

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

May 12, 2022 at 6:00 p.m.

In-Person: Spaulding High School Library, 155 Ayers St., Barre

Virtual Option: Click this link to join the meeting remotely:

Meeting ID: meet.google.com/vxi-arvi-mgb

Phone Numbers: (US)+1 929-777-4801 PIN: 769 689 006#

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

Public comment is welcomed and limited to 2 minutes per agenda item. The board will hear public comments and questions, but won't respond directly during public comments. This can feel impersonal, but is in place to allow the board to stay on task and address the work of the board for that meeting.

AGENDA

- 6:00 1. Call to Order
- 6:05 2. Pledge and Mindfulness Moment
- 6:10 3. Additions or Deletions with Motion to Approve the Agenda
- 6:15 4. Comments for Items Not on the Agenda
 - 4.1. Public Comment
 - 4.2. Student Voice
- 6:25 5. Consent Agenda
 - 5.1. Regular Meeting Minutes - April 28, 2022
- 6:30 6. Current Business
 - 6.1. New Hires **[ACTION]**
 - 6.2. Recruiting Strategies Presentation
 - 6.3. Posted Board Procedures and Board Engagement **[ACTION]**
 - 6.4. Procedure for Rescinded Policy (A32) **[ACTION]**
 - 6.5. Summer Programs
 - 6.6. Committee Charge
- 8:00 7. Old Business
 - 7.1. Second and Final Reading Fiscal Management and General Financial Accountability (F20) **[ACTION]**
 - 7.2. Second and Final Reading Education Records (C1) **[ACTION]**
 - 7.3. Second and Final Reading Student Attendance (C7) **[ACTION]**
 - 7.4. Second and Final Reading Pupil Privacy Rights (C8) **[ACTION]**
 - 7.5. Electric Bus Charge Update
 - 7.6. Educational Performance Update
- 8:10 8. Other Business/Round Table
- 8:25 9. Future Agenda Items
- 8:35 10. Next Meeting Dates: Regular Board Meeting, May 26, 2022 at 6:00 pm SHS Library
Regular Board Meeting June 9, 2022 at 6:00 pm BCEMS Library
- 8:45 11. Executive Session
- 12. Board Meeting Assessment
- 13. Adjournment

PARKING LOT OF ITEMS

- Annual Special Services Report
- Reporting of Exit Survey Information (June)
- Combining BCEMS and BTMES Sports (June)
- Board Start Time (June)
- Retreat Items - Self Evaluation etc.
- Defining Committee Charge/Guidelines
- SHS Foundation Report
- Evaluation: Staffing, Enrollment, Facilities, etc.
- Building Capacity at each building
- Critical Race Theory
- Anti-Racism Policy
- Negotiations/Personnel Committee

MEETING NORMS

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

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BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Barre Town Middle and Elementary School Library and Via Video Conference – Google Meet
April 28, 2022 - 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Sonya Spaulding (BC) – Chair
Alice Farrell (BT) – Vice Chair
Chris Parker (BT) - Clerk
Renee Badeau (BT)
Tim Boltin (BC)
Giuliano Cecchinelli, II (BC)
Nancy Leclerc (At-Large)
Terry Reil (BT)

BOARD MEMBERS ABSENT:

Sarah Pregent (BC)

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Jamie Evans, Facilities Director
Carol Marold, Director of Human Resources

GUESTS PRESENT:

Dave Delcore – Times Argus	Rachel Aldrich-Whalen	Jeff Blow	Michael Boutin	Sarah Halman
Josh Howard	Tyler Watkins			

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

1. Call to Order

The Chair, Mrs. Spaulding, called the Thursday, April 28, 2022, Regular meeting to order at 6:00 p.m., which was held at the Barre Town Middle and Elementary School Library and Via Video Conference .

2. Pledge of Allegiance and Mindfulness Moment

The Board recited the Pledge of Allegiance. Mrs. Spaulding read the Board Norms. The Board held a Mindfulness Moment.

3. Additions and/or Deletions to the Agenda

Add 6.10 BTMES Roof, Summer 2022 RFP Approval

Agenda Item 6.9 will be taken out of order.

Add 12.3 MOU Update (Executive Session)

It was noted that the next Finance Committee Meeting will be May 24, 2022.

On a motion by Mrs. Farrell, seconded by Mr. Reil, the Board unanimously voted to approve the Agenda as amended.

4. Public Comment for Items Not on the Agenda

4.1 Public Comment

Mrs. Spaulding advised regarding Public Comment, and read the information printed at the top of the Agenda.

Mr. Boutin addressed the Board regarding Public Comment, noting that City Council meetings are held weekly, which helps to keep meetings at a more reasonable length. Mr. Boutin advised that he was not allowed to make that comment at the previous Board meeting, and not being allowed to speak made him uncomfortable, sad, and angry. Mr. Boutin understands that public speaking rules are in place to prevent meetings from getting out of control, but he believes that when there are a limited number of individuals, speaking protocols should be more flexible, as the current process feels very dictatorial and uncomfortable. Mr. Boutin highly recommends that the Board reconsider the current policy. Mr. Boutin reiterated that the current policy makes him feel very uncomfortable.

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Mr. Blow advised that he agrees with Mr. Boutin. Mr. Blow believes that given the size of the budget, that to limit public comment to two minutes is, in his opinion, disrespectful. Mr. Blow believes that if a resident comes before the Board to speak, they should be allowed a more reasonable amount of time to speak. Mr. Blow is concerned that there is no discussion or interaction regarding public comments and concerns, and he feels this practice is very dismissive, and as a tax payer, he does not appreciate this approach.

Mr. Howard reiterated the sentiments of Mr. Boutin and Mr. Blow, advising that he has also heard from other community members who are concerned that comments from the public are dismissed and that questions posed to the Board do not get answered. Mr. Howard believes that if community members have the courage and take the initiative to voice concerns to the Board, whether or not the Board agrees with perspectives being shared, it is respectful to reply.

4.2 Student Voice

None.

5. Consent Agenda

5.1 Approval of Minutes – April 14, 2022 Regular Meeting

On a motion by Ms. Parker, seconded by Mr. Reil, the Board unanimously voted to approve the Minutes of the April 14, 2022 Regular Meeting and the Legal Opinions for Quorum and Executive Session Issues.

5.2 Legal Opinions for Quorum and Executive Session Issues

A document containing an e-mail thread of correspondence was distributed.

Regarding the legal opinion for ‘Quorums’, Mr. Reil believes there is confusion regarding the line between participation as a Board Member vs. participation as a community member. Mr. Reil queried regarding having legal counsel review a few of the committee meetings and give an opinion on whether or not participation by Board Members (as community members) could cause an issue. It is Mrs. Spaulding’s understanding that legal counsel did not believe Board Members were considered ‘community members’ at committee meetings, but rather Board Members are ‘carved out’ and are not participating as part of the committee. Mr. Hennessey advised that on 05/26/22, Pietro Lynn will be joining the Board providing training on the difference between public meetings and meetings of the public, and legal ramifications of blurring the lines between the two. Mr. Reil reiterated that he is uncomfortable that lines may be being crossed, and he wants to assure that his participation at committee meetings does not constitute a violation. It was agreed that some clarification is necessary regarding the “carve out” provision. Mr. Reil understands that there is a carve out provision, but he does not believe the line is clear. Discussion ensued which included various opinions regarding beliefs on what the carve out provision allows.

6. Current Business

6.1 New Hires

The resumes and BUUSD Notification of Employment Status Forms for Patrick Peters (BUS – PK-8 Instructional Coach), and Shauna Huth-Teece (BTMES Elementary Special Educator) were distributed.

Mr. Hennessey provided an overview of the candidates, advised that the Instructional Coach position is replacing an Interventionist position, and answered questions from the Board. It was noted that Ms. Huth-Teece’s hiring sheet indicates a 7 hour work day, and it is believed it should read 7.5 hours per day. Mr. Hennessey clarified that the Instructional Coach position (replacing an interventionist position) normally works with teaching staff (improving Tier 1 instruction), but could also work with students. It is hoped that by providing coaching to teachers, fewer students will require interventions. Concern was raised that by replacing an interventionist with a coach, students will be receiving fewer services. Mr. Hennessey hopes that this new philosophy of adding coaches will result in fewer students needing interventions. Mrs. Spaulding voiced concern that both resumes seem ‘light’ and queried regarding whether School Spring is up to date. Mr. Hennessey noted the national shortage of Special Educators and advised that the AOE is looking for alternative ways to license individuals as Special Educators. It was noted that all staff are on a probationary period during their first year.

On a motion by Ms. Badeau, seconded by Mrs. Farrell, the Board unanimously voted to approve the hiring of Patrick Peters and Shauna Huth-Teece.

6.2 Para Educator Hiring Update

Mr. Hennessey advised regarding three applications. Two individuals have been hired and the third will be interviewed shortly. There have been no new resignations submitted. Mr. Watkins queried regarding whether Board Members have shadowed para-educators, and recommends that those who haven’t, do so. Mr. Watkins queried regarding support for new para-educators. Mr. Watkins would like to receive updated information regarding open/filled para-educator positions. Mr. Watkins suggested that each school have a parent advocate. Mr. Watkins queried regarding how much closer the District is to being in compliance with IEPs and suggested that the District look in to some hiring incentives. Mr. Boutin also believes that Board Members shadowing para-educators would be beneficial. The Board held discussion regarding various ways to improve recruitment practices and marketing the District to attract new employees.

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6.3 Committee Meeting Protocols

It is agreed that in the future, larger discussion should be held regarding committee meetings as a whole. The Board discussed the process of cancelling or postponing committee meetings. It was suggested that all committee members be consulted prior to committee meetings being cancelled. Concern was voiced that if meetings are cancelled and information is shared with Committee Members only, members of the public have lost their ability to attend and participate in these meetings. Mrs. Spaulding advised that for the time being, all committee members will be consulted prior to meetings being cancelled. It was noted that procedures are in place and that those procedures should be reviewed and amended if applicable.

6.4 Procedures for Resignations

Mr. Hennessey noted that the number of resignations and retirements being received this year is extraordinary. Mr. Hennessey advised that exit interviews are being conducted, but employees may opt not to participate in these interviews. Mr. Hennessey is concerned regarding the current directive of resignation letters being included in Board packets, as he worries that personnel or personal issues may be shared. Exit interviews occur via a Google form, and can also be conducted via telephone or in-person. Exit interviews can be submitted anonymously. Mrs. Marold has several years-worth of exit interviews and could provide a general overview of the reasons employees are leaving. The Board held lengthy discussion including; concern that a Board directive has not been being followed, the benefit/value of seeing resignation letters, concern over exposing personnel/personal matters, the importance of the Board interpreting for themselves, the reasons employees are resigning, a suggestion that names be redacted from resignation letters, concern that employees may provide more or less information (knowing that the Board will see their letters), giving employees an avenue to anonymously 'speak' openly, and various suggestions on how resignation information can be provided to the Board. Mrs. Marold advised that she will add a section to the exit interview form that advises employees that they may anonymously provide feedback to the Board.

On a motion by Mr. Reil, seconded by Mrs. Leclerc, the Board unanimously voted that effective immediately; resignation letters will no longer be submitted to the Board, that a list of names of professional staff who are leaving shall be provided in Board packets as part of the Superintendent's Report (as they occur), and that beginning in June 2022, the Board will be provided with a Quarterly Trend Report that shall include information on all staff resignations (not just licensed positions), including any written comments submitted by employees.

6.5 First Reading Fiscal Management and General Financial Accountability Policy (F20)

Policies for Agenda Items 6.5 through 6.9 were distributed.

Ms. Parker provided a brief overview of the Policy Committee's discussion, noting that the Committee could not reach consensus regarding the threshold amount (indicated in the policy as \$XXXX.XX), and have recommended that the Board set that amount as part of the First Reading. Clarification was provided that the threshold amount (to be determined by the Board) refers to items that are appropriated in the budget. The policy requires that budgeted expenditures over the threshold, or items greater than \$15,000 that are not planned for in the budget, must be approved by the Board. After lengthy discussion, including input from the Facilities Director and community members, the policy was amended by replacing \$XXXX.XX with \$40,000 (as the threshold amount to be utilized for the First Reading).

On a motion by Mrs. Leclerc, seconded by Ms. Badeau, the Board voted 6 to 1 to approve the First Reading of the Fiscal Management and General Financial Accountability Policy (F20) as amended.

Ms. Badeau, Mr. Boltin, Mr. Cecchinelli, Mrs. Farrell, Mrs. Leclerc, and Ms. Parker voted for the motion. Mr. Reil voted against the motion.

6.6 First Reading Education Records Policy (C1)

Ms. Parker provided a brief overview of the policy that was amended to align with the VSBA Model Policy.

On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Board unanimously voted to approve the First Reading of the Education Records Policy (C1).

6.7 First Reading Student Attendance Policy (C7)

Ms. Parker provided a brief overview of the policy that was amended to align with the VSBA Model Policy. It was noted that there will be building specific procedures for this policy. Brief discussion was held regarding student attendance issues that have occurred over the past two years, including outreach and other steps being taken to assure compliance with the policy and the law.

On a motion by Ms. Badeau, seconded by Mrs. Farrell, the Board unanimously voted to approve the First Reading of the Student Attendance Policy (C7).

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6.8 First Reading Pupil Privacy Rights Policy (C8)

Ms. Parker provided a brief overview of the policy advising that this version of the policy aligns with recent amendments to the VSBA Model Policy. Mrs. Farrell advised that the VSBA is not a regulatory agency, but rather is an organization that has the staff to write and vet policies to assist school boards. School boards may modify policies if necessary to meet their particular needs. Mrs. Farrell expressed her appreciation to the VSBA for the policy work they perform.

On a motion by Ms. Badeau, seconded by Mrs. Farrell, the Board unanimously voted to approve the First Reading of the Pupil Privacy Rights Policy (C8).

6.9 Rescind Video Surveillance Policy (F41)

This agenda item was discussed after Agenda Item 7.1.

It was noted that this policy can be rescinded because Policy F26 has been adopted.

On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Board unanimously voted to rescind the Video Surveillance Policy (F41).

6.10 BTMES Roof, Summer 2022 RFP Approval

A document titled 'BTMES Roof, Summer 2022' was distributed.

Mr. Hennessey and Mr. Evans provided a brief overview of the bids received, and answered questions from the Board. Mr. Evans advised that once this work is completed, all of the BTMES roofing will be completed (with the exception of the three 'penthouses' that house air conditioning handlers). Improvements to the penthouse roofs and walls can be performed through the annual operating budget. The SHS roof is in good shape and the District is almost half way through completing roof replacement at BCEMS. Roof work at BCEMS cannot be performed this summer because of supply chain issues. In response to a query, Mr. Evans advised that BTMES roofing work is being funded through surplus money. When surplus monies are not available, these types of projects are usually funded with budgeted 'construction' money. If surplus monies were not available this year, a lesser amount of roof work would have been performed. In response to a query, it was noted that there are no local contractors certified to perform the roofing work.

On a motion by Ms. Badeau, seconded by Ms. Parker, the Board unanimously voted to contract with DAYCO, Inc. for BTMES Summer 2022 roofing work in the amount of \$349,000.

7. Old Business

7.1 Second and Final Reading Electronic Surveillance Policy (F26)

A copy of the policy was distributed. Ms. Parker noted that this policy is significantly different than the VSBA Model Policy, mainly due to the District's use of SROs (School Resource Officers). This version of the policy has been legally vetted.

On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Board unanimously voted to approve the Second and Final Reading of the Electronic Surveillance Policy (F26), and agreed to adopt said policy.

8. Reports

8.1 Superintendent Report

A copy of the Superintendent's Report dated 04/22/22 was distributed.

Mr. Hennessey thanked community members who responded to the District's plea for housing options.

Mr. Hennessey advised that the SHS Scholarship Foundation awarded over \$700,000 worth of scholarships, and more awards may still be given. This scholarship fund recognizes the generosity of the Barre community.

8.2 Building Reports: SHS, CVCC, BCEMS, and BTMES

Building reports were distributed.

Mrs. Farrell reported that the legislature approved the new governance structure for CVCC and the organizational meeting of the Regional Board will be 05/09/22. Additional information will be provided after that date. Ms. Emerson has been keeping new Board Members very well informed. In response to a query, it was noted that the SEA Building has not submitted reports in the past, but will begin to do so in the future. In response to a query, it was confirmed that both BCEMS and BTMES hold Scholastic Book Fairs, and that Scholastic Books is a for-profit company. Not all students are in a position to purchase books, but donations are made to assist those students in obtaining books at the book fair.

8.3 Finance Committee

The Committee met on April 26, 2022.

Mrs. Leclerc reported that the Committee discussed Act 173, pupil weighting, reviewed grant procedures, reviewed summer projects, discussed year-end projections, and discussed reviewing processes for efficiencies, cost savings and effectiveness.

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The next meeting is Tuesday, May 24, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.4 Facilities & Transportation Committee

The next meeting is Monday, May 9, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference..

8.5 Policy Committee

Minutes from the April 18, 2022 meeting were distributed.

Ms. Parker reported that new community committee members were welcomed. The Committee has been working on cleaning up the 'Parking Lot', administrators are working on developing procedures, and work will be performed to see that procedures have consistent formatting, and align with policies. .

The next meeting is Monday, May 16, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.6 Curriculum Committee

Minutes from the April 7, 2022 meeting were distributed.

Ms. Badeau reported that the Committee discussed the PSTL Program, and educational performance, including how to best monitor student progress.

The next meeting is Thursday, May 5, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.7 Negotiations Committee

The next meeting is Tuesday, May 3, 2022 at 4:30 p.m. in the Spaulding High School Library.

9. Other Business/Round Table

Mrs. Farrell queried regarding the electric bus charging stations. Mr. Hennessey advised that charging issues are being worked on and that STA has been made aware of the Board's concern relating to the installation of chargers at BTMES.

In response to a query, it was confirmed that the vote to appoint community members to committees occurred in open session.

Ms. Parker queried regarding a community that lives in one area and has after-school care in another. The community member is experiencing issues with children not being able to take a different bus after school (to transport them to after-school care).

Mr. Hennessey advised this is an ongoing issue for a number of families. Mr. Hennessey advised that Ms. Parker should have the community member contact him regarding this matter. Mr. Hennessey advised that this issue is caused by capacity limitations.

10. Future Agenda Items

- New Hires
- Recruiting Strategies Update
- Amendments to Committee Procedures
- Committee Meetings
- Policy Second Readings and Adoption
- Educational Performance Update
- Procedure for Rescinded Policy A32
- Electric Bus Charging Station Update

Ms. Parker queried regarding the possibility of merging the Response to Community Correspondence Procedure with the How to Engage with the Board document.

Parking Lot:

- Annual Special Education Report (TBD)

11. Next Meeting Dates

Regular Board Meeting – Thursday, May 12, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

Regular Board Meeting – Thursday, May 26, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

12. Executive Session as Needed

12.1 Administrator Evaluations

12.2 Administrator Contracts

12.3 MOU (Memorandum of Understanding)

Items proposed for discussion in Executive Session include; Administrator Evaluations, Administrator Contracts, and the Memorandum of Understanding.

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On a motion by Mrs. Farrell, seconded by Ms. Badeau, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion, specifically Administrator Contracts and the MOU, would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.

On a motion by Ms. Badeau, seconded by Ms. Parker, the Board unanimously voted to enter into Executive Session, with Mr. Hennessey in attendance, at 9:08 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

Closing information will be added to the minutes upon receipt from the Board Clerk.

13. Adjournment

Respectfully submitted,
Andrea Poulin

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:

4/29/22

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

Name: Shannon Planck Location: BCEMS
Submission Date: 4/29/22 Administrator Action/Checklist Complete: [X] Y [] N
Position: Speech Language Pathologist Grade (If Applicable): Elementary
Endorsement (If Applicable): [] Hourly-Non Exempt [X] Salary-Exempt
Hours Per Day: 7.5 Scheduled Hours: [] a.m. to [] p.m.
Account Code: 101-3097-51-21-0-2151-51110
Replacement? [X] Y [] N
If Yes, For Whom? Sara Miller Salary Rate: \$ 56,858.40
Administrator Approval: Stacy Anderson, Rebekah Mortensen Signature Date: 4/29/22

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: 12 Step: M30 Salary Placement: 71,303
Hourly Rate: \$ [] Salary Rate: \$ [] Seniority Date: []
Contract Type: [X] Teacher [] Para [] Replacement [] Interim [] Offer/Non-Contracted Letters
[] AFSCME [] N/A
Days Per Year: 190 Salary: \$ 71,303 Contract Days: 190
Teacher: AOE Endorsement: [X] 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

Chris Hennessey
Superintendent Approval Signature

MAY 2, 2022
Date

Shannon Planck

Education

State University of New York at Fredonia

Fredonia, New York

Master of Science

Major: Speech-Language Pathology

GPA: 3.760

Credit Hours: 60

Attended August 2008 to May 2010

State University of New York at Fredonia

Fredonia, New York

Bachelor of Education

Major: Speech and Language Disabilities, **Minor:** English

GPA: 3.440

Credit Hours: 131

Attended August 2004 to May 2008

Degree conferred May 2008

Experience

Greensboro Nursing Home

Jun 2019 - Present

Speech-Language Pathologist

Greensboro, VT

Evaluate and treat adults with neurological and cognitive disorders along with dysphagia (swallowing disorders).

Reason for leaving: I work per diem over the summer and occasionally on holidays during the school year.

Supervisor: Joni Larow ((802) 533-7051)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Orange East Supervisory Union

Aug 2015 - Present

Speech-Language Pathologist

East Corinth, VT

Evaluate and treat a variety of pediatric speech and language disorders.

Reason for leaving: I live in Barre and would like to be in the same district as my family.

Supervisor: Jessica Schaffer (802-439-5534)

Experience Type: Public School, Full-time

Please **do not** contact this employer

Genesis Healthcare

Jan 2013 - Present

Speech-Language Pathologist

Berlin, VT

Evaluated and treated a variety of adults with cognitive and swallowing disorders as needed.

Reason for leaving: I continue to help as a per diem employee.**Supervisor:** Brian LaBelle ((802) 229-0308)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer**RehabCare**

Apr 2011 - Jun 2013

Speech Language Pathologist

Burlington, VT

- Evaluated and treated patients for adults with developmental disabilities, dysphagia, cognitive deficits, aphasia, use of AAC
- Trained nursing staff on appropriate meal protocol
- Traveled to member facilities to assist with caseload

Reason for leaving: 1 1/2 hour commute each way**Supervisor:** Christine Lombard ((802) 658-6717)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer**Premier Therapy Services**

Jun 2010 - Apr 2011

Speech-Language Pathologist

Barre, VT

- Evaluated and treated patients for dysphagia, cognitive deficits, aphasia, neurogenic stuttering, use of AAC
- Educated nursing staff on appropriate protocol during meals for residents
- Traveled to member facilities in order to assist with caseload when needed
- Presented in-services to nursing

Reason for leaving: At the time I was living 2 hours away from my husband and only saw him on weekends. I found a job closer to him when I was able.**Supervisor:** Jason Revoir ((802) 476-4166)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer**Aspire of WNY**

Jan 2010 - Apr 2010

Graduate Student Clinician

Cheektowaga, NY 14225

- Conducted feeding trials on pediatric population
- Programmed Dynavox and low-tech AAC devices to reflect classroom curriculum
- Evaluated pediatric population for speech and language delays

Reason for leaving: Looking for CFY position.**Supervisor:** Jodi Racine ((716) 983-5545)**Experience Type:** Student Teaching, Full-time

It is **OK** to contact this employer

Partners in Rehab

Sep 2009 - Dec 2009

Graduate Student Clinician
West Seneca, NY

- Assisted with Modified Barium Swallow Studies
- Provided cognitive therapy for adults with head trauma
- Performed dysphagia therapy in conjunction with NMES under direct supervision

Reason for leaving: End of semester.

Supervisor: Kara Trippi ((716) 410-0540)

Experience Type: Student Teaching, Part-time

It is **OK** to contact this employer

Henry C. Youngerman Center

May 2009 - Jul 2009

Graduate Student Clinician
Fredonia, NY

- Conducted CPSE therapy
- Provided push-in and pull-out services
- Maintained communication book utilizing Boardmaker
- Researched CAPD to assist clientele

Reason for leaving: End of summer semester.

Supervisor: Christine Gerber ((716) 673-3202)

Experience Type: Student Teaching, Part-time

It is **OK** to contact this employer

Henry C. Youngerman Center

Feb 2009 - May 2009

Graduate Student Clinician
Fredonia, NY

- Aided in planning language-rich curriculum for 14 preschool students as classroom teacher
- Helped children “cook” with age-appropriate recipes
- Initiated make-believe play with props

- See references for current supervisor address and phone number.

Reason for leaving: End of semester.

Supervisor: Irene Salek-Raham ((716) 673-3202)

Experience Type: Student Teaching, Part-time

It is **OK** to contact this employer

Additional Information

POPULATIONS TREATED

Autism
Linguistically and Culturally Diverse
Cerebral Palsy
Deaf-Blindness

Pediatric and Adult Dysphagia
Motor Speech Disorders
Fluency, Resonance
Aphasia
Articulation
Augmentative and Alternative Communication users
Down's Syndrome.

RESEARCH

Wisenburn, B. A. (2009). A meta-analysis of word-finding treatments for aphasia. *Aphasiology*, 1338–1352.

- Assisted Bruce Wisenburn, Ph.D in researching articles to examine the efficacy of various treatment approaches for word-finding deficits for individuals with aphasia
- Accessed related articles to subject
- Appropriately chose articles to be included in study
- Name listed under “Shannon O’Leary”

ELECTIVES

Bilingualism
Auditory Processing Disorders
Counseling

ACE Award

Each year, ASHA members and/or certificate holders, who earn 7.0 ASHA CEUs in 36 months and participate in the ASHA CE Registry, are presented the Award for Continuing Education (ACE) by the Continuing Education Board (CEB) in recognition of continued professional study.

Shannon Planck is listed as having been presented with an ACE Award in April, 2013 and in September, 2015.

<http://www.asha.org/ce/CEUs/ace-awards/ace-awards.htm>

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:

4/28/22

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

Corinn Haker

Education

College of Saint Rose

Albany, New York

Master of Science

Major: Early Childhood Special Education

GPA: 3.080

Credit Hours: 30

Attended December 2011 to August 2013

Degree conferred August 2013

College of Saint Rose

Albany, New York

Bachelor of Science

Major: Early Childhood Education, **Minor:** History

GPA: 3.410

Credit Hours: 123

Attended August 2008 to December 2011

Degree conferred December 2011

Experience

Charlotte Central School

Second Grade Teacher

Charlotte Vermont

Aug 2021 - Jun 2022

Reason for leaving: One year contract for an expanded grade level

Supervisor: Stephanie Sumner (802-425-2771)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Integrated Arts Academy

Kindergarten Teacher

Burlington Vermont

Aug 2020 - Jun 2021

Supervisor: Kevin Robinson (802-864-8475)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Schenectady City School District

Prekindergarten/ Kindergarten Teacher

Jan 2018 - Jun 2020

Schenectady, New York

I began teaching at the Martin Luther King Jr. Elementary school in January 2018, opening a new section of prekindergarten in the district. The following year 2018-2019 I continued working at MLK as a kindergarten teacher. During the 2019-2020 school year I taught prekindergarten again.

Reason for leaving: Moved from New York to Vermont

Supervisor: Michelle Vanderlinden (518-370-8100)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Oak Hill School

Jun 2017 - Jan 2018

Special Education Teacher

Scotia New York

Reason for leaving: I was offered a position in a public school and decided it was a great opportunity to continue building my work experience as well as professional development.

Supervisor: Dave Mitchell (518-399-5048)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Green Valley Elementary Denver Public School District

Dec 2014 - Jun 2017

PreK & Kindergarten Teacher

Denver Colorado

PreK Teacher (Dec 2014-June 2015) AM/PM classes 18 students each (AM Spanish Speaking PM English) Taught foundational skills in ELA (Letter ID/Sounds, Sight words, Writing, Reading, Asking and answering questions about texts), Math (Number ID, Counting, 1:1 Correspondence, Composing and Decomposing numbers, Patterns, Sorting, Shapes, Colors), Science (Life Cycles, Plants & Animals, Weather, Engineering/Building), Social Studies (Family, Community, Careers, Healthy Habits, Holidays, History, Current Events), Art & Music and Movement (Expression through visual and sound creativity, Crafts, Songs, Dance, Fine and Gross Motor, Exercising), Social Skills development and behavioral/emotional regulation (All About Me, Turn taking, Problem solving, Understanding emotions/feelings, Building relationships, Communication, Manners, Character development)

Kindergarten Teacher (Aug 2015-June 2017) Full Day 27 students- Continuing foundational skills and building from background knowledge. ELA- Leveled reading groups, reading strategies, sight words, blends and digraphs, decoding, vowel patterns. Writing- sentence structure and punctuation, labeling pictures, thinking maps, small moments, writing in response to text, sequencing events. Math- Solving equations (add/subtract), symbols (+-=), using manipulatives/pictures/diagrams, word problems, Identifying and describing shapes and three dimensional shapes, skip counting. Science- Weather, Life Cycles, Forces of Motion, 5 Senses, Health and Wellness, States of Matter. Social Studies- All about me/ Family, Community/Careers, Holidays around the world/Culture, Landforms, Environmental conservation.

Reason for leaving: Moved from Colorado to New York.

Supervisor: Trinia Jones (720-424-6710)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Ichabod Crane Central School District

Feb 2014 - Jun 2014

Special Education Teacher

Valatie New York

Reason for leaving: This position was a long term maternity leave.

Supervisor: Timothy Farley (518-758-7575)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Ichabod Crane Central School District

Mar 2012 - Dec 2014

Teaching Assistant

Valatie New York

Reason for leaving: I resigned in February 2014 to fill a maternity leave then I returned in June 2014. I resigned in December 2014 when I moved to Colorado to teach in Denver Public Schools.

Supervisor: Robert McCloskey (518-758-7575)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Interests

I have always had interests in sports and sporting events including; basketball, volleyball, track and field, soccer, which I participated in throughout middle and high school, as well as watching hockey, football, and baseball. I also enjoy participating in other sports and activities such as; skiing, yoga, running, tennis, swimming, canoeing, kayaking, fishing, camping, hiking, reading, ice skating, snow shoeing, horse back riding, and gardening.

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:

5/3/22

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

Name: Rachel Greenfield Location: BTMES

Submission Date: 05/02/2022 Administrator Action/Checklist Complete: Y N

Position: Kindergarten Teacher Grade (If Applicable): Kindergarten

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

Hours Per Day: 7.5 Scheduled Hours: 7:30 a.m. to 3:00 p.m.

Account Code: 101-1020-51-11-0-1101-510310

Replacement? Y N

If Yes, For Whom? Lauralea Curavpo Salary Rate: \$

Administrator Approval: *Jennifer McE* Signature Date: 5.2.22

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: 5 Step: B Salary Placement: \$48,573

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

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

Days Per Year: 190 Salary: \$ 48,573 Contract Days: 190

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

Chris Hennessey
Superintendent and/or HR Director Approval Signature

MAY 4, 2022
Date

Rachel Amy Greenfield

Education

Dowling College

Oakdale, New York

Bachelor of Education

Major: Elementary Education

GPA: 2.540

Attended August 1996 to May 2000

Degree conferred May 2000

Experience

Mirror Lake Elementary School

Aug 2014 - Present

1st grade Teacher

Plantation, FL

Provide whole group and individual instruction based on Common Core standards.

Responsible for tracking student data by using "scaling", which promotes self assessment throughout daily lessons.

Plan thematic units using STEAM (Science, Technology, ELA, Arts, and Math) to create a well rounded learning environment.

Use "accountable talk" to strengthen communication and academic conversation skills.

Supervisor: Cindy Dean (754-322-7100)

Experience Type: Public School, Full-time

Please **do not** contact this employer

Fairway Elementary School

Aug 2004 - Aug 2014

Kindergarten, 1st grade, and Head Start teacher

Miramar, FL

Coordinator of Five Star committee which encourages parent and community involvement.

Implement Teaching Strategies Gold in order to document student achievement.

Sunshine committee chairperson, promoting faculty and staff unity.

Foster a creative and safe learning environment where students are able to express their many talents.

Implement a variety of teaching techniques aligned to common core standards, so that students can experience a diverse scope of knowledge.

Successfully wrote and submitted several Broward Education Foundation IMPACT grants

Reason for leaving: To obtain a teaching position that is closer to my home and provide transportation to my children for school.

Supervisor: Michelle Engram-McKnight (754-323-5650)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Royal Palm Elementary School

Aug 2003 - May 2004

Kindergarten teacher

Lauderhill, FL

Developed educational lessons incorporating Florida state standards.

Implemented a variety of activities fostering a basic understanding of math, reading, writing, technology, and the social sciences.

Participated in a number of in-service courses such as Six Traits of Writing, Trophies Harcourt, Wilson Foundations Workshop, and Reading First.

Initiated several school wide activities that encouraged parental involvement such as Supermarket BINGO, Kindergarten Tea, and a fashion show.

Assisted in the coordination of Royal Palm's annual Kindergarten Moving Up Ceremony

Reason for leaving: To obtain a teaching position at a school closer to my home.

Supervisor: Robin David (754-322-8350)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

P.S. 137- New York City Department of Education

Sep 2000 - Jun 2003

Kindergarten/1st grade teacher

Brooklyn, NY

Responsible for a full day classroom utilizing a hands on approach to learning.

As a Lead teacher for new staff members I assisted in the development of lesson plans and the implementation of classroom management skills.

Incorporated all aspects of New York State learning standards in order to provide an enriched learning environment.

Provided creative learning opportunities through the use of a balanced approach to reading, author shares, learning centers, and literature with cooking.

Taught extended day program in order to provide extra assistance in reading, writing, math, and a variety of other content areas. These content areas include visual arts, science, social studies, and music.

Selected by the Principal and Superintendent of the district to have my classroom observed by the Deputy Chancellor of the New York City Department of Education.

Utilized a thematic approach to learning with the purpose of creating a stimulating educational atmosphere.

Created monthly bulletin boards which were based on New York State writing standards.

Worked with students from underprivileged home environments with the aim of fostering a positive self image and the ability to interact with their peers.

Participated in teacher training workshops during the summer as well as the regular school year.

Reason for leaving: Moved to Florida

Supervisor: Mrs. Gottlieb (718-453-2926)

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)

Date Received by Central Office:

5/4/22

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 Approval Signature

Date

Aimee Kathy O'Meara

Education

University of New Hampshire

Durham, New Hampshire

Master of Education

Major: Education

Attended August 2020 to May 2022

Degree conferred May 2022

University of New Hampshire

Durham, New Hampshire

Bachelor of Music

Major: Pre-teaching

GPA: 3.800

Attended August 2017 to May 2021

Degree conferred May 2021

Experience

Hudson School District

Sep 2021 - May 2022

Music Student Intern

Hudson, NH

For the 2021-22 academic year, I completed my student teaching at Alvirne High School and Hills Garrison Elementary School in Hudson, NH. Because my internship was a year long, I was able to split my time equally between the high school and elementary school. During my time here I lead many classes at both levels such as both high school choirs, the high school guitar class, as well as general music, guitar, and chorus at the elementary level.

Reason for leaving: I am leaving this position because my year of student teaching is almost complete. I am finishing up my last year of graduate school, and I will be relocating to the Burlington, VT area.

Supervisor: Michael Gallagan ((603) 886-1260)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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(please submit via email to hr@buusd.org)

Date Received by Central Office:

5/4/22

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 Approval Signature

MAY 5, 2022
Date

Angela Garcelon

Education

University of Southern Maine

Gorham, Maine

Bachelor of Music Education

Major: Music Education

GPA: 3.740

Credit Hours: 120

Attended September 2018 to May 2022

Degree conferred May 2022

Experience

Biddeford Middle School

Jan 2022 - May 2022

Student Teacher

Biddeford, ME 04005

I designed lesson plans for many classes, including fifth and sixth grade general music, fifth, sixth, and seventh grade chorus, and fifth grade percussion. These lesson plans include a fully fleshed out ukulele unit, with instruction and my own personal assessment tools, including formative assessment such as rubrics and playing tests. I began by co-teaching and worked my way up to teaching solo, until I taught full weeks of classes solo, many with my host teacher outside of the room. I also was my host teacher's substitute for four days while she was at the ACDA East conference. This was only my first placement for student teaching (5-7 chorus, general, percussion), and beginning Monday 3/14 my next placement will begin, where I will be co-teaching and eventually solo teaching high school chorus, piano lab, and song writing. My host teacher will be Mr. Allen Thomas, and I plan to join his select chorus on a trip to Budapest, Prague, and Vienna where I will conduct their performances, as Mr. Thomas will be the accompanist.

Reason for leaving: This was the student teaching internship I completed to earn my bachelor's degree, meaning I was assigned schools and also a time period. I would've loved to remain, but am now looking for a program of my own to strengthen and develop, and kids to inspire.

Supervisor: Tammy Carusone (6038603665)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Interests, Awards, Affiliations, Community Service

During my time at the University of Southern Maine (USM), I was awarded the Classical Voice scholarship two times. While at Spaulding High School in Barre, VT and applying for USM, I was awarded the Dirigo Scholarship for academic excellence. Currently I am a member of the St. Louis Alumni Band, under the direction of Ms. Debbie Peck, where I play flute. This band is full of fellow education students, music teachers, and musicians in the Biddeford-Saco ME area, with whom I have made many wonderful connections and found many mentors. I am also a member of NAFME, the National Association for Music Educators, and have been apart of CNAfME (the collegiate version) since the beginning of my time at USM. During the summer of 2019, I served with Americorps at the DREAM

program, where I supervised youths ages 8-17 night and day. The DREAM program provides opportunities for youths living in underprivileged and low-income communities. I served in their summer camp program where I was in charge of planning and leading activities and excursions. During my freshman year of college at USM, I was a music library and facilities assistant, where I gained experience in cataloguing and organizing music, being an usher and stage manager, and working with USM's many youth ensembles. Interests of mine include hiking and outdoor activities (I am dedicated to completing the NH48 4000 footers with my partner), reading (my favorite novel is the Catcher and the Rye), and spending quality time with my partner (also a music education student), friends, and family.

Submitted 5/5/22

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:

5/5/22

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

Name: Molly Metevier Location: BCEMS

Submission Date: 5/5/22 Administrator Action/Checklist Complete: Y N

Position: Librarian PK-8 Grade (If Applicable):

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

Hours Per Day: 7.5 Scheduled Hours: 8:15 a.m. to 3:45 p.m.

Account Code: 101-1381-51-11-0-2220-51110

Replacement? Y N

If Yes, For Whom? Jennifer Curtin Salary Rate: \$ 62,263⁰⁰

Administrator Approval: Hayden Coon Signature Date: 5/5/22

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: 4 Step: M30 Salary Placement: 57,188

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

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

Days Per Year: 190 Salary: \$ 57,188 Contract Days: 190

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

Chris Hennessy

Superintendent Approval Signature

MAY 5, 2022

Date

Mollie Metevier

Education

St. Catherine University

St. Paul, Minnesota

Teacher Certification Program

Major: School Library Media Certificate

GPA: 3.970

Credit Hours: 36

Attended September 2016 to December 2018

Degree conferred December 2018

University of Cincinnati

Cincinnati, Ohio

Graduate Coursework

Major: Sociology

GPA: 3.640

Credit Hours: 56

Attended September 2005 to December 2009

Simmons College

Boston, Massachusetts

Master of Library Science

Major: Library Science

GPA: 3.670

Credit Hours: 36

Attended September 2002 to May 2004

Degree conferred May 2004

Mount Holyoke College

South Hadley, Massachusetts

Bachelor of Arts

Major: Sociology, **Minor:** Ancient Studies

GPA: 3.260

Credit Hours: 129

Attended September 1998 to May 2002

Degree conferred May 2002

Experience

Sheldon Elementary School

Mar 2020 - Present

School Librarian

Sheldon, Vermont

- Develop and teach school library curriculum for students in grades PreK-5 using American Association of School Library Standards.

- Develop and teach technology curriculum for students in grades K - 5 using International Society for Technology in Education standards.
- Create engaging lessons that help to instill a love of reading and of learning in students.
- Provide IT support for students and staff; Work with IT staff to manage PreK - 4 devices.
- Collaborate with teachers to develop and teach units that integrate technology into the classroom and support content area and priority standards.
- Collection management: weeding, collection development and library organization.
- Provide teachers with technical training as needed.
- Utilize technology to assist with library management and teaching, including Google Classroom, Seesaw, Destiny, WeVideo and Gale Databases.
- Utilize classroom management techniques to create a respectful and welcoming library environment.
- Develop a relationship with students to better meet their diverse reading and learning needs.
- Serve on Diversity and Equity Task Force, Scheduling Committee and Professional Learning Community Committee.

Supervisor: Christie Martin, Principal (802-933-4909)

Experience Type: Public School, Full-time

Please **do not** contact this employer

Brimhall Elementary School

Aug 2018 - Dec 2018

Student Teacher (400 hours)

Roseville, MN

- Used state and American Association of School Library standards to develop lesson plans and teach. Topics include: library skills, research skills and Readers' Advisory.
- Collaborated with teachers to develop complimentary library lessons that met content area standards.
- Assisted teachers by providing materials to support their curriculum.
- Collection management: weeding, collection development and library organization.
- Assisted students with Readers' Advisory during book check out and with targeted book talks to help promote a life-long love of reading.
- Utilized technology to assist with library management and teaching, including: Destiny, Google Classroom, PebbleGo, BookFlix, and e-books.
- Utilized classroom management techniques to create a respectful and welcoming library environment.
- Developed relationships with students to better meet their diverse reading needs.

Reason for leaving: Although my student teaching has formally ended, I am currently volunteering with Anna at least once a week to continue my work with our students. I am developing a third grade unit in podcasting and a sixth grade unit in oral histories to be taught this spring.

Supervisor: Anna Zbacnik, School Library Media Specialist ((651) 638-1958 x6244)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

St. Catherine University

Sep 2010 - May 2020

Adjunct Instructor/Archives Advisor, MLIS Program

St. Paul, MN

- Develop and teach three archives-based courses.
- Create two additional archives courses to be offered in 2020.
- Collaborate with faculty to revise and develop curriculum.
- Maintain archives presence during faculty meetings.
- Establish relationships between MLIS program and community partners.
- Advise students interested in archival pathway (current advising load: 30 students).

- Advise student chapter of the Society of American Archivists.

Reason for leaving: My courses were better taught in person so I passed my position on to a former student.

Supervisor: Anthony Molaro, Director ((651) 690-6626)

Experience Type: Other, Part-time

It is **OK** to contact this employer

University of Cincinnati

Sep 2006 - May 2007

Graduate Instructor, Department of Sociology

Cincinnati, OH

- Developed and taught introductory class for undergraduate students.

Reason for leaving: Moved to New York City.

Supervisor: Steve Carlton-Ford ((513) 556-4716)

Experience Type: Other, Full-time

Please **do not** contact this employer

National Catholic Sisters Project

Oct 2013 - May 2019

Site Director, National Catholic Sisters Week

Minneapolis, MN

- Project manager for \$3.3 million initiative to launch National Catholic Sisters Week and related programs.
- Provide professional development workshops for students, staff and community partners related to conducting oral histories.
- Collaborate closely with University staff to create, balance and manage comprehensive project budget.
- Responsible for hiring and supervising 2 permanent staff members and 15 students per semester.

Reason for leaving: Grant ended.

Supervisor: Sr. Ann Oestreich ((414) 382-6061)

Experience Type: Other, Full-time

Please **do not** contact this employer

Fieldwork Experience

Fall 2017

Falcon Ridge Middle School. Apple Valley, MN. (20 hours)

Cooperating Teacher: Michelle Howe

Spring 2017

Armstrong High School/School for Engineering and Arts. Plymouth, MN. (50 hours)

Cooperating Teachers: Carol Tracy and Brian Witzke

Professional Affiliations

American Library Association

American Association of School Librarians

Information and Technology Educators of Minnesota

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: Karen Heath Location: BUUSD
Submission Date: 5/5/22 Administrator Action/Checklist Complete: Y / N
Position: PK-8 Instructional Coach Grade (If Applicable): PK-8
Endorsement (If Applicable): _____ Hourly-Non Exempt/ Salary-Exempt
Hours Per Day: 7.5 Scheduled Hours: _____ a.m. to _____ p.m.
Account Code: 203-3097-51-114-1101-51110
Replacement? Y/N If Yes For Whom? _____

Administrator Approval Signature: _____

Print Name: _____ Signature Date: _____

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

For Central Office Use Only:

Contract Completed / / Offer Letter Completed / / DOH _____

Total Years of Experience: _____ Step: 13 Salary Placement: M+30

Hourly Rate: _____ Salary Rate: 73,482.00 Seniority Date: _____

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

Days Per Year: 190 Salary: 71,500.00 Contract Days: 190

Teacher: AOE Endorsement: YES or NO Provisional/Emergency Required: YES or NO

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

Christopher Hennessey
Superintendent Approval Signature

MAY 5, 2022
Date

Karen Elizabeth Heath

Education

University of Vermont

Burlington, Vermont

Master of Education

Major: Education

GPA: 4.000

Attended September 1988 to May 1993

Degree conferred May 1993

Middlebury College

Middlebury, Vermont

Bachelor of Arts

Major: English, **Minor:** Education

Attended September 1979 to May 1983

Degree conferred May 1983

Experience

Main Street Middle School

Aug 2019 - Present

Literacy Specialist

Montpelier, VT

Supervisor: Katie Barea (802-223-3404)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Barre Schools

Aug 2005 - Jun 2019

Literacy Specialist

Barre, Vermont

Oversee development and implementation of ELA curriculum for grades 3-8 at Barre City and Barre Town Middle and Elementary and Middle Schools

Participate in ongoing collaboration with curriculum team and administration to write and implement district Continuous Improvement Plan, organize and implement staff development, PLC's, and other district initiatives related to curriculum

Provide ongoing staff development for teachers during staff meetings, inservice days, and through coaching cycles

Lead Proficiency-Based Learning and grading initiatives for the middle schools, focusing on ELA and Social Studies

Work with teachers to developing and implement Common Core aligned units for ELA and Social Studies, including common formative and summative assessments

Oversee SBAC preparation and implementation for all grades at Barre Town

Oversee district-wide literacy assessment system, including decisions about assessments, collection

and analysis of data, planning instruction using results, and facilitating data meetings
Assist teachers with all aspects of instruction, including intervention groups and enrichment groups as part of coaching cycles
Collaborate with local public library to plan and implement community literacy events (Vermont Reads, Barre Writing Contest)
Collaborate with high school English department chair to plan vertical team meetings to ensure vertical alignment of ELA curriculum
Organize and facilitate spelling teams and events (VPA team school, district, and regional competitions, and Scripps school competitions)
Deeply familiar with: Fountas and Pinnell Benchmark Assessment system, LLI (Leveled Literacy Intervention for grades 3-8), DSA, Words Their Way/Word Journeys, Calkins Units of Study in reading and writing for grades 3-8, , young adult literature, Writing for Understanding

Supervisor: Jacquelyn Tolman (802-476-6541)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Barre City Elementary and Middle School

Aug 1999 - Jun 2005

Grades 3-6 Literacy Teacher

Barre, Vermont

Developed and implemented an accelerated literacy program for grades 3-6 students. This included all aspects of ELA instruction.

Coached spelling team--regional champions for many years

Coordinated and coached Destination Imagination

Teacher Leader serving on District Literacy Leadership team

Reason for leaving: Moved into position of literacy coordinator

Supervisor: James Taffel (802-476-6541)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

The Maplehill School

Sep 1986 - Jun 1999

Grades 7-12 English and Social Studies Teacher

Plainfield, Vermont

Oversaw state application process for school approval and served as initial teacher/director for school for at-risk 7th-12th graders

Taught middle school and high school English and Social Studies

Involved in all aspects of this small school including teaching multiple subjects, coordination of services for students, strategic planning, board relations, planning school trips, and much more

Reason for leaving: Moved to reading teacher job at Barre City

Supervisor: Michael Bagiackas (802-454-7747)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

City Roots Alternative High School

Sep 1984 - Jun 1986

Director, Teacher

Boston, MA

Taught one year in D-Street Projects (South Boston) working with at-risk students ages 16-21 to help them graduate from high school
Developed and oversaw new program site in Roslindale, MA, serving as director/teacher

Reason for leaving: Relocated to Vermont
Supervisor: Paul Guldenzolf (617-635-5266)
Experience Type: Public School, Full-time
It is **OK** to contact this employer

Distinctions and Defining Experiences

2005 Vermont State Teacher of the Year
2018 Waddington Leadership Program (Cohort #5)
2008 Asian Outreach Program Fellow, Educational Leaders Trip to China
Serve(d) on numerous boards and councils
Currently serving on Maplehill School board, AOE's Vermont
Teacher of the Year Selection Committee, Barre Area Literacy Committee, Vermont NEA
Professional
Development Committee, and as a Middlebury College Alumni Admissions representative

In past have served on NEA's National Common Core Work Group, Vermont Children's
Forum Board of
Directors, various parent councils for youth sports

Instructor for numerous graduate courses (about one per year, starting in 2005), including:
Vocabulary Development and Instruction
Reflective Reading
Writing for Understanding
Science and Literacy
Teaching the Calkins Units of Study in Reading
Teaching the Calkins Units of Study in Writing

SBAC and NECAP Item Development, Standards Setting, Item Review
Trained in: LLI (Leveled Literacy Intervention), Critical Friends Groups (PLC's)
Extensive professional development, experience, and reading resulting in deep knowledge
of literacy and general educational best practices and current research
Avid reader, including young adult literature

BARRE UNIFIED UNION SCHOOL DISTRICT
Barre City Elementary & Middle School
Barre Town Middle Elementary School
Spaulding High School
Central Vermont Career Center

January 9, 2020

PROCEDURE

Board and Board Committee Operation

Full Board Meetings

- Meetings will follow Roberts Rules of Order
- Changes to the Agenda will occur following Motion, Second, and Discussion
- Approval of Minutes will occur following Motion, Second, and Discussion
- Entering Executive Session will occur following Motion, Second, and Discussion
- All other Action taken will occur following Motion, Second, and Discussion
- Adjournment will occur following Motion and Second

Board Committee Meetings

- Meetings will follow Roberts Rules of Order
- Attendees will be recorded as follows:
 - Committee Members present/absent
 - Other Board and Public Members present
 - Administrators and Staff present
- Changes to the Agenda will occur by Consensus
- Approval of Minutes will occur by Consensus
- Any recommendation for Action by the Full Board will occur by consensus
 - Consensus will be duly noted in the minutes, and relayed to the full board by the committee chair
 - Any discussions which do not result in consensus will be duly noted in the minutes, included which attendees took a particular position on the recommendation, and will be relayed to the full board by the committee chair
- Entering Executive Session (i.e.; for Negotiations Committee) will occur following Motion, Second, and Discussion
- Adjournment will occur by Consensus

Discussions at all committee meetings will be limited to committee business as defined on the agenda for the purpose of maintaining a clear distinction between a meeting of a board-defined committee and any perception of a full board meeting, regardless of how many total board members are present.

BARRE UNIFIED UNION SCHOOL DISTRICT
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January 9, 2020

PROCEDURE

Complaints Regarding Students, Parents, Employees, School, or District

As defined in statute, the role of the School Board is to set vision and policy for the district, to prepare and distribute an annual budget, to maintain the schools in good repair, to employ such persons as may be required to carry out the work of the school district. Among other functions, the School Board must act as a quasi-judicial body in certain circumstances related to student and employee conduct and discipline. Because of these statutorily defined duties, it is appropriate that a chain of command is followed for concerns and complaints regarding students, parents, employees, schools, and/or the school district.

Before a concern or complaint is addressed by the school board, it should be brought to the attention of persons as close to the source of the issue as possible, and work up the chain of command as outlined below:

- The concern should initially be brought to the attention of persons as close to the source of the issue as possible:
 - If the concern relates to a student and at the classroom level, it should be brought to the attention of the classroom teacher.
 - If the concern relates to a student and a common area of the school, it should be brought to the attention of the Homeroom or Advisory Teacher.
 - If the concern relates to a student and a situation outside of school such as a bus route, field trip, co-curricular, etc., it should be brought to the attention of the responsible staff member (i.e.; transportation coordinator, field trip supervisor, coach or club advisor, etc.)
 - If the concern is of a general nature, or if you do not know who to bring it to, please contact the school main office or the district office.
- If the concern is not addressed to an appropriate level of satisfaction at the previous level, and it occurred at Spaulding High School, it should next go to the Department Head.
- If the concern is not addressed to an appropriate level of satisfaction at the previous level, it should next go to the Building Administrator. This would be the Assistant Principal or Principal, or the Assistant Director or Director at the Central Vermont Career Center. For concerns not resolved to satisfaction at the Assistant Principal or Assistant Director level, they should then go to the Principal or Director.
- If the concern is not addressed to an appropriate level of satisfaction at the previous level, it should next go to the Central Office Administrator. This might be the Superintendent, or it might be the Directors of Special Education, Early Education, Curriculum, Technology, or Facilities. For concerns not resolved to satisfaction at the Director level, they should then go to the Superintendent.
- For concerns not addressed to an appropriate level of satisfaction by the Superintendent, the Chair of the School Board may be contacted. The Chair can then determine the appropriate next step to address the concern, including whether the issue needs to be discussed at all at a board meeting, and if so whether an executive session will be required. If the Chair determines the chain of command has not been followed, then the Chair will refer the complainant back to the appropriate step in the chain of command.

BARRE SUPERVISORY UNION 61

COORDINATION AND COMMUNICATION PROCEDURES AND PRACTICES

The board of the supervisory union routinely acts to support all of the three school districts' actions and educational efforts on behalf of the students within the supervisory union. To assist and improve these coordination/communication tasks, the following communication guidelines are established:

1. Actions and/or directions which are designed to create or develop new initiatives shall be adopted after there have been individual district board level discussion/debate. Such initiatives include such topics as:
 - 1) Major budget changes
 - 2) New supervisory union staff positions
 - 3) Elimination of supervisory union staff positions
 - 4) Creation of new supervisory union services
 - 5) Reduction/change in supervisory union services
 - 6) Searches/interviews/recruitment of supervisory union staff
 - 7) Other items as determined by the Supervisory Union Board

When unexpected pressures and/or circumstances occur, the supervisory union board shall make efforts to keep district boards informed (and under consultation) on as timely a basis as possible.

Barre SU approved: 11/15/07

SHS reviewed: 11/5/07

BT reviewed: 10/17/07

BC reviewed: 10/8/07

BARRE UNIFIED UNION SCHOOL DISTRICT
Barre City Elementary & Middle School
Barre Town Middle Elementary School
Spaulding High School
Central Vermont Career Center

January 9, 2020
PROCEDURE
Public Comment at Board Meetings

As stated in BUUSD Policy A21; Public Participation at Board Meetings, it is the policy of the Barre Unified Union District Board to encourage public participation at its meetings. The policy states that reasonable rules of participation may be used to ensure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner. Such rules may take into consideration such things as length of each speaker's presentation and the number of times each speaker may comment.

Persons Who May Address the Board include:

- Any district resident
- School staff members, students and parents
- Individuals who have been requested by the superintendent or the board to present a given subject
- Persons who are directly affected by matters on the board agenda
- Others at the discretion of the board

When the number of people wishing to speak is large, the board may authorize the chair to use a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.

The board meeting agenda includes an item for "Public Comment for Items Not on the Agenda". Any person who would like to make brief public comment may use this time for that purpose, while respecting the following guidelines:

- The person commenting will sign the Visitor List managed by the board recorder or clerk.
- The time allotted to each person commenting will be assigned by the Chair of the School Board.
- The person commenting will not hand out any printed materials that have not been previewed by the chair in advance of the meeting. If this happens, the Chair will stop the meeting to preview the materials.
- The person commenting will use respectful and appropriate language.
- The person commenting will not breach the privacy or other rights of students, parents or school employees, including using any personally identifiable information in public session.
- If the comment is a complaint against a student, a parent, an employee, a school, or the district, the person commenting shall have already completely followed the board procedure on complaints, shall not breach the privacy or other rights of individuals as specified above, and/or shall have already requested an executive session in advance through the Chair.
- The Chair shall rule out of order any comment to the board which does not follow these guidelines.

For items that are included on the agenda, any person interested in commenting should hold comments until that agenda item is discussed. The chair will ask for public comments on that agenda item before action is taken by the board.

BARRE UNIFIED UNION SCHOOL DISTRICT
Barre City Elementary & Middle School
Barre Town Middle Elementary School
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January 9, 2020

PROCEDURE

Response to Community Correspondence

The Board values input and correspondence from community members on matters related to the governance of the school district and wants the community to know that their input is heard. When the board receives correspondence through email or other online means, a response will be sent acknowledging the correspondence using the following protocol:

- Who will respond:
 - If the correspondence falls under the purview of a particular committee of the board (i.e.; Finance, Facilities, Curriculum, Communication, Policy, Negotiations, etc.) then the chair of that committee will send a response acknowledging the correspondence.
 - If the correspondence falls under the purview of more than one committee, then the chairs of the committees will coordinate on a response.
 - If the correspondence is not specific to any particular committee, or if s/he feels compelled, the board chair will respond and/or coordinate with the committee chair(s).
- All attempts will be made to respond reasonably promptly
- All board members will be included on the response: (1) so that all board members are aware of the input and response; and (2) because the respondent is speaking on behalf of the board.
- Any administrator included on the correspondence will be included on the response.
- To avoid any conflict with open meeting laws, the response will not go into any level of detail about board business and will include a statement such as:
 - “In order to avoid any conflict with Vermont open meeting laws, we cannot go into details about board business here, but we do want you to know that we acknowledge and value your input.”

BOARD GOAL-SETTING & EVALUATION PROCEDURE

The Barre Unified Union School District Board believes in the process of goal-setting and self-evaluation and will participate in both at least annually.

Particular attention will be given to board goals and performance in the following areas:

- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The curriculum
- Labor relations
- Board in-service training
- Government relations

COMMITTEES

Board committees exist to help the board do its job, not to help or advise the staff. Unless the purpose of a board committee can be stated in writing, the committee is probably unnecessary. If a committee is proposed, the following questions should be answered to develop its charge:

- What is the purpose of the committee?
- What is the authority of the committee?
- What are the responsibilities and limitations?
- What are the specific tasks?
- How is the committee membership decided? Is it limited to board members, or does it include staff, students and/or community members?
- Does the committee reach a decision by vote or consensus? If by vote who is eligible to vote?
- What is the term of office for members, methods of filling vacancies and appointment of the committee chair?
- When should the job be completed and what type of report is expected?
- Is staff support needed?
- Is there a budget?
- What resources are needed? What resources are already available?

It is the responsibility of the full board to define the committee charge which should be included in policy or recorded via the motion that created the committee.

1ST READING: 04/28/2022**2ND READING: 05/12/2022****ADOPTED: 05/12/2022**

FISCAL MANAGEMENT AND GENERAL FINANCIAL ACCOUNTABILITY

1. POLICY

It is the policy of the Barre Unified Union School District (BUUSD) (Barre Town Middle and Elementary School, Barre City Elementary and Middle School, and Spaulding High School) to manage its financial affairs using generally accepted accounting practices, providing appropriate accountability, and assuring compliance with guidelines published by the Agency of Education.

2. ADMINISTRATIVE RESPONSIBILITIES

With the advice and consent of the Auditor of Accounts and the Secretary of Education, the Superintendent shall establish and maintain an accrual system of accounting for the proper control and reporting of school district finances and for stating the financial condition of the School Districts.

Guidelines

1. The approved budget will be the spending plan for the year. The Superintendent or his or her designee is authorized to make commitments in accordance with the budget appropriations in amounts not to exceed \$40,000. Individual expenditures in excess of that amount, or expenditures of over \$15,000 not planned for in the budget, require approval by the Board. Required expenses, such as special education expenses in accordance with the approved IEP or 504 plan, are not subject to Board approval. The Superintendent shall assure that the district does not materially deviate from the approved spending plan, and shall notify the Board of significant overages in spending or significant reduction in revenue that might threaten adherence to the annual budget plan for the year.
2. The Superintendent or designee shall arrange with the BUUSD Board an annual audit of accounts by a certified public accountant.
3. The Superintendent shall be responsible for establishing a system of appropriate internal controls for the handling of all financial obligations and all funds and accounts.
4. The Superintendent or designee shall provide regular information to the board regarding the status of the organization relative to expenses and revenues according to a schedule established by the Board.
5. The Board shall, annually, authorize the Superintendent or his/her designee to "examine claims against the district for school expenses and draw orders for such as shall be allowed by it payable to the party entitled thereto."
6. The bidding requirements of 16 V.S.A. §559 will be followed by the Board and its designees.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: C 1****1ST READING: 04/28/2022****2ND READING: 05/12/2022****ADOPTED: 05/12/2022**

EDUCATION RECORDS**1. Policy**

The Barre Unified Union School District (BUUSD) recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and students eighteen years and older of their rights with respect to the student's education records and the available procedures for exercising those rights. This shall include notification of the following:

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that the law authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).
5. The procedure for exercising the right to inspect and review education records.
6. The procedure for requesting amendment of records.
7. The types of personally identifiable information that the district has designated as directory information, and a parent or eligible student's right to opt out of the disclosure of directory information.
8. The procedure for a parent or eligible student to notify the district that they want to opt out of the district's disclosure of directory information.
9. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest as defined by FERPA.

Administrative Responsibilities

The building principal will be the custodian of all education records in a given school. The superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide parents with access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

2. Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.

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

CODE: C 7

1ST READING: 04/28/2022

2ND READING: 05/12/2022

ADOPTED: 05/12/2022

STUDENT ATTENDANCE

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Definitions

For the purpose of this policy, “truant” shall mean:

- 1) A student between the ages of six and sixteen years, who is not excused from school attendance and fails to enter school at the beginning of the academic year or, being enrolled, fails to attend school.

or,

- 2) A student who is at least 16 years of age and is enrolled in public school and fails to attend, and is not excused from school attendance.

A student may be excused from compulsory attendance if the student:

- 1) Is mentally or physically unable to attend;
- 2) Has completed the tenth grade and is not enrolled in public school;
- 3) Is excused by the superintendent or a majority of the school directors; or
- 4) Is enrolled in and attending a postsecondary school which is approved or accredited in Vermont or another state.

Implementation

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

Administrative Rules and Procedures

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy. The procedures will address the following issues and may include others as well:

- A. written excuses;
- B. tardiness;
- C. notification of parents/guardian;
- D. signing out of school;
- E. excessive absenteeism;
- F. homebound and hospitalized students;
- G. early dismissals;
- H. homework assignments; and
- I. making up work

The procedure may address other issues as well, including educational neglect.

Administrative Responsibilities

1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.
2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

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

CODE: C 8

1ST READING: 04/28/2022

2ND READING: 05/12/2022

ADOPTED: 05/12/2022

PUPIL PRIVACY RIGHTS

Policy

It is the intent of the Barre Unified Union School District (BUUSD) to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) and Vermont State Board of Education Rules governing the administration of certain student surveys, analyses or evaluations.

Administrative Responsibilities

The superintendent of his or her designee shall develop administrative procedures to ensure BUUSD compliance with applicable federal and state laws related to pupil privacy and parents' access to information regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. The administrative procedures shall include provisions related to the following legal requirements.

1. The right of parents or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students;
2. Any applicable procedures for granting request by a parent for access to such survey within reasonable time after a request is received;
3. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.
5. The administration of physical examinations or screenings that the school district may administer to a student;
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use.
7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request;
8. Provisions to ensure that parents are notified of the BUUSD policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, annual notice of such policies and procedures; notification and an opportunity for the parent to opt the student out of participation in activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing

that information to others for that purpose); notification and an opportunity for the parent to opt the student out of participation in the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment; and notification and an opportunity for the parent to opt the student out of participation in any nonemergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

9. The rights of a parent under the PPRA transfer to a student who is 18 years old or an emancipated minor under state law.

Hi Tina

I will see what I can do. We already have a conflict on Thursday, May 26th as we will have our Spring Art Show in the Library that evening (followed by the Music Concert in the Aud). And even our Cafeteria is in use that evening as the CVCC National Honor Society will be having their reception that evening. Could you let them know we are super busy that night? They would be okay if they wanted to check out the art show and then start their meeting at 7 PM when the concert starts - that way they could see the great work the kids are doing! Let Chris know.

Beth

--

Elizabeth Bicknell
Spaulding High School
155 Ayers Street
Barre, VT 05641
(802) 477-7999

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Board Meeting Evaluation

How successful was your last school board meeting? One way to find out is to ask board members and administrators to complete the brief survey below at the end of a randomly selected meeting. Boards that are actively trying to improve their effectiveness may even want to collect this information after each meeting. The leadership team will find it valuable to periodically discuss the length and productivity of board meetings. Spending 10 minutes on meeting reflection can pay rich dividends down the road.

School Board Meeting Evaluation

	All Members	Most Members	Few Members	Some Members
Board members are given and have read agenda and background materials prior to the meeting.				
Board members are respectful of each other, the public, and the administration.				
Board members handled conflict openly and constructively.				
Board members focus on the roles and responsibilities of the board and do not micromanage operations.				
Board members act as a team once a decision has been made and work collaboratively throughout decision-making.				

Comments:

Source: School Board Self-Evaluation: National School Boards Association