

Addendum
Board Meeting
March 10, 2022

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

<p align="center">TRANSFER/CHANGE/TERMINATION NOTIFICATION FORM</p> <p align="center">Complete and Submit to Central Office (please submit via email scan to hr@buusd.org)</p>	<p align="center">Date Received by Central Office:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
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Action (*X all that apply*):

Transfer
 Changes in Hours/Schedule
 Changes in Wages
 Termination
 Other From Replacement to Permanent Teacher 22-23

Name: Danielle Berg **Location:** Spaulding High School

Effective Date of Change: 7/1/2022 (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)

<u>CURRENT:</u>	
Current Position: Replacement Art Tchr Hired after 8/21 <small>(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.)</small>	Classification: Teacher <small>(e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)</small>
Hours Per Day: Scheduled Hours: a.m. to p.m. FTE: 	
Current Rate of Pay: Hourly-Non Exempt <input type="checkbox"/> or Salary-Exempt <input type="checkbox"/>	
Account Code: 	
<u>NEW:</u>	
New Position: Permanent Art Teacher <small>(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.)</small>	Classification: Teacher <small>(e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)</small>
Hours Per Day: Scheduled Hours: a.m. to p.m. FTE: 	
New Rate of Pay: Hourly-Non Exempt <input type="checkbox"/> or Salary-Exempt <input type="checkbox"/>	
Account Code: 	
Administrator Approval:	Brenda Waterhouse, Principal
Date:	3/4/2022

Superintendent Approval on Reverse Side



Section 2: TERMINATION/RESIGNATION

Termination Type (*X One*): Voluntary Involuntary

(Involuntary termination requires pre-approval from the superintendent)

Reason: **Last Day Worked:**

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

Administrator Approval:

Date:

Please Attached Resignation Letter or Notice for involuntary terminations.

Email completed packet to the HR email - HR@buusd.org. Do not send a paper copies through the pony.

For Central Office Use Only:

Exit Interview Requested: Date By Whom?

Exit Interview Approval Signature **Date**

Superintendent Approval for Change in Employment Status or Termination:

Superintendent and/or HR Director Signature **Date**

Danielle Danielle Berg

Education

University of Vermont

Burlington, Vermont

Postgraduate Coursework

Major: Library Sciences

GPA: 3.720

Credit Hours: 18

Attended August 2017 to August 2019

Degree conferred August 2019

University of Vermont

Burlington, Vermont

Postgraduate Coursework

Major: Art Education

GPA: 3.800

Attended August 2013 to December 2014

University of Vermont

Burlington, Vermont

Bachelor of Arts

Major: Studio Art, Spanish

GPA: 3.700

Attended August 2009 to May 2013

Degree conferred May 2013

Experience

Montgomery Elementary School

Library Media Specialist and Art Educator

Montgomery Center, VT

Aug 2016 - Present

Supervisor: Sandy Alexander (802-326-4618)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Cambridge Elementary School

After School Assistant/ Instructor

Jeffersonville, VT

Sep 2015 - Present

Supervisor: Rachel Rose (802-644-8821)

Experience Type: Public School, After school/Evening

It is **OK** to contact this employer

Enosburg Falls High School and Middle School

Aug 2015 - Present

Art Educator
Enosburg, Vermont

Supervisor: Erik Remmers and Rachel Reynolds (802-933-7777)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Sheldon Elementary School

Aug 2014 - Nov 2014

Art Education Student Teacher
Sheldon, VT

I am currently completing my student teaching experience at Sheldon Elementary School. My mentor runs a choice-based art classroom. This practice is called Teaching for Artistic Behavior and is most commonly referred to as TAB. In order to provide choice within the art classroom, we set-up stations which we refer to as centers. These centers are organized by material and we consider what materials are most age appropriate. Our lessons provide opportunities for the students to learn the necessary skills to use these materials properly and to learn about how these materials have been used by artists in the past and present. Students are encouraged to explore personal questions and ideas while using these materials properly. However, teacher-directed objectives and subject matter are used in order to further enhance student learning. An example of this is a lesson I just completed with third and fourth graders in order to teach them about color theory (referring to primary, secondary, and tertiary colors.) A unit of lessons was used to teach students how to properly mix the primary colors in order to create secondary and tertiary colors and specific painting techniques in order to create details and various textures. The students were allowed to choose their own subject matter, but were directed to create at least three of their own colors within their work of art. This meant that all students would include the medium of paint, but were allowed to decide how it was used (for example to paint a sculpture, to paint paper for a collage.)

Reason for leaving: My student teaching experience was only a semester long experience.

Supervisor: Lisa Bird (802-933-4909)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Camp Dudley at Kiniya

Jun 2014 - Aug 2014

Campcraft and Ecology Instructor
Colchester, Vermont

Supervisor: Mollie Farnham (607-351-3357)

Experience Type: Other, Summer

It is **OK** to contact this employer

Camp Dudley at Kiniya Campcraft and Ecology Instructor

June 2014 to August 2014

Camp Dudley at Kiniya is an all girl camp located in Colchester, Vermont. At camp, I worked as the Campcraft and Ecology Instructor of the new Outdoor Program. My

responsibilities included creating lessons that taught place-based ecology and backcountry skills to campers while maintaining a spirit of fun. The skills I taught included proper fire starting/extinguishing, use of fiber plants for weaving, shelter building, leave no trace principles, wild edible plants, species identification, and food web relationships.

In addition to my position as an instructor I also acted as a facilitator for our challenge course. Our challenge course includes both low and high rope elements. The challenge course is used to help groups of campers improve communication and understand group dynamics in order to build a better relationship as a team.

BARRE UNIFIED UNION SCHOOL DISTRICT
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Action (*X* all that apply):

Transfer
 Changes in Hours/Schedule
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 Termination
 Other From Replacement to Permanent Teacher 22-23

Name: Angelique Fairbrother **Location:** Spaulding High School

Effective Date of Change: 7/1/2022 (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: Replacement Tech Int. Hired after 8/21 **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:**

Current Rate of Pay: **Hourly-Non Exempt** **or Salary- Exempt**

Account Code:

NEW:

New Position: Permanent Technology Integrationist **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:**

New Rate of Pay: **Hourly-Non Exempt** **or Salary-Exempt**

Account Code:

Administrator Approval: Brenda Waterhouse, Principal

Date: 3/4/2022

Superintendent Approval on Reverse Side



Section 2: TERMINATION/RESIGNATION

Termination Type (X One): Voluntary Involuntary

(Involuntary termination requires pre-approval from the superintendent)

Reason: **Last Day Worked:**

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

Administrator Approval:

Date:

Please Attached Resignation Letter or Notice for involuntary terminations.

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For Central Office Use Only:

Exit Interview Requested: Date By Whom?

Exit Interview Approval Signature **Date**

Superintendent Approval for Change in Employment Status or Termination:

Superintendent and/or HR Director Signature **Date**

Angelique Marie Fairbrother

Education

University of Illinois at Urbana-Champaign

Champaign, Illinois

Master of Science in Teaching

Major: Curriculum and Instruction

Attended August 2008 to December 2010

Degree conferred December 2010

Illinois State University

Normal, Illinois

Bachelor of Science

Major: Biology

Attended August 1994 to May 1997

Degree conferred May 1997

Experience

Franklin West Supervisory Union

Sep 2012 - Present

Digital Learning Specialist

Fairfax, VT

As digital learning specialist, I work closely with the director of curriculum to provide support and resources for the administration, teachers, paraprofessionals, and technology integrationists for all three schools within the supervisory union. My responsibilities at FWSU include designing curriculum, modeling, coaching, researching, implementing digital learning culture and providing professional development. In addition to working with the staff at FWSU, my duties all include working with students, parents, and community members, both at the local and global level.

My main role is to establish a digital learning culture that fosters equity among all the schools. To accomplish this, I work with staff to implement ways to integrate digital tools into the curricula. Working as a coach, I work along with staff to develop strategies that meets the needs of our action plan. I am not only responsible for the establishing a digital learning culture, I also work to promote the positive learning that occurs in all of the schools. This includes direct communication with staff, students, and community as well as digital communication.

With 1:1 iPads in each of the schools within the supervisory union, I am charged with establishing targets that align to the FWSU action plan. In addition, using data, I work to design and implement professional development goals and plans for each of the schools, with a focus on job embedded training.

Driven by the FWSU action plan, I work with administrators and coaches to collect and analyze formative and summative data to improve instruction. This data includes state testing of the NECAP and SBAC, perception data from staff, and mini observation data. In addition to the academic data, I strive to collect data that reflects the social emotional aspect of students, 21 century skills, and different learning styles, or multiple intelligences of students.

Reason for leaving: N/A. Current Position.
Supervisor: Linda Keating ((802) 370-3113)
Experience Type: Public School, Full-time
It is **OK** to contact this employer

Vermont Virtual Learning Cooperative Aug 2020 - Jun 2021
Adjunct Instructor: Online MS Science
Virtual -- Online
Providing online instruction for Middle School Class

Reason for leaving: One year Contract for Remote Learning
Supervisor: Jeff Renard ((802) 885-8300)
Experience Type: Public School, Part-time
It is **OK** to contact this employer

Southern New Hampshire University-Vermont Center Aug 2013 - Present
Adjunct Faculty
FWSU, Field-based Graduate Programs
Adjunct Faculty for the SNHU Field-based Graduate Programs in Education.
Develops and instructs a blended learning course for FWSU employees in the area of digital learning for graduate credit.

Fall 2013

- PDCO 551 Developing a Digital Culture
- PDCO 556 Digital Applications for the CCSS

Spring 2014

- PDCO 557 Digital Learning Through Action Research

Reason for leaving: Currently Active

Supervisor: Wendy Baker, Field-based Graduate Programs in Educ ((802) 655-7235)

Experience Type: Other, After school/Evening

It is **OK** to contact this employer

Decatur Public Schools, #61 Aug 2010 - Sep 2012
Instructional Technology Coordinator
Decatur, IL

I was the instructional curriculum coordinator for a district which serves approximately 9000 students. I was responsible for helping design and implement technology into the district's Pre-K to 12th grade curriculum. I assisted staff to incorporate Promethean or SMART interactive white board technology and response systems to create interactive lessons. My responsibilities also included providing resources and training for classrooms teachers and administrators for their acquisition of over 1000 iPads. Besides these technologies, I managed and integrated social networking for our students and staff to teach our students how to be digital citizens in accordance with NETs. When not working directly with students, staff and administration, I researched the most up to date technologies on how to leverage online learning and the latest web 2.0 resources to maximize student learning for minimal costs.

To provide support needed for all of these programs, I provide professional learning experiences which includes traditional whole group, modeling, online and most importantly, job embedded. This professional development is designed to implement technology which is data driven. I worked with all

core curriculum coordinators to integrate technology based upon the common core standards. We use professional learning communities as our framework.

In order to provide real world experiences to ensure our students can become 21st century learners, I have a strong commitment to work with our community. For this, I create professional learning opportunities and activities that involves our community partners. These opportunities include professional learning for the community as well as taking our staff into the community for project based learning opportunities.

Reason for leaving: Moved to Vermont to accept position as digital learning specialist at FWSU

Supervisor: Shannen Ray ((217) 424-7287)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Decatur Public Schools, #61

Aug 2003 - May 2010

Middle School Science teacher

Decatur, IL

In the classroom, I provided students with hands on, inquiry based lessons. My classroom was designed to provide students with opportunities to design their own learning based on their individual learning styles. Lessons were designed to encourage students to explore the possibilities of pursuing STEM related careers and opportunities. I often focused lessons around the students' own community to show real world connections. To accomplish these goals, I incorporated technology including interactive white board, response systems, probes, web 2.0 tools, and mobile devices.

Roles in addition to classroom teacher included the following:

- Interdisciplinary team leader
- Digital Classroom leader
- Professional Learning Community
- After School Tutor
- Coach
- Department Chair

Reason for leaving: Was promoted to instructional Technology Coordinator

Supervisor: Howard Edwards ((217) 876-8002)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Instructor: Adjunct Faculty for SNHU

Adjunct Faculty for the SNHU Field-based Graduate Programs in Education.

I have Developed and instructed a blended learning course for FWSU employees in the area of digital learning for graduate credit. As a blended course, materials are provided online through a course I created on iTunes U and makes use of the online learning management system, Schoology.

Fall 2013

- PDCO 551 Developing a Digital Culture

This course will explore Mobile devices, including iPads, are changing the playing field of education today. How can teachers harness the power of these devices to change their learning and their teaching? Participants in this course will experience learning with mobile devices, explore the pedagogy of teaching in an always connected world and use mobile devices to change the way they communicate, collaborate and create with each

other and students.

- PDCO 556 Digital Applications for the CCSS

This course will explore the key practices of the Common Core State Standards through the use of digital tools. Participants will learn options for further integrating technology into their classrooms, with the emphasis of how to bundle the CCSS practices with technology to facilitate challenging learning opportunities. Using digital tools, participants will increase knowledge by documenting and reflecting on how digital tools impact learning.

Spring 2014

- PDCO 557 Digital Learning Through Action Research

- Using action research, participants will research, plan, design and evaluate strategies to integrate digital tools using Macbooks and iPads into their practice. By sharing their action research plans for digital learning with others in a personal learning network, each will be able to collaborate and gain feedback from peers. This Action research process will act as a catalyst to promote further inquiry into how digital learning can best be integrated

To provide a flexible learning environment for the FWSU staff, I have also created a self pace course through iTunes U for a non-credit way to learn the digital learning requirements.

Apple Foundations Trainer for FWSU

In 2012, applied for and was accepted as one of 20 candidates to attend Apple Academy in Cupertino, California.

Successfully completed the weeklong training at Apple Academy in Cupertino, California and received certificate as an Apple Foundations Trainer.

I am certified to provide training for the following Apple Modules for FWSU Employees:

iBooks Author

iLife

iOS Creativity

iOS Devices

iOS Administrative

iOS Productivity

iTunes U Course Management

iWork

OS X

Workflow

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Action (*X all that apply*):

Transfer
 Changes in Hours/Schedule
 Changes in Wages
 Termination
 Other From Replacement to Permanent Teacher 22-23

Name: Karen Harker **Location:** Spaulding High School

Effective Date of Change: 7/1/2022 (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)

<u>CURRENT:</u>	
Current Position: Replacement ELL Tchr Hired after 8/21 <small>(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.)</small>	Classification: Teacher <small>(e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)</small>
Hours Per Day: Scheduled Hours: a.m. to p.m. FTE: 	Current Rate of Pay: Hourly-Non Exempt <input type="checkbox"/> or Salary- Exempt <input type="checkbox"/>
Account Code: 	
<u>NEW:</u>	
New Position: Permanent ELL Teacher <small>(e.g. Teacher, Para-Educator, Administrator, Bookkeeper, etc.)</small>	Classification: Teacher <small>(e.g. Teacher, Para, AFSCME, Non-Con A,B,C or D or Admin.)</small>
Hours Per Day: Scheduled Hours: a.m. to p.m. FTE: 	New Rate of Pay: Hourly-Non Exempt <input type="checkbox"/> or Salary-Exempt <input type="checkbox"/>
Account Code: 	
Administrator Approval: Brenda Waterhouse, Principal	
Date: 3/4/2022	

Superintendent Approval on Reverse Side



Section 2: TERMINATION/RESIGNATION

Termination Type (*X One*): Voluntary Involuntary

(Involuntary termination requires pre-approval from the superintendent)

Reason: **Last Day Worked:**

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

Administrator Approval:

Date:

Please Attached Resignation Letter or Notice for involuntary terminations.

Email completed packet to the HR email - HR@buusd.org. Do not send a paper copies through the pony.

For Central Office Use Only:

Exit Interview Requested: Date By Whom?

Exit Interview Approval Signature **Date**

Superintendent Approval for Change in Employment Status or Termination:

Superintendent and/or HR Director Signature **Date**

Karen Karen Harker

Education

The Shakespeare Institute at The University of Birmingham

Stratford-upon-Avon, England, United Kingdom

Doctor of Philosophy

Major: PhD in Shakespeare

Attended January 2016 to January 2021

Degree conferred January 2021

The Shakespeare Institute at The University of Birmingham

Stratford-upon-Avon, England, United Kingdom

Master of Arts

Major: Shakespeare Studies

Attended September 2014 to September 2015

Degree conferred September 2015

East Carolina University

Greenville, North Carolina

Bachelor of Education

Major: English Education, **Minor:** Music

GPA: 3.500

Attended August 2006 to May 2010

Degree conferred May 2010

Experience

Barre Unified Union School District - Spaulding High School

Oct 2021 - Present

ELL Teacher/Literacy Interventionist

Barre, VT

- manage caseload of ELL students at SHS, including administering and coordinating WIDA testing requirements
- work 1:1 or in small groups with students who show the need for literacy support
- assist students with reading and writing assignments for classes in all subject areas
- develop rapport and relationships with students who have habitually struggled in school and troubleshoot ways to improve their academic performance, increase self-confidence, and work towards personal goals
- manage credit recovery and Flexible Pathway students for English courses
- liaise with guidance, administration, and classroom teachers about students and their specific needs. This includes attending 504, IEP, and EST meetings as well as finding creative ways to implement accommodations and support individual students' unique learning needs
- participate in PLC and committee meetings as required; contribute to the formation of a mindfulness program at SHS that can support Social and Emotional Learning

Supervisor: Brenda Waterhouse (802-476-4811)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

The University of Birmingham

Sep 2016 - Mar 2020

Post Graduate Teaching Assistant
Birmingham, England, UK

I taught undergraduate seminars both in person and online for The University of Birmingham while pursuing my PhD. Classes taught include: Plays and Performance, Shakespeare's Craftsmanship, History of Shakespeare in Performance, and Shakespeare's Legacy. This role supported the undergraduate English and Drama departments and the MA programs at the Shakespeare Institute. Responsibilities included preparing lesson plans, live and online teaching, grading student work and providing formative assessments, writing tutorials, and one-on-one research meetings with students to discuss their work. I also helped to provide additional support for struggling students and pointed them in the direction of other university resources that could meet their unique learning and personal circumstances.

Reason for leaving: I graduated with my PhD!

Supervisor: Erin Sullivan and Phillipa Sempar (UK)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Wake County Schools - Leesville Road High School

Aug 2012 - Jun 2014

English Teacher
Raleigh, North Carolina

I taught English 9, English 12, and Creative Writing at Leesville Road High School in Raleigh, North Carolina. This position included all of the typical responsibilities of classroom teaching. I worked with all levels of students, including remedial, standard, and honors classes and helped to design the curriculum for Creative Writing. I also presented in professional development sessions about methods of teaching Shakespeare to twenty-first century learners both in my school and at the National Council of Teachers of English conference in 2013. My classroom served as a safe haven for all students, and I even started a lunch book club/writing club to address needs that I saw come out of my creative writing course. My instructional strategies were data-driven and differentiated to accommodate all students, and I prided myself on forming positive, professional relationships with my students.

Reason for leaving: I got into graduate school, and moved to the UK to begin that journey.

Supervisor: Monica Wilkerson - English Department Chair (919-870-4250)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Pitt County Schools - Ayden-Grifton High School

Aug 2010 - Jun 2012

English Teacher
Ayden, North Carolina

I taught English 11 and 12 at Ayden-Grifton High School and served as Senior Project Coordinator for over 180 student-lead projects each school year. I taught at both the standard and honors levels. I also served as the Assistant Softball Coach during this time. My responsibilities included all of those typical of classroom teaching, and I served a rural community of diverse learners from Eastern North Carolina. My lesson plans were data-driven and differentiated to accommodate the needs of all of my students, and I often collaborated with the special education department to make sure students had all the support they needed in my class to succeed and graduate! I pride myself on my abilities to form lasting relationships with my students and encouraging them to dream big, work hard, and set achievable short-term and long-term goals.

Reason for leaving: I moved to Raleigh, NC.

Supervisor: Dawn Everette - English Department Chair (252-746-4183)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

North Carolina Teaching Fellows Scholarship Recipient

For my undergraduate degree in English Education at East Carolina University, I received the prestigious North Carolina Teaching Fellows Scholarship. This not only funded my undergraduate degree, but provided me with extra teacher training during my four years as a student at ECU. I am forever grateful for this program and all that I learned within it. It truly helped to shape me into the educator that I am today.

National Writing Project Certified Teacher

Under the direction of Dr. William P. Banks, I became a National Writing Project Certified Teacher in the summer of 2011, which provided me with extra instruction on how to teach writing in my classroom. I also taught a summer program for middle and high school students as a part of the Tar River Writing Project Summer Institute the following year, which is one of the highlights of my teaching career.

New England Regional Consortium Fellowship Recipient

In 2018, I received a grant award of \$5000 to conduct research at Harvard University, the Boston Public Library, and Dartmouth College. This research contributed to my doctoral work and ultimately resulted in receiving my PhD in January 2021.

Walter and Marie Williams Leadership Award

I received an award of \$1000 to be contributed towards my education for exhibiting outstanding leadership qualities and service in my community. (August 2006)

Asian Shakespeare Intercultural Archive Music Editor

I served as the music editor for the Asian Shakespeare Intercultural Archive from 2016-2018. In this role, I collected and organized metadata related to western music used in twenty-first century performances of Shakespeare plays in Asia. This project was supervised by Dr. Yong Li Lan at National University of Singapore.

BBC TouchTable Project Participant

In 2016, I volunteered as a research consultant for the BBC's TouchTable project, which was a part of a larger series of events across the UK celebrating 400 years since Shakespeare's death. The multi-media touch table was on display at the Library of Birmingham for the entire year and included a large-scale interactive display of Shakespeare's influence across Europe. My research for this project focused on how Shakespeare influenced artists, composers, musicians, authors, and poets in the eighteenth, nineteenth, and twentieth centuries. This project was supervised by Garry Campbell of the BBC and Dr. Abigail Rokison-Woodall of The Shakespeare Institute.

Gale (Cengage Learning) Student Ambassador

In 2019, I served as a student ambassador for Gale/Cengage Learning at The University of Birmingham. Over the course of the school year, I held events that advertised the archival resources available to university students through Gale's platforms, focusing mostly on the seventeen databases available through Gale Primary Sources. I also wrote and designed social media advertisements for these resources and held one-on-one tutorials for interested students. This ambassadorship required formal training with Gale's UK-based company executives.

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to 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:	Gabriel Aguilar	Location:	BTMES
Submission Date:	3/4/22	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position:	* 22-23 Special Educator	Grade (If Applicable):	5-8
Endorsement (If Applicable):	will need provisional	<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day:	7.5	Scheduled Hours:	_____ a.m. to _____ p.m.
Account Code:	101-3097-51-21-0-1201-51110		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	Rhonda Forlow	Salary Rate:	\$ _____
Administrator Approval:	Melissa Lindhiem	Signature Date:	3/4/22

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:	M	Salary Placement:	6
Hourly Rate: \$	_____	Salary Rate: \$	_____	Seniority Date:	_____
Contract Type:	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Para	<input type="checkbox"/> Replacement	<input type="checkbox"/> Interim	<input type="checkbox"/> Offer/Non-Contracted Letters
	<input type="checkbox"/> AFSCME	<input type="checkbox"/> N/A			
Days Per Year:	190	Salary: \$	56,566	Contract Days:	_____
Teacher: AOE Endorsement:	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO			
If No, Required:	<input checked="" type="checkbox"/> Provisional	<input type="checkbox"/> Emergency	<input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree	<input type="checkbox"/> YES	<input type="checkbox"/> NO (If NO) → ParaPro	<input type="checkbox"/> YES has passed ParaPro	<input type="checkbox"/> NO will need to take ParaPro	

Christopher Hennersey

Superintendent Approval Signature

MARCH 8, 2022

Date

Gabriel Aguilar

Education

Castleton State College

Castleton , Vermont
Bachelor of Social Work

Major: Social Work

GPA: 2.990

Graduated, dates not provided

Experience

SD Associates

Behavior lead Instructor
Montpelier VT

May 2016 - Present

Supervisor: Sarah Kitchen (802-662-7831)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Mater Christi

After School Director
Burlington Vermont

Jan 2014 - Present

Supervisor: Anthony Fontana (802-864-3992)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Classes Taken for Masters

Course Description Attempted Earned Grade Points

SPE 525 Measurement and Exp

Design

SPE 526 Concepts and Principles

of ABA

SPE 527 Behavior Analytic

Assessment

SPE 560 Behavior Change

Procedures

SPE 562 Personnel Sprvsn OBM

in Ed

SPE 598 Special Topics

Course Topic: AdvdAppofAppldBehAnlyss

SPE 564 Cntrvrsl Therapies Sci
in Ed
SPE 567 Ethics Applied Behav
Analysis

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to 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:

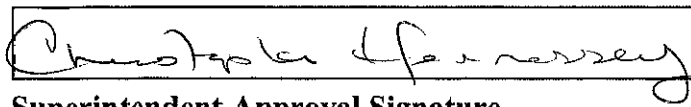
Contract Type: Teacher Para Replacement Interim Offer/Non-Contracted Letters
 AFSCME N/A

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO

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

Sara Marie Klosterboer

Education

University of Missouri - Saint Louis

Saint Louis, Missouri

Teacher Certification Program

Major: Mild/Moderate Cross-Categorical Special Education K-12

GPA: 4.000

Credit Hours: 26

Attended July 2006 to May 2008

Degree conferred May 2008

University of Iowa

Iowa City, Iowa

Bachelor of Arts

Major: Theatre Arts

GPA: 3.550

Credit Hours: 58

Attended August 2001 to May 2003

Degree conferred May 2003

Luther College

Decorah, Iowa

College Coursework - no degree

Major: (undeclared)

GPA: 3.400

Credit Hours: 64

Attended August 1999 to May 2001

Central Community High School

Elkader, Iowa

GPA: 3.600

Attended August 1995 to May 1999

Degree conferred May 1999

Experience

Iowa City Community School District

Aug 2011 - Present

Special Education Teacher

Iowa City, IA

Alternative Core language arts instructor and case manager for students in grades 9-12 served by an Individualized Education Plan; resource teacher for students in grades 9-12; co-teacher of general education classes English 9, English 10, and Biology. Duties include (but are not limited to): schedule and supervise paraeducators supporting students; evaluate and select classroom materials to support student growth in IEP goal areas; design comprehensive unit plans based on materials selected; assess and evaluate students' progress; administer and interpret regular assessments; differentiate instruction

as necessary; serve as case manager for 12-15 students served by an IEP; implement accommodations and modifications; maintain regular communication with families and IEP team members, schedule and facilitate meetings, develop IEPs, collaborate with school, home, and community team members to ensure compliance and fidelity of IEP services.

Reason for leaving: Still currently employed; seeking to gain new professional challenges & experiences.

Supervisor: Molly Abraham (319-688-1050)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Iowa City Community School District

Aug 2009 - Jun 2011

Special Education Teacher

Iowa City, IA

Lead teacher in an off-site, self-contained classroom designed to meet the needs of 7th-12th grade students presenting significant mental health challenges (including depression, anxiety, ADHD, bipolar, ODD, OCD, spectrum diagnoses, etc.). Provide individualized instruction in core academic subjects, as well as design curricula to meet the elective needs of students. Develop, amend, progress monitor, and lead meetings for IEPs; engage in weekly communication with parents and student-support teams; work collaboratively with students' regular schools to develop transition plans as needed. Supervise two full-time paraeducators and a half-time therapist within the classroom setting.

Reason for leaving: Offered a position at a comprehensive high school within the same district.

Supervisor: Cheryl Kiburz (319-688-1000)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Logos School

Dec 2007 - Jul 2009

Individualized Instruction Teacher

St. Louis, MO

Teacher in a classroom designed to assist students in all academic areas requiring individualized attention. Design and implement curriculum for students, grades 9-12, in areas including English, Basic Math, Consumer Education, Functional History, College Writing, and Independent Study projects required by the school. Communicate regularly with parents through phone and face-to-face conferences, inform therapists of behavioral or mental health concerns, work cooperatively with coworkers to ensure that students are receiving the services needed.

Reason for leaving: Moved to Iowa to assist with my partner's aging parents.

Supervisor: Kathleen Body-Fenger (314-997-7002)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Every Child's Hope School

Aug 2006 - Dec 2007

Special Education Teacher

St. Louis, MO

Lead teacher in self-contained, special education classroom for middle- and high-school students diagnosed with emotional and behavioral disturbances. Major responsibilities include supervision of teacher associate and students throughout the school day, teach all subject areas, plan and implement curriculum and lessons based on state standards and grade-level expectations; implement disciplinary

action as needed; write IEPs and lead IEP meetings; participate in monthly staff development days and co-chair Professional Development Committee; communicate daily behaviors of students to house staff, therapists, and behavior specialists to design optimal programming for each individual student.

Reason for leaving: I was offered an opportunity that more closely matched my career goals at that time.

Supervisor: Delores Guyton (314-427-3755)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Every Child's Hope School

Nov 2005 - Aug 2006

Teacher Associate

St. Louis, MO

Assist lead teacher in self-contained, special education classroom for high school students diagnosed with emotional and behavioral disturbances. Main responsibilities included supervision of students throughout the school day, tracking daily behaviors using a point sheet system, implementing disciplinary action as needed, and filling in for the lead teacher as needed.

Reason for leaving: Offered a job within the same organization as a lead teacher in a classroom.

Supervisor: Tara Little (314-427-3755)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Profile

- Fifteen years of teaching experience in public schools; five years in independent/alternative school classrooms
- Consistent leadership and collaboration with team members in a variety of settings
- Effective communication with colleagues, students, families, administrators, and external student-supports
- Experience in an alternative high school serving students with emotional and behavioral disorders
- Trained in Restorative Practices and experienced implementing strategies in classroom settings

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to 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:

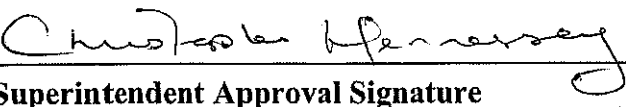
Contract Type: Teacher Para Replacement Interim Offer/Non-Contracted Letters
 AFSCME N/A

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO

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

Brian F. Brandsmeier

Education

University of Iowa

Iowa City, Iowa

Master of Arts

Major: Teaching and Learning (Special Education)

GPA: 3.900

Credit Hours: 39

Attended August 2010 to May 2014

Degree conferred May 2014

Eden Theological Seminary

Saint Louis, Missouri

Master of Divinity

Major: Religion

GPA: 3.800

Credit Hours: 81

Attended August 2004 to May 2008

Degree conferred May 2008

Luther College

Decorah, Iowa

Bachelor of Arts

Major: Psychology

GPA: 3.326

Credit Hours: 129

Attended August 2000 to May 2002

Degree conferred May 2002

Kirkwood Community College

Cedar Rapids, Iowa

Associate of Arts in Liberal Studies

Major: Liberal Arts

Attended August 1997 to May 2000

Degree conferred May 2000

Alamakee Community High School

Waukon, Iowa

Attended August 1993 to May 1997

Degree conferred May 1997

Experience

Iowa City Community School District

Sep 2021 - Present

Restorative Practices Ambassador
Iowa City, IA

Co-developed plans to implement restorative practices throughout the school district; assisted administrators in executing the implementation plan in their building; offered professional development opportunities for staff who wanted to deepen their use of restorative practices; and led talking circles for various needs in the district.

Reason for leaving: Still currently employed

Supervisor: Laura Gray (319-688-1000)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Iowa City Community School District

Aug 2014 - Present

Special Education Teacher
Iowa City, IA

Planned and implemented interactive lessons for diverse secondary students with academic, behavioral, and mental health needs; employed restorative practices, social-emotional learning, trauma-informed practices, and culturally responsive teaching in the classroom; led various types of talking circles for students and/or staff; co-taught various classes with general education teachers; provided career inventories and counseling to students; utilized technology to enhance lessons and communication; provided academic coaching/tutoring to students; administered ongoing assessments to monitor the progress of students;

collected/analyzed data on the performance of students to improve interventions; served as a case manager for students in special education; communicated regularly with general education teachers to ensure the implementation of services and supports outlined in the IEPs; communicated regularly with community agencies regarding student services; led a team of paraeducators; and served on the high school's PBIS Committee, the high school's Student Support Team, the district's Special Education Advisory Committee, and the district's Equity Committee.

Reason for leaving: Still currently employed

Supervisor: Molly Abraham (319-688-1050)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Theodore Roosevelt Education Center (TREC)

Mar 2014 - May 2014

Student Teacher
Iowa City, IA

Planned and implemented academic lessons for secondary students in a self-contained behavior-focused classroom; co-taught Aggression Replacement Training with school social worker; led a social skills class; assisted with crisis interventions; participated in IEP team meetings; and provided academic, behavioral, and mental health support to students.

Reason for leaving: Six-week placement only

Supervisor: Rick Hancox (319-688-1000)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

North Bend Elementary School

Jan 2014 - Mar 2014

Student Teacher

North Liberty, IA

Planned and implemented academic lessons for elementary students in a special education classroom; co-taught a reading class with a general education teacher; administered progress monitoring probes; collected/analyzed progress monitoring data; participated in IEP team meetings; and provided academic, behavioral, and emotional support to students.

Reason for leaving: Six-week placement only**Supervisor:** Brenda Parker (319-626-3950)**Experience Type:** Student Teaching, Full-timeIt is **OK** to contact this employer

Kirkwood Community College

Aug 2013 - Dec 2013

Adjunct Professor

Iowa City, IA

Taught a US Religions course to 15 college students; planned and implemented lessons; led instructional conversations; provided explicit instruction; tutored students who needed extra assistance; used the classroom management system Angel Learning to manage course material.

Reason for leaving: One-semester employment only**Supervisor:** (unknown) (319-887-3658)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer

Iowa City Community School District

Aug 2009 - May 2012

Paraeducator

Iowa City, IA

Teach/develop lessons; provide academic and emotional support; utilize technology to improve education/communication; collaborate with staff and parents; connect families and students with community resources; and participate in professional development.

Reason for leaving: Left the position to complete my student teaching experience.**Supervisor:** Molly Abraham (319-688-1000)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer

Publications and Presentations

Publications

- Bruhn, A., Kaldenberg, E., Bappe, K., Brandsmeier, B., Rila, A., Lanphier, L., Lewis, M. & Slater, A. (2015).

Examining the effects of functional assessment-based interventions with high school students.

Preventing School Failure, 60, 106-116.

Presentations

- Brandsmeier, B. (2020, October). Using Circles to Promote Social-Emotional Learning. A presentation at Trauma-Informed Schools Institute. Bloomington, MN (online).

- Bruhn, A., Kaldenberg, E., Bappe, K., Brandsmeier, B., Rila, A., Lewis, M., Slater, A., & Lanphier, L. (2013, October). Functional assessment-based interventions at the high school level. A presentation at Teacher Educators for Children with Behavioral Disorders. Tempe, AZ.

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

3-8-22

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

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

Date

Ariel Lattanzi

Education

Middlebury College

Middlebury, Vermont, Vermont

Bachelor of Arts

Major: International Studies: Latin America & Political Science, **Minor:**

Global Health

GPA: 3.810

Credit Hours: 34

Attended September 2009 to May 2013

Degree conferred May 2013

Delta State University

Cleveland, Missouri, Mississippi

College Coursework - no degree

Major: Education

GPA: 4.000

Credit Hours: 9

Attended June 2018 to July 2018

Champlain College

Burlington, Vermont

Teacher Certification Program

Major: Teacher Apprenticeship Program

Attended August 2021 to Present

Experience

Winooski High School

Jan 2022 - Present

Science Teacher (Long Term Substitute)

Winooski, Vermont

I teach 3 80-minute blocks of Earth Science, focusing on the Scientific Reasoning Graduation Proficiencies.

I engage students in hands-on inquiry based learning to understand the geology of Vermont.

Reason for leaving: Long term substitute contract will end in June.

Supervisor: Jean Berthiaume ((802) 655-3530)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Edmunds Middle School

Aug 2021 - Dec 2021

Student Teacher

Burlington, VT

Due to the pandemic and a family emergency, I was unable to complete certification requirements in South Dakota and decided to obtain licensure in Vermont through the Champlain College Teacher Apprenticeship Program.

My student teaching at Edmunds Middle School prepared me for endorsements in both science and social studies.

In social studies, my Geography unit covered C3 standards D2.Geo.1.6-8, D2.Geo.2.6-8, D2.Geo.5.6-8, and D2.Geo.8.6-8 as students evaluated evidence of the history of human migration and analyzed how climate change will affect civilization in key river valleys.

In science, my Genetics unit covered NGSS MS-LS3-1 as students developed a model of DNA, genes, proteins and traits.

Reason for leaving: Completed the semester of student teaching and gained employment at Winooski High School.

Supervisor: Kate Jesdale & Robyn Battaile ((802) 864-8486)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Missisquoi River Basin Association

Sep 2020 - Aug 2021

Education and Outreach Coordinator
East Berkshire, Vermont

I designed educational materials and taught students about watershed science. I obtained grant funding to increase resources for hands-on education, community engagement, ecological restoration and water quality improvement. I coordinated with local partners to test water quality, plant riparian buffers, and clean up waterways. I mentored two high school interns in field work and service projects.

Reason for leaving: I returned to teaching

Supervisor: Lindsey Wight ((802) 393-0076)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Northwest Career & Technical Center

Jan 2021 - May 2021

Substitute Teacher
St. Albans, Vermont

I served as a substitute teacher at the NCTC for Building Trades, Public Safety, Natural Resources, and Medical Professions.

Reason for leaving: I moved and began teaching at Edmunds Middle School.

Supervisor: Lisa Durocher (802-527-6513)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Little Wound School

Aug 2018 - May 2020

High School Science Teacher
Kyle, South Dakota

I designed NGSS-aligned curricula and taught Physical Science and Earth & Space Science to 150 students per year in the Pine Ridge Reservation. I mentored students in Biology 101 Lab through Black Hills State University. I collaborated with Project Venture (NIYLP) to develop students' leadership skills and wilderness skills through hands-on culturally relevant activities and outdoor education.

Reason for leaving: I decided to move back to Vermont.

Supervisor: Sharei Ricketts ((605) 455-6150)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

City of Cupertino

Sep 2016 - Jun 2018

Community Development Management Analyst

Cupertino, CA

I managed performance measures, budgets, contracts and special projects for the Community Development department.

I authored the annual reports for the department as well as grant applications.

I redesigned the department website:

<https://www.cupertino.org/our-city/departments/community-development>

I planned community education and engagement events and facilitated community forums to gather feedback surrounding contentious development projects.

I often collaborated with the City Manager's Office, the City Attorney's Office, the Sustainability Team and Public Works, especially in bike planning and grant writing.

Reason for leaving: I decided to become a teacher

Supervisor: Ben Fu (408.777.3200)

Experience Type: Other, Full-time

It is **OK** to contact this employer

City of Pittsburgh

Jan 2015 - Aug 2016

Climate and Resilience Analyst

Pittsburgh, PA

I managed and analyzed diverse data sets and convened regional stakeholders to improve resilience and climate action in the Pittsburgh region.

Chronic stresses such as poor air quality, lack of access to fresh food and transportation, and aging physical infrastructure impair the daily quality of life of Pittsburgh residents and make disadvantaged communities more vulnerable to acute shocks such as severe weather and temperature, flooding, and economic disruption.

Pittsburgh seeks to build resilience by meeting the basic needs of all residents in both normal and emergency scenarios, by ensuring access to education and opportunity, by reinvesting in our built and natural infrastructure, and by comprehensively managing land use to support affordable housing, hazard mitigation, and other strategic goals.

I co-led the OnePGH (100 Resilient Cities) initiative and drafted the Preliminary Resilience Assessment.

I led the Pittsburgh Climate Initiative and drafted the third version of the Climate Action Plan.

Other projects:

Develop a plan to convert the City of Pittsburgh fleet to electric vehicles and non-fossil fuel alternatives

Develop a Zero Waste strategy for municipal collection of solid waste

Develop policies and resources to steward Pittsburgh's Greenways

Reason for leaving: I moved to be closer to family.

Supervisor: Grant Ervin (412-445-1564?)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Sustain-A-Building Belize

Jan 2014 - Aug 2014

Construction Manager

Belize

I managed a design-build construction company with duties ranging from accounting and payroll to architectural design and drawings. I drafted plans, collaborated with architects, calculated materials specifications and budgets, and managed contracts & subcontractors.

Reason for leaving: Completed contract

Supervisor: Brandon Weiss (630-485-1818)

Experience Type: Other, Full-time

Please **do not** contact this employer

Volunteer Firefighter

I am a volunteer firefighter with the Jericho Fire Department, with the following certifications: Firefighter 1, Wildland Firefighter, Ice Rescue, HazMat.

Lapsed certifications:

EMT

Wilderness EMT

Conservation Steward

I volunteer with CRAG-VT, the Green Mountain Club, the Missisquoi River Basin Association, the Upper Missisquoi and Trout Rivers Wild & Scenic Committee, and other conservation organizations to do trail work, remove invasive species, haul out trash and reduce erosion.

Guidelines for Community Members on BUUSD School Board Committees

2 community members may be appointed for each standing board committee, 1 from Barre City and 1 from Barre Town.

Community members that have been appointed to the committee by the BUUSD board will be granted voting privileges

Open seats will be advertised for 2 weeks and applicants will submit letters of interest to the BUUSD board. The board will interview applicants, discuss and appoint community members to the committees. Interviews and appointments will occur at the meeting following the reorganization meeting, or until open seats are filled. The terms of the community members serving on the BUUSD school board committees will end on the date of the annual board reorganization in March.

If a community member is no longer able to serve the remainder of their term, he/she/they is encouraged to resign so another community member may fill the empty seat on the committee. The same guidelines will apply as above, for filling open seats when not immediately following reorganization in March.

Community members may serve on multiple committees and there are no limits to the number of terms/years a community member may apply and serve on a committee or committees, although they will need to be appointed each year.

Community members serving on the board's committees will be unpaid volunteers and will need to be fingerprinted and undergo a background check, in line with the expectation for board members and community volunteers.

Approved 12/2/21