 100-212-2425-5110-41 SHS GAP NON REIMB - WAGES	5,001	0	0	5,001
117. 100-212-2425-5220-41 SHS GAP NON REIMB - FICA & MED	383	0	0	383
118. 100-212-2425-5250-41 SHS GAP NON REIMB - W/COMP INS.	45	0	0	45
TOTAL 2425 ACT ADMIN	\$5,429	\$0	\$0	\$5,429
TOTAL 212 SPECIAL ED - NON-REIMBURSABLE	\$85,980	\$0	\$0	\$85,980
TOTAL 100 GENERAL FUND	\$3,109,625	\$2,017,103	\$1,774,564	\$(682,042)
GRAND TOTAL	\$3,109,625	\$2,017,103	\$1,774,564	\$(682,042)

Barre Supervisory Union
BARRE SUPERVISORY UNION BUDGET - FY17

Report # 20071

	FY17 BUDGET	Y-T-D	ENCUMB	BALANCE
		EXPENSES		REMAINING
Account Number / Description	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017	7/1/2016 - 6/30/2017