

Spotlight

NEWS FROM THE BURLINGTON SCHOOLS



Volume 4 No. 1

September 1, 2011



Greetings all!

I am very excited to welcome you to the 2011-2012 school year! Such wonderful things are happening in the District. Want to hear more? Check out what your colleagues are doing in our in

house journal, *Windows into Our Classrooms: Through the Eyes of Future Teachers*, at:

<http://www.bsdyt.org/News/newteacherstories.php>

We have over 30 new faces in our teaching faculty this year, and many more than that with new staff hired. We have also had changes at the administrative staff level. Please join me in welcoming Trevor Christopher, Principal at Integrated Arts Academy at H.O. Wheeler, Shelley Mathias, Interim Principal at Edmunds Elementary, Brian Williams, Interim Principal at Sustainability Academy at Lawrence Barnes, Lynn Kennedy, Alternative Education Director, Jeff Tobrocke, Assistant Principal at Edmunds Middle, Herb Perez as School Improvement Coach, and Karen Groseclose, Business Manager. Be sure to help show that Burlington is a welcoming District, introduce yourself and show your new colleagues around. Let them know they are joining a winning team!

We started this year with an all-District Welcome Back session at Burlington High School. The energy in the auditorium was wonderful as people greeted old friends and met new. We are sorry our keynote speaker, Paul Gorski, was unable to make it due to Hurricane Irene. We hope to bring him in later this year. For more information on Paul's work, visit his EdChange website at: <http://www.edchange.org/>. I hope his tools find their way into your daily practices as we strive to create a welcoming and culturally competent learning environment for our students and staff.

Much work has been done on our buildings this year and summer. Our facilities crew has worked hard to clean, repair, spruce up and renovate all over the District. I know teachers have put in many hours in their own classrooms already and I look forward to touring the District as we start the school year. I enjoy coming into classrooms and observing the excellent learning that takes place in all of our buildings. Read about my observations this year on my blog, collinsj.wordpress.com. I look forward to hearing from you on the blog and as I visit.

This is an exciting time of year. So much potential for our students, for you, for our community. Thank you for being part of the Burlington Schools. *Jeanné*

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BSD Award Winning Faculty and Staff



Jeanné Collins presented with the Frederick H. Tuttle Superintendent of the Year for 2011 by the Vermont Superintendents' Association on May 19th, 2011. She was selected by the Association in recognition of her advocacy for children, her commitment to their education and her leadership contributions at the local, state and national levels.

Mark Aliquo (BTC, Director) recognized as Vermont's Technical Director of the Year by the Vermont Principals' Association on August 3rd, 2011.

Amy Mellencamp (BHS, Principal) awarded the 2011 McAuley Award on May 17th, 2011 by Mercy Connections. This award recognizes an individual who promotes system change and the empowerment of women through education, mentoring, and transition support as they seek to experience the fullness of life.

Scott Hubbard (BHS, Mathematics) named a Vermont Outstanding Math Teacher of the Year by the Vermont Council of Teachers of Mathematics.

Terry Buehner (BHS, History) named Vermont History Teacher of the Year.

Peter McConville (BHS, English) was awarded a Rowland Fellowship. According to the foundation, these awards go to "applicants who are visionary, willing to lead, motivated and committed to affecting change, and who take risks and work collaboratively with others."

2011 Outstanding Educators of the Year

Each spring, teachers are nominated by their colleagues and administrators for Outstanding Teacher of the Year. The faculty that is chosen for this recognition is announced in the fall and recognized at UVM's Outstanding Teacher Day in October.



Fran Brock (BHS, Social Studies) Fran Brock is an exemplary social studies teacher who connects student interests to learning in Civics, World Religions and Cultures, 20th Century Studies, and Advanced Placement World Studies. She relentlessly supports students to achieve high standards through creative projects and performance assessments. She insists on clear writing, with a point of view, research, and connections to other topics and moments in history. Fran advises the Interact Club where students make a difference as they work on local, regional, and global service projects.



Bob Church (BTC, Automotive Tech.) Robert Church is a 20-year veteran Automotive Technology teacher at the Burlington Technical Center. He is a professional who is continuously building and refining his professional knowledge base on teaching, and in his content area. Bob is an extremely active colleague who dialogues, and participates with integrity and passion. The cultural diversity within the Burlington Schools is just as evident in his program and he displays a deep commitment to reaching every student. This is evidenced by the very high pass-rates of his students on the 3rd party end of program assessment.



Jane Zenaty (HMS, Guidance) Jane Zenaty is an outstanding school counselor who exemplifies the highest professional standards. The high expectations she holds for herself and others promotes and models accountability. She is a lifelong learner and utilizes her professional knowledge and skills for students. Jane works endlessly in meeting the needs of students and her persistent and effective advocacy helps connect appropriate services and supports for students. She volunteers much time to advocacy efforts and stays current on best practices. Her impact on education and individual students can be readily seen in our community.

Please Welcome...



Trevor Christopher, Principal, IAA



Karen Groseclose, Business Manager



Lynn Kennedy, Director, Alternative Education



Shelley Mathias, Interim Principal, EES



Herb Perez, School Improvement Coordinator



Jeff Tobrocke, Asst. Principal, EMS



Brian Williams, Interim Principal, SA

New Teachers

- Pat Bedard—Math Interventionist/EMS
- Kimberly Brockway—IAA
- Lise Bruder—Tech. Ed. Guidance/BTC
- Jacqueline Chozick—Special Education/BHS
- Chandrakala Cranse—School Nurse/SA
- William Crowley—Special Education/EMS
- Allison Curran—Alternative Ed./ONTOP
- Stacie Curtis—ECSE/EEE
- Amy DiPerri—Special Education/IAA
- Annie Dunn—Special Education/Smith
- Katherine Dyer—ELL/District
- Michael Hakim—Strings/EMS/HMS
- Reuben Jackson—English/BHS
- Ruth Kagle—Early Education/SA
- Natalie LaRose—SA
- Misa Lindberg—ELL/District
- Kate Lyons—SLP/BHS
- Laurie Mack—Grade 1/IAA
- Christina Madore—SLP/District
- Kimberly Means—Special Education/EMS
- Jessica Middleton—Special Education/SA
- Sarah Minkler—Grade 6/HMS
- Adrien Preston—School Counselor/BHS
- Karen Quinn—School Counselor/HMS
- Tiffany Rossi—Special Education ISN/BHS
- Sean Ryan—Spanish/IAA/SA
- Eric Schoembs—Tech. Ed./EMS
- Marie-Claire Smith—School Nurse/BHS
- Christine St. Claire—Social Studies/BHS
- Marcelle Stephen—Special Education/Smith
- Jim VanDuyn—Special Education/EMS
- Danielle Vierling—Phys. Ed./SA
- Francesca Villella—Social Studies/BHS
- Karyn Vogel—Math Coach/Flynn + Smith
- Elizabeth Waine—Special Education/Flynn
- Julie Wayne—ECSE/EEE
- Erin Webster—Spanish/Flynn
- Emily Willette—Music/SA
- Katie Ziemba—Champlain



Burlington Afterschool continues to offer extended learning opportunities for students at every grade level. At the elementary level, we enhanced our Burlington Kids collaboration with the Parks and Recreation Department at Edmunds, Champlain, Flynn and Smith during 2010-11, integrating program offerings across departments. This collaboration enabled the program as a whole to serve more students, with a broader variety of programming opportunities, than ever before. During the 10-11 school year, over **2300** of our k-12 students participated in the program. We delivered nearly **299,000** hours of academic support, recreation, and enrichment activities. We served **49%** of our students who utilize free or reduced student meals, and **almost 70% of our students** for whom English is not their "home" language. Looking ahead to 2011-12, the Burlington Kids program will include Recreation Specialists for the first time, to assist all of our schools with recreation programming and licensing compliance as the year unfolds.

As always, we remain committed to the vision of high-quality extended learning opportunities for all of our students. We look forward to working with you and your students in the coming weeks and months.

Summer School at IAA

From July 11 - August 12, 2011, we offered a comprehensive summer school program for our elementary aged students called **SOAR** (Summer **O**pportunities, **A**cademics and **E**n**R**ichment) at IAA, thanks to grant funding from Title III and Title 1. Approximately 150 students attended a five- week, five-hour/day program that included enrichment activities modeled upon our afterschool program. The theme of this year's SOAR program was *Explore Vermont*. During the day students participated in high-quality project-based academic programming, as well as theme-based enrichment activities and field trips We collaborated with many local attractions and educational institutions to provide onsite residencies and local explorations. These residencies provided onsite workshops to all students, as well as relevant field trips and offsite learning experiences. Partners included ECHO Lake Aquarium, Shelburne Museum, Shelburne Farms, Lake Champlain Maritime Museum, Outward Bound and UVM's Outdoor Education Department, The Recycled Circus, Very Merry Theater and more. The student to adult ratio was approximately 15:2; we look forward to assessing the results of this summer programming on the academic achievement of our students and will update you on those results in a later issue of *Spotlight*.

We appreciate all the teachers, paraeducators, Home School Liaisons and other staff who participated in summer programming!



Updates from the Curriculum Office

WELCOME TO THE 2011-2012 SCHOOL YEAR!

Staff	Contact Information
Stephanie Phillips, Director of Curriculum	sPhillip@bsdvt.org 864-8492
Herb Perez, Secondary School Improvement Coord.	hperez@bsdvt.org 864-8404
Mary Hewitt, Administrative Assistant	mhewitt@bsdvt.org 864-8492
Linda Walsleben, ELL Coordinator	lwalsleb@bsdvt.org 865-5856

The inservice and early release days will focus on school improvement plan priorities and District strategic plan initiatives.

Inservice Days:

August 26, 29 and 30
 October 20
 January 16 (floating day)
 March 6
 April 13
 June 14 and 15

Early Release Days:

October 5
 October 19
 December 14
 February 15
 April 12
 June 13

District Content Leaders

Jane Miller and Barbara Hubbard - k-5 Literacy Coaches
 Penny Stearns and Karyn Vogel - k-5 Math Coaches
 Colleen Cowell and Betsy Patrick - k-5 Science Coaches
 Anne Tewksbury-Frye - Sustainability Academy Coach
 Judy Klima - Integrated Arts Academy Coach
 Kim Hunt - Hunt Math Coach
 Cera Putney-Crane - Hunt Literacy Coach
 Amanda Gustafson - ELL Content Specialist
 Kathy McLean - ELL Content Specialist



Professional Development

District Focus Areas:

- Professional Learning Communities
- Common Core and Curriculum Mapping
- Data Driven Decision Making

In addition to professional development offered at the District and school levels, regional offerings are provided by CVEDC (Champlain Valley Educator Development Center.) Check out the website to view the latest offerings.

<http://www.cvedcvt.org/>

Diversity & Equity Office

Dr. Dan Balón, Director of Diversity & Equity

Affirming identities – Building communities – Creating culture for leadership

Contact us to become involved or learn more:

Diversity & Equity Office | Equity Office for Employment and Retention – Burlington School District
150 Colchester Avenue | 802-864-8494
<http://www.bsdt.org/diversity> | diversity@bsdt.org

Welcome from the Diversity & Equity Office! We look forward to great things this year! We continue to actively participate in programs such as the monthly *Courageous Conversations about Race* meetings and Multicultural Days, and with groups like the city’s Community & Economic Development Office, Outright Vermont, University of Vermont, and YWCA of Vermont. Join us in our annual Champions of Diversity & Equity celebration this Fall and for a third year with our provocative monthly Cultural Diversity Series, along with many other programs! You can always learn more at our website at: <http://www.bsdt.org/diversity>.



The Diversity & Equity Office was established in 2008 with its Director, **Dr. Dan Balón**, an experienced teacher, administrator, and leadership consultant for local and national organizations.

Cultural Competence Roots Our Work

The D&E Office—and Equity Office for Employment and Retention—continues to lead an authentic District and City-wide discussion on cultural competence and its critical role in our current and future work. Central to our mission, the D&E Office provides year-round customized training and facilitations throughout the District. In 2011-2012, the office will support cultural competency professional development plans led by Diversity Committees at each of our schools.

Diversity Blog: “BSD the Change”



The Equity Resource Center (ERC) launched our new blog last year. Since its inception, 3000 hits have been made! Some topics: physical disabilities; LGBTQ issues; anti-racism education; immigrant rights; African-American history; classism; and religious sensitivity.

Courageous Conversations about Race, Class, and Inclusion

The D&E Office—with parents, administrators, community members, and city agencies—has been engaging Singleton and Linton’s *Courageous Conversations about Race* since last summer. All administrators (principals, directors, and other leaders) read this book and had several conversations with this book as a guideline to enhancing achievement for all children in our District. Since then, the BSD Equity Council, PTOs from the Integrated Arts Academy and Sustainability Academy, and Burlington City departments have been having discussions with this book as a guideline for anti-racism action.



If your PTO, teachers/staff, or organizations are interested in leading sustained conversations about race as a way to help us improve the classroom and learning environment for all students and our staff, contact our office right away!

Equity Office for Employment and Retention

succeeded in strengthening and further focusing practices in affirmative recruiting and hiring for the District. Created by the Board in 2010, the office has built a positive campaign and internal systems to recruit highly qualified, diverse, and culturally competent staff, which has been benchmarked by several agencies locally and nationally.

DIVERSITY by the numbers:

1 = the number of Vermont school districts with a public “Commitment to Diversity” policy statement. The Burlington School District policy was unanimously approved in 2009.

2 Burlington school parent communities held monthly “Courageous conversations about race” facilitated by Diversity & Equity Office staff members last year.

4 elementary schools participated in “Reading to End Racism” programs to empower youngsters to take a stance to reject racism.

13 % of students are special education identified.

17 % receive English Language Learner (ELL) services. Over the last 10 years, the ELL population in VT has more than doubled.

20 Task Force for Diversity & Equity members volunteered countless hours to help provide recommendations to the Board about the District’s strategic plan for diversity, equity, and inclusion.

27 % of students identify as students of color.

42 % of students qualify as eligible for Free/Reduced Lunch.

60 or more languages and dialects are spoken within the families of students in our District. One in six students comes from a household where English is not a first language.



District Health Services Fair
Thursday, September 8th / 4:30-6:30 pm
BHS Cafeteria

An opportunity for parents and students to have help understanding and completing the various District health forms while also gaining information regarding programs such as the Dental Clinic, School-based Health Centers, community services and programs and the school health offices and nurses. School nurses, school-based health center practitioners, community partners and home school liaisons will be available to offer help and information.

Influenza

The 2011-2012 influenza vaccine will be ready soon! Vaccination remains the cornerstone of preventing influenza. The vaccine formulation protects against the three virus strains that surveillance indicates will be most common during the upcoming season and includes the same virus strains used for the 2010-2011 influenza season, which includes the H1N1 strain.

The flu vaccine can prevent serious illness or even death, especially for people at risk for complications from the flu. Not only does not getting vaccinated mean you put yourself at risk, if you become ill, you may also risk the health of the children and adults with whom you have contact.

All vaccines are held to extremely high standard of safety and are continually monitored. The benefits of immunization outweigh the risks. Each year, millions of Americans safely receive seasonal flu vaccines. The vaccine has been tested and safely used in children, pregnant woman, and other adults. If you have special health concerns, ask your health care provider whether they recommend anything else for your particular health situation. It is important to get vaccinated every year, even if the strains in the vaccine do not change, because the protection received the previous year will diminish over time and may be too low to provide protection into the next year. The flu vaccine will most likely NOT be offered to students in school this year, so parents will need to get their children vaccinated at their health care providers' office. The vaccine is recommended for EVERYONE older than six months, and staff should check with their own health care providers to see if they are in a high risk category.

Our goal is to keep students safe and keep them learning, and also to keep our staff safe and healthy! For more detailed information, check the Vermont Department of Health website at:

www.healthvermont.gov.

Continue to stress the actions everyone can take to keep illness from spreading:

- Cover your nose and mouth every time you cough or sneeze. Use a tissue and discard after use, or cough into the crook of your elbow. Keep hands away from your mouth, eyes and nose to prevent spread of germs that may be on your hands.
- Wash hands often and well, using soap and water, for as long as it takes to sing the "ABC" song. If soap is not available, use an alcohol-based hand sanitizer.

Make it clear that you expect anyone who is sick to stay home – or be sent home. For now, anyone who is sick with flu-like illness should stay home and away from others *for at least 24 hours after the fever is gone*, without using fever-reducing medicines like acetaminophen or ibuprofen. This includes administrators, teachers, staff, students, parents and visitors.

Reinforce this information with announcements, lessons, postings throughout the school, and send reminders home with students. Posters and resources can be found at:

www.healthvermont.gov

Is It a Cold or Flu?

http://healthvermont.gov/prevent/flu/documents/cold_flu05.pdf

Flu symptoms can often be confused with the common cold, but the flu usually comes on more suddenly and is more severe. Symptoms of flu may include fever (usually high), headache, tiredness and weakness (can be extreme), dry cough, sore throat, runny or stuffy nose, body or muscle aches, nausea, vomiting, and diarrhea (much more common among children than adults). **During flu season, anyone with a fever AND a sore throat or cough should stay home!**

Measles

Measles is a highly contagious disease that is preventable with vaccination. Fever and cold-like symptoms are followed by a rash that begins on the face and spreads to the rest of the body. Serious complications can occur, and for every 1,000 cases of measles, one to two people will die. Before the measles vaccine became available in 1963, there were approximately 450,000 measles cases and an average of 450 measles-associated deaths reported each year in the United States. Widespread use of measles vaccine has led to a greater than 99 percent reduction in measles cases in the U.S. compared with the pre-vaccine era. Measles was declared eliminated in the United States in 2000 due to our high 2-dose measles vaccine coverage, but large outbreaks occur in countries in Europe (including France, the United Kingdom, Spain, and Switzerland), Africa, and Asia (including India).

The United States is experiencing a high number of reported measles cases in 2011, many of which were acquired during international travel. From January 1 through June 17 this year, 156 confirmed cases of measles were reported to CDC. This is the highest reported number since 1996. Most cases involved unvaccinated U.S. residents who recently traveled abroad, unvaccinated visitors to the United States, and people linked to these imported cases. The increase in measles cases and outbreaks in the United States this year underscores the need for high measles vaccine coverage.

All students attending school in Vermont are required to have two doses of a measles-containing vaccine before enrolling in school. Anyone born before 1957 is likely to have had measles and therefore is immune. Anyone born after 1957 who is known to have measles, or was vaccinated against measles, is immune as well. This is a good opportunity to remind people that measles still occurs and that a vaccine is available to prevent this disease. More information about measles can be found on the Health Department website at:

<http://healthvermont.gov/prevent/measles/Measles.aspx>

Blood Borne Pathogens and Universal Precautions

Blood borne pathogens are viruses that live in blood or body fluids.

Examples are:

- **HIV** (Human Immunodeficiency Virus that causes **AIDS**—Acquired Immune Deficiency Syndrome), a disease that attacks and weakens the immune system.
- **HBV** (Hepatitis B Virus and Hepatitis C Virus) causes liver disease. These viruses are not spread through casual contact.

The most common ways for blood borne viruses to be spread are:

- Contaminated needles (drug users, tattoo and piercing equipment).
- Sexual contact with an infected individual.
- Babies born to infected mothers.

Best course of protection:

- Prevention.
- Avoid risky behaviors.
- Safely handle blood and body fluids.
- Ask your health provider if you should get the HBV vaccine.

Areas of potential concern:

- Student with biting behavior.
- Student with open, draining or bloody lesion.
- Finger stick or injection equipment (dispose of all needles in the special container located in the school nurse's office).
- Large blood spills.
- Playground or sports injury.
- Food service/kitchen accident.
- Tech. Center accident.

If you are dealing with a person who is bleeding or cleaning up a spill involving another person's body fluid please follow the Universal Precautions guidelines listed here.

Remember, a person infected with HIV or HBV can look and feel healthy. They may not even know they have been infected. Students and staff members are not required to tell the school they have an HIV or HBV infection.

Use precautions at all times with all people to be safe.

Universal Precautions

1. If possible, have the person touch their own blood (i.e., hold a tissue to their bloody nose or wash their own cut.)
2. If the person needs help, wear gloves.
3. If you don't have gloves and you need to apply pressure to a wound to stop bleeding, create a barrier between you and the bodily fluid with a sweater or jacket.
4. After helping someone, wash your hands with warm water and soap.
5. If someone's bodily fluid does touch you, wash it off with warm water and soap.
6. Always wear gloves when cleaning up a spill. Protect your eyes from the bodily fluid.
7. Do not ask another child to accompany a bleeding child to the health office. They unintentionally may be exposed to the child's blood en route.
8. Saliva is not thought to transmit HIV or hepatitis but general hygiene would dictate that students and others not share food or anything else from mouth-to-mouth in school.



Patrick Halladay, Board Commissioner, Ward 5

Please welcome our newest Board member, Patrick Halladay. Patrick won the Ward 5 election (despite Pine Street being worked on during the voting hours!) on August 2nd. He was sworn in at the August 23rd Board Meeting. Patrick is a teacher, married to a UVM professor, and served on the Burlington Kids After School Advisory Committee last summer and fall, which was appreciated greatly. Welcome Patrick!

NEWS FROM THE BURLINGTON SCHOOL FOOD PROJECT

Seven new staff members have been hired to fill open positions left by last year's retirees. Our vision is to improve on our already popular fruit and veggie bars with more fresh grain and rice salads than ever before! All elementary schools were awarded a Fresh Fruit and Veggie Grant totaling over \$150,000 from the Vermont Department of Education, Child Nutrition Division. This means that each child in these schools will receive extra fruit and veggies every morning along with their nutritious breakfast!



We are also very excited to be rolling out a brand new winter CSA (Community Supported Agriculture) for staff and parents. In the past, we offered Red Hen Bread every week to those who prepaid. That model will be expanded to veggies and other delectables. Watch for more information!

Stay tuned for the **NEW ONLINE CATERING** System with many new menu offerings!

CHECK OUT OUR WEBSITE: www.burlingtonschoolfoodproject.org



INFORMATION TECHNOLOGY UPDATES

Paul Irish, Director of Information Technology



Safety for Students: Cybertraps for the Young

Safety for our students while using electronic resources is a continuing priority. A new book has been written by Fred Lane, attorney and previous School Board Chair: Cybertraps for the Young "is essential reading for any parent or educator trying to protect children growing up in the increasingly fast-paced world of social networks and mobile communications." This comprehensive book reviews contemporary news and legal cases that have significant impact on the lives of students and their families.

Another resource for educators is the Vermont Internet Safety Project, at www.vtisp.org. The purpose of this website is to provide the educational community of Vermont with free quality links about internet safety. Set up as a blog, this resource allows all educators to contribute to the project and keep it current with the latest internet safety issues.

A small committee of expert teachers will be reviewing these and other sources as part of a project to revise our internet safety curriculum. If you are interested in the results of this work please speak to your librarian or Tech. Integration Specialist.

System Changes

As many of you know, we are transitioning from the GroupWise e-mail system to our own Google domain. While a good number of staff have already moved over the summer, we will be completing the remaining staff on a school-by-school basis during the fall. For the majority of users, the transition is simple and quick, however, there are some questions that may arise, so we have chosen this method of transition to be sure we can provide you with the necessary support to have everything go smoothly. In addition to having the features of Gmail and Google Calendar available to all our staff, there are additional tools available (e.g., Google Apps) that will greatly enhance the capacity of our students to do collaborative and engaging work. This work will be completed by December 15.

We are also upgrading our web site to a new hosted system. This transition will start with the District and elementary school sites, and the other schools will move as they are

ready. The system has features that will be especially attractive to principals, coaches and parents, such as calendars that parents can merge based on what schools or activities their children are involved in. It can also allow a teachers to create materials on the web site that only their students can access, without any complicated software or web code editing. Overall, the main goal of this transition is to give teachers and principals a simpler way to use the web site to communicate with their students, parents, and community.

Staff Changes

Roger Lebovitz has replaced Matt Maille as the new Data and Assessment Specialist. Roger is also a community member and parent at IAA. He comes to us with experience developing databases for DOE, as well as for Chittenden Central, and will be a great addition to our team.

Our staff families have also grown. Both Valerie Lodish and Vitaliy Kulapin welcomed new additions to their families this summer: Levi Lodish and Misha Kulapin. Congratulations!

Transformation & Technology: A New Way of Learning – Classroom Scenarios

The Vermont Department of Education has sponsored the development of a new resource for teachers. This work integrates ideas from several sources: The National Education Technology Standards for Students (NETS-S), the Vermont Grade Expectations, and the work done by the DOE and State Board of Ed. on Transformation of Education, specifically as it relates to the strategic plan goals:

1. Provide learning environments and instructional practices that support multiple ways of learning, yield deep understanding and application of essential knowledge and skills, and ensure the success of every student.
2. Establish learning expectations and assessments that emphasize a personalized learning experience and incorporate the knowledge and skills essential for all pre-k-12 learners to be successful in the 21st century and beyond.

The resource consists of 60 scenarios written by Vermont teachers. The purpose of these

scenarios is to provide Vermont educators with examples of "new and multiple ways of deep learning" throughout the k-12 continuum, while emphasizing how information and communication technologies, based on the refreshed NETS-S, could facilitate these learning environments.

To see the scenarios and a video describing them, go to:

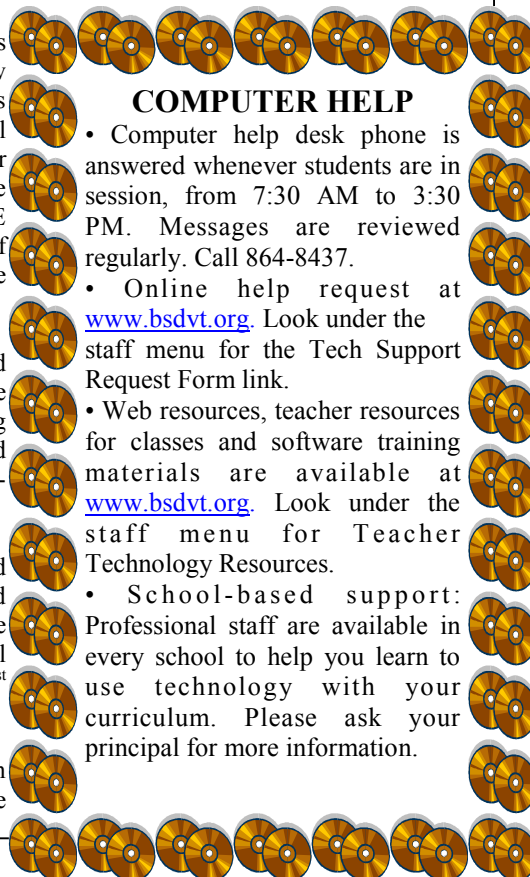
www.transformationtechnology.wikispaces.com

If you are interested in using any of the ideas in these scenarios in your classroom, please speak to your librarian or Tech. Integration Specialist.

Policies

The Board of School Commissioners has adopted several policies that reference employee and student use of electronic resources. Whenever you log into a District computer you are acknowledging that you agree with these policies. The most important ones are IJNC (Student Acceptable Use), GBEBA (Staff Acceptable Use), GCS (Web Publishing), and JP (Photography and Videotaping of Students). These and other policies can be read at:

www.bsdt.org/BoardBoardPolicy.php



COMPUTER HELP

- Computer help desk phone is answered whenever students are in session, from 7:30 AM to 3:30 PM. Messages are reviewed regularly. Call 864-8437.
- Online help request at www.bsdt.org. Look under the staff menu for the Tech Support Request Form link.
- Web resources, teacher resources for classes and software training materials are available at www.bsdt.org. Look under the staff menu for Teacher Technology Resources.
- School-based support: Professional staff are available in every school to help you learn to use technology with your curriculum. Please ask your principal for more information.

Property Services Summer 2011 Projects Inventory:

Burlington High School:

- Painted classrooms—D Building
- Painted ramps
- Domestic hot water system replacement—during the heating season we will be heating the hot water with the wood chip plant and during the off season it will be heated by a high efficiency boiler. This will save the District about \$9,000 per year.
- New serving line for students in cafeteria
- New flooring in 2 classrooms, 1st E Building floor hallway, and 2 ramps

Champlain Elementary School:

- New walk-in cooler in kitchen
- New boiler and controls
- New roof over office area
- Rework of the main entrance for better security
- New skylights in 2nd floor classroom

Edmunds Elementary/Middle Schools:

- Sidewalk replacement—Main Street
- Painting 1st floor classrooms and hallways
- Created new offices
- Painting of bathrooms in B Building
- Sanding and refinish of classroom floors

Flynn Elementary School:

- Asbestos abatement of the tunnels

Hunt Middle School:

- Painted 6 classrooms

Independent Living Building (118 No. Champlain):

- Structure repair
- Bathroom renovation
- New heating system
- New flooring 1st floor
- Gutter installation
- Basement water proofing
- Replaced front and back steps
- Drywalled three season porch

Integrated Arts Academy:

- Carpet / flooring 4 classrooms
- Created Guidance Office space, Special Education room
- Repaired front steps

Ira Allen / Early Essential Education:

- School-wide intercom system for security

Sustainability Academy:

- Installed lettering for new building signage



Taft / ONTOP/Horizons:

- Roof replacement over gym
- Parking lot repair
- Gym floor repair
- Moved BEA office to center room, 3rd floor
- Prepared room next to kitchen for New Summits Program

Please do not bring these items to school:



- Furniture
- Microwaves
- Refrigerators
- Cleaning products

Please ask your school custodian for District-approved cleaning products.



WORK RELATED INJURY PROCEDURES

Injured employees are referred to:
CONCENTRA MEDICAL CENTER
7 Fayette Rd (behind McDonald's) S. Burlington 802-658-5756

Welcome to the 2011/2012 School Year!!

HUMAN RESOURCES CONTACT INFO

Sara Jane Mahan, HR Director (smahan@bsdvt.org; 864-2150)
Dolores Cox, HR Specialist (dcoc@bsdvt.org; 864-2159)
Maura Sawtelle, Benefits Specialist / Workers' Compensation
(msawtelle@bsdvt.org; 540-0284)

HR Forms may be accessed via the District "J" drive and at:
http://bsdweb.bsdvt.org/district/Human_Resources/HRstart.php
Master contracts are also available on the HR webpage.

Human Resources Office located through the right, main entrance of the Ira Allen building.

PLEASE REMEMBER: *All injuries must be reported to your supervisor and officially reported on a 1st REPORT of INJURY FORM to Maura Sawtelle as soon as possible – within 24 hours. By law, the District must report injuries within 72 hours. Procedures are posted in all buildings.*

BUSINESS OFFICE CONTACT INFO

Karen Groseclose, Bus. Mgr. (kgrosec@bsdvt.org; 864-8495)
Betty Gill, Admin. Asst. (bgill@bsdvt.org; 864-8462)
Sara Graves, Payroll Officer (sgraves@bsdvt.org; 864-8458)
Irene Longe, Accountant (ilonge@bsdvt.org; 864-2158)
Meredith Langlois, Accounts Payable/Expense
Reimbursement (mlongwor@bsdvt.org; 864-8485)

Business Office located through the left, main entrance of the Ira Allen building.

Mandatory Reporting of Child Abuse

Teachers and administrators are all required by state law to report suspected child abuse or neglect. As of January 1, 2009 this list of mandatory reporters will include any other individual who is regularly employed by a school district or who is contracted and paid by a school district to provide student services for five or more hours per week during the school year.

The law states that if you are one of the above mandatory reporters and you have a reasonable cause to believe that a child has been abused or neglected, then this must be reported within 24 hours. The maximum penalty for violating this provision is a \$500 fine.

An abused or neglected child is defined as "a child whose physical health, psychological growth and development or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or another person responsible for the child's welfare". Abused or neglected also means a child who is sexually or at substantial risk of sexual abuse by any person.

To assist in filing a report, each school in our District should have a procedure that assists mandatory reporters. This procedure may be as simple as having the mandatory reporter immediately contact the building administrator, school guidance counselor, social worker or nurse, who would then provide the necessary phone number to call.

All administrators will have an electronic copy of Reporting Child Abuse from the Department for Children and Families that they can forward to their staff. Additional Training is also available through the DCF.

When DCF-Family Services Calls to Investigate Child Abuse

DCF calls about a child:

- DCF will call the school office and indicate they want to talk to a staff member.
- District-requested first contact is principal.
- DCF staff are normally seeking names, address, phone numbers, dates of birth and other details.
- DCF staff may call back asking for more details.
- Information is entered into a computer program called Structured Decision Making.
- Referrals are then reviewed by DCF supervisors.

Possible outcomes at this point:

- Accept for investigation.
- Ask more questions.
- Do not accept for investigation. The report remains in computer system forever even if it was not investigated. If the report was not accepted, a letter to mandatory reporter should suggest why the report wasn't investigated.

If you have further questions, call a supervisor to discuss the decision.

DCF calls about a school employee:

- Intake is sent to the DCF Special Investigations Unit.
- Will assign their own investigator: Jim Forbes is assigned to Burlington.
- He will contact the school and begin the investigation.

Please **verify** that the caller is DCF if the initial contact comes through a phone call. Invite the investigator to visit or ask to return the call to verify that the contact is from DCF.

Burlington School District Harassment Policy (JBAA)

See your building principal to obtain a full copy of the Policy and Procedures or visit www.bsdt.org/board/policies.

The Burlington School District is committed to providing a safe and supportive school environment where school community members are treated with respect. To achieve this environment and to comply with the law, the District prohibits harassment of students.

Prohibited harassment is:

An incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, religion, creed, color, national origin, marital status, sex, sexual orientation, gender, gender identity, gender expression or disability that has the purpose or effect of: (1) objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources; or (2) creating an objectively intimidating, hostile or offensive environment.

Reporting harassment:

All students, parents or others member of the school community are encouraged to report incidents of misconduct or student harassment to a school employee or a Designated Complaint Officer. Any employee who witnesses or hears about student harassment must take appropriate prompt action to terminate it and/or immediately report the incident to a Designated Complaint Officer. Intentionally false complaints shall be cause of discipline.

Designated Complaint Officers:

Each school has two Designated Complaint Officers. Please contact your school principal or main office for more information.

Diversity & Equity Office:

Dr. Dan Balón
Director of Diversity & Equity
864-8494; dbalon@bsdt.org

The District shall promptly and effectively address all complaints of harassment of which it has notice and make reasonable attempts to promptly end harassing conduct according to its Policy and

Procedures. During this process, the District encourages the use of alternative resolution procedures, such as mediation, to resolve complaints.

Investigation:

A Designated Complaint Officer who is not the subject of the complaint or another designated individual shall promptly begin an investigation upon notice of the complaint and it shall be completed in accordance with the Policy and Procedures. Some incidents of harassment may also be circumstances that mandated reporters are required to report as child abuse. See Policies ACAG and JH for further detail.

Consequences:

If an individual is found to have engaged in misconduct or harassment, he/she will receive education; training; discipline, up to and including suspension, expulsion or termination; banning from school property or other consequences that are appropriate to the offense and that are designed to prevent future harassment. Appeal rights may be available.

Independent Review:

If in accordance with the Policy, a student is either dissatisfied with the school officials' determination as to whether harassment occurred, or believes that the school's response was inadequate, upon written request to the Superintendent, an independent review of the matter shall be conducted by a neutral person.

Retaliation:

Retaliation against anyone who files a harassment complaint or cooperates in making or the investigation of a complaint is strictly prohibited and illegal pursuant to 9 V.S.A. 4503(a). Retaliation includes, but is not limited to, adverse action such as intimidation, reprisal, diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits or other unwarranted disciplinary action. If retaliation occurs, it will be treated as a violation of this Policy and punished accordingly.

Privacy:

Complaints will be confidential as permitted by investigative needs, duty to

act on certain results and consistent with the Family Education Rights Privacy Act.

Alternative Complaint Process:

Complaints of harassment can also be filed with:

Regional Director, Office for Civil Rights
U.S. Department of Education
John W. McCormack Post Office and
Courthouse, Room 222
Boston, MA 02109-4557

(617) 223-9662 (voice);
(617) 223-9695 (TDD)

or with:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301

human.rights@state.vt.us
(800) 416-2010 x25 (voice)
or (877) 294-9200 (TTY)



Addressing Bullying Reminders

Interventions should be:

Timely.
Consistent.
Firm.
Respectful.

What you do:

Assess the situation.
Give a brief "stop message."
Separate the bully/bullies from the target.
Provide quick support for the target, if needed.

What you say:

In a calm firm voice give a STOP message.
We don't talk to each other that way in this school. You need to stop.
We don't behave that way in this school. You need to stop.

Subpoenas:

If you receive a subpoena in the course of your Burlington School District duties, please immediately contact Sara Jane Mahan, Director of Human Resources, at **864-2150**.

Confidentiality: Share “Need to Know” Info

Bottom line for all staff:

No disclosure, including through email, of a student’s educational record without parental consent, unless statutory right to know.

“**Student**”: any person who attends or who has attended a school in the Burlington School District.

“**Educational Record**”: any record (in handwriting, print, video or audio tape, film, microfilm or other medium) maintained by the Burlington School District or an agent of the District that is directly related to the student unless it fits a statutory exception. This includes email or web-based information.

Can disclose without parental consent to Person with Legitimate Educational Interest on a “need to know” basis.

“**School official with legitimate educational interest**”: someone who is performing a task:

- That is specified by position or contract.
- Related to a student’s education.
- Related to a student’s discipline.
- Related to a student or student’s family (health care counseling, job placement.)
- Related to the student’s attendance at school or other matter requiring law enforcement involving the student.
- Related to ensuring the safety and security of the District.

Other exceptions allow limited disclosure without parental consent. For complete information, please review the Burlington School District **Educational Records Policy JO** at: www.bsdt.org/board/policies.

*Please call **Bonnie Poe** at **864-8456** if you would like guidance on a specific situation.*



Family-School Partnership Update

Each of our schools has a partnership team of diverse family leaders, teachers and the school principal working together to support all students' academic success and welcome all families. In 2011, we became part of the National Network of Partnership Schools. We are using their tools, based on 30 years of research, to strengthen our partnership with families. The teams have drafted partnership plans and meet monthly during the school year to plan and evaluate partnership activities tied to school action plans. The draft partnership plan is easily accessible at:

<http://www.bsdt.org/district/Parents/partnership.php>

This page also includes a full list of team members as well as information about the program and goals.

Again this year, we've been able to use family partnership grant funds to bring in Dawn Moskowitz as a part-time Family-School-Community Partnership contractor, Kathy Mathis in an evolved part-time role as a Parent Liaison to Marginalized Families, and our 10 part-time bi-lingual, bi-cultural Home-School Liaisons. Dawn & Kathy will work closely with Jeanné Collins, Dan Balón, Linda Walsleben, Stephanie Phillips and Vermont's Parent Information Resource Center Director Lindsay DesLauriers, to help strengthen partnerships.

Strong family-school partnerships are part of our ongoing work on inclusive, welcoming, culturally responsive schools that support all students' success.

Burlington High School

Burlington High School offers a comprehensive and challenging college preparatory program with an emphasis on academic excellence and intellectual curiosity. The mission of the school encourages students to be independent, motivated, and socially responsible.

Towards this end, BHS teachers and staff members worked with 1,105 students during 2010-11, including 27% from diverse backgrounds. Many students received additional supports: 22% of BHS students were on IEP, 504, or EST Plans; 9.7% received English Language instruction and 45% of students received Free and Reduced Lunch services.

The school year saw a number of outstanding achievements including a standing-room-only musical production of "Hello Dolly," outstanding sports seasons, educational travel to Nicaragua, France, and Peru, and Model United Nations Conferences at Dartmouth College and in Genoa, Italy. Individual student achievements included Colin Gliech being selected as one of 145 seniors in the nation recognized as a U.S. Presidential Scholar for his academic, service, and artistic accomplishments, as well as Claude Mumbere winning the Vermont Poetry Out Loud Competition and finishing in the top eight in the national competition in Washington D.C. From mock car crashes to promoting teen safety to a showing of "A Race to Nowhere" for over 600 parents and community members to a student-initiated and student-led BHS Arts Festival, BHS constantly seeks to learn and grow as a community.



Sixty-one percent of our 228 seniors went on to four-year colleges; another 18% went on to two-year colleges. One-hundred twenty-three students took Advanced Placement tests, of which 79% earned a three or higher. Nine students qualified for the National Merit Program. The BHS annual drop out rate for seniors has decreased each year since the truancy prevention project began with the United Way of Chittenden County in 1999, when the annual drop out rate at BHS was 9.8%. In 2010-11, the annual drop out rate was 2.8%. The 2010 four-year cohort rate was 85%, compared to 86% in Vermont.

BHS students contributed over 11,000 hours in service to the community. Thirty-four percent of BHS 11th and 12th graders took part in Burlington Technical Center programs. Intensive reading, writing and math support programs, strong partnerships with the Horizons School and community programs including the High School Completion Program, as well as enrichment classes including 13 Advanced Placement classes, continue to offer a wide range of learning opportunities for students at Burlington High School.



Burlington Technical Center

The Burlington Technical Center (BTC) enrolled 293 students in the 2010-2011 school year. These students represented nine sending high schools from 22 towns and included some adult students. The majority (56%) of students came from Burlington High School. Our programs included: Culinary, Human Services, Architectural Engineering, Automotive Technology, Auto Body Repair, Computer Systems, Welding, Criminal Justice, Aviation Maintenance, Electronic Recording Arts, Design and Illustration and Medical and Sports Sciences.

The mission of BTC is to prepare students for employment, further training or college-level studies. Approximately one-half of our students go on to further training or college. These students are well prepared technically and academically to move forward and many students have already earned transcripted college credits while enrolled at BTC. These dual-enrollment arrangements exist in five of our programs and in the Medical and Sports Sciences program, these students have the opportunity to earn 14 college credits while dually enrolled at CCV and VTC. These credits are transferable to post-secondary schools and colleges that our students eventually attend. This is one testament to the high quality and rigor at the Burlington Technical Center.

Welding-Metal Fabrication



Culinary Arts & Professional Foods



Champlain Elementary School



The 2010-2011 school year was an exciting year at Champlain for 337 students from many diverse backgrounds. Teachers concentrated efforts on providing robust instruction across all content areas in order to challenge students to their potential and meet their interest as learners. Students were held to high academic standards while maintaining a sense of joy and enthusiasm for learning through hands-on, interactive projects and instruction. Champlain's mission of providing opportunities for students to achieve their personal best, become responsible and productive citizens and embrace lifelong learning was at the forefront of all our work. We added to our Responsive Classroom approach the framework of Positive Behavior Intervention and Supports (PBIS) which strengthened our feeling of school spirit and community through continued recognition of positive behaviors and school-wide celebrations. PBIS reinforced our vision of a school with joint understandings of respect and expectations for all through our rules of being safe, respectful, and responsible.

During this school year, Champlain engaged in a yearlong theme of inclusion. Teachers, students, and families worked together to create a sense of belonging for all. We explicitly taught inclusive practices so that all of our students developed strong friendships. We engaged in monthly activities which further demonstrated our inclusion philosophy and practice such as The Penguin Plunge (fundraiser for the Vermont Special Olympics), viewing a movie called, "Including Samuel", hosting Puppets in Education assemblies, creating a Reading for Inclusion day, and offering Unified Sports to all. Our Reading for Inclusion day was featured in the *Burlington Free Press* and news of our work reached other states as well. We invited guest readers who were adults living with disabilities in our community to team with classroom teachers to read books and engage in discussions that focused on inclusion.

The theme of reaching out to our community spread throughout k-5 as we strengthened our already positive school community by forming a Community Partnership Committee. This committee developed action plans in the areas of literacy, mathematics, school climate, and behavior. Parents and staff generated ideas on ways to increase student achievement by helping families stay involved with their child's academic goals. This committee will continue to work into the 2011-12 school year.

An amazing PTO planned and sponsored many family/school events including Applefest, Family Dance Night, Book Fair, Fun Run, and Multi-Cultural Dinner. The PTO strongly supported our academic mission through fundraising, strengthened communication amongst parents and teachers, enhanced learning through additional resources and the embracing of new projects that benefited Champlain students.

Sadly we said goodbye to two retiring employees: Pam Ackerson, kindergarten teacher, and Doris Alberts, from Burlington Food Service. These employees dedicated many years to Champlain and will be forever missed!



Early Essential Education

The Burlington School District believes that all Burlington preschool children should have access to a high quality, developmentally appropriate preschool. This goal is supported by offering preschool programs within our school system and by collaborating with early education community organizations in order to support a successful transition into kindergarten. The District believes that quality early childhood experiences help children succeed and save public dollars in future years. The District works toward this goal through the following initiatives:

Chittenden Early Learning Partnership: Currently the Burlington School District partners with 26 community programs. This group seeks to align curriculum between early childhood programs and kindergarten, share professional development opportunities, and support Burlington families in accessing affordable, high quality early childhood services for their children. In June 2008, the Vermont Legislature passed Act 62 which allows school districts to use public education funds for pre-kindergarten education provided both in the public school and through qualified community early education/child care programs. Parents may apply for this funding in the spring and, if selected, these funds will help support their tuition costs in a qualified program for up to 10 hours/week, 35 weeks/year. Applications are available on the BSD website (www.bsdt.org), at community early education programs or by calling 864-8463. For more information about Act 62, visit: www.leg.state.vt.us.



Burlington School District Public Preschool: offers a high quality preschool experience that supports a successful transition into kindergarten. This program is offered at the J. J. Flynn Elementary School and at the Integrated Arts Academy. The programs serve students within the vicinities of Flynn/Smith and the Sustainability Academy/Integrated Arts Academy, respectively.

The Essential Early Education Program: provides intensive, early intervention services for those children who have significant developmental delays and/or disabilities. This program works with children and their families within the home setting, through clinic services at the Ira Allen EEE site, in community early childhood programs and in the EEE classroom at the Ira Allen site. Early intervention for children with special needs helps reduce the need for future special education services.

Chittenden Integrated Services – Early Intervention: provides child-find activities and service coordination for children from birth to three years of age who require early intervention services. Eligibility is determined by the identification of a developmental delay or a diagnosed physical or mental condition which has a high probability of resulting in a developmental delay. Transition to the EEE program occurs, as needed, when the child turns three.



Edmunds Elementary School

I am grateful to once again have the opportunity to report on another exciting and productive school year at Edmunds Elementary. We continue to have a diverse student population of approximately 330 students who speak many languages and come from all corners of the world. At EES, our goal is to continue to teach and reach the whole child, to engage children in learning, and to help them become educated and well-rounded individuals. In addition to our rigorous academic expectations, we provide opportunities for them to engage in community service, problem solving, effective communication, and the understanding and mastery of sophisticated technological tools.

In an effort to share successes as well as hear concerns and ideas, the “Coffee Connection” was established at the start of this school year. It has taken the form of a casual social gathering complete with coffee, donuts and conversation. This has been extremely beneficial as it has afforded me the opportunity to connect with families and talk about ways to make EES an even more spectacular educational institution and experience for the children.



We are very proud to announce that every k-5 homeroom classroom now has an Elmo® and an LCD projector. An Elmo® is a document camera used for making presentations. It captures images on paper or other formats and can then be used with various other devices to display the captured image. Using this technology has many benefits within the classroom such as enhancing the effectiveness of instruction and increasing student participation and collaboration.

At the beginning of this school year, the Burlington School District announced the development of a new program housed at Edmunds Elementary School. The “Academic and Behavior Competence” (ABC) program has provided comprehensive educational services to Burlington students throughout the District who demonstrated the need for intensive academic remediation, social skill instruction, as well as support and instruction with emotional and behavioral regulation. The ultimate goal of the ABC program is to empower our students so that they may be more successful in a less restrictive environment and ultimately develop the skills to succeed in the mainstream setting with minimal supports.

On October 6th, Edmunds Elementary began its eighth year hosting Everybody Wins!, a program which brings community members into our school to read with our students each week. Children of all different reading abilities in grades k through 5 are nominated by their teachers to participate. EW is not a remedial reading program; rather we are focused on providing students with a volunteer mentor who will read and talk with them weekly in a safe, supportive and fun environment. Keeping reading at the forefront, the entire EES student body participated in *Reading to End Racism* again this year. This event brought volunteers from our community into classrooms to read books addressing racism and discrimination and share personal experiences and insights.

We are so very excited to have been involved with, and offered, the Four Winds nature program to our students this year. Four Winds is a series of hands-on science workshops in the classroom that are run by parent-volunteers. Our programs encourage students to learn about and explore nearby nature, connecting us to the natural world where we live, work and play.

The Family-School Partnership committee was created this year due to the fact that at EES, we very much value family and community involvement. In an effort to improve working together with families, our District and our school has partnered with Vermont's Parent Information and Resource Center (PIRC) to offer an approach developed by the National Network of Partnership Schools. This program was developed at John Hopkins University and is based on nearly three decades of research. It focuses on involving families in specific student achievement goals that are aligned with our school's Action Plan.

We continue to involve ourselves in numerous professional development activities, especially in the areas of mathematics and literacy. We have been able to utilize guest speakers, District coaches and in-house experts to grow professionally in the field of education. In our effort to work collaboratively, we have incorporated the Professional Learning Community model on a weekly basis. This continues to be a work in progress as teachers find new ways to work together. Early dismissal days and inservices have proven to be extremely effective and productive times as teachers work together, exchanging ideas, strategies and practices that will benefit each and every student.

Edmunds students participated in a variety of extra-curricular activities throughout the year. Our annual Art Show and Spring Concert was, as usual, a huge success. Kate DeCamillo, famous children’s author of such books as “Because of Winn Dixie” and “The Tale of Despereaux” visited our school and shared her experiences as a writer. Nationally acclaimed children’s book author and illustrator Ashley Wolff also came to EES to talk with our kindergartners, 1st and 2nd graders. She shared about her work making picture books for kids. Wolff has illustrated over 50 books for children, including Miss Bindergarten Gets Ready for Kindergarten and Raffi’s Baby Beluga. We once again enjoyed a full house as we celebrated Math Night presented by our incredible volunteers. Math games were played and the students had a chance to shine, all while having a wonderful time exploring numbers. Working with the Very Merry Theatre, the Edmunds thespians once again had their chance to show off their acting and singing skills in their production of *Oliver*. The 3rd Annual International Fair continues to blossom as we recognize cultural diversity in all its beauty. Exotic foods, music, arts & crafts, and dancers helped make this a very special evening. Mayfair was once again a huge success and, although it was rainy outside, we all enjoyed games, food, prizes, and friendships inside our cafeteria and the EMS gym. So many of these events as well as many others could not have happened without the tireless efforts of our incredibly dedicated faculty and staff, PTO, EES families and our community.

Edmunds Middle School

Writing the message for the annual report is an excellent opportunity to reflect on this past year and what a great place Edmunds Middle School is for our students. I want to extend a sincere thank you to the community, our parents, and area businesses for their ongoing support in helping to provide a high quality educational experience for all our students.

Edmunds Middle School is an exciting learning environment for 380 multi-talented students in grades 6, 7 and 8. Organized in teams, we strive to provide an environment that supports the “whole child.” The diversity of Edmunds Middle School ensures that all students have a rich and varied experience; 20% of the students at Edmunds Middle School speak a language other than English as their first language.



Edmunds Middle School is located in the heart of downtown Burlington. Our location allows for numerous possibilities for partnerships and volunteer opportunities. Students from UVM, St. Michael’s and Champlain College volunteered thousands of hours tutoring our students. EMS students regularly participated in community service projects and logged thousand of community service hours.

As in past years, Edmunds Middle Schools students continue to distinguish themselves; below is just a sampling of EMS student accomplishments:

- The 7th & 8th grade EMS spelling team took 1st place in the regional finals and finished 3rd place in Vermont.
- The EMS Mathcounts team, placed 2nd in Vermont. Edmunds had two students advance to the quarterfinals in the Countdown Round. No other school had more than one student in the Countdown Round.
- One of our 7/8 teams was featured in the national education magazine, *Dewey*. The article “Navigating the Path to Personalized Ed” described the pilot technology program that features one-to-one computing. This program is funded by the Tarrant Foundation.
- One of our 8th grade students took 1st place in the Hildene Essay contest. Over 112 students throughout the State participated; as a top winner our student received \$1000.

Last year EMS developed a restructuring plan as mandated by the Vermont Department of Education. The plan was developed in conjunction with faculty and called for Edmunds to concentrate our efforts on math and literacy instruction and on the development of a professional learning community. Through the implementation of a new math program, “Connected Math”, and increased instruction time in all core content areas, we are continuing to see growth in all our students. The development of professional learning communities provides time for our teachers to collaborate throughout the week. These meetings allowed our faculty to focus on curriculum and instruction, analyze student work and discuss student concerns. With the overall goal being a commitment to improved student achievement, Edmunds Middle School has a committed Parent Teacher Organization that supports the many enrichment activities of our school. The PTO’s work is vital to the academic mission of Edmunds Middle School. From funding grants to teachers for field trips to purchasing books and providing scholarships to students in need, teachers, parents and Burlington businesses are working together to support high levels of student achievement. Edmunds Middle School is a vibrant school located in a great community!



Flynn Elementary School

John J. Flynn School has a diverse student population of approximately 350 pre-k – grade 5 students, who speak many languages from around the world. We are fortunate to have terrific teachers and staff and such strong parent and community support for these great students. Flynn School partners with a wide range of community organizations to support and enrich student learning. Some examples of our community partnerships include: ECHO and St. Michael’s College, VT National Guard’s Starbase Program, the Reading to End Racism project and the Audubon Center. We also help students understand that community collaborations also involve giving back to community members. Flynn students eagerly participated in community service projects such as the Hike for Hunger, the Heifer Project and the “Birchwood Readers” program where students visit with, and read to, residents of the Birchwood Nursing Home. Karen Carr, Flynn’s administrative assistant, was recognized for her ongoing community service and was named a recipient of the Roots of Prevention Award.



The 2010-11 school year saw Flynn students and staff continue to develop engaging learning opportunities for our students in writing, reading, science, social studies and the arts. We had several new teachers join our staff this year: Bonnie Norton, Nina Madore, Joni Pecor and Karyn Vogel. Teachers collaborated in weekly planning meetings to examine student work, analyze data and plan units of study. Throughout the school we saw many examples of increased student achievement including significant gains in NECAP tests scores in math and reading. Mathematics was an emphasis of this year’s professional development as all teachers and paraeducators worked with the Vermont Mathematics Initiative and Karyn Vogel, our math coach, to work on improving math learning and teaching. Flynn’s teachers and math coach worked with parents to put on a very successful Math Night and students left with activities to do at home with family members.

Flynn’s energetic PTO planned and sponsored many family-school events including k-2 trips to the Flynn Theatre, two Book Fairs, Flynn Family Nights, the Perennially Green Plant and Tag Sale and Staff Appreciation activities. The PTO played an instrumental role in extremely successful performances of “Pinocchio.” Nearly 100 Flynn students sang, danced, acted and entertained for three sold out shows in this collaboration with the Very Merry Theatre. The Family Traditions Dinner had another strong showing from a wide range of Flynn families. This year the PTO co-sponsored the event with the newly formed Flynn Family-School Partnership Team.

The last day of school was an historic one at Flynn School. Students and staff acknowledged all of the many and terrific contributions of four retiring teachers and staff: Susan Saunders, Donna Voghell, Lili Howes and Mary Thompson. These four educators dedicated more than 100 years of their lives to provide a quality education, laughter and life’s lessons to literally thousands of young Vermonters growing up in the New North End. One last time, thank you Susan, Donna, Lili and Mary.



Hunt Middle School

Lyman C. Hunt Middle School continues to offer a quality middle school experience filled with opportunities outside the core curriculum. HMS serves a diverse student population of 400 students in grades 6, 7, and 8. Students at all levels enjoy a rich exploratory program consisting of world languages, art, healthy living, physical education, technology education, general music, chorus, band, and orchestra.

Students at HMS continue to benefit from the Farm-to-School initiative through exposure to healthy and sustainable food choices and a variety of educational experiences linked to the garden and supported by the Community Outreach Coordinator. Students participate in every aspect of the Hunt garden including planting, harvesting and other educational experiences with locally grown food. The Community Harvest Dinner served over 500 family members in the fall and featured food from the garden. Students helped to prepare delicious dishes including the winning Iron Chef recipe, and teachers served families as we continue to foster a strong sense of community.



The Parent Teacher Organization and the Family School Partnership team work together to support a climate of continuous school improvement with parental involvement. Each is active in supporting specific programs and the school's action plan. HMS is identified as a school that did not make Annual Yearly Progress (AYP) as determined by student performance on the New England Common Assessment Program (NECAP.) In an effort to ensure all students are successful, the Hunt Action Plan is consistent with restructuring available resources to address many of the barriers impacting NECAP scores. The implementation of Professional Learning Communities, increased learning time, and a system of intervention for all students will support continued improvement and the core beliefs of Lyman C. Hunt Middle School.



Integrated Arts Academy at H.O. Wheeler

Integrated Arts Activities

The mission of the Integrated Arts Academy is to explore academic knowledge through intentional art experiences. Students this year used art to explore many subjects: songs for medieval times in pre-school, theater and the Civil Rights Movement in kindergarten; music and the butterfly life cycle in first grade; personal narratives and digital story books in second grade; an original music composition with the UVM music department in third grade; video production and journalism in fourth grade; visual art to explore geometric concepts such as angles, lines, shape, and measurement in fifth grade; and hand made puppets to teach language and narrative in the STEP program for ELL students.

Artists in Residence

A vital component to the IAA experience is the numerous professional artists who come to our school. IAA hosted the Burlington Taiko Group with Stuart Paton, three Kennedy Center artists worked with IAA, and Stuart Stotts guided students as they developed original examples of oral story-telling. Rosalind Flynn led faculty, staff and students in web-based and in-person workshops about how to use dramatic inquiry. Marcia Daft worked with students and staff demonstrating and teaching about literacy and music. Through a partnership with Frog Hollow, artists Eliza Collins, Megan Humphrey and George Gonzalez worked with IAA students and teachers to create original works of art that were featured in an exhibit at Frog Hollow. Jon Gailmor, Vermont's premiere singer/ songwriter, helped students compose original songs in preparation for an all school concert. Maggie Stanley, from VSA Vermont, taught students about artist Kong Ho as they linked his artistic style with the shapes and angles found in their math class. Many teachers at IAA took part in the Words Come Alive Program this year. Teaching artists Joan Robinson, Lida Windfield, and Susanna Olsen mentored and coached 12 IAA teachers in creating integrated lessons involving movement and drama. Kim Jordan sponsored "Make a Play for it" to explore issues of conflict resolution. Jen Berger worked with parents and children to create a mural representing the O.N.E. community centered on the Boys and Girls Club. Photographer Ian Thomas Jansen-Lonnquist worked with seven fifth graders teaching them the art of photography using both disposable and digital cameras. Melinda White-Bronson, puppet-maker extraordinaire, worked with the STEP program teaching students to use puppets to enhance storytelling and English language speaking. Bonnie Acker worked with our afterschool students for a six-week program that was designed to immerse the students in a variety of art making experiences using many different materials and media. Local potter Erik Rehman shared his pottery and experience with the third graders and then offered his services as the students created coil pots decorated using traditional Abenaki patterns.

Special Events

IAA students were honored to be special guests at the "One Green Earth" concert at the Flynn Theatre. Students from Mr. T's current and former classes joined together with composer-brothers Colin and Bastien Gliech to create, "Wind, Water and Sun," a song with a symphonic score that was the hit of the show as IAA students sang along with the VSO (pictured right.) Governor Shumlin, along with Joey Donovan, Chair of the House Education Committee, visited IAA. Former Wheeler and Barnes graduate Chris Sharp, local artist and BHS educator, donated a statue of Dr. Martin Luther King to IAA. To memorialize this event, Bernie Sanders (I-VT) joined students and educators in unveiling the sculpture of Dr. King.



New Initiatives

IAA now starts every week with an all school assembly called Monday Morning Meeting where we talk about our exciting plans for the week ahead and roll out a PBIS Cool Tool that identifies a behavior we want to see from the students. After MMM, parents come together for Java Jabber where they can share ideas and build community. Friday Town Meeting closes out the week and is a celebration of student art and achievement. IAA also launched a composting program that included theater and art to make our schools greener and to educate and empower the IAA community. College For Every Student (CFES), a mentoring program, matched 30 UVM student athletes with our fourth and fifth graders. Finally, we were thrilled to have Kathy Mathis back in a new role as Family-School Partnership Coordinator.

Partners and Supporters

IAA Parent Teacher Organization, Champlain College, St. Michael's College, University of Vermont, Flynn Center for Performing Arts, Burlington City Arts, Fleming Museum, Jeh Kulu Dance Company, Jane Knodell Community Arts Grants, College For Every Student, Vermont Energy Education Program (VEEP), IBM, H.O. Wheeler Community School Group, Miller-Aldrich Scholarship Fund, Burlington Boys and Girls Club, Everybody Wins: Reading Mentor Program, and Very Merry Theater.

Visit us on the internet at SchoolTube.com, [FaceBook](https://www.facebook.com),
or the IAA website - <http://iaa.bsdt.org/> .

Smith Elementary School

The 2010-11 school year was an interesting one which few connected to our school community will ever forget. Due to construction projects taking place in our own school building, we rented or borrowed on a temporary basis classroom space at St. Mark's Church Parish Hall and John J. Flynn Elementary School. So, for the first few months of school, kindergarten and grade 2 students arrived at St. Mark's to take a bus to Flynn for their school day and then rode back on it to St. Mark's at dismissal. Other classrooms were set up in the main wing or in the basement of the Parish Hall. Our students learned flexibility and resilience and reminded us of these important attributes. When Thanksgiving time rolled around and we were all back under our own school roof again, we were very thankful for the insulated windows, new roof, energy-efficient boilers, mechanical system upgrades, geo-thermal heating/ventilating/air-conditioning integration, improved lighting, fire and sprinkler alarm upgrades, kitchen renovations, and accessible restrooms.



The changes and challenges of the school year were met successfully due to a team effort demonstrated by building and District employees, students, family and community members, and the wisdom of people such as former principals Lorie Carruth and Linda Carroll, School Improvement Coordinator Joyce Irvine, and Sue Clark and David Weissenstein, two teachers who had just retired but came back into service to support our transition efforts back into our own building. As the new principal of Smith School, I could not have done what I needed to do without the professional assistance of these great educators.

Smith School also thrives as a result of its vibrant Parent/Teacher Organization, led by Shireen Hart and other dedicated parent volunteers. The PTO sponsored our Welcome Back Ice-Cream Social as the first event of the school year. This well-attended community gathering helped us begin the year in a fun (and delicious!) way. The PTO also raised and distributed funds to purchase needed educational resources and materials and support this year's drama production, "Peter Pan." We are grateful to the Very Merry Theatre for coordinating this tremendous effort, which we were able to rehearse and perform in our own building for the whole school and community to enjoy. The play involved a diverse group of student performers and crew members and was a great success.

Events such as Math Night, Science Fair, art exhibit, concert, Mardi Gras Carnival, Tapestry of Nations cultural celebration, STARBASE, Four Winds Nature Institute, Poetry Café, Veterans' Day Assembly, Action-Based Learning, and assemblies featuring the Vermont Symphony Orchestra and about topics such as the Thai New Year (thanks to visiting instructor, Mali Treephet, who was with us for most of the winter and spring), dental care/healthy snacking, autism, and a Student Council-sponsored School Meeting to identify ways to improve our school were held during the year.

The school day was structured to allow teachers consultation time with each other to review student assessment data and refine educational practice to improve instruction and learning. These Professional Learning Communities (PLCs) focus on students' academic needs while a Positive Behavioral Interventions and Supports (PBIS) system was introduced to clarify behavioral expectations and support students in being "respectful, responsible, and safe learners," as described in our new overarching school goal. We continue to strive to make C.P. Smith School a warm and inviting place for all who come through our doors.



Sustainability Academy at Lawrence Barnes

We are completing our second year as a magnet school in Burlington's dynamic and diverse Old North End. Our curriculum focuses on the theme of sustainability, as defined in our mission: "learning the shared responsibility for improving the quality of life for everyone – socially, economically, environmentally – both now and in the future."

Sustainability is a complex concept even for adults to understand, and we work to present it in ways that students can grasp. Here is how our second and third graders understand sustainability:

It is everybody's job to help each person in our community have the best life possible. We can do this...

Economically

*Giving or raising money
Only spend your money on things you need
Making instead of buying
Turning off electricity*

Socially

*Volunteering
Donating food
Being kind
Sharing hand-me-downs*

Environmentally

*Cleaning the neighborhood
Growing your own food
Protecting nature and animals
Riding bikes, not driving cars
Only use what you need, share our resources
Recycling and composting*

We want to help our community now and in the future!

We believe that hands-on project-based learning is the most engaging for students, and that the environment beyond the classroom holds great potential as a setting for learning. We draw many community partners into our school, and we encourage students to become active workers for change in our community.

