

**Addendum
Board Meeting
February 11, 2021**

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

February 11, 2021 at 5:30 p.m.

Via Google Meet

Click this link to join the meeting remotely:

Meeting ID: meet.google.com/cin-xvgu-nxm

Phone Numbers: (US)+1 574-213-0746 PIN: 284 712 313#

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law

AMENDED AGENDA

1. Call to Order
2. Additions or Deletions with Motion to Approve the Agenda
3. Comments for Items Not on the Agenda
 - 3.1. Public Comment
 - 3.2. Student Voice
4. Approval of Minutes
 - 4.1. Meeting Minutes - January 28, 2021
5. Reports to the Board
 - 5.1. Superintendent/Central Office Report
 - 5.2. Building Reports:
 - 5.2.1. SHS
 - 5.2.2. CVCC
 - 5.2.3. BCEMS
 - 5.2.4. BTMES
 - 5.3. Committee Reports (5:30 pm via Google Meet)
 - 5.3.1. Communications Committee: **Met:** February 4, 2021; **Next Meeting:** March 4, 2021
 - 5.3.2. Finance Committee: **Next Meeting:** February 16, 2021
 - 5.3.3. Facilities/Transp. Committee: **Cancelled:** February 8, 2021 & March 8, 2021
 - 5.3.4. Policy Committee: **Next Meeting:** February 15, 2021
 - 5.3.5. Curriculum Committee: **Next Meeting:** February 23, 2021
 - 5.3.6. Negotiations Committee: **Next Meeting:** TBD
 - 5.3.7. Regional Advisory Board (RAB): **Met:** February 8, 2021; **Next Meeting:** May 3, 2021, 4:00 pm
 - 5.4. Financials
6. Current Business
 - 6.1. 2021 Series 1 Vermont Municipal Bond Bank Sale [**ACTION**]
 - 6.2. CVCC Governance Study Committee - Appoint Board Member [**ACTION**]
 - 6.3. Healthcare Proposal from Vermont Legislature Discussion
 - 6.4. Administrative job descriptions:
 - 6.4.1. Superintendent of Schools
 - 6.4.2. Assistant Superintendent of Instruction
7. Old Business
 - 7.1. FY22 Tax Calculation Update
 - 7.2. Second and Final Reading Personnel Recruitment, Selection, Appointment and Background Checks (B20) (Recommended) [**ACTION**]
 - 7.3. Second and Final Reading Transgender and Gender Nonconforming Students (C28) (Recommended) [**ACTION**]
 - 7.4. Second and final Reading Substitute Teachers (B1) (Required) [**ACTION**]

- 7.5. Second and final Reading Electronic Communications Use & Retention (F22) (Recommended)
[ACTION]
- 7.6. Vision, Mission, and Strategic Goals
8. Other Business/Round Table
9. Future Agenda Items:
10. Executive Session
- 10.1. Superintendent Evaluation
11. Adjournment

Reminder:

Next BUUSD Board Meetings: February 25, 2021 at 5:30 pm via Google Meet

BOARD MEETING NORMS

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

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BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING
 Via Video Conference – Google Meet
 January 28, 2021 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) – Chair, joined the meeting at 6:25 p.m.
 Sonya Spaulding (BC) – Vice-Chair
 Victoria Pompei (BT) – Clerk
 Gina Akley (BT)
 Tim Boltin (BC)
 Emel Cambel (BC)
 Giuliano Cecchinelli (BC)
 Alice Farrell (BT)
 Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent, joined the meeting at 5:58 p.m.
 Mary Ellen Simmons, Assistant Superintendent of Instruction
 Hayden Coon, BCEMS Principal
 Chris Hennessey, BCEMS Principal
 Carol Marold, Director of Human Resources
 Jennifer Nye, BTMES Principal
 Erica Pearson, BTMES Principal
 Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Allison Courtemanche	Erika Dolan	Jody Emerson	Crystal Harvey
Prudence Krasofski	Jake Larrabee	Patrick Leene	Chas Legge	Penny Martin
Tara Martin	Ted Mills	Christine Parker	Amy Richard	Tim Sanborn
Jean Savoy	Diane Solomon	Megan Spaulding	Pierre Trepanier	Rachael Van Vliet
1 802-***-***48				

As the meeting was held via video conferencing, a roll-call vote was taken for each action item. Each Board Member was individually polled and voted to approve all motions that are listed as unanimously approved.

1. Call to Order

The Vice-Chair, Mrs. Spaulding, called the Thursday, January 28, 2021, Regular meeting to order at 5:32 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

Add 4.2 Approval of Minutes – January 7, 2021 Special Meeting
 Add 9.2 Employment of Employees – Elimination of Position Proposal – under Executive Session

On a motion by Mr. Isabelle, seconded by Mrs. Pompei, the Board unanimously voted to approve the Agenda as amended. Mr. Malone was not present for the vote.

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

None.

3.2 Student Voice

None.

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4. Approval of Minutes

4.1 Approval of Minutes – January 14, 2021 Regular Meeting

Mrs. Spaulding advised that the deadline for submitting consent forms for Board seats is February 1, 2021, not January 25, 2021 as announced at the meeting.

On a motion by Mrs. Pompei, seconded by Mrs. Farrell, the Board unanimously voted to approve the Minutes of the January 14, 2021 Regular Meeting. Mr. Malone was not present for the vote.

4.2 Approval of Minutes – January 7, 2021 Special Meeting

Mrs. Spaulding advised she received an e-mail from a community member who would like the minutes amended. Mrs. Spaulding read the amendment requested by Mrs. Solomon, which includes additional detail regarding her statements at the meeting. Brief discussion was held.

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to approve as presented, the Minutes of the January 7, 2021 Special Meeting. Mr. Malone was not present for the vote.

5. Current Business

5.1 New Hire

The resume and BUUSD Notification of Employment Status Form for Julie Bacher (BTMES 5-8 Spanish Teacher) was distributed. Ms. Pearson provided an overview of candidate's education and experience.

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the hiring of Julie Bacher for the remainder of the 20/21 academic year. Mr. Malone was not present during the vote.

5.2 Administrator and Superintendent Evaluation Process

Mr. Wells advised that there are two portions of this agenda item. One item that needs to be brought to the Board's attention relates to retaining administrators. Mr. Wells would like this item discussed in Executive Session. Mr. Wells would also like to discuss the evaluation process in Executive Session, in this portion, he will be making evaluative statements. Information can be provided publicly after Executive Session.

Agenda Item 9.3 will be added for discussion of the Administrator and Superintendent Evaluation Process.

5.3 Instruction Delivery: Modes of Instruction

Three documents were distributed.

A document titled 'COVID-19 Delivery Model Comparison – January 2021'

A document titled 'Strong and Health Schools Survey' for Middle School

A document titled 'Strong and Health Schools Survey' for High School

Mr. Wells provided a brief overview of the documents, advising that many schools of similar size are operating in mainly the same mode as BUUSD schools. Mr. Wells advised regarding where the data is obtained (State collected), noting that only a very small percentage (less than 10%) of schools are operating fully in-person. Mr. Wells recommends that the work of the Re-opening Team shift to identifying steps to take to fill educational and social/emotional gaps (a Recovery Plan for the spring, summer and fall of 2021). Though the State may modify social distancing guidelines, the parameters haven't changed, and the Re-opening Team should work with the current guidelines. It was noted that it may have been beneficial to see the comparison data earlier. Mr. Malone began facilitating the meeting at 6:27 p.m. Mrs. Spaulding believes it would be beneficial if the comparison included the number of in-person learning hours that each school was providing and whether instruction is being provided synchronously. Mrs. Spaulding voiced concern that attendance at afternoon high school virtual classes is optional and that not enough students are attending. Mrs. Spaulding queried regarding why students are not required to attend remote instruction. Mrs. Spaulding believes more instruction should be provided. In response to a query regarding whether or not afternoon classes are mandatory, Mrs. Waterhouse advised that teachers and students are encouraged to engage in synchronous learning as appropriate, and provided some examples. Mr. Boltin expressed concern that students will be attending college, after receiving very little in-person instruction since 10th grade. Community members addressed the Board, requesting that additional thought be put into increasing in-person learning, and expressing frustration that more instruction time was provided under remote learning, than under the hybrid model of instruction. Mr. Wells suggested that parents with concerns contact their student's principal to look into what improvements/changes could be implemented to address their specific needs. A parent reported that their high school student is doing very well under the hybrid model and believes that SHS is doing a great job. An extension to the school day was acknowledged and it was noted that the increase in instruction time is appreciated. In response to a query, it was noted that response time for e-mail inquiries should generally be within the week. Mr. Wells advised he usually responds to e-mails within 24 hours. Mrs. Pompei queried regarding any changes to the State mandate that students be provided with 27.5 hours of instruction per week (given the inability to provide more in-person instruction).

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Mrs. Pompei expressed concern that the State requirement is not being met. Mr. Wells believes instruction time varies from class to class, and it is the goal of the District to meet the State requirement. In response to a query, it was noted that the State does not collect data on the amount of instructional time provided to students. Concern was raised that BTMES will be closed for some additional days due to Barre Town voting being held at BTMES (and the subsequent cleaning that must be performed). It was suggested that the limited number of rooms used for voting (gym and restrooms) be cleaned in the evening after voting has ended, thus allowing students to return the next morning. In response to a query regarding making expedient changes to instruction modes (should State Guidelines lessen the social distance requirement), administrators advised that they believe the switch could be made relatively quickly.

5.4 First Reading of Personnel Recruitment, Selection, Appointment and Background Checks Policy (B20) - Recommended Policy)

Copies of all policies referenced in Agenda Items 5.4 – 5.8.4 were distributed.

Mrs. Spaulding voiced concern over portions of the VSBA policy that were removed by the Policy Committee. Mrs. Pompei also questioned the number of lines that were removed from the VSBA policy. It was noted that a lot of what was removed, is believed to exist in statute. It is not known why VSBA added certain items to the Model Policy. Mrs. Spaulding will contact VSBA for additional information and will report back to the Board.

On a motion by Mr. Isabelle, seconded by Ms. Cambel, the Board unanimously voted to approve the First Reading of the Personnel Recruitment, Selection, Appointment and Background Checks Policy (B20). Mr. Malone was not present for the vote.

5.5 First Reading Transgender and Gender Nonconforming Students Policy (C28) Recommended Policy

In response to a query, administrators advised regarding how alternative accommodations are provided (e.g. use of gender segregated facilities), including use of single user/single stall bathrooms, to keep transgender/gender non-conforming status confidential. Isabella Cecchinelli queried the Board regarding procedures/protocols for students who are not 'out' regarding their status, and do not outwardly appear to be transgender or gender non-conforming, and what would occur if a student appeared to be entering a bathroom that did not reflect their outward appearance. Mrs. Waterhouse advised that there may be a brief (private) check-in with the student to assure that everything was o.k. Mrs. Waterhouse advised that students only share what they are comfortable with and that students are advised that the school is a 'safe space' and that any student can use the single stall restrooms. Ms. Pearson advised that at BTMES administrators work with students to develop a plan they are comfortable with. Mr. Hennessey reiterated that communication is very important and that students should know that they are in a 'safe space'. In response to a query regarding non-legal name changes for files/records and e-mails, administrators advised that names are changed based on student preference, though some files must contain legal names. It was noted that some files are accessible to parents, and students should be aware of that (in the event that they do not want their parents to be advised regarding a name change). Each student's case is taken individually. It was noted that at the elementary/middle school level, sometimes conversations are held with parents regarding name changes, and it was clarified that not all name changes are transgender or gender conformance related. Mr. Boltin applauds the accommodations provided to students, and queried how administrators handle a situation where a student is not comfortable utilizing facilities when transgender or gender non-conforming students are present. It was noted that students who are uncomfortable sharing facilities, can use the single use/single stall restrooms. Mr. Boltin would like Administrators and the Board to give serious consideration regarding how to handle the situation where students are uncomfortable utilizing rest rooms and/or showers with transgender or gender non-conforming students.

On a motion by Ms. Cambel, seconded by Mrs. Pompei, the Board unanimously voted to approve the First Reading of the Transgender and Gender Nonconforming Students Policy (C28). Mr. Malone was not present for the vote.

5.6 First Reading Substitute Teachers Policy (B1)

Mr. Cecchinelli advised that the policy needs to be 'cleaned up' and formatted to the BUUSD standard format. In response to a query, it was noted that the policy does apply to long-term substitutes as well as day substitutes, though there are additional licensing requirements (for long-term substitutes), as defined by the State. It was noted that the current policy advises that substitute are to be paid per-diem, though the BUUSD changed to hourly pay several years ago. The existing policy also advises that the Superintendent will conduct an orientation, and that is not the current process. Mr. Wells advised that some of the changes relate to removing procedures from policies. Concern was voiced, for the record, that procedures/practices are being changed prior to policies being changed. Mr. Wells reminded the Board that the Policy Committee is working to develop a procedure section for website publishing, whereas policies have easily accessible associated procedures. Mrs. Pompei reiterated that internal procedures should not change until policies and procedures are changed.

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to approve the First Reading of the Substitute Teachers Policy (B1). Mr. Malone was not present for the vote.

5.7 First Reading Electronic Communications Use & Retention Policy (F22) – Recommended Policy

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to approve the First Reading of the Electronic Communications Use & Retention Policy (F22). Mr. Malone was not present for the vote.

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5.8 Policies Not Recommended by Committee For Adoption

5.8.1 Staffing and Job Description Policy (B30) – Consider

Brief discussion was held regarding why the Committee is recommending not to adopt these policies (which look to be valuable). Mr. Wells advised that in some cases, these policies are covered in statute and that policies are not necessary. It was noted that a decision not to adopt these policies should be voted on for the record.

On a motion by Mr. Isabelle, seconded by Ms. Cambel, the Board unanimously agreed to accept the recommendation of the Policy Committee and agreed not to adopt policies; B30, B31, B32, and B33. Mr. Malone was not present during the vote.

5.8.2 Educator Supervision & Evaluation: Probationary Teacher (B31) – Consider

Action was taken under Agenda Item 5.8.1.

5.8.3 Personnel Files Policy (B32) – Consider

Action was taken under Agenda Item 5.8.1.

5.8.4 Resignations Policy (B33) - Consider

Action was taken under Agenda Item 5.8.1.

6. Old Business

Copies of all policies referenced in Agenda Items 6.1 – 6.4 were distributed.

6.1 Second and Final Reading Firearms Policy (C5) – Required

Mrs. Pompei renewed her objection to removing the line that requires mandatory reporting to law enforcement.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board voted 7 to 1 to approve the Second and Final Reading of the Firearms Policy (C5) and agreed to adopt said policy. Mr. Boltin, Ms. Cambel, Mr. Cecchinelli, Mrs. Farrell, Mr. Isabelle, Mr. Malone, and Mrs. Spaulding voted for the motion. Mrs. Pompei voted against the motion. Mrs. Akley was not present for the vote.

6.2 Second and Final Reading English Learners Policy (C4) – Required

Brief discussion was held.

On a motion by Mrs. Farrell, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Second and Final Reading of the English Learners Policy (C4) and agreed to adopt said policy. Mrs. Akley was not present for the vote.

6.3 Second and Final Reading Electronic Communication Between Employees & Students Policy (B8) – Required

Brief discussion was held.

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to approve the Second and Final Reading of the Electronic Communication Between Employees & Students Policy (B8) and agreed to adopt said policy. Mrs. Akley and Mr. Cecchinelli were not present for the vote.

6.4 Second and Final Reading Prevention of Sexual Harassment as Prohibited by Title IX Policy (C12) – Required

Mrs. Spaulding advised that the outline of procedures has not been provided to the Board (as agreed upon). Ms. Simmons advised that she and Mr. Aither have been working on drafting an outline, though procedures have not been written yet. Mrs. Spaulding reiterated additional concerns relating to; code of conduct, handbooks, and possible loopholes in the policy. Mrs. Spaulding wants assurance that these items, which she considers major issues with the policy, will be addressed. Ms. Simmons committed to seeing that these items are addressed. Mr. Malone asked that Ms. Simmons submit copies of the outline and subsequent work to the Board.

Mrs. Spaulding reiterated her concern that prevention of sexual harassment, though in the title of the policy, is not addressed in the policy.

Mrs. Spaulding stressed that prevention of sexual harassment is a critical component but is not addressed in the policy. Ms. Simmons agrees that "prevention" is a critical and essential piece and committed to assuring that prevention procedures are put in place.

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board voted 7 to 1 to approve the Second and Final Reading of the Prevention of Sexual Harassment as Prohibited by Title IX Policy (C12) and agreed to adopt said policy. Mr. Boltin, Ms. Cambel, Mr. Cecchinelli, Mrs. Farrell, Mr. Isabelle, Mr. Malone, and Mrs. Pompei voted for the motion. Mrs. Spaulding voted against the motion. Mrs. Akley was not present for the vote.

6.5 Vision, Mission, & Strategic Goals

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Mrs. Spaulding advised that the Design Team has met and stakeholder forums are being held. Great information is being provided in forums. The process is working well and the BUUSD is moving forward with this initiative.

7. Other Business/Round Table

There was no other business.

Round Table Discussion:

Mrs. Farrell would like to publicize that there are more buses out on the road and cautioned drivers to follow bus/traffic safety laws.

Mr. Boltin clarified that his earlier comments were not an attempt to criticize the high school, but rather to advise colleges that students may not be fully prepared for college entry.

Mrs. Spaulding advised regarding an email she received from a parent; reminding Board Members that they are elected officials, and though freedom of speech is covered under the Constitution, Board Members are representing the schools. It is very difficult for community members, students and staff to understand why Board Members may be posting (on social media) potentially offensive thoughts and feelings. Mrs. Spaulding cautioned all who are on social media, to think about what they are going to post, through the lens of those who may be viewing the posts.

Mr. Isabelle advised that there is still time for individuals to run for seats on the Board. This year only a Consent Form is required. These forms are due to the City/Town Clerks by 02/01/21. Mr. Isabelle appreciates the positive feedback received this evening and that community members are willing to provide feedback.

Mr. Cecchinelli queried administrators regarding changes to drop-off procedures (due to the colder weather). Mr. Wells advised regarding changes being implemented to accommodate the colder temperatures.

Mr. Malone conveyed his appreciation to Board Members for their work, and to members of the community for providing input. Additionally, Mr. Malone advised regarding information he has received from City/Town Clerks regarding individuals running for Board Seats.

Ms. Cambel advised regarding her learning experience working on the Board, and expressed her appreciation to fellow Board Members for their work and for listening generously to all thoughts and opinions.

8. Future Agenda Items

The next meeting is Thursday, February 11, 2021 at 5:30 p.m. via Video Conference – Google Meet

- Policies
- New Hires
- Vision, Mission, and Strategic Goals

It was noted that if ‘School Re-Opening Update’ is not on the Agenda, community members understand that they will need to provide input under Public Comment.

9. Executive Session as Needed

9.1 Personnel Supervision: Superintendent’s Goals

9.2 Employment of Employees – Proposal for Elimination of a Position

9.3 Administrator and Superintendent Evaluation Process (including discussion of personnel performance)

Items proposed for discussion in Executive Session include Personnel Supervision (Superintendent’s Goals), Employment of Employees (Proposal for Elimination of a Position), and Administrator and Superintendent Evaluation Process, including discussion of personnel performance.

On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to enter into Executive Session, with Mr. Wells in attendance, at 7:33 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 Ms. Cambel, the Board unanimously voted to exit Executive Session at 9:26 p.m.

10. Adjournment

On a motion by Mrs. Spaulding, seconded by Mrs. Cambel, the Board unanimously voted to adjourn at 9:27 p.m.

Respectfully submitted,
Andrea Poulin

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"Education that works."

Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1045)

Stefanie Seng
School Counseling Coordinator (ext. 1156)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



Regional Advisory Board Meeting

Minutes

4:00 p.m.

February 8, 2021

Via Remote Google Meeting

Board Members Present: Flor Diaz-Smith (Wash. Central SU/U32 Board), Michael Woods (Harwood Union High School Rep), Janna Osman (Twinfield School Board), Libby Bonesteel (Montpelier-Roxbury Supt.), Alice Ferrell (BUUSD Board), Sharon O'Connor (Cabot Board), Ian Arnold (Northfield Savings Bank), Jeff Norway (Norway & Sons Electric), Judy Bourbeau (VT Dept. of Labor), David Wells (BUUSD Supt), Penny Chamberlin (CVCC Director), Scott Griggs (CVCC Asst. Director)

Guests Present:

Dr. Jeneve Joslin (CVCC Medical Professions Instructor)
Clifton Long (CVCC Plumbing & Heating Instructor)
Jennifer Luck-Hill (CVCC Online Specialist/Dual Enrollment)
Carl Matteson (CVCC Emergency Services Instructor)
Louis LoRe (CVCC Permanent Sub)

1. Welcome and introductions – Chairman, Michael Woods opened the meeting at 4:04 p.m.

2. Program Presentation by Jeneve Joslin, Medical Professions Instructor.

*Dr. Joslin presented the Medical Professions curriculum by showcasing:

- CCV dual enrollment – 6 credits
- 2 research papers and passion projects
- Remote/Hybrid/In Person learning adventures
- Culturally responsive classroom model
- Electronic health records
- Bioethics & Core Values
- Medical Herbalism
- Video demonstration on Heart Dissection that was used for both remote and hybrid learning

*The Questions and Answers portion of the presentation consisted of remote learning; average age of her students; future plans for her students; herbal medicine curriculum; how are we getting this message out to our sending middle and high schools and much appreciation from the board for a very thorough and thoughtful presentation.

3. A motion was made and seconded (Alice/Flor) to accept the **December 7, 2020** Meeting Minutes. The motion passed.
4. The final 2020-2021 RAB meeting will be on **May 3, 2021**, Cosmetology II will be our host for that meeting.
5. A discussion ensued regarding the proposed RAB meeting schedule for the **2021-2022 school year**. It was unanimously agreed to remain with **Monday meetings from 4:00-5:30 p.m.** Depending upon the state guidance for the fall opening of school and COVID restrictions, we may need to hold our first meeting remotely and then will be able to return to in person meetings if the board so chooses, or a combination of remote and in person. This will be decided in the fall.
6. Updates from the Director:
 - FY22 Final Budget - \$3,331,442, 6.4% increase in expenses; however a **.2% decrease in tuition @ \$17,496!**
 - 10 Year Enrollment History by Program and by Sending School
 - The Admissions season for 2021-2022 is now open. Our online application is available on our website at cvtcc.org! As of today, we have received 194 applications which is slightly above previous years for Round 1.
 - Governance Proposal, moving on to presenting to each sending district board. We have presented to the Washington Central/U32 Board and they approved CVCC to move forward with a study committee. Our next presentation will be to the Montpelier-Roxbury School Board on February 17th. This will leave the final three presentations in March, Twinfield, Cabot and Harwood.
 - Re-Envisioning Project, moving on to the development of a Planning Committee. Clifton presented we are in Phase 3 and we will be hosting an Industry Partner presentation next week on February 18th. We will keep the RAB apprised of all phases.
 - Professional Development for January 18, 2021 consisted of a 3 hour workshop on Service Learning and a 2 hour workshop on Data, to continue our yearlong thread of understanding CCC's data and uses of that data. These in-service sessions aligned nicely with Perkins V and the CLNA as well as the Five Year Program Evaluation by Southern Regional Education Board – the next one is due in 2023.
 - Middle School Career Awareness – **go to Destinationcvcc.org**. Penny screen shared this website that was created by Jennifer Luck-Hill our Online Teaching Specialist. The board was very interested in our plans for providing career awareness to our sending school middle school populations.

With no other business to come before the board, the meeting adjourned at 5:00 p.m.

Respectfully,

Penny Chamberlin, Director

Barre Unified Union School District

Position Description

POSITION: Superintendent

FLSA: Exempt/Salary

REPORTS TO: Barre Unified Union School Board

POSITION GOAL: The Superintendent shall be the chief executive officer of the Board and the administrative head of schools and departments of the district. The Superintendent shall be responsible for the development and implementation of a coordinated and articulated educational program, preschool through adult. The Superintendent may delegate responsibility for the operation of various segments of the district, but shall be responsible to the Board for the results produced.

PROFESSIONAL AND CORE/PRIMARY RESPONSIBILITIES:

The Superintendent will meet or exceed the following Professional Standards as adopted by the Vermont Standards Board for Professional Educators:

1. Develop, advocate, and enact a shared mission, vision and core values of high-quality education.
 - a. Develop an educational mission for the school to promote the academic success and well-being of each student.
 - b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
 - c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
 - d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
 - e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
 - f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
 - g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.
2. Act ethically and professionally in personal conduct according to professional norms.
 - a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
 - b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
 - c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
 - d. Safeguard and promote the values of democracy, individual freedom and responsibility,

- equity, social justice, community, and diversity.
 - e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
 - f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
3. Strive for equality of educational opportunity and culturally responsive practices.
- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
 - b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
 - c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 - d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
 - e. Address matters of equity and cultural responsiveness in all aspects of leadership.
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment.
- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
 - b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
 - c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student's experiences, recognizes student strengths, and is differentiated and personalized.
 - d. Promote the effective use of technology in the service of teaching and learning.
 - e. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
 - f. Cultivate an inclusive, caring and supportive school community.
 - g. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
 - h. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
 - i. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
 - j. Cultivate and reinforce student engagement in school and positive student conduct.
 - k. Infuse the school's learning environment with the cultures and languages of the school's community
5. Develop the professional capacity and practice of school personnel.
- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
 - b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
 - c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of

- professional and adult learning and development.
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 - e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
 - f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
 - g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
 - h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
 - i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
6. Foster a professional community of teachers and other professional staff maintaining workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- a. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
 - b. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
 - c. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
 - d. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 - e. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 - f. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
7. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways.
- a. Are approachable, accessible, and welcoming to families and members of the community.
 - b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
 - c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
 - d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
 - e. Develop and provide the school as a resource for families and the community.
 - f. Create means for the school community to partner with families to support student learning in and out of school.

- g. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
 - h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
 - i. Advocate publicly for the needs and priorities of students, families, and the community.
 - j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
8. Manage school and district operations and resources.
- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
 - b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
 - c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
 - d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
 - e. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
 - f. Develop and manage productive relationships with the central office and school board.
 - g. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
 - h. Manage governance processes and internal and external politics toward achieving the school's mission and vision.
9. Act as an agent of continuous improvement.
- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
 - b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
 - c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
 - d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
 - e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
 - f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
 - g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
 - h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
 - i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for,

process for, and outcomes of improvement efforts.

- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

PROFESSIONAL STANDARDS:

The Superintendent will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

[Professional Standards for Educational Leaders](#)

SUPERVISORY RESPONSIBILITIES: All administrative certified and non-certified staff.

QUALIFICATIONS: The Superintendent Vermont endorsement 3-90 (Superintendent).

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems. Excellent computerized file management skills.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

WORK ENVIRONMENT: Work is normally performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

TERMS OF EMPLOYMENT: Full Year - 261 Days - Administrator Contract

EVALUATION: The Superintendent will be evaluated annually by the Barre Unified Union School District School Board.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This job description is subject to revision at any time by the employer.*

Updated February 5, 2021

Barre Unified Union School District

Position Description

POSITION: Assistant Superintendent of Instruction

FLSA: Exempt/Salary

REPORTS TO: Superintendent

POSITION GOAL: The Assistant Superintendent for Instruction will provide leadership and work with the Superintendent in the coordination, organization, assessment and development of curriculum, improvement of instruction, and improvement and development of programs in the Barre Unified Union School District. To support this work, the Assistant Superintendent is responsible for administering grants, including the Consolidated Federal Programs grant. This position also includes oversight of the collection and analysis of data.

PROFESSIONAL STANDARDS:

The Assistant Superintendent of Instruction will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

Professional Standards for Educational Leaders

CORE/PRIMARY RESPONSIBILITIES include the following. Other duties may be assigned.

- In coordination with the Superintendent, direct the coordination, development, and assessment of PreK through adult curriculum and instructional services.
- Develop and implement, in coordination with building and central office administration and curriculum office staff, an effective program of inservice education and staff development for instructional staff.
- Provide overall coordination of CFP and other grants, including preparing, filing, and administration of these grants with input from building and central office administrative teams
- Assure compliance with all laws and regulations related to programs, curriculum, instruction, assessment and the use of grant funds. This includes overseeing plans to meet standards in all areas related to curriculum.
- Direct the implementation of all local, state, and federal assessment and coordinate the compilation, use, and interpretation of assessment results.
- Oversee the district and school Continuous Improvement Plans.
- Work with the Superintendent to oversee all staff committees related to curriculum, instruction, assessment and professional development.
- Serve with the Superintendent as district liaison for all school board committees and functions related to curriculum, instruction, assessment and professional development.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Vermont endorsement 3-93 (Director of Curriculum) and Vermont endorsement 3-90 (Superintendent).
- Master's Degree in Education or Administration and a concentration in educational administration, experience teaching at the high school level and experience serving as a School

Principal or other leadership capacity within a PreK-12 school or a combination of education and experience from which comparable knowledge and skills are acquired.

- Knowledge of contemporary instructional theory and practice; commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; plus competence in the following areas:
- Fundamentals of educational administration/leadership, School law, School finance or school business management Staff evaluation/development.
- Curriculum management (e.g. development, supervision, an evaluation).
- Excellent school and community relations

SUPERVISORY RESPONSIBILITIES: The Assistant Superintendent shall supervise the curriculum team,. administrative assistant and administrators as assigned.

PROFESSIONAL RESPONSIBILITIES:

Remains active in professional organizations and associations for both CIA and Superintendent

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary..

WORK ENVIRONMENT: Work is typically performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

Work may also be performed in the school/classroom environment. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location.

TERMS OF EMPLOYMENT: Full Year- 261 Days- Administrator Contract

EVALUATION: The Assistant Superintendent of Instruction will be evaluated annually by the Superintendent.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. This job description is subject to revision at any time by the employer.*

Updated February 5, 2021

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

CODE: B 20

1ST READING: 01/28/2021

2ND READING: 02/11/2021

ADOPTED:

**PERSONNEL RECRUITMENT, SELECTION, APPOINTMENT AND BACKGROUND
CHECKS**

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of state law regarding the recruitment, selection and employment of school district employees and contractors.

Persons subject to criminal record checks and abuse registry checks under this policy include all those recommended for full-time, part-time or temporary employment in the school district, including student teachers, and those contractors and employees of contractors who may have unsupervised contact with students and are subject by law to criminal record and abuse registry checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The district shall ensure that adults employed in the schools maintained by the district receive orientation, information or instruction on the prevention, identification and reporting of child abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.

Definitions

1. The term "criminal record" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
2. The term "unsupervised" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).
3. The term "abuse registry" as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families

and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.

4. The terms "employ" or "employment" as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary employment in the school district, including student teachers and those contractors and employees of contractors who may have unsupervised contact with students.

BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY

Code: C 28

1st READING: 01/28/2021

2nd READING: 02/11/2021

ADOPTED:

TRANSGENDER AND GENDER NONCONFORMING STUDENTS

Policy

This policy is designed to provide direction for administrators, staff, students, and parents to address issues that may arise concerning the needs of transgender and gender nonconforming students. Title IX of the Education Amendments of 1972, and 9 V.S.A. 4502 protect all students from sex discrimination, including transgender students and students who do not conform to traditional gender stereotypes.

It is the policy of the Barre Unified Union School District (BUUSD) to provide a safe, orderly, civil and positive learning environment for all students, regardless of perceived or actual sex, sexual orientation, gender identity, or gender expression.

Definitions

- “Cisgender” means a person whose gender identity corresponds to their assigned sex at birth.
- “Gender identity” means a person’s actual or perceived gender identity, or gender-related characteristics that are intrinsically related to a person’s gender or gender-identity, regardless of the person’s assigned sex at birth.
- “Gender expression” means the way a person externally communicates gender to other people such as through behaviors, clothing, hairstyles, voice, mannerisms, activities, or body characteristics.
- “Gender nonconforming” refers to a person whose gender-related identity and/or gender expression does not conform to the social expectations or norms for a person of that sex assigned at birth. Other terms that have the same or similar meaning include gender creative, gender variant, gender expansive, gender fluid or gender atypical.
- “Transgender” is a term that describes a person whose gender identity or gender expression is different from the person’s assigned sex at birth.
- “Sexual orientation” is a person’s emotional and sexual attraction to other people based on the gender of the other person. Sexual orientation is not the same as gender identity. Not all transgender students identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual students display gender nonconforming characteristics.

Privacy

All students have the right to privacy. Consistent with those rights provided under the Family Educational Rights and Privacy Act of 1974 a transgender or gender nonconforming student will be able to discuss and express their gender identity and gender expression openly and to decide when, with whom, and how much of their private information to share with others.

In addition, school staff will respect any requests to use a name and pronoun that corresponds to the student’s gender identity that the student asserts or wishes to assert at school. Students will not be required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

There may be times when disclosure to school staff or employees of a student's transgender status is necessary in order to fulfill a school's obligations to the transgender student with respect to safety and health, education and anti-discrimination efforts. In all cases the school will work closely with students and families in devising an appropriate plan regarding the confidentiality of a student's transgender status that works for both the student and the student's family while meeting competing legal requirements. To the extent possible and consistent with all competing legal requirements, school personnel will endeavor throughout to maintain the confidentiality of the student's transgender status.

Student Records

The superintendent will adopt procedures that ensure that all students' personally identifiable information is maintained in compliance with FERPA and state and federally mandated reporting requirements.

To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school will use the name and gender preferred by the student.

Where a student's record(s) may not be changed absent court order due to state and federal law, efforts will be taken to maintain those records in strictest confidentiality in order to preserve the student's transgender status and, where appropriate, for an amended version to be maintained which preserves the confidentiality of that transgender status where a review of the record is required for educational purposes by either school personnel education the student or personnel who will be evaluating the student (for eligibility purposes for example).

A student (or parent in the case of minor student) who is currently enrolled may request retroactive changes to that student's record including name and gender. Such requests will be handled on a case by case basis with consideration of the need to maintain legally accurate records consistent with state and federal mandated reporting requirements with the school's ongoing efforts to maintain internal student confidentiality regarding a student's transgender status.

Former student permanent pupil records will be changed by request of a parent of a minor student, or former students who have reached the age of majority, upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable state law.

Use of Gender Segregated Facilities

A transgender student should not be required to use a locker room or restroom that conflicts with the student's gender identity.

Any student who expresses a need or desire for increased privacy will be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement will be provided in a way that protects a student's ability to keep their transgender status confidential.

In all cases the use of restrooms and locker rooms by transgender students requires schools to consider numerous factors, including, but not limited to: the transgender student's preference; protecting student privacy; maximizing social integration of the transgender student; minimizing stigmatization of the student; ensuring equal opportunity to participate; the student's age; and protecting the safety of the students involved.

School Activities

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students will be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors listed above.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: B 1****1ST READING: 01/28/2021****2ND READING: 02/11/2021****ADOPTED:**

SUBSTITUTE TEACHERS**Policy**

It is the policy of the Barre Unified Union School District (BUUSD) to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school. Any person employed under this policy must complete a training session for substitute teachers each year, including information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a).

Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which he or she is employed may fill a position for thirty consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional thirty days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: F 22****1ST READING: 01/28/2021****2ND READING: 02/11/2021****ADOPTED:**

ELECTRONIC COMMUNICATIONS USE & RETENTION**Policy Purpose**

The Barre Unified Union School District (BUUSD) intends to comply with state and federal requirements regarding the retention, storage and destruction of electronic information and records. The Superintendent or his/her designee shall be responsible for developing and implementing administrative procedures concerning the retention, storage, and destruction of electronic information.

Electronic Communications

The school board and administration will not use electronic communications as a substitute for discussion at board meetings, or for any business properly conducted at board meetings subject to the Vermont Open Meeting Law.

Electronic communication messages produced or acquired by school officials, board members and employees in the course of school district business are subject to disclosure under the Vermont Access to Public Records law whether or not the messages originate from, or are stored on, personal or school district computer systems. The school district may monitor the use of its computer systems regardless of whether individuals have been assigned passwords for system security. Password systems utilized by the school district are for the purpose of providing system security from unauthorized users, not to provide privacy to individual system users. The system's security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. This provision applies to any and all uses of the school district's computer systems, including any incidental personal use permitted in accordance with board policy or administrative regulations regarding computer use by employees or school board members.

Any retained messages may be retrieved as part of routine monitoring, an employee investigation or a formal discovery process as part of litigation. Electronic communication messages may be retained at different locations within the computer network and are subject to retrieval at any retention location.

Retention of Electronically Stored Information

Record retention protocols that apply to paper records also apply to electronically stored information, including electronic communications. The content and function of an electronic record, including an electronic communication, shall determine the retention period for that record. The school district will comply with any record retention requirements established by the Vermont State Archives and Records Administration that apply to school districts.

In addition to the retention protocols established by the Superintendent and used by

school district officials and employees, all school officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation.