

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

June 9, 2022 at 6:00 p.m.

In-Person: Barre City Elementary & Middle School James Taffel Library, 50 Parkside Terrace, 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

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|------|--|
| 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 - May 26, 2022 |
| 6:30 | 6. Current Business |
| | 6.1. New Hires [ACTION] |
| | 6.2. Presentation: EEI - HVAC Upgrades |
| | 6.3. Presentation: Financial Accounting Software |
| | 6.4. RAN Clarification |
| | 6.5. WBL Quick Data Report |
| | 6.6. Committee Charge [ACTION] |
| 7:30 | 7. Old Business |
| | 7.1. Educational Performance Update |
| | 7.2. Staff Exit Survey Update |
| 7:50 | |
| | 8. Other Business/Round Table |
| 8:00 | 9. Future Agenda Items |
| 8:10 | 10. Next Meeting Dates: Regular Board Meeting, June 23, 2022 at 6:00 pm, BCEMS Library |
| | Regular Board Meeting July 14, 2022 at 6:00 pm, BTMES Library |
| | Regular Board Meeting July 28, 2022 at 6:00 pm, BTMES Library |
| 8:20 | 11. Executive Session |
| | 12. Adjournment |

PARKING LOT OF ITEMS

- First Reading Board Meetings, Agenda Preparation & Distribution (A20) (June 23)
- Rescind - Field Trips (D30) (June 23)
- Rescind - Budgeting (F30) (F20 adopted 5/12/22) (June 23)
- Board Procedures and Engagement (June 23)

- Staff Exit Survey Report (June 23)
- Review Board Meeting Start Time (June 23)
- Electric Bus Update (June 23 - Facilities Cmt)
- Salary Metric
- Enrollment/Home Study Reports (Quarterly: last report 4/14/2022)
- Revisit Decision Regarding Staff Resignation Letters
- Independent Fundraising within Buildings (Summer Building Reports)
- Strategic Plan Update (Early Fall)
- SHS Foundation Report
- Evaluation: Staffing, Enrollment, Facilities, etc.
- Building Capacity at each building
- Critical Race Theory
- Negotiations/Personnel Committee
- Combining BCEMS and BTMES Sports

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 REGULAR BOARD MEETING

Barre Town Middle and Elementary School Library and Via Video Conference – Google Meet
May 26, 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)
Nancy Leclerc (At-Large)
Terry Reil (BT)
Sarah Pregent (BC)

BOARD MEMBERS ABSENT:

Giuliano Cecchinelli, II (BC)

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Hayden Coon, BCEMS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Jeff Blow	Karen Burnor	Adam Chase	Richard Cooke
Leah Deering	Michael Deering	Nicole Gallup	Sarah Helman	Josh Howard
Brian Judd	Paul Malone	Deanna Mandell	Tara Martin	Ben Matthews
Allison Mills	Dean Preston	Heather Slayton		

1. Call to Order

The Chair, Mrs. Spaulding, called the Thursday, May 26, 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 and Mindfulness Moment

The Pledge of Allegiance was recited. In lieu of a Mindfulness Moment, the Board held a moment of silence to offer support for those who lost their lives this week. Mrs. Spaulding read the Board Norms. Mrs. Spaulding thanked community members for their attendance and read the public comment guidelines.

3. Additions and/or Deletions to the Agenda

Mr. Reil would like to remove Agenda Item 12.1, or move it out of Executive Session. Mr. Reil read from the 03/25/21 Meeting Minutes, noting that the Superintendent, Mr. Wells, spoke with BUUSD legal counsel (Pietro Lynn) and was advised that the training session with the attorney was not a public meeting and is not an Executive Session matter. Lengthy discussion was held, including; a query as to the reasons why board training should be held in private, and the possible benefits of letting the public (including those considering running for the Board) attend training, Mrs. Spaulding's understanding that legal counsel recommended that training be held in Executive Session, a query regarding why training is taking place (at legal council's suggestion), concern that the Board did

not, as a whole discuss/agree to holding training with legal counsel, , a query regarding the topics to be discussed in training, and a suggestion to ask legal counsel his opinion. Mr. Hennessey announced that he just (during the meeting) contacted Mr. Lynn, who advised that training is not considered a meeting (Open Meeting Laws do not pertain to training). Mr. Hennessey advised that he had originally reached out to legal counsel regarding training. Ms. Badeau advised that she would like training in an effort to perform better as a Board Member. Mrs. Poulin read from Open Meeting Law statute that states that training programs are not considered a 'meeting of the Board', thus are not subject to Open Meeting Law or Executive Session, and can be held publicly or privately, depending on the Board's preference. Mrs. Poulin confirmed that last year's training occurred after the Board meeting adjourned. A request was made that the Board vote regarding whether or not to hold training and if it should be private or public. A member of the public requested to speak. Mrs. Spaulding advised that she would not take public comment on this Agenda Item. The Board will discuss this matter further with Pietro Lynn when he joins the meeting.

Delete 12.1 Board Training

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On a motion by Mrs. Pregent, seconded by Ms. Parker, the Board voted 6 to 1 to approve the Agenda as amended. Mr. Reil voted against the motion.

4. Public Comment for Items Not on the Agenda

4.1 Public Comment

Brian Judd addressed the Board, expressing concern for teachers and students. Mr. Judd also advised that he is running for State Representative for Barre City.

Paul Malone proposed that the Board reconsider reinstating the SRO position at SHS.

Michael Deering expressed concern regarding the Board Chair's demeanor regarding Public Comment (under Agenda Item 3). Additionally, Mr. Deering noted that his daughter expressed concern (2 weeks ago) regarding students not being allowed to wear seat belts on buses, and she has not heard back from the Superintendent. Drivers wear seat belts, but students cannot. The bus coordinator advised his daughter that the seat belt issue relates to COVID, and he would like the matter addressed as soon as possible. Mr. Deering expressed concern regarding holding training in private, citing that community members would also like to be informed on this matter.

Josh Howard addressed the Board in support of reinstating the SRO position at SHS. Additionally, Mr. Howard noted that he raised the seat belt issue over a year ago, and it still has not been addressed. Mr. Howard would like to see this matter resolved. Mr. Howard requested that a current enrollment report, current vs. December 2021 (broken down by school) be presented at a future meeting.

4.2 Student Voice

None.

5. Consent Agenda

5.1 Approval of Minutes – May 12, 2022 Regular Meeting

On a motion by Mrs. Pregent, seconded by Mrs. Farrell, the Board unanimously voted to approve as amended, the Minutes of the May 12, 2022 Regular Meeting.

6. Current Business

6.1 New Hires

The resumes and BUUSD Notification of Employment Status Forms for Lilija Meadows (BTMES Elementary Special Educator), Mary (Vika) Simons (SHS Spanish Teacher), Lauren Paulsen (BTMES 1st Grade Teacher), Robert Pettis (BCEMS Elementary Music Teacher), Brandon Walker (BCEMS Middle School PE Teacher), and Derek Cipriano (SHS Athletic Director) were distributed.

Mr. Hennessey provided an overview of the candidates and answered questions from community members and the Board.

On a motion by Ms. Parker, seconded by Mrs. Pregent, the Board unanimously voted to approve the hiring of Lilija Meadows, Mary (Vika) Simons, Lauren Paulsen, Robert Pettis, Brandon Walker, and Derek Cipriano.

6.2 RAN Comparison Approval

A copy of the FY23 Revenue Anticipation Note Comparison (05/27/22) was distributed.

Mr. Hennessey, Mrs. Spaulding, and Mrs. Pregent provided a brief overview of the RAN (which is necessary to cover cash flow issues until State funding is received) and answered questions from the Board. Mr. Malone also provided answers to the Board.

On a motion by Mrs. Pregent, seconded by Mrs. Leclerc, the Board unanimously voted to approve the Superintendent's recommendation to contract with Community Bank, N.A., for the FY 2023 Revenue Anticipation Note, with the stated rates as included in the Board packet, and authorized the Board Chair to sign the required documents.

6.3 VSBA Vision

A document titled 'It's Resolution season !' was distributed.

A document titled 'VSBA Vision' was distributed.

Mrs. Spaulding advised that the document included in the Addendum is the document to be utilized during this discussion.

Mrs. Spaulding apologized for the short notice, advising that comments are due tomorrow (05/27/22). Mrs. Spaulding read from the survey document and polled the Board regarding their thoughts for input to VSBA. The Board provided feedback and concern was voiced that the Board did not have enough time to put thought into this matter. Mrs. Spaulding will forward feedback to the VSBA.

7. Old Business

None.

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8. Reports

8.1 Superintendent Report

A copy of the Superintendent's Report (dated 05/20/22) was distributed.

A copy of the addendum to the Superintendent's Report (dated 05/25/22) was distributed.

Mr. Hennessey advised he has nothing to add to the report, and highlighted information relating to resignations, noting that the document was meant to be a public document and viewing restrictions have been removed. Mr. Hennessey reiterated the tight job market, noting that it is difficult to fill positions. Mr. Hennessey reminded the Board and community members of the upcoming job fair (06/01/22). In response to a query regarding reasons for resignations, Mr. Hennessey advised that a report will be presented in June. A community member queried regarding steps being taken to retain employees and what is being done during the year to gauge staff satisfaction/needs. Mr. Hennessey advised that retention is important and the District is doing all that it can to retain employees. Mr. Hennessey advised that he and administrators are checking in with employees constantly. Mr. Hennessey advised that there is no formal procedure for employees to provide feedback, but feedback is welcomed all year. A community member queried regarding sharing resignation letters with the Board. Mrs. Spaulding advised that exit survey information will be provided in June. Mrs. Leclerc, referring to an article in the Times Argus, asked what, specifically the Board and community members can do to 'step up' support of the District. Mr. Hennessey advised that he is trying to change the narrative relating to some negativity that is being expressed, noting that some of the publicity, including social media, unfairly criticizes what is going on in the District. Mr. Hennessey would like individuals to openly, publicly, and loudly promote the good things going on in the schools. Promotion will be occurring at the job fair and via the weekly videos. Mrs. Leclerc queried regarding specific ways in which the Board can better support the District. Mr. Hennessey advised that the Board needs to be very aware of how they are projecting the District, noting that he has heard negative feedback regarding the tone and nature of Board meetings. Mr. Reil expressed concern that a negative narrative is consistently being expressed, and queried regarding the goal of addressing complaints/issues from the public and staff (who he believes do support the District), and expressed his belief that individuals who ask opposing questions or are a bit critical on some issues, are asking these questions in an effort to improve the District. Mr. Hennessey advised that the District is not closed off to tough questions or criticism, but noted that much of the negativity expressed on social media has not been expressed to administrators to allow them time to resolve concerns. Mrs. Farrell asked the Superintendent to share some of the negative feedback he is receiving. Mr. Hennessey advised regarding a Facebook post showing the list of employees who are resigning, noting that the document was meant to be public and was erroneously posted as private. Mr. Hennessey noted that on various platforms, there are accusations that the District is being secretive and not sharing information, criticizing leadership. Mr. Hennessey advised that he had not received any calls or e-mails regarding this issue and he is not aware that any Board Members received complaints regarding the inaccessible document. Ms. Parker believes it would be more supportive for individuals to think 'good intent' prior 'blasting' negativity. Mrs. Spaulding advised she was taking Board input and would not receive input from the public, and expressed that she would like to move on with questions pertaining to other portions of the report. Mrs. Farrell encouraged individuals to review the AOE Annual Snapshot Press Release, which includes some very positive information on the District (highly qualified teachers, attendance etc.). Mr. Reil is encouraged to see that the District is planning to perform more bold and timely action. Mr. Reil believes that test score data, should not be the sole steering mechanism for improvement, but noted that it is important and suggested that pre-COVID data should also be factored in. Mr. Reil queried regarding some specifics for the plan to acquiring substitutes. Mr. Hennessey advised that it is very beneficial to have permanent substitutes on staff. In response to a query regarding dealing with homelessness, and providing more social services, Mr. Hennessey advised that it is important to see that the schools are fully staffed and providing social and emotional learning in addition to academics. Mr. Reil noted the success of hiring 40 staff members since Board reorganization. Mr. Reil noted that 68 resignations is a concerning number and believes that the Board should spend some time to look into the reasons why employees are resigning. Mrs. Leclerc noted that the Barre community is very supportive, and she believes that if community members know specifically what is needed, they will provide the support. Ms. Parker reported that numerous staff members have expressed appreciation to the Board for serving breakfast on Teacher Appreciation Week, and she encourages all Board Members to visit all of the schools and show support to staff, including attendance at sports events, plays, graduation, etc. Ms. Parker would like Board and community members to highlight positives at each meeting. Mrs. Pregent advised that Step-up information needs to be corrected. BTMES Step-up is Thursday, 06/16/22, and BCEMS is holding Step-up celebrations over two days; Wednesday, 06/15/22 and Thursday, 06/16/22.

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

Copies of the SHS, CVCC, and BTMES Building Reports were distributed.

Mr. Coon read a prepared statement (see Attachment A) regarding the cherished time he has spent in the District, and an overview of challenges he believes the District is facing. In response to a query, Mr. Coon shared his reasons for resigning from the District, and advised that he will begin working as a high school principal in Woodsville, NH. In response to a query, Mr. Coon provided additional information regarding the homeless student population, noting that Dawn Poitras is the homeless student coordinator. In response to a query, Mr. Coon advised regarding the compounding issues facing staff members, many of which are the result of the schools being understaffed, which also has a negative impact on students. Mr. Boltin thanked Mr. Coon for his comments, advising that hearing this type of information from administrators is valuable. Mr. Coon advised regarding contracted services (WCMH), noting that WCMH is also experiencing difficulty hiring employees, and is unable to fill all of the positions it has in the past.

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Mr. Coon noted that Restorative Programs at BCEMS has resulted in the need for fewer behavioral interventionists. It was noted that cases are reported to DCF on a daily basis, but they are not responding to/investigating the cases as they did in the past. It is believed that the failure to investigate is the result of staffing issues. In response to a query regarding the status of students who excel, Mr. Coon reported that students who excel have access to high achiever programs, including: Renaissance Readers High Achiever Program, a High Achievers Math Program, and Girls on the Run. Mr. Coon advised that all students, regardless of achievement level are experiencing mental health issues as a result of the pandemic. Mrs. Pregent highlighted the volunteer graduation requirement, and the number of hours students have volunteered this year.

In response to a prior Board request, Mr. Hennessey advised that a SEA Building Report will be added to Building Reports beginning in June 2022. It was also agreed that a Central Vermont Career Center School District Report should also be provided.

8.3 Finance Committee

The Committee met May 24, 2022. Discussion included; implementation of a new financial accounting system (07/2023), adding the 5-year Capital Plan document to the District's website, a salary breakage report, an update on amended pupil weighting legislation, and summer projects. EEI will present to the Board on 06/09/22 (regarding upgrades to HVAC systems using ESSER funds). The deadline for use of ESSER funds may very likely be changed to 2026. The projected surplus for FY22 is approximately \$2,000,000. In response to a query, it was noted that the contract for a new financial accounting system will be presented to the Board at the 06/09/22 meeting.

The next meeting is Thursday, June 21, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.4 Facilities & Transportation Committee

Minutes from the May 9, 2022 meeting were distributed.

The next meeting is Monday, June 13, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.5 Policy Committee

Minutes from the May 16, 2022 meeting were distributed.

Ms. Parker noted that the Board Meeting, Agenda Preparation & Distribution Policy (A20) is being revised to include the SEA Building in the rotation for Board Meetings. An amended policy will be presented to the Board for a First Reading.

Mrs. Leclerc noted that the Policy Committee has cancelled their June and July meetings and expressed concern that there may be some new or amended policies that are not in effect when school starts at the end of August (given the length of time it takes for policies to go from Committee to Board adoption). Ms. Parker advised that there were scheduling issues and the Committee agreed to postpone until August. Mr. Hennessey advised that he believes there will not be any issues with required policies not being in place. Ms. Parker does not believe that any missing required policies will impact the way schools open or the way students are educated.

The next meeting is Monday, August 15, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.6 Curriculum Committee

Minutes from the May 5, 2022 meeting were distributed.

The Thursday, June 2, 2022 meeting has been rescheduled.

The next meeting is Thursday, July 7, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

8.7 Negotiations Committee

Minutes from the May 10, 2022 meeting were distributed.

It was noted that the draft minutes need to be amended to include: the location of the meeting, the time the Committee entered Executive Session, the name of the individual who wrote the minutes, and the word "DRAFT" in text (for ADA compliance).

The next meeting is June 1, 2022.

9. Other Business/Round Table

Mr. Boltin noted that it has been suggested to Board Members, that District staff be able to submit questions and concerns anonymously and further advised that there are a few individuals who have offered to fund such an effort if there is any cost associated with it. Mr. Boltin would like the Board to discuss such an initiative. Mr. Hennessey advised that the administrative team is looking for different ways to receive meaningful feedback, including the idea that Mr. Boltin presented.

Mrs. Farrell queried regarding a way to inform Board Members, community members and local businesses regarding a list of things the schools need (as a way to invite individuals/businesses to help). Mrs. Pregent advised that a number of BCEMS teaching staff have a 'wish list' on 'Donors Choose' (a vetted website).

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In response to a query from Mrs. Leclerc, Mr. Hennessey advised that the organizational chart is currently available on the District's website. In response to a query from Mrs. Leclerc, Mr. Hennessey advised that a report from the Great Schools' Partnership will be included in the June Superintendent's report. Mr. Hennessey noted that the work with GSP is funded through the CFP Grant. Mrs. Leclerc requested to see a report regarding statistics for the percentage of students who graduate and the percentage of students who drop out. It was clarified that trying to deduce the percentage of students who drop out based on the percentage that graduate, does not result in accurate data on the number of students who have dropped out of school.

Ms. Parker congratulated BTMES for the Musical Review, and suggested that the Donors Choose option be added to the website.

Regarding the Donors Choose website, Mrs. Pregent noted that some corporations match donations. Matching donations is a great way to contribute more to the schools.

Mrs. Spaulding attended and very much enjoyed the presentation of Amélie: Teen Version by the SHS Drama Club.

Mrs. Spaulding also advised that she went to the SHS Art Show and viewed a lot of great pieces. The Art Show will be on display until the end of the school year. Mrs. Spaulding encourages all Board Members to attend the SHS Graduation Ceremony.

10. Future Agenda Items

- Committee Charge – 06/09/22
- Educational Performance Update – 06/09/22
- Financial Accounting Software Contract – 06/09/22
- EEI Presentation to the Board (HVAC Upgrades) – 06/09/22
- New Hires – 06/09/22
- RAN Clarification – 06/09/22
- Electric Bus Issues Update – 06/09/22
- Salary Metrix Points – 06/09/22
- Independent Fund Raising Within Buildings Discussion – 06/09/22

- Policies – 06/23/22
- Board Procedures and Engagement – 06/23/22
- Review of Exit Survey Information – 06/23/22
- Review Board Meeting Start Time – 06/23/22

- Revisit Decision Regarding Staff Resignation Letters – TBD

- Strategic Plan Updates (addition of the 'how' to accomplish goals & additional information for Community Engagement) – Early Fall - TBD

11. Next Meeting Dates

Regular Board Meeting - Thursday, June 9, 2022 at BCEMS in the James Taffel Library and via video conference.

Regular Board Meeting - Thursday, June 23, 2022 at BCEMS in the James Taffel Library and via video conference.

Mrs. Spaulding requested that Board Members give some thought to holding just one meeting in July.

12. Executive Session as Needed

~~12.1 Board Training (Pietro Lynn)~~ Deleted – kept as a place holder.

No items were proposed for discussion in Executive Session.

Pietro Lynn joined the meeting to provide clarity regarding training sessions (public vs private). Mr. Lynn advised that trainings are not subject to open meeting laws. If the Board wants to discuss items specific to Board business, the meeting would need to be held in open session. Mr. Lynn advised that he will be giving a general presentation on the Board's roles, rights, and responsibilities.

Mr. Lynn advised that it is important for the Board to meet with him outside of a public meeting because he may be giving the Board legal advice regarding how they should be operating. The Board may have questions that they ask that solicit legal advice. Legal advice is privileged. If the Board needs to change the way it is doing things because the Board is not doing things the way they ought to be done, meeting in public removes the ability to be candid about issues that may have existed. Mr. Lynn believes individuals are more candid when they are not in public meetings. It is the Board's decision whether to hold the meeting in public or private, though Mr. Lynn encourages the Board to meet in private, as he feels private training is more effective and Board Members feel they can speak freely about issues and concerns they may have. In response to a query, it was clarified that the training is exempt from Open Meeting Laws and are not subject to Open Meeting Law. The rules that apply to Open Meetings do not apply to training. Jeff Blow

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queried regarding how the item of Board Training was added to the Agenda. Mrs. Spaulding advised that discussion of that matter was held at the beginning of the meeting and she advised Mr. Blow to review the video of that portion of the meeting.

13. Adjournment

On a motion by Mrs. Pregent, seconded by Ms. Parker, the Board unanimously voted to adjourn at 8:17 p.m.

Respectfully submitted,
Andrea Poulin

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ATTACHMENT A

Good Evening,

First, thank you to the board for allowing me to serve in the role of Elementary School Principal at BCEMS for the past four years. I want you to know that I have cherished every day of this opportunity.

In the spring of 2018, I was hired as the principal of Barre City Elementary School. Starting as early as my initial interview, trauma in students was a major concern. Fast forward to today, 4 years and 1 pandemic later, the mental health needs of our community have grown at a scale factor of 10, and are having an enormous impact on our young learners.

We are seeing more and more students showing signs of mental health needs; depression, self harm, poor attendance along with reactive behaviors such as elopement and violence. We are seeing these needs in all of our students, but especially for those who are having adverse childhood experiences. Our staffing challenges this year have only compounded these needs.

The reality is our community is facing a lot of major challenges. The lack of affordable housing, mental health needs, rising living costs, combined with domestic violence, crime and narcotics are taxing our school support systems. Our local support agencies such as wcmh and dcf are equally understaffed. This leaves school staff overwhelmed, exhausted and burned out from trying to meet students' needs in the classroom; and failing. But these needs are far beyond what a classroom or school can provide. Our local service providers are at capacity and have up to year long waitlists for outplacement programs for students in crisis.

Currently, there are 67 students identified as homeless at bcems, which is approximately 8% of the student body. This number is just a number, it doesn't describe the lack of basic needs such as food, running water or the simple routines all children need. Our school provides food, clothing, hygiene products, access to a dentist, access to medical care, on top of a rock solid education.

Yesterday, Jen Carbonneau admin assistant purchased towels for students to be able to shower at school.

On average this school year, BCEMS has 21 staff absences per day. On weeks following vacations or big outbreaks, this number is 45-50. This doesn't include the 12 currently unfilled student support positions in our building.

These absences mean students don't have consistency, spend more time with substitutes, or lose vital services such as reading, math and speech or behavior check ins.

This lack of support and services are having a detrimental impact on all of our learners and especially those from historically marginalized groups. In fact, 78% of our students who were suspended from school this year were either on an iep, in state custody, or homeless under the mckinney vento act.. That means 4 out of 5 students who are suspended are because we do not have the staffing needed to safely support them and the other children.

It is for these reasons that I am proud to address you tonight to say "we have had school everyday."

It has not been easy. and it has taken the entire team, elementary, middle, paras, teachers, behavior and support staff, maintenance and admin together to make it work. We have amaaazing people! People like Kirsten Evans who has not missed a single day from her second grade classroom this year. And Tyler Watkins who volunteers daily distributing lunches. Or Mariah Jacobs who works around the clock to help students and teachers to be successful.

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Our staff routinely are called upon during their lunch time to cover recess, or asked to double up classes to make the ends meet for the day. I believe our whole staff should be celebrated for this feat, in a year when schools around us had days and weeks of closures due to Covid or staffing issues.

At the same time, BCEMS continues to have the lowest turnover rate in the district.

Since school re-opened in August 2020 60% of bcems staff have tested positive for Covid 19. This is triple the infection rate for the state of Vermont. Teachers and staff have routinely put themselves at risk for the betterment of our students and community. I want to thank everyone that has served in our school and all schools for their work this year.

As my time at BC comes to an end, I have had many people ask me what I think is the answer to our challenges. I am not sure I have the answers, but here are a few thoughts:

- Expand the Restorative Program
 - a. The restorative Program shown improved student outcomes in math literacy attendance and mental health
 - b. Save millions of dollars versus outplacing students
 - c. Requires a lower staff ratio than a 1:1 model.
- Focus more resources on mental health needs
 - a. Consider social emotional learning coach and coordinator
 - b. Train teachers to better support all students mental health needs
- Places the Board Can help us:
 - a. More advocacy at the local and state level to bring more resources to Barre
 - b. Advocate to Expand dcf, housing expansion, mental health supports
 - c. Graduation rate. The graduation rate is the best measure of a successful school system, especially in economically disadvantaged areas. Having a high graduation rate is the best way to end the generational poverty cycle.

Thank you all for your work for the students of Barre and I am happy to answer any questions from the board, and if allowed, the public.

-Hayden

Ps. We are having field day on June 14. There's an inflatable pirate slide, snow cone machine and I'll be in the dunk tank :)

BARRE UNIFIED UNION SCHOOL DISTRICT

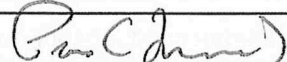
NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

5/27/22

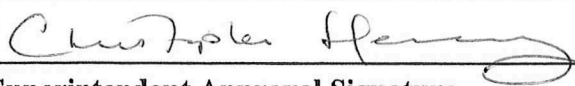
To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name:	Edward Sheehan	Location:	BCEMS
Submission Date:	5/27/22	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position:	Grade 5/6 Social Studies	Grade (If Applicable):	
Endorsement (If Applicable):		<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day:	7.50	Scheduled Hours:	8:15 a.m. to 3:45 p.m.
Account Code:	101-1381-51-11-0-1101-51110		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	Kendra Pillsbury	Salary Rate:	\$ 58,018. ⁰⁰
Administrator Approval:		Signature Date:	5/27/22

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:	8	Step:	M	Salary Placement:	60,094
Hourly Rate: \$		Salary Rate: \$		Seniority Date:	
Contract Type:	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Para	<input type="checkbox"/> Replacement	<input type="checkbox"/> Interim	<input type="checkbox"/> Offer/Non-Contracted Letters
	<input type="checkbox"/> AFSCME	<input type="checkbox"/> N/A			
Days Per Year:	190	Salary: \$	60,094	Contract Days:	190
Teacher: AOE Endorsement:	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO			
If No, Required:	<input type="checkbox"/> Provisional	<input type="checkbox"/> Emergency	<input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree	<input type="checkbox"/> YES	<input type="checkbox"/> NO	(If NO) → ParaPro	<input type="checkbox"/> YES has passed ParaPro	<input type="checkbox"/> NO will need to take ParaPro


Superintendent Approval Signature

JUNE 1, 2022
Date

Edward Edward Sheehan

Education

Andrews University

Berrien Springs, Michigan

Postgraduate Coursework

Major: M.Ed

GPA: 4.000

Credit Hours: 45

Attended October 2018 to December 2018

Degree conferred December 2018

Colorado State University

Pueblo, Colorado

Postgraduate Coursework

Major: Education, **Minor:** Math

GPA: 3.000

Credit Hours: 45

Attended February 2015 to June 2015

Castleton State

Castleton, Vermont

Postgraduate Coursework

Major: History, **Minor:** Math

GPA: 4.000

Credit Hours: 45

Attended August 2014 to December 2014

Johnson State College

Johnson, Vermont

Master of Education

Major: Education

GPA: 3.970

Attended August 2009 to May 2012

Degree conferred May 2012

University of Massachusetts - Amherst

Amherst, Massachusetts

Bachelor of Arts

Major: History

GPA: 2.720

Attended January 1987 to May 1990

Degree conferred May 1990

Experience

Mount Mansfield Winter Academy

Nov 2016 - Jun 2020

Language Arts, Math & Social Studies Teacher
Stowe, VT

Reason for leaving: I am actively looking for a full-time permanent position with a public/independent school.

Supervisor: Lori Furrer (8022537409)

Experience Type: Independent School, Full-time
It is **OK** to contact this employer

Orange Center School

Dec 2015 - Jun 2016

Middle School Math/Science Teacher
Orange, Vermont
I taught Science and Math to OCS 6th, 7th and 8th grade students.

Reason for leaving: I fulfilled my contract obligations.

Supervisor: Principal Tim Francke (8024763278)

Experience Type: Public School, Full-time
It is **OK** to contact this employer

The Chelsea Public School

Aug 2014 - Jun 2015

Middle School Social Studies and Math Teacher
Chelsea, VT

Reason for leaving: Budget cuts.

Supervisor: Deb Matthews (802 685 4551)

Experience Type: Public School, Full-time
It is **OK** to contact this employer

Northfield Middle & High School

Apr 2014 - Jun 2014

Middle School Social Studies Teacher
Northfield, VT

Reason for leaving: The 2013/2014 school year ended. I was offered a teaching position at the Chelsea Public School to teach Social Studies as well as Math for 2014/2015 school year.

Supervisor: Ryan Parkman (802 485 4500)

Experience Type: Public School, Full-time
It is **OK** to contact this employer

Edmunds Middle School

Jan 2014 - Present

Social Studies Teacher, Long-Term Sub
Burlington, VT

Currently, I work on Team Evolution as the 7th and 8th grade Social Studies Teacher on a team of four. I will be with the team through the completion of the third term. My classroom combines both 7th and 8th grade students. I teach four core classes daily, host a homeroom, study period, sss and homework club on Monday's after school.

The student body is quite diverse at the Edmunds Middle School, which in turn has made the experience of teaching there that much more rewarding.

Supervisor: Principal Bonnie Johnson-Aten (802 864 8486)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Harwood Union

Aug 2009 - Jun 2012

Substitute Teacher

South Duxbury, Vermont

I was a part time substitute teacher in both the middle school and the high school. I also tutored two days a week in the Special Education Department.

Supervisor: Patti Reagan (802 822 1100)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Crossett Brook Middle School

Sep 2011 - May 2012

Substitute Teacher

5672 VT RTE 100

Supervisor: Donna Culver (802 244 6100)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

U-32

Aug 2010 - Jun 2011

Substitute Teacher

Montpelier, Vermont

I currently work as a part time substitute teacher in both the middle school and the high school.

Supervisor: Kristie Ferguson (802 229 0321)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

U-32 Middle School

Aug 2010 - Dec 2010

Student teacher

Montpelier, VT

Through the Johnson State Middle School Licensure program, I conducted my student teaching at U-32 on Team Zenith under the supervision of JB Hilferty of U-32 and Dr. Regina Richter of Johnson State. I was fortunate to have the opportunity to co-teach seventh and eighth grade Social Studies daily, as well as participate and help with Language Arts and Science. Using innovative, experiential and constructivist approaches to learning, we were able to acclimate an incoming seventh grade class from

five surrounding communities into a dynamic learning environment. Team Zenith spent three days in early September away from the school, building community, trust and relationship amongst forty two young adolescents, four teachers and two special educators. Those three days off campus laid the foundation for a wonderful learning environment. Meeting the nature and needs of young adolescents is imperative to a successful middle school experience and education for both students and teachers. The emotional, intellectual, physical, moral and social needs of students at U-32 were met by teachers daily.

As an educator it is my responsibility to bring initiative, passion, relevance and understanding to the classroom daily. Along with that, I need to understand and embrace the nature and needs of the young adolescents I aim to help educate. Students concerns are my concerns. At the pace the world is changing, students need and deserve as many authentic learning experiences as possible. I tried daily to bring relevance to the education experience of Team Zenith. Understanding is critical for a student's success, and I used every strategy available for students to demonstrate their understandings. Making students feel safe and secure as well as recognizing each student as an individual can go a long way in establishing a classroom students want to attend and be a part of.

Reason for leaving: Unfortunately my student teach ended in mid-December. I currently substitute at U-32.

Supervisor: JB Hilferty (802 229 0321)

Experience Type: Student Teaching, 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:

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 *Reciprocity to VT VRI Teaching Cert Pending*

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

Katja Katja Thomalla

Education

Salve Regina University

Newport, Rhode Island

Bachelor of Science

Major: Elementary and Special Education

GPA: 3.500

Credit Hours: 126

Attended September 2018 to May 2022

Degree conferred May 2022

Experience

Thompson Middle School

Jan 2022 - May 2022

Student Teacher

Newport, RI

Student taught in 5th and 6th grade alternate assessment classroom. Collaborated with colleagues as well as teaching assistants. Participated in IEP team process and helped to implement individualized special education interventions.

Reason for leaving: End of placement

Supervisor: Kerri Lewia ((401) 847-1493)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Pell Elementary School

Sep 2021 - Dec 2021

Ms.

Newport, RI

Worked as a student teacher in a second grade collaborative classroom. Managed a classroom of 22 students with a positive behavior plan. Planned and implemented lessons. Individualized these lesson based upon needs and interests.

Reason for leaving: End of placement

Supervisor: Kimberly Hassan ((401) 842-1900)

Experience Type: Student Teaching, 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:

06/02/2022

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

Name:	Andrew Duddy	Location:	Spaulding High School
Submission Date:	6/2/2022	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position:	STEM - Science Teacher	Grade (If Applicable):	9-12
Endorsement (If Applicable):		<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day:	7.5	Scheduled Hours:	7:35 a.m. to 3:05 p.m.
Account Code:	101-1276-31-11-0-1113-51110		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	Sara Dorr	Salary Rate:	\$ 51,271. ⁰⁰
Administrator Approval:	Brenda Waterhouse, Principal	Signature Date:	6/2/2022

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:	2	Step:	B	Salary Placement:	\$ 43 280
Hourly Rate:	\$	Salary Rate:	\$	Seniority Date:	
Contract Type:	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Para	<input type="checkbox"/> Replacement	<input type="checkbox"/> Interim	<input type="checkbox"/> Offer/Non-Contracted Letters
	<input type="checkbox"/> AFSCME	<input type="checkbox"/> N/A			
Days Per Year:	190	Salary:	\$ 43 280	Contract Days:	190
Teacher: AOE Endorsement:	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO			
If No, Required:	<input type="checkbox"/> Provisional	<input type="checkbox"/> Emergency	<input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree	<input type="checkbox"/> YES	<input type="checkbox"/> NO	(If NO) → ParaPro	<input type="checkbox"/> YES has passed ParaPro	<input type="checkbox"/> NO will need to take ParaPro

Christopher Hennessey

Superintendent Approval Signature

JUNE 3, 2022

Date

Andrew Duddy

Education

Champlain College

Burlington, Vermont

Teacher Certification Program

Major: Teacher Apprenticeship Program

Attended December 2020 to June 2021

Colorado School of Mines

Golden, Colorado

Bachelor of Science

Major: Metallurgical and materials engineering

GPA: 3.110

Credit Hours: 144

Attended August 2012 to May 2016

Degree conferred May 2016

South Anchorage High School

Anchorage, Alaska

GPA: 3.990

Attended August 2008 to May 2012

Degree conferred May 2012

Experience

WMHS

Aug 2021 - Present

Math and science teacher

Williamstown, VT

Currently employed as a dual endorsed math and science teacher for grades 7-12. I have taught conceptual physics for 9th grade, general physics for 11-12th grades, earth science for 8th grade, and geometry for 9-10 grades.

Supervisor: Jessica Poe (8024335350)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Milton Middle School/TAP with Champlain College

Dec 2020 - Jun 2021

Student teaching

Milton, VT

Currently, I am enrolled with the Teaching Apprenticeship Program with Champlain College. I was placed into Milton Middle School to serve as an apprentice under Meagan Beley-Finnemore for middle school science and with Catherine Thibault-Cote for middle school math. The Teaching Apprenticeship Program started in December of 2020 and continues until June of 2021. The program starts with seminars about pedagogy, transitions into a mentor apprenticeship with a teacher, and then the

apprentice teacher leads a classroom in their subject by themselves applying the lessons they have attended throughout the previous months.

Supervisor: Meagan Beley-Finnemore & Catherine Thibault-Cote ((802) 893-5400)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Migrating our financial accounting system to the next generation: School ERP Pro

At the Finance Committee Meeting on May 24, 2022, Lisa shared the following information along with details of this important conversion. The Committee unanimously agreed that the business office team should begin the implementation of the new system using ESSER funds. More information is available upon request.

Profund has been around since the early 80's and back in 2010, Tyler Technologies made the announcement that Profund would be phased out and that no enhancements would be made.

Other than required mandates, Profund has been in a Maintenance-Only mode for 10 years now and the software really IS starting to show its age and Tyler Technologies reports they are beginning to face technological issues with the software.

School ERP Pro software is the established migration path for Profund clients. So, the time has finally come to move on from Profund onto School ERP Pro!

School ERP Pro is a fully integrated solution for financial and personnel management. It consists of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Like Profund, it was Designed specifically for schools, it is true K-12 multi-fund, modified accrual accounting system, both GAAP and GASB compliant, Offering full Microsoft Office integration, drill-down capabilities, state reporting, customizable data sorting, and comprehensive reporting. This suite also includes the iVisions Web Portal; the portal gives your employees the power and flexibility to manage School ERP Pro data and perform self-service tasks anytime and from anywhere. The business office and HR are very excited about this.

Tyler Technologies is migrating dozens of clients and we need to get on their schedule soon! Tyler Technologies can bring us live at the beginning of the next fiscal year (July 1, 2023). We will need to sign a contract now to get on their schedule to begin the implementation process on January 1, 2023. The project go-live dates are scheduled on a first come first serve basis, and an executed contract is required to be added to the schedule.

All of the functionality/modules that we currently own, are included as part of our Evergreen Migration; Tyler's Evergreen philosophy means that our *original investment is protected*, so because we own the license in Profund, we already own it in School ERP Pro.

History - Once migrated to School ERP Pro, the district will be responsible for maintaining the Profund software/data on an on-premise, compliant server.

Hosting/Cloud - School ERP Pro powered by Infinite Visions is moving to a Cloud-based model, all future enhancements and web-based functions will be included in this model.

Because we own the license this is considered an “Evergreen” migration. If we were new clients the license fees would be an additional one-time fee of \$45,460.

Also, Tyler Technologies will give their Profund clients migrating to School ERP Pro, an hourly rate decrease from \$130/hour to \$105. (Also – fyi – Due to inflation, they have recently increased the hourly rate by \$15, but they are honoring the originally quoted price from a year ago when I reached out.

I would like to sign a contract now, in order to get on their schedule for conversion to begin January 1, 2023 with a go live date of July 1, 2023. The contract will have a termination clause because this is still being discussed in the legislature.

Following is some information about the AOE’s involvement:

When we merged Districts into the Unified District we aligned our chart of accounts with the AOE’s **Uniform Chart of Accounts (UCOA)**. They have since modified it slightly but we are almost there. UCOA is a shared system of accounting for supervisory unions and supervisory districts (SUs/SDs) in Vermont. It includes a set of accounts to categorize school finance revenues and expenditures, as well as standardized business practices. The UCOA provides more consistent and comparable school finance data. These improvements to Vermont school finance data will provide better information for both the legislature and local decision-makers, yielding greater transparency and the opportunity for quality, data-driven policy for Vermonters.

The **Shared School District Data Management System (SSDDMS)** is a shared financial and human resources data management system for Vermont Supervisory Unions (SUs) and Supervisory Districts (SDs). SSDDMS supports SU/SDs implementation of the [Uniform Chart of Accounts \(UCOA\)](#). The platform supports continued UCOA compliance through a centrally managed chart of accounts, while allowing opportunity for local flexibility and granularity. The system also includes mechanisms for more efficient reporting to the state. The AOE has contracted for the SSDDMS as a fully vendor-hosted service (eFinancePLUS) for SU/SDs to reduce administrative costs and maximize the return on investment of State funds awarded in conjunction with [2014 Acts and Resolves No. 179, Secs. E.500.1-E.500.3](#) as amended by [2015 Acts and Resolves No. 58, Sec. E.500.1](#).

Please see attached letter from VASBO regarding eFinance.



Quoted By:
Quote Expiration:
Quote Name:

Michele Richardson
6/30/22
Profund to School ERP Pro Migration;
Evergreen; On-Prem to Hosted

Sales Quotation For:

Lisa Perreault
Barre Unified Union School District
120 Ayers St
Barre VT 05641-4304
Phone: +1 (802) 476-5011

Student Count:2,600 / Cost Center:2

Tyler Software

Description	License Total	Annual Maintenance
School ERP Pro powered by Infinite Visions		
Online Shopping	\$ 2,546	\$ 505
Employee Daily Time Entry	\$ 3,656	\$ 658
Core Accounting	\$ 0	\$ 0
Grant/Project Tracking	\$ 0	\$ 0
Human Resources	\$ 0	\$ 0
Info-Link	\$ 0	\$ 0
State Reporting	\$ 0	\$ 0
iVisions Web Suite	\$ 11,690	\$ 2,221
Content Manager		
Content Manager Core	\$ 4,007	\$ 1,050
Employee Onboarding	\$ 3,750	\$ 938
TOTAL:	\$ 25,649	\$ 5,372

Tyler Annual

Description	Annual
School ERP Pro powered by Infinite Visions	
Hosting Fee	\$ 6,504
Annual Profund Support Fees Transfers to Infinite Visions at THEN-Current rates	\$ 0
TOTAL:	\$ 6,504

Services

Description	Quantity	Price	Extended Price	Maintenance
School ERP Pro powered by Infinite Visions				
Implementation	356	\$ 105	\$ 37,380	\$ 0
Conversions	40	\$ 105	\$ 4,200	\$ 0
Hosting Setup Fee	3	\$ 200	\$ 600	\$ 0
Project Management	88	\$ 105	\$ 9,240	\$ 0
Content Manager				
Core Services	8	\$ 105	\$ 840	\$ 0
Core Training	16	\$ 105	\$ 1,680	\$ 0
Employee Onboarding Services	12	\$ 105	\$ 1,260	\$ 0
TOTAL:			\$ 55,200	\$ 0

Summary	One Time Fees	Recurring Fees
Total Tyler Software	\$ 25,649	\$ 5,372
Total Annual		\$ 6,504
Total Tyler Services	\$ 55,200	\$ 0
Summary Total	\$ 80,849	\$ 11,876

Comments

All services quoted herein are assumed to be delivered remote unless otherwise stated.

Electronic Shopping Interface - Provides an interface to web purchasing.

Content Manager (Core) - Full document scanning, imaging, indexing and archival.

IVEE Hosting includes up to 200GB of storage. Should additional storage be needed, it may be purchased at the current yearly storage rate in 200GB increments. Additional Users may be added at \$575/ea annually plus \$200/ea setup fee.

Core Accounting - General Ledger - Budgeting, Check Manager, Purchase Card, Bank Reconciliation, Revenue Accounting; Procurement & Payables; Payroll; User Security & Administration

Grant Project Tracking - Provides multi-year tracking of grant/project revenues and expenditures.

Human Resources - Employee demographics, certificates, evaluations, contract printing, salary negotiations, and user-defined fields for sorting, selecting and printing.

InfoLink - Provides a point-and-click interface to link tables for report writing.

State Reporting - All electronic and hard copy reporting required for state retirements, other payroll & personnel requirements, fiscal budget & expenditures.

Proposal Notes:

Profund to School ERP Pro Migration; Evergreen; On Premise to Hosted:
Barre Unified Union SD, VT

Expected Live Date: **July 1, 2023**

All services quoted herein are assumed to be delivered remote unless otherwise stated.

New Annual Support and Hosting Fees - Annual Support and Hosting fees listed on this Investment Summary are for **new** modules and/or services.

Existing Annual Support and Hosting Fees - In addition to the **new annual support and hosting fees**, the Profund Support and Hosting fees are transferred to School ERP Pro, at THEN-Current rates on the July 1 following your cutover to School ERP Pro.

- Note: See current Profund Support and Hosting Invoices for current rates

Profund Data - Client owns the Profund Software and Data. Once migrated to School ERP Pro, the district will be responsible for maintaining the Profund software/data on an on-premise, compliant server.

- Service fees apply for Profund Server move: \$1,175.
- Current system requirements to be provided if server upgrade is required.
- Profund annual support will be inactivated

Hosting/Cloud

School ERP Pro is moving to a Cloud-based model, all future enhancements and web-based functions will be included in this model. For our Profund clients migrating to School ERP Pro to qualify for this model, hosting is required.

Any SaaS or hosted solutions added to an agreement containing Client-hosted Tyler solutions are subject to Tyler's SaaS Services terms found here: <https://www.tylertech.com/terms/tyler-saas-services>

Tyler's Evergreen Program - Profund Module Licenses are transferred to School ERP Pro via Tyler's Evergreen Program which means there are no additional license fees for currently owned Profund Modules.

- The iVisions Web Portal, in its entirety, does not exist in Profund and does not fall under the Evergreen License program
Annual support and hosting fees for the *iVisions Web Portal* listed on proposal.

Profund Modules to be replace, via Evergreen:

ACCOUNTS PAYABLE
BUDGET DEVELOPMENT
CASH TRACKER
GENERAL LEDGER
GRANT TRACKER
HUMAN RESOURCES
PAYROLL
PURCHASE ORDER
STUDENT ACTIVITIES TRACKER

**Tyler System Management Services no longer required once hosted.*

Non-Evergreen/Additional School ERP Pro Modules - Additional/new School ERP Pro modules may be purchased.

- Optional (new) items, to consider, listed separately after main quote
- License, services, and annual fees apply

Modules included Migration Proposal:

Core Accounting w/Purchase Card bundled- General Ledger - Budgeting, Check Manager, Bank Reconciliation, Revenue Accounting; Procurement & Payables; Payroll; User Security & Administration

*Note: **Student Activity Tracker** - IVEE does not have a separate module for Student Activities, it is done via GL.*

- If using Student Activity Tracker in Profund now, this will be discussed during the initial Project Planning Meeting and is included in the implementation process.

Grant/Project Tracking – Monitor grant project status and ensure compliance for an unlimited number of multi-year projects and/or grants.

Employee Daily Time Entry - allows employees to electronically submit their hours worked. Once the time is submitted, the request flows through district-defined approval process.

e-Shopping Interface - The eShopping interface allows you to populate purchase requisition detail from supported vendors with a web store; leveraging cXML technology, the point and click interface allows for your selected items to be directly brought into your requisition utilizing an online shopping cart transfer.

Human Resources - Employee demographics, certificates, evaluations, contract printing, salary negotiations, and user-defined fields for sorting, selecting, and printing.

InfoLink - Provides a point-and-click interface to link tables for report writing.

iVisions Web Portal - Employee Access, Manager workflow access and Electronic personnel action requests. Non-Evergreen; Required License

State Reporting - All electronic and hard copy reporting required for state retirements, other payroll & personnel requirements, fiscal budget & expenditures.

Tyler Content Manager SE (Standard Edition) - Full document scanning, imaging, indexing and archival.

Tyler Content Manager Onboarding - Automate new hire process, paper new hire packets, secure online form completion with digital signatures. integrates with ePARS and Employee Maintenance. *Note: Onboarding is available with TCM Enterprise Edition or as an additional module with TCM Standard Edition; TCM is required/prerequisite for the Onboarding Module*

This proposal includes the creation and conversion of 1 database

- Barre Unified Union School District

*Note – Inactive (History-Only) Databases are not converted to School ERP Pro.

Billing Details:

Expected Live Date: July 1, 2023

License Fees:

NEW Software items: License to be billed in adherence to contract - percentage Milestones:

25% due upon signing

60% on the date we make the applicable software available to you to download.

15% on the earlier of use of the Tyler Software in Live Production or 180 days after the available download date.

Services - Project Management, Implementation and Conversion Fees - All implementation and conversion fees shall be **invoiced as delivered**

Support Fees:

New Annual Support Fees for NEW School ERP Pro Software

To be billed upon School ERP Pro live date: July 1, 2023

- Term July 1 thru June 30

- Auto renew

Existing Annual Profund Support Fees:

Profund Support fees **transfer** to School ERP Pro on **July 1, 2023** at THEN current rates

Hosting Fees:

School ERP Pro Hosting fees

To be billed upon School ERP Pro live date: **July 1, 2023**

- Term July 1 thru June 30
- Auto renew

REVENUE ANTICIPATION NOTE, 6/9/22

Revenue Anticipation Notes (RANs) are **a form of short-term debt a government issuer usually repays from a named revenue source within a period of one year**. Because the school district receives education fund payments on or around September 10th, December 10th, and April 30th, there are periods of time when the district's operating checking account cash flow must be supported with the RAN funds. The district deposits these RAN funds in an ICS bank account. An **Insured Cash Sweep** (ICS) account service is a smart, secure, and convenient way for bank customers to access multi-million-dollar FDIC protection on large deposits, earn a return, and enjoy flexibility.

The district bank accounts are reviewed daily and transfers are made when necessary. The goal is to use RAN funds only when necessary and when education fund payments are received, RAN funds are transferred back into the ICS account to gain the highest yield. The district nets an approximate \$20,000-\$25,000 annually in interest on these funds.



Tina Gilbert <tgilbbsu@buusd.org>

Fwd: WBL Programming: Quick Data

Sonya Spaulding <sspaulding@buusd.org>

Wed, May 25, 2022 at 4:06 PM

To: Tina Gilbert <tgilbbsu@buusd.org>, Chris Hennessey <chennbsu@buusd.org>

Could you please include WBL report on the June 9th agenda and include this email and attachments?

Thanks!

Sonya

----- Forwarded message -----

From: **Michelle LaFrancis** <mlafrshs@buusd.org>

Date: Wed, May 25, 2022 at 3:05 PM

Subject: WBL Programming: Quick Data

To: Brenda Waterhouse <bwatershs@buusd.org>

Cc: Sonya Spaulding <sspaulding@buusd.org>, Ry Hoffman <rhoffshs@buusd.org>

Greetings,

Here's my annual Quick Data for you to share with your June Board meeting.

Sonya, keeping with the same format as when Paul Malone was Board Chair, I have included previous pdfs on Quick Data with notations of how programming has been impacted by COVID since you are now in the role of Paul when the program began.

Please note I will be building out a Human Services Rotation; respectively like the WBL STEM Rotation and Allied Health (preCOVID), which will also enable students to earn credentialing around Early Education. I will continue to work over the Summer with Northern Lights: CCV, Kristin, and our colleagues at the elementary schools to see how we can create a nice offering.

Sonya, I have included an example of a WBL STEM: Fall Rotation where students receiving training through Generator, experiences offsite, and then earned an internship; same formula to be applied for Early Education.

For past WBL STEM students, a positive experience for college bound students and those students who want to enter the workforce immediately after high school. Previous board supported this work and Brenda is also on board too.

Cheers and embrace sunshine,

M

5 attachments



WBL Quick Data FY 20212022.pdf

121K



31^{*} COLLEGE & CAREER PANELS

WBL Standard 2 - Career Clusters

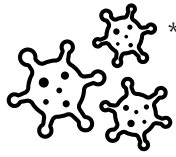
Students will understand their relationship to educational achievement and life-long learning by exploring and researching career clusters and identify career pathways of interest.

SERVED
271

students* participated in college visits, career panels, trainings at the Generator, and/or experienced job shadows or business tours offsite



in partnership with 4H UVM Extension Center, we were able to collaborate and sponsor, a How Did You Get There Series with Spaulding alumni professionals & WBL Partners in the areas Law enforcement, Allied Health, & STEM



** Even though Work Based Learning opportunities are critical to developing a workforce and act as a flexible pathway for students by helping students become more college/career ready, COVID-19 continued to impact programming for Spaulding High School and caused the cancellation of either college visits/training programs, along with limiting the number of students being enrolled in WBL300.*



course offerings

6

WBL 200: INTRODUCTION TO WBL

For the Fall Semester of 2021, Work Based Learning was offered in the format of a college ready class helping students make clear, informed choices about their futures by learning about the process needed to obtain the skills to be a part of a 21st century workplace.

This was especially meaningful for students who were seeking a post-secondary education at a technical or community college, or students who are seeking a four year college education. Vermont Student Assistance Corporation (VSAC) Workshops were embedded in the Fall courses for additional support in regards to college and financial aid.

3

WBL 300: SITE EXPERIENCE/INTERNSHIP

This elective was a semester long course that enabled students to gain practical skills and knowledge about a particular field, along with learning about the aspects of a workplace. It allows students to gain first hand knowledge & determine if this particular career/field is still of interest to them. Limited opportunities for Spring 2021.

2 students earned a paid placement and 1 will continue on as a paid Summer intern.

9

students took advantage of this based upon their interest in Allied Health

POST SECONDARY OPTIONS: ALLIED HEALTH TRAINING PROGRAMS

For the Fall Semester, Central Vermont Medical Center, Community College of Vermont, and Spaulding High School sponsored Allied Health Access Day at Community College of Vermont, so students could learn more about training programs within their region and also what coursework was available to them as a Junior/Senior through their Dual Enrollment Voucher.

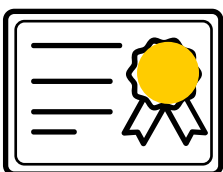
For those in attendance were issued a certificate of attendance with the ability to also take a 1 credit Community College of Vermont (CCV): Flex Course in Allied Health or use it in combination with CCV's Anatomy & Physiology course, which is a total of 4 credits.

CREDENTIALING

For the Spring Semester, students enrolled in Work Based Learning Courses were able to participate in an online training through Vermont Technical College's Continuing Education & Workforce Development (CEWD) program. This was especially meaningful for students who were interested in earning a credential and raised their aspirations within a particular field of interest.

Content Areas: Accounting, Brain Health, Exploring a Career In Nursing, , Interior Design, Manufacturing Fundamentals, Manufacturing Fundamentals, Marketing & Social Media, Medical Terminology & Assist, Solving Discipline Problems, & Stocks & Bonds

This was generously supported by ESSR Funding.



students earned a certificate of completion/credential through Vermont Technical College's CEWD

WBL STEM TRAININGS WITH GENERATOR

ISTE Standard 1d - Empowered Learner

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

DESIGN LAB

Design Lab creates opportunities for children and teens to explore science, technology, engineering, and mathematics (STEM) careers through hands-on projects and design-thinking methodology.

2021/2022

Due to COVID, Design Labs were modified with the intent to expose students to a makerspace and provide them with hands on experiences

ARTIST IN RESIDENCE WORKSHOPS

Intentionally aimed at supporting ambitious artists in pursuit of their creativity and social driven projects, Generator supports the Artist in Residence program quarterly.

For our Aspiring STEAM students, they had the opportunity to participate in a Design Lab with Artists in Residence: **Josie Bunnell & Rebecca Schwarz.**

Students learned about their career paths and engaged in a hands-on project reflective of the Artist in Residence area of expertise.

MAKER MENTOR PROGRAM WITH GENERATOR

Maker Mentors matches young makers with experienced artists, designers, and manufacturing experts in order to empower the next generation of makers and expand opportunities for Vermont youth.

Students are provided with a membership, materials budgets, and tool trainings to the mentors and mentees so that they can use *Generator's* resources for their projects. Maker Mentors empower mentees to be thoughtful, responsible community decision-makers and to be leaders in STEAM (Science Technology Engineering Art and Mathematics).

Our students completed their time in during the Winter of 2021 and earned an Elective Credit by doing the following:

- *demonstrating the use of tools and technologies through project documentation and portfolio building*
- *understanding multiple points of view and synthesizing information for a particular audience or theme*
- *using and explaining terminology of specific STEAM fields that were applicable to project (i.e. biology, industrial design, cartoon artistry); evidenced by daily goals and reflections*
- *presenting information, findings and supporting evidence conveying a clear and distinct perspective*

Multiple Partners with 1 Mission: Paving a Path for a Better Future.

Central Vermont Economic Development Corporation, Generator, & Spaulding High School launched another regional Advanced Manufacturing Day (AMD) in Central Vermont that included Central Vermont high schools, post secondary institutions: Community College of Vermont & Vermont Technical College, and WBL STEM manufacturers. Resulting in further discussion with invested stakeholders who want to collaborate as a single team and further strengthen partnerships that reduces barriers within the community.

Students in attendance were awarded a voucher for ONE FREE fundamental training with *Vermont Tech's Continuing Education & Workforce Development (CEWD)* in order to bolster their credentials.

Advanced Conversion*
AgriMark: Cabot
Community College of Vermont
Concept II
Darn Tough Socks
Dessureau Machines
Green Mountain Power
GW Plastics

OUR WBL STEM PARTNERS

16

OVR*
Pinbox 3000
Rock of Ages
Super ThinSaws*
Vermont Creamery
Vermont Granite Museum
Vermont Tech
Vermont Works for Women

**Due to unforeseen circumstances, unable to attend but continues to support programming.*



since 2017

SERVED
students

74

2019/2020



2

recipients of
Maker Mentor
Program

Spring 2022
Advanced
Manufacturing
Day



Grants from ESSR,
Vermont Community
Foundation, Central
Vermont Economic
Development
Corporation, & Green
Mountain Power
supported this regional
event.



77

COLLEGE & CAREER PANELS

WBL Standard 2 - Career Clusters

Students will understand their relationship to educational achievement and life-long learning by exploring and researching career clusters and identify career pathways of interest.

SERVED
439

students* participated in college visits or fairs, career panels, trainings at the Generator & VocRehab, and/or experienced job shadows or business tours offsite



23 + parents/guardians attended a VSAC College Workshop at Spaulding, joined students in a college visit, and/or Post Secondary Event

Effective immediately on March 16th, all ECCPs & WBL Placements ceased due to COVID-19, thus 38 scheduled events for the Spring impacted the number of students potentially served and qualifying for a paid Summer internship.



122 students' aspirations were raised by VSAC providing transportation to 4 VSAC College/Career Events

6

course offerings

INTRO TO WBL 200

This was an introductory course on Work Based Learning that enabled students to gain the necessary skills and knowledge of being a part of the workforce.



3

WBL 300: SITE EXPERIENCE/INTERNSHIP

This elective was a semester long course that enabled students to gain practical skills and knowledge about a particular field, along with learning about the aspects of a workplace. It allows students to gain first hand knowledge & determine if this particular career/field is still of interest to them.



68

students on the class roster

Intro to WBL 200

35

WBL 300 Site Experience/Internship

33



since 2017
SERVED
42
students

INTRO TO WBL STEM 200: SCIENCE, TECHNOLOGY, ENGINEERING, & MANUFACTURING

This subsection of INTRO to WBL was piloted in 2017/2018 allowing students to explore careers, connect with businesses, and learn about the functions of an organization by eliminating any misperceptions about the manufacturing industry.

We partnered with *Generator*, a leading makerspace in Burlington in order to provide students with more flexible and personalized learning experiences with the passing of Flexible Pathways, Act 77.

For those students who were unable to enroll in the INTRO to WBL STEM 200 due to conflicts within their academic courseload, they were able to participate in an all day training at *Generator* based upon their career interest and Personalized Learning Plan (PLP).



WBL STEM TRAININGS WITH GENERATOR

ISTE Standard 1d - Empowered Learner

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

DESIGN LAB

Design Lab creates opportunities for children and teens to explore science, technology, engineering, and mathematics (STEM) careers through hands-on projects and design-thinking methodology.

SPARK

Spark engages women and gender non-conforming students in the STEM fields — that's science, technology, engineering, and math — through a year-long design-thinking process to develop, prototype, and pitch an invention.

AMP

AMP (Advanced Manufacturing Program) equips select high-school students with the skills to program and operate advanced manufacturing equipment, qualifying them for historically hard-to-fill manufacturing jobs in Vermont.

6

AMP Participants
2019/2020

2 Seniors from AMP qualified for an apprenticeship position with GW Plastics based upon INTRO to WBL, their WBL STEM Rotation, & Generator Trainings.

2018/2019
Spaulding's SPARK TEAM presented their prototype, the Betaband at Stanford University in May of 2019.

Multiple Partners with 1 Mission: Paving a Path for a Better Future.

In the Fall, Central Vermont Economic Development Corporation, Generator, & Spaulding High School launched the first regional Advanced Manufacturing Day (AMD) in Central Vermont that included Central Vermont high schools, post secondary institutions: Community College of Vermont & Vermont Technical College, and WBL STEM manufacturers, such as Dessureau Machines, Vermont Creamery, Filabot, Granite Industries of Vermont, Green Mountain Power, SuperThinSaws, Concept 2, and CADCUT. Resulting in further discussion with invested stakeholders who want to collaborate as a single team and further strengthen partnerships that reduces barriers within the community.

Advanced Welding Institute*
Agency of Transportation
Burlington Code Academy*
Burton Snowboards*
Buttura & Gherardi Artisans
CAD CUT/Web Industries*
City of Barre: Department of Public Work
Darn Tough Socks*
Dessureau Machines
Filabot
Granite Industries of Vermont



22

Green Mountain Coffee Roasters
GW Plastics
HEB Manufacturing
Rock of Ages
RothspeedTrow & Holden*
Super ThinSaws
University of Vermont: CEMS
Vermont Creamery
Vermont National Guard
Vermont Technical College*
Wilkins Harley Davidson

**Effective immediately on March 16th due to COVID-19, WBL STEM Spring Rotation, Generator Trainings, & the Spring AMD were cancelled, which impacted the number of students potentially served.*

2019/2020
Advanced Manufacturing Day

allowed students to explore careers, connect with businesses, learn about the functions of an organization, and understand the relevance of their education through Employee Panels, Job Shadows, & Internships.



21 EMPLOYEE PANELS

Students will understand their relationship to educational achievement and life-long learning by exploring and researching career clusters and identify career pathways of interest.

SERVING
161 students via informational meetings or presentations, hands on training or shadow experiences



1 department presentation with State Attorney that included 4 classes from the History & Social Studies Department

INTRO TO WBL 200

This was an introductory course on Work Based Learning that enables students to gain the necessary skills and knowledge of being a part of the workforce.

course offerings

6



3

WBL 300: SITE EXPERIENCE

This elective is a semester long course that enables students to gain practical skills and knowledge about a particular field, along with learning about the aspects of a workplace. It allows students to gain first hand knowledge & determine if this particular career/field is still of interest to them.



56

students enrolled on the class roster

Intro to WBL 200

41

WBL 300 Site Experience

15

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course
offerings

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56

students enrolled
on the class roster

Intro to WBL 200

41

WBL 300 Site Experience

15

WBL STEM Rotation
Block 2 Class with Band A
10am - 11:30am
Fall Schedule

For those organizations that are beyond 15minutes of travel, timeframe is noted in ()

Topics	Timeframe & Location
<p>Career Readiness & Professionalism</p> <ul style="list-style-type: none"> • What does it mean to be a professional? • Professional Conduct & Behavior (non verbal and communication) • Sensitivity Training in the Workplace • Communication Skills: Written/Verbal/Virtual • Interviewing Skills, Cover Letters, & Resume Writing 	<p>Tuesday, August 27th - Friday, September 27th - SHS</p> <p>Wednesday, Sept. 11th - VTrans & Innovation Day (9:30am - 2pm)</p> <p>Wednesday, Sept. 25th - University of Vermont: CEMS <i>College of Engineering & Mathematical Sciences (CEMS)</i> (all day)</p>
<p>Introduction to Manufacturing & Technology (basic overview on manufacturing and technology, using Manufacturing Institute Teacher's Guide) and other materials (includes reading and writing activities)</p> <ul style="list-style-type: none"> • Perception vs. Reality & Knowing Your Industry • Advanced Manufacturing Profiles • Career Pathways in Advanced Manufacturing • Generator: Orientation Shop Safety Overview, Intro 2D Drawing & Laser/Plasma Cutters 	<p>Monday, Sept. 30th - Friday, October 4th - Homecoming Week</p> <p>Monday, September 30th - SHS - College/Career Readiness</p> <p>Tuesday, October 1st - Perception vs. Reality & Knowing Your Industry</p> <p>Wednesday, October 2nd - Generator (all day)</p> <p>Thursday, October 3rd - SHS</p> <p>Friday, October 4th - SHS (Pep Rally Schedule)</p>

<p>Careers in Manufacturing & Technology</p> <ul style="list-style-type: none"> ● McClure's Career Pathways/Manufacturing clusters (post secondary training programs & college/university programs) ● Generator Training: CNC Tools & Operation Quality Practices & Measurement Cutting Tool Fundamentals, Coordinate Systems & Units; Cutting Speeds and Feeds; CNC Safety Practices, Measuring Tools, 3-Axis CNC Machine setup and Operation including Part Setup 	<p>Monday, October 7th - Spaulding (SHS) - College/Career Readiness Tuesday, October 8th - SHS Wednesday, October 9th - SHS with Generator at SHS Thursday, Oct. 10th - SHS Friday, Oct. 11th -No School</p>
<p>Explore & Educate: Career Shadows - Visit organization and match student with an employee at your organization, so they can see the occupation in real time and learn about it by engaging in an investigation with them</p> <ul style="list-style-type: none"> ● Generator Training: 3D CAD Design Reading mechanical diagrams, Intro to 3D CAD Drawing using Solidworks/Fusion 360 ● Generator Training: 3D CAD Capstone Project 3D CAD Drawing using Solidworks/Fusion 360 (continued), & Capstone Project Design 	<p>Monday, October 14th - No School Tuesday, Oct. 15th - Dessureau Machines Wednesday, Oct. 16th - SHS Parent Conferences Thursday, Oct. 17th - GW Plastics (10am - 2pm) Friday, Oct. 18th - VT Creamery</p> <p>Monday, October 21st - SHS Tuesday, Oct. 22nd - GIV Wednesday, Oct. 23rd - SHS with Generator at SHS Thursday, Oct. 24th - Filabot Friday, Oct. 25th - VT Creamery</p> <p>Monday, October 28th - SHS Tuesday, Oct. 29th - Buttura & Gherardi Wednesday, Oct. 30th - Advanced Manufacturing Day with CVEDC & Generator (10am - 2pm) Thursday, Oct. 31st - HEB (10am-11:30am) Friday, Nov. 1st - VT Creamery</p>
<p>Safety in Manufacturing & Start Safe, Stay Safe Online Modules for Certification</p>	<p>Monday, November 4th - SHS Tuesday, Nov. 5th - Super Thin Saws (10am-11:30am)</p>

<ul style="list-style-type: none"> ● Introduction to Start Safe, Stay Safe Training ● Case Study: Walking Working Surfaces ● Personal Protective Equipment ● HazCom (Hazard Communication) ● Bloodborne pathogens ● Preventing Workplace Violence ● Electrocution Hazards ● VT Department of Labor Speakers with mini training <p>Educate & Apply - Safety in the Workplace</p> <ul style="list-style-type: none"> ● 2 visits onsite about safety in the workplace pertaining to your organization 	<p>Wednesday, Nov. 6th - SHS with Generator at SHS Thursday, Nov. 7th - Filabot Friday, November 8th - VT Creamery</p> <p>Monday, November 11th - No School Tuesday, Nov. 12th - Introduction to Safety Wednesday, Nov. 13th - Generator Celebration & Feedback (all day) Thursday, Nov. 14th - Introduction to Safety with Shawn from DoL Friday, Nov. 15th - VT Creamery</p> <p>Monday, November. 18th - 22nd - SHS - Safety Modules Tuesday, Nov. 19th - SHS - Safety Modules Wednesday, Nov. 20th - SHS - Safety Modules Thursday, Nov. 21st - SHS - Safety Modules Friday, Nov. 22nd - Dessureau Machines</p> <p>Thanksgiving Vacation- Wednesday, November 26th - December 2nd - NO School</p> <p>Monday, Dec. 2nd - SHS - College/Career Readiness Tuesday, Dec. 3rd - Super Thin Saws (10am-11:30am) Wednesday, Dec. 4th - Filabot Thursday, Dec. 5th - GW Plastics (10am - 2pm) Friday, Dec. 6th - VT Creamery</p> <p>Monday, Dec. 9th - SHS Tuesday, Dec. 10th - Buttura & Gherardi Wednesday, Dec. 11th - Wilkins Harley Davison Thursday, Dec. 12th - HEB (10am - 11:30am) Friday, Dec. 13th - SHS</p> <p>Week of December 16th on campus prior to Christmas break</p>
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Advanced Manufacturing: Capstone Project with 1 on 1 Job Shadow Experience	<p>Thursday, January 2nd - SHS Friday, January 3rd - SHS</p> <p>Monday, January 6th- SHS Tuesday, January 7th - Job Shadow - Harley Davidson Wednesday, January 8th - Job Shadow - Thursday, January 9th - Job Shadow - HEB Friday, January 10th - Job Shadow -</p> <p>Week of January 13th on Campus due to Semester I Ending</p>

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.

EXPECTATIONS FOR MONTPELIER ROXBURY SCHOOL DISTRICT BOARD MEMBERS

A03

(Page 1 of 5)

With the goal of successfully implementing the District's vision by enhancing teamwork among members of the board, and among the board, the administration, and our communities, the members of the Montpelier Roxbury School District Board will strive to abide by the following best practices.

Section A - Role of Individual Board Members

- A1. Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action because they are not the board. See A02 Board-Superintendent Relationship Policy. Board members do not speak for the board, but speak as individuals when interacting with other non-board entities or the public.
- A2. The board chair or designee will be the board spokesperson.
- A3. Board members must give no directives, as an individual board member, to any school administrator or employee, publicly or privately. Board members or committees may request information from the Superintendent consistent with Policy A02 Board-Superintendent Relationship Policy. When requesting information from the Superintendent it is expected the board member include the board chair or make the board chair aware of the request.
- A4. Because the Board does not supervise or evaluate district staff, any personnel complaints or criticisms received by individual board members will be directed to the board chair who will follow the appropriate procedures for such matters. See A02 Board-Superintendent Relationship Policy, and board chair responsibilities in section B2 of this policy.
- A5. The board will encourage others to follow the board policy on complaint procedures and present their concerns, problems, or proposals to the person who can properly and expeditiously address their issue.

Section B - Board Offices and Responsibilities

B.1 Board Offices

At the meeting next following the election of a school board member, the school board will elect one of its members to serve in each of the following offices - Chair, Vice Chair, Board Clerk, and Parliamentarian. If at any time an office becomes vacant, the board will elect a member to fill the office until the next normal election. No member may hold more than one office at a time.

B.2 Responsibilities of the Board Chair

The chair of the board serves in the key leadership role for the board. The board chair will work to ensure that the MRPS board works effectively as a team, sets annual goals, creates effective agendas, runs effective meetings, works with the community, and serve as a liaison between the board and education community. The chair will perform all statutorily required duties or those assigned by the board.

Team Each member of the board is expected to perform their work well. The chair is responsible for managing the performance of the board so that it can accomplish the successful implementation of its vision. The chair will monitor and enforce the implementation of this policy by individual board members. To keep the board operating well the chair will assign newly elected or appointed board

EXPECTATIONS FOR MONTPELIER ROXBURY SCHOOL DISTRICT BOARD MEMBERS

A03

(Page 2 of 5)

members a mentor to orient them. The chair will work with the Superintendent to arrange for educational opportunities of board members to help the board accomplish its work.

Goals The chair will be responsible for keeping the board on task with their annual work calendar so that it can accomplish its goals. The chair is also responsible for making sure board work, questions, and updates about projects are followed up and seen to completion.

Agendas The chair will work with the Superintendent to prepare agendas that focus on the priorities of the board. The agendas will be distributed and warned in accordance with Vermont Open Meeting Law. The chair will take feedback from board members regarding their priorities for future board work and keep the board informed about what work will appear in upcoming agendas.

Meetings It is the duty of the chair to open each meeting at the scheduled time by taking the chair, ascertaining that a quorum is present, and calling the meeting to order. To state and put to vote all questions that legitimately come before the board as motions or that otherwise arise in the course of proceedings. To recognize members who are entitled to the floor. To enforce the rules relating to debate and those relating to order and decorum within the board. To protect the board from obviously dilatory motions by refusing to recognize them. To expedite board work in every way compatible with the rights of the members. To authenticate by his or her signature, when necessary, all acts, orders, and proceedings of the assembly. To declare the meeting adjourned when the assembly so votes.

Community With authority from the board, the chair can speak on behalf of the whole board in public forums. The chair is expected to be a strong advocate for the district and someone who the public can reach out to. The chair will inform the Superintendent of any complaints, criticisms, or concerns from the public. Though the chair can speak for the board, the chair cannot act independently and direct any actions by themselves. The chair will be by default the presenter at board presentations to the public.

Liaison The chair will work to keep the board informed about information relevant to the district. Information from within the district, AOE, state legislature, etc... will be made available to the board so they can make the best informed decisions for the district.

B.3 Responsibilities of other Board Officers

Vice Chair

The vice chair has the following authority and duties:

- 1) Assume the duties assigned to the chair in the event the latter is absent or unable to act.

Board Clerk

The board clerk has the following authority and duties:

- 1) Perform all duties legally assigned to the office.
- 2) Ensure meeting minutes are taken and posted appropriately - even if the board clerk is not the person taking the meeting minutes.

EXPECTATIONS FOR MONTPELIER ROXBURY SCHOOL DISTRICT BOARD MEMBERS

A03

(Page 3 of 5)

Parliamentarian

The parliamentarian has the following authority and duties:

- 1) Advise the board chair and committee chairpersons on parliamentary procedure.
- 2) Call to the attention of the board chair any error in the proceedings of a meeting.

Section C - Conduct of and Participation in Board Meetings

C1. To ensure that the board's business meetings are conducted with maximum effectiveness and efficiency, members will:

- a. Come to meetings adequately prepared.
- b. Speak only when recognized by the chair.
- c. Communicate openly and actively in discussions.
- d. Value equal participation of all members and avoid monopolizing discussions.
- e. Listen respectfully to each other and hear people out without interruption.
- f. Honor the time allocated on the agenda.
- g. Not engage in side conversations.
- h. Support the Board Chair's efforts to facilitate an orderly meeting.
- i. Practice respectful body language.

C2. To be efficient and effective, whenever possible, if a board member needs more information, either the superintendent or the board chair is to be contacted before the meeting.

C3. The board will consider in their decision making, but not be limited to the following factors: research, best practice, input from students and community members, personal experience, and financial impacts.

C4. When executive sessions are held, board members will honor the confidentiality of the discussions conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information.

Section D – Public-Board Interaction at Meetings

Engagement with the public is important to the success of the Montpelier Roxbury School District and the board encourages public input at its meetings. The rules of participation outlined here will be used to insure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner.

D1. Open Meeting Law

At an open meeting, the public shall be given a reasonable opportunity to express its opinion on matters considered by the public body during the meeting, as long as order is maintained. Public

EXPECTATIONS FOR MONTPELIER ROXBURY SCHOOL DISTRICT BOARD MEMBERS

A03

(Page 4 of 5)

comment shall be subject to reasonable rules established by the chairperson. This subsection shall not apply to quasi-judicial proceedings. 1 V.S.A. § 312(h).

D2. Public Participation at Board Meeting Protocol

- a) This public participation protocol will be consistently practiced in board and committee meetings.
- b) Time for public comment will be placed on each agenda typically at the start of any regular, special or emergency meeting. Public comment period on meeting agendas is the opportunity that members of the public have to speak openly about their concerns related to the Montpelier Roxbury School District.
- c) The chair will establish reasonable rules to maintain order, and reasonable limitations on the amount of time for each speaker based on the amount of public present and wishing to speak. When the number of people wishing to speak is large, the chair may authorize the use of a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.
- d) The board should not use the public comment period as a time to answer questions and or debate issues. During the public comment period of a meeting the floor of the meeting is turned over for the audience present to speak and the board to listen. The chair shall rule out of order any presentation to the board which breaches the privacy or other rights of students, parents or school employees, or which does not comply with MRPS policy on complaints.
- e) The chair will ask for comments on agenda items before action is taken by the board.

Section E - Commitment to the Work of the School Board

- E1. Board members represent the needs and interests of all the constituencies within our district.
- E2. Lead by example. We will remember that in our deliberations and decision making we are role models and examples to our students of how civic responsibility and public service should work. We agree to avoid words and actions that disparage an individual, the board, or the district. We will voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public.
- E3. Board members will familiarize themselves with District policies.
- E4. Board members will attend all regularly scheduled board meetings insofar as possible, participate in Board committees, attend trainings and networking opportunities, and engage diligently in the work of the Board.
- E5. The Board will periodically schedule study sessions for in-depth discussion on one or two agreed upon topics.
- E6. The board commits itself to continuous improvement through a yearly board retreat.

EXPECTATIONS FOR MONTPELIER ROXBURY SCHOOL DISTRICT BOARD MEMBERS

A03

(Page 5 of 5)

Section F - Board Committees

Board committees consist of individuals appointed by the board only and will consider, investigate, or take action on specific matters related to the work of the board. Committees of the board will be one of two types - special or standing. Special committees cease to exist at the conclusion of their work. Standing committees, in contrast, perform a continuing function and remain in existence permanently or until the board votes to change the list or the board itself ceases to exist. The standing committees for the board include: Policy; Finance; and Superintendent Evaluation. Making appointments to fill committee seats is the responsibility of the board, even if the committee includes individuals not on the board. Appointments to standing committees will be made annually following elections and the board has reorganized and elected officers. Appointments to special committees will be made as needed. When deciding upon appointments to the committee seats the board is responsible for declaring the chairperson of each committee.

F.1 Committee Authority

Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Unless otherwise indicated, a committee does not have the authority to take action besides reporting back to the board. All board committee meetings are subject to the Vermont Open Meeting Law.

F.2 Committee Structure

All board committees will have the following structure:

Charge: A description of the purpose of the committee. Care must be taken to create a specific charge to assure committee authority does not conflict with authority of the Superintendent or deal directly with district operations at the staff level.

Membership composition: The Names of individuals appointed to the committee.

Chairperson: The person designated to oversee the meetings and work of the committee.

Reporting schedule: The timetable for reporting progress to the board.

Term: A description of how or when the committee ends.

Date Warned: October 25, 2018

Date Adopted: November 7, 2018

Legal Reference(s):

1 V.S.A. §§310 et seq. (Public meetings)

16 V.S.A. §554 (b) (School board meetings)

16 V.S.A. §561 (School Districts)

Cross Reference:

Board Meetings Board Meeting Agenda Preparation and Distribution (A2)