

BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING

**Barre Town Middle and Elementary School
Library**

70 Websterville Road, Barre, VT

January 23, 2020

5:30 p.m.

AGENDA

1. Call to Order
2. Additions or Deletions with Motion to Approve the Agenda
3. Public Comment for Items Not on the Agenda
4. Approval of Minutes
 - 4.1. Meeting Minutes - January 9, 2020
5. Current Business
 - 5.1. FY21 BUUSD Annual Meeting Warning [**ACTION**]
 - 5.2. FY21 Budget and Warning
 - 5.3. Discussion of Mission, Vision, & Strategic Goals
 - 5.4. Field Trip Approvals [**ACTION**]
6. Old Business
7. Other Business/Round Table
8. Future Agenda Items
9. Executive Session
 - 9.1. Personnel
 - 9.2. Administrator Evaluations
10. Adjournment

Reminder:

Next BUUSD Board Meeting: February 13, 2020 at 5:30 pm; SHS Library

BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

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BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Barre Town Middle and Elementary School - Library
January 9, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT)
Giuliano Cecchinelli (BC)
Rebecca Kerin-Hutchins (BT)

BOARD MEMBERS ABSENT:

Tim Boltin (BC)
Anthony Folland (BC)
Guy Isabelle (At-Large)

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Jason Derner, Alternative Education Administrator
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Lisa Perreault, Business Manager

GUESTS PRESENT:

Video Vision Tech	Dave Delcore – Times Argus	Cassie Bell	Jill Bruce	Kim Ferrer
Jessica Hepinstall-Hintz	Pat McAskill	Cathie Powers	Gary Powers	Grayden Powers
Jamie Semprebon	Justin Semprebon	Brooke Shonio	Jess Van Orman	

1. Call to Order

The Chair, Mr. Malone, called the Thursday, January 9, 2020, Regular meeting to order at 5:33 p.m., which was held at Barre Town Middle and Elementary School in the Library.

2. Additions and/or Deletions to the Agenda

Agenda 6.1 – Take out of order. This Agenda Item will be discussed after Agenda Item 4.1.
Add Agenda Item 6.6 Out of State Field Trips
Add Agenda Item 7.2.3 Board Member to Address the Board
Add Agenda Item 10.1 Real Estate Matter
Add Agenda Item 10.2 Personnel Matter

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Agenda as amended.

3. Public Comment for Items Not on the Agenda

None.

4. Approval of Minutes

4.1 Approval of Minutes – December 12, 2019 Regular Meeting

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to approve, as amended, the Minutes of the December 12, 2019 Regular Meeting.

5. Reports to the Board

5.1 Central Office

The Superintendent's Report (dated January 9, 2020) was distributed. The Report included information pertaining to; the Superintendent's Office, Curriculum, Instruction, and Assessment, Communications, the Business Office, Special Education, Technology, Early Education, Human Resources, and Facilities. A copy of the BUUSD Central Office Newsletter for January 2020 was also distributed. Mrs. Spaulding queried regarding when BCEMS will have the 1 on 1 Chromebooks in place. Mrs. Van Orman advised that the BCEMS Technology Integrationist is working with staff on logistics, such as pick-up, and storage of Chromebooks.

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The timeline for implementation of 1 to 1 Chromebooks is undefined. Mrs. Spaulding queried regarding using open enrollment data to assist with budget development (open enrollment is now completed).

5.2 Building Reports

5.2.1 Spaulding High School

The Principal's Report for January 2020 was distributed. The Report included information pertaining to; Athletics (Fall Sports and Winter Sports), Students and Community, Staff, Students, Athletes, and Staff Persons of the Week. A copy of the SHS Newsletter for January 2020 was distributed. A copy of a flyer titled 'Support Our Winter Teams' was also distributed.

5.2.2 Barre City Elementary and Middle School

The Co-Principals' Report dated January 9, 2020 was distributed. The Report included information pertaining to; the Social Contract presentation by middle school students (at last month's Board meeting), the holiday break, Professional Development (PLG's), the Winter Concert, and a visit by retired Principal, James Taffel. A copy of a letter from Governor Phil Scott, to Sharon Jacobs (dated 12/24/19) was distributed. Ms. Jacobs is the recipient of Recognition from the State of Vermont, Executive Department, for her dedicated service to fellow Vermonters, her commitment to improving the lives of those around her and being a part of something bigger than herself. Mr. Pandolfo highlighted Ms. Jacob's appointment. A copy of a letter to 'Barre City Families' was also distributed.

5.2.3 Barre Town Middle and Elementary School

The BTMES Building Report dated January 9, 2020 was distributed. The Report included information pertaining to; Grade 5 – 8 Drama Club, the Hour of Code event, the Math Menu Course, Alison Grogan (who recently became a National Board Certified Teacher), Q2 Report Cards, PTO Fund Raising, and Upcoming Events. Mrs. Pompei would like to begin seeing the monthly Enrollment Report. There were no questions from the Board. Mrs. Nye highlighted the kick-off of the electric buses pilot program. There will be 2 electric buses in the district. BTMES will be the host site. There will be a separate meter for the bus charging stations. Mrs. Van Orman and third grade students were thanked for their presentation.

5.2.4 Central Vermont Career Center

A document titled Central Vermont Career Center – January 2020 Industry Education Glimpse, was distributed. There were no questions from the Board.

5.3 Committee Reports

5.3.1 Policy Committee

Minutes from the December 16, 2019 meeting were distributed. Mrs. Kerin-Hutchins advised that the Committee was going to review policies in Section C, but needed to postpone that work as VSBA has not completed their review of the policies yet. The Committee reviewed the flow chart of the Complaints Regarding Students, Parents, Employees, School, or District Procedure.

The next meeting is Monday, January 20, 2020 at 5:30 p.m. at the BUUSD Central Office in the First Floor Conference Area.

5.3.2 Curriculum Committee

Minutes from the December 11, 2019 meeting were distributed. This Committee has not met since the last Board Meeting. The next meeting is Tuesday, January 28, 2020 at 5:30 p.m. in the BTMES Library.

5.3.3 Finance Committee

Minutes from the December 10, 2019 meeting were distributed. The Committee also met on January 7, 2020. The next meeting is Tuesday, February 4, 2020 at 5:30 p.m. in the BUUSD Central Office in the First Floor Conference Area.

5.3.4 Facilities and Transportation Committee

Minutes from the December 9, 2019 meeting were distributed. The December meeting included discussion on the electric bus pilot program, updates on the generator, lead testing updates, and discussion of the of modifications to the bus loop. Mr. Cecchinelli advised that the planned bus loop upgrade would result in many more parking spaces. Mr. Pandolfo provided an overview of the lead testing results and next steps. Mr. Pandolfo advised the Board regarding a recent article that was written regarding lead testing of water in schools. Mr. Pandolfo expects the article to be published in the near future. The next meeting is Monday, January 13, 2020 at 5:30 p.m. in the BUUSD Central Office in the First Floor Conference Area.

5.3.5 Communications Committee

The Committee met on January 2, 2020. The Committee discussed budget promotion, the Annual Report, Mission, Vision & Strategic Goals, logos and branding, and protocols for responding to e-mails from community members. The next meeting is Thursday, February 11, 2020 at 5:30 p.m. in the BUUSD Central Office.

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5.3.6 Negotiations Committee

Mrs. Akley advised that a negotiation session with the Association was held last night. The session included discussion and prioritization of the merged list of issues, and the parties reached agreement on over 10 Articles. The next meeting is on January 22, 2020.

5.3.7 Regional Advisory Board

The next meeting is Monday, February 10, 2020 at 4:30 p.m. at the Central Vermont Career Center. There were no questions from the Board.

5.4 Financials

A copy of the BUUSD Expense Report Summary (dated January 9, 2020) was distributed. There were no questions from the Board.

6. Current Business

6.1 Presentation – Technology Integration

A Document titled 'Technology at BTMES' was distributed. Mrs. Van Orman, Technology Integrationist, addressed the Board and introduced students Justin Semprebbon and Grayden Powers, who will be presenting this evening. Mrs. Van Orman provided an overview of the highlights of what has been accomplished this year, including; 1:1 computers (grades 5 – 8), Book Creator, Flipgrid, Breakout Boxes (digital 'escape rooms'), Hour of Code, Green screen projects, installation of a new green screen, and educating parents on social media and other digital tools. Mrs. Van Orman advised that the new technology/software has been very beneficial for students and that they are very engaged utilizing the new technology. Grayden Powers presented his book 'The Day I Got My Dog', and Justin Semprebbon presented his book titled 'Lions'. Both books were created using Book Creator software. Mrs. Van Orman advised that Chromebooks are 1 on 1 for students in grades 5 – 8, and work is underway to institute 1 on 1 Chromebooks for students in grades 2 – 4. There is currently a 'track pad' issue which is being resolved. Parts are on order. Mrs. Van Orman advised that the use of Flipgrid software has been successful. With this software, teachers ask questions, and students make videos to respond. Students interact very well using this software. BreakoutEDU software (a subscription service) has been used with most grades and with some staff. This software makes learning fun, and promotes learning. Mrs. Van Orman reported that she has received much positive feedback from parents. Mrs. Van Orman advised that teachers' use of technology in the classrooms is increasing. Mrs. Van Orman advised of the success of the 'Hour of Code', installation of a new green screen, the start of a new Audio/Video Club (under the direction of David Ferch), and the importance of educating parents regarding what their children are doing on-line. Mrs. Van Orman and students were thanked for their attendance and their wonderful presentations.

6.2 Resignations/Retires/New Hires

Letters of resignation from Annette Bisson-Rossi, John Lewis, D. Thomas McSweeney, and Brent R. White, were distributed. These four individuals are retiring at the end of the current school year. Mr. Pandolfo provided a brief overview of each of these teachers, all of whom have many years of experience teaching in the Barre District schools. Mr. Malone advised that Mr. Lewis has been very involved with the SHS Scholarship program.

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to accept the resignations of Annette Bisson-Rossi, John Lewis, D. Thomas McSweeney, and Brent R. White.

6.3 Fiscal Approvals

6.3.1 FY21 BUUSD Budget and Article Warning

A document titled Barre Unified Union School District Warning For March 3, 2020 Vote' was distributed.

A document titled 'Resolution Certificate' was distributed.

A document titled 'Certificate of Posting Publication and Vote' was distributed.

Ten additional budget documents were distributed;

A document titled 'Impact of Budget Increase Contributors on Tax Rates – BUUSD FY21 Budget DRAFT #3'

A document titled 'FY21 BUUSD Draft 3 Summary – January 7, 2020'

A copy of the BUUSD Projected Comparative Tax Rate Calculations for Barre City and Barre Town (Version 2.5) (for Budget Year 2020 – 2021) - (With Universal Meals/Provision II \$750,000 and Statewide Health Settlement)

A copy of the BUUSD Projected Comparative Tax Rate Calculations for Barre City and Barre Town (Version 3) (for Budget Year 2020 – 2021)

A document titled 'FY21 BUUSD Budget Development Highlights – January 2020 – Draft 3'

A copy of the BUUSD FY21 Proposed Budget, Expense Summary Report (dated 01/07/20)

A copy of the BUUSD FY21 Proposed Budget, Revenue Summary Report

A document titled CVCC FY2018 – FY2021 Budget Expense Summary

A document titled CVCC FY2021 Budget Revenue Summary

A document titled FY21 Central Vermont Career Center Project Tuition

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Mr. Pandolfo advised that he has been in contact with VSBA and legal counsel regarding necessary Warnings and meetings under what will be the first full year of the consolidated district. An Annual Meeting may need to be held. Last year, a one-time Organizational meeting was held in January, where the Moderator, Clerk, and Treasurer were elected to one year terms. Those positions will need to be elected this year. The meeting also included the determination of stipends for officers and Board Members. The stipends may be reconsidered this year. The BUUSD will hold an Annual or Special Meeting this year. That meeting will need to be warned. A decision can be made regarding whether to elect the officers by Australian ballot, or from the floor. An informational meeting will also need to be held. The informational meeting must also be warned. A decision on warnings (separate warnings or a blended warning) for these meetings will be postponed until the January 23, 2020 Board Meeting.

Discussion began on the BUUSD FY21 Budget. Mrs. Spaulding advised that the Finance Committee met on 01/07/2020. The Committee was not able to reach a consensus on the budget and it was decided that the budget would need to be discussed by the full Board. Three Committee Members were in favor of presenting Draft 3 of the budget (Mrs. Akley, Mr. Folland, and Mrs. Pompei), Mrs. Spaulding was opposed. Mrs. Spaulding advised that there is nothing specific in the budget that she does not support, but rather she is very concerned that the increase is too high for the budget to be passed by voters. Mrs. Spaulding advised that the majority of the budget increase is out of the Board's control, and that administrators have advised that for the budget to be reduced, personnel and programs will need to be cut. Mrs. Pompei believes that for years and years, the budgets have been cut because of fear that they wouldn't pass. Mrs. Pompei advised that if the 10¢ tax incentive for Act 46 wasn't enough for Barre Town voters to approve the merger, a 16.7 ¢ shouldn't bother them either. Mrs. Pompei believes the proposed budget is what is needed to run the schools. Mrs. Akley reiterated that the schools need to operate effectively, and that cuts will hurt educational programming. Mrs. Akley believes that if the budget is to be cut, it should be done so at the direction of the voters, not pre-emptively, making assumptions on how the voters will vote. Administrators have deemed that this budget is in the best interest of the schools. Mr. Malone advised that in his many years on the various boards, he has never seen this large of an increase, and stressed that the public needs to know that the majority of the increase, health insurance, is State driven. To lower the tax rate by 2 ¢ requires cuts of \$400,000, 4¢, \$800,000. To lower the increase to the single digits requires cuts of approximately \$900,000 to \$1,000,000. Additionally, Mr. Malone advised that Barre schools continue to have the lowest per pupil spending amount in the state compared with comparable districts. Mr. Malone advised that by having such a low cost per pupil, Barre tax dollars are somewhat subsidizing other districts who are willing to spend more on their students. Universal Meals have been cut from budget #3. An additional concern relates to large proposed tax increases in municipal budgets. In addition to the FY21 school budget, there will most likely be a bond vote to support the purchase and renovation of property to house alternative programs (special education programs). Mr. Derner has been working on the project to bring students back to the district, and it is noted that many of the outside placement facilities are at capacity and are no longer accepting new students. See Agenda Item 6.3.3. for discussion of the proposed Special Article relating to the purchase of property. The Board moved to Agenda Item 6.3.3.

The Board returned to Agenda Item 6.3.1 after discussion of Agenda Items 6.3.3 and 6.3.2. Mrs. Perreault began an overview of draft 3 of the proposed budget, cautioning that the FY21 budget only takes into consideration 6 months of the health insurance increase. Mrs. Perreault advised of cuts, including Universal Meals and In-Service Staff Meals. Mrs. Perreault provided an overview of the Summary document, noting that in the proposed budget, the BUUSD cost per equalized pupil is \$15,078, (an increase in per pupil spending of 11 % over FY20) and continues to be \$2,000 less than the projected state average cost per pupil amount of \$17,133. Mrs. Perreault provided an overview of the Projected Comparative Tax Calculation document, advising that draft #3 is an expenditure budget of \$48,479,968 which results in tax increases of 17¢ in Barre Town, and 14¢ in Barre City. Mrs. Spaulding would like to see the budget reduced as she believes it will be difficult to get voter approval. Mrs. Akley believes the Board should present budget #3, and if it is not passed, then, the Board will need to make difficult decisions. Mrs. Kerin-Hutchins believes budget # 3 should be presented to voters as it represents what is necessary to run the schools. Mrs. Pompei believes there is very little discretionary money in the budget and believes draft #3 should be presented to voters (of the entire increase, only \$146,000 could be considered discretionary). Mr. Cecchinelli believes the budget should be presented as is. Mr. Malone would like to see something of a reduction in the tax increase, and is also concerned that the budget may need to be revisited in the future. Mr. Pandolfo advised that Mr. Isabelle has weighed in and feels the budget should be reduced. At the Finance Committee meeting, Mr. Folland advised he supports going forward with budget #3. Mr. Boltin has not submitted an opinion.

On a motion by Mrs. Pompei, seconded by Mrs. Akley, the Board voted 4 to 2 to approve an Expenditure Budget of \$48,479,968 for the Barre Unified Union School District for FY21. Mrs. Akley, Mr. Cecchinelli, Mrs. Kerin-Hutchins, and Mrs. Pompei voted for the motion. Mr. Malone and Mrs. Spaulding voted against the motion.

It was agreed that administrators are directed to review the budget and try to identify possible cuts. Administrators are also directed to be able to name/ identify how students will be negatively impacted by the identified possible reductions. Information should be provided by 01/23/2020 so that known possible cuts can be used to educate the public during budget promotion.

Mrs. Akley acknowledges that the numbers are very high, but also believes that the current budget is what is necessary to support the schools. Mrs. Spaulding is concerned that fear, not logic will prevail in the voter booth. Mrs. Akley reiterated that she watched Barre

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Town community members vote down the tax off-set that would have been granted under Act 46. Mr. Malone stressed that the Board has spent much time and effort developing the budget, and has performed their work with due diligence. It was reiterated again, that the majority of the budget increase was not controlled by the Board and that transparency is critical when promoting the budget. Mr. Malone is concerned regarding future health care increases and the impact of Act 173.

Mr. Pandolfo advised that at this point, the Board can approve the Warning because the bottom line dollars have been approved.

The Annual Report that the Communications Specialist is working on, which Mr. Pandolfo believes the Board is apprised of, is being developed under a timeline that includes mailing the Annual Report to all households within the Barre boundaries. The Communications Specialist is working on the 'zip code' issue. The Budget Report is also being produced. In the past, the Annual Report was written, but not mailed. Annual Reports and Budget Reports were distributed in various locations, with a supply available at the Central Office. Mr. Pandolfo wants to confirm for timeline issues, is this a plan the Board wants to move forward with (mailing the Annual Report)? There is also an option to mail the Budget Report as well, though the Superintendent is not making a recommendation regarding mailing of that document.

On a motion by Mrs. Pompei, seconded by Mrs. Akley, the Board voted 5 to 1 to approve as amended, the Barre Unified Union School District Warning, For March 3, 2020 Vote' (Articles I, II, III, and IV), as amended, and the Resolution Certificate, as amended. Mrs. Akley, Mr. Cecchinelli, Mrs. Kerin-Hutchins, Mr. Malone, and Mrs. Pompei voted for the motion. Mrs. Spaulding voted against the motion.

6.3.2 FY21 CVCC Budget and Article Warning

Brooke Shonio addressed the Board to ask that they support the Human Services Program, asked why it is slated for elimination, and advised that she does not believe the Program is advertised enough. Ms. Shonio advised regarding a massive shortage of Behavioral Interventionists. Ms. Shonio believes it to be ironic that the Board is considering cutting a program that supports employees in special education, when the previous agenda item highlights the need for these types of employees. Ms. Shonio also believes that more folks could/should be educated to work in the field of elder care. Ms. Shonio advised that Human Services instructor; Lori Hébert is very supportive of all her students and assists them with finding fulfilling careers. Kim Ferrer believes Vermont faces challenges because of the lack of child care, and that students are leaving the state. The Human Services Program is very important to the community, because of the childcare and behavior interventionist crisis (a lack of individuals to fill these jobs). Both of the previous Human Service students in attendance tonight, were able to gain full time employment before graduation (because of the great need for individuals to fill these jobs). Mr. Malone thanked community members for sharing their input with the Board.

Mrs. Pompei moved to table approval of the CVCC FY21 Budget until the January 23, 2020 meeting, and until the Board is presented with the information (various scenarios) requested from the CVCC Director at the Finance Committee meeting, as the programs proposed for elimination relate to jobs that are in high demand, the elimination of these programs has been questioned by staff and community members, and that she believes the Board should perform their job with due diligence prior to making a decision.

Mrs. Pompei clarified that the request given to the CVCC Director, would keep the CVCC budget amount as proposed, but provide other ways in which to make cuts to arrive at the 10% increase cap recommended by the RAB Board.

Mrs. Pompei queried regarding information received today regarding logistics and costs of relocating the Baking Arts Program, but noted that the Board will not be able to discuss these concerns with Ms. Chamberlin until she returns from vacation. Mrs. Pompei advised that she would like information regarding the modifications necessary to set up the Baking Arts Program at SHS, including necessary costs. Mrs. Spaulding is concerned regarding making rushed decisions. Mr. Cecchinelli believes it would be best to receive input from Ms. Chamberlin. Mrs. Perreault advised that CVCC FY21 tuition needs to be announced/approved tonight, as it must be announced by January 15th of each year. Mrs. Perreault advised that she hopes the final budget number doesn't change from the current draft. Mrs. Kerin-Hutchins is concerned regarding the timeframe. It was noted that a change in the budget amount is not requested, but rather a shift in how to reach that budget amount. Mrs. Akley is very concerned with the loss of the Human Services Program, and though she supports administrators and the budgeted amount, she still wants to hear from Ms. Chamberlin regarding alternative scenarios for reducing the budget. Mr. Malone would like to see other options for reducing the CVCC budget, but would like the bottom line of the budget to remain as is so that tuition can be announced this evening. Mr. Pandolfo believes the priority in the RAB Board's recommendation was the budgeted amount. Mrs. Spaulding reiterated her objection to delaying approval of the CVCC budget.

Mrs. Akley seconded the motion.

On a motion by Mrs. Pompei, seconded by Mrs. Akley, the Board voted 4 to 2 to table approval of the CVCC FY21 Budget until the January 23, 2020 meeting, and until the Board is presented with the information (various scenarios) requested from the CVCC Director at the Finance Committee meeting, as the programs proposed for elimination relate to jobs that are in

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high demand, the elimination of the programs has been questioned by staff and community members, and that the Board should perform their job with due diligence prior to making a decision on this matter.

Mrs. Akley, Mr. Cecchinelli, Mrs. Kerin-Hutchins, and Mrs. Pompei voted for the motion. Mr. Malone and Mrs. Spaulding voted against the motion.

Mr. Pandolfo advised he will notify Ms. Chamberlin to prepare the alternative scenarios for presentation at the 01/23/2020 Board meeting. An additional Finance Committee will not be necessary. Discussion returned to Agenda Item 6.3.1.

6.3.3 SEA Property Purchase Article Warning

A document titled 'SEA PROGRAM ESTIMATED COSTS ANALYSIS 1-9-20' was distributed. A document outlining current alternative programs, and the vision of alternative programs at a new location, was also distributed.

Mr. Derner has been working on the project to bring students back to the district, and it is noted that many of the outside placement facilities are at capacity and are no longer accepting new students. In addition to out-placed (tuitioned) students, the district pays rent for space at the Wall Street Complex. This rented space is not efficient or easy to use. Savings on rental costs can go towards the cost of a new (district-owned) facility. A new, larger, district-owned facility would most likely allow for implementation of new components, e.g. individualized learning. If a district-owned facility is able to bring in tuition paying students, that too would be very beneficial. Mr. Derner provided an overview of the current capacity (30 students), noting that the program has 28 students, there are 2 more applications pending, and he has been made aware of 2 additional applications for students who are transitioning back from residential facilities. The current program is strong and instruction is modeled after the high school proficiency model. The current program works to see that social/emotional needs are met, and that there are other activities to assist students re-identify themselves. It is the goal of administrators to increase capacity from 30 students to 45 students. CHOICE Academy is at capacity. Maple Hill is near or at capacity. At this point, there are in-house students who need more services than the school can provide. With a new facility, many students could be brought back in-house from outside placement, where tuition is extremely high. Tuition for 30 out-placed students in FY20 is over \$3,000,000. It is believed that approximately half of that could be saved by bringing students back in-house. With students in-house, there is more local control over learning, programs, supports, and educators will be working to assist students to lessen the amount of services they require and transition them into less intense programs. Mr. Derner advised that there are two components that would be beneficial to add to an in-house program, the first being more individualized programming with therapeutic assistance, and the second being the implementation of a program for students who are close to graduating, but still need a few credits to graduate (most of these students work full time and need a flexible option). Mrs. Perreault advised that under Act 173 (currently being implemented), the BUUSD will not be able to pay the tuition rates it currently pays for some outplacements (some are over \$100,000 per student). The block grant will not cover those excessive tuition amounts. It was reiterated that many of the out-placement facilities are at capacity and can no longer accept new students. Mr. Malone advised that Act 173, another State mandate, will have a significant impact on the BUUSD. Mrs. Akley supports the proposal to purchase/renovate property, and believes this avenue should prove to be beneficial to the district. Mrs. Akley believes this approach is a good long term solution. Mrs. Pompei agrees with Mrs. Akley's opinion. Mr. Cecchinelli queried regarding projecting capacity needs in ten years. Mr. Derner advised that it would be very difficult to project the future needs of middle school students. Mr. Derner advised that he is working with an architect, regarding the best way to utilize the space and assure that it will be configured so that expansion is possible, all while working to keep initial costs as low as possible. Mr. Cecchinelli believes it would be best to plan renovations to assure the necessary capacity can be met. Mr. Pandolfo advised that the current planning is for the existing number of students, plus 50%. Mr. Malone advised it may be beneficial to see trend information to assist with predicting need. Mr. Derner will compile trend data. Mrs. Kerin-Hutchins also supports the purchase. Mrs. Spaulding supports the plan, and queried regarding estimated FY22 program costs and what is involved. Mr. Derner provided a brief overview of some of the anticipated FY22 programming. Discussion moved to Agenda Item 6.3.2.

6.4 Winooski Valley School Choice Approval

A document titled 'Agreement to Join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2020 – 2021 School Year Under Act 129 (SEC. 34§ 822d 2A)' was distributed. A copy of the Statute was also distributed. Mr. Pandolfo provided a brief overview of the Agreement (which is presented for Board approval annually).

On a motion by Mr. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve signing the Agreement to Join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2020 – 2021 School Year.

The document will be circulated for signature(s) as appropriate.

6.5 Announced Tuition

A document titled FY21 Announced Tuition was distributed. The announced tuitions are as follows; K – 6 \$15,645 / 7 – 12 \$16,082 / CVCC \$17,531.

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A document titled 'LEA ID: U097 LEA NAME: BARRE UUSD' was distributed.

A document titled 'LEA ID: VC002 LEA NAME: CENTRAL VERMONT CAREER CTR' was distributed.

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the Annual Tuition Rates as proposed (K – 6 \$15,645 / 7 – 12 \$16,082 / CVCC \$17,531).

6. Field Trips

A document titled 'Overnight/Out of State Field Trips' was distributed. There were no questions from the Board.

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the out of state field trips as proposed.

7. Old Business

7.1 Budget Communication

No discussion.

7.2 Board Organization

7.2.1 Procedures

Four draft procedures (dated 01/09/2020) were distributed; Board and Board Committee Operation Procedure, Complaints Regarding Students, Parents, Employees, School, or District Procedure, Public Comment at Board Meetings Procedure, and Response to Community Correspondence Procedure. Mr. Pandolfo provided a brief overview of the procedure documents and advised that at some point, he would like to get approval from the Board, so that the procedures may be posted. Mrs. Akley has been working on the flowchart to accompany the Complaints Regarding Students, Parents, Employees, School, or District Procedure.

Board and Board Committee Operation Procedure

After brief discussion regarding participation of community members, the Board agreed that they would like to recruit and designate community members as official members of committees. Members from the public who attend meetings, but are not appointed committee members, may provide public input, but will not be considered committee members. The document may need to be revised to reflect the process by which community members are appointed to committees, and the length of membership. There have been questions relating to possible legal issues when a quorum of the Board is in attendance at committee meetings. If committees are not voting, but rather making recommendations by consensus, there should not be legal issues. The document will be amended as discussed relating to committee membership and categories identifying those in attendance. The document was approved as amended, and the amended document will be posted.

Complaints Regarding Students, Parents, Employees, School, or District Procedure

Mrs. Spaulding requested various changes to provide clarification regarding 'levels', the chain of command, and the role of the Board Chair in determining if an issue will be brought to the Board. The document was approved as amended, and the amended document will be posted.

Public Comment at Board Meetings Procedure

Brief discussion was held relating to what types of documents can be distributed. The document was approved as amended, and the amended document will be posted.

Response to Community Correspondence Procedure.

The Board approved the procedure as presented. The approved procedure will be posted.

7.2.2 March Board Elections

A document titled Article 11: Initial Directors' was distributed. Mr. Pandolfo advised that the deadline for submission of petitions is around the end of January.

7.2.3 Board Member to Address the Board

Mrs. Kerin-Hutchins addressed the Board and read from a prepared statement, providing an overview of some of the past year's Board accomplishments, including district boards and the BUUSD Board. Mrs. Kerin-Hutchins noted the major accomplishments achieved over the past 6 months, as the district became consolidated under Act 46. Mrs. Kerin-Hutchins advised that family and work commitments prevent her from serving another 3 year term, and that she will not be running for re-election to the BUUSD Board. Mrs. Kerin-Hutchins expressed her pleasure serving with Board Members and thanked them for their service. The Board thanked Mrs. Kerin-Hutchins for her service to the district and the BUUSD Board.

8. Other Business/Round Table

The next BUUSD Board Meeting is Thursday, January 23, 2020 at 5:30 p.m. in the BTMES Library.

DRAFT

Mr. Pandolfo advised that January has been designated as School Board Recognition Month. Mr. Pandolfo proceeded to read from a certificate of appreciation being presented to each Board Member on behalf of the VSBA and Administrators. Mr. Pandolfo distributed certificates to each Board Member present.

9. Future Agenda Items

- Mission, Vision, and Strategic Goals
- Revisit Aspects of FY21 Budget
- Executive Session for Administrator Evaluations

10. Executive Session as Needed

10.1 Real Estate Matter

10.2 Personnel Matter

Items proposed for discussion in Executive Session include a Real Estate Matter and a Personnel Matter.

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

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to enter into Executive Session, with Mr. Pandolfo in attendance, at 8:47 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Spaulding, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to exit Executive Session at 9:22 p.m.

On a motion by Mr. Cecchinelli, seconded by Mrs. Akley, the Board unanimously voted to accept the Resignation of John Pandolfo, (Superintendent of the Barre Unified Union School District) effective June 30, 2020.

11. Adjournment

On a motion by Mrs. Spaulding, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to adjourn at 9:24 p.m.

Respectfully submitted,
Andrea Poulin

BARRE UNIFIED UNION SCHOOL DISTRICT ANNUAL MEETING
WARNING
FOR
March 2, 2020

The legal voters of Barre Unified Union School District, are hereby warned to meet at the Spaulding High School Library in the City of Barre, Vermont, on Monday, March 2, 2020 at 5:30 p.m. to act on the following articles:

- ARTICLE 1. To elect a moderator for a one-year term.
 ARTICLE 2. To elect a clerk for a one-year term.
 ARTICLE 3. To elect a treasurer for a one-year term.
 ARTICLE 4. To determine what compensation shall be paid to the officers of the district:
- | | | |
|---------------|-----------------------|---------------|
| Moderator | \$100 | To Be Elected |
| Clerk | \$100/year | To Be Elected |
| Treasurer | \$750/year | To Be Elected |
| Board Members | \$2,500/year for each | |
| Board Chair | \$4,000/year | |
- ARTICLE 6. Shall the voters authorize the District to borrow money pending receipt of payments from the State Education Fund by the issuance of its notes or orders payable not later than one year from date: provided, however, that the District is authorized by Vermont Statutes to borrow sufficient funds to meet pending obligations?
 ARTICLE 7. To do any other business proper to come before said meeting.
 ARTICLE 8. To adjourn.

Adopted and approved at a meeting of the Board of School Directors of Barre Unified Union School District held on January 23, 2020. Received for the record and recorded in the records of the on January 24, 2020.

ATTEST:

Donna Kely, Clerk
Barre Unified Union School District

Paul Malone, Chair

Sonya Spaulding, Vice-Chair

Victoria Pompei, Clerk

Gina Akely

Tim Boltin

Giuliano Cecchinelli

Anthony Folland

J. Guy Isabelle

Rebecca Kerin-Hutchins

Barre Unified Union School District Board of Directors



PORTRAIT OF A GRADUATE

A FIRST STEP IN TRANSFORMING YOUR SCHOOL SYSTEM

Getting Started Guide for Superintendents

PortraitofaGraduate.org

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School systems are strengthened when communities are engaged in shaping the future direction of their schools through the design of a Portrait of a Graduate.

We encourage schools and school districts to use this Getting Started Guide within their school and community, provided that:

- Resources may not be used for commercial use (e.g., by paid consultants or third-parties).
- Battelle for Kids content and intellectual property remains unchanged.
- Battelle for Kids copyright remains on any reproductions of the Guide.

As a not-for-profit, Battelle for Kids invests in resources to advance our mission of supporting schools in realizing the power and promise of 21st century learning for every student. As such, our content is protected by copyright. Thank you for respecting our intellectual property.

For organizations, or consultants (including any organization or consultant supporting district work), permission is required prior to use. Please contact Battelle for Kids at support@bfk.org.

Visit PortraitofaGraduate.org

Battelle for Kids

A national not-for-profit organization committed to collaborating with school systems and communities to realize the power and promise of 21st century learning for every student.





PORTRAIT OF A GRADUATE

Getting Started Guide for Superintendents

Transforming our School System

Every school system is unique, but they are connected by a shared aspiration: that all students have an educational experience that prepares them to become lifelong learners and contributors.

Now more than ever, that experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills and habits of mind that our students need to navigate and thrive in this complex, rapidly changing world.

Many school systems across the country have engaged their larger community in developing a Portrait of a Graduate, a collective vision that articulates the community's aspirations for their students.

Locally developed, but globally positioned, the Portrait of a Graduate serves as a North Star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders.

As school leaders, it is important to ask ourselves:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?
- What are the implications for the learning experiences we provide in our school systems?

The Portrait of a Graduate is the first step in framing a new vision for your school system. Once you create your Portrait, the exciting work of implementing this new vision begins.

How to Use the Getting Started Guide

This guide is designed for superintendents and school system leaders who are interested in designing and adopting a Portrait of a Graduate. It contains tools and resources to help facilitate the design process.

A Shared Vision

While the process of developing a Portrait of a Graduate will look different in each school system, the most important move for any school leader is to engage their community in that process from day one.

Bringing together a broad array of stakeholders to co-create a Portrait of a Graduate can help build understanding and lasting support from the community that leads to enduring impact for students.





The Design Process

The Portrait of a Graduate design process involves a sustained community conversation leading to shared agreement about a unique community-owned picture of what graduates need for success. Every community and its school system is different, so every approach will be tailored to the local context.



For those seeking more support, Battelle for Kids can help facilitate the Portrait of a Graduate process. Contact us at portrait@bfk.org.

Key Steps in Each Phase

 <p>1 PLAN</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Build understanding and ownership among your district's leadership and school board <input type="checkbox"/> Create a Portrait of a Graduate Design Team that will be involved across all phases to build a sense of urgency and create excitement across the community <input type="checkbox"/> Define your overall timeline
 <p>2 ACTIVATE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Convene the Portrait Design Team <input type="checkbox"/> Study the implications for your students in light of the changing economy, workplace, and society
 <p>3 CREATE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draft a prioritized set of competencies, including 21st century skills, mindsets, and literacies <input type="checkbox"/> Draft visuals that convey a compelling story <input type="checkbox"/> Reach consensus about a selected visual to share with the broader community <input type="checkbox"/> Continue to discuss this work in the broader community and elicit their ideas for the Portrait <input type="checkbox"/> Collect feedback from the community about the societal conditions and share with the Portrait Design Team as they draft the Portrait <input type="checkbox"/> Decide what revisions are necessary
 <p>4 ADOPT</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Submit recommendation to the school board for adoption <input type="checkbox"/> Publish and leverage the adopted Portrait as the North Star for subsequent strategic planning, and the design of educational experiences for students

As you explore the phases, you'll find the following features throughout this guide:



CHECKLIST: Activities or protocols to help you facilitate the Portrait of a Graduate design process



TIP: Advice from the field or success stories



RESOURCE: Links to articles, videos, templates, and more

Let's get started!



Phase 1: Plan the Engagement Process

Laying the Foundation for Success

Before committing to a Portrait of a Graduate process, district leaders need to intentionally create awareness of why change is necessary in shaping the future direction of our schools. These conversations should be around:

- how the world and society are changing,
- the changing workforce needs, and
- how we can redesign educational experiences to best prepare our students to meaningfully compete and contribute in the 21st century.

After building excitement and a sense of urgency for a Portrait of a Graduate, you'll begin outlining your process.

The most critical steps include engaging your district's leadership and school board, and developing a timeline for the design work. Then, it is time to carefully recruit and select the Portrait Design Team to shepherd the overall process.

Who Should Be Engaged in your Portrait Design Team?

Building a dynamic team to help you carry out the work is an important step in the Portrait of a Graduate process. Forming a Portrait Design Team that is highly diverse and effectively represents all aspects of your community will improve the ultimate outcome. It also sets the stage for a strong base of support in the broader community.

Through an inclusive process, the Portrait of a Graduate becomes the community's collective vision for its students.



Sample Representation of Your Portrait Design Team



Note your ideas for Portrait Design Team candidates:



CHECKLIST

- ☐ Build understanding and ownership among your district's leadership and school board
- ☐ Create a Portrait of a Graduate Design Team that will be involved across all phases to build a sense of urgency and create excitement across the community
- ☐ Define your overall timeline



TIP: Community Engagement

School system leaders have successfully launched their Portrait of a Graduate design work by scheduling community screenings of compelling films, such as *Most Likely to Succeed*, followed by discussions about the 21st century competencies that students need for future success.

Reflect on your thoughts for phase 1:



Phase 2: Activate the Design Team

Phase 2 is a critical readiness phase for your Portrait Design Team members, who are key contributors to help design your district's Portrait. This phase begins by setting the cadence of meetings to conduct this work.

Orient your team by walking them through the:

- overall design process phases,
- meeting structures, and
- background materials that will be used to shape the work.

Before the Portrait Design Team meets, provide them with initial resources to review. They can also explore our [Gallery](#) in advance, which features various Portraits that other districts have designed and shared.

Phase 2 involves reviewing research and other relevant materials that reveal what students need for success in the 21st century—and contrasting that with their current learning experiences.



CHECKLIST

- ☐ Convene the Portrait Design Team
- ☐ Study the implications for your students in light of the changing economy, workplace, and society



TIP: Get Creative to Share Learnings

After identifying 30 books related to 21st century competencies, Salisbury Township School District invited authors to participate in podcast interviews. One such interviewee was [Keith Sawyer](#), a creativity researcher and author of [Zig Zag: The Surprising Path to Greater Creativity](#) and [Group Genius: The Creative Power of Collaboration](#).



RESOURCES

Read

As they engage in this work, Portrait Design Team members should review a series of books, articles, and videos to build their background knowledge and understanding about the new global economy and its impact on education and 21st century competencies.

Following are several resources to consider when identifying reading for your team:

- ☐ [The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts](#) (Ken Kay and Valerie Greenhill)
- ☐ [Most Likely to Succeed: Preparing Our Kids for the Innovation Era](#) (Tony Wagner and Ted Dintersmith)
- ☐ [Creating Innovators: The Making of Young People Who Will Change the World](#) (Tony Wagner)
- ☐ [The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It](#) (Tony Wagner)
- ☐ [The Hewlett Foundation | Deeper Learning Competencies](#)
- ☐ [P21 | Framework for 21st Century Learning](#)
- ☐ [World Economic Forum | New Vision for Education: Unlocking the Potential of Technology](#)
- ☐ [Asia Society Partnership for Global Learning | Educating for Global Competence: Preparing Our Youth to Engage the World](#)
- ☐ [Education Policy Center | DEEPER LEARNING Improving Student Outcomes for College, Career, and Civic Life](#)
- ☐ [National Research Council | Education for Life and Work: Guide for Practitioners](#)

Watch

- ☐ [The Moxie Institute | The Adaptable Mind](#)
- ☐ [Do Schools Kill Creativity?](#) (Sir Ken Robinson)

Note other resources that would benefit the Portrait Design Team's discussion:



Phase 3: Create the Portrait and Its Story

Phase 3 is where your district’s Portrait of a Graduate begins to take shape. With focused conversation about the knowledge, skills, mindsets, and literacies essential for 21st century student success, the Portrait Design Team will craft the meaning behind the Portrait.

Over the course of 3 (or more) meetings, the Portrait Design Team will discuss, create, and refine a visual representation of the competencies within your district’s Portrait of a Graduate. Through a design process that intentionally engages your community, the Portrait becomes the community’s stated vision for its students.

Sample Portrait Design Team Meeting Outcomes and Activities

Following are recommended time lengths and activities for Portrait Design Team meetings:

Meeting 1: Framing the Why (3 hours)	
PREREADING	<ul style="list-style-type: none"> • Key readings and videos on the changes in society and the competitive global economy • Books, articles, websites, and videos about 21st century competencies
ACTIVITIES	<ol style="list-style-type: none"> 1. Begin discussion around the question: <i>Are our students well prepared to contribute and compete in this global, innovative economy?</i> 2. Analyze how intentional and purposeful your district is in developing students’ competencies, including 21st century skills, mindsets, and literacies. 3. Facilitate group discussions around key observations and learnings from the assigned readings and videos. 4. Brainstorm all ideas about competencies to include in your Portrait of a Graduate. 5. Begin to organize Portrait of a Graduate competencies into general categories.
HOMEWORK	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on the team’s initial draft of a Portrait of a Graduate. <input type="checkbox"/> Do research on the various competencies. <input type="checkbox"/> Return to the next meeting with your ideation of a proposed Portrait of a Graduate.
DISTRICT TEAM WORK	<ul style="list-style-type: none"> <input type="checkbox"/> Record all notes from the meeting discussion.



Meeting 2: Aligning on Competencies (3 hours)	
ACTIVITIES	<ol style="list-style-type: none"> 1. Review work from the previous meeting and capture general reactions. 2. Unite around 4–6 competencies to include in your Portrait of a Graduate. 3. Come to consensus on an initial draft visual representation of the competencies.
HOMEWORK	<ul style="list-style-type: none"> <input type="checkbox"/> Submit a list of potential community and business members who should provide feedback about the drafts to the superintendent. <input type="checkbox"/> Create a list of 3 ways the Portrait of a Graduate should be used by the school or district (e.g., <i>What are the potential implications of this work?</i>).
DISTRICT TEAM WORK	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a draft of the work accomplished in Meeting 2 to share and reference during Meeting 3. <input type="checkbox"/> Refine the Portrait of the Graduate competencies determined in Meeting 2 to share and reference during Meeting 3.

Meeting 3: Selecting Your Portrait (3 hours)	
ACTIVITIES	<ol style="list-style-type: none"> 1. Select 2 of the Design Team’s favorite visual representations of the competencies. 2. Generate ideas about potential groups to provide feedback about the competencies. 3. Formulate a description of the strategic planning process and district transformation work.
DISTRICT TEAM WORK	<ul style="list-style-type: none"> <input type="checkbox"/> Refine the Portrait Design Team’s feedback from Meeting 3 to create your final Portrait of a Graduate for your school board’s consideration.



CHECKLIST

With the process planned and the right community and business members engaged, conversations are underway, and the work has begun in earnest to:

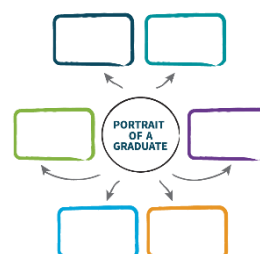
- ☐ Draft a prioritized set of competencies, including 21st century skills, mindsets, and literacies
- ☐ Draft visuals that convey a compelling story
- ☐ Reach consensus about a selected visual to share with the broader community
- ☐ Continue to discuss this work in the broader community and elicit their ideas for the Portrait
- ☐ Collect feedback from the community about the societal conditions and share with the Portrait Design Team as they draft the Portrait
- ☐ Decide what revisions are necessary



TIP: Know Any Artists?

Many districts intentionally invite an art student or art teacher to participate in the Portrait of a Graduate Design Team to:

1. Involve the creative mindset in the process
2. Engage in helping to create the visual concept(s) for the Portrait that also align with the district's brand



RESOURCES

- ☐ Visit the [Resource Hub](#) on PortraitofaGraduate.org to access the example Portraits, tools, research, stories, videos, and more!
- ☐ Ready to create a visual representation of your Portrait? Use our [My Sketch](#) tool to begin.



Phase 4: Adopting the Portrait and Accelerating Your Impact

The culmination of this exciting community visioning process is your Portrait of a Graduate.

Your Portrait Design Team will feel a strong sense of pride and ownership for this work. Consider ways in which you could recognize the Design Team’s contribution, while highlighting the final Portrait—and the many voices that helped shape the work.

In Phase 4, you’re ready to recommend the board’s formal adoption of your Portrait. Once you create your Portrait of a Graduate, the exciting work of implementing this new vision begins.

Turning Your Portrait of a Graduate into a Reality for Every Student

The serious implementation of your Portrait requires a thorough analysis of your district’s systems to identify the changes that will be required to take this vision to scale. Consider these important aspects of your system:

- **Strategic Planning:** Use your Portrait as the key driver of strategic planning.
- **Systems Design:** Intentionally align all aspects of your organization to make the Portrait of a Graduate a reality for every student.
- **Human Capital Systems:** Recruit, grow, and retain talent who models 21st century learning and creates meaningful learning experiences for all students.
- **21st Century Learning and Assessment Design:** Design curriculum and lessons that create educational experiences that lead to deeper learning for all students.
- Executive Coaching and Leadership Development

*For those seeking more support, Battelle for Kids can help.
Contact us at portrait@bfk.org.*



CHECKLIST

Phase 4 involves formally embedding the Portrait as the North Star for school system transformation.

- ☐ Submit recommendation to the school board for adoption
- ☐ Publish and leverage the adopted Portrait as the North Star for subsequent strategic planning, and the design of educational experiences for students



TIP: Recognize Your Portrait Design Team

Consider ways that you can recognize the Portrait Design Team's work while also highlighting the final Portrait of a Graduate.



TIP: Publish Portrait Online and Share Your Story

Share your Portrait of a Graduate on your website, including videos and stories about the process. Plan to communicate your progress in making the vision a reality to all stakeholders.

Virginia Beach City Public Schools posted its Profile of a Graduate on a website dedicated to its strategic framework, Compass to 2020. In addition to the Profile, the site includes the district's strategic framework and a timeline of strategic actions taken to support their work to ensure all students are future ready. A visual ties together the division's mission, core values, and strategic goals as a way of demonstrating the interconnectedness of the work and communicating it out to internal and external stakeholders.

Share Your Portrait of a Graduate!

Share your district's Portrait of a Graduate in the online gallery.

[Upload your final Portrait](#) for sharing in our online gallery.

Thank you for leading the way in preparing every student to be a lifelong learner and contributor! Keep the momentum going to make 21st century learning a reality for all students:

1. Invite three peer superintendents to participate at: PortraitofaGraduate.org
2. Tweet your Portrait of a Graduate by using hashtag: **#PortraitofaGraduate**
3. Become a member of EdLeader21. [Contact us to learn how](#)

With more than 220 member districts and schools nationwide, EdLeader21 is the premiere network for educators implementing the competencies represented in their Portrait of a Graduate into their systems.

There is power in a professional learning network, uniting visionary leaders across the nation dedicated to 21st century education.



Portrait of a Graduate

Supported by **Battelle**forKids

JAN 14 2020 BARRE CITY ELEMENTARY AND MIDDLE SCHOOL
FIELD TRIP APPLICATION

Teacher: Morgan OsinagaGrade: 7Date of Application for Trip: 1/8/2020DATE OF TRIP: February 6 + 7, 2020Destination: U32 - Winoski Valley Jazz FestivalTime Leaving School: n/aTime Returning to School: n/aEducational Objective(s) being met: we will be out of the building all day. Students will either depart from home or from Spaulding High School. (Parents will pick up on 2/7.)

To experience rehearsing and performing with a small (jazz) band. (Select Ensemble)

Number of Students: 2Adults: Morgan Osinaga / Bobby BoothSchool Nurse notified: ☒ Yes ☐ NoCafeteria notified: ☐ Yes ☒ NoBus Coordinator notified: ☐ Yes ☒ NoSpecials' Facilitator notified: ☒ Yes ☐ NoNumber of field trips taken to date this school year: 0Teacher's Signature: Morgan OsinagaDate: 1/8/2020

TRIPS MUST BE PLANNED TO ALLOW FOR REGULAR BUS RUNS.

Administrative Approval

Date of Approval

1. Teachers desiring a field trip must make the above application in writing to the Principal's Office at least two weeks in advance.
2. After approval by the principal, one copy of the application will be returned to the teacher.
3. Parent permission slips must be sent home to the parents, signed, and returned to the teacher. These blank permission slips are available in the office.
4. Chaperones must be provided for by the teacher. There should be at least one chaperone for every 5 students (PK-4) and 7 students (5-8).
5. The teacher will make his/her own arrangements for the field trip.
6. Office staff will notify the nurse.
7. The teacher will notify Special Teachers and Cafeteria staff if they will be affected by this trip.
8. Please confirm bus transportation with the Bus Coordinator 3 days prior to your scheduled field trip.

JAN 14 2020

BARRE CITY ELEMENTARY AND MIDDLE SCHOOL
FIELD TRIP APPLICATION

Teacher: Morgan Osinaga

Grade: 7-8

Date of Application for Trip: 1/8/2020

DATE OF TRIP: April 1, 2020

Destination: Montpelier High School

Time Leaving School: 8:00 am

Time Returning to School: n/a (parents will pick up)

Educational Objective(s) being met: _____

To experience rehearsing and performing in select district chorus and band, developing 21st century skills including teamwork.

Number of Students: TBD (approx. 10)

Adults: Morgan Osinaga

School Nurse notified: ☒ Yes ☐ No

Cafeteria notified: ☐ Yes ☒ No not yet

Bus Coordinator notified: ☐ Yes ☒ No not yet

Specials' Facilitator notified: ☒ Yes ☐ No

Number of field trips taken to date this school year: _____

Teacher's Signature: Morgan Osinaga

Date: 1/8/2020

TRIPS MUST BE PLANNED TO ALLOW FOR REGULAR BUS RUNS.

Administrative Approval _____

[Signature]
Date of Approval _____

1. Teachers desiring a field trip must make the above application in writing to the Principal's Office at least two weeks in advance.
2. After approval by the principal, one copy of the application will be returned to the teacher.
3. Parent permission slips must be sent home to the parents, signed, and returned to the teacher. These blank permission slips are available in the office.
4. Chaperones must be provided for by the teacher. There should be at least one chaperone for every 5 students (PK-4) and 7 students (5-8).
5. The teacher will make his/her own arrangements for the field trip.
6. Office staff will notify the nurse.
7. The teacher will notify Special Teachers and Cafeteria staff if they will be affected by this trip.
8. Please confirm bus transportation with the Bus Coordinator 3 days prior to your scheduled field trip.