

BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING

**Barre Town School
Library**
70 Websterville Road, Barre, VT

May 23, 2019
6:00 p.m.

AGENDA

1. Call to Order
2. Additions or Deletions to the Agenda
3. Public Comment
4. Approval of Minutes
 - 4.1. BUUSD Board Meeting Minutes - May 9, 2019
 - 4.2. BUUSD Public Informational Hearing Minutes - May 13, 2019
5. Current Business
 - 5.1. Resign/Retire/New Hires
 - 5.2. Approval of Continuous Improvement Plan
 - 5.3. Approval of Canopy
 - 5.4. Annual Designation of Truant Officers
 - 5.5. Annual Designation of HHB Report Recipients
6. Other Business
 - 6.1. Second Reading of 58 Policies previously adopted by the Barre Supervisory Union
 - 6.2. Second Reading Role and Adoption of School Board Policies (A30)
 - 6.3. Second Reading Intra District School Transfer (C41)
7. Executive Session
8. Adjournment

Reminders:

Next Barre Town School District Meeting	June 5, 2019
Next Spaulding High School Union District Meeting	June 6, 2019
Next BUUSD Board Meeting	June 13, 2019
Next Barre City School District Meeting	June 10, 2019
Next Barre Supervisory Union Board Meeting	June 20, 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

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING
Spaulding High School – Library
May 9, 2019 - 6:00 p.m.**

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT)
Tim Boltin (BC)
Giuliano Cecchinelli (BC)
Guy Isabelle (At-Large)
Rebecca Kerin-Hutchins (BT) – departed at 7:49 p.m.
Chris Riddell (BC)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Jamie Evans, Facilities Director

GUESTS PRESENT:

Video Vision Tech

1. Call to Order

The Chair, Mr. Malone, called the Thursday, May 9, 2019, Regular meeting to order at 5:30 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

Add 7.1 Employee/Personnel Matter (under Executive Session)

Add 6.3 Budget Vote

Discuss 5.3 and 6.2 (Approval of RFP SHS Library Improvements and Summer Project Update) out of order – discuss at the beginning of the meeting.

Discuss the possibility of a name change during 6.1 Merger Update.

3. Public Comment

None.

4. Approval of Minutes

4.1 Approval of Minutes – April 11, 2019 BUUSD Regular Board Meeting

On a motion by Mr. Boltin, seconded by Mr. Isabelle, the Board unanimously voted to approve the Minutes of the April 11, 2019 Regular BUUSD Board Meeting.

5. Current Business

5.1 Approve New Hires

The resumes and BSU Notification of Employment Status Forms for Marisa Thomas, Wendy Wegner, Sara Jacobs, Jim Willis, Neil Kelly, and Charlotte Baribault were distributed.

Mr. Pandolfo provided an overview of each candidate's education and experience, advised regarding the positions they are presented for, and requested approval to hire the slate of candidates.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to approve the hiring of the slate of candidates; Marisa Thomas, Wendy Wegner, Sara Jacobs, Jim Willis, Neil Kelly, and Charlotte Baribault.

Mrs. Pompei requested information regarding resignations/retirements, individuals who are filling vacated positions, and positions that have not been filled. It was noted that the transfer of staff members to new positions within the BUUSD, does not require Board Approval. Mrs. Pompei would also like to receive copies of all letters of resignation/retirement. Mrs. Spaulding requested that the

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Board be provided with an overall list which tracks who is leaving, who is filling positions, and vacant positions. Mr. Pandolfo will ask his Executive Assistant to produce a report and distribute it to all Board Members. Letters of resignation and/or retirement will also be distributed to all Board Members. It was noted that resignations/retirements submitted during FY19 have been presented to the appropriate district Boards for approval/acceptance. In response to a query, Mr. Pandolfo advised that the ability for staff to transfer to new positions throughout the BUUSD (under the new consolidated structure) has been beneficial.

5.2 Approval of Continuous Improvement Plan

A document titled 'Barre Supervisory Union Continuous Improvement Plan for School Year 2019 – 2020' was distributed. It was noted that this is a constantly evolving document. Mrs. Pompei advised that she is uncomfortable endorsing the plan because the Curriculum Committee hasn't reviewed and discussed the document and the document contains SBAC source data that has not yet been presented to the Boards. Mr. Pandolfo is under the understanding that the CIP was discussed at a previous Curriculum Committee meeting. Approval of the CIP is necessary for the CFP grant. It was noted that in the past, the CIP was not presented to the Curriculum Committee, but rather was presented directly to the Boards for approval. Mr. Pandolfo answered questions from the Board on specific items in the CIP. It was agreed that the CIP will be presented to the Curriculum Committee prior to being presented to the Board for approval.

5.3 Approval of RFP SHS Library Improvements

The RFP document for Library Improvements was distributed. Mr. Evans provided an overview of the scope of the project, noting that the RFP is for one portion of the project (installation of the glass wall). Funding for the remainder of the project is expected to come from building/maintenance line items and may also include some grant funding. In addition to the glass wall, the project also involves carpet replacement (\$15,000), ventilation work (\$5,000), and a new circulation desk (\$5,000). Additionally, the project involves relocation of computers, tables, work space for students, installation of a promethium board, creation of a meeting area, and the shortening of some book stacks (for ADA compliance). The total cost is approximately \$55,647. The Superintendent recommends contracting with Lajeunesse Construction for \$30,660. The Capital Improvement Fund will be utilized to fund the installation of the glass wall.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Superintendent's recommendation to contract with Lajeunesse Construction for \$30,660, with funding coming from the Capital Improvement Fund.

5.4 First Reading of 58 Policies Previously Adopted by the Barre Supervisory Union

Mr. Pandolfo provided an overview of the policy work performed in preparation for consolidation. Mr. Isabelle advised that the work performed put the BUUSD in a good position and commended Mr. Pandolfo for his efforts in leading the charge to have all of these policies ready. An additional document was distributed to provide Board Members with historical information on BSU policy approval/adoption. Mr. Pandolfo advised that the First Readings being put forth this evening include all VSBA required policies, and some additional policies which the Policy Committee felt should be in place. Board Operational policies will be discussed in the near future. Only redundant policies and/or items that are addressed in procedures remain at the district level.

On a motion by Mr. Boltin, seconded by Mr. Riddell, the Board unanimously voted to approve the First Readings of the 58 policies presented;

A1 – Board Member Conflict of Interest Policy

A22 – Notice of Non-Discrimination Policy

B1 – Substitute Teachers Policy

B2 – Volunteers and Work Study Students Policy

B3 – Alcohol & Drug Free Work Place Policy

B4 – Drug & Alcohol Testing: Transportation Employees Policy

B5 – Prevention of Employee Harassment Policy

B6 – HIPPA Compliance Policy

B7 – Tobacco Prohibition Policy

B21 – Professional Development Policy

C1 – Education Records Policy

C2 – Student Drugs & Alcohol Policy

C3 – Transportation Policy

C4 – Limited English Proficiency Students Policy

C5 – Firearms Policy

C6 – Participation of Home Study Students Policy

C7 – Student Attendance Policy

C8 – Pupil Privacy Rights Policy

C9 – Nutrition and Wellness Policy

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C10 – Bullying of Students Policy

C10-P – Model Procedures on the Prevention of Hazing, Harassment and Bully of Students

C11 – Student Freedom of Expression in School-Sponsored Media Policy

C20 – Student Conduct and Discipline Policy

C21 – Searches, Seizures, and Interrogation of Students by School Personnel Policy

C23 – Student Clubs and Activities Policy

C24 – Interscholastic Sports Policy

C25 – Admission of Non-Resident Tuition Students Policy

C27 – Student Self-Expression and Student Distribution of Literature Policy

C30 – Student Medication Policy

C31 – Admission of Resident Students Policy

C32 – Eighteen Year-old Students Policy

C33 – Student Assessment Policy

C34 – Restraint and Seclusion Policy

C40 – Entrance Age for Admission to Kindergarten Policy

C42 – Searches, Seizures, and Interrogation of Student by Law Enforcement or Other Non-School Personnel Policy

C43 – STI and Pregnancy Prevention Policy

D1 – Proficiency Based Learning Policy

D2 – Grade Advancement, Retention, Promotion, and Acceleration of Students Policy

D3 – Acceptable Use of Electronic Resources & the Internet Policy

D4 – Title I Comparability Policy

D5 – Animal Dissection Policy

D6 – Class Size Policy

D20 – Curriculum Development and Coordination Policy

D21 – Educational Support System Policy

D30 – Field Trips Policy

D31 – Selecting Library Materials Policy

D32 – Selection of Instructional Materials and Sensitive Issues Policy

D40 – Special Education Policy

E1 – Title I, Part A Parental Involvement Policy

E20 – Community Use of School Facilities Policy

E30 – School-Community Relations Policy

F1 – Travel Reimbursement Policy

F20 – Fiscal Management & General Financial Accountability Policy

F23 – Capitalization of Assets Policy

F24 – Prevention of Conflict of Interest in Procurement Policy

F30 – Budgeting Policy

F33 – HIV Policy

F40 – Scholarship Awards Policy

F41 – Video Surveillance Policy

5.5 First Reading - Role and Adoption of School Board Policies Policy (A30)

A copy of the BUUSD Policy Manual Index (dated 04/29/19) was distributed. A copy of the policy was distributed. Brief discussion was held. Mr. Pandolfo provided clarification of the Definitions section of the policy. Minor typos were identified.

On a motion by Mr. Isabelle, seconded by Mrs. Pompei, the Board unanimously voted to approve, as amended, the First Reading of the Role and Adoption of School Board Policies Policy (A30).

5.6 First Reading Intra District School Transfer (C41)

A copy of the policy was distributed. Mr. Pandolfo provided an overview of the policy, advising that there is no model policy for this matter, but numerous other districts' policies were reviewed while writing this policy. The policy was drafted to assure that it honors the Articles of Agreement. Mr. Pandolfo advised of minor revisions to the policy relating to policy codes. Mrs. Pompei voiced concern regarding the provision that allows students to remain in a school (through grade 8), once they have been granted a request to attend a school outside of their district. Mrs. Pompei's concern relates to the risk that the addition of a student may result in the need to add a classroom/teacher due to class size policies. Mrs. Akley feels strongly that students should be allowed to remain in a school once a request has been granted, and firmly believes that to force a student to be removed from a school would be very damaging.

On a motion by Mr. Boltin, seconded by Mrs. Kerin-Hutchins, the Board voted 8 to 0 to approve the First Reading of the Intra District School Transfer Policy (C41). Mrs. Pompei abstained.

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5.7 Student Representatives

Two documents were distributed; 'Guide to Student Voice in Education – Inviting Students to Serve on School Boards', and a VSBA document titled 'Student Voice in Education Governance'. Mr. Pandolfo commended Ben Merrill, for creating the summary document, which provides a condensed overview of the VSBA document. SHS currently has student representatives who report to the Board on various student activities. The VSBA document outlines more involved participation from students. Mr. Malone polled Board Members regarding their thoughts on student involvement. It was the consensus of the Board that student involvement is positive, they support student involvement, and would like to discuss this matter further at a future meeting. This topic may be on a future retreat agenda.

6. Other Business

The Board briefly discussed holding a retreat. It was agreed that should a retreat be held, it would be best to wait until after July. Discussion, including possible dates, will be added to a future agenda.

6.1 Merger Update

Mr. Pandolfo advised that it is necessary to have Board approval of the Assumption Notes.

On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to approve and acknowledge the assumption that the BUUSD will be responsible for SHS Roof debt, SHS Bond debt, and BCEMS Security Project debt.

It was announced that the FY20 Budget vote will be held on Tuesday, May 14, 2019

Mr. Pandolfo provided a legislative update (H39 is at a standstill with no agreement on how to move forward), and advised that the judge recently ruled to dismiss in its entirety, the lawsuit involving Stowe and Elmore-Morristown. Previously, the judge dismissed 3 of the 5 arguments that were part of the lawsuit filed on behalf of 36+/- districts. It is expected that the judge will rule on the remaining 2 arguments sometime in the near future.

Mrs. Spaulding queried regarding the possibility of changing the name of the BUUSD. Mr. Pandolfo advised that use of a different name should probably have been discussed as part of the 706 Committee work. Much work has already been performed for the transition from the BSU to the BUUSD. Mr. Pandolfo suggested that consideration of a name change be postponed for a year or so. Mrs. Spaulding suggested that future consideration should involve the Communications Committee and perhaps involve community members and the use of surveys. Mr. Pandolfo will research whether or not the BUUSD could operate under a D.B.A (Doing Business As) name.

Mr. Malone provided an overview of committee assignments:

Communications Committee: Mr. Isabelle, Mrs. Kerin-Hutchins, Mr. Riddell, and Mrs. Spaulding.

Curriculum Committee: Mrs. Akley, Mr. Boltin, Mrs. Pompei, and Mr. Riddell.

Finance Committee: Mrs. Akley, Mrs. Pompei, Mr. Riddell, and Mrs. Spaulding.

Facilities Committee: Mr. Boltin, Mr. Cecchinelli, Mr. Isabelle, and Mrs. Pompei.

Policy Committee: Mr. Cecchinelli, Mr. Isabelle, and Mrs. Kerin-Hutchins.

Negotiations Committee: Mrs. Akley, Mr. Boltin, Mr. Malone, and Mrs. Spaulding.

RAB / Enterprise: Mr. Cecchinelli, Mr. Boltin, and Mr. Isabelle.

It is believed that some community members may be interested in serving on the Policy Committee, thus having only three Board Members on the Committee seems acceptable.

After July, Committee Reports will be on Agendas.

6.2 Summer Project Update

A document titled 'Summer Project List – BCEMS, SHS/CVCC, BTMES, BUUSD' was distributed. Mr. Evans provided an overview of the project list, and advised that the bid for the BTMES canopy work is not ready yet. Mr. Evans provided an overview of the canopy/sidewalk project, including the involvement of an engineering firm and an upcoming test dig under a section of the sidewalk. Five contractors were invited to bid on the project. Three contractors were present at the mandatory site visit. Mr. Evans will push to have bids submitted by 05/23/19. The work is slated to be performed after school is out for the summer. Mr. Evans advised that the Maintenance Department is very appreciative of the monies budgeted for maintenance/repairs/construction, and works hard to see that monies are well spent. Mr. Evans advised that the maintenance crews have some highly skilled individuals who are able to perform many repairs in-house, which results in cost savings. It was noted that this year's list of projects is fairly typical. The first meeting of the BUUSD Facility Committee will be held on Tuesday, May 14, 2019 at 5:30 p.m. at BCEMS and will include a tour of the building. SHS was toured by the BSU Facility Committee last year. The 06/11/19 Facility Committee meeting will be held at BTMES and will include a tour of that building. Michelle Braun (Friends of the Winooski) will be invited to attend this meeting to provide an overview

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of a storm water run-off project that will be necessary due to legislation. A Board Member tour during school hours will be scheduled at a later date. A

6.3 Budget Vote

Mrs. Spaulding reminded community members to vote on the budget on Tuesday, May 14, 2019. Mrs. Spaulding advised that a Public Informational Forum on the FY20 Budget is being held on Monday, May 13, 2019 at 6:00 p.m. in the SHS Library. Community members are welcome to attend with their questions. Those that cannot attend the meeting can contact Board Members with questions. The Budget information is available on line, and informational flyers are also available. Mrs. Spaulding encouraged Board Members to spread the word, including on social media. Mrs. Spaulding advised that Communications Specialist Ben Merrill is drafting 'language' that Board Members can use for social media posts. Mr. Malone advised that some PR has occurred at local service club meetings, and advised that page 5 of the budget report is very informative, including information on educational spending per pupil, the tax rate, and CLAs. If the Yield goes up, the tax rate will go down.

7. Executive Session as Needed

7.1 Employee/Personnel Matter

An Employee/Personnel Matter was proposed for discussion in Executive Session.

On a motion by Mr. Boltin, seconded by Mr. Isabelle, the Board unanimously voted to enter into Executive Session, with Mr. Pandolfo in attendance, at 8:08 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to exit Executive Session at 9:23 p.m.

8. Adjournment

On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 9:23 p.m.

Respectfully submitted,
Andrea Poulin

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PUBLIC INFORMATIONAL HEARING
FOR AUSTRALIAN BALLOT ARTICLES
TO BE VOTED AT A SPECIAL SCHOOL DISTRICT MEETING
BARRE UNIFIED UNION SCHOOL DISTRICT

May 13, 2019
Spaulding High School Library
Minutes

Attendance: Sonya Spaulding, Paul Malone, J Guy Isabelle, Ed Rousse, John Pandolfo

Meeting called to order at: 6:00pm

Question and Answer Period on Ballot Articles

Other Business Conducted: N/A

Meeting adjourned at: 6:30pm

Respectfully submitted by:
John Pandolfo

FY20 - Staff Leaving/Replacements (BUUSD Board)

Building	Last Name	First Name	Leave Date	Reason	Replacement	Comments
BTMES	Adsit	Mariel	6/30/19	Resign		School Psychologist
BTMES	Allen	Sherri	06/30/19	Resign	Neil Kelly	7/1/19 - Teacher Gr. 5
BTMES	Allen	Janet	6/30/19	Resign		Special Educator - Team II
BCEMS	Appleton	Stephanie	6/30/19	Resign	Heather Foley	Teacher - Gr. 1
BCEMS	Babcock	Amanda	6/30/19	Resign		Teacher - Gr. 7/8 Science
SHS	Bryant	Caitlyn	6/30/19	Resign		English Teacher
SHS	Buzzi	David	06/30/19	Retire	No Replacement	Spanish Teacher
SHS	Cahill	Penny	6/30/19	Resign		Special Educator
BTMES	Ciecierski	Molly	6/30/19	Resign	Chris Cunningham	Special Educator - Team II
BTMES	Cote	Jennifer	6/30/19	Resign		SLP Teacher
CVCC	Derner	Jason	6/30/19	Resign	Scott Griggs	7/1/19 - Asst. Director
BCEMS	Disher	Nicole	6/30/19	Resign	Kacey Abbriano	Transfer from .6 PE to 1 FTE PE
BTMES	Dubois	Kyle	6/30/19	Resign		Math Interventionist
CVCC	Durkee	Ruth	2/7/19	Resign	Victoria Everett	4/22/19 - Literacy Coordinator
SHS	Fitzgerald	Hayley	6/30/19	Resign		Special Educator
BCEMS	Fuqua	Gillian	6/30/19	Resign		
BTMES	Griggs	Scott	6/30/19	Resign	Erica Pearson	Co-Principal
BCEMS	Haggerty	Holly	6/30/19	Resign		Special Educator - PK/EEE
BCEMS	Hull	Mary	6/30/19	Resign	Rebecca McSheffrey (Allen)	Gr. 2 Teacher (Transfer from Gr. K @ BC)
BTMES	Jones	Lexa	11/30/2018	Resign	Karen Moran	.5 Health Ed.
BCEMS	Kolling	Brandy	6/30/19	Resign		Teacher - Grade K
BTMES	McCurdy	Michael	6/30/19	Resign		Special Educator - Team II
BTMES	McIntyre	Ashley	6/30/19	Resign	Ethan Cody (Pending Supt. Interview)	Gr. 7 Teacher ELA
BCEMS	McMahan	Stephanie	6/30/19	Retire		Librarian
SHS	Merriam	Patrick	6/30/19	Resign		Athletic Director
BCEMS	Naramore	Fran	6/30/19	Retire	Wendy Wegner	School Nurse
SHS	Noyes	Lola	06/30/19	Retire		School Nurse
BTMES	Palmer	Holly	6/30/19	Resign	Emily Thomas	(Transfer from Gr. 1 to Gr. 3 @ BT)
BCEMS	Pierce	Amanda	6/30/19	Transfer		(Pierce, A. transfer Gr. 4 tch to Special Educator BC)
BCEMS	Portalupi	Kim	6/30/19	Retire	Will Reese	Literacy Interventionist (Transfer from Gr. 3/4 tch BC)
CVCC	Richardson	Kim	12/6/18	Resign		Emergency Services Teacher
SHS	Ritzo	Marie	1/22/19	Retire	Samantha Loesch	English Teacher
BTMES	Tremblay	Brittany	6/30/19	Resign		Special Educator - Team I
SHS	Unkles	Dorothy	6/30/19	Resign		School Psychologist

FY20 - Staff Leaving/Replacements (BUUSD Board)

Building	Last Name	First Name	Leave Date	Reason	Replacement	Comments
BTMES	Wisdom	Rachel	12/21/18	Dismissed	Rhonda Forlow (Pending Supt. Interview)	Special Educator - Replacing Ethan Cody filled in as Replacement
SHS	New		-	-	Jim Willis	Math Interventionist (Grant Position Not filled FY19)
BTMES	New		-	-	Marisa Thomas	Gr. 5 ELA/SS - New Postion in Budget (L. Aither)
BCEMS	New		-	-	Charlotte Baribrault	Teacher Gr. K (Tewksbury, K. transfer to BT)
SHS	New		-	-	Sara Jacobs	SHS Math - New STEM position in FY20 Budget
BCEMS	New		-	-	Emma Lamson (Penidng Supt. Interview)	Gr. K Teacher (for Rebecca Allen who shifted to Mary Hull's Gr. 2)
BSU	New		-	-	Margaret Fagan	New Position in FY19 Budget never filled - PK SLP
BSU	New		-	-	Annette Rhoades	Asst. Director Spec. Services

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: _____ TRANSFER: _____ CHANGE HRS/WAGE: _____ TERMINATION/RESIGNATION: _____
(Section 1) (Section 2) (Section 2) (Section 3)

*NAME: John C. "Chris" Cunningham *School/Dept. Barre Town

*EFFECTIVE DATE: ~~8/19~~ July 1, 2019 *Daytime Phone: _____

*POSITION: Special Educator *SUBJECT: SPEP *GRADE: 5-8
(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: 3 STEP: 4 SALARY PLACEMENT: M30

HOURLY RATE: _____ *HOURS PER DAY: _____ DAILY RATE: _____ *DAYS PER YEAR: _____

SALARY: \$52,773 CONTRACT DAYS: _____ *ACCOUNT CODE: _____

*REPLACEMENT? (Y)/N *LONG TERM SUB? Y/N IF YES, FOR WHOM? Molly Ciecierski

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

*CONTRACT: (YES) or NO *TIMES SHEET: YES (YES) or NO

For Central Office Use Only: Contract Completed ____/____/____ Offer Letter Completed ____/____/____

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

<p>*CURRENT:</p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if < 5 per week)</p> <p>*Current Rate of Pay _____ Hourly or Salary (Circle)</p>	<p>*NEW:</p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if < 5 per week)</p> <p>*New Rate of Pay _____ Hourly or Salary (Circle One)</p>
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Section 3: TERMINATION/RESIGNATION

Reason: _____ Last Work Day: _____

<p><u>[Signature]</u> *Approving Signature Principal/Administrator</p> <p><u>[Signature]</u> *BSU Approval Signature</p>	<p><u>5/8/19</u> *Date</p> <p><u>5/13/19</u> *Date</p>
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REVERSE SIDE: Administration Procedure/Checklist for New Hires. All should be completed prior to sending candidate packet over for Superintendent Interview.

John Christopher Cunningham

99 Madison Avenue, Apt 109 Westwood, New Jersey 07675
4047715813 jc.cunningham25@gmail.com

Education

Montclair State University

Montclair, New Jersey

Master of Arts in Teaching

Major: Dual Certification - K-6 and Teacher of Students with Disabilities

GPA: 3.980

Credit Hours: 51

Attended September 2014 to May 2016

Degree conferred May 2016

Transcript

(142KB)

Troy State University

Troy, Alabama

Master of Public Administration

Major: Public Administration, **Minor:** Public Personnel Management

GPA: 3.920

Credit Hours: 39

Attended August 2002 to December 2006

Degree conferred October 2006

Transcript

(417KB)

Frostburg State University

Frostburg, Maryland

Bachelor of Science

Major: Geography, **Minor:** Mathematics

GPA: 3.230

Attended August 1992 to May 2000

Degree conferred May 2000

Transcript

(383KB)

Georgia State University

Atlanta, Georgia

College Coursework - no degree

Major: Undeclared - Postbaccalaureate

GPA: 4.150

Credit Hours: 18

Attended June 2010 to August 2011

Transcript

(298KB)

University of Maryland University College

Misawa AB, Japan, Maryland

College Coursework - no degree

Major: General Studies

GPA: 3.330

Credit Hours: 27

Attended August 1994 to April 1996

Transcript

(169KB)

Community College of the Air Force

Montgomery, Alabama

Transcript

(336KB)

Associate of Applied Science

Major: Weather Technology

Credit Hours: 60

Attended January 1997 to June 2001

Degree conferred May 2001

Community College of the Air Force

Montgomery, Alabama

Associate of Applied Science

Major: Avionics Systems Technology

Credit Hours: 60

Attended September 1993 to June 2001

Degree conferred June 2001

Transcript

(336KB)

Experience

Verona Public Schools

Jun 2016 - Present

5th Grade Teacher, Special Education

Verona, New Jersey

PRIMARY DUTIES

- Deliver a customized math curriculum to resource room with appropriate rigor while fostering a newfound enjoyment of mathematics
- Lead a highly differentiated academic strategies class to ensure students have full access to curriculum
- Provide differentiated instruction and co-teach social studies, science, and English-language arts classes
- Develop and implement individualized education plans for students with varying strengths and needs
- Communicate with parents/guardians regularly via phone, email, and custom website to ensure student and parent needs are met
- Collaborate with team members, colleagues, paraprofessionals, child study team, guidance counselors, and administration

OTHER DUTIES

- Head Coach, junior varsity baseball, Verona High School
- Manage and advise Yearbook Club to produce award-winning yearbook
- Member of 12-person team that developed and maintains schoolwide Positive Behavior Support in Schools (PBSIS) program
- Participate in professional development and feasibility examinations for overhaul of K-6 math curriculum
- Served as Team Coordinator for fifth grade team, 2017-18 school year
- Scheduled and facilitated weekly meetings with team, guidance counselor, and principal
- Coordinated and transmitted weekly newsletter to parents
- Led formulation of academic and behavior intervention programs
- Created and led engaging instruction at district's extended school year program for K-6 students, Summer 2016 & Summer 2017

Reason for leaving: Relocating to Vermont

Supervisor: Mr. David Galbierczyk (973-571-6751)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Kelly Elementary School, West Orange Public Schools

Sep 2015 - May 2016

Student Teacher

West Orange, New Jersey

Due to dual-certification program, student teaching time was split between two classrooms.

RESOURCE ROOM, GRADES 1-3

Assumed responsibility for third grade mathematics instruction including multi-digit arithmetic, two-step word problems, geometry, and measurement

Strengthened reading comprehension strategies such as making connections and asking questions, and supported development of narrative and opinion writing

Built foundational mathematics knowledge for first grade students such as relating counting to addition and subtraction, word problems, and two-digit place value

FIFTH GRADE GENERAL EDUCATION

Adapted classroom management strategies and approach to a diverse and vibrant 25-student classroom

Elevated student realization of mixed number multiplication using area model and partial products tactics

Led writing workshops and student book clubs to strengthen skills in story arc building and comparing and contrasting key story characters

Supervisor: Joyce Andreula and Amy Pacifico (973-669-5452)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Bureau of Labor Statistics, U.S. Department of Labor

Oct 2005 - Apr 2015

Statistician and Economist

Atlanta, Georgia and Washington, D.C.

- Collected, analyzed, and published labor market data including employment, unemployment, and wages

- Built web-based data products for public use, published press releases and analytical articles, and represented the organization as print, radio, and television media point-of-contact

- Presented at professional conferences, colleges, and K-12 schools

Reason for leaving: Realization of passion for teaching!

Supervisor: Donald Haughton (most recent) (202-691-5200)

Experience Type: Other, Full-time

It is **OK** to contact this employer

U.S. Air Force Reserve

Jun 2007 - Oct 2009

Weather Flight Superintendent

Shaw AFB, South Carolina

- Managed operations of a 21-person Air Force Reserve unit and directly supervised 16 weather forecasters

- Oversaw unit training curriculum and managed career development program

Supervisor: Lt. Col. Jeffrey Buckler ((803) 895-1110)

Experience Type: Military, Full-time

It is **OK** to contact this employer

Troy University

Sep 2007 - May 2008

Teaching Assistant

Atlanta, Georgia

Assisted head of Master of Public Administration program by teaching 25 percent of Public Policy Analysis class sessions, including writing workshops, and provided input for semester grading.

Supervisor: Dr. Leora Waldner (770-730-0033)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Technology

- Google Certified Educator - Level 1
- Skilled in all Google applications for education and Google Sites
- Experienced in using Genesis, AESOP, IEP Direct, and Schoolwires
- Formally trained in Microsoft Office Suite
- Proficient in both Apple and Microsoft operating platforms
- Other experience: HTML, Adobe Dreamweaver, iMovie

Professional Memberships and Honor Societies

- ASCD, Executive Board, Montclair State University Chapter, 2015-16 academic year
- Kappa Mu Epsilon Mathematics Honor Society
- Gamma Theta Upsilon Geographic Honor Society

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: ☒ (Section 1) TRANSFER: _____ (Section 2) CHANGE HRS/WAGE: _____ (Section 2) TERMINATION/RESIGNATION: _____ (Section 3)

*NAME: Annette Rhoades *School/Dept. Special Services

*EFFECTIVE DATE: 7/1/19 *Daytime Phone: _____

*POSITION: Asst Director *SUBJECT: _____ *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: 18 STEP: N/A SALARY PLACEMENT: N/A

HOURLY RATE: _____ *HOURS PER DAY: 8 DAILY RATE: _____ *DAYS PER YEAR: 261

SALARY: \$7500 CONTRACT DAYS: _____ *ACCOUNT CODE: _____

*REPLACEMENT? Y/N *LONG TERM SUB? Y/N IF YES, FOR WHOM? _____

*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 *needs SPD Admin Provisional will be endorsed as soon as paperwork is completed*

For Central Office Use Only: Contract Completed ____/____/____ Offer Letter Completed ____/____/____

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

<p>*CURRENT:</p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if < 5 per week)</p> <p>*Current Rate of Pay _____ Hourly or Salary (Circle)</p>	<p>*NEW:</p> <p>*Position: _____</p> <p>Daily Hours and FTE _____</p> <p>*# of Days/Week _____ (Specify days if < 5 per week)</p> <p>*New Rate of Pay _____ Hourly or Salary (Circle One)</p>
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Section 3: TERMINATION/RESIGNATION

Reason: _____ Last Work Day: _____

<p>_____ *Approving Signature Principal/Administrator</p> <p>_____ *BSU Approval Signature</p>	<p>_____ *Date</p> <p><u>5/9/19</u> _____ *Date</p>
--	---

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

Annette Rhoades

PO Box 485 Northfield, Vermont 05663
802-917-4574 arhoades623@gmail.com

Education

Rivier College

Nashua, New Hampshire

Bachelor of Arts

Major: Human Development/General Special Education/Elementary Education

GPA: 3.305

Credit Hours: 127

Attended August 1996 to May 2000

Degree conferred May 2000

Notre Dame College

Manchester, New Hampshire

Master of Education

Major: Emotional/Behavioral Disorders

GPA: 3.750

Credit Hours: 42

Attended January 2001 to May 2003

Degree conferred May 2003

Augustana College

Sioux Falls, South Dakota

Graduate Coursework

Major: N/A

GPA: 3.000

Credit Hours: 9

Attended August 2008 to May 2010

Saint Michael's College

Colchester, Vermont

Certificate of Advanced Graduate Studies

Major: School Leadership - Director of Special Education

Attended June 2017 to Present

Experience

Williamstown Middle High School

Jul 2018 - Present

Leader Teacher / Coordinator of A.R.C.

Williamstown, VT

Assisted in the design and creation of the Alternative Routes Center. A.R.C. is an alternative program within Williamstown Middle High School. I work closely with a team of professionals to set up internships related to student's interests, as well as, proper social/emotional interventions. I coordinate academic and internship schedules so students meet graduation proficiencies. I case manage student IEP's and 504 plans. I have close contact with families for future planning and programming.

Supervisor: Jamie Kinnarney and Andrea Wasson (433-5358)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Williamstown Elementary School

Jul 2005 - Jun 2018

Special Educator

Williamstown, VT

Provided an assortment of interventions for reading and math

Currently provide math intervention to grades K-5

Oversee the educational progress of students in grades 3-5 with various disabilities

Responsible for all aspects of case management including evaluations, IEP's, accommodations and modifications

Conduct IEP, evaluation, and 504 meetings

Supervisor for several paraprofessionals

Attend data team meetings, targeted/intensive meetings

A member of the Universal Team, school based union representative

Coordinate and provide extended school year services for intensive students

Reason for leaving: Was offered a position at Williamstown Middle High School as a leader teacher/coordinator of an alternative program.

Supervisor: Jamie Kinnarney / Andrea Wasson (802-433-6653)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Epsom Central School

Mar 2005 - Jun 2005

Special Education Case Manager

Epsom, NH

Completed the school year for a special educator who had passed away

Managed the program and progress for students in grades 6-8 with various disabilities

Collaborated with classroom teachers and parents

Conducted evaluations

Assisted in the transition to high school

Wrote and implemented IEP's

Reason for leaving: My husband took a position in Vermont.

Supervisor: Tami Preve (603-736-9331)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Fred C. Westcott Jr. High School

Jul 2004 - Mar 2005

Self-Contained EBD Classroom Teacher

Westbrook, ME

The lead special education teacher for a classroom where students in grades 6-8 would attend during classes that the team determined remediation was needed or a change in environment would be appropriate.

Constructed a cohesive social/emotional program for the classroom

Taught academic subjects

Collaborated with the school social workers and psychologist

Communicated with parents and classroom teachers

Wrote and implemented IEP's and evaluations

Reason for leaving: Concerns for personal safety

Supervisor: N/A (207-854-0830)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Epsom Central School

Aug 2003 - Jun 2004

Special Education Case Manager

Epsom, NH

Managed the programming and progress for students in grades 3-5 with various disabilities

Assisted classroom teachers with modifications and accommodations

Supervised paraprofessionals

Wrote and implemented IEP's

Attended team, evaluation, and IEP meetings

Taught extended school year interventions

Reason for leaving: My husband took another job in Maine.

Supervisor: Tami Preve (603-736-9331)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Spaulding Youth Center

Jun 2000 - Jul 2003

Classroom Teacher

Northfield, NH

Taught core academic subjects for grades 3-5 following NH state standards to young men with social/emotional disabilities

Developed units of study

Attended treatment team meetings and staff meetings

Wrote and Implemented IEP's

Worked year round including major holidays (Thanksgiving, Christmas)

Reason for leaving: I finished my Master's Degree work and wanted to experience what public school teaching was like. My husband also changed jobs and the location was on the other side of the state.

Supervisor: Mr. Wortman (603-286-8901)

Experience Type: Other, Full-time

It is **OK** to contact this employer

BARRE SUPERVISORY UNION
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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: X (Section 1) TRANSFER: _____ (Section 2) CHANGE HRS/WAGE: _____ (Section 2) TERMINATION/RESIGNATION: _____ (Section 3)

*NAME: Heather Foley *School/Dept. BC EMS
*EFFECTIVE DATE: 7-1-2019 *Daytime Phone: _____ MAY 8 2019
*POSITION: Teacher *SUBJECT: _____ *GRADE: 1st 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: 9 STEP: 10 SALARY PLACEMENT: MA
HOURLY RATE: _____ *HOURS PER DAY: _____ DAILY RATE: _____ *DAYS PER YEAR: _____
SALARY: \$58,711 CONTRACT DAYS: _____ *ACCOUNT CODE: 100 101 1100 5110 00
*REPLACEMENT? Y N *LONG TERM SUB? Y N IF YES, FOR WHOM? Stephanie Appleton
*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


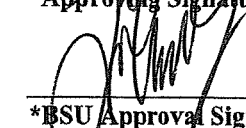
For Central Office Use Only: Contract Completed ____/____/____ Offer Letter Completed ____/____/____

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

<p>*CURRENT: *Position: _____ Daily Hours and FTE _____ *# of Days/Week _____ (Specify days if < 5 per week) *Current Rate of Pay _____ Hourly or Salary (Circle)</p>	<p>*NEW: *Position: _____ Daily Hours and FTE _____ *# of Days/Week _____ (Specify days if < 5 per week) *New Rate of Pay _____ Hourly or Salary (Circle One)</p>
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Section 3: TERMINATION/RESIGNATION

Reason: _____ Last Work Day: _____

<p> *Approving Signature Principal/Administrator</p> <p> *BSU Approval Signature</p>	<p><u>5-7-2019</u> *Date</p> <p><u>5/13/19</u> *Date</p>
--	--

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

Heather C Foley

4242 Main Street, Apt 2 Waitsfield, Vermont 05673
207-502-3114 lange292@gmail.com

Education

University of Maine

Orono, Maine

Master of Education

Major: Special Education

GPA: 3.917

Attended January 2008 to June 2009

Degree conferred June 2009

Transcript

(included)

Southern New Hampshire University

Manchester, New Hampshire

Bachelor of Arts

Major: Elementary Education with General Special Edu

GPA: 3.610

Attended September 2003 to May 2007

Degree conferred May 2007

Transcript

(included)

Experience

Twinfield Union School

Mar 2019 - Present

Kindergarten Long Term Substitute

Plainfield, Vermont

- Designs and instructs lessons in all curriculum areas.
- Follows Engage NY Math, Fountas & Pinnell, Lucy Calkins and Handwriting Without Tears.
- Implements PBIS, Growth Mindset and Responsive Classroom.
- Facilitates reading, writing, math groups and one-on-one groups daily.
- Administers benchmark and monthly assessments such as PNOA, DRA, district assessments in math.
- Collaborates with grade level, vertical teams, Title One Teachers and Special Education teams daily.

Reason for leaving: My position is only until the end of the year, it is for maternity leave.

Supervisor: Mark Mooney (802-426-3213)

Experience Type: Public School, Full-time

It is OK to contact this employer

Kaler Elementary

Sep 2015 - Jun 2018

First and Third Grade Classroom Teacher

South Portland, Maine

- Designed and instructed lessons in all curriculum areas.
- Followed Investigations, Benchmark Literacy, Being a Writer, Common Core Curriculum.
- Facilitated reading, writing, math groups and one-on-one groups daily.
- Collaborated with grade level, vertical teams, ELL teacher and Special Education teams daily.
- Implemented PBIS, Growth Mindset and Responsive Classroom.
- Implemented 21st Century Skills.
- Collaborated daily with Math and Literacy coaches.

- Administered benchmark and monthly assessments- DRA 2s and district assessments.
- Participated in weekly PLC meetings with K-2 classroom teachers and coaches to discuss RTI data.
- Participated in Data Nights with classroom teachers K-5.
- Participated in faculty reading group: Seven Strategies of Assessment for Learning by Jan Chappuis.
- Worked in a summer program called Kindergarten Jumpstart.

Reason for leaving: My husband and I relocated out of Maine.

Supervisor: Bonnie Hicks (207-799-3214)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

H B. Emery Jr. Memorial School

Aug 2011 - Jun 2015

Kindergarten Teacher

Limington Maine

- Designed and instructed lessons in all curriculum areas.
- Followed Everyday Math, Storytown, and Common Core Curriculum.
- Facilitated reading, writing, math groups and one-on-one groups daily.
- Collaborated with grade level and vertical teams daily.
- Administered benchmark and monthly assessments-AIMS web, DRAs, and district assessments.
- Implemented PBIS, Growth Mindset and Responsive Classroom.
- Was on School SAT/RTI referral team.
- Was on District Social Studies vertical team.
- Worked in a summer program called Kindergarten Jumpstart.

Reason for leaving: Moved to a different district in Maine.

Supervisor: Steve Winger (207-637-2056)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Excelsior Academy

Jul 2009 - Jun 2010

Third Grade Teacher

Erda UT

- Designed and instructed lessons in all curriculum areas.
- Followed Spaulding, Core Knowledge and Singapore Math Curriculum.
- Facilitated reading, writing, math groups and one-on-one groups daily.
- Collaborated with second, third, and fourth grade teams daily.
- Administered benchmark and monthly assessments- DIBELS, DRA, Spaulding, STAR Math.

Reason for leaving: Moved back East to New Hampshire

Supervisor: Ernie Nix ((435)- 849- 5858)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Skills

Growth Mindset, PBIS, Responsive Classroom, Common Core, Kindergarten Jump Start, 21st Century Skills, PNOA, AIMSweb, IPAD Apps, Spaulding, Core Knowledge, Singapore Math, Storytown, Everyday Math, Investigations, Benchmark Literacy, Open Court Reading, Inspiration, STAR, EDUSS, DIBELS, DRA/ DRA2, Rigby's, Names Test of Decoding, GATES, Great Leaps, Read Well, Read Well Plus, Horizons, Corrective Reading, Read

Naturally, Words their Way, Wilson, Microsoft Word, PowerPoint, Excel, Apple Works, JumpRope, Infinite Campus, Google Classroom and Seesaw.

AD news**Patrick Merriam** <PMerrshs@u61.net>

Tue, May 14, 2019 at 6:35 PM

To: SHS-Everyone <SHS-Everyone@u61.net>

Cc: Benjamin Taylor <btaylor1110@gmail.com>, Benjamin Taylor <BTaylor@vermontmutual.com>, Corey Wells <boomer.wells2014@gmail.com>, Gretchen Singer <gsingbce@u61.net>, "Herring, Brad" <Brad.Herring@vermont.gov>, Jack Davis <jcildsavis9995@yahoo.com>, Kayla O'Reilly <kayla.a.oreilly@gmail.com>, Mike Dindo <dindomike@yahoo.com>, Robert Lamb <bob.lamb1@globalfoundries.com>, "Sakash, Peter" <coachkash@aol.com>, Shawn Harvey <shawnharvey@charter.net>, Tabitha Lord <lordtabithas@gmail.com>, Andy Grandbois <SGFeathers2@aol.com>, Brian Wilkin <brian.wilkin@wec.coop>, Chad Burke <cjcaburke@gmail.com>, Darren P O'Meara <coachdarrenomeara@gmail.com>, David Lawrence <lawrencedavew@gmail.com>, Ed Lapan <edlapan14@gmail.com>, Jamal Jacobs <jamaljacobs73@gmail.com>, James Carpenter <jcarpbte@u61.net>, Jason LaCroix <JLaCroix@vtc.vsc.edu>, Matthew Thurston <mthurstonrn@gmail.com>, Pierce Salvas <piercesalvas@gmail.com>, Taylor Lozier <tlozier165@gmail.com>, CAMERON CICIO <cameroncicio@yahoo.com>, Cody CARLSON <carlsonHRW@gmail.com>, Ian Thomas <ithombce@u61.net>, John Walker <jwalkbce@u61.net>, Kacey Abbriano <kabbrbce@u61.net>, Kelly Cleveland <krc67stang@gmail.com>, Kody Lyon <lyonkody17@gmail.com>

Dear friends and colleagues,

I am writing to let you know that I have been recommended for hire and have signed a contract at Essex High School to be their Athletic Director beginning in July of this year. My duties at SHS will conclude in late June.

Thanks so much for making the past 11 years at Spaulding a period of time which I will look back upon fondly.

Sincerely,

Pat

--
Patrick D. Merriam, CAA
Athletic/Activities Director
Spaulding High School
155 Ayers Street
Barre, VT 05641
(802) 476-6334
fax (802) 479-6907
pmerrshs@u61.net
Twitter @SHSCrimsonTide

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Resignation

2 messages

Karen Heath <kheatbce@u61.net>

Thu, May 16, 2019 at 3:38 PM

To: John Pandolfo <jpandbsu@u61.net>, Tina Gilbert <tgilbbsu@u61.net>

Dear John and Tina,

I hereby resign from my position in the Barre Schools, as I will not be signing my contract for the 2019-2020 school year. Thank you very much for a fulfilling and positive 20 years in this district. I will carry all that I have learned with me to my new position, and hope to continue to collaborate however it makes sense.

Sincerely,
Karen Heath

John Pandolfo <jpandbsu@u61.net>

Thu, May 16, 2019 at 3:52 PM

To: Karen Heath <kheatbce@u61.net>

Cc: Tina Gilbert <tgilbbsu@u61.net>

Thank you, Karen, for all your years of service and dedication to the children of Barre!

Sincerely,

John

[Quoted text hidden]

--

John Pandolfo
Superintendent of Schools
Barre Supervisory Union
120 Ayers St.
Barre, VT 05641
802-476-5011x1017

CONFIDENTIAL COMMUNICATION

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May 17, 2019

John Pandolfo
Superintendent
Barre Supervisory Union
120 Ayers St.
Barre, VT 05641

Dear John Pandolfo,

Please accept this letter as my official resignation from my position as a Kindergarten Classroom Teacher at Barre City Elementary and Middle School, effective at the end of the 2018/2019 school year.

It has been a pleasure to work with the kindergarten team for the last four years. I've enjoyed helping our wonderful students and collaborating with our amazing faculty. Thank you for your support and the professional development opportunities over the years.

I accepted a position as a kindergarten special educator at Randolph Elementary School for the upcoming school year. This new position gives me the chance to grow professionally. I will continue to work hard throughout the final weeks of my employment. Please let me know if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Brandy Kolling".

Brandy Kolling
bkollbce@u61.net
802-730-4244

May 17, 2019

Dear John,

Please consider this letter my official request to be released from my Letter of Intent for the 2019-2020 school year. As you know, I have accepted the principal position at Doty Memorial Elementary School.

I would like to retain my keys and access to the BCEMS building until June 28. It is very important to me that I don't "leave" before I "finish." I think that would send a bad message to the students. I would like to be able to clean out my classroom after the students have left.

I have had a wonderful run at Barre City Middle School and will forever treasure the learning and friendships I have gained here. There is much that is good in the middle school and I'm sure that great things will continue to happen here.

All my best,
Gillian

Gillian Fugua

PHASE 1: Assess Needs and Innovate

Shared Vision

The mission of the Barre Supervisory Union is to do what it takes to ensure the success of every child. Through the CIP process, we will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives, provide high quality professional learning opportunities for our staff that are aligned to the CIP and work to improve our multi-tiered system to better support all students in their academic and socio-emotional development.

Describe the broad area(s) of focus directly related to the 5 domains of EQS: Academic Proficiency; Safe and Healthy Schools; High Quality Staffing; Personalized Learning; and Investment Priorities.

Academic Proficiency

- *There continue to be significant gaps between the achievement levels of students who qualify for free and reduced lunch and those that do not. In some grade levels, these differences in achievement levels exceed 20%. This is true for both ELA and Math. Source: SBAC 2018 and local data*
- *Although performance in Math at grade 9 and grade 4 in our title 1 schools exceeds the State average, five grade levels scored below the State average. In the Non-Title funded school, all students exceeded the State average on the SBAC in math. Source: SBAC 2018 and local data*
- *Teachers report that use of data to inform instruction is time is inconsistent. Student work is not consistently discussed or measured. There is increased consistency across the schools and grade levels, but there is still work to be done. Source: Teacher interview and feedback forms and administrator feedback.*

Safe and Healthy Schools

- **Students' social, emotional and behavioral needs continue to increase in intensity and frequency as student demographic evolves due to increases in adverse experiences. Source: SWIS and local data and teacher feedback surveys**
- **Teachers are experiencing increased pedagogical demand around trauma informed practice and there are continued areas of growth as we work to strengthen our coordinated services and consistency of practice at the Tier 2 level. Source: Teacher Interviews and surveys**

Based on the identified broad focus areas, describe the prioritized problems for which you intend to seek innovative solutions/interventions (Problems of Practice)

Problem of Practice:

Although significant gains have been made, we still have some gaps in total alignment in practice for curriculum delivery, assessment, data analysis and instruction cycles across some grade levels.

Problem of Practice:

All students may not get the level of support that they need because our system does not have the capacity to support all of their needs in a consistent way, and pedagogical practices have not been consistent across all grade levels in all schools.

Root Cause Analysis for Goal 1

Primary Driver 1:

- Curriculum delivery, team level assessment practices and utilizing assessments to inform instruction at Tier I, is not consistent and aligned across all grade levels and content area. We lack common performance indicators that are aligned at formative and summative assessments and then to reporting standards.

Secondary Drivers:

- We need to increase teacher and administrator knowledge of current best practice in differentiated instruction for Tier I.
- Our teacher accountability, goals, and support system needs resources and continued alignment.
- We lack an easily accessible and usable system for data collection and retrieval.
- We lack common knowledge and practice in analyzing data and inform instruction at all steps
- We identify an over-reliance, by teachers, on intervention systems (LLI, Math Lab, etc) to deal with academic needs of students not meeting the standards.
- We identify a lack of comfort and trust in sharing student work, or in the data review process w/ peers (vulnerability)

Root Cause Analysis for Goal 2

Primary Driver 1:

- The number of students coming to us experiencing ACES is increasing as evidenced in our behavioral, attendance/tardy, and homeless data.
- We see a decrease in the social/emotional skill set of our youngest learners
- We acknowledge a lack of consistency in the tier 2 level response for social emotional needs. Lack of adequate staffing, training, and multiple agencies providing support contributes to the ineffectiveness of the system.
- We acknowledge a lack of well-designed, responsive Tier II interventions that are classroom based.

Secondary Drivers:

- We acknowledge a lack of common understanding and implementation of trauma informed practices
- We acknowledge inconsistent feedback around classroom expectations for trauma informed practices

2019 - 2020 Barre Supervisory Union Continuous Improvement Plan

2019 - 2020 CIP action steps

Goal 1 We will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives.

Theory Of Action

1. If we continue to build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will have an informed and purposeful school improvement process that will lead to improved outcomes for all students.
2. If Professional Learning Groups are data informed and teachers have the curriculum tools they need through comprehensive and cohesive Performance Indicators, THEN students will be able to access learning opportunities at a deeper level, more diverse learners' needs will be met and achievement will improve.

Actions	Description	Staffing	Infrastructure	Budget	PD	Year	Data Collection
1a	To increase collective teacher efficacy, we will continue to offer training, leadership and consultation for -curriculum, department chairs and PLG teacher-leaders to utilize the data cycle process and pedagogically lead teams in PLG/C work.	GSP consultant, curriculum leaders, teacher leaders	Access to time at after school meetings, professional development release time, summer learning and PD days	Through Title 2	Coordinated by Director of Curriculum	2019 - 2020	Teachers - Yearly self assessment inventory and data team notes
1b	We will continue to work on aligning performance indicators to standards across all grade levels and content which will assist us with data collection, entry and differentiation as we continue to instruct and assess in a proficiency-based system	GSP consultant, curriculum leaders, teacher leaders	GSP consultant and curriculum leaders lead specific content work in summer as well as during PD and after school	Through Title 2 and some local funds at the CIA Supervisory Union level	Coordinated by Director of Curriculum	2019 - 2020	Professional Development Surveys PLG surveys and team meeting notes Feedback from curriculum leaders
1c	Agreed-upon programs, elements of effective instruction and units will be implemented with fidelity and we will strengthen our system of effective teacher feedback. Teachers will receive professional development opportunities that align with	Dir of Curr. Principals, Directors of Special Education, Early Education Coordinator	Time for teacher feedback and goal setting in PLG meetings, after school meetings and on PD days	Through local budget and Title 2	Coordinated by Director of Curriculum with assistance from Principals, Special Education Directors and teacher leaders	2019 - 2020	Data system for - feedback and goal setting Professional Development Surveys

	the programs, elements and units as needed.						
1d	All teams will continue to strengthen and utilize PLG/C structure and increase capacity to review student work with fidelity and use that work to inform instruction.	GSP consultant, Dir of curriculum, curr specialists, Principals and other Admin	Prioritize time for PLG meetings to occur , Prioritize curriculum alignment work	Through Title 2 (stipends for leaders, materials, training)	Coordinated by Director of Curriculum with assistance from Principals. Monitored by Principals, Special Education Directors	2019 - 2020	Teachers - Quarterly self assessment inventory Curriculum leaders - feedback survey
1e	We will provide opportunity for teacher goal setting, reflection and deeper understanding of best practices/ updated pedagogy in Tier 1 instructional strategies	GSP consultant, Dir of curriculum, curr specialists, Principals and other Admin	Prioritize and offer Prof release time for peer to peer learning walks, after school meetings	Through Title 2, Title 1 and local funds	Coordinated and monitored by Principals, Special Education Directors with assistance from Director of Curriculum	2019 - 2020	Teachers- Goal Setting and Peer to Peer learning walks Principals- Walk through Data Curriculum Leaders -Coaching Cycles
1f	We will create and share an MTSS document that clarifies the process for MTSS tiered systems of supports. Knowledge in MTSS best practices will be updated.	BSU Admin team, teacher leaders and curriculum specialists	Access to time in the summer, bi-weekly admin meetings	Through Title 2	Coordinated by Director of Curriculum and Special Education Directors	2019 - 2020	Feedback surveys and anecdotal data

Goal 2 We will strive to meet the academic and socio-emotional needs of all students by implementing curriculum, programs and strategies including: PBIS, Developmental Designs, Responsive Classroom and trauma informed practices at tier 1 and 2

Theory of Action

1. If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the classroom for students and therefore students will spend more time learning and we will close equity gaps for our students.

Actions	Description	Staffing	Infrastructure	Budget	PD	Year	Data Collection
2a	Within our MTSS model: We will continue to implement and strengthen consistent Tier 1 universal instruction, including differentiation and common trauma informed practices in all classrooms	NFI consultants, Dev. Design consultants	Access to time at after school meetings, professional release time, summer learning and PD days	Through Title grants	Coordinated by Director of Curriculum and Administrative team with feedback from teacher leadership and curriculum specialists	2019 - 2020	Teachers - Yearly self assessment inventory. Walk through data/ feedback
2b	Within our MTSS model: We will clarify the of roles and responsibilities responsive Tier 2 interventions for academic areas and trauma informed social emotional development	Admin team, teacher leaders, curriculum specialists	Access to time in the summer, bi-weekly admin meetings and after school meetings	Through Title 2 and some local funds at the CIA Supervisory Union level	Coordinated by Director of Curriculum	2019 - 2020	Professional Development Surveys PLG surveys and notes
2c	We will continue to systemically train administrators, teachers and support staff in Trauma Informed Practices and supporting this in our schools.	LCMH coordinator, staff, admin team	Training and personnel alignment in key roles	Through Title 2	Coordinated by Director of Curriculum	2019-2020	Teachers - yearly self assessment

Barre Supervisory Union Continuous Improvement Plan / Summary

The mission of the Barre Supervisory Union is to do what it takes to ensure the success of every child.

Through the **Continuous Improvement Planning** process, we will implement a system of coordinated and aligned curriculum, instruction, and assessment that defines, measures, and communicates clear student learning objectives; provides high quality professional learning opportunities for our staff that are aligned to the Continuous Improvement Plan [CIP]; and works to improve our multi-tiered system of supports (MTSS) to better support all students in their academic and socio-emotional development.

I. CIP areas of focus:

Academic Proficiency - There continue to be significant gaps between the achievement levels of students who qualify for free and reduced lunch and those who do not. In some grade levels, these differences in achievement levels exceed 20%. This is true for both English Language Arts (ELA) and Math. Although performance in Math at grade 9 and grade 4 in our title 1 schools exceeds the State average, five grade levels scored below the State average. In the Non-Title funded school, all students exceeded the State average on the SBAC in math. Teachers report that use of data to inform instruction is inconsistent. Student work is not consistently discussed or measured. There [has been an] increase in consistency across the schools and grade levels, but there is still work to be done.

Safe and Healthy Schools - Students' social, emotional and behavioral needs continue to increase in intensity and frequency as [our] student demographic evolves due to increases in [the number of] adverse incidents they experience. Teachers are experiencing increased pedagogical demand [a demand for new ways of teaching] around trauma informed practice [in order to deal with trauma-based behavioral issues]; and there [is a need for us to] strengthen, coordinate [and make more consistent] our practices at the Tier 2 level.

II. Based on the areas of focus [above], describe the prioritized goals/problems of practice for which you intend to seek innovative solutions/interventions.

Problem of Practice (Goal) I: Although significant gains have been made, we still have some gaps in total alignment in practice for curriculum delivery, assessment, data analysis and instruction cycles across some grade levels.

Problem of Practice (Goal) II: All students may not get the level of support that they need because our system does not have the capacity to support all of their needs in a consistent way, and pedagogical [teaching and instruction] practices have not been consistent across all grade levels in all schools.

III. 2019-2020 CIP Action Steps

Problem of Practice (Goal) 1: We will implement a system of coordinated and aligned curriculum, instruction, and assessment that defines, measures, and communicates clear student learning objectives.

Problem of Practice (Goal) 2: We will strive to meet the academic and socio-emotional needs of all students by implementing curriculum, programs and strategies including: PBIS, Developmental Designs, Responsive Classroom and trauma informed practices at tiers 1 and 2.

Barre Supervisory Union Continuous Improvement Plan

Phase One: Assess Needs and Innovate

Shared Vision

The mission of the Barre Supervisory Union is to do what it takes to ensure the success of every child.

Through the Continuous Improvement Planning process, we will implement a system of coordinated and aligned curriculum, instruction, and assessment that:

1. defines, measures, and communicates clear student learning objectives;
2. provides high quality professional learning opportunities for our staff that are aligned to the Continuous Improvement Plan [CIP]; and
3. works to improve our multi-tiered system to better support all students in their academic and socio-emotional development.

I. Describe the broad area(s) of focus directly related to the five domains of Education Quality Standards [EQS]: Academic Proficiency; Safe and Healthy Schools; High Quality Staffing; Personalized Learning; and Investment Priorities.

Academic Proficiency

- There continue to be significant gaps between the achievement levels of students who qualify for free and reduced lunch and those who do not. In some grade levels, these differences in achievement levels exceed 20%. This is true for both English Language Arts (ELA) and Math. *Source: SBAC 2018 and local data*
- Although performance in Math at grade 9 and grade 4 in our title 1 schools exceeds the State average, five grade levels scored below the State average. In the Non-Title funded school, all students exceeded the State average on the SBAC in math. *Source: SBAC 2018 and local data*
- Teachers report that use of data to inform instruction is inconsistent. Student work is not consistently discussed or measured. There [has been an] increase in consistency

across the schools and grade levels, but there is still work to be done. *Source: Teacher interview and feedback forms and administrator feedback.*

Safe and Healthy Schools

- Students' social, emotional and behavioral needs continue to increase in intensity and frequency as [our] student demographic evolves due to increases in [the number of] adverse incidents they experience. *Source: School Wide Information Systems [SWIS], local data, and teacher feedback surveys*
- Teachers are experiencing increased pedagogical demand [a demand for new ways of teaching] around trauma informed practice [in order to deal with trauma-based behavioral issues]; and there [is a need for us to] strengthen, coordinate [and make more consistent] our practices at the Tier 2 level. *Source: Teacher Interviews and surveys*

II. Based on the identified broad focus areas [above], describe the prioritized problems for which you intend to seek innovative solutions/interventions (Goals / Problems of Practice)

Note: The “prioritized problems for which we intend to seek innovated solutions/interventions” [i.e. the problems of practice] are related solely to Academic Proficiency and Safe and Healthy Schools

Problem of Practice (Goal) I:

Although significant gains have been made, we still have some gaps in total alignment in practice for curriculum delivery, assessment, data analysis and instruction cycles across some grade levels.

Root Cause Analysis for Problem of Practice (Goal) I

Primary Driver 1: Curriculum delivery, team level assessment practices, and [how we utilize] assessments to inform instruction at Tier I is not consistent and is not aligned across all grade levels and content areas. We lack common performance indicators that are aligned at formative and summative assessments, and then [measured against] reporting standards.

Assessments

When it comes to learning, students are “assessed” so that the school can analyze their understanding level and progress.

Formative assessments are conducted during the learning process.

Summative assessments are conducted at the end of a course or unit.

Secondary Drivers:

- We need to increase teacher and administrator knowledge of current best practice in differentiated instruction for Tier I.
- Our teacher accountability, goals, and support system needs resources and continued alignment.
- We lack an easily accessible and usable system for data collection and retrieval.
- We lack common knowledge and practice in analyzing data and informing instruction at all steps.
- We identify an over-reliance, by teachers, on intervention systems (LLI, Math Lab, etc) to deal with the academic needs of students who are not meeting the standards.
- We identify a lack of comfort and trust in sharing student work, or in the data review process w/ peers.

Problem of Practice (Goal) II:

All students may not get the level of support that they need because our system does not have the capacity to support all of their needs in a consistent way, and pedagogical [teaching and instruction] practices have not been consistent across all grade levels in all schools.

Root Cause Analysis for Problem of Practice (Goal) II

Primary Driver 1: The number of students coming to us experiencing Adverse Childhood Experiences [ACES] is increasing, as is evidenced in our behavioral, attendance/tardy, and homeless data.

- We see a decrease in the social/emotional skill set of our youngest learners.
- We acknowledge a lack of consistency in the tier 2 level response for social / emotional needs. (Lack of adequate staffing, training, and multiple agencies providing support all contribute to the ineffectiveness of [our current] system.
- We acknowledge a lack of well-designed, responsive Tier II interventions that are classroom based.

Secondary Drivers:

- We acknowledge a lack of common understanding and implementation of trauma informed practices.
- We acknowledge inconsistent feedback around classroom expectations for trauma informed practices.

III. 2019-2020 CIP Action Steps

Problem of Practice (Goal) 1: We will implement a system of coordinated and aligned curriculum, instruction, and assessment that defines, measures, and communicates clear student learning objectives.

Theory Of Action

1. If we continue to build teacher capacity through the analysis of data, observation, and support of teaching in a proficiency based system; and if we can increase [teacher] knowledge about the instructional core and standards, THEN we will have an informed and purposeful school improvement process that will lead to improved outcomes for all students.
2. If Professional Learning Groups are data informed and teachers have the curriculum tools they need through comprehensive and cohesive performance indicators, THEN students will be able to access learning opportunities at a deeper level, more diverse learners' needs will be met, and achievement will improve.

Action Steps:

Action 1A: To increase collective teacher efficacy, we will continue to offer training, leadership and consultation for curriculum, department chairs and PLG-teacher-leaders to utilize the data cycle process and pedagogically lead teams in PLG/C work.

Action 1B: We will continue to work on aligning performance indicators to standards across all grade levels and content which will assist us with data collection, entry and differentiation as we continue to instruct and assess in a proficiency-based system

Action 1C: Agreed-upon programs, elements of effective instruction and units will be implemented with fidelity and we will strengthen our system of effective teacher feedback. Teachers will receive professional development opportunities that align with the programs, elements and units as needed

Action 1D: All teams will continue to strengthen and utilize PLG/C structure and increase capacity to review student work with fidelity and use that work to inform instruction.

Action 1E: We will provide opportunity for teacher goal setting, reflection and deeper understanding of best practices/ updated pedagogy in Tier 1 instructional strategies

Action 1F: We will create and share an MTSS document that clarifies the process for MTSS tiered systems of supports. Knowledge in MTSS best practices will be updated

Problem of Practice (Goal) 2: We will strive to meet the academic and socio-emotional needs of all students by implementing curriculum, programs and strategies including: PBIS, Developmental Designs, Responsive Classroom and trauma informed practices at tiers 1 and 2.

Theory Of Action

1. If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the classroom for students, and therefore students will spend more time learning and we will close equity gaps for our students.

Action Steps:

2A: Within our Multi-Tiered Systems of Support [MTSS] model: We will continue to implement and strengthen consistent Tier 1 universal instruction, including differentiation and common trauma informed practices in all classrooms.

2B: Within our MTSS model: We will clarify the roles and responsibilities of responsive Tier 2 interventions for academic areas and trauma informed social emotional development.

2C: We will continue to systemically train administrators, teachers and support staff in Trauma Informed Practices and support this in our schools.

BARRE UNIFIED UNION DISTRICT #97

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

120 Ayers Street
Barre, VT 05641
Phone: 802-476-5011
Fax: 802-476-4944 / 802-477-1132
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

Request for Proposal**Project Title:****BTMES Concrete Canopy Repair - Summer 2019**

Contact Information #1:

Jamie Evans, Director of Facilities

Phone (802) 476-8119

Email: jevanbsu@u61.net

Contact Information # 2:

Ken Bushey, DeWolfe Engineering

Phone (802) 223-4727

Email: Kenneth.Bushey@dirtsteel.com

Submittals Accepted Until 4 PM May 7, 2019 to the following address:

Barre Unified Union School District

Lisa Perreault, Business Manager

120 Ayers Street

Barre, VT 05641

Bids can be sent electronically to Lisa Perreault at lperrbsu@u61.net.

DESCRIPTION

See attached drawings

AWARD PROCESS DESCRIPTION

BUUSD will:

- Issue the RFP;
- Evaluate responses and select a vendor;
- Negotiate a contract with the winning vendor;
- Receive the material at a designated location.
- The BUUSD Board reserves the right to waive any formalities in the bid and reject any or all proposals in the best interest of the District.

INSURANCE

Bidders must submit a Certificate of Insurance that includes the following:

1. Commercial General Liability (CGL) Insurance:
 - a. Limit Each Occurrence for Bodily Injury or Property Damage: \$1,000,000 Combined Single Limit
 - b. Limit Each Occurrence for Personal Injury/Advertising Injury: \$1,000,000 Combined Single Limit
 - c. Products – Completed Operations Aggregate Limit: \$2,000,000 Combined Single Limit
 - d. General Aggregate Limit: \$2,000,000 Combined Single Limit
2. Barre Supervisory Union shall be an additional insured with the above stated coverage.
3. Auto Liability Insurance
 - a. Bodily Injury or Property Damage: \$1,000,000 Combined Single Limit
4. Workers Compensation, including Employers Liability:
 - a. Bodily Injury by Accident: \$500,000 Each Accident
 - b. Bodily Injury by Disease: \$500,000 Each Employee
 - c. Bodily Injury by Disease: \$500,000 Policy Limit

RFP RESPONSE AND QUESTION PROCESS

During the RFP response period all questions may be addressed to: Jamie Evans

The non-public bid opening will take place on May 8, 2019.

The winning contractor will also be required to agree to the following considerations:

- Start date July 1, 2019, completion by August 2, 2019.
- Payment Schedule:
 - Initial Payment: 50% of contracted price.
 - Final Payment: Upon completion and inspection by engineer.

Title 16 Education**Chapter 25 ATTENDANCE AND DISCIPLINE****§ 1125 Truant officers****§ 1125. Truant officers**

(a) A school board shall annually appoint one or more truant officers and record their appointments with the clerk of the school district on or before July 3. State police, sheriffs, deputy sheriffs, constables and police officers shall be truant officers ex officio.

(b) Truant officers shall receive remuneration for time actually spent in performance of their duties and shall be allowed their necessary expenses incurred in connection therewith. (Added 1969, No. 298 (Adj. Sess.), § 73.)

APPENDIX A

Designated Employees:

The following employees of the Barre Supervisory Union have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: **John Pandolfo**

Title: **Superintendent**

Contact Information:

802-476-5011 x1017

jpandbsu@u61.net

**Barre Supervisory Union
120 Ayers St
Barre, VT, 05641**

Designated Employees:

The following employees of the Spaulding Union High School District have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: **Luke Aither**

Title: **Assistant Principal**

Contact Information:

802-476-4811 x1115

laithshs@u61.net

**Spaulding High School
155 Ayers St
Barre, VT, 05641**

Name: **Pam Smith**

Title: **Access Coordinator**

Contact Information:

802-476-4811 x2110

psmitshs@u61.net

**Spaulding High School
155 Ayers St
Barre, VT, 05641**

Name: **Scott Griggs**

Title: **Assistant Director**

Contact Information:

802-476-6237 x1045

sgrigcvcc@u61.net

**Central Vermont Career Center
155 Ayers St
Barre, VT, 05641**

Name: **Stefanie Seng**

Title: **School Counseling Coord.**

Contact Information:

802-476-6237 x1156

ssengcvcc@u61.net

**Central Vermont Career Center
155 Ayers St
Barre, VT, 05641**

APPENDIX A

Designated Employees:

The following employees of the Barre Supervisory Union have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: **John Pandolfo**

Title: **Superintendent**

Contact Information:

802-476-5011 x1017
jpandbsu@u61.net

Barre Supervisory Union
120 Ayers St
Barre, VT, 05641

Each individual district will include the names of its Designated Employees on their district's ratified copy of this policy.

Appendix B

Designated Employees:

The following employees of the Barre City Elementary and Middle School have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: Pierre Laflamme, Assistant Principal

plafbce@u61.net

Kristin Morrison, School Social Worker

kmorrbce@u61.net

Contact Information: 802-476-6541

Barre City Elementary and Middle School

50 Parkside Terrace
 Barre, VT, 05641

APPENDIX A

Designated Employees:

The following employees of the Barre Supervisory Union have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: **John Pandolfo**

Title: **Superintendent**

Contact Information:

802-476-5011 x1017

jpandbsu@u61.net

Barre Supervisory Union

120 Ayers St

Barre, VT, 05641

Each individual district will include the names of its Designated Employees on their district's ratified copy of this policy.

Erica Pearson – Co-Principal

Bill Waller – Behavior Support Interventionist

Alice Harding - Behavior Support Interventionist

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: A30**

1ST READING: 5/9/2019
2ND READING: 6/13/2019
ADOPTED:

ROLE AND ADOPTION OF SCHOOL BOARD POLICIES**1. POLICY**

It is the intent of the Barre Unified Union School District (BUUSD) to outline direction and goals for the successful, consistent, and efficient operation of the district through the adoption of policies. BUUSD policies will be in compliance with Vermont and federal law and regulations.

2. DEFINITIONS

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

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

3. POLICY DEVELOPMENT

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

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

- f. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

4. POLICY ADOPTION

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

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

5. POLICY DISSEMINATION, ADMINISTRATION & REVIEW

5.1 Dissemination - When policies are adopted, the Superintendent will publish and make them available to the public, students, and school personnel. A copy of the BUUSD Policy Manual will be available on the BUUSD website. The student handbooks will include BUUSD Policies related to student activities and conduct. The teacher handbooks will include BUUSD Policies related to teachers' responsibilities.

5.2 Administration - BUUSD Policies will be administered through procedures and directives of the Superintendent and administrators.

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

6. NON-SUBSTANTIVE CHANGES

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

7. DUPLICATE POLICIES

When in the process of revising policies and duplicate policies exist, the BUUSD will operate on the newest approved BUUSD Policy until older policies can be rescinded.

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

BARRE UNIFIED UNION SCHOOL DISTRICT #97 CODE: C 41
POLICY MANUAL

1ST READING: 5/9/2019
2ND READING: 6/13/2019
ADOPTED:

INTRA DISTRICT SCHOOL TRANSFER

Policy

It is the policy of the Barre Unified Union School District #97 (BUUSD) to offer students the potential for Intra District Transfer to a PreK-8 BUUSD school outside of their town or city of residence, within the guidelines defined below and procedures developed by the Superintendent, without forcing them to attend a PreK-8 BUUSD school outside of their town or city of residence.

Implementation

The Superintendent will develop procedures consistent with the following guidelines:

- No student will be forced to attend a PreK-8 BUUSD school outside of their town or city of residence.
- Requests for Intra District Transfer to a PreK-8 school outside of their town or city of residence will be granted based on space availability as defined by the BUUSD Class Size Policy D 6, and on good standing as determined by attendance and behavior records.
- Requests will only be granted prior to the start of the school year, following established procedures and deadlines.
- Transportation to PreK-8 schools will be provided for students attending school within one's town or city of residence. For students choosing to attend a school in a neighboring town or city, transportation will not automatically be provided as a matter of right.
- Once a student has been granted a request to attend a PreK-8 BUUSD school outside of their town or city of residence, they will be allowed to remain in that school through Grade 8 if they remain in good standing as determined by attendance and behavior records.
- Students who move from one BUUSD town or city to another BUUSD town or city will be allowed to complete the school year in the school they currently attend, unless they choose otherwise. For the following year, they will need to make a request for Intra District Transfer.
- This policy and accompanying procedures do not apply to students who are not residents of the BUUSD.

Legal Reference(s):

*Cross Reference: C 40 Entrance Age for Admission to Kindergarten
D 6 Class Size*