



Barre Supervisory Union

ANNUAL REPORT 2018-2019



Barre, Vermont

Barre Supervisory Union

Doing what it takes to ensure success for every child



Our Team

Barre Supervisory Union Central Office

☎ 802-476-5011

Superintendent: John Pandolfo, ✉ jpandbsu@u61.net

Barre City Elementary & Middle School

☎ 802-476-6541

Principal, PreK-4: Hayden Coon, ✉ hcoonbce@u61.net

Principal, 5-8: Chris Hennessey, ✉ chennbce@u61.net

Barre Town Middle & Elementary School

☎ 802-476-6617

Principal, PreK-4: Jennifer W. Nye, ✉ jnyebte@u61.net

Principal, 5-8: Scott Griggs, ✉ sgrigbte@u61.net

Spaulding High School

☎ 802-476-4811

Principal: Brenda Waterhouse, ✉ bwateshs@u61.net

Assistant Principal: Jim Ferland, ✉ jferlshs@u61.net

Assistant Principal: Luke Aither, ✉ laithshs@u61.net

Athletic Director: Pat Merriam, ✉ pmerrshs@u61.net

Central Vermont Career Center

☎ 802-476-6237

Director: Penny Chamberlin, ✉ bchamcvcc@u61.net

Assistant Director: Jason Derner, ✉ jderncvcc@u61.net

It's been quite a year of challenge and change here at the Barre Supervisory Union, but I am pleased with the progress we're making and excited about the direction in which we're going.

On the challenge and change side, we have been ordered to merge into a single unified school district, to be known as the Barre Unified Union School District (BUUSD). We have completed our transition to a proficiency-based model of learning, assessment, and graduation. We are successfully implementing a new and exciting early education program. We continue to focus on enhancing the safety of our facilities and school communities. And we continue to find creative and effective ways to deal with the increasing social service-related pressures that arise on an almost daily basis.

But despite those challenges, it is my privilege to report that it has also been a year of growth, innovation, celebration, and success. We continue to provide our students with outstanding academic, athletic, social, and extra-curricular opportunities. We continue to watch our students earn admission to some of the country's most prestigious colleges and universities. We continue to place graduates into solid, well-paying careers – many of them right here in Central Vermont. And we continue to do so at one of the lowest per-pupil costs in the state.

We have so much to be proud of here in the Barre schools, and it all starts with a passionate and professional group of people – faculty, staff, administrators, coaches, and volunteers who come here ready and excited to continue this good work.

As anyone who reads the paper or turns on the

news can tell you, the past year has seen more than its share of meetings, discussions, and disagreements on how to move forward as a merged district. Thankfully, there has also been a great deal of compromise. And while we haven't always agreed on how to implement the changes that were largely imposed on us, it is abundantly clear that we all share the same goals and objectives: educating our children in the best way possible, and preparing them for success and happiness in the world they will soon be entering.

While Act 46 may have stolen a lot of headlines and time over the past year, it did nothing to dampen the commitment of our faculty and staff; the enthusiasm of our volunteers; and the dedication of our administrators. Without reservation I can tell you that each of your schools are unique, innovative and caring places of learning (and they will remain so); and your students are challenged academically, intellectually, and socially as they prepare for the next stages of their lives.

As you look through this report, I hope you'll come away convinced that our curriculum, philosophy, athletic programs, student clubs and committees, and cultural initiatives are helping your students become engaged, articulate, empathetic, and successful members of the workforce and community.

When it comes to building strong communities, attracting new families and businesses to our area, and keeping our children safe, town and city boundaries tend to become less important and less visible. I am excited about the opportunities that lie ahead, and I am grateful for the encouragement and support you have provided to us in the past.

Together, we are making great things happen.



Sincerely,

John Pandolfo

BSU SUPERINTENDENT

From the Superintendent

Spreading the Word

OVER THE COMING YEAR, one of our primary goals is to continue our efforts to improve and increase communication, engagement, and transparency within and between our communities.



We launched a new website at the end of January that allows us to better communicate and showcase all of the exciting and

innovative activities that go on in our schools every day. Throughout the site you will (easily) find calendars, updates, announcements, and information about our schools, our district, and the various departments that serve you.



Thanks to the generosity of the Times Argus, we will soon be showcasing even more student work, voice, and initiative at our elementary and high schools.



And through a variety of flyers, reports, social media, open-houses, and school events, we hope to engage and share with you the learning and personal growth that is taking place here; and the pride we feel in each of our schools.

Barre City Elementary & Middle School

THIS IS AN EXCITING TIME to be working and learning at Barre City Elementary and Middle School, and we are so honored to be a part of it! On behalf of our students, faculty, and staff, we would like to thank the entire Barre City community for your continued and ongoing support and participation in our school. As your new principals, we have thoroughly enjoyed working in this thriving learning community!

BCEMS is a true jewel of our community, and we provide services year round to the children and adults of Barre. Our school provides educational programming for over 900 children in grades PreK-8 during the school year, but the entire year is filled with activities in the performing arts, athletics, summer school programming, and community events. No matter who they are or what they are here for, our learners can expect an engaging, vibrant, and challenging experience!

Like many schools in Vermont, BCEMS has been moving toward adopting a proficiency-based learning model. Proficiency-based learning is a method of instruction, assessment, and reporting that is based on students being able to demonstrate they are proficient in the knowledge and skills they are expected to have mastered in any subject area at a given point in time. The idea is that children who do not meet the standard get the support they need to do so before moving on or advancing to the next level. As we continue to work hard to prepare students to thrive in the 21st century, we fully embrace this method of meeting all

children where they're at and ensuring the success of every child!

In the fall of 2017, BCEMS received a Grow Grant for landscaping services to create a stable, safe pathway in our garden designed to increase accessibility for all community members. One year later, our garden is a thriving and beautiful place! The BCEMS garden is a model of a community coming together for the betterment of all. This past spring, friends and co-workers of former BCEMS staff members Kim Douse and Trish McVeigh gathered in the garden to install a stone in their memory. This project also included a stone for every child lost while enrolled at our school over the last ten years, and many families returned to BCEMS this spring and summer to view their child's stone in our beautiful perennial beds. Adding to this welcoming atmosphere, the Barre community combined with supporters from fourteen states to donate \$19,000 to the Pathways to Accessibility Project, all of which lead to the creation of stone walkways, a sensory herb garden, wind chimes, and explorer beds making the garden a calming

and welcome place. Vegetables were growing all the while, and our students harvested over a thousand pounds of food for the City Cafe, the Barre Free Meals Program, and our cafeteria. We encourage you to stop by and spend some time in our garden. You'll love it!

This spirit of altruism and community involvement is also in full force with our thriving and incredibly supportive Parent Teacher Organization. We appreciate and welcome this incredible support for our school, and we strongly encourage you to join this forward thinking and fun group of parents and community members. Your involvement is both needed and welcomed!

Finally, we would like to offer our heartfelt gratitude to long time Barre City principal James Taffel for his over forty years of service and devotion to the children and families of Barre City. Mr. Taffel is sorely missed by our students, staff, and everyone in the community! We share his pride and love for our school and we are humbled and honored to aspire to his exceptional leadership and care for all of our children. Mr. Taffel understood intuitively that it is a privilege to be able to work with the next generation of Barre citizens, and so do we! Thank you all for giving us the opportunity to lead this wonderful school community.

Sincerely,

HAYDEN COON, CO-PRINCIPAL

CHRIS HENNESSEY, CO-PRINCIPAL



The Barre City PTO has raised tens of thousands of dollars this past year to enhance our learning environment in so many ways. The annual Walk Run Fun event, a true highlight for staff and students alike, raised over \$30,000 alone!



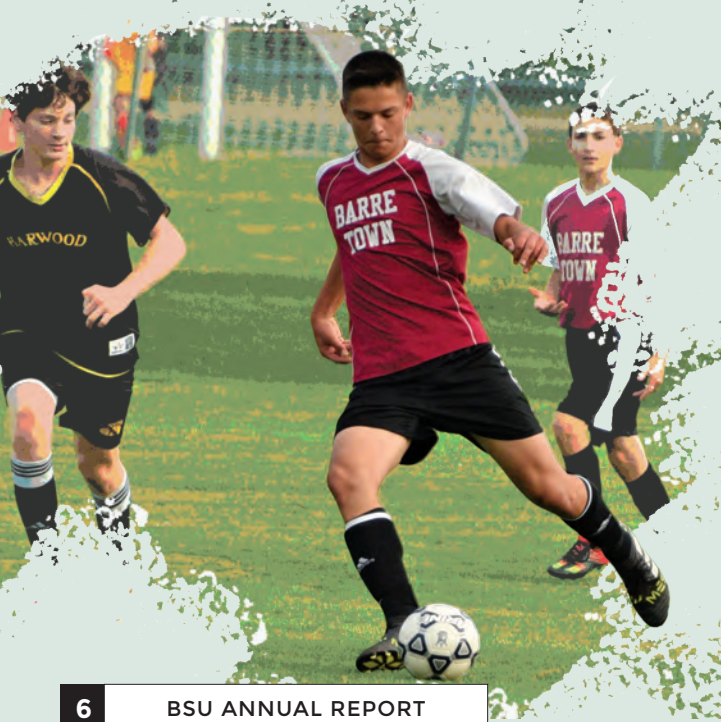
Master LEGO Trainer Visits BCEMS

ONE OF ONLY THREE global master LEGO trainers visited just one school in Vermont during Computer Science Education Week, Dec. 3-9. And that one school was Barre City Elementary & Middle School. Once the invitation was extended, planning went into high gear very quickly. In a collaborative effort between the Agency of Education, Curriculum Director Jackie Tolman, and the BCEMS Admin team and tech integrationist, BCEMS was able to take full advantage of this opportunity.

Students PreK through Grade 4 were tasked with learning the rudiments of computer programming on iPads to make a small electric fan run, speed up, slow down, and run in reverse. Other students were asked to build a descent ramp for a small vehicle and figure out how to make it roll faster by increasing the height of the ramp at one end. The LEGOs helped students make connections between the pieces of code in computer programming that are the instructions for a multitude of applications. Students had to listen and follow instructions, work together, collaborate and persevere to make things work; and these are the same skills we want them to have when they go out into the world.



Barre Town Middle & Elementary School



AT BARRE TOWN Middle and Elementary School, it's all about the people. Our community members embrace the idea that "it takes a village," whether or not they have children, grandchildren, or other family attending our school. Regardless of whether they have any current or past connections, this is a community that attends events, heeds the call for families in need and collectively supports our budgets each year.

The Barre Town police officers who spend time at our school, who can be seen multiple times each week, greeting students as they arrive or connecting with them in the hallways and classrooms are a perfect example of the kind of community support we receive; as is the Barre Town Recreation Department, which continues a long partnership with the school, taking such good care of the Town of Barre playing fields and courts, which our students are able to access every day.

Our faculty and staff, working with students and committed to the idea that every child matters, take the extra time to help struggling students or to support the ones looking for the next challenge.

With planning and preparation, balancing caring with high academic and behavioral expectations, our office staff, nurses, and behavioral support staff all recognize the importance of each and every student. Our custodial and maintenance staff is dedicated to providing students with a clean and safe place to learn and grow. And the staff in our building connect with our students and collectively make this a special place. While each of these people may not know it in the moment, they are making an impact every day through their well-planned work, their smile, their word of encouragement, and



everything in between. Most of all, Barre Town School is about our students. Those going outside for ECO, physical education, or gathering artifacts for Science. Those who

work to make a good piece of writing that much better. The 5th grader who works with a younger student through peer mentoring. The preschooler who takes an academic risk for the first time, and is excited by their own knowledge and capabilities. They come here as themselves ... they come with their unique place in their class or in their friend group. They come to a place where there is room to grow, and room to fail.

Barre Town Middle & Elementary School is a special place, where students are taught to Be respectful, Take responsibility, and Stay safe (the BTS Way). It is a gathering of people who accept the privilege of working with the children of this community and who take pride in the work that has gone on here over the past 52 years. Together we are making the changes necessary to prepare current and future generations for the exciting and ever-changing world around them.

Yours in education,
SCOTT GRIGGS, JENNIFER NYE, ERICA PEARSON



Castmembers from the Spring 2018 production of "Shrek"

Students Build Computer Science Skills During "The Hour of Code"

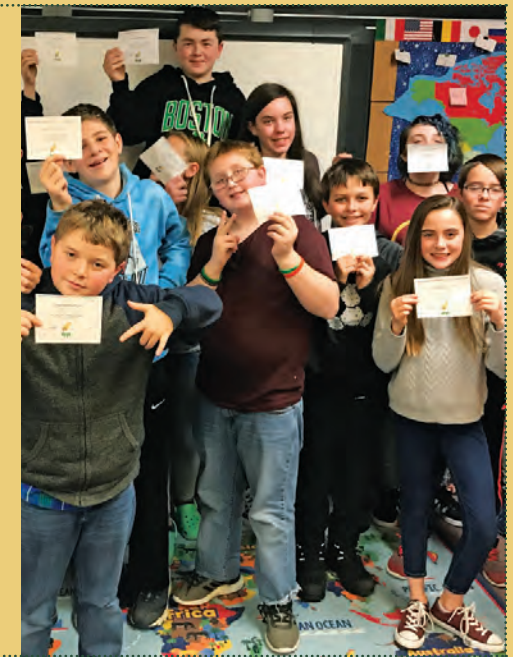
BTMES STUDENTS joined nearly 700 million students from around the world this past December in a project called "The Hour of Code."

The Hour of Code started as a one-hour introduction to computer science designed to demystify "code," to show that anybody can learn the basics of code, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with one-hour coding activities and expanding to all sorts of community efforts.

The idea behind the event was to bring attention to the need for 21st century learners to know how computer code works and how important it can be for their future careers. Students learned how to create mini-adventure games using coding skills

learned by watching a series of "how to" videos that were sponsored by Google. Many students enjoyed the project so much that they chose to continue their work throughout the week on their own time, both at school and at home. They were very excited to help each other out, try out new skills, and problem solve along the way. Some even taught their families, adults and younger siblings alike, how to create and utilize code.

The goal of the initiative was not to teach anybody to become an expert computer scientist, but to show that computer science is fun, creative, and accessible to all students, regardless of gender, ethnicity, or background. It was another example of how BTMES is preparing students for the future in a way that's fun, exciting, and engaging.



Spaulding High School



OUR MISSION AT SPAULDING HIGH School is to provide a safe, supportive and motivating environment to promote the best current methods of teaching and learning for students. To that end, we are continuing our work with personalized learning plans, habits of work, proficiency-based learning and flexible pathways.

Personalized learning plans (PLPs) help identify areas of student interest and strengths to help direct their learning. We use GoEnnounce to help students create and maintain their PLPs, which identify areas of interests, direct individualized learning, and document student progress. The habits of work are accountability, effort and respect, and they are the areas that we believe help students be successful during and after high school. Although these habits are very important for success, they are not integrated into course grades, as course grades reflect student learning based upon the content standards; this is what proficiency-based learning and proficiency-based graduation requirements are about.

To further support students, flexible pathways allow students alternative ways to gain learning and work towards graduation. We offer options such as online learning, dual enrollment, Vermont Academy of Science and Technology, and work-based learning. Work-based learning allows students to gain further knowledge in a field of interest, and students have been placed with a variety of community partners. We will continue growing our flexible



pathways and work-based learning options. We are in the process of expanding our course offerings – planning for new courses to be offered next year that include courses in computer science, STEM (Science, Technology, Engineering and Mathematics) and humanities. We consider what our students’ interests and needs are and how we can best prepare them for the future, and then we develop courses based upon this information.

To support student learning with viable technological resources, we have increased our Internet bandwidth, added class sets of Chromebooks, have wireless access points in every classroom, and upgraded the technological infrastructure. We are in the process of increasing student access to Chromebooks by having more classrooms supplied with them. Our goal, moving forward, is for all of our students to have computer access as needed – which we are approximately halfway toward reaching.

We focus upon student engagement and pride in our school. We have on-going class challenges to show Tide Pride, highlight talents of our students at student-led assemblies, sing our school song at the start of each week, and hold weekly spirit challenges. Through the receipt of grants, we will have a safe and enjoyable courtyard outside of the cafeteria that can be used as an outdoor classroom and a pleasant space for eating lunch and enjoying fresh air. We will make the area safe with granite barriers that double as benches, and we will display student artwork.

As is clearly evident, there are many exciting and wonderful things happening at Spaulding High School. We continue to work hard to provide the best possible education for all of our students.

Respectfully,
BRENDA WATERHOUSE, PRINCIPAL



What are PBL and PBGR?

Proficiency-based learning (PBL) is intended to ensure that students have met standards in content areas. Students have multiple opportunities to demonstrate that they have met the standards, and learning opportunities are intended to be responsive to student needs.

Proficiency-based graduation requirements (PBGRs) measure how students are meeting the standards, and they are reported using a proficiency scale. The performance on all of the standards is then synthesized to determine the student’s overall course performance.



Tide Nation...What it Means to Us

THROUGH EVERY CHALLENGE WE FACE, Spaulding High School carries on. Tide Pride is unbreakable because it does not come from Spaulding High School itself, but from the extraordinary community within it. Our pride unites us. It transcends all barriers and it pumps through our hearts.

When we sing "Glory to Spaulding," we are reminded of what we stand for. The message is clear: "We've got the red and blue, and that's enough."

The red and blue represent our values. Red is what we bleed and sacrifice for our school and community. Blue is our strong work ethic and resilience, even in uphill battles.

Through our time as students here, we've witnessed a positive transformation here at Spaulding, both inside and out. And we owe this transformation to the growth and expansion of what we call Tide Pride.

Every student here knows the words to our school song. Classes compete for possession of the Crimson Cup. Our beloved shark roams the hallways. And we are growing ever stronger and closer as a united community. We have much to be proud of.

The Spaulding student body is passionate and genuine. We do not pursue activities because they are "cool" - we pursue them because we want to. We all have our unique passions, beliefs, and stories, and there is room for everyone here. You can be an athlete and student council president; a songwriter and member of the Math Club; the class valedictorian and leader of a boy band. There are no rules about who or what you have to be in Tide Nation. We love what



we do and we respect each other for it.

For the past two years, our boys' hockey team has made it to the State Championship. Last year, there was so much excitement that we bused our students (and emotions!) to Gutterson to cheer them on. In the midst of the chaos, we realized it wasn't about winning or losing. It was about standing by our team. We'll never forget how the rink echoed with our chant "We still love you."

These are the moments that define Tide Pride, and this is why each of us carries that pride in our hearts. We are Tide Nation, and it's the grit and character we possess during the tough times that makes us unique.

- BY LIA RUBEL AND DAVID TOBORG

Excited and Engaged Learners Creating Their Own Paths

ACT 77 charged Vermont schools with creating personalized learning opportunities for students that offer “flexible,” or non-traditional, pathways to graduation. According to the Agency of Education, Flexible Pathways encourage and support the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st-century classroom.

Early College / Dual Enrollment

A growing number of students are examining different options, and Early College / Dual Enrollment is one of them. Dual Enrollment allows a student to take two college courses online or at Community College of Vermont, both for high school and college credit. This flexible pathway has been a wonderful way for college bound students to prepare for college and save tuition dollars. Likewise, Early College allows students to experience an early college program at Vermont Technical College in Randolph or Williston during their senior year (also for high school and college credit) through the Vermont Academy of Science and Technology (VAST) program.

These programs are especially meaningful and timely now because Spaulding High School has been selected by the Vermont State Assistance Corporation (VSAC) to be an “Aspirations” school. SHS is the 5th school in the state to be selected for this program and through the work of Aspirations Coordinator Tiffany Tillman, students will be more informed about careers and postsecondary education opportunities.



Honoring the past by learning about the granite industry with an alum, Paige Gherardi, and legendary sculptor Giuliano Cecchinelli

CVCC and Work-Based Learning

For students who want exposure to or direct insight on a particular career, a very popular flexible pathway is enrolling in the Work Based Learning (WBL) program, or the Central Vermont Career Center. WBL allows students to gain the necessary skills and knowledge of a particular job or field by working directly with one of our many community business partners. Mason Demell is a good example. After taking the Introduction to Work Based Learning: Science, Technology, Engineering, & Manufacturing course, he noted: “I have learned what my interests are, and possible career opportunities for me after high school. I also learned more about what I am not interested in.”

WBL Coordinator Michelle LaFrancis, (also a Spaulding alum), is honored and humbled by the number of mentors who have exposed and/or trained students about a particular career path. “I value the

amount of time our partners invest in our students and the amount of learning that takes place. I have seen first hand how students are making academic connections to real situations, along with understanding the importance of being on time, being engaged, and being accurate. They are engaged and invested in their career paths and have the opportunity to rule out what they don’t want.”

Finally for students who may be interested in exploring a career cluster and obtaining direct instruction, training, and certification in a particular program like Automotive, Electrical or HVAC programs, the Central Vermont Career Center can be the ideal pathway. Nick McKelvey credits CVCC’s Automotive Program with teaching him the skills that are now helping him succeed at his job with VTrans.

Regardless of which flexible pathway our students choose, they are sincerely investing in their own education and career path. And Central Vermont is a better place for it.



Independent Study

Senior Jordan Boyea credits her Academic Advisory teacher, Mary Reardon, for giving her the opportunity to pursue a particular discipline within Fine Arts by applying for an Independent Study credit. Her objective was to integrate acrylic paint, watercolor, colored pencil, pen and ink, and oil pastels into a finished piece with dynamic poses and proportions. Over the course of a semester, Jordan worked toward meeting three fine art standards under the supervision of Mrs. Reardon. Mrs. Reardon says that Jordan was “just a joy to work with and has a delightful sense of humor,” and Jordan praises Mrs. Reardon for providing this option.

And Speaking of Tide Pride...

Spaulding High School has produced some of the worlds leading artists, writers, politicians, judges, soldiers, and athletes, including:

- 👍 Deane C. Davis, 1918, Governor of Vermont
- 👍 Janice Perry, 1968, artist and performer
- 👍 Louise Colins, 1968, songwriter and recording artist
- 👍 Rosemary George, 1966, opera singer
- 👍 Dr. Keiji Fukuda, 1973, Assistant Director General of Influenza and Health Security, World Health Organization
- 👍 Matt Appleton, 1999, saxophonist, band member, Reel Big Fish
- 👍 David Ball, 2002, broke NFL star Jerry Rice’s I-AA college record for touchdown receptions while at the University of New Hampshire (current Spaulding Teacher)
- 👍 Phil Scott, 1976, Governor of Vermont and popular stock car driver
- 👍 James Barnett, 1994, served under President George W. Bush in 2001
- 👍 Joe Furloni, 1968, West Point graduate, Lieutenant General (retired), U.S. Department of State
- 👍 John Reid, 1970, retired vice-president, Associated Press
- 👍 Brian Grearson, 1967, Vermont superior court judge since 2004 and Chief Administrative Judge of the Vermont Superior Courts since 2014
- 👍 Chris Bowen, 1984, songwriter for Blue Man Troupe
- 👍 Chris Rossi, 1994, professional waterskier



Central Vermont Career Center



THE CENTRAL VERMONT CAREER CENTER serves students from six regional high schools: Cabot, Twinfield, Montpelier, U-32, Harwood and Spaulding. We also have students who come from other high schools in the area if their local technical center does not offer a similar technical program, e.g. Northfield and Williamstown. We encourage home school students to explore Career Center programs that would enhance their secondary educational experience.

We welcomed 148 students into our programs this year. Our 13 programs all have strong ties to local business and industry, and we are grateful for the business partners who participate on Program Advisory Committees and employ students through our Cooperative Education Program. We also welcomed new staff to CVCC this year: Mandy Imburgio, Culinary Arts Lab Assistant; Laurie Morvan, Registrar/Student Accounts; Cal Hopwood, Digital Media Arts II Instructor; and Jennifer Luck-Hill, Technology Integrationist/Online Educator. We feel fortunate to have academic and technology educators on staff to support our students!

In early October we sponsored young women to attend the Women Can Do Conference held at Vermont Technical College. This event focuses on exposing young women to non-traditional career fields. Over 500 high school girls attend this event each year, an event that showcases technical and trades opportunities that we offer young women at CVCC.

November highlighted our Open House, where over 400 community members, students, families, and board members came together under one roof to celebrate our students! We are planning a Spring Open House to showcase our students' projects!

CVCC's faculty and staff have been deeply engaged in aligning all programs to the Vermont Graduation Proficiencies and Indicators. Our STEM Educator, Gerry Reymore and Curriculum and Assessment Coordinator, Ruth Durkee has been leading this work. At present, we have aligned over 90 indicators per program in Science, Math, Literacy, Global Studies, Art, Work Based Learning and Transferable Skills. CVCC Programs provide a rigorous pathway for students who wish to learn more about and prepare for post-secondary education and employment in careers that

CVCC Programs provide a rigorous pathway for students who wish to learn more about and prepare for post-secondary education and employment in careers that lead to high paying job opportunities.

lead to high paying job opportunities. CVCC programs offer students the opportunity to earn rigorous Industry Recognized Credentials, national certifications and fully portable and transferable dual enrollment college credits. We are proud to report that over 90% of our seniors go on to post-secondary education and training or enter the workforce or military.

This Fall we hosted two large group tours and luncheons at our Center. One was in October for our industry partners, and the second

was in December for our local Legislators. Both groups appreciated the chance to visit with our staff and students! We appreciate our community partners taking time out of their busy schedules to engage with the CVCC community!

Beyond our typical school day, we are proud to provide educational opportunities for adults across our region. Our building is busy during the evening hours with Electrical Apprenticeship classes offered through Vermont Technical College and Licensed Nursing Assistant (LNA) classes that lead to state nursing assistant certification. For more information, call 476-6237 ext. 2131.

Each year the CVCC faculty, staff and students elect outstanding staff for the year! Our Outstanding Teacher and Staff Member of the Year for 2018 are Kathi Fuller, Student Services Coordinator and Douglas Stitely, Building Trades Lab Assistant! Congratulations to this year's recipients!

The Career Center Faculty and Staff invite you to stop in for a visit and tour. Please call 476-6237 for more information. Our career and technical programs continue to be of high interest and high demand to the students in our region. Please visit our website: www.cVTcc.org to see what the students have been doing – the site is updated regularly by our own Digital Media Arts Program Instructor, Matt Bingenot. Check us out on Facebook and Twitter!

We are *your* Regional Career Center! We appreciate your continued support!

Sincerely,

PENNY CHAMBERLIN & JASON DERNER, CVCC ADMINISTRATION



In Changing Times, Ensuring Students' Success is Our Top Priority

YOUR CURRICULUM, Instruction and Assessment office has been busy this year – and always with your children's best interests in mind. We work to keep the supervisory union up to date and informed of local, state, and national initiatives and ensure compliance with state and federal laws and accountability measures, which is no small task these days.

Working together as a multi-school community, we translate curriculum intentions into nuts-and-bolts activities that produce positive outcomes for our students. We use a distributed leadership approach to tackle this work and we are proud of the progress we've made, especially in aligning proficiency based grading practices with Tier 1 instruction, continuous improvement and professional development. We continue to expand parent outreach through our math, literacy and forum nights, and we focus on providing students with social and emotional supports, while strengthening our professional learning groups and Tier 2 and 3 supports.

All of this work happens with the understanding that the best learning communities are built on trust, empathy,

Ongoing Efforts

- Monitoring and coordinating local and state assessments
- Measuring the achievement of legislated standards
- Prepare for monitoring visits
- Reviewing student achievement and monitoring recordkeeping
- Developing staff in-service program
- Overseeing grants
- Administering the McKinney Vento Homeless Act and other ESSA requirements
- Educating staff on current research affecting teaching and learning
- Guiding the SU's continuous improvement planning

respect, innovative thinking, risk taking, and voice for all. And all of it is geared towards fulfilling the mission statement of the Barre Supervisory Union, which is "doing whatever it takes to ensure success for every child."

– BY JACQUELYN RAMSAY-TOLMAN, M.ED., CAGS



Merger Update

AFTER MONTHS OF HEARINGS, meetings, and discussions; and following several votes (two positive in Barre City and four negative in Barre Town) on whether the three districts that make up the Barre Supervisory Union should merge voluntarily into a single unified district under Act 46; the State Board of Education in November 2018 followed through with its plan to impose the merger anyway. That decision created a somewhat confusing (though temporary) scenario for the governance of the Barre schools and generated a number of additional votes aimed at determining how the schools will eventually be governed.

As this Annual Report went to press:



A Transitional Board comprised of two members from each existing board was created and held its initial meeting in January 2019. The Transitional Board is charged with planning and preparing for operation of the newly merged Barre Unified Union School District (BUUSD) until an initial board is elected on April 9, 2019.



A vote on amending the Articles of Agreement that will define the composition of the merged board (among other things) was held (and passed) on Feb, 19, 2019.



On March 5, voters elected three (traditional) school boards, one for each of the existing districts. These boards will govern the schools through the end of the fiscal year on June 30, 2019. After June 30, 2019, they will serve until the FY 2019 business of the BSU has been closed out.



On April 9, 2019 a new Initial Board will be elected, comprised of 4 members from (and voted on by) Barre Town; 4 members from (and voted on by) Barre City; and one "at large" member voted on by both towns. Once elected, the Initial Board of the New Union District will take over from the Transitional Board, and the Transitional Board will cease to exist. The first meeting of the Initial Board is tentatively scheduled for Thursday, April 11, 2019, and one critical charge of that Board is to warn a public vote for the FY20 budget.

One caveat: All of the above is barring any action from the legislature or courts.

Four BSU Teachers Earn National Board Certification

Sincere congratulations go out to four of our teachers/specialists for recently earning their National Board Certification. This rigorous undertaking is both an honor and a tremendous amount of work. Please join the entire BSU community in congratulating them on this accomplishment! Shown on the opposite page, from left, are:

- ✓ Venus Dean, Elementary and Middle School Math Specialist/Coach
- ✓ Erin Carter, SHS Math teacher and Chair
- ✓ Mya Violette, SHS English teacher
- ✓ Rebekah Mortensen, BCEMS Special Educator







Barre Supervisory Union

120 Ayers Street
Barre, Vermont 05641
802-476-5011



Congratulations to the
Spaulding High School Class of 2018!

With special thanks to Shannon Alexander Photography,
and Mark Quimet at Lifetouch School Portraits.