

BARRE UNIFIED UNION SCHOOL DISTRICT
INITIAL BOARD MEETING

**Spaulding High School
Library**
155 Ayers St., Barre, VT

April 11, 2019
6:00 p.m.

AGENDA

1. Oath of Allegiance (Donna Kelty)
2. Call to Order
3. Organize
4. Additions or Deletions to the Agenda
5. Public Comment
6. Approval of Minutes
 - 6.1. BUUSD Transitional Board Meeting Minutes - March 14, 2019
7. Current Business
 - 7.1. Approve FY20 Budget Vote Warning
 - 7.2. Approve New Hires
 - 7.3. Approve VMERS Language
 - 7.4. Approval of FY20 Perkins Summary
 - 7.5. Approval to Apply for CFP Grant
 - 7.6. Approval of Food Service Contract
 - 7.7. Approval of Summer 2019 BCEMS Partial Roofing Replacement and Repair
 - 7.8. School Calendar for 2019-2020
8. Other Business
 - 8.1. Future Agendas
9. Executive Session
10. Adjournment

Reminders:

Next Barre Town School District Meeting	May 1, 2019
Next Spaulding High School Union District Meeting	May 2, 2019
Next BUUSD Board Meeting	May 9, 2019
Next Barre City School District Meeting	May 13, 2019
Next Barre Supervisory Union Board Meeting	May 16, 2019

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

Annual Reorganization Meeting Checklist

PRE-MEETING ACITIVITY

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

MEETING

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

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

BOARD ORGANIZATION MEETING DATA SHEET

BOARD: BUUSD INITIAL BOARD

DATE OF REORGANIZATION MEETING: ____/____/____

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

BOARD CHAIR: _____

BOARD VICE-CHAIR: _____

BOARD CLERK: _____

REGULAR BOARD MEETING DAY(S)/TIME(S): _____

BOARD RETREAT/TRI-BOARD DATE(S): _____

COMMITTEE ASSIGNMENTS:

FINANCE: _____

FACILITIES: _____

CURRICULUM: _____

POLICY: _____

COMMUNICATIONS: _____

NEGOTIATIONS: _____

RAB: _____

ENTERPRISE: _____

_____ :

_____ :

AUTHORIZE CHAIR TO SIGN EMPLOYEE CONTRACTS: **YES:** _____ **NO:** _____

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

DESIGNATE PERSON TO SIGN WARRANTS: _____

DESIGNATE ALTERNATIVE PERSON TO SIGN WARRANTS: _____

LOCATIONS FOR POSTING AGENDAS & MINUTES: _____

AGREEMENT ON THE USE OF ROBERT'S RULES OF ORDER:

YES: _____

NO: _____

ADOPTION OF CODE OF ETHICS:

YES: _____

NO: _____

DISCUSSION ON COMMUNICATION PRACTICES:

YES: _____

NO: _____

BOARD DEVELOPMENT OPPORTUNITIES:

YES: _____

NO: _____

BOARD ADVOCACY:

YES: _____

NO: _____

DESIGNATED NEWSPAPER(S): _____

BOARD PACKET FORMAT: _____

STUDENT MEMBERS: _____

Oath of Office

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

From the Vermont Constitution:

§ 56. OATHS OF ALLEGIANCE AND OFFICE

The Oath or Affirmation of Allegiance – select which one you will use:

[oath] You _____ do solemnly swear that you will be true and faithful to the State of Vermont, and that you will not, directly or indirectly, do any act or thing injurious to the Constitution or Government thereof. So help you God.

or

[affirmation] You _____ do solemnly affirm that you will be true and faithful to the State of Vermont, and that you will not, directly or indirectly, do any act or thing injurious to the Constitution or Government thereof. Under the pains and penalties of perjury.

The Oath or Affirmation of Office – select which one you will use:

[oath] You _____ do solemnly swear that you will faithfully execute the office of _____ for the _____ of _____ and will therein do equal right and justice to all persons, to the best of your judgment and ability, according to law. So help you God.

or

[affirmation] You _____ do solemnly affirm that you will faithfully execute the office of _____ for the _____ of _____ and will therein do equal right and justice to all persons, to the best of your judgment and ability, according to law. Under the pains and penalties of perjury.

Selection of the Board Chair

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

Selection of the Board Clerk

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

Election of Officers

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

Select Supervisory Union Board Representatives:

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

Committees

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

Make Operational Decisions

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

Robert's Rules

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

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

Robert's Rules of Order

Motions Chart Based on Roberts Rules of Order Newly Revised (10th Edition)

State law requires that "A school board meeting shall be conducted in accordance with the Vermont Open Meeting Law and Robert's Rules of Order." Use the Robert's Rules chart below when the Board is running a meeting or conducting a formal public hearing. The chart will help the Board chair and members maintain an effective deliberation and decision making process. Boards with fewer than twelve members may choose to operate less formally using the Robert's Rules for Small Boards system outlined on the next page.

§	YOU WANT	YOU SAY	INTERRUPT	2ND	DEBATE	AMEND	VOTE
21	Close meeting	Move to adjourn	No	Yes	No	No	Majority
20	Take break	Move to recess for...	No	Yes	No	No	None
19	Register complaint	Point of order	Yes	No	No	No	None
18	Make follow agenda	Call for the orders of the day	Yes	No	No	No	None
17	Lay aside temporarily	Move to lay the question on the table	No	Yes	No	No	Majority
16	Close debate	Move the question	No	Yes	No	No	2/3
15	Limit or extend debates	Move that debate be limited to...	No	Yes	No	Yes	2/3
14	Postpone to a certain time	Move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
13	Refer to committee	Move to refer the motion to ...	No	Yes	Yes	Yes	Majority
12	Modify wording of motion	Move to amend the motion by ...	No	Yes	Yes	Yes	Majority
11	Kill main motion	Move the motion be postponed indefinitely	No	Yes	Yes	No	Majority
10	Bring business before assembly (a main motion)	Move that (or "to")...	No	Yes	Yes	Yes	Majority

Communications

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

Communications

Review district policy/procedures on public comment and handling complaints

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

Facilitate Community Conversations

Board meetings are public meetings, but they are not a meeting of the public

16 V.S.A. §554(b): a reasonable opportunity to appear and express views on any matter considered by the board shall be given to any person in the school district

1 V.S.A. 312(h): public comment shall be subject to reasonable rules established by the chair

Code of Ethics

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

CODE OF ETHICS FOR VERMONT SCHOOL BOARD MEMBERS

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

Act within the scope of my official role:

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

Uphold the highest ethical standards:

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

Respect my peers, my constituents, and confidentiality considerations:

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

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

Signature

Date

Board Development

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

Advocacy

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

3.B. VERMONT OPEN MEETING LAW

According to 16 V.S.A. §554, school boards must follow Vermont's open meeting law (1 V.S.A. §§310-314). Under that law, all meetings of a public body are declared to be open at all times. No resolution, policy, appointment, or formal action will be valid unless it was taken or made at an open meeting. A meeting is defined as a quorum of the members of a school board gathered for the purpose of discussing the business of the Board or for the purpose of taking action. This means that all school board meetings, including meetings of committees and subcommittees, must be open to the public and must give reasonable opportunity for public participation.

The public must be given notice of a school board meeting. The amount and type of notice required depends on the type of meeting held. The following chart highlights these differences:

	Meeting Type	Notice to Board		Agenda	Minutes
		Members	Notice to Public & Media		
Regular	Time & place stated in board policy or bylaw.	No legal requirement	No legal requirement but must be provided to media and concerned persons upon request.	Posted to the website, in the municipal office and at least two other public places 48 hours before meeting. It also is available to media and concerned persons upon request.	Posted to the website and available within 5 days of meeting indicating: Members present Other active participants Motions made & their disposition Results of votes, with record of each member's vote if roll call requested by board.
	Not fixed by policy or bylaws, called for a specific purpose	Written or oral notice 24 hrs in advance unless waived	Publicly announced (give to news media) at least 24 hours prior to meeting; posted in municipal clerk's office and 2 other locations in town. An individual may request in writing to be notified of special meetings.	Posted in same location as regular meeting, 24 hours before meeting. (Can only discuss items posted on warned agenda)	Same as regular meeting.
Emergency	To respond to unforeseen occurrence or condition requiring immediate attention.	No legal requirement.	Public notice of meeting given as soon as possible before the meeting.	Posted in same locations as regular meeting as soon as possible. (Can only discuss items posted on warned agenda)	Same as regular meeting.
Electronic	One or more members of the public body may participate in a meeting electronically	At least one member of public body (or designee) must be physically present at each designated location	24 hours notice in municipal office and 2 designated places Designate physical location(s) for the public to participate	Same.	Same.

Executive Session Tips for Board Members

Nicole L. Mace
Vermont School Boards Association
May 2015

According to 1 V.S.A. §313, a board may only go into executive session upon a motion and vote to do so. The motion must state the “nature of the business of the executive session,” be supported by a majority of the board, and be recorded in the minutes. Boards may not enter executive session without first meeting in open session and then voting to enter executive session.

Because a vote is required to enter executive session, we do not recommend that executive session be a standing item on every agenda. If the board knows it plans to discuss a topic that falls under one of the allowable reasons to enter closed session, then on the agenda for that meeting the board should indicate the nature of that specific topic and an intent to vote to enter executive session.

Boards may only enter executive session to discuss a limited number of topics. One category requires the public body to make a specific finding that “premature general public knowledge would clearly place the...public body or person involved at a substantial disadvantage.” The topics that require this specific finding to be made are:

- contracts;
- **labor relations agreements with employees;**
- arbitration or mediation;
- grievances, other than tax grievances;
- pending or probable civil litigation or a prosecution, to which the public body is or may be a party;
- confidential attorney-client communications made for the purpose of providing professional legal services to the body

For example, just because a board intends to discuss a contract with a bus company does not mean they can automatically vote to enter executive session. Rather, first they need to determine that discussing the contract in open meeting would place the board or company involved at a substantial disadvantage.

Other permissible reasons to enter executive session are:

- The negotiating or securing of real estate purchase or lease options
- The employment or evaluation of a public officer or an employee – provided, however, that the public body shall make a final decision to hire or appoint a public officer or employee in an open meeting and shall explain the reasons for its final decision during the open meeting

- A disciplinary action against a public officer or employee, except if such an individual seeks a public hearing after formal charges are brought
- A clear and imminent peril to the public safety
- Discussion or consideration of records or documents that are not public documents under the access to public records act, provided that when the board discusses the exempted record it may not also discuss the general subject to which the record or document pertains
- The academic records or suspension or discipline of students
- Municipal or school security or emergency response measures, the disclosure of which could jeopardize public safety

Because the statute requires that the motion to enter executive session state the "nature of the business to be discussed", we recommend boards give reasons that are more specific than "legal issues" or "personnel matters". This is consistent with the interpretation of the Secretary of State.

Rather, we recommend the board make a motion to enter executive session that cites one of the statutorily permissible reasons. Here are some examples:

- "I move to enter executive session for the purpose of discussing the evaluation of an employee."
- "I move to enter executive session for the purpose of discussing an employee's contract, because doing so in public session will clearly place that employee at a substantial disadvantage."
- "I move to enter executive session for the purpose of discussing the suspension of a student."

While in executive session, a board may only discuss the subject matter referenced in the motion to enter the session. Attendance in executive session is limited to members of the board, and in its discretion "its staff, clerical assistants and legal counsel, and persons who are subjects of the discussion or whose information is needed." 1 V.S.A. §313(b). Minutes are not required to be taken, and we do not recommend that they be taken.

A board cannot take any action in executive session, except actions related to the securing of real estate options. Ultimate action on all other items must be taken by motion and vote in open session. The motion for that vote should provide enough information (subject to confidentiality considerations) to allow members of the public to understand the nature and substance of the action taken.

Guidelines Teams Can Use in Achieving Consensus

- 1. Use a discussion leader to ensure all points of view are heard.**
- 2. Avoid arguing for your own position.**
Present it as lucidly and logically as possible, but listen to the other members' reactions and consider them carefully before you press your point.
- 3. Inquire of others**
See that you understand what they are saying. Ask for information, clarification and explanation.
- 4. Look for points of similarity.**
Most groups have more agreement than they realize.
- 5. Do not assume that someone must win and someone must lose.**
When discussion reaches a stalemate, examine the interests behind people's positions. Look for the next alternative for all parties.
- 6. When there are differences, look for good points in both positions.**
See if the two positions (or more) can be combined to take advantage of all. A new position might include ideas of each and might yield totally new ideas.
- 7. Do not change your mind simply to avoid conflict.**
When agreement seems to come too quickly and easily, be suspicious. Explore the reasons and be sure everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logically sound foundations.
- 8. Differences of opinion are natural and expected.**
Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because with a range of information and opinions, there is a greater chance that the group will hit upon more adequate solutions.

Open Meeting Law

1 V.S.A. §§ 310-314

Vermont's Open Meeting Law provides that "[a]ll meetings of a public body are declared to be open to the public at all times, except as provided in section 313 of this title [on executive sessions]." 1 V.S.A. § 312(a). The intent of the law is to create transparency in government by requiring advance public notice and an opportunity for public participation in governmental decisions. **The law generally applies whenever a majority of the members of a municipal board, council, commission, committee, or subcommittee have a conversation or make a decision about municipal business.**

The Open Meeting Law requires:

- Public announcement of meetings. 1 V.S.A. §§ 312(c), 310(4)
- Preparation and posting of agendas for every regular and special meeting. 1 V.S.A. § 312(d)
- Conducting the business of the municipality in open meetings (unless specifically exempted). 1 V.S.A. § 312(a). Resolutions, rules, appointments, or formal actions that are not taken or made at an open meeting are not considered binding, except actions to secure real estate options. 1 V.S.A. §§ 312(a)(1); 313(a)(2).
- Allowing for public comment at meetings (subject to reasonable rules). 1 V.S.A. § 312(h)
- Taking minutes at meetings, making those minutes available 5 days after the meeting, and posting on a website, if there is one. 1 V.S.A. § 312(b)
- Responding in a timely manner when there is an allegation of violation of the law. 1 V.S.A. § 314(b)

The law applies to every "public body" of a municipality and the requirements are triggered whenever a "quorum" of a public body is "meeting." A public body is any board, council, commission, committee, or subcommittee of a municipality. 1 V.S.A. § 310(3). The law does not apply to community justice boards or community justice centers. 24 V.S.A. § 1964(b). A meeting is a gathering of a quorum of the members of a public body for the purpose of discussing the business of the body or for the purpose of taking any action. 1 V.S.A. § 310(2).

The law does not apply to written correspondence or electronic communication between members of a public body for the purpose of scheduling a meeting, organizing an agenda, or distributing materials to discuss at a meeting, provided that such written correspondence or such an electronic communication that results in written or recorded information shall be available for inspection and copying under Vermont's Public Records Law. 1 V.S.A. § 310(2).

An agenda must be created and posted in advance of every regular or special meeting. 1 V.S.A. § 312(d). At least 48 hours in advance of a regular meeting, and at least 24 hours in advance of a special meeting, an agenda must be posted in or near the municipal office and in at least two other designated public places in the municipality. 1 V.S.A. § 312(d). In addition, the public body must post the agendas of regular and special meetings to an official website, if one exists that is maintained or has been designated as the official website. 1 V.S.A. § 312(d). An item may only be added or removed from a meeting agenda as the first order of business at the meeting. 1 V.S.A. § 312(d)(3)(A). Other adjustments to an agenda may be made at any time during the meeting. 1 V.S.A. § 312(d)(3)(B).

Meetings must be properly noticed and announced:

- The time and place of all **regular meetings** "shall be clearly designated by statute, charter, regulation, ordinance, bylaw, resolution or other determining authority of the public body and this information shall be available to any person upon request." 1 V.S.A. § 312(c)(1).
- The time, place and purpose of a **special meeting** shall be "publicly announced" at least 24 hours before the meeting. 1 V.S.A. § 312(c)(2). Publicly announced means that notice is given to an editor, publisher, or news director of a newspaper or radio station serving the area of the State in which the public body has jurisdiction, and to any person who has requested to be notified of special meetings. 1 V.S.A. § 310(4). Municipal public bodies shall post notices of special meetings in or near the municipal clerk's office and in at least two other designated public places in the municipality, at least 24 hours before the meeting. In addition, notice shall be given, either orally or in writing, to each member of the public body at least 24 hours before the meeting, except that a member may waive notice of a special meeting. 1 V.S.A. § 312(c)(2).

- **Emergency meetings** "may be held without public announcement, without posting of notices and without 24-hour notice to members, provided some public notice thereof is given as soon as possible before any such meeting. Emergency meetings may be held only when necessary to respond to an unforeseen occurrence or condition requiring immediate attention by the public body." 1 V.S.A. § 312(c)(3).

Meeting Minutes must be taken at every public meeting and must include at least the members present, active participants, motions made, and votes taken. 1 V.S.A. § 312(b)(1). Five days after the meeting minutes must be available for inspection and must be posted to a website, if one exists, that is maintained or has been designated as the official website. 1 V.S.A. § 312(b)(2). If it is not possible to provide the final approved minutes in five days, then a draft that is marked with words such as "subject to approval" should be posted and made available. Minutes need not be taken in executive session, but if they are, they are not subject to a public records request. 1 V.S.A. § 313(a).

Participation and voting at meetings by electronic means. One or more of the members of a public body may attend and participate in a regular, special, or emergency meeting by electronic or other means without being physically present at a designated meeting location as long as each member who attends electronically identifies himself or herself when the meeting is convened; and is able to hear the conduct of

the meeting and be heard throughout the meeting. 1 V.S.A. §§ 312(a)(2)(A) and (C). If one or more members attend a meeting by electronic or other means, any vote of the public body shall be taken by roll call. 1 V.S.A. § 312(a)(2)(B).

If a quorum or more of the members of a public body attend a meeting without being physically present, the following additional requirements shall be met: (i) At least 24 hours prior to the meeting, or as soon as practicable prior to an emergency meeting, the public body shall publicly announce the meeting, shall post notice of the meeting in or near the municipal clerk's office and in at least two other designated public places in the municipality; and (ii) The public announcement and posted notice of the meeting shall designate at least one physical location where a member of the public can attend and participate in the meeting. At least one member of the public body, or at least one staff or designee of the public body, shall be physically present at each designated meeting location. 1 V.S.A. § 312(a)(2)(D).

Exceptions to the Open Meeting Law. The requirements of that law are not imposed on municipal bodies in the following situations:

- **Site inspections** such as those for assessing damage or making tax assessments or abatements. 1 V.S.A. § 312(g)
- **Routine administrative matters** such updating listers' cards. 1 V.S.A. § 312(g)
- **Deliberative sessions** such as hearings by a board of civil authority or zoning board, or employment termination. 1 V.S.A. § 312(e)
- **Executive sessions.** 1 V.S.A. §§ 312(a), 313.

Deliberative session occurs only in "a case in which the legal rights of one or more persons who are granted party status are adjudicated, which is conducted in such a way that all parties have opportunity to present evidence and to cross-examine witnesses presented by other parties, which results in a written decision, and the result of which is appealable by a party to a higher authority." 1 V.S.A. § 310(5). A written decision issued by a public body in connection with a quasi-judicial proceeding "need not be adopted at an open meeting if the decision will be a public record." 1 V.S.A. § 312(f).

Executive session is a closed portion of a public meeting and is allowed only in certain limited situations including the following:

1. Negotiating or securing real estate purchase or lease options. 1 V.S.A. § 313(a)(2)
2. The appointment or employment or evaluation of a public officer or employee (but the public body must make a final decision to hire or appoint in an open meeting and it must explain the reasons for its final decision). 1 V.S.A. § 313(a)(3)
3. A disciplinary or dismissal action against a public officer or employee (but such officer or employee has the right to a public hearing if formal charges are brought). 1 V.S.A. § 313(a)(4)
4. A clear and imminent peril to the public safety. 1 V.S.A. § 313(a)(5)
5. Discussion or consideration of records or documents that are exempt from the public records laws (but that does not give authority to discuss the general subject to which the document pertains). 1 V.S.A. § 313(a)(6)
6. Municipal or school security or emergency response measures, the disclosure of which could jeopardize public safety. 1 V.S.A. § 313(a)(10)
7. When (and only when) the public body has made a specific finding that premature general public knowledge would clearly place the public body or a person involved at a substantial disadvantage, it may go into executive session to discuss one of the following:
 - A. contracts;
 - B. labor relations agreements with employees;
 - C. arbitration or mediation;
 - D. grievances, other than tax grievances;
 - E. pending or probable civil litigation or a prosecution, to which the public body is or may be a party; or
 - F. confidential attorney-client communications made for the purpose of providing professional legal services to the body.

1 V.S.A. § 313(a)(1)

A motion to go into executive session must be made during the open portion of a meeting and must indicate the nature of the business to be discussed. 1 V.S.A. § 313(a). The motion must get the vote of a majority of the members present and must be recorded in the minutes of the meeting. 1 V.S.A. § 313(a). To enter into executive session for the reasons noted in 1 V.S.A. § 313(a)(1) (listed in #7A-F above), there must be a specific finding that premature general public knowledge would place the public body or a person involved at a substantial disadvantage. 1 V.S.A. § 313(a)(1). It is important that the minutes show that there was a careful analysis of the need to enter into executive session before the motion was made.

Attendance in executive session is limited to members of the public body, and, in their discretion, its staff, clerical assistants, legal counsel, and persons who are subject of the discussion or whose information is needed. 1 V.S.A. § 313(b). A motion to go into executive session should state whether individuals other than the members of the public body will attend the session.

No formal or binding action may be taken in executive session except for actions relating to the securing of real estate options. 1 V.S.A. § 313(a).

Penalty. A person who knowingly and intentionally violates the Open Meeting Law may be guilty of a misdemeanor, punishable with a fine up to \$500. 1 V.S.A. § 314(a). Either the Attorney General or any person aggrieved by the alleged violation may bring suit against the public body in Superior Court. Such a suit must be brought within one year of the alleged violation. 1 V.S.A. § 314(a). Prior to instituting such action, the Attorney General or person aggrieved must provide the public body with written notice of the alleged violation. Upon receipt of an allegation of violation, contact the town attorney or the Municipal Assistance Center immediately.

Open Meeting Law

1 V.S.A. §§ 310-314

Executive session is a closed portion of a public meeting and is allowed only in certain limited situations including the following:

1. Negotiating or securing real estate purchase or lease options. 1 V.S.A. § 313(a)(2)
 2. The appointment or employment or evaluation of a public officer or employee (but the public body must make a final decision to hire or appoint in an open meeting and it must explain the reasons for its final decision). 1 V.S.A. § 313(a)(3)
 3. A disciplinary or dismissal action against a public officer or employee (but such officer or employee has the right to a public hearing if formal charges are brought). 1 V.S.A. § 313(a)(4)
 4. A clear and imminent peril to the public safety. 1 V.S.A. § 313(a)(5)
 5. Discussion or consideration of records or documents that are exempt from the public records laws (but that does not give authority to discuss the general subject to which the document pertains). 1 V.S.A. § 313(a)(6)
 6. Municipal or school security or emergency response measures, the disclosure of which could jeopardize public safety. 1 V.S.A. § 313(a)(10)
 7. When (and only when) the public body has made a specific finding that premature general public knowledge would clearly place the public body or a person involved at a substantial disadvantage, it may go into executive session to discuss one of the following:
 - A. contracts;
 - B. labor relations agreements with employees;
 - C. arbitration or mediation;
 - D. grievances, other than tax grievances;
 - E. pending or probable civil litigation or a prosecution, to which the public body is or may be a party; or
 - F. confidential attorney-client communications made for the purpose of providing professional legal services to the body.
- 1 V.S.A. § 313(a)(1)

A motion to go into executive session must be made during the open portion of a meeting and must indicate the nature of the business to be discussed. 1 V.S.A. § 313(a). The motion must get the vote of a majority of the members present and must be recorded in the minutes of the meeting. 1 V.S.A. § 313(a). To enter into executive session for the reasons noted in 1 V.S.A. § 313(a)(1) (listed in #7A-F above), there must be a specific finding that premature general public knowledge would place the public body or a person involved at a substantial disadvantage. 1 V.S.A. § 313(a)(1). It is important that the minutes show that there was a careful analysis of the need to enter into executive session before the motion was made.

Attendance in executive session is limited to members of the public body, and, in their discretion, its staff, clerical assistants, legal counsel, and persons who are subject of the discussion or whose information is needed. 1 V.S.A. § 313(b). A motion to go into executive session should state whether individuals other than the members of the public body will attend the session.

No formal or binding action may be taken in executive session except for actions relating to the securing of real estate options. 1 V.S.A. § 313(a).

VSBA School Board U. Live

Saturday, June 1: 9:00am - 3:00pm

Steakhouse Restaurant, Berlin VT

Everything you always wanted to know about serving on your school board!

We all know that being on a school board can be challenging and complex. Demands on board members include a comprehensive understanding of governance and its associated roles and responsibilities; education policy and the process to influence it; writing, monitoring and utilizing policy; fiscal oversight and budgeting; collective bargaining and negotiations; and developing and maintaining open communications channels on the board and with community members.

VSBA has traditionally offered its Essential Work of Vermont School Boards training in numerous locations around the state each spring. The feedback we've gotten from board members who have attended in recent years is that it doesn't go far enough. A 3-hour workshop may seem like a lot, but it's only enough time to scratch the surface. And, board members who attend often regret that their whole board didn't do the training together. Finally, with our usual schedule of mid-March to mid-April, we've discovered that newly-elected board members haven't had enough experience to know what questions to ask.

We're doing something new this spring!

On June 1, 2019 we'll be hosting a full-day workshop to make sure new board members get all the support they need as they begin their terms. And, since we'll be doing a deep dive into many aspects of school board work, School Board U Live will also provide an impactful refresher for veteran board members.

The \$50 fee (billed to your supervisory union) includes all program materials including an updated Essential Work of Vermont School Boards workbook.

School Board U Live will introduce basic information on all aspects of a day in the life of a school board member. Presentations from VSBA and external experts will cover the critical other components of board work including:

- Roles and Responsibilities
- Navigating the jargon
- Policy
- Advocacy and legislative issues
- Fiscal responsibilities
- State Education Funding
- Collective bargaining and negotiations
- Community engagement

Of course, VSBA is committed to supporting school boards maximize effectiveness. So, we're still offering Essential Work of School Boards program for all our members. We'll travel to you and engage your entire board on issues of roles, responsibilities, and best practices. This service is included in your membership dues. Contact Susan Holson, Director of Education Services at 800-244-8722 or to schedule your board's Essential Work of School Boards or to discuss your specific, customized professional development needs.

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BARRE UNIFIED UNION SCHOOL DISTRICT TRANSITIONAL BOARD MEETING Spaulding High School – Library March 14, 2019 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone, Chair
Sonya Spaulding, Vice Chair
Alice Farrell, Clerk
Tim Boltin – departed at 7:58 p.m.
Rebecca Kerin-Hutchins – arrived at 6:06 p.m.
Sarah Pregent

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Lisa Perrault, Business Manager

GUESTS PRESENT:

Dave Delcore – Times Argus Victoria Pompei

1. Call to Order

The Chair, Mr. Malone, called the Thursday, March 14, 2019, Regular meeting to order at 6:01 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

None.

3. Visitors and Communication

None.

4. Approval of Minutes

4.1 Approval of Minutes – February 18, 2019 Transitional Board Meeting

On a motion by Mr. Boltin, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Minutes of the February 18, 2019 Transitional Board Meeting.

4.2 Approval of Minutes – February 18, 2019 Public Informational Hearing

On a motion by Mr. Boltin, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Minutes of the February 18, 2019 Public Informational Hearing.

5. New Business

5.1 FY20 BUUSD Budget

Ten documents were distributed; FY20 BUUSD Budget Highlights – March 8, 2019 DRAFT 3A, the BUUSD Projected Comparative Tax Rate Calculations for Barre City and Barre Town (2 reports; one with the budget as presented, and one with the budget utilizing \$500,000 from the Tax Stabilization Fund), the FY2019 Education Spending Per Equalized Pupil Report (from the AOE), an e-mail from Brad James regarding the Updated Yield Numbers from HWM, a document titled 'Education Fund Outlook for FY2020 as of March 1st' (prepared by the Joint Fiscal Committee), a document titled 'Preliminary FY2020 Education Property Tax Rates on Homesteads' (dated 03/01/19), a document titled 'Facilities Repairs/Maint. And Construction Services Budget Lines Comparison 3/14/19', a document titled 'FY20 BUUSD Budget Priorities for Positions 3/14/19', and a BSU Position Description for the position of Assistant Director of Special Services. Mr. Pandolfo provided an overview of budget draft 3A advising that the cover page reflects projected end-of-year balances for each district, with the assumption that some of the fund balances will be spent in the spring of 2019. The projected (unofficial) 'yield' from the State, has been reduced, resulting in a 1 to 2 cent increase in the tax rate. Tax increases in draft 3A of the budget result in a tax increase of 6 cents for both Barre City and Barre Town. Reductions highlighted in the document total \$147,500. The draft proposes using \$352,500 of the projected fund balance. To reduce the tax increase to 5 cents requires an additional \$100,000 in reductions, or use of more of the fund balance. Mr. Pandolfo provided an overview of the Facilities Repairs/Maintenance document, which was broken down by school. Mr. Pandolfo provided an overview of the new positions document, including possible reductions. It was confirmed that none of the new positions are for BCEMS. Mr. Pandolfo advised that

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he believes the Ed Technology Specialist position is important and assists with meeting the goal of equity between schools. It was noted that BTMES currently has 'Health' for grades K – 4 and BCEMS does not. BCEMS has computer classes for grades K – 4 and BTMES does not. It is hoped that in the future, both schools will offer the same classes. Lengthy discussion on new positions continued, including the addition of an Assistant Director of SPED. It was noted that two individuals have been performing the work previously performed by three individuals. Given the extensive SPED needs, it is felt that the Assistant Director of SPED is vital. Brief discussion was held regarding the definition of the overall assignment of responsibilities for this position. Discussion of new positions also included prioritization by building and by the district overall. Concern was raised regarding the duties for individuals working the clerical extended hours. Mrs. Spaulding advised that she believes the tax increase is too high and she prefers to cut the budget rather than use a large portion of the fund balance (to reduce the impact to taxes). Mr. Malone stressed that the budget reduction discussion is only necessary because of the loss of tax incentives that would have been received under a voluntary merger. Additional discussion included possible reductions to maintenance line items including reducing the 'industry standard' of \$1 per square foot to 80¢ per square foot. Mrs. Kerin-Hutchins recommended eliminating the BTMES Ed Technology Specialist (Technology Integrationist) position for a savings of \$65,000. Mrs. Spaulding asked for assurance that the elimination of this position at BTMES is not conditional on BCEMS needing to 'split' their Technology Integrationist's time (with BTMES). Mrs. Spaulding stressed that the Technology Integrationist at BCEMS is needed full time. Mrs. Kerin-Hutchins advised that her recommendation did not involve BTMES utilizing the BCEMS Technology Integrationist, but rather she felt the new position for BTMES should be added at some time in the future. After lengthy discussion, the Transitional Board agreed to eliminate five positions from the draft budget; the BTMES Ed Tech Specialist, two BTMES Para-educator positions, the BTMES Office-Clerical extended hours, and the SHS Office-Clerical extended hours. The Transitional Board agreed to reduce the facilities budget in two areas; the first being a reduction of \$44,000 (Line 490 Repair and Maintenance), the second being a reduction of \$96,800 (80¢ per square foot – Line 451 Construction Services). The Transitional Board agreed to use \$200,000 from the Tax Stabilization Fund. It was noted that the ballot Article lists the percentage of the budget increase (per pupil spending), and does not list the tax increase. The agreed upon reductions result in an education expenditure budget of \$32,675,458 (\$13,556 projected education spending per equalized pupil, a 4.32% increase), with a tax increase of approximately 5 cents in both Barre City and Barre Town. The final tax increase will be dependent on the yield amount set by the State.

On a motion by Mrs. Spaulding, seconded by Mrs. Kerin-Hutchins, the BUUSD Transitional Board unanimously voted to recommend to the Initial BUUSD Board, a First Draft Expenditure Budget totaling \$32,675,458 in education spending.

6. Old Business

None.

7. Other Business

Mr. Pandolfo circulated a copy of a 'thank you' flyer that will be used to assist with promotion of the budget.

Mr. Pandolfo has contacted the VSBA for guidance relating to 'student voice' on the merged board. More information will need to be obtained prior to the BUUSD Board making a decision on how to proceed.

Mrs. Spaulding advised that she attended the Senate Education Committee Hearing to testify on H39. Though there are a lot of districts that would like to delay the implementation of merged districts, there are those who do not want a delay. The Committee is considering letting Initial Boards make the decision regarding whether or not their merged districts will be effective on 07/01/19, or delay implementation until 07/01/20. The VSBA has not taken a position on the issue. Mrs. Spaulding testified that a delay would have a negative impact on the BUUSD.

It is believed that the Transitional Board has completed the items it was charged with performing. No additional meetings will be scheduled at this time.

8. Executive Session

No items were proposed for discussion in Executive Session,

9. Adjournment

On a motion by Mrs. Pregent, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to adjourn at 8:17 p.m.

Respectfully submitted,
Andrea Poulin

WARNING
for the
SPECIAL MEETING
of the
BARRE UNIFIED UNION SCHOOL DISTRICT

May 14, 2019

The legal voters of the Barre Unified Union School District who are residents of the City of Barre and the Town of Barre, are hereby notified and warned to meet at their respective polling places: Barre City residents meet at the Barre City Municipal Auditorium and Barre Town residents meet at the Barre Town Middle and Elementary School gymnasium; on Tuesday, May 14, 2019 between the hours of seven (7:00) o'clock in the forenoon (a.m.) at which time the polls will open and seven (7:00) o'clock in the afternoon (p.m.) at which time the polls will close; to vote by Australian ballot upon the following Articles of business:

ARTICLE I

Shall the voters of the Barre Unified Union School District approve the school board to expend \$45,134,804, which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$13,562 per equalized pupil. As this is the first year of operations for the new school district, the projected spending per equalized pupil cannot be compared to a prior year, as it does not exist.

ARTICLE II

Shall the voters of the school district approve the school board to expend \$3,093,913, which is the amount the school board has determined necessary for the support of the Central Vermont Career Center for the ensuing fiscal year?

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The legal voters and residents of Barre Unified Union School District are further warned and notified that an informational meeting will be held in the Library at the Spaulding High School and the Central Vermont Career Center in the City of Barre on Monday, May 13, 2019 commencing at six (6:00) o'clock in the afternoon (p.m.) for the purpose of explaining the articles to be voted on by Australian ballot.

The legal voters of Barre Unified Union School District are further notified that voter qualification, registration and absentee voting relative to said election shall be as provided in Chapters 43, 51, and 55 of Title 17, Vermont Statutes Annotated.

Adopted and approved at a meeting of the Board of School Directors of the Barre Unified Union School District held on April 11, 2019. Received for the record and recorded in the records of the Barre Unified Union School District on April 12, 2019.

ATTEST:

\_\_\_\_\_  
Donna Kelty, Clerk  
Barre Unified Union School District

\_\_\_\_\_  
Gina Akley

\_\_\_\_\_  
Sonya Spaulding

\_\_\_\_\_  
Giuliano Cecchinelli

\_\_\_\_\_  
Paul Malone

\_\_\_\_\_  
Victoria Pompei

\_\_\_\_\_  
Alice Farrell/Rebecca Kerrin-Hutchins

\_\_\_\_\_  
Timothy Boltin/Christopher Riddell/William Toborg

\_\_\_\_\_  
Timothy Boltin/Christopher Riddell/William Toborg

\_\_\_\_\_  
J. Guy Isabelle

Barre Unified Union School District Board of School Directors

# BARRE UNIFIED UNION SCHOOL DISTRICT FY20 PROPOSED BUDGET, EXPENSE SUMMARY

| FY20 PROPOSED<br>EXPENSES      |             | FY20 PROPOSED<br>EXPENSES         |                     |
|--------------------------------|-------------|-----------------------------------|---------------------|
| BUUSD CURRICULUM               | \$353,963   | BCEMS SRO                         | \$75,900            |
| BUUSD TECHNOLOGY               | \$1,010,937 | BTMES SRO                         | \$50,000            |
| BUUSD BOARD                    | \$266,071   | SHS SRO                           | \$50,184            |
| BUUSD SUPERINTENDENT OFFICE    | \$274,902   | BCEMS RAN INTEREST                | \$36,000            |
| BUUSD BUSINESS OFFICE          | \$441,909   | BTMES RAN INTEREST                | \$32,000            |
| BUUSD COPIERS                  | \$90,000    | SHS RAN INTEREST                  | \$34,000            |
| BUUSD COMMUNICATION SPECIALIST | \$73,388    | BTMES DUPLICATING                 | \$33,520            |
| BUUSD HUMAN RESOURCES          | \$224,264   | BCEMS FACILITIES                  | \$1,082,160         |
| BUUSD FACILITIES               | \$230,862   | BTMES FACILITIES                  | \$1,186,551         |
| BUUSD TRANSP - LEASE           | \$47,500    | SHS FACILITIES                    | \$1,181,566         |
| BCEMS PRESCHOOL                | \$476,965   | BUUSD TRANSPORTATION              | \$1,280,362         |
| BTMES PRESCHOOL                | \$457,748   | BTMES TRANSP - FIELD TRIPS        | \$25,000            |
| BCEMS DIRECT INSTRUCTION       | \$5,064,634 | SHS TECHNICAL ED TUITION          | \$1,099,924         |
| BTMES DIRECT INSTRUCTION       | \$4,862,126 | SHS ATHLETICS                     | \$464,638           |
| SHS DIRECT INSTRUCTION         | \$4,051,273 | SHS JROTC                         | \$92,295            |
| BCEMS EXTRA CURRICULAR         | \$45,880    | SHS TRANSP - WORK BASED           | \$25,000            |
| BTMES EXTRA CURRICULAR         | \$69,600    | SHS TRANSP - ATHLETICS            | \$90,000            |
| SHS EXTRA CURRICULAR           | \$70,600    | SHS TRANSP - CO CURRIC            | \$12,000            |
| BCEMS BEHAVIORAL SUPPORT       | \$453,456   | BUUSD LONG TERM DEBT              | \$303,480           |
| BTMES BEHAVIORAL SUPPORT       | \$78,487    | BUUSD DIRECT INSTRUCT - SPEC ED   | \$8,921,945         |
| BCEMS GUIDANCE                 | \$299,479   | BUUSD EXTENDED YEAR SERVICES      | \$60,445            |
| BTMES GUIDANCE                 | \$147,470   | BUUSD GRANITE ACADEMY             | \$198,497           |
| SHS GUIDANCE                   | \$464,246   | BUUSD ACT PROGRAM                 | \$66,648            |
| BCEMS HEALTH                   | \$131,586   | BUUSD PHYSICAL THERAPY            | \$33,105            |
| BTMES HEALTH                   | \$162,264   | BUUSD PSYCHOLOGICAL SERVICES      | \$393,292           |
| SHS HEALTH                     | \$114,276   | BUUSD SPEECH LANGUAGE             | \$800,673           |
| BCEMS PSYCHOLOGICAL            | \$50,000    | BUUSD OCCUPATIONAL THERAPY        | \$228,544           |
| BCEMS LIBRARY                  | \$167,607   | BUUSD DIRECTORS - SPEC ED         | \$465,647           |
| BTMES LIBRARY                  | \$147,555   | BUUSD TRANSP - SPEC ED            | \$291,991           |
| SHS LIBRARY                    | \$127,516   | BUUSD GAP NON REIMB               | \$73,739            |
| BCEMS TECH EQUIP               | \$92,000    | BUUSD EARLY CHILDHOOD SPEC ED     | \$363,112           |
| BTMES TECH EQUIP               | \$100,000   | BUUSD EARLY CHILDHOOD ESY         | \$11,275            |
| SHS TECH EQUIP                 | \$90,000    | <b>TOTAL</b>                      | <b>\$41,684,804</b> |
| EARLY EDUCATION ADMIN          | \$105,798   | <b>FEDERAL &amp; STATE GRANTS</b> | <b>\$3,450,000</b>  |
| BCEMS PRINCIPALS' OFFICE       | \$521,950   | <b>TOTAL BUUSD EXPENSES</b>       | <b>\$45,134,804</b> |
| BTMES PRINCIPALS' OFFICE       | \$621,363   |                                   |                     |
| SHS PRINCIPAL'S OFFICE         | \$633,636   |                                   |                     |

BARRE UNIFIED UNION SCHOOL DISTRICT FY20 PROPOSED BUDGET, REVENUE SUMMARY

**FY20 PROPOSED  
REVENUE**

|                            |                     |
|----------------------------|---------------------|
| TUITION - SENDING LEAs     | \$200,000           |
| EXCESS COST - SENDING LEAs | \$10,000            |
| INTEREST                   | \$55,000            |
| FACILITY RENTAL            | \$5,000             |
| COBRA INS.                 | \$5,000             |
| HIGH SCHOOL COMPLETION     | \$11,000            |
| DRIVERS EDUCATION          | \$12,000            |
| EDUCATION SPENDING         | \$32,689,276        |
| TRANSPORTATION             | \$530,000           |
| SPEC. ED. BLOCK GRANT      | \$860,893           |
| SPEC. ED. REIMBURSEMENT    | \$5,541,000         |
| SPEC. ED. STATE PLACED     | \$500,000           |
| SPEC. ED EXTRAORDINARY     | \$850,000           |
| EARLY EDUCATION SPEC. ED.  | \$200,635           |
| MISCELLANEOUS              | \$15,000            |
| FUND BALANCE APPLIED       | <b>\$200,000</b>    |
| BUUSD GENERAL FUND REVENUE | <b>\$41,684,804</b> |
| FEDERAL & STATE GRANTS     | <b>\$3,450,000</b>  |
| <b>TOTAL BUUSD REVENUE</b> | <b>\$45,134,804</b> |

**BUUSD**  
**Projected Comparative Tax Rate Calculations-BARRE CITY**  
**Budget Years 2019-2020**

|                                                 | FY2019        | FY2020        |             |
|-------------------------------------------------|---------------|---------------|-------------|
| Total BUUSD Expenses                            |               | 45,134,804    |             |
| Less Local Revenues                             |               | 12,445,528    |             |
| Education Spending                              | 31,951,941    | 32,689,276    |             |
| Equalized Pupils                                | 2,458.81      | 2,410.38      |             |
| Education Spending per Equalized Pupil          | 12,995        | 13,562        | 4.36%       |
| EdSpend/\$10,565(property dollar yield)         | 127.151%      | 128.366%      |             |
| Homestead Equalized Tax Rate (State determined) | 1.00          | 1.00          |             |
| Equalized Tax Rate                              | 1.2715        | 1.2837        |             |
| District's Equalized Pupil %                    | 100%          | 100%          |             |
| Equalized Rate to be assessed by city           | 1.2715        | 1.2837        |             |
| District's CLA                                  | 100.91%       | 97.95%        |             |
| Barre City Homestead rate                       | <b>1.2600</b> | <b>1.3105</b> | <b>0.05</b> |

**Projected Comparative Tax Rate Calculations-BARRE TOWN**  
**Budget Years 2019-2020**

|                                                 | FY2019        | FY2020        |             |
|-------------------------------------------------|---------------|---------------|-------------|
| Total BUUSD Expenses                            |               | 45,134,804    |             |
| Less Local Revenues                             |               | 12,445,528    |             |
| Education Spending                              | 31,951,941    | 32,689,276    |             |
| Equalized Pupils                                | 2,458.81      | 2,410.38      |             |
| Education Spending per Equalized Pupil          | 12,995        | 13,562        | 4.36%       |
| EdSpend/\$10,565(property dollar yield)         | 127.151%      | 128.366%      |             |
| Homestead Equalized Tax Rate (State determined) | 1.00          | 1.00          |             |
| Equalized Tax Rate                              | 1.2715        | 1.2837        |             |
| District's Equalized Pupil %                    | 100%          | 100%          |             |
| Equalized Rate to be assessed by town           | 1.2715        | 1.2837        |             |
| District's CLA                                  | 87.58%        | 85.32%        |             |
| Barre Town Homestead Rate                       | <b>1.4518</b> | <b>1.5045</b> | <b>0.05</b> |

# FY20 Barre Unified Union School District Budget Highlights - April 11, 2019

## DRAFT 4

### Fund Balances:

| FUNDS                          | BCEMS            | BTMES            | SHS              | BSU             | TOTAL              | CVCC             |
|--------------------------------|------------------|------------------|------------------|-----------------|--------------------|------------------|
| GENERAL                        | \$(134,192)      | \$606,222        | \$(535,618)      | \$76,229        | \$12,641           | \$226,763        |
| TAX STAB.                      | \$342,218        | \$39,835         | \$546,091        |                 | \$928,144          |                  |
| CAPITAL                        | \$301,613        | \$13,539         | \$104,171        | \$4,395         | \$423,718          |                  |
| ASSIGN FY19                    |                  | \$(100,000)      |                  |                 | \$(100,000)        | \$(50,000)       |
| <b>TOTAL</b>                   | <b>\$509,639</b> | <b>\$559,596</b> | <b>\$114,644</b> | <b>\$80,624</b> | <b>\$1,264,503</b> | <b>\$176,763</b> |
| FY19 Cap. Improv.              | \$(165,000)      |                  |                  |                 | \$(165,000)        |                  |
| FY19 Projected Surplus/Deficit | \$66,595         | \$(184,312)      | \$(53,809)       |                 | \$(171,526)        | \$15,713         |
| FY19 Projected EOY             | <b>\$411,234</b> | <b>\$375,284</b> | <b>\$60,835</b>  | <b>\$80,624</b> | <b>\$927,977</b>   | <b>\$192,476</b> |

FY20 (\$200,000)

### Considerations for Draft 4:

- The projected "yield" from the state, while still not official, has been reduced from \$10,660 to \$10,565.
- Reductions in highlights below total \$600,000+
- Utilize \$200,000 in Projected Fund Balance of \$927,977 toward FY20 revenue
- New Projected Fund Balance would now be \$727,977
- Tax increases would now be 5 cents in both Barre City and Barre Town

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FY19 Equalized Pupils: SHS-781.66 (32%), BC-884.55 (36%), BT-792.60 (32%)

FY19 Per Pupil Spending: SHS-\$13,491, BC-\$12,919, BT-\$12,591

If consolidated in FY19  $\$31,951,941/2458.81=\$12,994.88$

Draft 1  $\$34,416,037/2458.81=\$13,997$

Draft 2  $\$34,728,786/2458.81=\$14,124$

Draft 3  $\$33,316,258/2,410.38=\$13,822$  This latest information results in a 6.36% increase in per pupil spending. This increase calculates to an estimated 6 cent increase to the Barre City tax rate and a 7 cent increase to the Barre Town tax rate. The difference is due to the Common Level of Appraisal (CLA).

Draft 3A  $\$32,816,258/2,410.38=\$13,615$

Draft 4  $\$32,689,276/2,410.38=\$13,562$

1) BOARDS,  $\$291,071-(\$25,000)=\$266,071$

#### District-wide/Superintendent's Office:

- **Indirect Cost Rate application process for federal grants administration streamlined and simplified, we should be able to absorb a small portion of BSU salaries, for an estimated savings to local budget of \$50,000. (\$50,000 reduction from Draft 3A)**
- Streamlining curriculum and technology will result in more efficient consistent oversight of these budgets while allowing the directors to maximize district funds for all staff, which means better instruction for all students.
- Improving communication with parents, staff, and partners in the community has been a goal for the past few years. Recruiting an experienced communication specialist has allowed us to get the word out about all the wonderful things happening in the Barre schools. The plan is to continue this important work, with an increase to the communication budget of \$23,000.
- Supporting our earliest learners is critical. We are fortunate to have access to a regional Act 166 Coordinator. We have achieved value by sharing this service with other districts, and have had the benefit of grant funding to do this up until now. As the grant funding is no longer available, we will support this work with a budget increase of \$10,000 **(This is essentially a sunk cost)**.
- As the needs of our students increase, and we gain a better understanding of how to most effectively provide transportation, we will move forward with a plan to lease 2 Suburbans to supplement the STA transportation contract. These Suburbans will reduce the cost of mid-day trips, homeless travel, and out of district placements, while expanding opportunities for our work-based learners.

#### Improving and expanding services to students in special education

- We plan to continue the implementation (started this school year) of a collaborative Early Childhood Special Education (ECSE) program located at BT School. This program serves preschool students from Barre City and Barre Town, and has been successful in better meeting the needs of our students with services provided by our own staff, and better preparing these students for success in Kindergarten.
- The restructuring of district-wide behavioral supports in the Barre schools will help us achieve our goal to strengthen and build internal capacity while reducing contracted service costs. The recruitment of a Board Certified Behavior Analyst will support students by analyzing behaviors, writing behavior plans, and supervising the support staff who implementing these plans, which will increase personnel costs by \$60,000 **(This position is already in place in FY19 as a Behavior Specialist, so is essentially a sunk cost not reflected in the FY19 budget)**
- The recruitment of a full time counselor/therapist will provide much needed social and emotional support to students while reducing contracted service costs. This will result in increased availability and consistency of services to students, and will increase personnel costs by an additional ~~\$60,000~~ **\$40,000. (\$20,000 reduction from Draft 3)**
- ~~We believe that a reading specialist with special education endorsement could serve students at SHS who struggle with reading. We may be able to achieve this with our current level of staffing, but have increased personnel costs by \$60,000 in the event this cannot be done. (\$60,000 reduction from Draft~~
- The BSU currently has very successful alternative programs like the Academy for Career Technology (ACT) and the Granite Academy Program. These programs allows students to learn in a therapeutic setting with special resources and supports in place. By expanding programs like this and potentially developing more alternative programs, we will achieve our goal to serve more students internally, which reduces the costly expense of tuition to independent schools. Adding an Assistant Director/Coordinator to oversee these alternative programs and the students currently placed out of district will help to evaluate placements and potentially bring students back into our internal district programs, and is critical to our ability to achieve this goal. This will increase personnel costs by an additional \$65,000.
- Our assessment of current transportation costs for students placed out of district and needing specialized transportation has required us to increase our transportation line item by \$60,000 **(This is a essentially a sunk cost)**.

- Our Co-Directors will be combining Extended School Year Services (ESY) during the summer to provide consistent and efficient programs to elementary, middle, and high school students throughout the Barre schools.

**Child Count, Dec. 2017=SHS-151 (29%)/BC-222 (42%)/BT-153 (29%)**

***Act 173: FY20 Extraordinary reimbursement threshold changes from \$50,000 to \$60,000 however, reimb. rate will increase from 90% to 95% -This change will result in a decrease in extraordinary revenue***

#### BCEMS:

- Our students benefit greatly from our garden program, as we continue to integrate the garden into our classroom curriculum. To allow for consistent and reliable funding for this program, we have increased the supply line by \$8,000.
- To provide a quality learning environment for our students, since much of the classroom furniture has not been replaced since the school was opened over 20 years ago, we have increased the equipment line for classroom furniture by \$7,000.
- Our assessment of current substitute costs has required us to increase our substitute line by \$50,000.
- The industry standard for building maintenance is roughly \$1/square foot. This is the standard Spaulding High School has used for setting their budget line for several years, but this standard has not been used in the other buildings. For equity, and to avoid deferred maintenance and special loans/bonds for this purpose, this line has been increased to ~~\$126,000 (126,000 square feet x \$1/square foot).~~ **\$100,800 (126,000 square feet x \$.80/sq ft.) DRAFT 4**
- Because we have increased the building maintenance line to align with the industry standard, we are able to eliminate the \$50,000 transfer to the capital improvement fund - 12/4/18.
- Because we have determined we can fund our instructional coaches through Title 1, we are able to reduce this line by \$135,000.

#### BTMES:

- To provide the highest level of instructional expertise to students in need of academic intervention, we have added 1 FTE for a Literacy Interventionist. This will increase personnel costs by an additional \$65,000.
- ~~Our students benefit from high quality instruction which includes technology integrated directly into their curriculum. All other schools in the supervisory union have had a dedicated Educational Technology Specialist to provide embedded coaching to teachers and increase their capacity to utilize technology effectively both in instruction and in communication to students and families on student progress. To provide equity across buildings, we have added 1 FTE for an Educational Technology Specialist. This will increase personnel costs by an additional \$55,000. DRAFT 4~~
- ~~To promote a positive learning environment and meet student needs, we have added 2 FTE general education para educators. This will increase personnel costs by an additional \$45,000 - 11/7/18. DRAFT 4~~
- Keeping our students and staff safe is an extremely high priority. BCEMS and SHS have had School Resource Officers in place for a number of years. To support a safe learning environment, and to provide equity across our buildings, we will support an SRO at BTMES with a budget increase of \$50,000 - 11/26/18 (This has been reduced \$35,000, as some of the SRO funding will come from grants and/or the Barre Town municipal budget). Actual budgeted amount is \$50,000 (some of this may be absorbed within the grant, TBD)
- ~~To allow extended day access to our building in a way that supports increased safety and security, we have added 1 FTE clerical position in our office. This will increase personnel costs by an additional \$35,000 \$17,500. (\$17,500 Reduction from Draft 3) DRAFT 4~~

- Our assessment of current health insurance costs has required us to increase our health insurance line by \$40,000 -11/16/18.
- Our assessment of current substitute costs has required us to increase our substitute line by \$45,000.
- The industry standard for building maintenance is roughly \$1/square foot. This is the standard Spaulding High School has used for setting their budget line item for several years, but this standard has not been used in the other buildings. For equity, and to avoid deferred maintenance and special loans/bonds for this purpose, this line has been increased to ~~\$158,000 (158,000 square feet x \$1/square foot) -11/15/18~~ **\$126,400 (158,000 square feet x \$.80/sq ft.) DRAFT 4**
- Because we have increased building maintenance line to align with the industry standard, we are able to eliminate the \$25,000 transfer to the capital improvement fund -12/4/18

#### SHS:

- High quality science instruction is critical for our students. To support the needs of our students in both lower grade core science areas and in upper grade STEM opportunities, we have added 1 FTE for a Science teacher. This will increase personnel costs by an additional \$65,000.
- In addressing the Vermont Flexible Pathways initiative , our Work-Based Learning program has been highly successful in its first few years. This program has allowed students to learn through embedded activities in our local business community, which has the added advantage of educating our community on the great things happening in our school. To meet increased student demand for work-based learning opportunities, we have added 1 FTE for a WBL teacher. This will increase personnel costs by an additional \$65,000.
- ~~To allow extended day access to our building in a way that supports increased safety and security, we have added 1 FTE clerical position in our office. This will increase personnel costs by an additional \$25,000. (This position will be filled prior to the end of FY2019) -11/27/18. DRAFT 4~~
- The Phoenix program has offered students a flexible pathway to graduation for two decades through individualized study and flexible scheduling. As a result of savings realized from moving this program back into our building from its previous off-site location, we are able to decrease this line by \$13,000.
- The Naviance Career and College software program supports students in their college and career planning as they progress through high school. This program has been in use for several years, and was previously funded through outside sources which are no longer available. To continue to use this program, we will now fund the \$10,000 subscription fee - 11/27/18.
- Our assessment of current contracted educational services costs allows us to decrease this line by \$25,000.
- Our assessment of current transportation costs has required us to increase transportation lines by \$25,000 for work-based learning and other transportation needs, and \$9,000 for co-curricular transportation for JROTC, etc. - 11/27/18.
- In anticipation of an increase in Career Technical Education tuition, this line item has been increased by \$25,000 - 11/27/18.
- **The industry standard for building maintenance is roughly \$1/square foot. Spaulding High School has followed this standard for several years however, given the need to increase these lines in the elementary/middle schools, and for equity, Spaulding will have a reduction from \$200,000 in this line to \$160,000 (200,000 square feet x \$.80/sq ft.) DRAFT 4**



**CVCC: Total Budget: \$3,019,913**

- Our Digital Media Arts program has been highly successful, and many of the students completing year 1 of the program have expressed interest in further immersion into the field. In response to this demand, we added a Digital Media II program for FY2019 using Perkins Grant funds. Following grant guidelines, we will reduce grant-funded salary and benefits over a multi-year period, which will increase personnel costs by an additional \$21,500 - 11/27/18.
- Our Medical Professionals program has been highly successful in its first year. Following grant guidelines, we will reduce grant-funded salary and benefits over a multi-year period, which will increase costs by an additional \$54,141.
- Our previous assessment of demand for Co-op placement for students has allowed us to decrease this position from 1.0 FTE to 0.2 FTE. Due to anticipated increased demand, and the opportunity to allow work-based learning opportunities to CTE students, we have increased this position back to 1 FTE. This will increase personnel costs by an additional \$57,600.
- Our assessment of current substitute costs has required us to increase our substitute line by \$5,000
- Several other miscellaneous lines have been reduced - 11/27/18.

## CENTRAL VERMONT CAREER CENTER FY2017 - FY2020 BUDGET EXPENSE SUMMARY

| <u>Description</u>                  | <u>FY2017 Budget</u> | <u>FY2017 Actual</u> | <u>FY2018 Budget</u> | <u>FY2018 Actual</u> | <u>FY2019 Budget</u> | <u>FY2020 Budget</u> |
|-------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Shared Services                     | \$0                  | \$0                  | \$0                  | \$0                  | \$0                  | \$0                  |
| Instruction/Equipment               | \$353,640            | \$352,449            | \$340,174            | \$380,839            | \$352,449            | \$342,051            |
| Pre-Technical Program               | \$107,011            | \$117,056            | \$98,875             | \$88,781             | \$69,265             | \$58,549             |
| Emergency Services                  | \$70,320             | \$77,599             | \$78,046             | \$73,664             | \$76,365             | \$75,893             |
| Human Services                      | \$109,249            | \$75,183             | \$74,439             | \$73,664             | \$74,174             | \$77,757             |
| Medical Professionals               |                      |                      |                      |                      |                      | \$41,142             |
| Cosmetology                         | \$159,588            | \$167,799            | \$172,740            | \$120,736            | \$126,689            | \$128,149            |
| Digital Media Arts                  | \$61,238             | \$69,393             | \$71,491             | \$71,143             | \$73,245             | \$76,650             |
| Digital Media Arts II               |                      |                      |                      |                      |                      | \$21,500             |
| Electrical Technology               | \$63,258             | \$77,102             | \$81,566             | \$67,814             | \$77,037             | \$70,457             |
| Culinary Arts                       | \$79,672             | \$85,418             | \$101,463            | \$88,839             | \$102,245            | \$90,496             |
| Baking Arts                         | \$110,422            | \$124,371            | \$123,239            | \$115,155            | \$114,963            | \$102,000            |
| Natural Resources                   | \$79,864             | \$103,018            | \$74,816             | \$74,159             | \$78,073             | \$84,161             |
| Academic & Assessment               |                      | \$109,610            | \$125,218            | \$115,267            | \$155,552            | \$154,399            |
| HVAC                                | \$96,207             | \$99,447             | \$99,492             | \$95,569             | \$101,960            | \$98,668             |
| Building Trades                     | \$76,552             | \$92,082             | \$104,050            | \$95,331             | \$104,876            | \$90,307             |
| Automotive Technology               | \$105,455            | \$87,118             | \$81,068             | \$100,905            | \$80,334             | \$69,069             |
| Cooperative Education               | \$58,928             | \$61,349             | \$18,868             | \$13,676             | \$18,051             | \$75,692             |
| Co-Curricular Activities            | \$18,556             | \$18,291             | \$18,655             | \$25,835             | \$18,655             | \$20,056             |
| Guidance Services                   | \$85,315             | \$82,035             | \$62,087             | \$58,973             | \$65,181             | \$61,736             |
| Health Services                     | \$21,673             | \$23,353             | \$23,390             | \$22,629             | \$24,489             | \$25,079             |
| Staff Support-Mentoring             | \$3,253              | \$1,625              | \$4,639              | \$380                | \$4,639              | \$1,639              |
| Library Services                    | \$28,404             | \$30,870             | \$31,363             | \$26,938             | \$29,767             | \$21,203             |
| Technology Science                  | \$101,784            | \$118,152            | \$118,512            | \$80,936             | \$131,504            | \$15,000             |
| Board of Education                  | \$142,437            | \$7,089              | \$17,836             | \$5,393              | \$7,527              | \$6,359              |
| Office of Superintendent-Assessment | \$97,077             | \$97,077             | \$107,641            | \$107,641            | \$120,588            | \$386,054 **         |
| Administration                      | \$427,365            | \$440,823            | \$440,841            | \$457,669            | \$456,036            | \$450,482            |
| School Resource Officer             | \$6,576              | \$9,148              | \$9,450              | \$4,620              | \$11,178             | \$8,500              |
| TAN Interest Expense                | \$7,414              | \$9,000              | \$9,500              | \$6,709              | \$8,500              | \$8,500              |
| Facility                            | \$237,790            | \$240,819            | \$287,531            | \$375,500            | \$212,019            | \$214,977            |
| Transportation                      | \$7,459              | \$8,800              | \$2,600              | \$34,504             | \$2,600              | \$16,600             |
| Debt Service                        | \$69,263             | \$70,597             | \$74,760             | \$50,687             | \$63,242             | \$51,384             |
| Special Education                   | \$68,845             | \$71,373             | \$72,641             | \$71,539             | \$75,480             | \$75,404             |
| Career Center Total                 | \$2,854,615          | \$2,928,046          | \$2,925,991          | \$2,905,495          | \$2,836,683          | \$3,019,913          |

\*\* Technology, curriculum, paraeducators, etc.

## CENTRAL VERMONT CAREER CENTER FY2017 - FY2020 BUDGET REVENUE SUMMARY

| <u>Description</u>                                               | <u>FY20 Budget</u> |
|------------------------------------------------------------------|--------------------|
| FY20 CVCC Expenditures                                           | 3,019,913          |
|                                                                  | -                  |
| <b>Total FY18 Budget</b>                                         | <b>3,019,913</b>   |
| Less Other Revenues:                                             |                    |
| 1331 Tuition Students/Adults                                     | 5,000              |
| 1990 Misc. - Reimb. for Outside Agencies/KidConnection           | -                  |
| 3113 Voc Ed Support Grant                                        | 1,260,259          |
| 3305 State-Tuition Reduction                                     | 507,078            |
| 3309 State - Salary Assist.-Coop Coordinator (20%)               | 19,600             |
| 3310 State - Salary Assist.-Guidance Coordinator (50%)           | 28,073             |
| 3312 State - Salary Assist. - Vocational Director (50%)          | 58,774             |
| 3312 State - Salary Assist. -Assistant Vocational Director (35%) | -                  |
| Carry-forward                                                    | 100,000            |
| 4003 Business Revenues                                           | 22,000             |
|                                                                  | -                  |
| <b>Total Other Revenues</b>                                      | <b>2,000,784</b>   |
| Amount to be raised by tuitions                                  | 1,019,129          |
| <b>Total CVCC Revenue</b>                                        | <b>3,019,913</b>   |

7.2 F420

**BARRE SUPERVISORY UNION**  
**NOTIFICATION OF EMPLOYMENT STATUS**

Please complete this form for New Hires and any changes in employee's status then submit it to the Central Office. Complete one form for one event per employee to be sure they receive accurate/appropriate compensation.

Information with (\*) must be filled out. Please Select Reason for this form and fill out the corresponding section. Authorize at bottom.

NEW HIRE: X (Section 1)      TRANSFER: \_\_\_\_\_ (Section 2)      CHANGE HRS/WAGE: \_\_\_\_\_ (Section 2)      TERMINATION/RESIGNATION: \_\_\_\_\_ (Section 3)

\*NAME: Margaret Fagan \*School/Dept. BC/BT  
\*EFFECTIVE DATE: 2019-20 School yr \*Daytime Phone: 1-518-641-2954  
\*POSITION: Speech/Language Pathologist \*SUBJECT: P.K \*GRADE: \_\_\_\_\_  
(Teacher, Para-Educator, Administrator, Clerical, Cust/Maint, Substitute, Tutor, Other-Specify)

**Section 1: NEW HIRE** (Admin. Procedure/Checklist on Pg. 2)

TOTAL YEARS OF EXPERIENCE: 0 STEP: 1 SALARY PLACEMENT: M

HOURLY RATE: ✓ \*HOURS PER DAY: 7.5 DAILY RATE: \_\_\_\_\_ \*DAYS PER YEAR: \_\_\_\_\_

SALARY: \$44,057 \* CONTRACT DAYS: 190 \*ACCOUNT CODE: IDEA-B

\*REPLACEMENT? Y (N) \*LONG TERM SUB? Y/N IF YES, FOR WHOM? (this was a contracted service this year)

\*AOE ENDORSEMENT (TEACHER): YES or NO \*CERTIFIED (PARA): ParaPro YES or NO Associates Degree YES or NO

\*CONTRACT: (YES) or NO \*TIMES SHEET: YES or (NO) graduating in May - applying for VT Certification

For Central Office Use Only: Contract Completed \_\_\_\_/\_\_\_\_/\_\_\_\_ Offer Letter Completed \_\_\_\_/\_\_\_\_/\_\_\_\_

**Section 2: TRANSFER / CHANGE IN HOURS OR WAGES** (Fill in both columns)

|                                                                                                                                                                                                             |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>*CURRENT:</b></p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if &lt; 5 per week)</p> <p>*Current Rate of Pay _____ Hourly or Salary (Circle)</p> | <p><b>*NEW:</b></p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if &lt; 5 per week)</p> <p>*New Rate of Pay _____ Hourly or Salary (Circle One)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Section 3: TERMINATION/RESIGNATION**

Reason: \_\_\_\_\_ Last Work Day: \_\_\_\_\_

|                                                                                                                                  |                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <p><u>[Signature]</u><br/>*Approving Signature Principal/Administrator</p> <p><u>[Signature]</u><br/>*BSU Approval Signature</p> | <p><u>3/10/19</u><br/>*Date</p> <p><u>3/26/19</u><br/>*Date</p> |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|

**REVERSE SIDE:** Administration Procedure/Checklist for New Hires. All should be completed prior to sending candidate packet over for Superintendent Interview.

# Maggie Fagan

38 Tamorac Place, Apt #2 Colchester VT, 05446 • (518) 641-2954 • mfaga002@plattsburgh.edu



## Education

State University of New York at Plattsburgh

Master's in Speech-Language Pathology with Teaching Certification: Anticipated May 2019

State University of New York at Fredonia

Bachelor's in Communication Disorders and Sciences: May 2017

## Clinical Experience

Wake Robin, Continuing Care Retirement Community: February 2019-Present

Essex Elementary School: January-February 2019

- Planned and provided intervention and evaluation services to K-1 children in a public school system
- Familiar with use of Goalview
- Efficient in use and programming of high-tech Augmentative and Alternative Communication Devices
- Clinical experience in: Childhood apraxia of speech, Autism spectrum disorder, Down syndrome, specific learning disabilities, receptive and expressive language impairments, speech impairments, developmental delays, Social Thinking, Multi-Tiered System of Supports, Common-Core State Standards, Individualized Education Plans, Behavior Intervention Plans

North Country Kids, Early Intervention and Preschool Agency: July-August 2018

- Planned and provided early intervention and evaluation services to birth to three children in preschool and home settings
- Completed daily electronic documentation
- Clinical experience in: Autism spectrum disorder, American Sign Language, receptive and expressive language delays/disorders, articulation and phonological delays/disorders, developmental delays

Outpatient Rehabilitation Services, CVPH Fitness and Wellness Center: October-November 2018

- Planned and provided intervention services to school-aged, adult, and geriatric populations
- Completed daily electronic documentation
- Clinical experience in: LSVT-Loud, Augmentative and Alternative Communication, Traumatic Brain Injury, Aphasia, VitalStim, Clinical Swallow Evaluation, spaced retrieval, receptive and expressive language disorders

Champlain Valley Physicians Hospital: September-October 2018

- Conducted Clinical Swallow Evaluations at bedside to adult and geriatric populations
- Efficient in medical chart reviews
- Completed daily electronic documentation via medical database
- Clinical experience in: Videofluoroscopic Swallow Study, Dysphagia diets, Dysphagia education and therapy, mouth care

SUNY Plattsburgh Speech and Hearing Center: August-December 2017, August-December 2018

Language Processing Evaluation Team

- Reviewed case history information and planned evaluation measures accordingly
- Proficient in administration of standardized tests
- Conducted parent/guardian interviews and conferences
- Interpreted data and completed evaluation reports
- Clinical experience in: Executive dysfunction, learning disabilities, receptive and expressive language delays/disorders, literacy, reading fluency, Common-Core State Standards, English language learners

#### Voice Evaluation Team

- Reviewed case history information and planned evaluation measures accordingly
- Conducted client interviews
- Efficient in operation of Praat software
- Familiar in operation of Videostroboscopy
- Interpreted data and completed evaluation reports

#### Individual/Group Clinical Sessions

- Planned and provided intervention and evaluation services to birth to three, school-aged, adult, and geriatric populations in a clinic setting
- Proficient in lesson plans, data collection, treatment plan and end of session report completion
- Clinical experience in: Lidcombe program, Aphasia, Down syndrome, Autism spectrum disorder, receptive and expressive language delays/disorders, cognitive aspects intervention and evaluation, articulation delays/disorders, social aspects intervention, hearing screenings, group therapy, Semantic Feature Analysis

#### Related Experience

##### Graduate Assistant, SUNY Plattsburgh: Fall 2017

- Completed literature reviews
- Exposure to accent modification, cultural competence, technology use in intervention

#### Professional Development

American Speech and Hearing Association: ASHA Convention Boston, MA - 2018

SUNY Plattsburgh, Fall Conference: The New IQ: Working Memory and Learning Disabilities- 2017

New York State Speech- Language Hearing Association: NYSSLHA Convention, Saratoga, NY - 2016

#### Employment

Communication Disorders and Sciences Tutor- SUNY Fredonia Learning Center: 2015-2017

English/English Writing Tutor- SUNY Fredonia Learning Center: 2016-2017

Daycare Assistant, New Beginnings Daycare: 2014-2017

FY20

**BARRE SUPERVISORY UNION**  
**NOTIFICATION OF EMPLOYMENT STATUS**

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Information with (\*) must be filled out. Please Select Reason for this form and fill out the corresponding section. Authorize at bottom.

NEW HIRE: \_\_\_\_\_ (Section 1)      TRANSFER: \_\_\_\_\_ (Section 2)      CHANGE HRS/WAGE: \_\_\_\_\_ (Section 2)      TERMINATION/RESIGNATION: \_\_\_\_\_ (Section 3)

\*NAME: Sam Loeson      \*School/Dept. SHS

\*EFFECTIVE DATE: July 1, 2019      \*Daytime Phone: \_\_\_\_\_

\*POSITION: Teacher      \*SUBJECT: Eng      \*GRADE: HS  
(Teacher, Para-Educator, Administrator, Clerical, Cust/Maint, Substitute, Tutor, Other-Specify)

**Section 1: NEW HIRE**

TOTAL YEARS OF EXPERIENCE: 2      STEP: 3      SALARY PLACEMENT: M

HOURLY RATE: \_\_\_\_\_ \*HOURS PER DAY: \_\_\_\_\_ DAILY RATE: \_\_\_\_\_ \*DAYS PER YEAR: \_\_\_\_\_

SALARY: \$47,313      CONTRACT DAYS: \_\_\_\_\_ \*ACCOUNT CODE: \_\_\_\_\_

\*REPLACEMENT? Y / N      \*LONG TERM SUB? Y / N      IF YES, FOR WHOM? Marie Ritgo

CERTIFIED: YES or NO      CONTRACT: YES or NO      TIMES SHEET: YES or NO  
provisional

**Section 2: TRANSFER / CHANGE IN HOURS OR WAGES** (Fill in both columns)

|                                                                                                                                                                                                             |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>*CURRENT:</b></p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if &lt; 5 per week)</p> <p>*Current Rate of Pay _____ Hourly or Salary (Circle)</p> | <p><b>*NEW:</b></p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if &lt; 5 per week)</p> <p>*New Rate of Pay _____ Hourly or Salary (Circle One)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Section 3: TERMINATION/RESIGNATION**

Reason: \_\_\_\_\_      Last Work Day: \_\_\_\_\_

|                                                                                                                                            |                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <p><u>Brandon Johnson</u></p> <p>*Approving Signature Principal/Administrator</p> <p><u>[Signature]</u></p> <p>*BSU Approval Signature</p> | <p><u>3/27/19</u></p> <p>*Date</p> <p><u>3/29/19</u></p> <p>*Date</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|

Samantha Loesch  
113 State Street 2A Albany, NY 12207 • (914) 299-8770 • samantha.loesch@gmail.com

**EDUCATION:**

The State University of New York, University at Albany

**Bachelor of Arts in English:** December 2014

**Master of Arts in English:** December 2017

GPA: 3.35 Major: 3.80

Member of the State University of New York, University at Albany's English Honors Program

**CERTIFICATION:**

SIT Graduate Institute, Brattleboro, Vermont

Teaching English to Speakers of Other Languages: January 2017

- Four weeks of classroom teaching at the International Language Institute of Massachusetts

**PUBLICATIONS & PRESENTATIONS:**

- "Families of the Mad River Valley" Sugarbush Magazine, July 2018
- Contributing author to the Sugarbush Living blog at Sugarbush Resort:  
<https://www.sugarbush.com/blog/sugarbush-living/>
- "Appearances" Master's Thesis, State University of New York, University at Albany, December 2017
- "Connected to Africa: Establishing Assata in African-American Diaspora Studies," *International Conference on Literature and Transnational Studies*, Hunan University of Science and Technology, Xiangtan, Hunan Province, China, May 28, 2015.
- "Cunning, Baffling, and Powerful" Arch Magazine, January 2014

**WORK EXPERIENCE:**

**English Language Arts Teacher** Albany Leadership Charter High School for Girls Albany, NY  
July 2018-Present

- Taught one month of New York State Regents focused summer school to English Language Arts students grades 9-12
- Prepared curriculum for College Composition and Literature and Writing, offered through Schenectady County Community College as a part of the College in the High School program
- Prepared curriculum for Reading Shakespeare, offered through University at Albany as a part of the University in the High School program
- Taught three sections of College Composition and one section of Reading Shakespeare to all 12<sup>th</sup> grade students
- Implemented student assessment data to design daily lesson plans
- Graded students on a traditional grading scale, but aligned assignments and reporting with standards referenced grading

**Owner Services Manager** Clay Brook Hotel and Residences at Sugarbush Resort Warren, VT  
January 2017-July 2018  
December 2014-April 2016

- Maintained intricate records of all owner communications, billing, revenue and tax documents
- Executed the rental management program including the rental rotation and various other ownership programs Assisted in developing marketing initiatives to increase occupancy in Clay Brook Hotel Arranged, setup, and managed all private owner events



- Managed the Internal Exchange Program, including executing exchange contracts and website
- Facilitated all ownership transfers, executed transfers and communicated the transfers to appropriate staff
- Contributing author to Sugarbush Magazine, magazine with 60,000 copies in circulation
- Assisted in the planning and development of real estate marketing initiatives including planning open house events and an employee incentive program
- Blog author for the lifestyle section of the real estate website

**Building Substitute Teacher**      North Albany Academy      Albany, NY  
August 2016-December 2016

- Took over the Mathematics AIS program for grades 5, 6, 7, & 8 for a teacher out on maternity leave
- Devised new lesson plans and led group workshops
- Assisted the English as a New Language Department with new English Language Learners
- Worked as a one-on-one aid to English Language Learners in 1st and 2nd grade
- Conducted small group and large classroom activities for learners of all abilities in all subjects
- Arranged and facilitated the after-school art program for grades K-8

**Senior Intern**      Office of U.S. Senator Charles E. Schumer      Albany, NY  
September 2013-May 2014

- Responsible for responding to and recording calls from local constituents
- Required to organize and summarize newspaper articles to formally present to the Senator daily
- Required to attend and photograph local speaking events with the Senator and other interns
- Responsible for being informed of current state and national legislative issues

**Executive Assistant**      Tommie Copper, Inc.      Mount Kisco, NY  
May 2013-September 2013

- Analyzed, interpreted, and presented business contracts to the executive board
- Developed a detailed Excel spreadsheet of job descriptions for new positions in the company
- Created database of all the legal contracts in effect at the time
- Developed the presentation for the quarter-annual conference with the Board of Directors: summarizing revenue, spend, future marketing and sales plans, new product and new website design
- Edited and assisted in designing multiple areas of the website
- Researched and presented what was needed to implement International Standards of Quality for fast paced, growing apparel company
- Organized and filed three years of financial statements

**EXTRACURRICULARS:**

- Volunteer at Vermont Adaptive Sports: Summer 2017
- Volunteer peer mentor and resource for new transfer students in SUNY Albany's Transfer Connections program: Spring 2013-Fall 2014
- Assistant Recruitment Officer for Phi Alpha Delta Pre-Law Fraternity State University of New York at Albany chapter: Spring 2013

**PROFESSIONAL SKILLS:** Proficient in Microsoft Word, Excel, Outlook, and PowerPoint.

**BARRE SUPERVISORY UNION  
NOTIFICATION OF EMPLOYMENT STATUS**

Please complete this form for New Hires and any changes in employee's status then submit it to the Central Office. Complete one form for one event per employee to be sure they receive accurate/appropriate compensation.

Information with (\*) must be filled out. Please Select Reason for this form and fill out the corresponding section. Authorize at bottom.

NEW HIRE: X (Section 1)      TRANSFER: \_\_\_\_\_ (Section 2)      CHANGE HRS/WAGE: \_\_\_\_\_ (Section 2)      TERMINATION/RESIGNATION: \_\_\_\_\_ (Section 3)

\*NAME: Victoria Everett      \*School/Dept. CVCC  
\*EFFECTIVE DATE: 4/22/19      \*Daytime Phone: 256-499-3854  
\*POSITION: Literacy Coordinator      \*SUBJECT: Literacy      \*GRADE: 10-12  
(Teacher, Para-Educator, Administrator, Clerical, Cust/Maint, Substitute, Tutor, Other-Specify)

**Section 1: NEW HIRE (Admin. Procedure/Checklist on Pg. 2)**

TOTAL YEARS OF EXPERIENCE: 13      STEP: 13      SALARY PLACEMENT: M30  
HOURLY RATE: \_\_\_\_\_      \*HOURS PER DAY: \_\_\_\_\_      DAILY RATE: \_\_\_\_\_      \*DAYS PER YEAR: \_\_\_\_\_  
SALARY: \$67,809      \*PRO RATED: \$14632.47      CONTRACT DAYS: \_\_\_\_\_      \*ACCOUNT CODE: 600-300-1300-511-49  
\*REPLACEMENT? Y/N      \*LONG TERM SUB? Y/N      IF YES, FOR WHOM? Ruth Durkee  
\*LICENSED (TEACHER): YES or NO      \*CERTIFIED (PARA): Para Praxis YES or NO      Associates Degree YES or NO  
\*CONTRACT: YES or NO      \*TIMES SHEET: YES or NO

For Central Office Use Only: Contract Completed 1/1 Offer Let \_\_\_\_\_

**Section 2: TRANSFER / CHANGE IN HOURS OF**

|                                                                                                                                                                                               |                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>*CURRENT:</b><br>*Position: _____<br><br>Daily Hours and FTE _____<br><br>*# of Days/Week _____ (Specify days if < 5 per week)<br><br>*Current Rate of Pay _____ Hourly or Salary (Circle) | <b>*NEW:</b><br>*Position: _____<br><br>Daily Hours and _____<br><br>*# of Days/Week _____<br><br>*New Rate of P _____ |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|

41 DAYS FOR FY19  
4/22/19 START DATE  
3 Sick DAYS  
0.5 PERSONAL DAYS  
WILL NOT WORK  
MAY 22, 23, 24

**Section 3: TERMINATION/RESIGNATION**

Reason: \_\_\_\_\_ Last Work Day: \_\_\_\_\_

|                                                                                 |                           |
|---------------------------------------------------------------------------------|---------------------------|
| <u><i>Cenay Chamberlain</i></u><br>*Approving Signature Principal/Administrator | <u>3/25/2019</u><br>*Date |
| <u><i>[Signature]</i></u><br>*BSU Approval Signature                            | <u>4/4/19</u><br>*Date    |

**REVERSE SIDE:** Administration Procedure/Checklist for New Hires. All should be completed prior to sending candidate packet over for Superintendent Interview.

**Ms. Victoria Everett, Ed.S.**

18 South Water Street #3  
Vergennes, VT 05491

Email: victoriawrites2017@gmail.com  
Phone: (256) 499-3854

**WORK EXPERIENCE**

- **English 10 Teacher**  
Citronelle High School; Mobile County Public School System; 2017-2019
- **English and Elementary Tutor**  
Huntington Tutoring Center; Daphne, Alabama; 2018-2019
- **ESL Instructor for Adults**  
Gadsden State Community College; Anniston, Alabama; Summer of 2017.
- **ESL Resource Teacher for K-12 (Itinerant)**  
Cleburne County Schools; District; Heflin, Alabama; 2016--2017
- **ESL and Sheltered English Teacher**  
Marshall County Schools; Douglas Middle and High Schools; Douglas, Alabama; 2015-2016.
- **ESL Resource Teacher for K-12 (Itinerant)**  
Randolph County Schools; District; Wedowee, Alabama; 2013 — 2015.
- **ESL Teacher**  
P.D. Jackson Olin High School; Birmingham City Schools; 2012 — 2013.
- **Advanced Placement English Language and Composition Teacher, Eleventh-Grade English Teacher; Creative Writing Teacher.**  
P.D. Jackson Olin High School; Birmingham City Schools; 2010 – 2012.
- **ESOL Summer Enrichment Teacher;** Birmingham City Schools; Summers of 2011 and 2013.
- **Seventh-Grade English Language Arts Teacher**  
\*Escambia County Middle School; Atmore, Alabama; 2009 – 2010.  
\*Mae Eanes Middle School; Mobile, Alabama; 2007 – 2009.
- **Assistant Editor / Features Journalist;** *The Baldwin Times*; Bay Minette, Alabama; June – October, 2007.
- **News Reporter / Features Journalist;** *The Jacksonville News*; Jacksonville, Alabama; 2005 – 2006.
- **Fourth-Grade Teacher**  
Calhoun County Schools; White Plains K-12 School; Anniston, Alabama; 1999 to 2001.

**EDUCATION**

- **Education Specialist in Education; English as a Second Language** (2015 – 2017).  
University of Alabama at Birmingham; Birmingham, Alabama
- **Master of Science in Education: English as a Second Language** (2009 – 2011)  
University of South Alabama; Mobile, Alabama.
- **Master of Arts in English** (21+ hours of course work: 2001-2007)  
Jacksonville State University; Jacksonville, Alabama.
- **Bachelor of Science in Education**, received August 1993  
Jacksonville State University; Jacksonville, Alabama  
Dual Concentration: Elementary and Early Childhood
- **Minors:** English, Creative Writing, Technical Writing  
Jacksonville State University; Jacksonville, Alabama

**REFERENCES UPON REQUEST**

February 22, 2019

Central Vermont Career Center  
Attn: Penny Chamberlin, Director  
155 Ayers St.  
Barre, Vermont 05641

RE: Assistant Technical Education Director

Dear Ms. Chamberlin and Committee Members:

As a proven educator with over 24 years of leading students and educators as a teacher and administrator, including three years in my current role as a 5th-8th grade Principal in a PreK-8 school, along with a history of innovation and leadership through my 18 years as an administrator and teacher in Career Technical Education (CTE) at Central Vermont Career Center (CVCC) I have the background uniquely suited to rejoin the team at CVCC as Assistant Technical Education Director.

I believe students should be our primary focus, considering their success to be the filter of all that we do as educators, from long-term direction to day-to-day work in our schools. The best educators serve students with integrity, modeling professionalism and respect in all that they do. As an administrator in middle school I continue to be passionate about how we might better reach all students to prepare them for a rapidly changing world.

By working with 5th-8th grade students and educators I have broadened my understanding of the continuum of public education in Vermont, through my direct work at Barre Town and my increased connections with Vermont middle and elementary administrators. I look forward to using this added perspective as I seek to return to CTE at a time when increased connection with middle schools is a priority for CTE in Vermont. While away from CTE my interest in CTE has continued through my pursuit of a doctoral degree in educational leadership. My recently approved study will focus on dual credit in Vermont career technical education.

Having served for six years as the Assistant Director at Central Vermont Career Center, I have a depth of understanding of the position and am confident in my ability to make an immediate impact. At the same time, I know that much has changed in education in Vermont these past three years. The opportunities and challenges for CTE going forward are significant.

As a student-centered, lifelong learner, knowing the important work that lies ahead, I request your consideration for the position of Central Vermont Career Center Assistant Technical Education Director.

Respectfully submitted,

Scott Griggs

# Scott D. Griggs

57 Griggs Road Orange, Vermont 05641  
802-249-2460 [scott.oac@gmail.com](mailto:scott.oac@gmail.com)

## ***Education***

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### **Liberty University**

Lynchburg, Virginia

Ph.D. Candidate - All But Dissertation

**Major:** Doctor of Education - Educational Leadership

**GPA:** 4.000

**Credit Hours:** 50

Attended March 2013 to Present

### **Transcript**

(included)

### **Johnson State College**

Johnson, Vermont

Master of Education

**Major:** Education

Attended August 1990 to May 1992

Degree conferred May 1992

### **Barrington College**

Barrington, Rhode Island

Bachelor of Science

**Major:** Business Administration

**GPA:** 3.660

**Credit Hours:** 142

Attended August 1980 to May 1984

Degree conferred May 1984

## ***Experience***

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### **Barre Town Middle Elementary School**

Jul 2016 - Present

Middle School Principal

Barre, Vermont

- Formed and facilitated middle school leadership team expanding instructor voice in school direction.
- Spearheaded professional development and implementation in the integration of social-emotional and academic education.
- Initiated cross-grade collaborative work toward consistent expectations and follow-through in grades 5-8
- Expanded focus on educator goal-setting and reflection.
- Represented school on supervisory union administrator team, innovation team, and multiple committees
- Advocated for system change and middle school priorities on school and supervisory union teams
- Developed budgets with administrative team and school board, including expenditures toward student-centered priorities.

**Reason for leaving:** Having served throughout my most recent 21 years in the same supervisory union, I am looking for a new opportunity to apply my background in a student-centered, innovative

educational institution. While I appreciate the continued good work in Barre, I look forward to applying my skills and background in another community.

**Supervisor:** John Pandolfo, Superintendent of Schools - BSU ((802) 476-6617)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

### **Central Vermont Career Center (fka Barre Technical Center)**

Aug 2010 - Jun 2016

Assistant Director

Barre, Vermont

- Established teacher mentor program, working with groups of first- and second-year teachers toward successful entry and growth at CVCC.
- Partnered with Director in supervision and evaluation of professional staff and para-educators.
- Systemized and implemented school behavior support enhancing communication channels with program instructors, special education coordinator, and sending school administrators.
- Directed professional development in the area of bullying and harassment.
- Coordinated adult education program eliminating a \$67,000 deficit in three years.
- Oversight of multi-site Pre-Tech Outreach program including instructor supervision, budgeting and vehicle fleet management.
- Managed information technology, including serving as point of contact for supervisory union technology team and direct supervision of technology integrationist.
- Represented CVCC on district facilities committee.
- Adult education instructor – evenings – office applications

**Reason for leaving:** I enjoyed my many years at Central Vermont Career Center including the last six years in Administration. My reason for leaving was to seek a new challenge.

**Supervisor:** Penny Chamberlin (802-476-6237)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

### **Barre Technical Center**

Aug 1999 - Jun 2008

Computer Networking and Support Instructor

Barre, Vermont

- Co-developed and implemented computer information technology program with computer programming instructor. Expanded into information technology academy teaming with veteran graphic design and architectural design instructors.
- Facilitated CVCC's technology committee, in charge of establishing technology priorities and allocation of technology funds.
- Conducted data-driven assessment of CVCC technology needs leading to \$50,000 increase in annual budget.
- Represented CVCC on supervisory union technology committee charged with development, updating and communication of rolling five-year technology strategic plan.
- Served as Future Business Leaders of America advisor including student leadership development and interscholastic skills competitions.
- Adult education instructor – evenings – office applications and networking
- Educator of the Year, CVCC, 2006

**Reason for leaving:** I chose to apply for the position of Assistant Director at Barre Technical Center.

**Supervisor:** Penny Chamberlin (802-476-6237)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

**Barre Technical Center**

Aug 1998 - Jun 1999

Business and Computer Technology Instructor  
Barre, Vermont

Taught the final year of the program, covering business concepts and Microsoft Office software. FBLA advisor.

**Reason for leaving:** Continued at Barre Technical Center as Computer Networking and Support program instructor when the Business and Computer Technology Program closed.

**Supervisor:** Albert Gasior (802-476-6237)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

**Cabot School**

Jan 1993 - Jun 1996

Business Education and School-to-Work Coordinator  
Cabot, Vermont

- Developed and implemented a PreKindergarten -12 integrated school-to-work program.
- Future Business Leaders of America advisor.
- Taught middle school keyboarding and personal finance, and a range of high school business courses including a program with work experience components.

**Reason for leaving:** I left to rejoin our family business in a critical time of transition for the business.

**Supervisor:** Marge Sable; Dr. Hasse Halle (deceased) (802-563-2289)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

**Kenco, Inc.**

Jun 1984 - Aug 1993

Credit Manager/Shipping Manager  
Barre, Vermont

- Developed and implemented credit and collections system, reducing past-due accounts by 80% in two years for custodial equipment and supply corporation.
- Supervision and evaluation of delivery and service personnel.
- Route management in two-state region.

**Reason for leaving:** Desire to work in the field of education.

**Supervisor:** Kenneth Griggs (deceased) (802-476-1001)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

February 15, 2019

I initially wrote Scott Griggs a recommendation when I served as his principal mentor during the 2017-18 school year. Since that time, I have moved to NH, have un-retired, and currently serve as the Interim Executive Director of the New Hampshire Association of School Principals. I have touched base with Scott recently and his situation and thinking have changed somewhat since I wrote the recommendation below. I understand he has re-evaluated his situation and is seeking new employment.

Let me be very clear. Scott is a quality school leader. He is intelligent, reflective and action-oriented. As you will tell from his resume, he has successfully served in a leadership role with the Central Vermont Career Center for some time before being encouraged to take on his middle-level leadership position. He needs to work with a team who can make best use of his talents, and who is willing and able to change.

We know that above all talents and skills that principal candidates bring to the job, integrity is job #1. Scott is an ethical leader with integrity who is in education for all of the right reasons. Please don't hesitate to reach out to me to discuss how he can meet your school's leadership needs.

Regards,

Ken Page  
Interim Executive Director  
New Hampshire Association of School Principals  
kpage@nhasp.org  
office 1-603-225-3431  
cell 1-802-595-1844

April 1, 2018

To Whom It May Concern:

Scott Griggs, Principal of Barre Town Middle School, has asked me for a letter of reference and I am delighted to comply. I have known Scott for nearly two years. I currently serve as his principal mentor. In addition, I have also gotten to know Scott through his participation in The Margaret Waddington Leadership Initiative and I have interacted with him through his nine-month training. So, from these two experiences, I feel qualified to write this letter of reference.

It's hard to not come away from a meeting with Scott without thinking: "What a nice guy!" He presents himself as knowledgeable, kid-centered and soft-spoken. As his resume indicates, he is not new to school administration, having worked as an assistant career director at the Central Vermont Career Center for many years before being selected to step up to the middle school principalship in a large pre-K to grade eight school in the same supervisory union. So rather than telling him how to approach the principalship, I found that my interactions with Scott were really colleague-to-colleague. In fact, I told him many times, "You are clearly not a newbie."

Scott replaced a long-time middle school principal at Barre Town. As he began his job in the fall of 2017, he quickly assessed that it would be best for the school to make changes incrementally, to work collaboratively

Scott Griggs



with staff and to take on issues as he saw them. Scott immersed himself into the school and community during his first year. It was not uncommon to see his office filled with items for the food drive or to hear that his weekend plans included attending school events.

At the end of his first year, he established a leadership advisory team that would work with him and serve as a way to listen and to respond to the many different voices and priorities of the teaching teams in the school. This leadership committee would also prove helpful as he developed the school's budget. And, like all communities struggling with Act 46 mergers, Scott found himself involved tangentially in these conversations. It became clear then that Barre Town was quite conflicted when it came to working with Barre City on a merger. Scott, ever the true professional, respected all views and worked diligently with the Barre SU team to support his superintendent and board as they took on this formidable task.

So, in summation: Scott can offer a school his dedicated service, his calm demeanor, his thoughtful approach to education and to kids, and his intellectual prowess. He will be an "all-in" principal for the school and district who is fortunate enough to hire him. His priorities are clear; his core values are solid and his loyalty is above reproach.

I would be delighted to receive a call regarding Scott's candidacy from any employing official. My cell phone is 1-802-595-1844 and my e-mail is [kpage@vpaonline.org](mailto:kpage@vpaonline.org).

Regards,

Ken Page  
Currently a Retired Educator with 44 years of service  
Coordinator, Margaret Leadership Initiative  
Former Executive Director of the Vermont Principals' Association  
Former Crossett Brook Middle School Principal

April 7, 2016

To Whom This May Concern

This letter will stand as reference for Scott Griggs my supervisor and my friend. Scott is the main reason I am now teacher here at the Central Vermont Career Center.

Scott and I grew up in the town of Orange. We attended the same school (Scott was in my younger sister's class) and the same church. I remember Scott as always friendly and outgoing, very seldom having a bad word for anyone, and a strong advocate of fair play.

In the fall of 2012 I came to work here at the Career Center teaching Emergency Medicine and Fire Fighting. At that time Scott as Assistant Director became one of my supervisors. In a very short time I gained a lot more respect for him. As Assistant Director he is the one who handles most student issues. The patience and understanding he shows the students in handling sometimes very difficult situations is a credit to him. He always looks for the best in the students and handles discipline in as fair as possible manner.

As a supervisor I have always found Scott easy to talk to about what is going on in the classroom. On several occasions he has made suggestions that have improved the learning environment for my students. If you have further questions please don't hesitate to call me.

Sincerely

Kim M. Richardson, Teacher  
Emergency Services Program  
Central Vermont Career Center

February 19, 2019

Dear Ms. Marold,

It is with great interest that I am applying for the position of Co-Principal at Barre Town Middle and Elementary School. As you will see within my enclosed resume, I hold all appropriate licensure and education for this role. While I have held many different roles and responsibilities with the public school system, I believe that my most current role as Assistant Principal has suited me well for the role as Co-Principal. I am enthusiastic and prepared to contribute my knowledge to the Barre Town School, and to Supervisory Union as a whole, to maximize the student learning experience.

With experience in program initiatives, optimizing the learning atmosphere for all students, promoting a safe and secure environment, and staff development I have a solid record for exceeding faculty goals through effective internal and external communication, and a firmly held commitment to student-centered learning.

You will find the enclosed resume covers some of my accomplishments and important skill set in detail, but here is a brief summary of what I can offer Barre Town Middle and Elementary School:

Leadership Competence: the ability to promote the vision of a school; provide team building leadership; the ability to foster leadership amongst teaching staff; promote inclusionary awareness for all student learners; make informed, objective decisions while allowing for appropriate collaboration with stakeholders; create effective and current staff development plans; and engage in continuing professional development.

Administrative Competence: the ability to maintain a safe, respectful, positive, and effective learning environment; evaluate staff performance; utilize outside resources when appropriate; monitor and develop financial procedures; and sit on multiple educator and student focused teams.

I hold a solidly formed belief that all students can learn and succeed, given a safe and positive learning environment that promotes learning exploration and enhances student confidence. This belief, paired with my strong leadership skill set would prove itself an asset to Barre Town School. I welcome the opportunity to discuss my qualifications further and would like to sincerely thank you for your time and consideration.

Respectfully,

Erica Pearson

# Erica Perason

51 Windywood Road Barre, Vermont 05641  
802-249-8392 [e\\_b\\_pearson@yahoo.com](mailto:e_b_pearson@yahoo.com)

## Education

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### Johnson State College

Johnson, Vermont

Master of Arts

**Major:** General Counseling and Substance Abuse Counseling

**GPA:** 3.630

Attended September 2002 to May 2004

Degree conferred May 2004

### Johnson State College

Johnson, Vermont

Bachelor of Arts

**Major:** Psychology

**GPA:** 3.650

Attended September 1995 to May 1999

Degree conferred May 1999

## Experience

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### Barre Town Middle and Elementary School

Aug 2014 - Present

Assistant Principal

Barre, Vermont

In my current role as Assistant Principal I have many responsibilities, they include, but are not limited to, the following:

- Support all students who have difficulty managing behavior or regulating emotions in conjunction with behavioral staff, special educators, and general education teachers.
- Chair the Safety Committee (including ALICE initiatives, and all safety drills)
- Manage and evaluate para educators and behavioral staff
- Identified investigator for all behaviors that fall within the Hazing, Harassment, and Bullying Policy
- Identified truancy officer
- Sit on all EST teams, as well as 504 and IEP teams as needed
- Manage all discipline reports for AOE
- Member of the policy committee as the school and district level
- Handle With Care trainer
- ALiCE Certified trainer
- Train staff regarding behavior management in individual or group settings
- Update staff and parent/student handbooks annually
- Stay current on laws and model policies as they pertain to education and student services
- Act as LEA for Special Education teams as needed
- Create behavior support plans for students to be informed through Functional Behavior Assessments
- Create staff development as needed
- Member of the middle school Leadership Team
- Member of the elementary PBIS team

There are many other responsibilities that come along with this role at BTMES and I look forward to discussing them in greater detail with you.

**Supervisor:** Jennifer Nye (802-476-6617)  
**Experience Type:** Public School, Full-time  
It is **OK** to contact this employer

**Union Elementary School**

Aug 2010 - Jun 2014

School Social Worker

Montpelier, Vermont

Currently I hold the position of School Social Worker. I create FBA based behavioral plans, EST plans, and 504 plans and oversee the IAs fulfilling those plans. I do small group and individual work with students as well as some classroom instruction. I sit on the crisis and safety teams at UES.

I work closely with parents and other community members to ensure our students have what they need in order to be successful both in school and as community members.

My first year at UES, I taught a self-contained alternative classroom.

**Reason for leaving:** Current position

**Supervisor:** Chris Hennessey (802-225-8249)

**Experience Type:** Public School, Full-time

Please **do not** contact this employer

**Chelsea Public School**

Aug 2004 - Jun 2010

MS/HS School Counselor

Chelsea, Vermont

Middle and high school counselor at Chelsea Public School. I delivered small group work, classroom guidance in accordance with ASCA standards, individual problem solving counseling, educational planning, career and post-secondary planning, and attend EST, 504, and IEP meetings. Coordinated the middle school EST team and run 504s, and sit on the Crisis Team, and FOCUS (a student and management centered team). Also handle all scheduling, transcripts, and report cards, and have a small advisory group as well. Member of our high school recruitment team and attend all local high school fairs. Team-teacher of certain curriculum with our Health teacher; focusing on reproductive health, alcohol and drug education, self-harm and suicide prevention. Teacher for Junior Seminar, Senior Seminar, elementary classroom guidance.

**Reason for leaving:** Took a position at Union Elementary School in Montpelier, VT.

**Supervisor:** Karoline Johnson (802-685-4451)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

**Clara Martin Center**

Jan 2001 - Nov 2006

Substance Abuse and Child/Family Therapist

Randolph, Vermont

Provided individual and group therapy for both the substance abuse team and child and family services team. Provided court mandated therapy for adolescent and adult drug offenders and adolescent sex offenders. Provided case management as needed for both teams. Also worked as a SAP (Student Assistance Program) counselor in 4 local schools and as a Home-School Coordinator as well.

**Reason for leaving:** Took a position at Chelsea Public School.

**Supervisor:** Yvette Stevens (802-728-4466)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

**Central Vermont Medical Center**

Jan 1993 - Mar 2000

Managed Care Systems Secretary

Berlin, Vermont

Worked in patient registration for both the emergency department and the general hospital itself.

Ordered labs sought by physicians, and ran the operator switchboard

**Reason for leaving:** Took a position at Clara Martin Center.**Supervisor:** Janet LeMay (802-371-4100)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer***Vermont Principal's Association Member (PS&L Board)***

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I currently sit on the VPA's PS&L Board with other Vermont Principals. This Board is charged with creating professional development opportunities for school leaders including the yearly Leadership Academy.

***Soccer Coach Barre Youth Sports Association***

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I coach elementary level soccer for BYSA which serves families in both Barre City and Barre Town.

***Volunteer for Youth Service Bureau***

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Each year, I volunteer for the YSB and Unitarian Church of Montpelier to serve and deliver over 400 meals during the holiday months of November and December to locals in the Central Vermont Area.

***KC Bully Rescue***

---

I work closely with this local dog rescue to transport and foster dogs in need from all areas of the US.

***Elks Club Member***

---

I am a member of the Barre Elks Club and specifically assist in the children-focused community outreach. One of the biggest charges I assist with is the high school level scholarship fund.

***Waddington Leadership Initiative Graduate***

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I was able to participate in the Waddington Leadership Initiative and completed the program in 2018 through the Center for Creative Leadership in North Carolina. This initiative focuses on creating high-level leadership development that focuses on positive outcomes for teachers, students, and communities.

January 21, 2019

To Whom It May Concern:

It is my pleasure to write this letter of recommendation on behalf of Erica Pearson. I had the great privilege of working with Erica while I served as Director of Special Services at Barre Town Middle and Elementary School and benefited from our collaboration and her modeling.

Erica is an exceptionally bright and hard-working leader who is committed to improving all aspects of the Barre Town School. Beyond the obvious skills needed to do this work well, including intelligence, systems thinking, and exceptional organizational skills, Erica is especially gifted at establishing warm and productive relationships with staff, children, and families. She genuinely wants what is best for the Barre Town community and it shines through in all that she does on behalf of the students, staff, and parents.

Erica is an astute observer, which makes her especially capable of leading school safety teams. It also leaves her highly skilled at leading large groups of students and staff. Erica can quickly assess an environment and inspire people, as well as groups of people, to be positive, productive, and effective. Erica is always professional in her interactions with community resources, she is highly knowledgeable of outside resource, and cares deeply about students and the circumstances within a family. She communicates clearly, honestly, and effectively. Erica is unafraid of taking on the most delicate of situations and has all the skills necessary to facilitate effective outcomes.

Her leadership experience at Barre Town School, and within the Barre Supervisory Union, is an obvious asset to the staff and students at Barre Town School. She is well positioned to take on any challenges, budgetary responsibilities, and overall management of a large school building. Barre Town School would not only benefit from Erica's experience but also her determined, dedicated, and steady approach. I strongly support Erica's candidacy for Co-Principal at Barre Town Middle and Elementary School. On a more personal note, I continue to wish the Barre Town School all the best and have such great memories from my nine years with the amazing students and staff.

I would be very happy to speak with you in person if you have any questions, you can reach me at 802.522.3031.

Sincerely,

Julia Pritchard  
Director of Special Services  
Washington Northeast Supervisory Union

February 20th, 2019

To whom it may concern,

Over the past five years, I have had the pleasure of working with Erica Pearson as she took on a variety of roles in the capacity of assistant principal at Barre Town Middle and Elementary School. She has proven herself to be an invaluable asset and positive force within the community. I highly recommend Erica Pearson for the position of principal within our school.

One of the primary roles of the assistant principal in our school is to address student behavior. In this capacity, I have worked with Erica many times to resolve issues that arise between students, address parental concerns or investigate events that impact our community. Erica is familiar with our student body as well as their families and thus knows the most appropriate way to interact with them as individuals while upholding the expectations of the school. Erica recognizes that there is not one "right way" to address a circumstance and plays off her own strengths as well as her past experiences to collaborate with individuals rather than react to situations. Her knowledge of and familiarity with our community has proven to be an asset time and again when ensuring our students feel safe and supported while in attendance at Barre Town School.

Erica approaches with seriousness and intentionality the role of taking care of our community. She has spearheaded events such as Lip Sync and Spring Carnival which allow for our students to come together as an entire middle school community. Erica is open to ideas that are student centered and build community while encouraging students to develop leadership skills. She supports staff in creating these types of activities for our student body. This proactive approach to community development provides opportunity for students to showcase skills in unique areas, build confidence and feel supported by their community.

As an administrator, Erica makes a point to be accessible to students and staff alike. Students who seek her out are able to have a voice. Teachers are able to bring concerns or criticisms to her directly. She has consistently been an active listener, validating human reactions while also providing insight and guidance. Erica's knowledge of and dedication to the policies and procedures that guide our school have enabled her to diffuse tough situations as she is able to openly and concisely communicate the rationale that guide administrative decisions.

It is because of Erica's dedication to our community, commitment to student centered decision making and ability to communicate effectively that I highly recommend her for the position of Middle School Principal at Barre Town Middle and Elementary School.

Sincerely,

Tim Sanborn



February 18, 2019

To Whom It May Concern:

The purpose of this letter is to endorse Erica Pearson for the Barre Town Middle School Principal position. We have had the pleasure of working with Erica over the past five years at Barre Town Middle Elementary School. Erica is an outstanding Assistant Principal at Barre Town Middle Elementary School. As a team we would like to highlight her shared leadership abilities during meetings, working with families and advocating for children. Erica displays enthusiasm and patience as a leader during conferences, team meetings and parent meetings. She provides advice concerning access to outside agencies and often acts as a liaison connecting families with appropriate supports. As a member of an administrative team she believes in a shared leadership model in order to problem solve and collaborate. Her approachable temperament and sense of humor make her easy to communicate and work alongside. Even though she is calm, reasonable and supportive to all stakeholders, she also can be assertive, direct and firm when a group needs directives and guidance. These attributes allow productive and organized meetings.

She demonstrates a sensitivity to children's needs, abilities and interests. She is a strong advocate for children always making decisions that will allow them the most academic success. Her determination to problem solve allows any team to move forward with multiple ideas in which to support children academically, socially and emotionally.

We feel that Erica would be an asset to any leadership team. Her knowledge of the Barre Town community coupled with her experience on this administrative team makes her a highly desirable candidate and would be a welcome asset to our school in a new capacity. We feel that she has established relationships in our middle school with both teachers and students that would allow a smooth transition to this new role for her.

Please don't hesitate to contact us with any questions.

Sincerely,

Jennifer Farnsworth  
Dianna Martel  
Suzanne LeCours  
Veronica Eldred  
Patty Young  
Melissa Lindhiem

Following is a statement for the BUUSD Board to take action on at the April 11 meeting:

The Barre Unified Union School District will offer Vermont Municipal Employee Retirement System (VMERS) benefits, group A for all qualified union paraeducators, group B for all non-union employees (4 BTMES only), and group C for all qualified custodial staff. This will take effect on July 1, 2019. These options were originally conditions of employment before the districts merged.

Central Vermont Career CenterPerkins FY20 Summary*Thursday, March 28, 2019*Outreach Coordinator (final year in Perkins)

|                     |    |        |
|---------------------|----|--------|
| Salary and Benefits | \$ | 40,000 |
|---------------------|----|--------|

Medical Professions Instructor-confirmed

|                                        |    |        |
|----------------------------------------|----|--------|
| Salary/benefits 75% (25% is in budget) | \$ | 46,000 |
|----------------------------------------|----|--------|

|                                          |  |  |
|------------------------------------------|--|--|
| \$43,000 salary/\$3,000 payroll benefits |  |  |
|------------------------------------------|--|--|

|                                   |  |  |
|-----------------------------------|--|--|
| *Supplies/equipment are in budget |  |  |
|-----------------------------------|--|--|

Digital Media Arts II Instructor-confirmed

|                         |    |        |
|-------------------------|----|--------|
| Salary/benefits at 100% | \$ | 53,000 |
|-------------------------|----|--------|

|                                          |  |  |
|------------------------------------------|--|--|
| \$44,000 salary/\$9,000 payroll benefits |  |  |
|------------------------------------------|--|--|

|                                   |  |  |
|-----------------------------------|--|--|
| *Supplies/equipment are in budget |  |  |
|-----------------------------------|--|--|

Professional Development

|                        |    |       |
|------------------------|----|-------|
| *Proficiency Alignment | \$ | 3,500 |
|------------------------|----|-------|

|                         |    |        |
|-------------------------|----|--------|
| *SREB Summer conference | \$ | 13,000 |
|-------------------------|----|--------|

|                          |    |       |
|--------------------------|----|-------|
| *Trauma Informed Schools | \$ | 3,500 |
|--------------------------|----|-------|

|                                    |    |        |
|------------------------------------|----|--------|
| *Professional Development/Training | \$ | 15,000 |
|------------------------------------|----|--------|

|                                 |    |       |
|---------------------------------|----|-------|
| *Middle School Career Awareness | \$ | 5,500 |
|---------------------------------|----|-------|

Summer Camp

|                                      |    |       |
|--------------------------------------|----|-------|
| *8-10 offerings/one week end of June | \$ | 8,000 |
|--------------------------------------|----|-------|

Women Can Do/Non Traditional

|                     |    |       |
|---------------------|----|-------|
| VTC Fall Conference | \$ | 1,200 |
|---------------------|----|-------|

|             |    |       |
|-------------|----|-------|
| Career Fair | \$ | 1,500 |
|-------------|----|-------|

Assessment Software

|           |    |       |
|-----------|----|-------|
| Work Keys | \$ | 6,500 |
|-----------|----|-------|

|                    |    |       |
|--------------------|----|-------|
| Fast Forward Costs | \$ | 3,500 |
|--------------------|----|-------|

Agency of Education:

|                      |    |        |
|----------------------|----|--------|
| Teacher Prep Program | \$ | 14,146 |
|----------------------|----|--------|

|                         |    |       |
|-------------------------|----|-------|
| CTSO Leadership Program | \$ | 1,786 |
|-------------------------|----|-------|

|                    |    |         |
|--------------------|----|---------|
| CVCC 2020 Proposal | \$ | 216,132 |
|--------------------|----|---------|

|                             |    |         |
|-----------------------------|----|---------|
| Total Allocation for FY2019 | \$ | 218,978 |
|-----------------------------|----|---------|

\*amounts will be adjusted upon receipt of actual grant amount from the Agency of Education.

**Motion to Authorize Application for CFP Grant**

The Barre Unified Union School District (BUUSD) authorizes the BUUSD Superintendent's Office to accept grants, to administer, and to act as the representative on behalf of all member schools.

## **Food Service Management Company Request For Proposal**

### **Process Update**

**April 5, 2019**

We began the process of procuring a single BUUSD Food Service Management Company (FSMC) in December 2018. The VT Agency of Education and United States Department of Agriculture (USDA) requires that all new FSMC contracts be a "fixed price" contract versus a "break even" contract. We also convened a FSMC Procurement Committee consisting of Lisa Perreault, Ashley Young, Jamie Evans, Brenda Waterhouse, Scott Griggs, and Hayden Coon.

The RFP was reviewed and approved by the Agency of Education and sent to nine FSMCs, advertised in the Burlington Free Press, and posted on our website. A mandatory site visit was scheduled for March 19, 2019. We were please to welcome eight representatives from three FSMC. We started our tours at BTMES, moved down the hill to BCEMS and then to SHS where at each site principals were present to meet the potential bidders.

Three bids were accepted on April 4, 2019 and on Friday, April 5, 2019 the FSMC Procurement Committee met to review, evaluate, and score bids. All documentation will be submitted to the VT Agency of Education and it is our hope that we will have their approval so that the Superintendent can bring a recommendation to the BUUSD Board on April 11, 2019.

**BARRE SUPERVISORY UNION DISTRICT #61**

Barre City Elementary & Middle School / Barre Town Middle & Elementary School / Spaulding High School / Central Vermont Career Center

**Lisa Perreault**  
Business Manager

**Jacquelyn Ramsay-Tolman M.Ed., CAGS**  
Director of Curriculum, Instruction, and  
Assessment

**Carol Marold**  
Human Resource Coordinator

**Emmanuel Ajanma**  
Director of Technology

**Benjamin Merrill**  
Communication Specialist

**John Pandolfo**  
Superintendent of Schools

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www.bsuvt.org

*Doing whatever it takes to ensure  
success for every child.*

**Donald E. McMahon, M.Ed.**  
**Stacy Anderson, M.Ed.**  
Co-Directors of Special Services

**Sandra Cameron, M.Ed., MOT**  
Director of Early Education/Act 166  
Coordinator

**Lauren May**  
Interim Early Education Coordinator

**Jamie Evans**  
Director of Facilities

The Request for Proposal (RFP) was intended to solicit bids on BCEMS Partial Roofing Replacement and Repair – Summer 2019

The following grid indicates contractors invited to bid and their responses:

|                        |                                |
|------------------------|--------------------------------|
| Dayco, Inc.            | <del>\$238,000</del> -Declined |
| A.C. Hathorne, Co.     | \$328,962                      |
| *Evergreen Roofing     | \$281,300                      |
| Palmieri Roofing, Inc. | No bid submitted               |
| Rodd Roofing, Co.      | No bid submitted               |

**\*Superintendent's Recommendation: Evergreen Roofing**

Regional Calendar  
Barre Supervisory Union  
2019-20 Calendar

3/27/2019

FINAL

 = Student Day  
 = Staff Day

August

| M                 | T    | W    | Th   | F    |
|-------------------|------|------|------|------|
|                   |      |      | 1    | 2    |
| 5                 | Flex | Flex | Flex | Flex |
| Flex              | Flex | Flex | Flex | Flex |
| Flex              | SD   | SD   | SD   | Flex |
| 26                | 27   | 28   | 29   | 30   |
| Student Days 5    |      |      |      |      |
| Staff Dev. Days 4 |      |      |      |      |
| 1 Flex, 3 SD      |      |      |      |      |

September

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
| V                 | 3  | 4  | 5  | 6  |
| 9                 | 10 | 11 | 12 | 13 |
| 16                | 17 | 18 | 19 | 20 |
| 23                | 24 | 25 | 26 | 27 |
| 30                |    |    |    |    |
| Student Days 20   |    |    |    |    |
| Staff Dev. Days 0 |    |    |    |    |

October

| M                   | T  | W  | Th | F  |
|---------------------|----|----|----|----|
|                     | 1  | 2  | 3  | 4  |
| 7                   | 8  | 9  | 10 | SD |
| V                   | 15 | 16 | 17 | 18 |
| 21                  | 22 | 23 | 24 | 25 |
| 28                  | 29 | 30 | 31 |    |
| Student Days 21     |    |    |    |    |
| Staff Dev. Days 1.5 |    |    |    |    |

November

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    |    |    | 1  |
| 4                 | 5  | 6  | 7  | 8  |
| SD                | 12 | 13 | 14 | 15 |
| 18                | 19 | 20 | 21 | 22 |
| 25                | 26 | V  | V  | V  |
| Student Days 17   |    |    |    |    |
| Staff Dev. Days 1 |    |    |    |    |

Conferences will occur after school during October or November and will count for 0.5 Staff Dev.

December

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    |    |    |    |
| 2                 | 3  | 4  | 5  | 6  |
| 9                 | 10 | 11 | 12 | 13 |
| 16                | 17 | 18 | 19 | 20 |
| V                 | V  | V  | V  | V  |
| V                 | V  |    |    |    |
| Student Days 15   |    |    |    |    |
| Staff Dev. Days 0 |    |    |    |    |

January

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    | V  | 2  | 3  |
| 6                 | 7  | 8  | 9  | 10 |
| 13                | 14 | 15 | 16 | 17 |
| SD                | 21 | 22 | 23 | 24 |
| 27                | 28 | 29 | 30 | 31 |
| Student Days 21   |    |    |    |    |
| Staff Dev. Days 1 |    |    |    |    |

February

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    |    |    |    |
| 3                 | 4  | 5  | 6  | SD |
| 10                | 11 | 12 | 13 | 14 |
| 17                | 18 | 19 | 20 | 21 |
| V                 | V  | V  | V  | V  |
| Student Days 14   |    |    |    |    |
| Staff Dev. Days 1 |    |    |    |    |

March

| M                   | T  | W  | Th | F  |
|---------------------|----|----|----|----|
| V                   | V  | 4  | 5  | 6  |
| 9                   | 10 | 11 | 12 | 13 |
| 16                  | 17 | 18 | 19 | SD |
| 23                  | 24 | 25 | 26 | 27 |
| 30                  | 31 |    |    |    |
| Student Days 19     |    |    |    |    |
| Staff Dev. Days 1.5 |    |    |    |    |

Conferences will occur after school during February, March, or April and will count for 0.5 Staff Dev.

April

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    | 1  | 2  | 3  |
| 6                 | 7  | 8  | 9  | 10 |
| 13                | 14 | 15 | 16 | 17 |
| V                 | V  | V  | V  | V  |
| 27                | 28 | 29 | 30 |    |
| Student Days 17   |    |    |    |    |
| Staff Dev. Days 0 |    |    |    |    |

May

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    |    |    | 1  |
| 4                 | 5  | 6  | 7  | 8  |
| 11                | 12 | 13 | 14 | 15 |
| 18                | 19 | 20 | 21 | 22 |
| V                 | 26 | 27 | 28 | 29 |
| Student Days 20   |    |    |    |    |
| Staff Dev. Days 0 |    |    |    |    |

June

| M                 | T  | W  | Th | F  |
|-------------------|----|----|----|----|
|                   |    |    |    |    |
| 1                 | 2  | 3  | 4  | 5  |
| 8                 | 9  | 10 | 11 | 12 |
| 15                | 16 | 17 | 18 | 19 |
| 22                | 23 | 24 | 25 | 26 |
| 29                | 30 |    |    |    |
| Student Days 11   |    |    |    |    |
| Staff Dev. Days 0 |    |    |    |    |

Make up student days\*\* June 16 - 22

V Student Vacation  
SD Staff Development - No school for students

**Students:** 180 days  
90 days before Jan 20, 90 days after Jan 20  
**Teachers:** 180 student days plus 10 SD  
**Paras:** 180 student days plus 5 SD listed below;  
8/20, 8/21, 10/11, 1/20, 3/20