

**Addendum**  
**Board Meeting**  
**June 10, 2021**

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office  
(please submit via email to [hr@buusd.org](mailto:hr@buusd.org))

Date Received by Central Office:

5/28/21

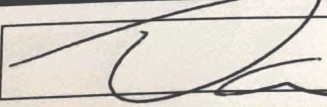
**To be Completed by Hiring Administrator:** (please leave notes for Central Office on the back page)

Name: Carlos Diaz Location: CVCC  
 Submission Date: May 21, 2021 Administrator Action/Checklist Complete: ☒ Y ☐ N  
 Position: Digital Media Arts II Instructor Grade (If Applicable): 9-12  
 Endorsement (If Applicable): 2-17-C-CTE-Arts & Comm-Grades 7-12 ☐ Hourly-Non Exempt ☒ Salary-Exempt  
 Hours Per Day: Scheduled Hours: a.m. to p.m.  
 Account Code: 102-5002-31-22-0-1307-51110  
 Replacement? ☒ Y ☐ N  
 If Yes, For Whom? Cal Hopwood Salary Rate: \$ 48,820.<sup>00</sup>  
 Administrator Approval: Scott Griggs Signature Date: May 28, 2021

**REVERSE SIDE:** Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

## For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH  
 Total Years of Experience: 18 Step: M 30/13 Salary Placement: \$ 69,969  
 Hourly Rate: \$ Salary Rate: \$ Seniority Date:  
 Contract Type: ☒ Teacher ☐ Para ☐ Replacement ☐ Interim ☐ Offer/Non-Contracted Letters  
☐ AFSCME ☐ N/A  
 Days Per Year: 190 Salary: \$ 69,969 Contract Days:  
 Teacher: AOE Endorsement: ☒ YES ☐ NO  
 If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship  
 Para-Educator: Associates Degree ☐ YES ☐ NO (If NO) → ParaPro ☐ YES has passed ParaPro  
☐ NO will need to take ParaPro

  
 Superintendent and/or HR Director Approval Signature

6/7/21  
 Date

# Carlos Diaz

XX

Students Work Website: <https://rtcc.carbonmade.com>

## Education

**BA, Edison College. Liberal Studies. 2010**

**MFA, American Film Institute. Cinematography. 2010-2012**

**Teachers License Certificate Program, Vermont Technical College. 2014-2019**

## Experience

**Digital Filmmaking Teacher, Randolph Technical Career Center (RTCC) 2015-Present**

Develop and apply filmmaking curriculum. Teach film production, cinematography, commercial production and documentaries. Develop, establish and implement community coop opportunities. Offer guidance, research and portfolio creation for college bound students and prepare students to enter the workforce in film production.

**Production Coordinator, Orca Media 2014-2015**

Developed curriculum for Access TV. Taught film production, mentored students, filmed and edited. Managed the facilities including scheduling camera operators, operating the TV studio, acquiring and maintaining all film production gear.

**Multimedia Journalist, The Day Newspaper 2013-2014**

Produce, shoot and edit news, features, sports, arts and entertainment video content. Responsible for generating and researching original stories. Executing breaking news assignments. Organizing media and coordinating with multiple departments. Train journalist how to fundamentals of filming using available technology.

**Adjunct Faculty, Burlington College 2013-2015**

Develop curriculum for the Film Department. Teach film production, cinematography, commercial production and documentaries. Assist students on productions and mentor MFA students working on their thesis.

**Workshop Instructor, PROCOM PBS Channel 6****2005-2007**

Developed curriculum for Access TV. Taught film production, mentored students, filmed, edited and screened documentaries, shorts films for local communities. Set up small production facilities for locally run community centers.

**Director of Multimedia, Photo Journalism Workshop****2001-2005**

Responsible for revising the video production curriculum and carried out weekly video journalism workshops for middle school students (3 classes a week). Responsible for purchasing and maintaining the production facilities including setting up editing bays and acquiring hardware such as lights, cameras and audio equipment necessary to shoot and edit content. Filmed short promotional videos, edited shows and produced documentaries ranging from nature shows to sports to cultural and political events.

**Director of Photography,****1998-2013**

Cinematographer on various projects from commercials for SPRINT, **JWT Advertising Agency**. ISLAND FINANCE, **BBDO Advertising Agency**. SPECIAL OLYMPICS, **YOUNG & RUBICAM Advertising Agency**. GATORADE, JWT Advertising Agency January 2007. Director of Photography: **"SEVA VIVE" (SEVA LIVES)** December 2005, full Feature documentary premiered at theaters and Onelink On Demand. VIDEO ART Director of Photography/Editor: "There's More Than One Way To Skin A Sheep, Video Art by Allora&Calzadilla filmed in Turkey for 10th **International Istanbul Biennial**.

**Taller Cinemático,****1995-2001**

Filmmaking teacher responsible for teaching pre/production/postproduction classes to student from middle school and high school. The workshops and classes covered topics in documentary and narrative filmmaking. Each workshop would go on for 3 months culminating in a 20-30 min. narrative short and 20-30 min documentary.

**Awards**

- Skills USA Vermont Chapter State Champions, April 2017
- New England Newspaper & Press Association: NENPAS 1st Entertainment Video, 2014



- Emmy nomination: General Assignment Report and Entertainment Report, 2013
- New England Newspaper & Press Association: NENPAS 1<sup>st</sup> Entertainment Video 2013
- CTSPJ CT SPJ Excellence in Journalism Contest 2<sup>nd</sup> and 3<sup>rd</sup> place, 2013
- EPPY Awards (2) Honorable Mentions, 2013
- Director of Photography: "SAMNANG" AFI Thesis Short, Director Asaph Polonsky  
Student Academy Awards Semi-Finalist & 50<sup>th</sup> New York Film Festival 2012-2013
- Tom Yoda Award for Academic Achievement: American Film Institute, 2011-2012
- Technicolor Film Lab Grant, 2011-2012
- Panavision New Filmmaker Program Grant, 2011-2012
- Seseccionismo: 1st prize International Film Fest San Juan, PR 2008. Documentary and 31<sup>st</sup>  
International Film festival Habana, Cuba

## **Skills**

- Fully bilingual Spanish and English
- Extensive knowledge in 35mm, digital production
- Extensive knowledge in postproduction, software and editing

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office  
(please submit via email to [hr@buusd.org](mailto:hr@buusd.org))

Date Received by Central Office:

6/2/21

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: Dorinne Dorfman Location: BTMES

Submission Date: 6/1/21 Administrator Action/Checklist Complete: ☒ Y ☐ N

Position: Literacy Interventionist Grade (If Applicable): 5-8

Endorsement (If Applicable):  ☐ Hourly-Non Exempt ☒ Salary-Exempt

Hours Per Day: 7.5 Scheduled Hours: 7:15 a.m. to 2:45 p.m.

Account Code: Grant Funded

Replacement? ☐ Y ☒ N

If Yes, For Whom?  Salary Rate: \$

Administrator Approval: [Signature] Signature Date: 6/2/21

**REVERSE SIDE:** Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

### For Central Office Use Only:

Contract Complete Date  Offer Letter Complete Date  DOH

Total Years of Experience: 14 Step: M30 Salary Placement: \$ 69,969

Hourly Rate: \$  Salary Rate: \$  Seniority Date:

Contract Type: ☒ Teacher ☐ Para ☐ Replacement ☐ Interim ☐ Offer/Non-Contracted Letters  
☐ AFSCME ☐ N/A

Days Per Year: 190 Salary: \$ 69,969 Contract Days:

Teacher: AOE Endorsement: ☐ YES ☐ NO

If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship

Para-Educator: Associates Degree ☐ YES ☐ NO (If NO) → ParaPro ☐ YES has passed ParaPro  
☐ NO will need to take ParaPro

[Signature]  
Superintendent and/or HR Director Approval Signature

6/2/21  
Date

# Dorinne Dorfman

## ***Education***

---

### **University of Vermont**

Burlington, Vermont

Doctor of Education

**Major:** Educational Leadership and Policy Studies

**GPA:** 3.980

**Credit Hours:** 86

Attended August 2001 to May 2004

Degree conferred May 2004

### **Bay Path University**

Longmeadow, Massachusetts

Educational Specialist

**Major:** Language/Literacy Science

**GPA:** 3.920

**Credit Hours:** 16

Attended March 2020 to Present

### **University of Vermont**

Burlington, Vermont

Master of Education

**Major:** Educational Leadership

**GPA:** 4.000

**Credit Hours:** 36

Attended August 1997 to August 1999

Degree conferred August 1999

### **Norwich University**

Northfield, Vermont

College Coursework - no degree

**Major:** Undeclared

**GPA:** 4.000

**Credit Hours:** 9

Attended July 1996 to December 1996

### **Goddard College**

Plainfield, Vermont

Bachelor of Arts

**Major:** Education, **Minor:** Art

**Credit Hours:** 45

Attended August 1994 to January 1996

Degree conferred January 1996

### **University of Vermont**

Burlington, Vermont

College Coursework - no degree  
**Major:** Undeclared  
**GPA:** 3.900  
**Credit Hours:** 21  
Attended February 1993 to August 1994

**Community College of Vermont**  
Montpelier, Vermont  
College Coursework - no degree  
**Major:** Undeclared  
**GPA:** 3.800  
**Credit Hours:** 16  
Attended September 1992 to May 1994

**Transcript**  
(included)

**School of Visual Arts**  
New York, New York  
College Coursework - no degree  
**Major:** Painting  
**GPA:** 3.740  
**Credit Hours:** 31  
Attended September 1998 to May 1999

**Transcript**  
(included)

## ***Experience***

---

### **Orange Southwest Supervisory District**

Aug 2019 - Present

Director of Targeted Supports  
Randolph, Vermont

Developing and coordinating procedures, interventions, and supports for students, families, and the school as integral to the district's Multi-tiered System of Supports; managing standardized assessments; creating and case managing students' learning and behavioral plans; arranging academic, executive functioning, and mental-health interventions; chairing the Functional Behavior Assessment Team; co-chairing the Remote Learning Evaluation Team; and serving on school Leadership Teams.

**Reason for leaving:** Seeking expanded leadership opportunities in support of K-12 educational improvement.

**Supervisor:** Elijah Hawkes (802.728.3397)

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

It is **OK** to contact this employer

---

### **Burlington School District**

Jul 2016 - Jun 2019

Principal  
Burlington

Building positive relationships with students, parents, and colleagues; overseeing all areas of school operations and procedures; improving academic performance, classroom inclusion, and wellness; supervising teachers and staff; training faculty in Restorative Practices, Positive Behavior Interventions and Supports, School-wide Expectations and Response System, and the Trauma-informed School; collaborating with district leaders to align practices; and writing school publications. In addition, I created a robust Peer Mediation program, led safety and crisis teams, and partnered with community agencies to expand mentoring and mental-health programs.

**Reason for leaving:** Seeking a new challenge with a focus on pre-K-12 achievement, wellness, and alignment



**Supervisor:** Yaw Obeng, Superintendent of Schools (802.865.5332)

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

It is **OK** to contact this employer

---

**Leland and Gray Union Middle and High School**

Jul 2010 - Jun 2016

Principal

Townshend, Vermont

Oversaw all school operations, policies and procedures, technology, and reporting; developed budgets; created AP and DE courses; supervised teachers/staff; led professional development in curriculum, instruction, and assessment; collaborated with elementary schools to align practices; and wrote publications and grant proposals. In 2016, the National Education Policy Center recognized LGUHS with the School of Opportunity - Gold Award for the progress in excellence and equity during my leadership. In addition, I launched the following initiatives:

Mathematics Acceleration – Served as co-chair of the SU math committee to plan training and supports in Common Core mathematics and hire a K-12 mathematics coach.

Expanding Opportunities and Differentiating Instruction – Increased enrollment in college-prep English, math, and science courses by creating parallel interventions and eliminating low-track options. Dr. Carol Burris taught workshops to equip teachers to differentiate instruction for heterogeneous classes.

Act 77 – Spearheaded implementation of Flexible Pathways: Personalized Learning Plans, Work-based Learning, Dual Enrollment, and Early College. I developed articulation agreements with area colleges to award college credit for advanced high-school courses.

Collaborative Peer Review – With two other principals, I developed an innovative evaluation system to replace the New England Association of Secondary Schools and Colleges. Our process involved teams of students, educators, and parents who participated in classroom observations, analyzed data and documents, and conducted surveys and focus groups.

Dental Clinic – Fundraised and created a free dental clinic in response to student need

Crisis Response and Community Restoration – Mobilized federal and local mental-health agencies, clergy, and community members to heal from local tragedies

Chinese Sister-Schools – Created 2+1 partnerships with schools in China, increasing diversity and revenue to support school programs

**Reason for leaving:** After nearly six years in southeastern Vermont, I sought to relocate to a school leadership position closer to my home and family in Waterbury Center.

**Supervisor:** Dr. Steven John (802.257.0810 or 802.258.0332)

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

It is **OK** to contact this employer

---

**Harwood Union Middle/High School**

Jul 2008 - Jun 2010

Associate Principal for Grades 10-12

So. Duxbury, Vermont

As associate principal, I served in a wide variety of roles in supporting the principal and leadership team; developing school-wide action-plans; supervising teachers and staff; leading faculty professional development in curriculum, instruction, and assessment; managing the Educational Support Team, Harwood website and electronic Daily Bulletin, quarterly newsletter, Information Technology, PowerSchool, NECAP exam administration, and attendance procedures; and revising the Student

Handbook, Staff Handbook, Program of Studies. In addition, I launched and coordinate the following initiatives:

Curriculum Council – An interdisciplinary team that researches and trains staff in effective and engaging instructional methods, Understanding by Design, and the creation of standards-based common assessments. The cornerstone of the Council is its creation of and School Board's adoption of Harwood Union Graduate Expectations, cross-disciplinary academic and civic standards for all students to achieve.

Mathematics Council – A team of mathematics teachers and administrators that redesigns programs by researching effective practices, aligning courses with Vermont Grade Expectations, and raising expectations and supports for all students

Literacy/Language Arts Council – An interdisciplinary team devoted to the development of the LLA action-plan, such as coordinating 7-12 literacy instruction, training staff, and increasing learning supports

Transformation Grant – A school-wide initiative to support the goals of school action-plans; to strengthen alternative learning pathways; to integrate technology and 21st Century Skills, and to redesign educational support services to serve a heterogeneous student body

Restorative Justice – A strengthening of the disciplinary system with research-based practices that empower those facing conflict, including staff and student training, distribution of publicity materials, and facilitating numerous mediation sessions and circle conferences

**Reason for leaving:** Reduction in administration as a result of decreased student enrollment

**Supervisor:** Duane Pierson (802.244.5186)

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

It is **OK** to contact this employer

---

### **Morristown School District - Peoples Academy**

Aug 2007 - Jun 2008

Projects Director

Morrisville, Vermont

Served in numerous roles to develop programs in alignment with Vermont's Twelve Principles for High School Renewal. These included:

Career Academy of the Arts – Created a "school within a school"; authored grants and recruitment materials; formulated articulation agreements; conducted program evaluations and reporting; coordinated and advised teachers in arts integration; and taught college- and career-preparation and arts courses

Individualized Studies – Designed expectations and assessments of personalized- and workplace-learning programs; investigated national models; and authored guidebooks and grant proposals

PA Advisory – Led collaboration between the Big Picture Company and the Lamoille South Supervisory Union to create a full-day alternative program that fostered experiential learning through internships

Unbound After-School Program – Conceptualized and authored a 21st Century Learning Centers grant; designed extended-day electives and academic supports; hired and supervised after-school program staff; established external partnerships; and conducted program evaluations

Student Leadership – Led efforts to increase student involvement in school governance by coordinating the national Project 540 project; served as liaison to Vermont Rural Partnership and co-planned the annual Learning In Place conference; and co-advised Student Council

Farm-to-School Committee – Authored successful Farm-to-School grants and chaired a committee to incorporate locally-grown and natural foods in the cafeteria

**Reason for leaving:** To become an associate principal

**Supervisor:** Philip Grant (802.888.4600)

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

It is **OK** to contact this employer

---

**Technical University of Berlin**

Sep 2005 - Jul 2006

Fulbright Scholar

Berlin, Germany

Fulbright Scholar, full-time guest professorship at the Technical University of Berlin, Germany, designed a quantitative and qualitative research project of the city public high school system; taught a Master's level educational research course; created observation protocols and survey tools; led graduate students as field workers in secondary schools; and authored and presented reports to academicians, educators, the Department of Education, and the J. William Fulbright Foreign Scholarship Board of the United States Fulbright Commission.

**Reason for leaving:** Ten-month fellowship had expired and I returned to Peoples Academy after a one-year sabbatical

**Supervisor:** Dr. Hanns-Fred Rathenow (49 30 314 73144)

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

It is **OK** to contact this employer

---

**Williamstown Middle/High School**

Aug 1997 - Jun 2000

Art Teacher

Williamstown, Vermont

Visual Arts Teacher, full-time at Williamstown Middle/High School, taught introductory to advanced art courses in grades 6-12; founded the Circle of Learning, a professional learning community; authored and coordinated grants for multicultural arts programs.

**Reason for leaving:** Accepted position at Peoples Academy to become Individualized Studies Coordinator

**Supervisor:** Alfred St. Cyr (802.433.5350)

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

It is **OK** to contact this employer

---

**Seeds of Peace**

Apr 1996 - Aug 1997

Conflict Resolution Trainer

Putney, Vermont

Conflict Resolution Trainer, part-time with Seeds of Peace, taught conflict resolution, mediation, and diversity training for pre-K-12 teachers and students; created educational activities and materials; advised schoolteachers on the peaceable classroom throughout Vermont.

**Reason for leaving:** Assumed full-time position to teach art at the secondary school level

**Supervisor:** Jon Schottland (802.387.5285)

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

It is **OK** to contact this employer

## ***Assessment System Management***

---

In the following assessment systems I have direct experience to administer, analyze results, offer recommendations for professional learning and curriculum redesign, and report outcomes to administration, faculty, School Board members, parents/guardians, and students:

- Measure of Academic Progress (MAP)
- Track My Progress
- Renaissance Star
- Smarter Balanced Assessment Consortium
- Vermont Science Assessment
- Phonological Awareness Screening Test (PAST)
- Gallistel-Ellis Test of Coding Skills
- LETRS Phonics, Word Reading, and Spelling Screeners

## ***Successful Grant Writing***

---

The Bay and Paul Foundation: Recipient of \$1,800 for Weaving for Wellness, teaching students emotional regulation through fabric arts, August 2017

The Stratton Foundation: Recipient of \$67,000 for hiring a school social worker in collaboration with Neighborhood Connections, June 2015

Delta Dental: Recipient of \$6,900 for Keeping Their Smiles Free Dental Clinic, February 2015

United Way: Recipient of \$1,400 for Community Hope and Action-Last Saturday Concert Series, January 2015

The Stratton Foundation: Recipient of \$8,000 for Keeping Their Smiles Free Dental Clinic, February 2014

United States Department of Education: Recipient of training, Resilience Strategies for Educators: Techniques for Self-Care and Peer Support with national leaders, for 45 professionals from ten schools and agencies, November 2012

United States Department of Education: Recipient of \$48,400 for School Emergency Response to Violence, October 2012

Vermont Department of Education, 21st Century Learning Centers Grant: Recipient of \$1,914,000 for after-school programs at seven sites for five years, February 2011

Vermont Department of Education: Recipient of \$75,000 for Harwood On The Move, January 2009

The Bay and Paul Foundations: Recipient of \$10,000 for More Time Together, July 2008

Green Mountain Fund: Recipient of \$10,000 for More Time Together, September 2007 and May 2008

Vermont Department of Education and the Green Mountain Fund: Recipient of \$3,000 for the Farm-to-School Initiative, December 2007

Vermont Children's Trust Foundation: Recipient of \$32,000 for More Time Together, August 2007

Vermont Arts Council: Recipient of \$10,000 for The Teacher-Artist-Student-Community Collaborative, June 2007

Vermont Department of Education, Promising Practices Grant: Recipient of \$7,500 for Bridges to School Success, May 2007

Vermont Department of Education, Promising Practices Grant: Recipient of \$10,000 for Reaching Forward, May 2007

Vermont Arts Council: Recipient of \$10,000 for Integrated Arts Achievement II, August 2006

Green Mountain Fund: Recipient of \$4,000 for the Student Artist Internship Program, August 2005 and August 2006

Democratic Learning and Living: Recipient of \$3,200 for the Democratic School Culture research project, October 2005



Vermont Arts Council: Recipient of \$9,000 for Integrated Arts Achievement, July 2005  
 Vermont Department of Education, 21st Century Learning Centers Grant: Recipient of \$750,000 for Unbound after-school program, August 2004  
 Vermont Arts Council: Recipient of \$3,000 for Our Language is Art: History, Community, and Youth, January 2004  
 Vermont Rural Partnership: Recipient of \$2,500 for Student Leadership Through Learning, November 2002  
 Vermont Department of Education: Recipient of \$200,000 for the High School Reform Career Academies Pilot Grant (co-author), June 2002  
 Vermont Arts Council: Recipient of \$3,000 for Remembering the Twentieth Century Interdisciplinary Arts Program, August 1999  
 Green Mountain Fund: Recipient of \$2,750 for the Individualized Studies Learning Opportunity Fund and the Community-Based Learning Resource Center, November 2001  
 Vermont Arts Council: Recipient of \$2,900 for Bridges Through Art, September 1998  
 Teaching Tolerance: Recipient of \$1,500 for The Performance Project, December 1997  
 Vermont Arts Council: Recipient of \$3,000 for The Performance Project, November 1997

## ***Professional Associations and Volunteer Service***

---

### **VOLUNTEER SERVICE**

International Dyslexia Association, NH, VT, ME Chapter: Board member since January 2021  
 Vermont State Children and Family Council for Prevention Programs: Board member since January 2020  
 Camp Thorpe, Goshen, VT: Board member since 2019  
 Burlington Community Justice Center: Co-author of the proposal for Burlington to become a restorative practices city for youth, 2018-2019  
 Townshend Community Hope and Action: Founder, facilitator, grant writer, financial manager, 2014-2016  
 Keeping their Smiles Dental Clinic: Founder and grant writer, 2013-2016  
 21st Century Community Learning Centers: Grant review panelist, 2008-2009  
 Friends of Lamoille Youth: Member, 2006-2008  
 Vermont Arts Council: Educational advisory committee member, 2004-2005  
 Vermont Arts Council: Grant review panelist, March 2000

### **PROFESSIONAL ASSOCIATIONS**

International Dyslexia Association, Member since 2020  
 Children and Adults with Attention-Deficit/Hyperactivity Disorder, Member since 2019  
 Vermont Principals Association, Member 2008-2019  
 National Association of Elementary or Secondary School Principals, Member 2008-19  
 Phi Delta Kappa International, Vermont Chapter President 2003-05  
 Vermont Rural Partnership, School Representative 2002-2008  
 Association of Supervision and Curriculum Development, Member 1999-2018

## ***Honors and Awards***

---

Center for Creative Leadership & Vermont Principals' Association: 2019 Waddington Leadership Initiative Participant  
 Southeast Vermont Community Action: 2014 Community Leadership Award  
 J. William Fulbright Foreign Scholarship Board: 2005-06 Fulbright Research Scholar  
 Sino-American Education Conference: 2004 United States Delegate, Hohhot, China

Vermont Alliance for Arts Education: 2004 Arts Leadership Award

Saint Michael's College: 1999 Community Leadership Award

Vermont National Education Association: 1997 Human and Civil Rights Award

## ***Publications***

---

### School Publications

Champlain Elementary School

Educational column in the school's weekly newsletter and principal's blog,

<https://dorinnedorfman.blogspot.com>

Monthly column in Burlington's North Avenue News

Family, staff, and volunteer handbooks

Leland and Gray Union High School

Collaborative Peer Review: Reflection through Youth-Adult Observation and Dialogue.

School evaluation report.

Principal's biweekly blog on teaching and learning

Oversight of the school website and all school publications, promotional materials, and communications

Family, staff, and volunteer handbooks

Reports to the School Board and public

Press releases to local media outlets

Harwood Union Middle/High School

Restorative Justice Discipline: Overview and Recommendations. Report.

Online Learning: Recommendations and Precautions. Report.

Multiple Pathway Review Committee: Recommendations to Strengthen Harwood's Learning Pathways. Report.

Institute for Social Science and Historical-Political Education. (2006). Democratic school culture: Evaluation of the Heinz-Brandt secondary school. Berlin, Germany.

Peoples Academy

Peoples Academy Career Academy of the Arts. Guidebook.

Individualized studies. Guidebook (three printings: 2001, 2003, 2007).

Unbound INK quarterly newsletter

### Published Articles

Dorfman, D. (2010). Transforming secondary schools: Stories from Vermont and Berlin. In C. Geissler & B. Overwien (eds.). Elements of contemporary civic education. Muenster: LIT.

Dorfman, D. and Rathenow, H. F. (2009). Every minute counts: A study of community, democracy, and conflict in Berlin secondary schools. In B. Overwien & H. F. Rathenow (eds.). Globalization fosters political education. Farmington Hills, MI: Barbara Budrich.

Dorfman, D. (2008). Arts integration as a catalyst for high school renewal. Studies in Art Education, 50, 1, 51-66.

Dorfman, D. (2008). "You're American?" Attempts to reach Muslim high school students in Germany. International Education, 37, 2, 118-124.

Dorfman, D. and Gajda, R. (2006). Career academies and the arts: Implications for schools. *Art Education*, 59, 2, 13-18.

Dorfman, D. (2006). Educational leadership as resistance. *Journal of Curriculum and Pedagogy*, 2, 2, 157-172.

Dorfman, D. (2005). The atlas of Olga Benario. *The New Light*, XLVII, 3, 36-39.

Dorfman, D. (2004). The luckiest little high school: The possibilities and pangs of a community democracy. *Planning and Changing*, 35, 3-4, 143-153.

Dorfman, D. (2004). Democratic school discipline: Systems redesign and intellectual agency. Unpublished doctoral dissertation, University of Vermont, Burlington.

Dorfman, D. (2002). Balancing the bittersweet: Regulating content in student art. *School Arts*, 53-55.

Dorfman, D. (1997). Dorinne Dorfman tours Germany, teaches respect for diversity. *Vermont-NEA Today*, 63, 11, 5-8.

#### Paper Presentations for Academic Conferences

Dorfman, D. (2007). "Every minute counts: A study of community, democracy, and conflict in Berlin secondary schools." Paper presentation at the Annual Meeting of the American Education Research Association, Chicago. pp. 14.

Dorfman, D. and Rathenow, H. F. (2006). "Every minute counts: Research and recommendations for developing community democracy in Berlin high schools." Paper presented at the Institute for Social Science and Historical-Political Education Lecture Series, Berlin, Germany. pp. 60.

Dorfman, D. (2004). "Individualized studies: A model for secondary school personalization." Paper presented at the Annual Sino-American Education Conference, Hohhot, China. pp. 8.

Dorfman, D. (2004). "Playwriting as a display of critical pedagogy." Paper presented at the Fifth Annual Curriculum and Pedagogy Conference, Oxford, OH. pp. 18.

### ***Leadership and Skills Resume***

---

Dorinne Dorfman, Ed. D.  
1159 Ripley Road  
Waterbury Center, Vermont 05677  
802.383.8449  
dorinneedorfman@gmail.com

PROFILE: Highly-organized leader, supervisor, project manager, and educator. Collaborative, data-based problem solver and decision maker. Successful administrator and grant writer. Published researcher in social sciences. Over twenty years in K-12 schools, colleges, and social-service organizations.

#### SKILLS:

#### LEADERSHIP & DECISION MAKING

Solved complex, competing problems in the workplace and community  
Managed Multi-Tiered Systems of Supports  
Facilitated weekly meetings and monthly public forums  
Presented routinely to government officials, board members, personnel, and the public  
Led safety management, emergency response, and drills in the workplace based on national models  
Wrote dozens of evidence-based workplace policies and procedures  
Prepared data reports for boards and media outlets  
Led effective collaboration with partner organizations for staff training, safety, and wellness  
Identified workplace needs and led building renovations  
Created and administered successful local, regional, and international programs in education, health, and community building  
Built and balanced budgets, directed resources, and managed finances

#### PERSONNEL & VOLUNTEER RECRUITMENT & SUPERVISION

Recruited, hired, and trained personnel and volunteers  
Supervised and evaluated 70+ faculty and staff in two organizations  
Led or arranged short-term and multiyear professional development for personnel  
Investigated employees for conduct and contractual violations and handled subsequent job action

#### WRITING

Wrote over 25 successful grant proposals for state, federal, and private grants totaling millions, creating new programs, and ensuring sustainability  
Published academic articles, government reports, press releases, promotional brochures, and webpages  
Reported quantitative and qualitative research and data outcomes to funders and the public  
Wrote creative songs and plays for children

#### CULTURAL COMPETENCE

Demonstrated ability to work in diverse settings and with translators in the U.S., China, and Germany  
Presented in international forums and conferences on education and youth programs  
Participated in extensive training in workplace diversity and harassment prevention

#### SERVICE & ACTION

Identified unmet needs among youth and families, including academic interventions, mental- and dental-health care and restorative practices, and in response to natural disasters and human tragedies  
Led government, community, and faith-based organizations  
Shared decision making with agency representatives and local leaders  
Allocated funding and created groups and programs to address social problems

#### PROFESSIONAL EXPERIENCE

DIRECTOR OF TARGETED SUPPORTS, Randolph Union High School, Randolph, Vermont  
July 2020-Present  
PRINCIPAL, Champlain Elementary School, Burlington, Vermont  
July 2016 – June 2019  
PRINCIPAL, Leland and Gray Union Middle and High School, Townshend, Vermont  
July 2010 – June 2016  
ASSOCIATE PRINCIPAL, Harwood Union High School, Duxbury, Vermont  
July 2008 – June 2010  
PROJECTS DIRECTOR, Peoples Academy, Morrisville, Vermont



July 2000 – June 2008

ADJUNCT FACULTY MEMBER, Norwich University and Keene State College

April 2000 – June 2002

ART TEACHER, Williamstown Middle/High School, Williamstown, Vermont

September 1997 – June 2000

CONFLICT RESOLUTION TRAINER, Seeds of Peace, Putney, Vermont

April 1996 – August 1997

#### EDUCATION

Bay Path University, The Reading Institute, Educational Specialist in Language/Literacy Science

Fulbright Scholar at the Technical University of Berlin, Germany, September 2005 – June 2006

University of Vermont, Doctor of Education, May 2004

University of Vermont, Master of Education, October 1999

Goddard College, Bachelor of Arts, January 1996

#### EDUCATOR CERTIFICATION

Vermont State Endorsement as Director of Curriculum pre-K–12

Vermont State Endorsement as Principal pre-K–12

Vermont State Endorsement as Superintendent pre-K–12

Vermont State Endorsement in Social Studies 7–12

Vermont State Endorsement as Supervisor and Art Teacher pre-K–12 (formerly)

#### TECHNICAL SKILLS

Google applications, Microsoft applications, print and website design

#### HONORS AND AWARDS

Center for Creative Leadership: 2019 Waddington Leadership Initiative Participant

Southeast Vermont Community Action: 2014 Community Leadership Award

Sino-American Education Conference: 2004 United States Delegate, Hohhot, China

Vermont Alliance for Arts Education: 2004 Arts Leadership Award

Saint Michael's College: 1999 Community Leadership Award

Vermont National Education Association: 1997 Human and Civil Rights Award

### ***Philosophy of Education***

---

What matters most in Vermont schools is the freedom and safety of all students to reach their greatest learning potential. Never before in education has so much been known about what works in school design, classroom instruction, and formative/summative assessment. Research conducted over the decades has exposed the obstacles that have inhibited youth achievement, and today, the rightful high standards required for success in college and career have only magnified the issue. Indeed, in the global workplace, the stakes have never been more competitive. As the omnipresent media and technological gadgetry compete for the attention of young people, schools must strive toward building relationships rooted in deep learning engagement. For this purpose, educators must deviate from a traditional one-size-fits-all approach and explore new possibilities championed in Vermont's Roots of Success and the Education Quality Standards. Since ultimately teachers need to implement school renewal, leadership must nurture a professional climate of continued openness, integrity, respect, and support. Together we must offer a choice of multiple pathways that builds on students' strengths and aspirations and establish a pyramid of interventions that addresses their weaknesses. An effective Multi-tiered System of Supports must operate within and beyond the classroom, providing academic, social, and behavioral interventions, helping struggling families in collaboration with local organizations, and

braiding funding streams to best meet the shared goals of a healthy and educated community. This is the foundation for establishing an excellent school in the twenty-first century.

A shared vision of education grounded in best practices and democratic principles must be the guide in initiating and evaluating school programs. This ideal needs to embrace the realities of our time, such as the accelerated expectations set forth by the Every Student Succeeds Act, the innovative approaches of Vermont Act 77-Flexible Pathways, and the necessity to develop a highly creative, skilled, collaborative, and active citizenry. Teachers conducting research and reflecting on their own practices as members of a professional learning community allow for candidness and goal-setting as new approaches are introduced and assessed. For example, differentiated instruction, while a cornerstone of educational equity, must simultaneously challenge all ability levels, and thus requires ongoing inservice training, reporting, and evaluation. Central to these quality-control measures is the role of school administration to communicate, coordinate, and evaluate the progress of initiatives with faculty, parents, community members, local business leaders, as well as state and federal agencies.

Leadership means taking responsibility. School improvement efforts arising from diverse stakeholders deserve administrative support. Since other factors can emerge that complicate such aims, educational leaders must play a diplomatic role as a fiscal realist, confidant, and arbiter of discord. Offering support alone will not achieve goals; a leader must connect various groups, provide frequent communication, and complete the task, even if other priorities compete for attention. Finally, leadership must foster compassion, caring, and courage by developing trusting relationships with students, staff, and community members in order for school to become an interactive, empowering center of meaningful learning, rich in the curricular and technological resources and co-curricular opportunities that engage the hearts and minds of youth so that they may reach their hopes and dreams.

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office  
(please submit via email to [hr@buusd.org](mailto:hr@buusd.org))

Date Received by Central Office:

6/3/21

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: CATHIE ELY

Location: BTEMS

Submission Date: 6/3/21

Administrator Action/Checklist Complete: ☒ Y ☐ N

Position: LITERACY INTERVENTIONIST

Grade (If Applicable):

Endorsement (If Applicable):

☐ Hourly-Non Exempt ☒ Salary-Exempt

Hours Per Day:

Scheduled Hours:

a.m. to

p.m.

Account Code: ESSER - SPED

Replacement? ☐ Y ☒ N

If Yes, For Whom?

Salary Rate: \$

Administrator Approval: STACY ANDERSON

Signature Date: 6/3/21

**REVERSE SIDE:** Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

## For Central Office Use Only:

Contract Complete Date

Offer Letter Complete Date

DOH

Total Years of Experience: 21

Step: BA 15

Salary Placement: \$ 46,257

Hourly Rate: \$

Salary Rate: \$ 56,628

Seniority Date:

Contract Type: ☒ Teacher ☐ Para ☐ Replacement ☐ Interim ☐ Offer/Non-Contracted Letters  
☐ AFSCME ☐ N/A

Days Per Year: 190

Salary: \$ 56,628

Contract Days:

Teacher: AOE Endorsement: ☐ YES ☒ NO

If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship

Para-Educator: Associates Degree

☐ YES

☐ NO

(If NO) → ParaPro

☐ YES

has passed ParaPro

☐ NO

will need to take ParaPro

Superintendent Approval Signature

6/8/21

Date



## **OBJECTIVE**

To work with children individually and in small group settings, developing literacy skills using the Orton-Gillingham approach.

## **EDUCATION**

Bachelor of Science in Education, University of Vermont. Cum Laude, 1986.  
Anticipated Associate level of Orton-Gillingham Training, June, 2021.

## **EXPERIENCE**

- 2017 - Present**    **Enrollment and Outreach Director, Orchard Valley Waldorf School,**  
East Montpelier, Vermont  
Enroll students on all three Orchard Valley campuses. A member of Care Committee, striving to meet the academic and behavioral needs of students in grades 1-8. Guest teach classes in grades 1-8. I have also been tutoring three students using Orton-Gillingham methods, in-person and remotely.
- 2007 - 2017**    **Class Teacher, two cycles teaching grades one through five, Orchard Valley Waldorf School,** East Montpelier, Vermont  
Taught all academic areas, the visual arts, and drama. Served on Care Committee, School Life, Governance Council, and Board of Trustees.
- 2006-2007**    **Teacher/Development Coordinator, Northern Lights School,**  
Adirondacks, New York  
Taught reading and writing in the second and third grade classroom and lead parent/infant/toddler classes.
- 2004-2006**    **First Grade Focus Teacher, Northern Lights School** Adirondacks, New York  
Teaching reading and mathematics through movement, music, art, and storytelling.
- 1999-2004**    **At home, mother to Hannah and Audrey** Vermont and New York
- 1999-2000**    **Tutoring** Quechee, Vermont  
Planned, taught, and evaluated spelling and reading skills for children with dyslexia, applying methods learned in a week-long Orton-Gillingham course, summer 1999.
- 1994-1999**    **Grade Five Classroom Teacher, Ottauquechee School** Quechee, Vermont  
Team taught utilizing integrated thematic units. Assisted with the development of district wide mathematics curriculum. Hosted numerous parent events.
- 1988-1994**    **Grade Four Classroom Teacher, Hartland Elementary School** Hartland, Vermont  
Network Leader for Vermont's portfolio based mathematics assessment. Supervising teacher for two Antioch student teachers.
- 1987-1998**    **Peace Corps Volunteer** Sierra Leone, West Africa  
Assisted adults with effective teaching strategies and alternatives to corporal punishment.
- 1986-1987**    **Grades Three and Four Classroom Teacher, Orange Center School,**  
Orange, Vermont



# Cathie Lynn Ely

## ***Education***

---

### **University of Vermont**

Burlington, Vermont

Bachelor of Science

**Major:** Elementary Education

**GPA:** 3.860

**Credit Hours:** 120

Attended August 1982 to May 1986

Degree conferred May 1986

## ***Experience***

---

### **Orchard Valley Waldorf School**

Jul 2007 - Jun 2021

Enrollment Director and Class Teacher

East Montpelier, Vermont

I was a class teacher at the Orchard Valley Waldorf School for ten years teaching two cycles of grades 1-5. I taught language arts, mathematics, social studies, science, music, and drama. After ten years I joined the school's administrative team, focusing on enrollment and outreach. I was also the co-chair of the Care Committee. This was a group of teachers and the learning specialist that worked to support children and parents who were facing struggles, academically and socially/emotionally.

**Reason for leaving:** I would like to work with children again and utilize the Orton-Gillingham training I have received.

**Supervisor:** Board of Trustees (802-456-7400)

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

It is **OK** to contact this employer

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office  
(please submit via email to [hr@buusd.org](mailto:hr@buusd.org))

Date Received by Central Office:

**To be Completed by Hiring Administrator:** (please leave notes for Central Office on the back page)

Name:  Location:

Submission Date:  Administrator Action/Checklist Complete: ☒ Y ☐ N

Position:  Grade (If Applicable):

Endorsement (If Applicable):  ☐ Hourly-Non Exempt ☒ Salary-Exempt

Hours Per Day:  Scheduled Hours:  a.m. to  p.m.

Account Code:

Replacement? ☐ Y ☒ N

If Yes, For Whom?  Salary Rate: \$

Administrator Approval:  Signature Date:

**REVERSE SIDE:** Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

## For Central Office Use Only:

Contract Complete Date  Offer Letter Complete Date  DOH

Total Years of Experience:  Step:  Salary Placement: \$

Hourly Rate: \$  Salary Rate: \$  Seniority Date:

Contract Type: ☒ Teacher ☐ Para ☐ Replacement ☐ Interim ☐ Offer/Non-Contracted Letters  
☐ AFSCME ☐ N/A

Days Per Year:  Salary: \$  Contract Days:

Teacher: AOE Endorsement: ☐ YES ☒ NO *Completing TRP portfolio*

If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship

Para-Educator: Associates Degree ☐ YES ☐ NO (If NO) → ParaPro ☐ YES has passed ParaPro  
☐ NO will need to take ParaPro

Superintendent Approval Signature

Date

# Charlotte Murphy

## ***Education***

---

### **Elon University**

Elon, North Carolina

Bachelor of Arts

**Major:** Art, **Minor:** Art History, Communications

**GPA:** 3.920

**Credit Hours:** 153

Attended August 2015 to May 2019

Degree conferred May 2019

### **Teacher Apprenticeship Program**

Burlington, Vermont

Teacher Certification Program

**Major:** Art

Graduated, dates not provided

## ***Experience***

---

### **Barre City Elementary**

May 2021 - Present

Student Teacher

Barre

**Supervisor:** Kate Hawley ((802) 476-6541)

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

It is **OK** to contact this employer

### **Essex Westford School District**

Jan 2021 - Present

Student Teacher

Essex Jct., VT

At Albert D. Lawton Intermediate School, I am student teaching alongside Tina Logan in Art. This is part of my Teacher Apprenticeship Program through Champlain College, in which upon completion in Summer 2021 I will receive my teaching license.

I am helping Mrs. Logan in her daily school responsibilities, such as homeroom, lunch duty, and art classes. Additionally, I have planned, prepared, and administered various art lessons to 7th and 8th graders. So far, I have taught color theory, and the elements & principles of art.

**Supervisor:** Tina Logan (802-878-1388)

**Experience Type:** Student Teaching, Full-time

It is **OK** to contact this employer

**Vermont Farm and Forest School**

Sep 2020 - Dec 2020

Assistant Educator

Roxbury, Vermont

At Vermont Farm and Forest School, I served as an additional educator and support for the fall semester. In this role, I worked with students in grades K-4. Our Monday and Wednesday group had around 10 kids. The entirety of the day was spent outside in the forest classroom and exploring the farm and learning was integrated into this atmosphere. Each day started with free play in the forest, followed by morning meeting that would go over the day's schedule. Mondays and Wednesdays I would lead the younger group of students (ages 5 & 6) in our core subject time of math (in the mornings) and reading/writing (in the afternoons). The rest of the day consisted of a wide array of learning activities and hands-on skills, such as whittling, fire building, feeding the animals, building a cob oven, cooking fresh vegetables, hiking, etc. These additional learning activities were connected to the larger themes of learning in the school curriculum.

I helped facilitate these various activities, and helped initiate a cob-making lesson with students by collecting sand, straw, and clay from the farm to construct a cob oven. I provided mentorship to each child and helped cultivate a supportive and safe outdoor learning environment. In this role, I helped the head educator address behavioral issues when they arose and helped set boundaries and values that fostered a supportive learning community.

In addition to the Monday & Wednesday group, I joined as a leader for the Friday Farm School program which was open to students that were in another school setting for the rest of the week. With a larger group of students (20) with ages ranging from 4-10, I helped lead them through a variety of creative outdoor-based activities that grew them in hands-on skills, relationship building, and place-based knowledge.

**Reason for leaving:** I was starting my Teaching Apprenticeship Program at the end of December and this required a full time commitment.

**Supervisor:** Misse Axelrod (802-279-1548)

**Experience Type:** Independent School, Part-time

It is **OK** to contact this employer

**Essex Westford School District**

Aug 2020 - Oct 2020

Assistant Girls Cross Country Coach

Essex, VT

I supported the head coach of the girls' cross country team this fall by developing relationships with the runners and helping to organize/execute practice plans. I provided encouragement to the athletes during practice and at races and served as a resource for them, from communicating race logistics to mentoring them in their running experience.

**Reason for leaving:** The season ended at the end of October.

**Supervisor:** Katie White ((802) 878-8168)

**Experience Type:** Public School, After school/Evening

It is **OK** to contact this employer

**Nancy Winship Milliken Studio**

May 2020 - Aug 2020

Internship Administrator

Shelburne, VT

In the summer of 2020, I served as Internship Administrator to the environmental internship program run by Nancy Winship Milliken Studio. Due to COVID-19, a group of six of us met on Zoom twice a week for 15 weeks. Having participated in a summer environmental internship with the NWM Studio before, I was able to serve as a mentor to the interns and a liaison between them and Nancy the artist/leader of the group.

Moving to an online model, required me to set up an online structure and system in order to run the internship. My tasks included organizing all of our group collaborations, schedules, files, and projects, as well as communicating to the interns their responsibilities. I helped plan the schedule of the meetings with Nancy and during the meets kept a log of all of the group's notes. I collaborated with Nancy to create an online studio culture for the interns in order to promote a positive, supportive work environment. Sometimes I would individually meet with an intern to provide additional support or to collaborate with them on a specific piece of our larger group art project. Over the duration of our time together, I helped plan guest mentor meetings for the intern group. In Zoom meetings, I would often encourage discussion through thoughtful question asking and facilitation.

Throughout the internship, Nancy and I were frequently sending out methods to receive feedback on the internship. We strove to implement work habits and creative methods that supported different ways our interns learned/worked/created. We sought to provide the interns with opportunities to lead within the project and were in an ongoing conversation with the interns on how we could adjust or improve the internship.

**Reason for leaving:** The internship ended.

**Supervisor:** Nancy Winship Milliken (413-335-5525)

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

It is **OK** to contact this employer

---

## 20schemes

Aug 2019 - Dec 2019

Ministry Intern

Edinburgh, Scotland

- Helped support a church plant in an undeserved, marginalized neighborhood in Scotland.
- Lived directly in the community and actively engaged in community outreach.
- Helped plan, administer, and lead weekly kids club with schoolchildren from the community.
- Developed relationships with kids from underprivileged, unstable backgrounds.
- Supported weekly community activities, such as community meal, craft group, toddlers group, etc.
- Maintained church upkeep through cleaning and administrative tasks.

**Reason for leaving:** End of internship

**Supervisor:** Emily Green (N/A)

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

It is **OK** to contact this employer

---

## Nancy Winship Milliken Studio

May 2018 - Aug 2018

Studio Assistant

Bread and Butter Farm

- Worked directly with environmental artist in residence at Bread and Butter Farm in Shelburne, VT
- Helped design, implement, exhibit, and document various art pieces focused around place-based materials
- Connected with farm camps and provided part-time environmental art education opportunities for campers on community farm

**Reason for leaving:** End of internship  
**Supervisor:** Nancy Winship Milliken (413-335-5525)  
**Experience Type:** Other, Part-time  
It is **OK** to contact this employer

### **Burlington City Arts**

May 2017 - Aug 2017

Gallery Education Intern  
Burlington

Assisted with the creation of gallery education programs and administrative tasks including research, development of curriculum, exhibition interpretive learning materials and activities. Worked directly with the Gallery Education Coordinator through facilitation of tours and learning activities with scheduled school groups and Family Art Saturday programs.

**Reason for leaving:** End of internship, returning to college for fall semester  
**Supervisor:** Melinda Johns ((802)-865-7551)  
**Experience Type:** Other, Summer  
It is **OK** to contact this employer

### ***Teaching Philosophy***

---

My pillars of teaching arise from a firm foundation of curiosity, connection, and courage. The beauty of each of these foundational bricks is that they are not only characteristics developing in me as a teacher, but characteristics I strive to foster in every learner I interact with.

Curiosity fuels learning by creating a spark of intrigue, of interest, that propels the learner on a quest for discovery. I seek to foster a love for learning in my students that will carry them throughout the rest of their lives. Art is just one of the many vessels that can guide students in developing this curiosity. No matter the attitude a student may have towards art, I see each student as an artist with creativity that can be funneled into countless potential paths. My hope in developing a climate of curiosity in my classroom is to find that which awakens the curiosity in each student and then provide them with opportunities to create art that expresses that personal spark. Student choice and voice in these pursuits of learning are essential to my teaching philosophy. Giving students agency in their artistic choices and expression facilitates individual responsibility and creative thinking.

There is no sustainable way for artistic discoveries to develop if the teacher does not know their students. This brings me to the importance of connection. I believe that learning for life can only begin when a student feels supported and known by their teacher. Meaningful relationships are the bedrock from which individual development blooms. As a teacher, I seek to connect with each of my students individually to understand who they are, where they are coming from, and how they access the learning. I see my role as being a doorpost to students, not a roadblock. By knowing them and understanding how they learn, I can open up different doors for them to safely access and engage with the learning.

Additionally, it creates pathways for integration in art by opening up connections with other subjects and topics that hold meaning to students and hold meaning in the real world around them. Similarly, building supportive relationships with my students allows me to encourage other types of meaningful connections with their community and the larger world.

To build positive relationships with students and create opportunities for meaningful, collaborative learning in art, I believe that teaching requires a healthy dose of courage. None of the previously mentioned things can happen if the teacher is not willing to put in the time and effort to invest in their students and school. It requires patience and endurance

to cultivate a creative climate and to express care for each student. My fuel in these pursuits comes from a place of passion to share art and a belief that each student holds purpose. So, it is with courage that I press on in teaching no matter the time it takes or the trials that await, for I see the greater vision behind it.

**BARRE UNIFIED UNION SCHOOL DISTRICT**  
(Please send both sides of this back-to-back form)

**TRANSFER/CHANGE/TERMINATION  
NOTIFICATION FORM**

Complete and Submit to Central Office  
(please submit via email scan to [hr@buusd.org](mailto:hr@buusd.org))

Date Received by Central Office:

Action (X all that apply):



Transfer



Changes in Hours/Schedule



Changes in Wages



Termination



Other

Name:

Karen Fredericks

Location:

Effective Date of Change:

7/1/21

(Transfer-use the first day of the pay period if possible.)

**Section 1: TRANSFER / CHANGE IN HOURS OR WAGES** (Fill in both Current and New)

**CURRENT:**

Current Position:

Literacy Coordinator

Classification:

Teacher

(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.)

(e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)

Hours Per Day:

7

Scheduled Hours:

a.m. to

p.m.

FTE:

1

Current Rate of Pay:

60581

Hourly-Non Exempt



or Salary- Exempt



Account Code:

**NEW:**

New Position:

MTSS Coordinator

Classification:

Teacher

(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.)

(e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)

Hours Per Day:

Scheduled Hours:

a.m. to

p.m.

FTE:

1

New Rate of Pay:

62,260 \*

Hourly-Non Exempt




or Salary-Exempt



Account Code:

Administrator Approval:



Date:

\* addendum to contract 8/4/21  
for 20 additional days

Superintendent Approval on Reverse Side





# Karen M Fredericks

## Education

---

### **Castleton University**

Castleton, Vermont  
Graduate Coursework

**Major:** Education

**GPA:** 4.000

**Credit Hours:** 15

Attended February 2009 to April 2021

Degree conferred April 2021

**Transcript**

(16KB)

### **Southern New Hampshire University**

Manchester, New Hampshire

Master of Education

**Major:** Education

Attended November 2013 to June 2015

Degree conferred June 2015

### **Saint Michael's College**

Winooski, Vermont

Graduate Coursework

**Major:** Continuing Education

**Credit Hours:** 6

Attended August 2010 to January 2011

Degree conferred January 2011

**Transcript**

(1.8MB)

### **Lyndon State College**

Lyndonville, Vermont

Graduate Coursework

**Major:** Continuing Ed

**Credit Hours:** 3

Attended January 2009 to May 2009

**Transcript**

(included)

### **Lesley University**

Cambridge, Massachusetts

Graduate Coursework

**Major:** Continuing Education

**Credit Hours:** 3

Attended May 2021 to Present

### **University of Vermont**

Burlington, Vermont

Bachelor of Science

**Major:** Environmental Studies; Concentration in Education

**GPA:** 3.800

Attended August 2001 to May 2005

Degree conferred May 2005

**Transcript**

(included)

**Columbus School for Girls**

Columbus, Ohio

**GPA:** 3.800

Attended August 1997 to May 2001

Degree conferred May 2001

---

**Experience**

---

**Barre Unified Union School District**

Aug 2020 - Present

Literacy Coordinator/Coach

Barre, VT

Due to the needs of the district, I stepped into this role for the 2020-2021 school year. In addition to the below duties of being a coach for two PreK-8 buildings (Barre City and Barre Town), the responsibilities of this position range widely: facilitate diverse groups to make K-8 district curriculum decisions, seek out opportunities to enrich students literacy lives by planning and executing several events, support teachers as they navigate teaching during a pandemic, connect teachers with resources, develop data reporting systems, facilitate data analysis, and present literacy updates to the Curriculum Board Subcommittee.

**Reason for leaving:** This was an addendum to a position that was only meant to last one year.

**Supervisor:** Administrators (802.476.5011)

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

It is **OK** to contact this employer

---

**Barre Unified Union School District**

Aug 2019 - Present

Instructional Coach

Barre, VT

In this role I support K-8 teachers at Barre City and Barre Town with co-planning and co-teaching cycles to address student goals. Our decisions are student-centered and data driven. Other responsibilities include: school and district initiative development and execution, facilitation of weekly and monthly professional development for 5-8th grade literacy teachers, mentoring, data analysis, and curriculum development.

**Reason for leaving:** My role as a coach continued for the 20-21 school year; however, I assumed the responsibilities of the literacy coordinator (which limited my ability to coach this school year).

**Supervisor:** Administrators (802.476.5011)

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

It is **OK** to contact this employer

---

**Barre City Elementary and Middle School**

Aug 2009 - Jun 2019

5/6th grade Classroom Teacher

Barre, VT

I was a 5/6th grade teacher at Barre City for 11 years. My team's model was a loop; so I spent the first year with 5th graders and the following year with the same kids. Although my title was technically 5/6th grade teacher, the students I worked with spanned all abilities you might expect to encounter in a K-8 school. I was comfortable working with special educators and paraprofessionals and, likewise, collaborate easily with parents and other grade level teachers to address the needs of all students.

As a classroom teacher I liked to be on the cutting edge of Best Practices, whether it was embracing standardized grading and PLPs or facilitating a Focus Group on school climate and restorative justice. I have been known to create interdisciplinary humanities units that allow my colleagues and me to address literacy skills in social studies. I believe learning should be fun and therefore I incorporate opportunities for kids to

learn in different ways. This out-of-the-box creativity allows me to keep students engaged while addressing literacy skills and strategies. Other committee involvement while teaching: Professional Learning Committee (PLC) facilitator, 2010-2019; VALLI Middle School ELA cohort committee, 2012-2019; restorative practices teacher leader (in partnership with the Greater Barre Justice Center) 2014-2018; PBiS Leadership Team 2009-2013; Scheduling Committee, 2010-2012.

**Reason for leaving:** Leaving, but not really...when the coaching position was posted I felt a sense of restrained relief. I felt relief in knowing that I had been feeling a need for a change. The "restrained" part of my reaction related to the bond I helped foster with my immediate team.

**Supervisor:** Chris Hennessey (802 476-6541)

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

It is **OK** to contact this employer

---

### **Barre City Elementary and Middle School**

Aug 2008 - Oct 2009

Classroom/tutoring/special needs Para-Educator

Barre, VT

The responsibilities for this position included, but were not limited to; preparing reading lessons and spelling lessons for daily instruction of K-4th grade special education students. I also used curricula and materials for supporting Vermont standards. I provided feedback to teachers by way of sharing data and progress reports. I worked with supervisors on students' Individualized Education Plans. In addition to all these things, I also assisted teachers for classroom instruction of math, reading, and science/social studies (often performing in the role of co-teacher).

**Reason for leaving:** I was hired as a classroom teacher.

**Supervisor:** Bridget Kalat ((802)476-6541)

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

It is **OK** to contact this employer

---

### **Boys & Girls Club of Burlington**

Aug 2005 - Jun 2008

HO Wheeler Dir. After-School Programs

Burlington, VT

Responsible for the overall supervision of operations for this school's non-profit before and after school program for up to 200 students, K-5th grade. Plan and facilitate fast-paced program with daily activities, events and 40+ programs weekly. Provide training and orientation for newly hired staff on program policies and procedures; supervise and delegate assignments to as many as 25 staff. Conduct monthly staff meetings to review program objectives and upcoming events; devise strategies for meeting the needs of students with behavioral issues. Maintain records of all students including current medical forms/medical alerts, and emergency contact information. Record/organize enrollment figures, review and modify attendance schedules, clerical work, order materials, and process bi-monthly payroll. Responsibilities also include: overseeing the safety and well-being of all children and staff attending, daily communication with parents, school departments and classroom teachers, updating employee information and staying in constant communication with supervisors. August 2005-May 2008.

**Reason for leaving:** Desire to follow career goal of being a teacher

**Supervisor:** Mary Alice McKenzie ((802)864-5263)

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

It is **OK** to contact this employer

---

### **Orchard Elementary School**

Aug 2004 - May 2005

Student Teacher

South Burlington, VT

Honors Senior thesis project partial fulfillment of Bachelor of Science degree. Responsibilities include creating and instructing weekly lesson plans centered on media literacy and the environment for a K-1 class, a 2-3 class, and a 4-5 class; communicating with faculty; completing student assessments; and receiving feedback to enhance skills. October 2004-May 2005.

**Reason for leaving:** Internship for school year

**Supervisor:** Carol McQuillen ((802)652-7359)

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

It is **OK** to contact this employer

## ***Work Samples***

---

- 2020-21 Literacy Feedback Form (I used this to inform my PD and curriculum decisions)  
<https://docs.google.com/spreadsheets/d/18Dc1OHXJTHiH5174s5L9jDxBNG9AbhNukpTVzb4OEnw/edit?usp=sharing>
- New teacher training Slides  
[https://docs.google.com/presentation/d/1Ry1Rkg7a2D\\_AFiKWDpOVFBty9bG4Z6YImh3KaverTXs/edit?usp=sharing](https://docs.google.com/presentation/d/1Ry1Rkg7a2D_AFiKWDpOVFBty9bG4Z6YImh3KaverTXs/edit?usp=sharing)
- K-8 Curriculum folder  
<https://drive.google.com/drive/folders/1EqJQ8V4dx7PXo6lcjgGkh8IIIDusMOVJn?usp=sharing>
- Example data collection table that I created mid-way through the year (because none had existed)  
[https://docs.google.com/spreadsheets/d/1I2G0ZwIDsOJwzvOZ2qZG8k-V60\\_FHcardkV4U6kwseM/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1I2G0ZwIDsOJwzvOZ2qZG8k-V60_FHcardkV4U6kwseM/edit?usp=sharing)
- Addressing equity in instruction (presentation I made for a 2021 course that I created with intentions of sharing)  
[https://docs.google.com/presentation/d/1tgeEjVqDKfDPh3\\_2x9xOknJaFoPeFpJXrqtKOW\\_E4ig/edit?usp=sharing](https://docs.google.com/presentation/d/1tgeEjVqDKfDPh3_2x9xOknJaFoPeFpJXrqtKOW_E4ig/edit?usp=sharing)
- District data representation that I compiled  
<https://docs.google.com/spreadsheets/d/14rp4yn6eExyKTnN-xsjwNiiwWZJ0Bpmh-ITw8C8NnXE/edit?usp=sharing>
- Circles video I recorded and edited (from being a classroom teacher with a group of 6th graders)  
<https://drive.google.com/file/d/0Bx77EKrp5N-0YI4QkxwT0REUXc/view?usp=sharing>

**BARRE UNIFIED UNION SCHOOL DISTRICT**  
(Please send both sides of this back-to-back form)

**TRANSFER/CHANGE/TERMINATION  
NOTIFICATION FORM**

Complete and Submit to Central Office  
(please submit via email scan to [hr@buusd.org](mailto:hr@buusd.org))

Date Received by Central Office:

6/9/21

Action (X all that apply):

☒ Transfer    ☐ Changes in Hours/Schedule    ☐ Changes in Wages    ☐ Termination  
☐ Other \_\_\_\_\_

Name: Rebekah Mortensen

Location: BC

Effective Date of Change: 7/1/21

(Transfer-use the first day of the pay period if possible.)

**Section 1: TRANSFER / CHANGE IN HOURS OR WAGES** (Fill in both Current and New)

**CURRENT:**

Current Position: Special Educator Classification: Teacher  
(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.) (e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)

Hours Per Day: 7.5 Scheduled Hours: \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m. FTE: 1

Current Rate of Pay: 60,877 Hourly-Non Exempt ☐ or Salary- Exempt ☐

Account Code: \_\_\_\_\_

**NEW:**

New Position: Asst Dir of Special Services Classification: Admin  
(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.) (e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)

Hours Per Day: 8 Scheduled Hours: — a.m. to — p.m. FTE: 1

New Rate of Pay: 79,500 Hourly-Non Exempt ☐ or Salary-Exempt ☐

261 days  
Account Code: \_\_\_\_\_

Administrator Approval: \_\_\_\_\_

SA

Date: 6/8/21

Superintendent Approval on Reverse Side

→→→→→ →→→→→→→→→→

# Rebekah Mortensen

## ***Education***

---

### **University of Vermont**

Burlington, Vermont

Master of Art Education

**Major:** Special Education, **Minor:** N/A

**GPA:** 3.970

**Credit Hours:** 39

Attended September 2007 to May 2009

Degree conferred May 2009

### **University of Vermont**

Burlington, Vermont

Bachelor of Arts

**Major:** History, **Minor:** Philosophy

**GPA:** 3.600

**Credit Hours:** 124

Attended September 1998 to May 2002

Degree conferred May 2002

## ***Experience***

---

### **Barre City Elementary and Middle School**

Aug 2009 - Jun 2021

Special Educator

Barre, VT

- Created a Special Education Social Emotional Classroom to provide flexible supports to students with developmental trauma and multiple disabilities (2018-present)
- Collaborated with contracted agencies including Washington County Mental Health and Green Mountain Behavior Consultants to create appropriate behavior support plans and reintegration plans
- Wrote and maintained behavior support plans
- Collaborated with classroom teachers and behavior specialists on implementing trauma-informed practices across environments
- Designed and conducted trainings for special education staff in our IEP documentation system
- Designed and conducted ongoing professional learning opportunities for support staff
- Differentiated lessons for students to access in the general education classroom
- Conducted comprehensive evaluations as part of a team
- Redesigned intensive needs special education role to include small group services, integrated classroom experiences, and life skills opportunities for students as the K-8 intensive Needs Special Educator (2009 - 2010)

**Reason for leaving:** I am looking for career advancement opportunities.

**Supervisor:** Stacy Anderson (802-476-6541)

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

It is **OK** to contact this employer

**Camp Invention**

Jun 2015 - Jun 2018

Camp Director and Instructor  
Barre, VT

- Oversaw enrollment and scheduling of the Camp Invention Summer Program at the Barre campus.
- Managed instructional staff
- Delivered instructional modules
- Provided behavior supports and accommodations to support campers as needed

**Reason for leaving:** I passed directorship of the camp to another staff member so that I could spend my summers engaged in furthering my learning to support my school-year work.

**Supervisor:** Jim Taffel/Hayden Coon as building supervisors (802-476-6541)

**Experience Type:** Other, Summer

It is **OK** to contact this employer

**Barre City Elementary and Middle School**

Jun 2009 - Aug 2011

Barre Buds Coordinator and Instructor  
Barre, VT

- Coordinated scheduling of the Barre Buds summer program for alternative learners.
- Designed instruction opportunities for a variety of learner profiles at several different entry points.
- Designed immersive social skills experiences for participants
- Facilitated the creation of cumulative educational and social skills projects for students to share with the community.

**Reason for leaving:** I co-ran the program for three years. I stopped participating when my own children got to be an age where they needed me to be more present during the summer.

**Supervisor:** Andrea Wasson/Stacy Anderson (802-476-6541)

**Experience Type:** Public School, Summer

It is **OK** to contact this employer

**The Sustainability Academy at Lawrence Barnes**

Oct 2008 - May 2009

Special Education Intern  
Burlington, VT

- Facilitated IEP and Evaluation meetings
- Conducted comprehensive evaluation planning and results meetings
- Completed progress monitoring paperwork
- Collaborated with classroom teachers and ESL teachers to develop appropriate accommodations for students
- Led small group instruction in math, literacy, and social skills

**Reason for leaving:** Left to find a teaching position after graduating with my M.Ed.

**Supervisor:** Kolby Kervick (802-864-8480)

**Experience Type:** Student Teaching, Full-time

It is **OK** to contact this employer

**Williston Central School**

Aug 2005 - Oct 2008

Intensive Needs Paraeducator  
Williston, VT

- Provided 1:1 personal care and education support to students
- Designed differentiated learning opportunities
- Maintained progress records and submitted quarterly progress notes

**Reason for leaving:** Left to complete my internship at the elementary level.

**Supervisor:** Lisa Bisbee (802-878-2762)

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

It is **OK** to contact this employer

### ***Accomplishments***

---

--National Board Certified Teacher, Exceptional Learners, 2018 - present

--Wilson Level I Certified Instructor, 2011 - present

### ***Leadership Experience***

---

--Elementary School Representative to the BUUSD Special Education Leadership Team,  
2020 - 2021

--Special Education Representative to the BCEMS Elementary Leadership Team,  
2019-2021

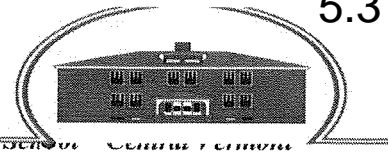
--Member of the BCEMS PBIS team and attendee at BEST, 2013 - 2014



# Barre Unified Union School District

120 Ayers Street, Barre, VT 05641 • [www.buusd.org](http://www.buusd.org) • Phone: 802-476-5011 • Fax: 802-476-4944 or 802-477-1132

*Barre City Elementary & Middle School • Barre Town Middle & Elementary School • Spaulding High School • Central Union Career Center*



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

**David Wells, M.Ed. - Superintendent of Schools**

*Mary Ellen Simmons, Ed.D. - Asst. Superintendent of Instruction*

*Stacy Anderson, M.Ed. - Director of Special Services*

*Lauren May, M.Ed. - Director of Early Education*

*Josh Allen - Communications Specialist*

*Lisa Perreault, SFO - Business Manager*

*Carol Marold - Director of Human Resources*

*Emmanuel Ajanma, MAT - Director of Technology*

*Jamie Evan - Director of Facilities*

*Annette Rhoades, M.Ed., CAGS - Asst. Director of Special Services*

*Jon Strazza, MS.Ed. - Asst. Director of Special Services*

*Rebecca Webb, M.Ed. - Act 166 Regional Coordinator*

## **SNOW PLOW CONTRACT RENEWAL-FY22-FY23**

	<b>FY20-FY21</b>	<b>FY22-FY22</b>
<b>Thomas Property Management</b>	<b>\$89,100</b>	<b>\$89,100</b>
		<b>\$8,800 SEA Building</b>

### **§ 559. Public bids**

(a) Cost threshold. When the cost exceeds \$15,000.00, a school board or supervisory union board shall publicly advertise or invite three or more bids from persons deemed capable of providing items or services if costs are in excess of \$15,000.00 for any of the following:

- (1) the construction, purchase, lease, or improvement of any school building;
- (2) the purchase or lease of any item or items required for supply, equipment, maintenance, repair, or transportation of students; or
- (3) a contract for transportation, maintenance, or repair services.

(7) Nothing in this section shall require a school board or supervisory union board to invite or advertise for bids if it is renewing a contract entered into pursuant to subsection (a) of this section, provided that annual costs will not increase more than the most recent New England Economic Project Cumulative Price Index, as of November 15, for State and local government purchases of goods and services, the total amount of the contract does not exceed an increase of 30 percent more than the total amount of the original contract, and the contract for the renewal period allows termination by the board following an annual review of performance.

# Barre Unified Union School District

120 Ayers Street, Barre, VT 05641 • [www.buusd.org](http://www.buusd.org) • Phone: 802-476-5011 • Fax: 802-476-4944 or 802-477-1132

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



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

David Wells, M.Ed. - Superintendent of Schools

Mary Ellen Simmons, Ed.D. - Asst. Superintendent of Instruction

Stacy Anderson, M.Ed. - Director of Special Services

Lauren May, M.Ed. - Director of Early Education

Josh Allen - Communications Specialist

Lisa Perreault, SFO - Business Manager

Carol Marold - Director of Human Resources

Emmanuel Ajanma, MAT - Director of Technology

Jamie Evan - Director of Facilities

Annette Rhoades, M.Ed., CAGS - Asst. Director of Special Services

Jon Strazza, MS.Ed. - Asst. Director of Special Services

Rebecca Webb, M.Ed. - Act 166 Regional Coordinator

## COPIER CONTRACT RENEWAL-FY22-FY24

	FY19-FY21	FY22-FY24
<b>Office Systems</b>	<b>\$84,740</b>	<b>\$75,513</b>

### § 559. Public bids

(a) Cost threshold. When the cost exceeds \$15,000.00, a school board or supervisory union board shall publicly advertise or invite three or more bids from persons deemed capable of providing items or services if costs are in excess of \$15,000.00 for any of the following:

- (1) the construction, purchase, lease, or improvement of any school building;
- (2) the purchase or lease of any item or items required for supply, equipment, maintenance, repair, or transportation of students; or
- (3) a contract for transportation, maintenance, or repair services.

(7) Nothing in this section shall require a school board or supervisory union board to invite or advertise for bids if it is renewing a contract entered into pursuant to subsection (a) of this section, provided that annual costs will not increase more than the most recent New England Economic Project Cumulative Price Index, as of November 15, for State and local government purchases of goods and services, the total amount of the contract does not exceed an increase of 30 percent more than the total amount of the original contract, and the contract for the renewal period allows termination by the board following an annual review of performance.

To: BUUSD School Board  
From: David Wells, Superintendent  
Re: Open Meeting Law and Participation via Video  
Date: June 9, 2021

I met with Technology Director Emmanuel Ajanma and Communication Director Josh Allen to discuss how the Board may continue to allow video participation in Board meetings while holding the meetings in a physical location to comply with Open Meeting Law. Emmanuel and Josh are researching solutions by which a Board member or administrator at a meeting could easily use a device to run a Google Meet during the meeting. This would allow the public attending via video to see and hear the Board and be seen and heard themselves when they address the Board. Of course the public in attendance would also be participating.

Some things to consider:

- Devices could be located in each school library so they are readily available when needed.
- A Google Account could be created for the specific purpose of recording video sessions.
- Video recordings would still be posted on the district website.
- Board and Committee meetings should take place in school libraries to allow easy access to the video devices.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097  
POLICY**
**CODE: A20**

1<sup>ST</sup> READING: 9/12/2019  
2<sup>ND</sup> READING: 10/10/2019  
ADOPTED: 10/10/2019

---

**Board Meetings, Agenda Preparation & Distribution**
**Policy**

All Barre Unified Union School District Board meetings will be held in compliance with Vermont's open meeting laws, 1 V.S.A. §§310 et seq.

**Regular Meeting Schedule**

Regular meetings of the board will be held at the location as indicated in the table below, on the second Thursday of the month (with a second meeting on the fourth Thursday of the month as necessary), beginning at 5:30 p.m.. The meeting schedule will be published and made available by the superintendent to any person on request.

Special and emergency meetings will be called by the chair on his or her own initiative or when requested by a majority of the board and shall be warned appropriately. Only items on the agenda may be acted upon at these meetings.

<b><u>Month</u></b>	<b><u>Location</u></b>
<b>July</b>	<b>BTMES Library</b>
<b>August</b>	<b>SHS Library</b>
<b>September</b>	<b>BCEMS Library</b>
<b>October</b>	<b>BTMES Library</b>
<b>November</b>	<b>SHS Library</b>
<b>December</b>	<b>BCEMS Library</b>
<b>January</b>	<b>BTMES Library</b>
<b>February</b>	<b>SHS Library</b>
<b>March</b>	<b>BCEMS Library</b>
<b>April</b>	<b>BTMES Library</b>
<b>May</b>	<b>SHS Library</b>
<b>June</b>	<b>BCEMS Library</b>

**Conduct of Board Meetings**

Meetings will be conducted in accordance with Robert's Rules of Order, Newly Revised. One or more members of the board may attend and participate in a regular, special or emergency meeting by electronic or other means so long as the requirements of 1 V.S.A. §312(a)(2) are met.

**Executive Sessions**

Executive sessions of the board will be convened only for the purposes stated in 1 V.S.A. §313. The minutes of any meeting where an executive session takes place will reflect the specific statutory reason for convening the executive session. Board members will not make public the confidential issues discussed during an executive session.

**Agenda Preparation**

The superintendent will prepare proposed agendas for all meetings of the board after consultation with the board officers. Items of business may be suggested by any board member, staff member, student, or resident of the district. The inclusion of items on proposed agendas will be at the discretion of the board chair and superintendent. An item may only be added or removed from a meeting agenda as the first order of business at the meeting. Other adjustments to an agenda may be made at any time during the meeting.

**Agenda Distribution**

The proposed agenda, together with supporting materials, will be distributed to board members by the superintendent three days prior to regular meetings and as soon as practicable before special and emergency meetings. At least 48 hours prior to a regular meeting and 24 hours prior to a special meeting, the superintendent shall ensure that the agenda is posted in the municipal clerk's office and [two other designated physical locations in the municipality]. In addition, proposed meeting agendas will be made available to any interested person upon specific request.



## Barre City Elementary & Middle School

Hayden Coon, PK-4 Principal  
 Christopher Hennessey, 5-8 Principal  
 Office (802) 476-6541  
 Fax (802) 476-1492

50 Parkside Terrace  
 Barre, VT 05641

Pierre Laflamme, PK-8 Assistant Principal  
 Counselors (802) 476-7889  
 Nurse (802) 479-6920

June 10, 2021

Dear Barre Unified Union School District Board,

At this most busy time of year, we are happy to report that the end of Year Covid is going smoothly at BCEMS. Plans are underway to make our 8th Grade Step-Up Celebration next week a big success that honors our students' time with us and celebrates the new adventures that await them. We would welcome your presence at either of the ceremonies next week! Team Ujamaa will be honored on Thursday the 17th between 4 and 7 right in front of BCEMS, and Team Peak will follow on Friday afternoon at the same time.

We are also in the process of finding an Interim Middle School Principal to replace Mr. Hennessey, and we're happy to report that this process is going smoothly. A diverse group of teachers, support staff, students and parents are working closely with Mr. Coon to select the best person to lead our middle school community next year. We anticipate a quick timeline, with a candidate being brought forward in early July.

There are also a few updates and celebrations we'd like to share with you:

**Children's Literacy Foundation News** Thanks to a generous CLiF Grant, all BCEMS students are going to have an opportunity to bring home two books this summer! BTMES/BCEMS Literacy Coach **Karen Fredericks** let us know that CLiF has donated at least enough books for every PreK-6 student, and we hope to get even more to offer to our 7th and 8th graders! Teachers will begin distributing the books to their students this week.

**Everybody Wins!** The Barre City Everybody Wins! program received a \$1,160 donation in memory of **Lucille "Grandma Lu" Grearson** who served BCEMS as a mentor for many learners in her eight years of volunteering. The money will be used to help fund Everybody Wins! for years to come.

**Girls on the Run!** A big THANK YOU is due to BCEMS teachers **Chris Farnham and Shayna Guild** for coaching the Barre City Girls on the Run team this spring! Over 20 girls and their families celebrated the end of the season on June 5 by running a 5 K race

in the incredibly welcoming East Parkside Terrace neighborhood near BCEMS. Many teachers and staff joined the fun and cheered on the girls and their families! Here is just one of the wonderful pictures (all of which can be found on the BCEMS Facebook page) taken by BCEMS mom **Shannon Alexander**:



**A Big Honor for the BCEMS PreK Program!** We were notified by the Vermont Association for the Blind and Visually Impaired that our PreK program has been recognized for their outstanding work! VABVI was established in 1926 to afford individuals with sight loss and vision differences the opportunity to strive for greater independence, personal growth, and a good quality of life. According to VABVI, the BCEMS team has done exceptional work in supporting one of our young students since he transitioned from Early Intervention services three years ago. The team consists of Pre-K classroom teacher **Jen McKelvey**, Paraeducator **Jessica Manning**, Special Educator **Lara Merchant**, Occupational Therapist **Paige Chouinard**, Physical Therapist **Lini Albergini**, and Speech Language Pathologist **Spencer Horchler**. Through their individual instruction with the student, their cooperative efforts to co-treat and consult with each other, and their close collaboration with his engaged family, the student's developmental and visual needs and accommodations have consistently been considered and met! VABVI came last week to publicly recognize the team for their outstanding efforts. Congratulations team!

***“Doing Whatever It Takes to Ensure Success for Every Child”***



**BC Middle School Design Lab Project** Thank you to Design Lab teacher **Chris Putney** and his students for building over 20 beautiful picnic tables that will be placed around the BCEMS campus for all to enjoy! Check out their work in the latest middle school update below:

[BC Middle School Update: June 8](#)

Finally, we'd like to offer our thanks to all of you for your support in this most challenging year. We are proud of our students and staff, and we have been for the entirety of these incredibly difficult last 15 months! But we couldn't have made it without the support of the entire BCEMS community of families. And all of you. Thank you!

Respectfully, Chris and Hayden

***“Doing Whatever It Takes to Ensure Success for Every Child”***



# Spaulding High School Newsletter

June 7, 2021

## Message from the Principal

We anticipate very hot classrooms this week, due to the weather forecast. We strongly recommend students have water bottles with them to remain hydrated throughout the day. The fountains have filling stations for water bottles, but are not available as drinking fountains.

We now have ten academic days remaining to the school year. We want to remind students and parents that we have a number of support measures in place that students can access and we encourage students to continue to work hard and ask for help as they need it. We also encourage parents to reach out to teachers and counselors with any questions. There will be limited summer school offerings in some of the core courses (English, Math, Science and Social Studies) for those students that are close to meeting proficiency, but do not quite make it. We do not want students getting discouraged and giving up, even if they believe they might not be able to meet proficiency by June 18th.

June 17th will be the last full day of school. Teachers will communicate with students about expectations for assessments/reassessments, final projects, presentations or the like. June 18th will be a half day and students that are close to meeting proficiency but not quite there will have a final call back opportunity. Students will receive communication directly from their teacher during the evening of June 17th to know if they should return on June 18th.

As always, please do not hesitate to reach out with any questions to Brenda Waterhouse at [bwateshs@buusd.org](mailto:bwateshs@buusd.org). Be safe, healthy and stay Tide strong!

## Graduation

The SHS 2021 Graduation will be held on Saturday, June 26th. We will hold our ceremony on Pendo Field for all students, families and community members to attend at 11 AM. Under the current guidelines, we will expect everyone in attendance to wear a face covering and guests should expect to bring their own chair, as the bleachers will not be available. If the state guidelines for schools change, we will update these expectations.

If there is inclement weather, we will hold the ceremony at 3 PM. If the inclement weather persists, the graduation ceremony will be moved inside. In anticipation of the guidance changing, we do expect that each senior will be able to include a small number of guests and only those with guest tickets will be admitted. Until the guidance is changed, however, we are uncertain as to how many guests each senior will be allowed.

Regardless of our ceremony being held on Pendo Field or in our auditorium, the ceremony will be streamed live and recorded. We are hoping for terrific weather so that we may all celebrate together.

Graduation practice will be held on Wednesday, June 23rd from 12:30 - 3:30 PM. This is required of all seniors participating in graduation.

## Spaulding Summer School

Spaulding High School will offer an expanded Summer School program in 2021. The program will run in two 10 day sessions: June 23rd-July 6th and July 12th-July 23rd. Each session will feature three sections that students may be eligible to access: Academic, Social Emotional Learning and Orientation for Incoming Freshmen. A typical day will have three two-hour periods, so students may access up to three offerings per session, if applicable. The three two hour periods will be: 8:00 AM-10:00 AM, 10:30 AM-12:30 PM and 1:00 PM-3:00 PM.

Academic sections will be offered to those students that were close to meeting proficiency but did not quite achieve that level in identified courses in the areas of English, history, mathematics and science. The academic courses that will be offered are:

- English - Freshman Humanities-English, Sophomore English, Fantasy, Science Fiction, Advanced World Mythology
- History - U.S. History, Civics, Freshman Humanities-History
- Mathematics - Algebra 1A, Algebra 1B, Geometry, Algebra 2, Connections
- Science - Life Science, Physical Science, Forensic Science

Students will need to demonstrate proficiency in the standards that they have not yet met.

Because these vary for students, it is important that students attend all of the sessions, as materials and lessons are specific for their needs and planned accordingly. Alicia Tosi ([atosishs@buusd.org](mailto:atosishs@buusd.org)) and Ryan Dunlea ([rdunlshs@buusd.org](mailto:rdunlshs@buusd.org)) are the coordinators and will be communicating with students and parents about eligibility for the summer programs.

The Social Emotional Learning (SEL) section will include individual student counseling. Referrals will be made by school counselors. The SEL coordinator, Anna Ryan ([aryanshs@buusd.org](mailto:aryanshs@buusd.org)), will be reaching out to those students and parents to set up appointments, which will be virtual and held throughout the summer break.

Incoming students will be invited for a two hour orientation and tour. Parents are encouraged to participate in the orientation session. These will be scheduled over the course of the four-week period. Jim Ferland ([jferlshs@buusd.org](mailto:jferlshs@buusd.org)), Assistant Principal, will be reaching out to students and parents about scheduling a time. These orientation sessions will be in small groups and allow time for question and answer session.

Students should bring a water bottle and food to be eaten during breaks outside. The cafeteria will be open and can provide breakfast and lunch as needed. If a student misses three meetings without letting the appropriate coordinator know in advance (see contact list), they will be dropped from summer school. The first absence will result in an email from the school. Subsequent absences will result in a phone call from the school. Attendance is critical for student success. The academic summer programs are not available remotely.

Questions about any of the summer programs can be sent to the individual coordinators or Brenda Waterhouse at [bwateshs@buusd.org](mailto:bwateshs@buusd.org).

## Virtual Awards Ceremony

We will be sharing a [video](#) that will go live TONIGHT, Monday, June 7th at 7 PM of our end of year awards ceremony. Our end of year awards ceremony recognizes students in all subject areas and across the four grade levels. There are also several awards that are from outside entities.

Please enjoy and help us celebrate the accomplishments of many of our students!

**Virtual Awards Assembly Awards  
to be released on  
Monday, June 7, 2021 at 7 PM**

Sue Brennan

**Poetry Out Loud** - Noah Rubel (Runner Up); Emily LaRose (Finalist)

**Script Writing Workshop** - Emily LaRose, Will Poirier, Noah Rubel, Charlotte Young

Sam Loesch

**Alumni Junior English Awards** - Grady Chase & Zoe Tewksbury

Angie Saldi

**St. Michael's College Book Awards** - Camden Simpson & Bella Kamont

Sam Mishkit, Guin Frederickson, Colin Crawford-Stempel, Eric Marshall, Sara Dorr & Pam Smith  
**Science Awards**

**Physical Science** - Nathan Morris, Charlotte Kellett, Ryan Allen, Gracie Martin, Garrett Cameron

**Life Science** - Moss Bahner, Grady Emmons, Amera Severtson, Cole McAllister, Max Hebert (or Blake Bliss)

**Life Science Honors** - Angelique Macie

**Marine Biology** - Maggie Duprey

**Anatomy & Physiology** - Hope Farnsworth

**Chemistry** - Jacob Lamphere, RJ Saldi

**AP Biology** - Taite Magoon

**Physics** - Mallory Kiniry

**Physics Honors** - Noah Rubel

**Forensic Science** - Bria Dill, Cameron Kearney

Danielle Brizzolara

**Math Awards 2021**

**Connections:** Damien Martin

**Foundations:** Kayla LaPrade

**Algebra 1 Part A:** Ashley Morrison

**Algebra 1 Part B:** Lily Asselin

**Algebra 1 H:** Kacie Audet

**Geometry:** Blake Bliss

**Geometry H:** Ryan Allen

**Algebra 2:** Abigail Lindhiem

**Algebra 2 H:** Logan Kelley

**Precalculus:** Madison Ashford

**Engineering:** Shea Harding

**Statistics:** Noah Partridge  
**AP Statistics:** Zach Stabell  
**AP Calculus AB:** Rachel Forlow  
**AP Calculus BC:** Noah Rubel  
**UVM Math Exam:** William Poirier

Mike Whalen & Katie Saint Raymond

**History Awards**

**Freshmen** - Ariyana Little, Issac Lamberton, Julian Mercy, Erik Codling  
**Sophomores** - Abbie Lindhiem, Kevin Desjardins, Madison Ashford  
**Juniors** - Camden Simpson, Christian Titus, Chloe Mattson, Madison Ashe  
**Seniors** - Zachary Stabell, Willem Pontbriand, Katelyn MacIver, Josie Diego

Ben Ark

**Business Awards**

**Sophomores** - Dylan Bachand, Amara Severtson, Rebecca McKelvey, Kaden Luster, Destini Feccia  
**Juniors** - Alex Rivard, Johnathan Maurice, Evan George  
**Seniors** - Olivia Rousse, Allyson Felch, Conner Neddo

Barb Strong & Myrna Miranda-O'Neill

**Spanish Awards**

**Spanish 1** - Ariyana Little, Lily Asselin  
**Spanish 2** - Addison Pinard, Isabella Boudreault, Jonathan Jesmonth  
**Spanish 4 Honors** - Alyssa West

**Spanish 1** - Kacie Audet, Ivahn Wakefield- Wilder  
**Spanish 3** - Logan Kelley, Madison Ashford, Isabella Bevins, Jamison Mast  
**Spanish 5 Honors** - Mallory Kiniry

Karine Marineau

**French Awards**

**French 1** - Ryan Allen, Charlotte Young  
**French 2** - Ian Longfellow, Noah Rubel  
**French 3** - Ellison Fortin  
**French 4** - Noah Partridge

Christine Smith

**Martha Morris Avid Reader Awards:**

**Freshman** - Kai Pallutto  
**Sophomore** - Charlotte Young  
**Junior** - Senait Cambio

**Senior** - Amina Malagic

**Librarian's Choice** - Alexa Hricay, Lily Asselin

Brendan Eaton

**Art Awards**

**Creative Thinker** - Madison Ashe, Elliot Bresett, Amiya Deering, Zach Stabell, Noah Partridge, Kyle Mattot, Brooke Rayta, Cameron Kearney, Carter Welch, Zach White

**Outstanding Artists** - Ryan Allen, Lily Asselin, Isabella Boudreault, Aubrey Cheney, Charlotte Kellett, Camden Kelley, Destini Feccia, Theresa Hoar, Bella Kamont, Gage Simpson, Abbi Smith, Isabelle Wightman

Ry Hoffman

**Green Mountain Boys State** - Christian Titus

**US Senate Page** - Hayden Ross

**Wellesley College Book Award** - Kelly Sanders

**Society of Women's Engineers - Honors** - Annie Linendoll, **High Honors** - Emma Cushman,

**Highest Honors** - Theresa Hoar

**RIT Awards** - Emma Blaisdell, Isaac Lobb, Noah Rubel, Eleanor Steinman

**Clarkson Awards** - Brady Lamberti, Emily Poulin

**Rensselaer Award** - Noah Rubel

Danielle Brizzolara & Pam Smith

**National Honor Society Inductees**

**Seniors** - Eusebio Aja, Jacob Allen, Elise Atwood, Anna-Kate Bailey, Chesnee Barney, Jenna Bellavance, Madeline Benoit, Camden Boucher, Amelia Cameron, Emma Cushman, Jake Darling, Josie Diego, Indira Dzano, Isabelle Druzba, Allison Everett, Allyson Felch, Isabelle Fischer, Natalie Folland, Rachel Forlow, Theresa Hoar, Eamon Hogan, Camden Kelley, Evan Kerin, Carson King, Mallory Kiniry, Owen Kresco, Annie Linendoll, Taite Magoon, Amina Malagic, Kiana Martin, Noah Partridge, Halle Pletzer, William Poirier, Willem Pontbriand, David Poulin, Emma Proteau, Nathan Romeo, Olivia Rousse, Jenna Sawyer, Jasmine Sayah, Zachary Stabell, Natalie Taylor, Emily Wilson, Alyssa Winkler

**Juniors** - Taylor Audet, Colby Berard, Abigail Burachowski, Julia Dunn, Cydney Ferrer, Jonathan Jesmonth, Bella Kamont, Hayden Kennedy, Brady Lamberti, Emily Lamberti, Payton Lamberti, Isaac Lobb, Jamison Mast, Chloe Mattson, Alexander Maurice, Emily Morris, Delaney Partlow, John Poirier, Emily Poulin, Noah Rubel, Kelly Sanders, Camden Simpson, Abigail Smith, Eleanor Steinman, Zoe Tewksbury, Christian Titus, Isabelle Wightman

Will Poirier

**Jay Trombley Teacher Award** - Mary Gaudreau





## BARRE TOWN MIDDLE AND ELEMENTARY SCHOOL

70 Websterville Road  
Barre, VT 05641  
(802)476-6617  
FAX: (802)479-5723  
btmes.org

June 2021

Happy June, BTMES Families!

We wanted to share with you a few updates as it relates to the end of the school year and to keep you posted regarding the Fall.

### Current Year

**Wednesday, June 9:** BUUSD Budget Vote. School will be in-person for students! Our pick-up process will have a few adjustments on this day. Instead of picking-up students outside the gym doors, we will have tents placed on the green field (to the right of the Wood Chip Plant/near the bike path). Students will enter cars in the pick-up line closer to where the speed bump is by the bike path. *The traffic pattern will stay the same.* The only change on the parent end will be picking-up your child(ren) a few hundred feet sooner.

**Thursday, June 10:** Please return any district issued device (Chromebook, iPad, bag, charging cord, headset, etc.) to your child's homeroom/TA. The devices will stay at school, but no longer be transported back and forth to school this year.

BT BVA students are welcome to drop-off devices at school on Friday, June 18 between the hours of 1:00 - 3:30 or on Monday, June 21 between the hours of 10:00 - 2:00.

**Thursday, June 17:** The last day of school for Preschool students.

**Friday, June 18:** The last day of school for students in grades K-8. This will be an early release day. Pick up times will be 10:45 for students K-4 and 11:00 for grades 5-8.

Report cards will go home with students on this day. Please note that next year's teaching assignment will be shared in the summer letter.

Eighth grade Step-Up Night at 6:00pm. All students should plan to arrive by 5:40pm.

### Looking ahead to 2021-2022

\*Summer letters will be mailed home to families in early August from your child's homeroom/TA. We continue to interview for open positions, watch our enrollment numbers and review profiles of classrooms as students enroll and unenroll. This means that student placement for the 21-22 school year is not set in stone which is why we will not be noting on the June report card who next year's teacher will be.

\*There will be in-person instruction Monday through Friday.

\*We are working on bussing and transportation as this is shared across all of the BUUSD schools. We are currently looking at transporting BT Prek-8 students on one bus run. This means that at BT, K-8 will more than likely have 1 schedule, not a split schedule like we had prior to COVID.

\*Updated guidance from the VT Agency of Education for the 2021-2022 school year can be found here: [Instructional Operations for Fall 2021](#)

Please don't hesitate to let us know if you have questions.

Best,

Jen W. Nyne and Erica Pearson, BTMES Co-Principals



#### In This Issue:

Step Up Information/Important Dates	2
Crops by Kids/ Yearbook Sales	3
News from the Nurses	4
Calendar	5

## 8th Grade Step Up Information

Dear 8th Grade Families,

For your planning purposes, we are closing in on our 8th grade Step Up Night plan. We are planning to hold our Step Up ceremony on Friday, June 18th at 6:00 pm. Here is some important information:

- We have a rain date of Thursday, June 17th at 6:00 pm.
- We will be socially distancing the students and they will be seated in chairs on the blacktop out back.
- There will be no chairs supplied for families, and all separate households will need to remain socially distanced. We expect this event to be standing room only (meaning we do not believe there will be room for families to bring their own chairs - we will confirm this as we get closer). Please plan accordingly.
- If both days (June 17th and 18th) are forecasted for bad weather, the 8th graders have voted that they would like to have individual evening TA ceremonies for themselves and their families inside our gym. This is only a back up plan should both days look to be inclement weather. We are all hoping that this third level of planning will not come into play.



We all cannot wait to celebrate our amazing 8th graders together!



### Special Promotion

On or after 6/6, the first 50K visitors who go to [rewards.pricechopper.com](https://rewards.pricechopper.com), create an account or sign in, and will claim 100 Rewards points.

Then go to Tools for Schools, choose Barre Town Middle and Elementary School and donate those points to directly to us!!

### **Last day of school for students:**

Friday, June 18th - Early Dismissal

### **Last day of Preschool:**

Thursday, June 17th **(NOTE CHANGE OF DATE)**

### **8th Grade Step Up Night:**

Friday, June 18th

**Raindate:** Thursday, June 17th

## Crops by Kids



At the top of the garden, you will notice two large cattle fences inverted and attached to the garden beds. This is a trellis for pole beans and children will be able to walk under the trellis. Check it out. As the writing of this newsletter the beans have not been planted but later this summer it will be fun to see what is growing there. Thanks to Laura Thygesen for this idea.

Please feel free to stop by the garden this summer to pick the vegetables, enjoy a picnic in the garden, see what is growing or just look around. We will have garden map, displayed in the kiosk right outside the garden, about what vegetables are in which bed.

We have many families signed up to water and weed the garden during the summer. Thank you for helping out.

Have a great summer and Happy Gardening!  
Deb Curtis, Garden Coordinator, [dcurtbte@buusd.org](mailto:dcurtbte@buusd.org)

## **YEARBOOK NEWS:**

### **5th-8th Graders:**

**Yearbooks have arrived! *We have extras to sell!***

**We will be selling yearbooks in the lobby, during arrival time, on June 11th and June 14th. Yearbooks are \$21.50. Bring check (written out to BTMES) or cash to purchase a book!**

**If you have questions, email Mrs. VanOrman !  
[jvanobte@buusd.org](mailto:jvanobte@buusd.org)**



## News from the Nurses

# Summer Safety Tips



### **Beat the Heat**

Anybody can be at risk for a heat-related illness. Follow these summer safety tips, like taking extra breaks and drinking lots of water.

### **Bug Safety**

Mosquitoes can cause a number of illnesses, including Zika Virus and West Nile Virus. Learn what you can do to protect yourself at work and play.

### **Playgrounds**

Emergency departments see more than 20,000 children ages 14 and younger for playground-related traumatic brain injury each year.

### **Fireworks**

Summer is synonymous with barbecues, parades, fireworks displays – and plenty of visits to emergency rooms, especially during July.

### **Water Safety**

Drowning caused 3,709 deaths in 2017. The younger the child, the greater the risk.

### **Bicycling**

Bicyclists must take extra precautions when they ride. They often share the road with vehicles, but injuries can happen even on a bike path.

### **Skateboarding**

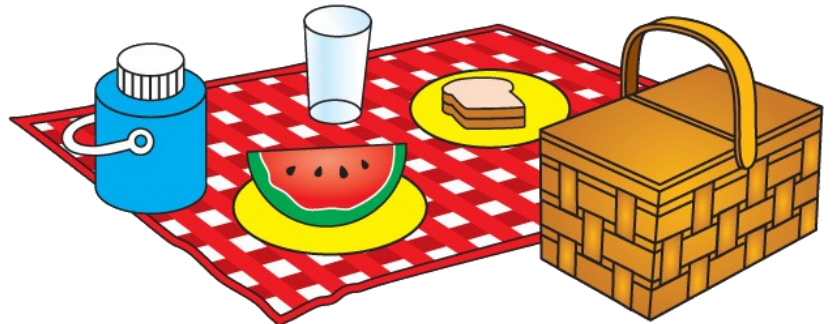
Everyone falls, but there's a right way to do it. In 2017, 98,486 people were treated in hospital emergency rooms after being injured skateboarding.

### **Boating**

Most boating experiences are positive. But joyful times quickly can turn deadly if boaters are not vigilant about safety – at all times.

### **Pedestrian Safety**

Cell phone distracted walking is a huge problem, and rarely are we more vulnerable than when walking, crossing streets and negotiating traffic.





*June*



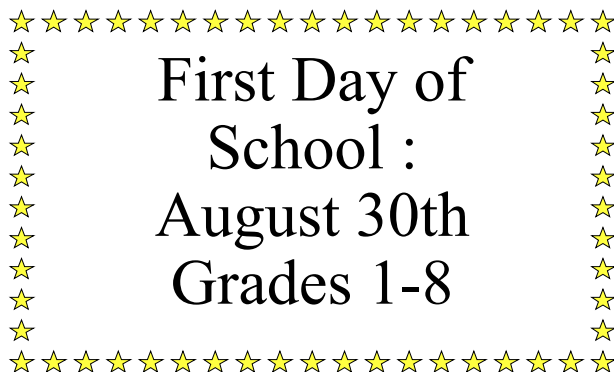
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10 School Board Meeting—5:30 p.m.	11
14	15	16	17 Last day of school for PK students  Raindate: 8th Grade Step Up 6:00pm	18 Last day of school for Grade K-8 students (1/2 day) 11:00—5th-8th 10:45—K-4th
21 Staff Development Day				



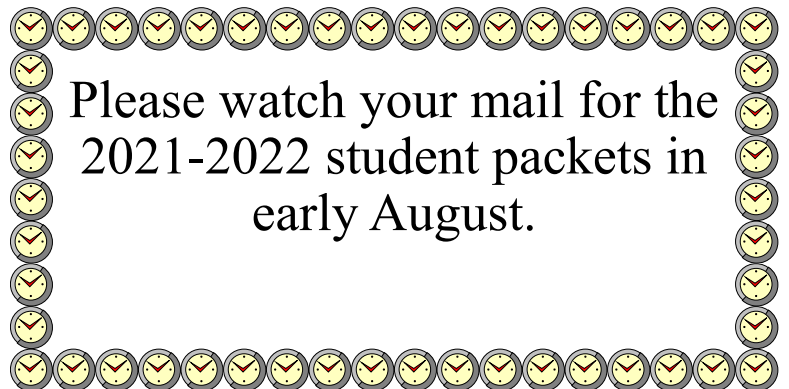
### School Calendar For 2021-2022 School Year

You can find the calendar for next school year using the following link:

[BUUSD 2021-2022calendar.pdf](https://www.buusd.org/2021-2022calendar.pdf)



First Day of  
School :  
August 30th  
Grades 1-8



Please watch your mail for the  
2021-2022 student packets in  
early August.

# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT COMMUNICATIONS COMMITTEE MEETING

Via Video Conference – Google Meet  
June 3, 2021 - 5:30 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Alice Farrell, Chair - (BT)  
Abigayle Smith, Vice-Chair (BC)  
Guy Isabelle – (At-Large)

#### COMMITTEE MEMBERS ABSENT:

#### OTHER BOARD MEMBERS PRESENT:

Sonya Spaulding

#### ADMINISTRATORS PRESENT:

Josh Allen, Communications Specialist  
Chris Hennessey, BCEMS Principal

#### GUESTS PRESENT:

Josh Howard                      Sue Paxman

#### **1. Call to Order**

**The Chair, Mrs. Farrell, called the Thursday, June 3, 2021 BUUSD Communications Committee meeting to order at 5:31 p.m., which was held via video conference.**

#### **2. Additions and/or Deletions to the Agenda**

None.

#### **3. Public Comment**

Mr. Hennessey advised that he is pleased to be attending the Facilities/Transportation Committee meeting.

#### **4. Approval of Minutes**

##### **4.1 Meeting Minutes for May 6, 2021 BUUSD Communications Committee Meeting**

**On a motion by Mr. Isabelle, seconded by Ms. Smith, the Committee unanimously voted to approve the Minutes of the May 6, 2021 BUUSD Communications Committee meeting.**

#### **5. New Business**

##### **5.1 Promotion of Budget Re-vote**

Mr. Allen provided a re-cap of recent budget promotion activities, including; distribution of an exit survey (after the 2nd vote), review of survey results, website updates to include the Board approved budget data (for vote 3), distribution of absentee ballot information, distribution of general budget information (including a video), Front Porch Forum and Facebook posts (of messages from the Board), a Letter to the Editor of the Times Argus (from the Board), Mrs. Spaulding's participation in one of JD Green's recently aired "Aired Out" Podcasts, outreach to voters (when misinformation has become known), indirect promotion of the schools (Athletics, JROTC, Art, Music etc.), the filming of an SHS Awards Night presentation (will be first aired on 06/07/21), and videos from BCEMS, BTMES, and SHS which are in production. Additionally, Mr. Allen has been working on simplified graphics for posting on social media. On 06/02/21, Mr. Allen (and Work Base Coordinator, Michelle LaFrancis) met with local organizations to provide more information on Work Based Learning and on how to best highlight the BUUSD's partnership with these 90+ local business partners. A large 'thank you' will be sent to these organizations in the near future. Mr. Hennessey, who was also present at the meeting, reported that this Committee would be proud to see how area businesses are 'stepping up' to participate in this program, which is much more extensive than Mr. Hennessey realized. Brief discussion was held regarding a recent budget related article in the Times Argus which provided a good overview of the budget. Mr. Allen will share the article via the BUUSD's various platforms. Brief discussion was held regarding the complexity of the education funding formula. It was noted that the level of individuals who qualify for an income sensitivity tax credit is large (63%). Mrs. Spaulding voiced concern regarding some recent community social media postings that imply the Board is not being honest with budget promotion. Mrs. Spaulding clarified that the Board has been promoting budget information in the same manner as in the past, and that figures are always posted as accurately as possible. The recent reappraisal in Barre Town makes predicting the tax implication more complex. Ms. Smith advised that she is aware of anxiety in the

# DRAFT

Barre Town community, as their reappraisals are occurring during a time when the housing market is inflated due to the covid pandemic. Mr. Allen advised regarding the process, whereby he works with several individuals (Business Manager, Superintendent, Board Chair) to assure budget numbers are accurate, prior to posting them on the web site or social media. A community member voiced concern that the tax increase (resulting from the budget) is too much for tax payers to bear, and though the impact of the reappraisal is not known at this time, taxes will increase based on the fact that the budget is increasing and the District needs more money than last year. Concern was voiced that there was a significant budget increase last year, and if taxes increase too much, the population will leave the area. It was reiterated that the District does not have control over the cost of healthcare; because those benefits are negotiated by the State. Many districts in the state have been negatively impacted by the state- wide negotiation of health care. Ms. Smith encouraged Mr. Howard to take this issue on at the State level, working to move healthcare negotiations back to the community level. It was suggested that during the next round of negotiations, teachers be asked to contribute more towards their healthcare costs. A community member requested that union contract negotiations be open to the public. The BUUSD will continue to promote the budget vote until the vote is held. It was agreed that the recent Times Argus article will be posted on Facebook (by Mr. Allen), and on Front Porch Forum (by Mrs. Farrell). Mrs. Spaulding has sent out a request (to Board Members) to participate in a "Honk & Wave" activity to promote voting. It was noted that some individuals are reporting difficulty finding links to Board/Committee meetings. Mr. Allen advised that the links are posted by the Superintendent's Executive Assistant, but he will work to make the meeting post/links more visible on Facebook, and will contact Mrs. Gilbert regarding adding a 'call-in' number and meeting code to the meeting schedule on the BUUSD web site. It was noted that some of the links work/don't work based on the technology being used (phones vs. computers etc). It was reported that there is some misinformation circulating regarding how the District will operate on 07/01/21 if no budget has been passed. It is misinformation that the District will have to operate at 87% of the FY21 budget for FY22. The correct information is that the District will operate at 87% of the current (FY21) budget only until a budget is passed for FY22.

## 6. Old Business

### 6.1 Vision, Mission, and Strategic Planning Update

Mr. Allen reported that the final meeting of the Design Team is 06/16/21. Following that meeting, a final presentation will be given to the Board. Mr. Goodrich sent out a survey to all of the stakeholders and collected feedback, which is being analyzed by the Design Team. Mr. Allen plans to strongly promote the Vision, Mission, and Strategic Plan shortly before school begins. Promotion will include staff, students, families, and the community in general. Vision, Mission, and Strategic Planning was suggested as a topic for discussion at the Board Retreat.

## 7. Other Business

Brief discussion was held regarding upcoming promotion of summer camps and the return to school (full time in-person learning). Brief discussion was held regarding the possible renaming of the school district. It was clarified that the name was mandated by legislation, but that discussions have been held regarding the possibility of changing the name of the District. This item should be presented to the Board at a future time.

Mr. Isabelle thanked the Times Argus for recent athletic related articles, noting that SHS teams have been very successful and are breaking records. Recognition of this is much appreciated and should not go unnoticed.

Mr. Howard inquired regarding any recent fund- raising for athletics. It was noted that COVID restrictions have severely limited fund raising. Mr. Isabelle noted that in the past, community members and local businesses have been very supportive.

Mr. Isabelle encourages individuals to watch the CVCC Awards Night video which will be posted on 06/08/21.

## 8. Items to be Placed on Future Agendas

- Summer Activities (July)
- Vision, Mission, and Strategic Planning (July)
- Back to School Communication Report (July)
- Brainstorming Possible Name Change for the District including Re-branding (July)
- Work Based Learning (Add to Parking Lot)

## 9. Next Meeting Date

The next meeting will be held on Thursday, July 1, 2021 at 5:30 p.m., via video conference.

## 10. Adjournment

**On a motion by Ms. Smith, seconded by Mr. Isabelle, the Committee unanimously voted to adjourn at 6:35 p.m.**

Respectfully submitted,  
*Andrea Poulin*