

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

**SHS Library
March 9, 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 February 2, 2017 Regular School Board Meeting Minutes
 - 4.2 February 6, 2017 Special School Board Meeting Minutes
5. New Business
 - 5.1 Board Reorganization
 - 5.2 Phase II CVCC
 - 5.3 Retirements
 - 5.4 Market SHS to other communities
 - 5.5 First Reading Role and Adoption of School Board Policies (A1)
 - 5.6 First Reading Professional Development (D2)
 - 5.7 First Reading Alcohol and Drug-Free Workplace (D8)
 - 5.8 First Reading Tobacco Prohibition (E8)
 - 5.9 First Reading Model Procedures on the Prevention of Harassment, Hazing, and Bullying of students (F20-1)
 - 5.10 First Reading Curriculum Development & Coordination (G1)
 - 5.11 First Reading Proficiency-Based Learning (G20)
6. Old Business
 - 6.1 Second and Final Reading Federal Child Nutrition Act Wellness Policy (F28)
 - 6.2 Second and Final Reading Class Size Policy (G14)
 - 6.3 Labor Relations Agreements
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 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
Next BSU Tri-Board Meeting

April 6, 2017
March 15, 2017
March 13, 2017
April 20, 2017
March 23, 2017

4.1

**SPAULDING HIGH SCHOOL
REGULAR BOARD MEETING**
Spaulding High School – Library
February 2, 2017 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Carlotta Simonds-Perantoni - Chair
Joe Blakely – Clerk – arrived at 6:22 p.m., departed at 6:48 p.m., re-joined the meeting at 7:14 p.m.
Anthony Folland
Lucas Herring
J. Guy Isabelle
Ed Rousse

BOARD MEMBERS ABSENT:

David LaCroix - Vice Chair

ADMINISTRATORS PRESENT:

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

GUESTS PRESENT:

Video Vision Tech	Julia Arguin	Anna Beach	Bonnie Benoit	Steven Benoit
Monique Billings	Erin Carter	Tyler Chaffee	Shannon Lessley	Brad Miller
Pam Morin	John Mudgett	Courtney Pletzer	Gary Pletzer	Sonya Spaulding
William Toborg	Sean Toohey	Miranda Tremblay	Jacquelyn Winkler	

1. Call to Order

The Chair, Mrs. Perantoni, called the Thursday, February 2, 2017, Regular meeting to order at 6:00 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

Change the order of discussion such that Agenda Item 10.2 (Student Matter) is discussed after Agenda Item 4.1
"Remove" Agenda Item 10.3 (Personnel Matter) – No discussion will be held this evening.

3. Visitors and Communication

None.

4. Approval of Minutes

4.1 Approval of Minutes – January 5, 2017 Regular Meeting

On a motion by Mr. Herring, seconded by Mr. Rousse, the Board voted 3 to 0 to approve the Minutes of the January 5, 2017 Regular Meeting. Mr. Isabelle abstained.

The Board agreed to hold Executive Session early for Agenda Item 10.2. A Student Matter was presented for discussion in Executive Session.

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

On a motion by Mr. Herring, seconded by Mr. Rousse, the Board unanimously voted to enter into Executive Session with The Superintendent -Mr. Pandolfo, Sean Toohey (Legal Counsel), Mr. Aither, Mrs. Waterhouse, 'Student A', and the 'Parents of Student A' at 6:05 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

On a motion by Mr. Herring, seconded by Mr. Folland, the Board unanimously voted to exit Executive Session at 6:20 p.m.

5. New Business

5.1 AP US Government Student Presentation on Inauguration

Mr. Miller addressed the Board, providing information regarding a recent trip (with AP Government students) to Washington, DC, to attend the Presidential Inauguration. Mr. Miller provided a verbal overview while presenting a slide show. SHS students toured with students from Missisquoi via 'Go Educational Tours'. It was noted that security was tight and that there was a very visible military presence. In addition to attending the inauguration, students visited the Air and Space Museum, toured some of the monuments. Students; Anna Beach, Tyler Chaffee, and Jacquelyn Winkler addressed the Board reporting on their favorite portions of the trip and advised that they felt the experience was enriching and made them more engaged in government studies.

5.2 Audit Presentation

A copy of the Audit was distributed. John Mudgett of Mudgett Jennett & Krogh-Wisner, P.C. introduced himself to the Board and provided an overview of the recent audit. Mr. Mudgett advised that the audit was smooth, the Financial Statements were 'clean' and there were no findings and no deficit fund balances. In general, Mr. Mudgett advised that it was a smooth audit. It was noted that as the Business Manager is in her second year with the SU, she was better able to prepare the necessary information for the audit. Mr. Mudgett noted that this was the second year recording participation in the pension funds. The numbers grew substantially, but this is not a liability. Mr. Mudgett provided a brief overview of the audit of Internal Controls and of the supplemental schedule for Federal Funds (the major program tested was the Child Nutrition Cluster). Mr. Mudgett answered questions posed by the Board, and advised that his firm is available year-round to answer questions or provide additional information.

On a motion by Mr. Isabelle, seconded by Mr. Herring, the Board unanimously voted to accept the FY16 Audit as presented.

5.3 First Reading Class Size Policy (G14)

A copy of the policy was distributed. **On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to approve the First Reading of the Class Size Policy (G14).**

5.4 First Reading Federal Child Nutrition Act Wellness Policy (F28)

A copy of the policy was distributed. **On a motion by Mr. Herring, seconded by Mr. Folland, the Board unanimously voted to approve the First Reading of the Federal Child Nutrition Act Wellness Policy (F28).**

5.5 Rescind Scholarship Funds Investment Policy (DFA)

A copy of the policy was distributed. It was noted that this policy should be rescinded because oversight of the Scholarship Funds is no longer under the oversight of the SHS Board. **On a motion by Mr. Herring, seconded by Mr. Folland, the Board unanimously voted to rescind the Scholarship Funds Investment Policy (DFA).**

5.6 Resignation

A letter of resignation from Carrie L. Caouette-De Lallo was distributed. Ms. Caouette-De Lallo intends to retire at the end of the 2016-2017 school year. Brief discussion was held. **On a motion by Mr. Isabelle, seconded by Mr. Herring, the Board unanimously voted to accept, with regrets and thanks, the resignation of Ms. Caouette-De Lallo.** It was noted that Mr. McMahon is currently looking into how to move forward with the hiring process and the possible implementation of a new model.

6. Old Business

6.1 Approval of Warning for March 6, 2017 SUHS District Annual Meeting

A revised copy of the Warning for the March 6, 2017 Annual Meeting was distributed. Mr. Pandolfo provided a brief overview of the amendment to the Warning (one auditor position, not two, as previously warned). **On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to approve the amended Warning.** The amended Warning was circulated for signatures.

6.2 Second and Final Reading Student Conduct and Discipline Policy (F1)

On a motion by Mr. Herring, seconded by Mr. Isabelle, the Board unanimously voted to approve the Second and Final Warnings of the policies referenced in Agenda Items 6.2 through 6.5 (F1, F7, F21, and F25), and agreed to ratify said policies.

6.3 Second and Final Reading Student Alcohol and Drugs Policy (F7)

Approved under Agenda Item 6.2.

6.4 Second and Final Reading Firearms Policy (F21)

Approved under Agenda Item 6.2.

6.5 Second and Final Reading Student Attendance Policy (F25)

Approved under Agenda Item 6.2.

6.6 Proficiency Based Learning Follow-Up

Two documents were distributed; 'Spaulding's Move to Proficiency-Based Learning', and 'Board Update on Proficiency' (dated 02/02/17). Mrs. Waterhouse provided an overview of the distributed information, including the highlights on the last page, which provided information pertaining to Athletic and Co-Curricular Eligibility, Academic Summary of Scores, and Academic Summary for the 'Number of Students Earning Ds, or Fs, or Developing, Beginning or No Evidence'. It was noted that there is no straight correlation from traditional A,B,C.... grading, to Proficiency Based Grading. An Academic Alert Notification form is being drafted. Mr. Merriam has advocated for a probationary period for those not eligible to participate in athletics or co-curricular activities. Mrs. Perantoni advised that Proficiency Based Learning is a requirement. Community members spoke before the Board. Mrs. Spaulding read from a prepared statement. A copy was provided to the Board. Mrs. Spaulding is concerned with a lack of consistency within and across departments, the standard for determining when a class must be repeated, the process for determining required standards for each class, and a lack of communication (between students and teachers and with parents), including conveyance of expectations and slow return of submitted work. Communication concerns encompass both academic and transferable skills. William Toborg requested a return to the traditional grading system and advised of his belief that proficiency based learning does not require a proficiency based grading system. Pam and Rod Morin addressed the Board advising that they felt parents should have been better informed prior to the implementation of proficiency based grading, and advised that as some courses do not receive a grade until the end of the year, they have encountered issues with college applications. Gary and Courtney Pletzer addressed the Board regarding the Transferable Skills portion of the grading system and advised that they believe that grades for transferable skills are not being assigned equitably. Parents would like to receive additional information regarding the progress of implementation of proficiency based grading, as well as input and updates regarding possible changes to the grading system. Parents were advised to e-mail their questions, and were also advised regarding upcoming parent/teacher conferences.

6.7 Act 46 Update

A copy of the voting results from January 31, 2017 was distributed. The vote will be certified in 30 days, at which point the Act 46 Study Committee will cease to exist. Discussion of the identification of avenues to pursue will be discussed at the Supervisory Union Board Meeting on Thursday, February 16, 2017.

6.8 Labor Relations Agreements

Four documents were distributed; updated Proposal Status Forms for Teachers and Para-educators, the Wage and Insurance Proposals for BSU Teachers and Paras (dated 01/30/17), and a revised version of the 'Analysis of Board's VEHI Proposal using 2015 Claims Data' document (dated 01/27/17). Mr. Pandolfo provided a brief overview of items recently discussed and tentatively agreed to (TA'd), and advised of upcoming meetings (Negotiation Committee- 02/03/17, Meeting with para-educators -02/6/17, and meeting with teachers - 02/07/17). Mr. Pandolfo advised that government is pushing for level funding of school budgets. If this occurs, there will be a major impact to the recently Board approved budgets.

6.9 Board Positions for March

A copy of an e-mail from Carol Dawes to Deb Gibson (dated 01/30/17) was distributed. With regards to the SHS Union Board, Mr. Blakely is running for the 3 year term and Tim Boltin is running for the 1 year term.

7. Other Business

Mr. Pandolfo recognized Board members who are not running for re-election; Mr. Herring, and Mrs. Perantoni, who has served for 6 years, including 2 as Board Chair. Mr. Herring and Mrs. Perantoni were thanked for their service. It was announced that Jesse Scott scored his 100th goal. Mr. Herring thanked Mr. Pandolfo and Mrs. Perreault for going 'above and beyond' in their roles as Superintendent and Business Manager.

8. Reports to the Board

8.1 Superintendent

A copy of the Superintendent's Report dated January 25, 2017 was distributed. The report included information pertaining to; Act 46, Act 166 (including the Superintendent's testimony before the House Education Committee), Negotiations, the Legislative Breakfast (held on 01/30/17), and the retirement of Deb Gibson on January 31, 2017. A copy of a memorandum from the Secretary of Education (dated 01/23/17) regarding the Flexible Pathways Initiative was also distributed. Mr. Pandolfo highlighted the resignation of Deb Gibson. Mrs. Gibson was given special recognition for 33 years of service, and was thanked for her wisdom, experience, and positive outlook. Tina Gilbert will be filling the position of Assistant to the Superintendent. Mrs. Gilbert has 17 years of experience working within the BSU. Mr. Pandolfo advised that he was back at the Statehouse today to provide additional testimony regarding Act 166, which legislators hope to make more effective and efficient.

8.2 Principal

The Principal's Report, dated February 2, 2017 was distributed. The report included information pertaining to; Athletics, (including fund raisers for the Make-A-Wish Foundation and cancer research), Indoor Track Meets, course selection for next year, the Youth Risk Behavior Survey, Parent Forums (relating to Proficiency Based Learning), and information pertaining to eligibility of students for participation in athletics. An addendum titled 'Academic Probation DATA for Athletes' was also distributed.

Mrs. Waterhouse provided an overview of the highlights, including the Think Pink Cancer Awareness project that raised over \$2500, Parent Forums (which are held on the 3rd Monday of each month), the Winooski Valley Jazz Festival, and the Drama/Chorus trip to New York City from 01/27/17 through 01/29/17. Mrs. Waterhouse read a letter that advised that the JROTC Unit received Honor with Distinction. Don Singer and Sean Driscoll were congratulated for their success with the JROTC Program.

8.3 CVCC Director

The CVCC Board Report (dated February 2017) was distributed. The report contained information pertaining to; recruitment, a presentation at the ACTE Region I Leadership Conference, a collaborative professional development day (held on 01/16/17), upcoming professional development (03/31/17), February 3, 2017 staff visits to other technical centers, planning for the Summer Tech Camp, the National Technical Honor Society (NTHS), 'College 101', and Digital Media Arts. Ms. Chamberlin advised that she recently met with 175 potential students, and that there are 140 students signed up to visit CVCC on Wednesday, February 8, 2017. Clifton Long and Emmanuel Ajanma have been invited to present at the ACTE Region I Leadership Conference in New York City. The National Technical Honor Society (NTHS) annual event will take place on April 6, 2017, and on February 1, 2017, Ms. Chamberlin attended a forum by the Down Street Housing Authority.

8.4 Committee Reports

Policy Committee – The next meeting will be held on Monday, February 13, 2017.

Curriculum Committee – The Committee met on January 9, 2017 for discussion of Transferable Skills. The next meeting is scheduled for Monday, February 13, 2017 at 3:00 p.m. in Room 110.

Facilities Committee – The Committee met recently and received an update on the uni-ventilators. The LED sign is in-house, but installation cannot take place until after zoning changes are implemented. Mr. LaCroix will be donating the granite sign posts. Discussion also included installation of new security cameras and the budgeting for Phase 2 of the CVCC entrance project. The next meeting is scheduled for Tuesday, February 21, 2017 at 4:00 p.m. in the SHS Library.

8.5 Financials

The SHS and CVCC Expense Budget Status Reports and the BSU FY17 Budget Report were distributed. No discussion was held.

8.6 Student Representatives

Ms. Arguin advised that rehearsals for the spring musical were proceeding well. The spring musical will be performed 03/30/17 – 04/01/17. Turn out for the Crystal Ball was not as large as anticipated. The talent show will be held in the near future.

9. Future Agenda Items and Upcoming Committee Meetings

Board Members were asked to send agenda items to Tina Gilbert or John Pandolfo.

Curriculum Committee – Monday, February 13, 2017 at 3:00 p.m. in Room 110.

Policy Committee – Monday, February 13, 2017 at 5:00 p.m.

Facilities Committee – Tuesday, February 21, 2017 at 4:00 p.m. in the SHS Library

SU Board Meeting – Thursday, February 16, 2017 at 6:00 p.m. in the BSU Conference Room

Annual Meeting for the SHS Unified Board – Monday, March 6, 2017 at 6:00 p.m. in the SHS Library.

SHS Board Meeting – Thursday, March 9, 2017 at 6:00 p.m. in the SHS Library.

Finance Committee – To be announced.

10. Executive Session as Needed

10.1 Labor Relations Agreements – No discussion will be held this evening.

10.2 Student Matter – Discussed in Executive Session after Agenda Item 4.1.

10.3 Personnel – No discussion will be held this evening.

11. Adjournment

On a motion by Mr. Herring, seconded by Mr. Blakely, the Board unanimously voted to adjourn at 8:48 p.m.

Respectfully submitted,
Andrea Poulin

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**SPAULDING HIGH SCHOOL
SPECIAL BOARD MEETING**
Spaulding High School – Room 10
February 6, 2017 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Carlotta Simonds-Perantoni - Chair
Anthony Folland
J. Guy Isabelle
Ed Rousse

BOARD MEMBERS ABSENT:

Joe Blakely
Lucas Herring
David LaCroix

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Brenda Waterhouse, Principal
Luke Aither, Assistant Principal

GUESTS PRESENT:

Parent of Student A Sean Toohey – Counsel for the Board

The information for the Minutes was provided by the Superintendent.

1. Call to Order

The Chair, Mrs. Perantoni, called the Monday, February 6, 2017, Special meeting to order at 5:30 p.m., which was held at Spaulding High School in Room 10.

2. Additions and/or Deletions to the Agenda

None

3. Visitors and Communication

None

4. Executive Session

4.1 Student Matter

The item proposed for discussion in Executive Session was a Student Matter.

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

On a motion by Mr. Isabelle, seconded by Mr. Rousse, the Board unanimously voted to enter into Executive Session with

Mr. Pandolfo, Mrs. Waterhouse, Mr. Aither, Mr. Toohey, and the 'Parent of 'Student A' at 5:30 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

On a motion by Mr. Folland, seconded by Mr. Rousse, the Board unanimously voted to exit Executive Session at 7:01 p.m.

On a motion by Mr. Isabelle, seconded by Mr. Folland, the Board unanimously agreed to accept the proposal of the administration for the expulsion of Student A until the first day of the 2017-2018 school year. However, since the potential for a disability was brought up by the parent, this expulsion is subject to a special education evaluation and possible subsequent manifestation determination regarding whether there is an underlying disability.

5. Adjournment

On a motion by Mr. Isabelle, seconded by Mr. Folland, the Board unanimously voted to adjourn at 7:02 p.m.

Respectfully submitted,
Andrea Poulin

DRAFT

BOARD REORGANIZATION MEETING DATA SHEET

BOARD: _____ **DATE OF REORGANIZATION MEETING:** _____

**ALL BOARD MEMBERS STARTING A NEW TERM HAVE COMPLETED AN OATH OF ALLEGIANCE AND
OFFICE WITH TOWN OR CITY CLERK PRIOR TO MEETING: YES: _____ NO: _____**

BOARD CHAIR: _____

BOARD VICE-CHAIR: _____

BOARD CLERK: _____

BSU BOARD REPRESENTATIVES:

1. _____

2. _____

3. _____

COMMITTEE ASSIGNMENTS:

FINANCE: _____

CURRICULUM: _____

FACILITIES: _____

POLICY: _____

_____: _____

_____: _____

AUTHORIZE CHAIR TO SIGN TEACHER CONTRACTS: YES: _____ NO: _____

AUTHORIZE CHAIR TO SIGN OTHER CONTRACTS: YES: _____ NO: _____

REGULAR BOARD MEETING DAYS: _____

BOARD RETREAT DATE: _____

LOCATIONS FOR POSTING AGENDAS & MINUTES: _____

AGREEMENT ON THE USE OF ROBERTS RULES OR ROBERTS RULES FOR SMALL BOARDS:

YES: _____ **NO:** _____

ADOPTION OF CODE OF ETHICS:

YES: _____ NO: _____

DISCUSSION OF COMMUNICATION PRACTICES:

YES: _____ NO: _____

BOARD DEVELOPMENT OPPORTUNITIES:

YES: _____ NO: _____

BOARD ADVOCACY:

YES: _____ NO: _____

DESIGNATED NEWSPAPER: _____

Re-Organization Meeting Checklist



PRE-MEETING ACITIVITY

- ☐ All board members elected at the annual school district meeting take oath of office (*usually by the town clerk*)
- ☐ Board members review the Essential Work of the School Board

MEETING

- ☐ Superintendent calls the meeting to order and facilitates the election of the board chair
- ☐ Elections & Appointments
 - Officers
 - Board Chair (ONLY one)
 - Once the chair is elected he/she facilitates the remainder of the meeting.
 - Vice Chair (optional, but best practice)
 - Clerk
 - Supervisory union board representatives (if necessary)
 - Committees
 - Distribute the standing committee charges
 - Discuss and/or make changes to the charges
 - Appoint board member(s) to each committee
- ☐ Operational decisions
 - Set regular board meeting schedule
 - Schedule annual board work session (retreat)
 - Designate places for posting meeting agendas & minutes
 - Agree on whether to use Robert's Rules for Small Boards
 - Discuss and adopt Code of Ethics
 - Identify communications practices
 - Discuss board development opportunities and attendance
 - Discuss local and statewide education advocacy responsibilities
 - Designate newspaper for notification of meetings



nder: An elected board member may NOT be paid for any services within the supervisory union/supervisory district unless they have authorization from the Vermont Secretary of Education.

Oath of Office

- By law, new board members must take the oath of office before entering upon the duties of their office.
 - i.e. attending their first board meeting
- This includes board members who are starting a new term, but who are not new to the office.
- The town/city clerk usually performs this function.

Election of Officers

- Superintendent calls the meeting to order and opens the floor for the election of:
 - Board chair
- Once elected, the chair leads the meeting and opens the floor for the election of
 - Vice-chair (not required, but good practice)
 - Clerk

Selection of the Board Chair

- Important attributes:
 - Promote the development of a strong board team that understands its role and performs its essential work
 - Establish a strong connection with the administration to build common vision and strong sense of teamwork
 - Organize and conduct productive meetings
 - Promote lawful / ethical operations
- Longevity on the board should be considered but should not be the primary consideration when electing the board chair.

Selection of the Board Clerk

- **Responsibilities**

- Ensure that a permanent record of the proceedings of the board (minutes) are kept.
- Ensure that draft minutes are available to the public and posted on the district's website within five days.

Select Supervisory Union Board Representatives:

- Three members from each school board that operates a school are appointed by the school board to serve on the supervisory union board.
- Districts that do not operate a school are only entitled to one representative on the supervisory union board.
- These supervisory union representatives are the only board members eligible to vote at supervisory union board meetings.
- All non-voting board members may attend SU meetings.

Committees

- Board committees are to help the board do its job, not to help or advise the staff.
- Unless the purpose of a board committee can be stated in writing, the committee is probably unnecessary.
- If a committee is proposed, it should have a clear and documented charge.
 - Purpose
 - Authority
 - Membership
 - Term
 - Voting
 - Timeline
 - Outcomes
 - Resources
- It is the responsibility of the full board to define the committee charge which should be included in policy or recorded via the motion that created the committee.

Make Operational Decisions

- Designate regular meeting schedule and location
- Schedule annual board work session (retreat) where board goals and work plan will be developed
- Designate places for posting meeting agendas
- Agree on the use of Robert's Rules
- Discuss and Sign Code of Ethics
- Identify communications practices
- Designate newspaper(s) for publishing meetings of the electorate.

Robert's Rules

All boards are required by law to operate under Robert's Rules of Order.

- Decisions made by boards using traditional Robert's Rules must be preceded by a motion, a second, ensuing deliberation, and, finally, a vote.

Robert's Rules for Small Boards

- Robert's Rules for Small Boards (fewer than 12 members) provides for a more informal operating style.
 - A formal motion is made
 - A second on the motion is not required.
 - The board chair facilitates deliberation until it appears consensus has been reached.
 - The board chair may vote along with fellow board members.
 - Board needs to affirmatively agree to operate under Robert's Rules for Small Boards

Communications

- Identify chief spokesperson for board and discuss communication protocols responding to inquiries from the press and other interested parties.
- Discuss the purposes of communicating the work of the board.
 - Inform and engage the community
 - Respond to inquiries from the press and other interested parties
 - Share the success of the students, staff and school
 - Programs, Events
 - Print, Electronic, Video

Communications

Review district policy/procedures on public comment and handling complaints

A school board meeting is a public meeting; it is not a meeting of the public.

VERMONT
SCHOOL BOARDS ASSOCIATION

Code of Ethics

- **Act within the scope of my official role**
 - Chain of Command
- **Uphold the highest ethical standards**
 - Conflict of Interest
- **Respect my peers, my constituents, and confidentiality considerations**
 - Communications

Board Development

- Recommend new members meet with board chair and superintendent
- Discuss and coordinate attendance at board development activities throughout the year
 - Identify and assign responsibilities
 - Create an annual plan / calendar

Advocacy

- Understand the role of the local and supervisory union board in engaging in legislative advocacy
 - Designate responsibility to a specific board member to keep the board informed and engaged on current legislative issues
- VSBA
 - Education Legislative Report
 - Legislative Alert
 - Regional Representatives

CODE OF ETHICS FOR VERMONT SCHOOL BOARD MEMBERS

As a member of my local school board, I will remember that my primary concerns must be the educational welfare of the students in my district and excellent return on investment for taxpayers. I agree to conduct myself in accordance with the following commitments. I will:

Act within the scope of my official role:

- Recognize that a board member's responsibility is to see that schools are well run, but not to run them
- Act only as a member of the board and not assume any individual authority when the board is not in session, unless otherwise directed by the board
- Give no directives, as an individual board member, to any school administrator or employee, publicly or privately
- Avoid making commitments that may compromise the decision-making ability of the board or administrators

Uphold the highest ethical standards:

- Not receive anything of value, by contract or otherwise, from the school district or supervisory union unless it is received:
 - as a result of a contract accepted after a public bid
 - in public recognition of service or achievement
 - as a board stipend reimbursement or expense allowed by law for official duties performed as a member of such board;
- Not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote;
- Agree to recuse and remove myself from board deliberation and votes when necessary to avoid the appearance of conflict of interest;
- Not agree to the hiring of a superintendent, principal, or teacher already under contract with another school district unless assurance is first secured from the proper authority that the person can be released from his or her contract.

Respect my peers, my constituents, and confidentiality considerations:

- Voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public;
- Maintain confidentiality of information and discussion conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information;
- Attend all regularly scheduled board meetings insofar as possible.

I agree to abide by the principles outlined in this Code of Ethics and will do everything in my power to work as a productive member of the leadership team.

Signature

Date



John Pandolfo <jpandbsu@u61.net>

Retirement Decision

1 message

Shaun Driscoll <sdrisshs@u61.net>

Mon, Feb 20, 2017 at 9:43 AM

To: Brenda Waterhouse <BWateshs@u61.net>, John Pandolfo <jpandbsu@u61.net>

Cc: Donald Singer <DSingshs@u61.net>, Gerald Desmarais <GDesmshs@u61.net>

Good Morning John and Brenda,

After careful consideration I've decided to retire effective 1 July 2017 with my last day of employment being 30 June 2017. I've notified the Army Cadet Command JROTC (Instructor Management) so they can post the vacancy on the JROTC Web Portal to attract any interested candidates. I've also initiated discussion with a local interested prospect that is retiring from active duty this summer and has already started preparing his certification requirements. I'll keep you informed on developments/candidates' progress as I feel it's in the JROTC Program's best interests to have a seamless transition.

I've always enjoyed teaching here at Spaulding and I'll always be proud to have been a Spaulding Teacher.

Thank you.

Shaun

--

SHAUN P. DRISCOLL, M.A.

CW4, SF, USA (Ret)

ARMY INSTRUCTOR

802.476.4811 ext 2004

FAX 802.479.4535

"To Motivate Young People to Become Better Citizens"

<https://www.usarmyjrotc.com/>

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**BARRE SUPERVISORY UNION #61
POLICY**

CODE: A1

1ST READING: 12/10/2015
2ND READING: 1/14/2016
ADOPTED: 1/14/2016

SHS 1st Reading: 3/9/17
2nd Reading:
Ratified:

Role and Adoption of School Board Policies

1. POLICY

It is the intent of the Barre Supervisory Union Board to outline direction and goals for the successful consistent and efficient operation of the Supervisory Union and member district schools through the adoption of policies. Supervisory Union and school district policies will be in compliance with Vermont and federal law and regulations.

2. DEFINITIONS

Policies are principles adopted by the school board to chart a course of action. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.

Procedures (also referred to as rules or regulations) are developed by the Superintendent, his or her designee, or school administrators to provide for the management of the schools by describing how tasks will be carried out and board policies will be implemented.

3. SU POLICY DEVELOPMENT

In order to ensure efficient development and implementation of school board policies in the Supervisory Union, the Supervisory Union Board, or a subcommittee thereof, will determine when school board policies in the Supervisory Union should be developed or revised. The Superintendent or designee will assist the Supervisory Union Board in determining the need for policy development or revision in specific areas and will advise the Supervisory Union Board and member boards within the Supervisory Union on policy content. Comment and information may be sought in areas such as the following:

- a. The specific need for the policy
- b. The scope of the policy with regard to establishing appropriate roles for the board and the administration
- c. The effect of the proposed policy on administrators, students, teaching staff and the community

- d. Samples of similar policies of other boards
- e. Applicable provisions of state and federal law
- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

4. SU POLICY ADOPTION

Policies will be adopted by the BSU Board using the following steps:

- a. The policy is developed or revised by the BSU Policy Committee
- b. A 1st Reading is passed by the BSU Board
- c. A 2nd Reading/Adoption is passed by the BSU Board

5. DISTRICT POLICY DEVELOPMENT

When the Supervisory Union Board has adopted a policy for distribution to the member boards of the Supervisory Union, the policy will be distributed by the Superintendent for consideration by each member board. The adopting board will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision. Comment and information may be sought in areas such as the following:

- a. The specific need for the policy
- b. The scope of the policy with regard to establishing appropriate roles for the board and the administration
- c. The effect of the proposed policy on administrators, students, teaching staff and the community
- d. Samples of similar policies of other boards
- e. Applicable provisions of state and federal law
- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

6. DISTRICT POLICY ADOPTION

After consideration of the comments and information provided by interested individuals, the adopting board may adopt or revise a policy developed by the Supervisory Union Board. A policy may be adopted at a regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy. Policies will be adopted by the district boards using the following steps:

- a. The Superintendent or designee sends the policy to the district Policy Committee.
- b. The district policy committee reviews the policy and brings it to their district board.
- c. A 1st Reading is passed by the district board.
- d. A 2nd Reading is passed by the district.
 - The policy is "Ratified" by the district if it is identical to the BSU Policy

- The policy is “Adopted” by the district if it has been modified in substance from the BSU Policy
- e. Any related district policies which have now become obsolete should be recommended by the district policy committee to be rescinded by the district board.

7. POLICY DISSEMINATION, ADMINISTRATION & REVIEW

7.1 Dissemination When policies are adopted, the Superintendent will publish and make them available to the public, students, and school personnel. A copy of the school policy manual will be available during the normal working day in the office and/or library of each school within the Supervisory Union. A school policy manual will be available on the school website. The student handbook will include board policies related to student activities and conduct. The teacher handbook will include board policies related to teachers' responsibilities.

7.2 Administration Policies will be administered through procedures and directives of the Superintendent, administrators and members of the management team.

7.3 Policy Review The superintendent will advise the Supervisory Union Board when revisions to adopted policies are required or otherwise appropriate. In addition, the BSU Board, or subcommittee thereof, will develop a policy review schedule to ensure that all policies are reviewed at least once every five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

8. NON-SUBSTANTIVE CHANGES

For policies that have already been warned and adopted, if formatting and/or non-substantive changes are needed to ensure consistency in the policy manual and/or grammatical expedience, those corrections can be made and voted on for adoption without a first and second reading.

9. DUPLICATE POLICIES

When in the process of revising policies and duplicate policies exist, the district or SU will operate on the newest approved policy until older policies can be rescinded.

Legal Reference(s): 16 V.S.A. §563 (1) (Powers of school boards)

5.6

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D2

1ST READING: 5/14/2015
2ND READING: 11/12/2015
ADOPTED: 11/12/2015

SHS 1st Reading: 3/9/17
2nd Reading:
Ratified:

Professional Development

1. POLICY

It is the policy of the Barre Supervisory Union and its member districts to support the important connection between educator professional development and improved student achievement and assure that professional and para-professional staff members acquire and maintain the knowledge and skills needed to contribute effectively to the achievement of the goals and strategies articulated by the school action plans.

2. PRINCIPLES TO GUIDE PROFESSIONAL DEVELOPMENT

The Supervisory Union shall provide, or arrange for the provision of professional development programs, or both, for teachers, administrators, and staff within the Supervisory Union. Professional development programs provided by the Supervisory Union will be directly linked to student performance goals identified in the annual action plans.

The Superintendent will oversee a professional development system that is characterized by the following:

- a. Its primary focus is on improved student learning and achievement
- b. It is based on current, documented research findings
- c. It provides structure and substance that allow continuity
- d. It focuses on content and curricular needs as well as teaching methodology
- e. It includes the needs of all who contribute to the education system
- f. It is developed and directed by professional educators

3. IMPLEMENTATION

Implementation of this policy shall follow State Board Rule 2000, Vermont State Board of Education, Educational Quality Standards (EQS), Section 2121.3, Needs-Based Professional Learning:

2121.3 Needs-Based Professional Learning

Each supervisory union shall develop and implement a system of appropriate needs-based

professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5). Time for professional learning should be embedded into the school day.

The school's professional learning system shall be aligned with its staff evaluation and supervision policies, Continuous Improvement Plan, supervisory union and district goals, and shall provide new staff members with appropriate opportunities for professional learning.

Mentoring shall be a component of each supervisory union's needs-based professional learning system. The superintendent or their designee shall determine the specifics of each mentoring program in their school(s) in accordance with the guidelines approved by the State Board of Education, Vermont Standards Board for Professional Educators, and state law addressing mentoring for educators.

The Superintendent will at least annually report to the school boards the effectiveness of staff professional development and the relationship to the student achievement goals identified within the annual action plan.

The Supervisory Union professional development system will be reviewed annually.

Legal 16 V.S.A. §261a
Reference(s):

5-7

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: D8

1ST READING: 1/8/2015
2ND READING: 2/5/2015
ADOPTED: 2/5/2015

SHS 1st Reading: 3/9/2017
2nd Reading:
Ratified:

Alcohol and Drug-Free Workplace

1. POLICY

It is the policy of the Barre Supervisory Union to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of illegal drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of illegal drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of his or her duties.

2. DEFINITIONS

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

Workplace means the site for the performance of work for the Supervisory Union, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of a school district in the Supervisory Union.

Employee means all persons directly or indirectly compensated by the Supervisory Union, and all employees of independent contractors, who provide services to the Supervisory Union or its member school districts.

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

Work Study Student means a student who receives compensation for work performed at the Supervisory Union or a school as part of a college work experience program. For purposes of this policy, an intern or student teacher working without pay, will be considered as a work study student.

3. EMPLOYEE RESPONSIBILITIES

As a condition of employment, each employee will notify the Superintendent in writing of his or her conviction of any criminal drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the Superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the Superintendent will notify any federal or state officers or agencies legally entitled to such notification.

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the Superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action, including but not limited to non-renewal, suspension or termination at the discretion of the Superintendent or, if required, the Board.

4. EMPLOYER RESPONSIBILITIES

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

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**BARRE SUPERVISORY UNION #61
POLICY**

CODE: E8

1ST READING: 1/8/2015
2ND READING: 2/5/2015
ADOPTED: 2/5/2015

SHS 1st Reading: 3/9/2017
2nd Reading:
Ratified:

Tobacco Prohibition

1. POLICY

In accordance with state law, it is the policy of the Barre Supervisory Union to prohibit the use of tobacco or tobacco substitutes on supervisory union grounds, or school grounds or at school sponsored functions of a member district. This ban extends to any student, employee or visitor, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities.

2. DEFINITIONS

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

School grounds means any property and facilities owned or leased by the Supervisory Union or member district school, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.

School sponsored activity means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.

Tobacco product has the same meaning as set forth in 7 V.S.A. 1001(3), as amended from time to time.

Tobacco paraphernalia has the same meaning as set forth in 7 V.S.A. 1001(7), as amended from time to time.

Tobacco substitutes has the same meaning as set forth in 7 V.S.A. 1001(8), as amended from time to time.

3. IMPLEMENTATION

The Superintendent or his/her designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that

tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

3.1 The Superintendent, or his or her designee, shall take reasonable steps to inform employees of this policy, to post signs on school property, and to provide notice to visitors and other individuals who are invited to attend school activities in bulletins, programs and announcements related to school events.

3.2 Employees who violate this policy shall be subject to disciplinary action in accordance with applicable employee policies.

3.3 Non-employees found to be in violation of this policy shall be informed of, and required to comply with, the policy. A person failing to comply shall be notified to leave school grounds or the school-sponsored activity. A person refusing to leave school grounds or the school-sponsored activity may be referred to a law enforcement agency.

Legal Reference(s): 16 V.S.A. §140 (Tobacco on school grounds)
18 V.S.A. §§1421 et seq. (Smoking in the workplace)
7 V.S.A. 1001 et seq.

The term "tobacco product" is defined in 7 V.S.A. 1001(3) as "cigarettes, little cigars, roll-your-own tobacco, snuff, cigars, new smokeless tobacco, and other tobacco products as defined in 32 V.S.A. § 7702."

The term "tobacco paraphernalia" is defined in 7 V.S.A. 1001(7) as "any device used, intended for use, or designed for use in smoking, inhaling, ingesting, or otherwise introducing tobacco products into the human body, or for preparing tobacco for smoking, inhaling, ingesting, or otherwise introducing into the human body, including devices for holding tobacco, rolling paper, wraps, cigarette rolling machines, pipes, water pipes, carburetion devices, bongs, and hookahs."

The term "tobacco substitute" is defined in 7 V.S.A. 1001(8) as "products including electronic cigarettes or other electronic or battery-powered devices that contain and are designed to deliver nicotine or other substances into the body through inhaling vapor and that have not been approved by the United States Food and Drug Administration for tobacco cessation or other medical purposes."

**BARRE SUPERVISORY UNION
POLICY MANUAL**

CODE: F20-1

1ST READING: 12/10/2015

2ND READING: 1/14/2016

ADOPTED: 1/14/2016

SHS 1st Reading: 3/9/2017

2nd Reading:

Ratified:

**MODEL PROCEDURES ON THE PREVENTION OF HARASSMENT,
HAZING, AND BULLYING OF STUDENTS**

I. Reporting Complaints of Hazing, Harassment and/or Bullying

- A. Student Reporting:** Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting:** Any school employee who **witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

- C. Other reporting:** Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report:** If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- E. False complaint:** Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying maybe subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no

adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

- F. Rights to Alternative Complaint Process:** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480(voice), (877) 294-9200(tty)
(802) 828-2481(fax)
Email:human.rights@state.vt.us

Office for Civil Rights , Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111(voice)
877-521-2172(tdd)
617-289-0150(fax)
Email:OCR.Boston@ed.gov

II. Responding to Notice of Possible Policy Violation(s)

- A. Upon notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:

- i. Promptly reduce** any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
- ii. Promptly inform** the school administrator(s) of the information;
- iii.** If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, **provide a copy of the policy on hazing, harassment and bullying** and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.

- B. Upon initiation of an investigation:** the designated employee shall:

- i. Notify in writing** both the complainant and accused individual (or if either is a minor in form their respective parent or guardian) that:
 - 1.** an investigation has been initiated;
 - 2.** retaliation is prohibited;

- 3. all parties have certain confidentiality rights; and
- 4. will be informed in writing of the outcome of the investigation.

- C. **All notifications shall be subject to state and/or federal laws** protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

III. Investigating Hazing, Harassment and/or Bullying Complaints

- A. **Initiation of Investigation - Timing:** Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. **Investigator Assignment:** The school administrator shall assign a person to conduct the investigation; nothing here in shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- C. **Interim Measures:** It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school's investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate.

In all cases, the school will make every effort to prevent disclosure of the names of all parties involved--the complainant, the witnesses, and the accused--except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.

- D. Due Process:** The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.
- E. Standard Used to Assess Conduct:** In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.
- F. Completion of Investigation–Timing:** No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- G. Investigation Report:** The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.
- H. Notice to Students/Parents/Guardians:** Within five school days of the conclusion of the investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual** (or if either is a minor inform their respective parent or guardian) that:
 - 1.** the investigation has been completed;
 - 2.** whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and /or bullying);
 - 3.** that federal privacy law prevents disclosure of any discipline

imposed as a result of the investigation unless the Parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, set forth in Section II, Part C, above.

- ii. **Notify the Complainant Student** - or if a minor, their parent(s) or guardian- in writing of their rights to:
 - 1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
 - 2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
 - 3. file complaints of harassment with either the Vermont Human Rights Commission and/or the Federal Department of Education's Office of Civil Rights.
- iii. **Notify the Accused Student**—or if a minor, their parent(s) or guardian - in writing of their right to appeal set forth in Section V of these procedures.

I. **Violations of Other Policies:** In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

IV. **Responding to Substantiated Claims**

A. **Scope of Response:** After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered.

- i. **Potential Remedial Actions:** Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she understands what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how

widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.

- ii. **School Access/Environment Considerations.:** The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.
- iii. **Hazing Case Considerations:** Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.
- iv. **Other Remedies:** Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

- B. **Retaliation Prevention:** It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

The District will take reasonable steps to prevent any retaliation against the student who made the complaint(or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems

and making follow-up inquiries to see if there have been any new incidents or any retaliation.

- C. Alternative Dispute Resolution:** At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:
1. The nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
 2. The age of the complainant and the accused individual,
 3. The agreement of the complainant, and
 4. Other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews

Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant:

A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after review is requested.

B. Independent Reviews of Final Harassment Determinations By Complainant:

A complainant may request an independent review within thirty (30) days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

- C. **Rights to Alternative Harassment Complaint Process:** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800)416-2010 or (802) 828-2480(voice)
(877)294-9200(tty)
(802)828-2481(fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111(voice)
877-521-2172(tdd)
617-289-0150(fax)
Email: OCR.Boston@ed.gov

Rights of Accused Students

- A. **Appeal:** Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten(10) calendar days of receiving the determination that an act(s) of hazing, harassment

and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

- B. Accused Student/Appellant Access to Investigative Reports/Findings:** The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set for that 34 CFR Part 99. For those documents that cannot be provided due to the requirements set for that 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

VI. Confidentiality and Record Keeping

- A. Privacy Concerns:** The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- i. Concerns Related to Harassment Complaints:** The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

- B. Document Maintenance:** The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

VII. Reporting to Other Agencies

- A. Reports to Department of Children and Families:** When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, *et seq.* must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 *et seq.*
- B. Reports to Vermont Agency of Education:** If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
- C. Reporting Incidents to Police**
- a. **FERPA Rights:** Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health

or safety of the student or other individuals.

- b. **First Hand Reports:** Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that maybe considered to be a criminal act to law enforcement officials.
 - c. **Hazing Incidents:** It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.
- D. **Continuing Obligation to Investigate:** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

VIII. Disseminating Information, Training, and Data Reporting

- A. **Disseminating Information.** Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. **Student Training:** The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.
- C. **Staff Training:** The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.
- D. **Data Gathering:** Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 et seq.;
 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d;
 Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.;
 Family Education Rights Privacy Act; 20 U.S.C. § 1232g;
 Public Accommodations Act, 9 V.S.A. §§ 4500 et seq.;
 Education, Classifications and Definitions, 16 V.S.A. § 11(26); (30)(A); (32);
 Education, 16 V.S.A. § 140(a)(1); Education, 16 V.S.A. § 166(e);
 Education, Bullying, 16 V.S.A. § 570c;
 Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570;
 Education, Harassment, 16 V.S.A. § 570a;
 Education, Harassment, 16 V.S.A. § 570c;
 Education, Harassment, 16 V.S.A. § 570f;
 Education, Hazing, 16 V.S.A. § 570b;
 Education, Hazing, 16 V.S.A. § 570f;
 Education, Discipline, 16 V.S.A. § 1161a;
 Education, Suspension or Expulsion of Pupils; 16 V.S.A. § 1162;
 Child Abuse, 33 V.S.A. §§ 4911 et seq.;
 Adult Protective Services, 33 V.S.A. § 6901 et seq., all as they may be amended from time to time.
 Washington v. Pierce, 179 VT 318 (2005).

Cross Reference:

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G1

1ST READING: 5/14/2015
2ND READING: 11/12/2015
ADOPTED: 11/12/2015

SHS 1st Reading: 3/9/2017
2nd Reading:
Ratified:

Curriculum Development & Coordination^[1]

1.POLICY

The Supervisory Union Board shall be responsible for establishing a supervisory union-wide curriculum. The Supervisory Union curriculum shall be coordinated to allow students to meet or exceed standards established by the Vermont State Board of Education.^[2] Curriculum plans shall be coordinated between sending and receiving schools within the Supervisory Union and will be periodically reviewed to determine compatibility with schools outside the school district that are attended by students residing within the school district.^[3]

The Supervisory Union Board shall assist each member school district to follow the curriculum developed in accordance with this policy.^[4]

The Curriculum Director shall be responsible for assisting the Supervisory Union Board and member school district boards in the development, implementation, coordination, and evaluation of the curriculum.^[5]

The Curriculum Director shall conduct systematic evaluations of programs within the curriculum and report the results to the school boards at least annually.

Legal 16 V.S.A. §261a(a) (1) (Duties of supervisory union boards)
Reference(s): 16 V.S.A. §242(1) (Duties of Superintendents)
 16 V.S.A. §165(a)(3)(B) (School Quality Standards)

^[1] 16 V.S.A. 261a(a) does not explicitly require a policy on curriculum development. It does require the supervisory union board to "establish a supervisory union-wide curriculum by either developing the curriculum or or assisting the member districts to develop it jointly.

^[2] 16 V.S.A. §165(a)(3)(B).

^[3] 16 V.S.A. §261a(a)(3).

^[4] 16 V.S.A. §261a(a)(2)

^[5] 16 V.S.A. §242(1).

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G20

1ST READING: 01/19/2017
2ND READING: 02/16/2017
ADOPTED: 02/16/2017

SHS 1st Reading: 3/9/2017
2nd Reading:
Ratified:

Proficiency-Based Learning

It is the policy of the Barre Supervisory Union to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. Students may utilize Flexible pathways in place of or in addition to traditional classroom settings to demonstrate proficiency. Personalized Learning Plans will support proficiency-based learning.

Proficiency-Based Graduation Requirements (PBGRs)¹

A student meets the requirements for high school graduation when the student demonstrates evidence of proficiency in curriculum content areas, and when they meet any additional graduation requirements as described in the Spaulding High School Program of Studies. The Barre Supervisory Union will use credits for the purpose of demonstrating that a student has met the high school graduation requirements. Credits will be based upon the proficiencies demonstrated and will not be based on time spent in learning. Students in the Barre Supervisory Union will receive credit for learning that takes places outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator and meet the proficiencies through procedures defined by the Barre Supervisory Union.

Definitions

Personalized Learning Plan - A plan developed on behalf of a student by the student, a representative of the school, and, if the student is a minor, the student's parents or legal guardian, which defines the scope and rigor of learning opportunities and support services necessary for the student to successfully graduate and attain college and/or career readiness.

Proficiency Based Graduation Requirements - A system of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn before they receive a diploma. The Vermont Education Quality

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

Standards require that, in order to graduate, a student demonstrate proficiency in the following eight Curriculum Content Areas: literacy, mathematics, scientific inquiry, global citizenship, physical education, health, artistic expression, and Transferable Skills.

Transferable Skills - A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and modern careers.

Flexible Pathways - Opportunities to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards. Students may demonstrate proficiency by presenting multiple types of evidence.

1st Reading: 12/15/2016

2nd Reading: 1/19/2017

ADOPTED: 1/19/2017

SHS 1st Reading: 2/2/2017

2nd Reading: 3/9/2017

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. 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

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**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: 3/9/2017
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.

8.1

BARRE SUPERVISORY UNION DISTRICT #61

Barre City Elementary
and Middle School

John Pandolfo
Superintendent of Schools

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.

Rich 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, MCF
Director of Early Education
Jamie Evans
Director of Facilities

March 1, 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) Negotiations

- Para-educator negotiations last met on February 22. We intend to set another meeting date.
- Teacher negotiations are at impasse and we are attempting to agree on mediation dates. We are looking at dates as late as May.
- We have not yet scheduled dates for custodial negotiations, but we plan to discuss dates when I meet their regional AFSME representative on March 2.
- 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>

(2) Health Care

- We continue to plan for the transition of health care to the new VEHI plans next January. Several of us at the SU office have participated in training sessions. We plan to schedule informational meetings in each building in March, and will also plan to have more informational meetings in August.

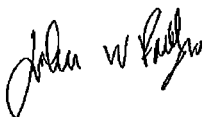
(3) BSU Office Renovations

- We have completed the upstairs renovations to expand the usable space and accommodate more support staff.
- We are looking at more changes downstairs to: (a) accommodate the re-organization of our business department; (b) best utilize the dead space in the lobby area; and (c) best manage the security system we have put in place.

(4) Tri-Board Meeting, March 23, SHS Library

- We are planning a New Board Member Orientation at 5:00pm for any board members who are either new or have not participated in any formal orientation
- The Tri-Board Meeting will start at 6:00pm. This meeting will be a formal meeting of the three district boards but will not include a BSU Board meeting.

Respectfully Submitted,



John Pandolfo
Superintendent of Schools



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

MEMORANDUM

TO: Principals, Superintendents, and Vermont Educators
COPY: VT-NEA, VSA, VPA, VSBA, VCSEA
FROM: Rebecca Holcombe, Ed.D., Secretary of Education
SUBJECT: Our Responsibility for the Learning of our Students
DATE: February 28, 2017

With the new Administration in Washington and the implementation of the Every Student Succeeds Act, we are in transition on several fronts, including how we talk about and manage our responsibility for ensuring all our students are well educated.

Our work in public education is paradoxical. On the one hand, we need good data on how we are doing, so that we can use that data to support continuous improvement in learning and to make sure we are achieving our equity goals, both locally and at the state level. If a test is too easy or too hard, it does not give us useful information to support that work. Vermont has always erred on the side of higher standards, to give us ambitious "stretch" goals for our children and ourselves.

Without good data, we would have no way to really evaluate whether our professional collaboration and the investments we make lead to the difference we want for our children. Without this data, we can't do our job. We must have high expectations, or we will not achieve what we hope for our children. Now, more than ever, our children need to be well educated in order to prosper and help build a strong state.

On the other hand, this transparency can leave us feeling vulnerable and discouraged when it is used to criticize our work or diminish our students. Children bring different kinds of privilege and disadvantage to school, and children who live in challenging circumstances are not evenly distributed across the state. We know that some communities are coping with unique levels of adversity, and this affects how their students score overall. We also know some communities have populations that are uniquely advantaged in the resources and education levels of their parents, and unsurprisingly, some of these communities are amongst our highest scoring. We have to move past a simplistic conversation of whether schools are good or bad, and towards a more meaningful conversation around:

1. What is our assessment data?
2. What does it tell us about how students are performing relative to our goals?
3. What are we doing to improve the learning of every child, no matter how that child scored?
4. Is it working? And if not, what could and should we do differently?

How we handle the data matters. If we tell students who are trying hard year after year that they don't measure up, we can discourage the very students who need the most support and encouragement. Rainbow Chen, a Winooski student and student member of the State Board of Education has said that we need to be encouraging students to work at getting better, not just telling them that they are not good enough every year. Some of you have observed that the transparency of our public systems is what makes them and our students vulnerable. You have said that even when you make great gains with students who live in extreme adversity, you are judged harshly against other contexts that may be more privileged or more selective or not transparent in ways that feel discouraging. I hear that. However, our response CAN'T be to diminish the very data we need to use as a ruler to measure our progress towards goals.

We all know that a child who can't read, write, problem-solve and reason quantitatively, has limited prospects in a 21st century economy. Our Smarter Balanced assessments (SB) certainly don't measure all we want our students to know and be able to do, but they do reliably measure a subset of essential skills that current best research suggests are associated with higher levels of learning and mastery. As we have more panels of data, we will be able to better evaluate the relationship between SB scores and critical post-secondary and career outcomes. However, what we do know is that students who have stronger literacy and numeracy skills tend to score higher not just on the SB, but on other measures of performance that we have used for years. If our students are not scoring well, we owe it to them to figure out how to change that result. And if, on average, the performance of our schools' children in each successive grade is not keeping pace with the performance of children across the state, we owe it to our communities to investigate why and identify changes we might make to strengthen outcomes.

For context, under the state Education Quality Standards and state statute, all schools must administer state assessments in order to provide the state and our communities with information about school performance. These common measures are designed to assess student learning relative to state adopted standards and to support schools in their continuous improvement efforts. This letter may also be helpful in reminding people of the various uses of testing in Vermont.

We acknowledge that when our students know and can do more, they will score better. Let's use these tests to get better, even as we keep in mind that not all that matters can be measured on a test. We also need our children to express themselves creatively, to work well with others on shared goals, and to think critically and deeply about complex and important problems. I am proud to live in a state that is leveraging flexible pathways, community-based learning, applied learning, and career and technical education to challenge our children to find joy and purpose in learning, and to be well-rounded.

Below are some practical steps I encourage us all to take.

Help your communities understand the difference between "assessments" and "accountability." The Smarter Balanced assessments are one reliable measure of student performance on a subset of skills that we have determined as a state that we want our students to master. We can measure progress in the incremental improvement of student performance on these assessments over time, in response to our professional collaboration, investments in instructional improvement and enhanced supports for learning. And, we know there are other capabilities

we want our students to develop that are not captured on these assessments, which is why locally, we expect you to use multiple measures. "Accountability" is about how the federal government and the state and local entities use these scores to motivate us to make a greater difference for our children. We have a challenging history with federal use of scores for federal accountability. In our Vermont context, federal accountability yielded a lot of perverse and nonsensical effects. However, federal issues should not and cannot prevent us from holding ourselves locally responsible for doing the best we can for our students, and in particular, for our vulnerable students, who most need us to ask hard questions about how we are organized and providing instruction in order to ensure their success. We know that how we teach, matters. We know that some systems are supporting students who bring greater challenges than previously. Let's adjust our practice to address their needs.

With input from many of you, we have worked to develop a state response to the new federal ESSA accountability legislation that is responsive to and reflective of our shared goals for children. We need to meet the requirements of the law, and we have done so by drafting a response that captures our state commitment to continuous improvement and narrowing of equity gaps. In the end, while no plan will make every person in the state happy, any more than anyone will agree with every aspect of the plan, we have a coherent response that leverages our strong commitment to local responsibility and to improving outcomes for our most vulnerable youth.

My commitment to you is to try and be as transparent as possible about our continuous improvement work at the Agency, even as I expect you to be transparent and rigorous about your local efforts to improve in your communities. Just as you embark on a plan for continuous improvement, the AOE will develop a plan and share our own progress against goals. We do this because we know, as you know, that our first obligation is to our students, and we can't make the difference we need to make for them if we are afraid to confront the challenges in our current work. We will work with you to help the public understand what assessment data mean and how they can most effectively be used, as well as to mitigate or challenge inappropriate uses of these data.

What I ask from you in return is that you stand with me as education professionals, and use all available data and all your instructional skill to inform and improve our collective efforts to develop our children's capability and wellness across a broad set of domains, and strengthen our education system. Sometimes, this means letting go of longstanding practices that data suggest are ineffective. Sometimes this means taking some measured risks to try out new and promising strategies. What I know you share is my commitment to the idea that education is the best tool we have to ensure the prosperity, agency and independence of our students as they move into adult life.

Thank you all for staying focused on our students and on learning, even in the midst of so much change and reform. And, thank you for maintaining the imperative of high expectations for all students.

March 9, 2017
Principal's Report

Athletics:

- The winter athletic season is winding down. Indoor Track & Wrestling have participants heading to New England championships March 4th. Boys' basketball season has wrapped up (lost playoff game at Brattleboro). Girls' basketball regular season finished at St. J. Girls & boys ice hockey teams are in quarterfinal round games: girls play at Rutland March 3rd; the boys at home March 4th. The boys are ranked #1 in division 1, and many believe they'll make a run at the state championship.
- Spring sport practices begin inside during the weeks of March 13th (baseball pitchers & catchers) and March 20th (all teams). Believe it or not, the first scheduled spring games are only 5 weeks away!

Academics:

- Academic Alerts have been implemented since the last board meeting. We will be conducting a survey about the use of the form in the next few weeks to solicit feedback.
- Course selections/requests for the 2017-2018 school year are upon us. The following time frame will be in place for scheduling appointments with school counselors.
 - Class of 2018 – February 13th— February 24th
 - Class of 2019 – March 8th – March 13th
 - Class of 2020 – March 16th – March 20th
 - Class of 2021 - the week of March 20th (this will be done at BC & BT)
 - March 24th – follow up appointments

Students and parents should schedule a time with their school counselor to assess factors that affect their course requests (such as graduation progress, post high school goals, dual enrollment, and other flexible pathways).
- Each year the Spaulding High School Scholarship Committee awards thousands of dollars in scholarships to graduating seniors. Thanks to many generous individuals, Spaulding seniors can apply for these scholarships. The general Scholarship Application, along with the Dr. Reynolds, Ronald York, and Dante Bogni Scholarship Applications, are available to students. The applications are due in the Guidance Office no later than 3:00pm on Friday April 14th, 2017. Students attending a post secondary institution of any kind are urged to apply. For more information please feel free to contact Mr. Nicholson.
- As in previous years, we are participating in the Winooski Valley Region Public School Choice Program for the 2017-2018 school year. Through this program students may apply to go to a high school other than the one in their own school district at no cost. Additionally, a law was passed in May 2012 by the Vermont Legislature (Act 129, Sec. 34. § 822d 2A) which allows high school students to apply through school choice to any public high school in Vermont. This law sets rules for school districts regarding the number of entering and exiting student slots allowed through school choice. Students are chosen by lottery from all the applicants for each school district based on the number of

open slots. Information was mailed to all Spaulding High School 11th, 10th, 9th graders as well as all current 8th graders. Twelve students have applied for this coming year and selections will be later this month.

Student Highlights:

- The JROTC students have recently competed on leadership teams and academic teams. There were 1,310 teams that competed in the Level I Leadership Bowl and 548 teams went on to compete in the Level II Leadership Bowl. The SHS JROTC scored well enough in Level I to compete in Level II and placed second for the 2nd Brigade. There were 1,460 teams that competed in the Level I Academic Bowl and 604 teams went on to compete in the Level II Academic Bowl. The SHS JROTC team scored well enough in Level I to compete in Level II and placed second for the 2nd Brigade in this, as well. This is the first time SHS JROTC has placed in these competitions. Kudos to the JROTC students and their instructors, Don Singer and Shaun Driscoll. (see attached sheet)
- The 2017 Valedictorian and Salutatorian were announced at the Assembly held on Friday, February 24th. It is with great pleasure that I inform the board that Will Bigglestone is the Valedictorian and Gianna Somarriba is the Salutatorian. Their hard work and pursuit of academic excellence has earned them this honor and distinction.
- Thirty-five students competed at the classroom level in Poetry Out Loud, of which fourteen were selected to go advance to the school level. At the school level competition, Savannah Ouellette was selected to go on to the regional competition. Savannah will be proudly supported on March 8th by her peers and teachers at the Barre Opera House. If Savannah wins at the regional completion, she will advance to the state level. We wish her well!



2016-17 Army JROTC Level II Results by Brigade

PLEASE NOTE: Only 1st Place teams in Bold will attend JLAB June 23-27, 2017

Teams that competed in Level II
Academic Bowl = 60 teams
Leadership Bowl = 54 teams

Teams that competed in Level II
Academic Bowl = 46 teams
Leadership Bowl = 310 teams

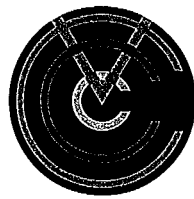
Brigade	Leadership Teams	Academic Teams
2 nd BDE VT, ME, RI, CT, NJ, NH, NY, PA, MA, Germany, Italy	1 st Place (teams attending JLAB) Francis Lewis High School (Fresh Meadows, NY) Gettysburg Area High School (Gettysburg, PA) New Bedford High School (New Bedford, MA) 2nd Place Franklin High School (Somerset, NJ) Seneca Valley High School (Harmony, PA) 3rd Place Cumberland Valley High School (Mechanicsburg, PA) Shikellamy High School (Sunbury, PA)	1 st Place (teams attending JLAB) Dr. R E McNair Academic High School (Jersey City, NJ) Stuttgart High School (Stuttgart, Germany) 2nd Place Brockton High School (Brockton, MA) Fort Hamilton High School (Brooklyn, NY) 3rd Place Methuen High School (Methuen, MA)
3 rd BDE WI, IL, MO, IA, MN, KS, NE, ND, SD	1 st Place (teams attending JLAB) Central High School (Rapid City, SD) Joliet Central High School (Joliet, IL) 2nd Place Lincoln College Preparatory Academy (Kansas City, MO) St. John's NW Military Academy (Delafield, WI) 3rd Place Leavenworth Senior High School (Leavenworth, KS) Smith-Cotton High School (Sedalia, MO) Waukegan High School (Waukegan, IL)	1 st Place (teams attending JLAB) Lane Tech High School (Chicago, IL) Phoenix Military Academy (Chicago, IL) 2nd Place Fredericktown High School (Fredericktown, MO) Marmion Academy (Aurora, IL) 3rd Place Central High School (Rapid City, SD) Joliet Central High School (Joliet, IL) Popular Bluff Senior High School (Popular Bluff, MO)

Brenda, this is the first time we placed in

155 Ayers Street, Suite #2
Barre, VT 05641

(802)-476-6237 (phone)
(802)-476-4045 (fax)

www.cvtcc.org



CENTRAL VERMONT CAREER CENTER

"Education that works."

Penny Chamberlin
Director (ext. 1138)

Jason Derner
Assistant Director (ext. 1045)

Stefanie Seng
Guidance Coordinator (ext. 1156)

Kathi Fuller
Student Support (ext. 1258)

Wayne Tozzi
Co-op Coordinator (ext. 1137)

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Central VT Career Center Board Report Penny Chamberlin, Director March 9, 2017

1) Building Trades trips to Louisiana is slated for March 28 - April 4th. We have 10 students and 2 CVCC staff going. We look forward to hearing their report on the learning and work they did while supporting those southern communities that were damaged by hurricanes.

2) Dual Enrollment Statistics:

2016 Fall Semester:

EMS -- VTC -- EMT 1 -- 6 credits. 6 students enrolled.

2017 Spring Semester:

EMS -- VTC -- Fire Science 1 -- 3 credits. 10 students enrolled.

DMA -- CCV -- Digital Photography 1 -- 3 credits. 14 students enrolled.

DMA -- CCV -- Introduction to Adobe Creative Cloud -- 3 credits. 14 students enrolled.

Our own Preparing for College Course -- 20 enrolled.

3) Office Renovation Phase II is on track for this summer beginning as soon as school is out. We have an unanticipated additional cost for asbestos tile removal, otherwise we are on track. Details will be shared at a future meeting.

4) Our Showcase Day on February 15th was very successful with over 140 students visiting the Center. For Admissions we will be accepting applications up to March 20th and interviews will begin on April 6th and end on April 13th. Our admissions meeting will be on Monday, May 1st.

5) March 31st Professional Day will be spent working on aligning curriculum to proficiencies and preparing to review applications for admissions interviews the following week.

6) Perkins FY18 plan - enclosed along with this report. The proposal remains similar to FY17 with the only change being the addition of a Digital Media Arts instructor to accommodate the over enrollment. Perkins will be able to fund this new position for three years.

7) Tender Loving Homecare has purchased the old Planned Parenthood building at the end of Ayers Street. This week the instructors from Building Trades, Electrical and Plumbing along with Ms. Chamberlin and Mr. Reymore toured the building. We are excited to say that we hope to partner with Tender Loving Homecare to provide a local,

community lab for our construction trades programs. This is in its initial stages. There will be many more meetings and planning sessions and we will update you as this new initiative progresses.

8) The second parent/teacher conferences were held. We had 30 parents participate. We are pleased to report that CVCC teachers met with over 70 parents this year!

Enclosed: Perkins FY18 Proposal - for Board Action.

Central VT Career Center

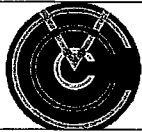
Perkins FY18 Plan Proposal

created: March 1, 2017

SHS/CVCC Bd. - March 9, 2017

RAB -May 16, 2017

Project 1 - Special Populations	Amount	State Target Code
Outreach Coord. Salary	\$42,000	6s1&6s2
Outreach Coord. Benefits	\$3,000	6s1&6s2
Non Trad Support/open house, admissions and small group meetings (\$800) & Women Can Do (\$800)	\$1,600	6s1&6s2
Summer Tech Camp/Non-Traditional & Middle School	\$12,000	6s1&6s2
Project 2 - Professional Development		State Target Code
Prof. Dev./SREB and collaboration with tech. centers regionally and state wide	\$20,000	VTS1, 1s1, 1s2, 4s1
Prof. Dev./AOE sponsored Math in CTE training - to be expanded each year	\$5,000	VTS1, 1s1, 1s2, 4s1
Project 3 -		State Target Code
Pooling of funds to support state CTE consortium intended to improve teacher preparation - via AOE (\$20,000)	\$22,000	VTS1, 1s1, 1s2, 4s1
Support of CTSOs for the state (\$2,000)		
Project 4		State Target Code
Dual Enrollment and Assessment Coordinator Salary (.5 Perkins and .5 local budget FY18)	\$24,720	1s1 and 4s1
DE/Assessment Coord Benefits	\$4,000	1s1 and 4s1
VT State Retirement payment - OPEB/R	\$4,400	1s1 and 4s1
Project 5		
Program Expansion - Digital Media Arts Salary and Benefits (able to fund for 3 years)	\$63,095	
<u>FY18 TOTAL</u>	<u>\$201,815</u>	<i>Fy17 Award \$201,815</i>



**CENTRAL
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Adult Continuing Education

155 Ayers Street, Barre, VT 05041
(802) 476-6237 or www.cvtcc.org

Spring 2017

*Advanced registration is required for all courses and workshops. For full course descriptions, see our website or call for a brochure.
Family/Friend discounts available: ★ = 10% discount for second person; ★★ = Special discount pricing*

Residential Electrical Wiring ★ \$110 + textbooks (call or check website for details.)
In this hands-on course you will become familiar with the various materials used in the electrical trade and how to use them in a residential electrical system.
Saturdays, 4/29 and 5/6, 8:30 pm – 1:00 pm

Digital Photography ★ \$85
Take it to the next level with this structured course that balances hardware training and the use of Adobe software. Digital camera required.
Tuesdays, 4/25 – 5/23, 5:30 pm – 7:30 pm

Personal Financial Management ★★ \$60 for 1 person – OR bring a family member or friend for an additional \$15 per person.
Learn how to reduce your debt, use credit wisely, build an emergency fund, and much more.
Tuesdays, 3/14 – 4/25, 6 pm – 8 pm

Special Projects in Personal Financial Management ★★ \$50 for 1 person – OR bring a family member or friend for an additional \$15 per person.
This one is for fans and followers of Nicole's Personal Financial Management classes and workshops. The class will be based on student requests.
Tuesdays, 5/2 – 5/30, 6 pm – 8pm

Para Professional Training ★★ See Special Pricing
Designed for those currently working, or interested in, supportive roles within a school system: para educators, substitute teachers, volunteers, etc. Taught in FOUR modules; See brochure or website for course description and pricing.
Tuesdays, 3/14 – 6/6 (except 4/18), 5:30 pm – 7:30 pm

Academic and Workplace Writing Lab ★ \$85
Is writing for school or work causing you anxiety? Join this class and find a supportive environment to brush up on your grammar and writing skills.
Tuesdays, 4/25 – 5/30, 6 pm – 8 pm

Exploring Art Mediums ★ \$85 + \$15 materials fee
This introductory level class explores different art mediums. Participants will take home a finished or almost finished piece each week.
Tuesdays, 3/14 – 4/11, 6 pm – 8 pm

Creative Writing - ★ \$85 each session
Is there a writer lurking somewhere inside of you? Have you always dreamed of writing the great American something or other? If so, this is the class for you!
Thursdays – Session 1: 3/16 – 4/13 OR Session 2: 4/27 – 5/25, 6 pm – 8 pm

Art is Everywhere! ★ \$85 + \$15 materials fee
Make unique gifts and decorative items by embellishing "found objects" with your own personal ideas.
Tuesdays, 4/25 – 5/23, 6 pm – 8 pm

Get That Job – and KEEP It! Part 1 ★ \$50
Skills for Entry into the Professional Workforce
Whether you're looking for your first job, or searching for a better one, there are specific skills that will help you stand out from the crowd.
Thursdays 3/30 – 4/13, 6 pm – 8 pm

Not Just Another Stress Reduction Class ★ \$85
Explore different methods that actually work to reduce existing stress levels and create your own, personalized, stress busting system.
Tuesdays, 3/14 – 4/11, 6 pm – 8 pm

Get That Job – and KEEP It! Part 2 ★ \$50
Now You've Got the Job ...
Getting the job is just the beginning! The focus of this session will be the 'soft skills' involved in successful job performance.
Thursdays, 4/27 – 5/11, 6 pm – 8 pm

Your Vermont Garden ★ \$85
Plan your garden by learning which plants will grow best in your area.
Thursdays, 3/30-5/11 (except 4/20), 6 pm – 8 pm

Water Colors - ★ \$85 each session
An exciting, hands-on exploration of watercolor painting. All levels welcome.
Tuesdays – Session 1: 3/14 – 4/11 OR Session 2: 5/2 – 5/30, 6 pm – 8 pm

Overcoming Math Anxiety ★ \$85
Are you an adult who suffers from acute 'Math Anxiety'? You're not alone. Join this class and discover new learning strategies.
Thursdays, 4/27-5/25, 6 pm – 8 pm

FREE Computer Drop-in Time
Need some time with a computer and/or someone who can answer your computer questions? Come and ask your questions and learn and practice new things.
Wednesdays, 4/5 – 6/7 (No drop-in 4/19 or 5/24), 3:30 pm – 5:30 pm

G-Suite Essential Training ★ \$85
Come and explore G-Suite from Google Cloud! This set of FREE intelligent apps, including Gmail, Docs, Drive, and Calendar, will help you do your best work and connect with people no matter where they are in the world.
Thursdays, 5/4-6/1, 6 pm – 8 pm

Introduction to Computing ★ \$85
This is an introductory course for beginners; class numbers will be limited. You will start by learning the basics and some of the things your computer can do.
Tuesdays, 3/14 – 4/11, 6 pm – 8 pm

You and Your Mac ★★ One topic \$40, 2 for \$65, 3 for \$85, all 4 for \$100!

This series of classes is for Mac owners who want to understand more about what they can do with their Mac computer. You must bring your own laptop.

Part 1: Basic Configuration and Setup - \$40 (see discount above)
Wednesdays, 4/5 and 4/12, 6 pm – 7:30 pm

Part 3: Safari and the Internet \$40 (see discount above)
Wednesdays, 5/10 and 5/13, 6 pm – 7:30 pm

Part 2: Where Are My Files? - \$40 (see discount above)
Wednesdays, 4/26 and 5/4, 6 pm – 7:30 pm

Part 4: iPads and iPhones \$40 (see discount above)
Wednesdays, 5/31 and 6/7, 6 pm – 7:30 pm

First Aid and CPR - \$75 per session

First Aid and CPR certification training using the curriculum provided by the American Heart Association.

Session 1: Tuesdays, 3/14- 3/28, 5:30 pm – 8:00 pm OR Session 2: Tuesday 4/25, Thursday 4/27, and Tuesday 5/2, 5:30 pm – 8:00 pm

Licensed Nursing Assistant (LNA) - Classes begin regularly throughout the year.

90 hours of classroom and clinical instruction leading to state licensure as a nursing assistant. Each session is limited to 8 participants and attendance is mandatory.

Central Vermont Career Center

Adult Continuing Education Classes - Spring 2017

For classes marked ★ bring a friend and take a 10% discount for the second participant!
For special discounts see classes marked ★★

Health Careers Courses

Licensed Nursing Assistant (LNA)

<p>90 hours of classroom and clinical instruction leading to state licensure as a nursing assistant. <u>Attendance is mandatory.</u> Each session is limited to 8 participants.</p> <p>\$1,250 (\$1,100 tuition + \$150 State Exam/Licensing fees)</p>	<p>LNA Classes take place throughout the year. For latest dates, schedule, and registration information check the website; http://www.cvtcc.org/adult-education or call the Adult Education Office 476-6237 ext. 1252</p>
<p>NOTE: A \$150 deposit MUST accompany registration. The full application packet is online at http://www.cvtcc.org/adult-education</p>	

First Aid and CPR

<p>Join us for this First Aid and CPR certification course using curriculum provided by the American Heart Association. Certification will be provided upon successful completion of the course.</p>	<p>Instructor: Kim Richardson</p> <p>Session 1 Tuesdays March 14 – March 28 5:30 PM – 8:00 PM</p> <p>OR</p> <p>Session 2 Tuesday April 25, Thursday April 27, and Tuesday May 2 5:30 PM – 8:00 PM Tuition: \$75 per session</p>
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For the Homeowner

Residential Electrical Wiring ★

<p>This hands-on course will outline the components of a residential electrical system. Learn how to wire switches (single pole, 3 & 4-way), receptacles, and GFCI's. You will become familiar with the various materials used in the electrical trade and how to use them. We will also discuss the National Electrical Code (NEC) and how it impacts residential wiring and potentially unsafe electrical situations.</p> <p>Required textbooks: "Wiring Complete Revised Edition" by M. Litchfield & M. McAlister (2009) and "Code Check Electrical" 6th edition by Kardon and Hansen.</p>	<p>Instructor: Jan Ruta</p> <p>Saturdays April 29 and May 6 8:30 AM – 1:00 PM Tuition: \$110 plus textbooks</p>
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The Workplace and Beyond

Academic and Workplace Writing Lab ★

Are you returning to school and feeling worried about your academic writing skills? Does your job include writing that is outside of your comfort zone or professional skills? In this writing lab, you'll find a supportive environment to brush up on your grammar and writing skills, share your efforts, and receive assistance and support.

Instructor: Elizabeth Wigren

Tuesdays April 25 – May 30

6:00 PM – 8:00 PM

Tuition: **\$85**

Overcoming Math Anxiety ★

Are you an adult who suffers from acute 'Math Anxiety'? Did you struggle with math through high school; dread having to take a math test for work; feel helpless when you can't help your second grader with her math homework? If so, you're not alone. Come into a supportive environment where you will meet people just like you and an instructor who can really help you break down your resistance to learning math.

Instructor: Dennis Seavey Windsinger

Thursdays April 27 – May 25

6:00 PM – 8:00 PM

Tuition: **\$85**

Get That Job – and KEEP It! Part 1 ★

Skills for Entry into the Professional Workforce

*Whether you're looking for your first job, or searching for a better one, there are specific skills that will help you stand out from the crowd. Join us and learn the tools that will help you get the job - and **keep** it! Areas to be covered will include cover letter and resume writing, managing Internet job listings, creating a profile, practice interview sessions, dressing for success, and much more.*

Instructor: Patricia Rizzo

Thursdays March 30 – April 13

6:00 PM – 8:00 PM

Tuition: **\$50**

Get That Job – and KEEP It! Part 2 ★

Now You've Got the Job ...

Getting the job is just the beginning! Once you've been offered a job in the professional workforce you need to know how to keep the job and succeed. The focus of this session will be the 'soft skills' - reception duties, answering the phone, taking and conveying messages; time management; filing and retrieval; appropriate behavior in a professional setting etc.

Instructor: Patricia Rizzo

Thursdays April 27 – May 11

6:00 PM – 8:00 PM

Tuition: **\$50**

Para Professional Training ★★

This course is designed for anyone working, or interested in working, in supportive roles within a school system: paraprofessionals, substitute teachers, volunteers, etc. It is presented as a series of four 3-week mini-sessions. The specific interests of class participants will be considered when planning for each mini-session.

*** Take just one topic for \$50, 2 for \$80, 3 for \$100, or all 4 for \$120!**

Session 1

<i>Managing Student Behavior: Preventative Strategies</i>	Instructor: Melissa Anderson Tuesdays , March 14 – March 28, 5:30 PM – 7:30 PM Tuition: \$50 * See discount above
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Session 2

<i>Managing Student Behavior: Calming and De-escalation Strategies</i>	Instructor: Melissa Anderson Tuesdays , April 4 – April 25 (No class April 18), 5:30 PM – 7:30 PM Tuition: \$50 * See discount above
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Session 3

<i>Inclusion of all Students- How can I help?</i>	Instructor: Melissa Anderson Tuesdays , May 2 – May 16, 5:30 PM – 7:30 PM Tuition: \$50 * See discount above
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Session 4

<i>Promoting Student Independence</i>	Instructor: Melissa Anderson Tuesdays , May 23 – June 6, 5:30 PM – 7:30 PM Tuition: \$50 * See discount above
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Creative Writing ★

<i>Is there a writer lurking somewhere inside of you? Have you always dreamt of writing the great American something or other? Are you looking for inspiration or motivation to unlock the writer you know is in there? In this course we will write, think, critique, and explore the craft of writing as a group and on our own. This class is for support and encouragement in writing regardless of genre. Please bring your favorite pen and notebook to class! Laptops are also welcome!</i>	Instructor: Jim Poindexter Thursdays Session 1 March 16 – April 13 OR Session 2 April 27 – May 25 6:00 PM – 8:00 PM Tuition: \$85 per session
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Arts and Crafts

Take Your Digital Photography to the Next Level ★

Take your photography to the next level and explore the possibilities of your digital camera. This structured course will be evenly balanced between hardware training to help you maximize the use of your camera body and lens and software training to showcase the world of possibilities between programs like Adobe Photoshop CC, Lightroom CC, and more.

Digital camera required, access to Adobe Photoshop CC recommended.
For more information, please see the CVCC Adult Education website

Instructor: Matt Bingnot

Tuesdays, April 25-May 23

5:30 PM – 7:30 PM

Tuition: **\$85**

Everyone who signs up for this course will be eligible for student pricing, giving them a 60% savings on Adobe Creative Cloud licenses for software

Exploring Art Mediums ★

Do you love getting out for a couple of hours and being creative? Are you a fan of paint 'n sip classes? Take this five-week (alcohol-free) class and you will get five different projects, done in five different art mediums (e.g. acrylic, watercolor, ink, crayon resist, charcoal, texture painting, etc.) for only the price of two paint 'n sip classes! That's right, 5 for the price of 2!!

Instructor: Cheryl Cloutier

Tuesdays, March 14 – April 11

6:00 PM – 8:00 PM

Tuition: **\$85** *plus \$15 materials fee

Adventures in Watercolor ★



Join us for an exploration of watercolor painting. If you haven't painted with watercolors before, come and experiment and learn about this medium. If you've painted with watercolors before, come and hone your talent and learn new techniques. Individualized instruction, so all levels are welcome.

A required materials list will be provided when you register for the class.

Instructor: Wendy Wells

Tuesdays

Session 1 March 14 – April 11

OR

Session 2 May 2 – May 30

6:00 PM – 8:00 PM

Tuition: **\$85 per session**

Art is Everywhere ★

Make unique gifts and decorative items by embellishing "found objects" with your own personal ideas. An old cracked teapot can become a work of art; personal collections of memorabilia can be transformed into a beautiful family heirloom. Cheryl is an experienced artist and teacher who uses many different kinds of media to create artwork from a variety of unexpected sources.

Instructor: Cheryl Cloutier

Tuesdays, April 25-May 23

6:00 PM – 8:00 PM

Tuition: **\$85** *plus \$15 materials fee

Personal Enrichment

Planning Your Vermont Garden ★

Plan your Vermont garden by learning which plants; perennials, annuals, vegetables, and herbs will grow best in your garden. Share ideas with other gardeners and discover new methods of pest control, spacing and weeding, plant hardiness zones, and much more.

Instructor: Emily Flinn
Thursdays, March 30 – May 11
(no class April 20)
6:00 PM – 8:00 PM
Tuition: **\$85**

Personal Financial Management 101 ★★

Are personal finances causing major stress in your life? If you're ready to turn things around, this is the course for you! Nicole is a certified financial educator who will teach you how to reduce your debt, use credit wisely, build an emergency fund, and create a realistic budget and savings plan. Learn how to stop living paycheck to paycheck, build or repair your credit rating, protect yourself from identity theft, and talk openly with family and friends about your financial goals!

Instructor: Nicole DiDomenico
Tuesdays, March 14 – April 25
6:00 PM – 8:00 PM
(no class April 18)
Tuition: **\$60 for 1 person** – OR bring a family member or friend for an additional \$15 per person.

Special Projects in Personal Financial Management ★★

This one is for fans and followers of Nicole's Personal Financial Management classes and workshops. The class will delve into specific topics requested by students.

Instructor: Nicole DiDomenico
Tuesdays, May 2 – May 30
6:00 PM – 8:00 PM
Tuition: **\$50 for 1 person** – OR bring a family member or friend for an additional \$15 per person.

Not Just Another Stress Reduction Class ★

Stress. *We all have it. Parenting, relationships, jobs, money, the list goes on and on. But why do some people have more trouble coping with their stress than others? Starting with evaluation tests to identify personal thought patterns, you will learn to identify what causes you stress and how to reduce and alleviate it. Explore different methods that actually work to reduce existing stress levels. Finally, create your own, personalized, stress busting system designed just for you – by you.*

Instructor: Dennis Seavey Windsinger
Tuesdays, March 14 – April 11
6:00 PM – 8:00 PM
Tuition: **\$85**

Computer Classes



FREE Computer Drop-In Time

Need some time with a computer and/or someone who can answer your computer questions? Come and ask your questions and learn and practice new things.

This is not a structured class, but it is a wonderful opportunity for learning, getting assistance with your computer questions, and using our high speed Internet connection or software that you may not have at home. Come once, twice, or many, many times.

Some of the things you can learn in computer drop-in time include: how to use a mouse; use the Internet for research projects; update a webpage; download pictures from a digital camera; fill out a job application on-line; and much more!

Instructor: Jessamyn West

Wednesdays, April 5 – June 7
(No drop-in April 19 or May 24)

3:30 PM – 5:30 PM

FREE



Introduction to Computing ☆

This is a dedicated introductory course for beginners and class numbers will be limited. You will start by learning the basics and some of the things your computer can do. Then you will be ready to expand your basic knowledge so that you can better use a computer to stay in touch and find information. This course will introduce you to basic word processing, email, and Internet skills. Take your emerging computer skills to a new level in this gentle next step in your learning of the world of computers.

Instructor: Glennis Drew

Tuesdays, March 14 – April 11

6:00 PM – 8:00 PM

Tuition: **\$85**

Note: We had planned to run some Word and Excel classes this semester but CVCC is a GOOGLE school (see below) and we need to re-tool some computers to run MS classes. That will be done by the fall semester, so watch this space <http://www.cvtcc.org/adult-education> for updates and MS classes.

G-Suite Essential Training ☆

Come and explore G-Suite from Google Cloud! This set of FREE intelligent apps, including Gmail, Docs, Drive, and Calendar, will help you do your best work and connect with people no matter where they are in the world. You will learn set up a Google account and link it to a browser; master the basics of Gmail and learn powerful configuration and organizational techniques to enhance productivity; discover how to effectively use Google Docs; learn about organizing, finding, and sharing files with Google Drive; and become expert at juggling your daily appointments with Google Calendar.

Instructor: Emmanuel Ajanma

Thursdays, May 4-June 1

6:00 PM – 8:00 PM

Tuition: **\$85**

You and Your Mac ★★



*This series of classes is intended for Mac owners wanting to understand more about what they can do with their Mac computer. **You must bring your own laptop** and you are expected to have experience using a mouse and navigating in a Mac environment--using menus, clicking and double-clicking. Take any pair of classes, or sign up for the whole series!*

*** Take just one topic for \$40, 2 for \$65, 3 for \$85, or all 4 for \$100!**

You and Your Mac 1: Basic Mac Configuration and Setup

Learn how to configure and customize your Mac environment through the system preferences and Finder tools. We'll answer basic questions and learn to navigate in a Mac environment and keep software updated. This is a very basic introductory course.

Instructor: Jessamyn West

Wednesdays, April 5 and April 12
6:00 PM – 7:30 PM

Tuition: **\$40** ★ See discount above

You and Your Mac 2: Where Are My Files?

We'll look at where and how the Mac stores files and learn ways to organize and manipulate them, including using USB drives, making backups, and learning about the Cloud.

Instructor: Jessamyn West

Wednesdays, April 26 and May 3
6:00 PM – 7:30 PM

Tuition: **\$40** ★ See discount above

You and Your Mac 3: Safari and the Internet

The Safari internet browser comes with every Mac. Learn to customize Safari and use it to browse, bookmark, and read documents online.

Instructor: Jessamyn West

Wednesdays, May 10 and May 13
6:00 PM – 7:30 PM

Tuition: **\$40** ★ See discount above

You and Your Mac 4: iPads and iPhones

This class offers basic "how to" information about getting started in an iPad and iPhone environment. We will answer all your iPhone or iPad questions.

Note: You MUST come to class knowing your Apple ID. If you need help figuring this out, stop by Drop-in Time beforehand.

Instructor: Jessamyn West

Wednesdays, May 31 and June 7
6:00 PM – 7:30 PM

Tuition: **\$40** ★ See discount above

SHS Policy Meeting Minutes
February 14, 2017 - Monday
at 7:00 AM
Spaulding High School - B. Waterhouse office

Members present: J. Guy Isabelle, Chair, Brenda Waterhouse, Principal, Luke Aither, and Assistant Principal

Guy called the meeting to order at 7AM. Folks were pleased that the meeting had been moved because of the weather the previous day.

Guy asked folks if they have reviewed the Student Clubs and Activities (Secondary) BSU C 23 and SHS F 26. After reviewing the language it appeared that there was a page missing. It seems that the changes were around formatting and if that is the case then both Brenda and Luke were okay with it. (After consulting with Pam Wark later in the morning it was discovered that in fact there was a page missing and that page reflected the current language in the current policy F 26.) Guy will pass along that message at the next SU Policy meeting.

After some research and discussion it was discovered that the Use of Restraint and Seclusion/ BSU C 23 was a product of not having the SHS F 26 policy removed from the website and replaced by C 23.

This prompted a discussion about how the website is being updated. It appears that John Pandolfo, Pam and Josh are critical in making sure that changes get made. Guy will clarify the process so that changes can be made as soon as policies are approved by the Board. This lead to a discussion about rescinding the policies that Pam had listed to be acted on.

EEB now D 11
GBD now D 13
GCG now D 6

Neither Brenda nor Luke could find any reference to those policies to be rescinded. (Guy checked with Pam later in the day and discovered that these policies are still in her book and there is no reference to removal.)

It was discussed that the following policies were duplicates and should be rescinded:

KD-C3
EF-F28
F26-C23
And maybe EEA-F9

This lead to a discussion about the potential lag time that exists with making changes on the website. Guy suggested that perhaps a disclaimer could be written to the fact

that a potential lag time does exist. While it may not totally resolve the issue it may add some protection when things are lagging.

Guy stated that it continues to be his desire to have the majority of policy work be done at the SU level but understands that there continues to be some clean up that is needed at the SHS level.

The next meeting will be scheduled for March 6, 2017 in Benda's office at 7AM. This time currently works for those attending.

The meeting adjourned at 8:30 AM.

Respectfully submitted,

J. Guy Isabelle
Chair

8-5

Spaulding UHS and CVCC

SHS EXPENSE BUDGET STATUS REPORT

Report # 39855

Statement Code: BOARD SHS

Account Number / Description	ADOPTED BUDGET 7/1/2016 - 6/30/2017	Y-T-D EXPENSES 7/1/2016 - 6/30/2017	ENCUMB 7/1/2016 - 6/30/2017	REMAING BALANCE 7/1/2016 - 6/30/2017
1100 Direct Instruction	\$3,967,484	\$2,072,809	\$1,541,910	\$352,765
1300 Tech Ed Instruction	\$1,148,551	\$386,105	\$0	\$762,446
1410 Co-Curricular	\$53,075	\$24,099	\$0	\$28,976
1413 Drama	\$0	\$1,301	\$0	\$(1,301)
1420 Athletics	\$436,446	\$302,458	\$55,739	\$78,249
2120 Guidance Services	\$583,432	\$317,822	\$208,757	\$56,853
2130 Health Services	\$106,382	\$57,978	\$46,733	\$1,671
2190 Other Support Services - Students	\$120,428	\$143,163	\$64,084	\$(86,819) AA
2210 CURRICULUM	\$0	\$(22)	\$0	\$22
2212 Staff Support Services	\$35,394	\$4,843	\$0	\$30,551
2220 Library Services	\$139,999	\$72,688	\$53,370	\$13,941
2225 TECHNOLOGY	\$143,582	\$62,474	\$27,983	\$53,125
2310 SCHOOL BOARD	\$28,157	\$15,416	\$754	\$11,987
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	\$419,618	\$193,428	\$(28,998) AA
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	\$885,249	\$324,774	\$125,179
2720 Athletic Transportation	\$70,000	\$45,787	\$0	\$24,213
2721 Co-Curricular Transportation	\$3,000	\$1,562	\$0	\$1,438
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 # 39855

Account Number / Description	ADOPTED BUDGET 7/1/2016 - 6/30/2017	Y-T-D EXPENSES 7/1/2016 - 6/30/2017	ENCUMB 7/1/2016 - 6/30/2017	REMAING BALANCE 7/1/2016 - 6/30/2017
1200 SPECIAL ED INSTR	\$2,429,227	\$1,819,562	\$858,148	\$(248,483) *
2149 Other Psychological Services	\$0	\$5,004	\$0	\$(5,004)
2150 SLP Services	\$533,790	\$200,099	\$333,691	\$0
2420 Special Ed Administration	\$130,608	\$82,853	\$81,812	\$(34,057) *
2600 FACILITIES	\$5,800	\$0	\$0	\$5,800
2711 TRANSPORTATION	\$16,000	\$22,806	\$0	\$(6,806)
1200 SPECIAL ED INSTR	\$0	\$29,494	\$25,121	\$(54,615) *
2420 Special Ed Administration	\$0	\$418	\$0	\$(418)
2600 FACILITIES	\$0	\$2,536	\$1,833	\$(4,369)
Class: Expense	\$12,744,370	\$7,639,522	\$4,003,309	\$1,101,539
GRAND TOTAL	\$12,744,370	\$7,639,522	\$4,003,309	\$1,101,539

* Budgeted in BSU

Spaulding UHS and CVCC

CVCC EXPENSE BUDGET STATUS REPORT

Report # 39856

Statement Code: BOARD CVCC

Account Number / Description	ADOPTED BUDGET 7/1/2016 - 6/30/2017	Y-T-D EXPENSES 7/1/2016 - 6/30/2017	ENCUMB 7/1/2016 - 6/30/2017	REMAING BALANCE 7/1/2016 - 6/30/2017
1200 SPECIAL ED INSTR	\$71,373	\$37,699	\$32,283	\$1,391
1300 Tech Ed Instruction	\$1,699,741	\$912,558	\$635,411	\$151,772
1410 Co-Curricular	\$18,291	\$5,141	\$4,420	\$8,730
2120 Guidance Services	\$82,035	\$32,111	\$26,499	\$23,425
2130 Health Services	\$23,353	\$12,586	\$10,258	\$509
2212 Staff Support Services	\$1,625	\$189	\$0	\$1,436
2220 Library Services	\$30,870	\$15,658	\$11,341	\$3,871
2225 TECHNOLOGY	\$118,152	\$51,429	\$628	\$66,095
2310 SCHOOL BOARD	\$6,182	\$4,136	\$166	\$1,880
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	\$277,400	\$130,118	\$33,305
2490 School Resource Officer	\$9,148	\$3,539	\$5,609	\$0
2523 Fiscal Services	\$9,000	\$0	\$0	\$9,000
2600 FACILITIES	\$240,819	\$247,106	\$70,645	\$(76,932) <i>Phase I</i>
2711 TRANSPORTATION	\$8,800	\$4,547	\$0	\$4,253
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	\$1,818,559	\$959,737	\$150,497
GRAND TOTAL	\$2,928,793	\$1,818,559	\$959,737	\$150,497