

**Addendum
Board Meeting
July 14, 2022**

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: Bobbijo Vail		Location: BCEMS	
Submission Date: 6/22/22	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
Position: School Nurse		Grade (If Applicable): 	
Endorsement (If Applicable): 		<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day: 7.5	Scheduled Hours: 8:15	a.m. to 3:45	p.m.
Account Code: 101-1381-51-11-0-2131-51110			
Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
If Yes, For Whom? Kathy Matthews		Salary Rate: \$ 48,573.⁰⁰	
Administrator Approval: Brenda Waterhouse		Signature Date: 6/22/22	

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: 1	Step: 3	Salary Placement: \$ 41,515
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: \$ 41,515	Contract Days: 190
Teacher: AOE Endorsement: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO		
If No, Required: <input checked="" type="checkbox"/> Provisional <input type="checkbox"/> Emergency <input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree <input type="checkbox"/> YES <input type="checkbox"/> NO (If NO) → ParaPro <input type="checkbox"/> YES has passed ParaPro		
<input type="checkbox"/> NO will need to take ParaPro		

Christopher Fenney

Superintendent Approval Signature

July 11, 2022

Date

Bobbijo Vail

Education

Vermont Technical College

Randolph, Vermont
Associate of Science

Major: Nursing

GPA: 3.600

Attended August 2016 to June 2018

Degree conferred June 2018

Experience

Bayada Hospice

Oct 2020 - Present

Registered Nurse

Norwich, Vermont

Case manager for hospice patients providing assessment and treatment.

Reason for leaving: Currently employed

Supervisor: Laura Hubble (802-526-2380)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Ottauquechee Health Center

Mar 2019 - Sep 2020

Registered nurse

Woodstock, Vermont

Triage services, providing care to patients

Reason for leaving: Better opportunity

Supervisor: Rebecca Williams (802-457-3030)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Dartmouth Hitchcock Medical Center

Aug 2018 - Mar 2019

OR Registered nurse

Lebanon, NH

Circulator student providing/learning operating room nursing duties

Reason for leaving: Did not want to compromise personal integrity relative to patient care.

Supervisor: Lisa Puccio (603-650-5000)

Experience Type: Other, Full-time

It is **OK** to contact this employer

My. Ascutney Hospital

Jun 2017 - Aug 2018

Pediatric nurse

Windsor, Vermont

Began as an LPN providing pediatric care while obtaining ADN to become a registered nurse.

Reason for leaving: Opportunity to work in operating room environment.**Supervisor:** April Bartley (802-674-7337)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer***Hobbies***

My hobbies are sewing and baking. I enjoy doing these on my down town usually for my children and grandchildren.

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:

6/27/22

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

Name: <u>Shellen(Lindberg)Sodersten</u>		Location: <u>BTMES</u>	
Submission Date: <u>06/24/2022</u>	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
Position: <u>2nd Grade Teacher</u>	Grade (If Applicable): <u>2</u>		
Endorsement (If Applicable): <u></u>	<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt	
Hours Per Day: <u>7.5</u>	Scheduled Hours: <u>7:30</u>	a.m. to <u>3:00</u>	p.m.
Account Code: <u>101-1020-51-11-0-1101-510310</u>			
Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
If Yes, For Whom? <u>Veronica Eldred - \$71,562.00</u>		Salary Rate: \$ <u>71,562.00</u>	
Administrator Approval: <u>[Signature]</u>		Signature Date: <u>06/24/2022</u>	

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

For Central Office Use Only:

Contract Complete Date <u></u>	Offer Letter Complete Date <u></u>	DOH <u></u>
Total Years of Experience: <u>12</u>	Step: <u>M</u>	Salary Placement: \$ <u>67,152</u>
Hourly Rate: \$ <u></u>	Salary Rate: \$ <u></u>	Seniority Date: <u></u>
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: <u>190</u>	Salary: \$ <u>67,152</u>	Contract Days: <u>190</u>
Teacher: AOE Endorsement: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Holds valid Hawaii License - Reciprocity to VT		
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 Fennessey
Superintendent and/or HR Director Approval Signature

JUNE 29, 2022
Date

Shelleen Shelleen (Lindberg) Sodersten

Education

University of Phoenix - Mililani Campus

Mililani, Hawaii

Master of Art Education

Major: Elementary Education

GPA: 3.950

Credit Hours: 41

Attended April 2011 to November 2012

Degree conferred November 2012

University of Hawaii at Manoa

Manoa, Hawaii

Bachelor of Arts

Major: Art

GPA: 2.000

Credit Hours: 128

Attended September 1985 to December 1989

Degree conferred December 1989

Experience

State of Hawaii - Solomon Elementary School

Jul 2013 - Present

Teacher - 3rd Grade

Wahiawa, HI

Leadership:

- Instructional Leadership Team (3 years; 2015 - 2018)
- Co-Grade Level Chair (2 years; 2017-2019)
- School Leadership Team (2 years; 2017-2019)
- 3rd Grade Data Teams Co-Facilitator (2 years; 2017-2019)
- Academic Review Team (2018-2020)
- Cooperating teacher for a student teacher (2019)

Duties, Accomplishments and Related Skills:

- Create standards-based elementary program using differentiated lesson plans based on collaboration with other teachers
- Teach 3rd grade differentiated lessons in all content
- Combine instruction with modelling to clearly communicate objectives to class.
- Adapt curriculum to fit student needs, provide individual and small-group instruction when necessary.
- Use a variety of classroom strategies: whole group instruction/discussion, small group instruction, discovery, and more.
- Work with students with special needs so they will succeed
- Inspire and motivate students to achieve their best in academics and build self-esteem
- Use data to evaluate and inform instruction
- Collaborate with grade level teachers using data driven practices to increase student learning

- Responsible for standards-based report card grading
- Co-teaching in an open concept classroom
- Work with kindergarten teacher to develop a Kinderbuddy program for 3rd graders to read to kindergartners to develop fluency
- Create a safe classroom that encourages students to take risks, encourages critical thinking skills, and self-directed learners
- Teach social - emotional skills and mindfulness to students to help students manage their emotions and increase student learning
- Ability to establish effective classroom management within and outside the classroom
- Establish a rapport with students so students will feel comfortable asking questions
- Establish a rapport with parents and keep parents informed of upcoming events, student learning, and student behavior
- Understanding of high-transition military school environment and how to fill in gaps in student learning

Reason for leaving: Looking to relocate - current position.

Supervisor: Thomas Swan (8083051800)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

State of Hawaii - Mililani Uka Elementary School

Jan 2013 - May 2013

Tutor/RTI Teacher

Mililani, HI

- Tutor student grades kindergarten - fifth grade in language arts and math
- Create hands-on tutoring lessons to engage students
- Use Universal Screener to test students for placement in tutoring for kindergarten - fifth grade

Reason for leaving: End of term.

Supervisor: Heather Wilhelm (8083054900)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

State of Hawaii - Mililani Mauka Elementary School

Jul 2006 - May 2012

Part-time Teacher - Art

Mililani, HI

- Create a standards-based art program for grades kindergarten - fifth grade
- Teach art to all students in kindergarten - fifth grade
- Prepare lesson plans and art materials to teach lessons for a school of approximately 1,000 students
- Give feedback to students
- Provide grades for homeroom teachers
- Teach summer school art

Reason for leaving: Pursued a Masters in Elementary Education.

Supervisor: Carol Petersen (8086263350)

Experience Type: Public School, Part-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:

6/29/22

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

Name: Michael Prosalik Location: BTMES

Submission Date: 6.29.22 Administrator Action/Checklist Complete: ☒ Y ☐ N

Position: 7th Grade Science Teacher Grade (If Applicable): 7th

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

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

Account Code: 101-1020-51-11-0-1101-51110

Replacement? ☒ Y ☐ N

If Yes, For Whom? Stephanie Dungan - \$69,540 Salary Rate: \$ 69,540.00

Administrator Approval: [Signature] Signature Date: 6/28/22

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: M Step: 11 Salary Placement: \$ 65,386

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

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

Days Per Year: 190 Salary: \$ 65,386 Contract Days: 190

Teacher: AOE Endorsement: ☒ YES ☐ NO

If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship

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

Christopher Hennessey
Superintendent and/or HR Director Approval Signature

JULY 1, 2022
Date

Michael Michael Prosalik

Education

Union Graduate College

Schenectady, New York

Master of Arts

Major: Earth Science

GPA: 3.810

Credit Hours: 53

Attended June 2011 to June 2012

Degree conferred June 2012

Rensselaer Polytechnic Institute

Troy, New York

Bachelor of Science

Major: Environmental Science

GPA: 2.710

Credit Hours: 69

Attended August 2007 to May 2009

Degree conferred May 2009

Hudson Valley Community College

Troy, New York

Associate of Applied Science

Major: Environmental Science

GPA: 3.280

Credit Hours: 98

Attended August 2003 to May 2007

Degree conferred May 2007

Experience

Oxbow High School

Aug 2021 - Dec 2021

Teacher

Bradford, VT

Grade 9 Earth Science CP

Grade 9 Earth Science Honors

Grade 11/12 elective

Reason for leaving: Personal reasons.

Supervisor: Jean Wheeler (802 222-5214)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Graded American School of Sao Paulo

Jul 2017 - Jun 2020

Science Instructor

Sao Paulo

I taught a grade 7 course, with spiraled curriculum based on NGSS. I was also the middle school subject area leader, having responsibility for coordinating and organizing the other teachers in science and technology.

Reason for leaving: My wife and I had planned a gap year for the year we left Brazil to spend time with family who needed assistance with medical care and to accomplish life goals (hiking a long trail and exploring the US more).

Supervisor: Susan Butler (MS Assistant Principal) (+55 11 3747-4800)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Graded American School of Sao Paulo

Jul 2015 - Jun 2020

Science Teacher

Sao Paulo

I taught IB Biology HL/SL and Integrated science.

Reason for leaving: Transferred to the MS seeking a new opportunity to lead a department and work with the part of the school that was at the forefront of academic change.

Supervisor: Roberto D'Erizans (+55 11 3747-4800)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Malvern Preparatory School

Aug 2013 - Jun 2015

Science Teacher

Malvern, PA

I taught Grade 9 Honors Bio, Grade 11/12 Environmental Science and Grade 11/2 Physics.

Reason for leaving: My wife and I were teaching in separate states and took overseas jobs together in Brazil.

Supervisor: Kevin Quinn (484-326-3547)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

The Doane Stuart School

Aug 2012 - Aug 2013

Upper School Science Teacher, MS World Religions

Rensselaer, New York

I am responsible for designing a Environmental Science, Bioethics, and World Religions course curriculum, and assisting in administering a Chemistry lab curriculum.

My curriculum have been focused on making student connections through problem based learning and inquiry experiments. I have accomplished this through the use of current events to create real world problems in which students can apply their knowledge to.

Reason for leaving: I am currently seeking to advance my salary.

Supervisor: Lisa Brown (518-465-5222)

Experience Type: Independent School, Part-time

It is **OK** to contact this employer

Schenectady High School

Sep 2011 - Jun 2012

Science Intern

Schenectady, New York

As an intern teacher I took over the responsibility of 2 classes of Regents Earth Science for the entire school year. In addition, I taught at a middle school for approximately 30 days for 3 sections while maintaining my High School internship.

Reason for leaving: I graduated.**Supervisor:** Arden Rauch/Bill Pickett (518-881-2044)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer

Central Park Middle School

Nov 2011 - Dec 2011

Science Intern

Schenectady, New York

I assisted in teaching physical science to three sections of 8th graders. During this time we focused on integrating many hands on, student centered labs.

Reason for leaving: I graduated.**Supervisor:** Arden Rauch/Jo-Marie Fretto (518-372-2932)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer

AFSCO Fence Supply

Jun 2000 - Apr 2011

Construction Superintendent

Latham, New York

I supervised crews of 2-10 employees on multiple construction projects simultaneously. I succeeded in keeping an orderly, safe, and productive work environment.

Reason for leaving: To pursue higher education.**Supervisor:** Bruce Schroeder (518-783-0395)**Experience Type:** Other, Full-timeIt is **OK** to contact this employer

Competency Based Learning -Global Online Academy (2020)

For two days I continued my work with the work of other department leaders and school administrators to develop competencies that we would be moving our grading scale to. In those two days we accomplished what this would look like and walked away with a viable framework which we brought to the faculty as a whole.

Graded School and Global Online Academy

January 30 and 31, 2020

Goals:

- Focus on practice, not theory. The how, not the why.
- Deepen understanding of how to use competency architecture in planning and feedback.
- Time for coaching, designing, and planning

National Science Teachers Association 2017, 2018, 2019 Conferences (NGSS)

Over the course of three years I attended the National Science Teachers Association national conference, (Atlanta, Los Angeles, St. Louis) to develop and refine my

understanding of the Next Generation Science Standards. NSTA allowed me to discuss and see different models of implementation from national and international schools. In the more recent years it has allowed me to compare assessment developments as my previous school and I looked for ways to align more with standards based grading, and eventually competency based grading.

WIDA Training

The WIDA Institute is a comprehensive introduction to explore the WIDA Standards and Assessment System. Attending an institute is a first step in learning how WIDA resources work together to support multilingual students and their teachers.

Innovate 2017 - International Conference Sao Paulo, Brazil

"Every two years, Graded develops and hosts the Innovate Conference. This year, from October 19-21, educators from around the world will visit Graded to learn about innovation in education from experts, faculty, CEOs, and students.

The Innovate Conference is unique not only for the topics it covers, but also for its ability to engage students and parents alongside faculty members. By including parents and students, the conference brings greater depth to teaching and learning and provides an opportunity to develop a common understanding and vocabulary. Further, opening our doors to the broader community enables greater support for ongoing professional development..."

For a more detailed description please see:

<https://www.graded.br/page.cfm?p=7308&newsid=1858>

IB Extended Essay Category III (2016)

This workshop explored the approaches to teaching and learning that are at the heart of an IB education. It focused on developing an enhanced understanding of the educational philosophy of the IB extended essay, as well as exploring practical strategies that can help prepare students to meet the challenges of an increasingly complex world. I had the opportunity to draw on my own experiences and the experiences of other IB practitioners, as well as on insights from experts in the field.

IB Biology Category 1 Training (2015)

Category 1 workshops focus on IB philosophy and implementation. They provide professional development and assistance for schools that have decided to apply for IB authorization. They are also relevant for educators who are new to a school with an existing IB program and those interested in joining an IB school. Participants will gain an understanding of:

the basic philosophy and curricular model of the program, including the IB mission statement, learner profile, and curriculum documents
program standards and practices appropriate to the participants' role (e.g., teacher, administrator, head of school, and so on)
the appropriate program framework (PYP, MYP, DP)

Research, Professional Development and Personal Enrichment

Research

<i>Consortium for Ocean Leadership</i>

April 2013

Research Fellow – Selected as 1 of only 17 high school teachers and college professors from across the United States for the April 2013 School of Rock. Research will be conducted at sea aboard the RV J.O.I.D.E.S. Resolution on hard rock and sediment cores from the Pacific Northwest and around the globe in an effort to reconstruct the climate from millions of years ago.

<i>United States Geological Survey, Watershed Division, Troy, NY</i>

September 2008 – May 2009

Research Intern - Analyzed historical temperature, precipitation, and stream flow data from the Catskill Mountain Region. Results yielding a 40 day increase in growing season length, a 1.1 °C increase in mean yearly temperature, and an 85.3mm decrease in annual snowpack over the past 56 years.

Professional Development

<i>National Oceanic and Atmospheric Administration Climate Steward

January 2013-Present

- One of only 140 educators to be selected as a Climate Steward from across in the United States. Eligible to receive mini-grant funding for educational projects and funding for professional development opportunities through NOAA and NSF funds.

<i>PBS American Graduate Series Town Hall Meeting</i>

November 2011

- Selected to represent Union Graduate College at a televised discussion of factors influencing High School drop-out rates, with a panel of Capital Region of N.Y.S. education officials, social workers, and education researchers.

Guest Speaker

<i>Science Teachers Association of New York State</i>

November 2013

- Invited to present hands on laboratory learning activities and data interpretation sets, involving ocean sediment and hard rock cores during a statewide workshop for Earth and Environmental Science teachers.

<i>Union Graduate College</i>

June 2012

- Spoke to the Union Graduate College class of 2013 about expectations for the UGC internship experience and teaching in an urban setting

<i>Union Graduate College</i>

December 2012

- Led a discussion on lesson planning and time management, discussing the pitfalls for first year teachers

Professional Associations

- Science Teachers Association of New York State, National Science Teachers Association, Hudson-Mohawk Professional Geologists Association, National Association of Geoscience Teachers, International History, Philosophy, and Science Teaching Group

Other Work Experience

<i>Albany Fence Supply Company, Latham, New York</i>
June 2000 – April 2011

<i>Construction Superintendent </i>
May 2009 – April 2011

- Managed up to 20+ independent projects simultaneously, with net values from \$5,000 to \$250,000
- Excelled at working with owners, architects, and engineers to create real-world, real-time solutions; eliminating delays and cost overruns.

<i>Assistant Yard Forman</i>
June 2005-May 2009

- Assisted in the management and inventory control of materials on a 5-acre facility

<i>General Laborer</i>
June 2000-June 2005

Country Grove Inn Bar and Restaurant, Cook/Bar-back, Troy, New York September 2007 – October 2008

Medical Certifications

<i>SOLO Wilderness School, Conway, New Hampshire</i>
February 2013

- Wilderness First Aid (WFA)
- CPR

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:

6/30/22

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

Name: <u>Luke Spencer</u>		Location: <u>BTMES</u>	
Submission Date: <u>6.29.22</u>	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
Position: <u>5th Grade Teacher</u>	Grade (If Applicable): <u>5</u>		
Endorsement (If Applicable): <u></u>	<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt	
Hours Per Day: <u>7.5</u>	Scheduled Hours: <u>7:30</u>	a.m. to <u>3:00</u>	p.m.
Account Code: <u>101-1020-51-11-04 1101-51110</u>			
Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
If Yes, For Whom? <u>Brittany Wood - 47,304</u>		Salary Rate: \$ <u>47,304.00</u>	
Administrator Approval: <u>[Signature]</u>		Signature Date: <u></u>	

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

For Central Office Use Only:

Contract Complete Date <u></u>	Offer Letter Complete Date <u></u>	DOH <u></u>
Total Years of Experience: <u>2</u>	Step: <u>B30</u>	Salary Placement: \$ <u>47,432</u>
Hourly Rate: \$ <u></u>	Salary Rate: \$ <u></u>	Seniority Date: <u></u>
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: <u>190</u>	Salary: \$ <u>47,432</u>	Contract Days: <u>190</u>
Teacher: AOE Endorsement: <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Holds valid PA License - Reciprocity to VT		
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 Heenan
Superintendent and/or HR Director Approval Signature

July 1, 2022
Date

Luke Spencer

Education

Edinboro University of Pennsylvania

Edinboro, Pennsylvania

Teacher Certification Program

Major: Middle School Teaching

GPA: 4.000

Credit Hours: 45

Attended January 2021 to December 2021

Degree conferred December 2021

Edinboro University of Pennsylvania

Edinboro, Pennsylvania

Bachelor of Science

Major: Environmental Geology, **Minor:** Earth Science / Environmental Studies

GPA: 3.180

Credit Hours: 134

Attended August 2010 to December 2014

Degree conferred December 2014

Cathedral Preparatory School

Erie, Pennsylvania

General Equivalency Diploma (GED)

GPA: 3.750

Attended August 2006 to June 2010

Degree conferred June 2010

Experience

Walnut Creek Middle School

Jan 2022 - Feb 2022

Long Term Substitute

5901 Sterrettania Road, Fairview, PA 16415

I took on the full work load of a regular teacher. I was attending IEP meetings, creating classwork and assessments, attending extracurricular activities, filling in for absent teachers, contacting parents, finalizing grades.

Reason for leaving: I was the long term substitute. The teacher I was filling in for came back to work.

Supervisor: Kimberly Damcott (814-835-5700)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

JS Wilson Middle School

Sep 2021 - Dec 2021

Student Teacher

901 West 54th Street, Erie, PA 16509

I was trying new approaches to teaching, creating classwork and assessments, balancing my school and my student teaching, attending extracurricular activities. I was in an 8th grade science classroom and we were learning chemistry and physical sciences.

Reason for leaving: I was a student teacher.

Supervisor: Bethany Crider (814-835-5500)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer

Summit County Public Health

Jan 2019 - Jan 2021

Environmental Health Specialist

1867 West Market Street, Akron, Ohio 44313

I was responsible for soil characterization, soil testing, coordinating work, report writing, plan review and approval/denial. I was still employed at the beginning of the COVID-19 pandemic and at this time my job shifted to pandemic response. This entailed working a phone bank and following up with masking protocol.

Reason for leaving: I left this career to become a teacher.

Supervisor: Julie Reis (330-923-4891)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Flynn Environmental, Inc.

Jan 2015 - Mar 2018

Environmental Geologist

5640 Whipple Avenue NW, North Canton, Ohio 44720

I was responsible for underground storage tank removals. This entailed the removal, cleaning and rendering unusable of very large gas and diesel tanks, the environmental sampling and report writing to the State of Ohio. After work was completed, if contamination was found I was responsible for delineating the extent of contamination by taking soil samples from wells that were drilled.

Reason for leaving: This was a very small company and I didn't see any room for growth.

Supervisor: Bill McLean (800-690-9409)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Awards

I was selected as the 'Outstanding Graduate Student Teacher in Middle Level Education' for my position at JS Wilson Middle School.

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:

6/28/22

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

Name:	Emily Zorichak	Location:	BCEMS
Submission Date:	6/28/22	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position:	Guidance Counselor	Grade (If Applicable):	
Endorsement (If Applicable):		<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day:	7.5	Scheduled Hours:	8:15 a.m. to 3:45 p.m.
Account Code:	101-1381-51-11-0-2120-51110		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	Sandra Cormier - \$67,519.00	Salary Rate:	\$ 67,519.00
Administrator Approval:	Brenda Waterhouse	Signature Date:	6/28/22

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:	10	Step:	m	Salary Placement:	\$ 63,623
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:	\$ 63,623	Contract Days:	190
Teacher: AOE Endorsement:	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO				
If No, Required:	<input checked="" type="checkbox"/> Provisional <input type="checkbox"/> Emergency <input type="checkbox"/> Apprenticeship				
Para-Educator: Associates Degree	<input type="checkbox"/> YES <input type="checkbox"/> NO (If NO) → ParaPro <input type="checkbox"/> YES has passed ParaPro <input type="checkbox"/> NO will need to take ParaPro				

Christopher Hennessy

Superintendent Approval Signature

JUNE 30, 2022

Date

EMILY Emily ZORICHAK

Education

Pepperdine University

Irvine, California

Master of Arts

Major: Clinical Psychology

GPA: 3.600

Credit Hours: 39

Attended August 2007 to May 2009

Degree conferred May 2009

Biola University

La Mirada , California

Bachelor of Arts

Major: Psychology , **Minor:** Bible

GPA: 3.300

Attended August 2004 to May 2007

Degree conferred May 2007

Experience

Oliverian School

Aug 2020 - Present

School Counselor

Pike, NH

Provide services at individual, group, classroom, and school-wide levels relevant to social/emotional issues affecting high school students and their families. Responsibilities include engagement of teams made up of educators, student life faculty and administrators, education of staff on issues pertinent to student needs, observation of and participation in student life, school community functions and events, individual consultation with home therapists and other professionals involved in the student's life, delivery of resources to families in a variety of ways, as well as family sessions/mediation at integral times of transition, during times of crisis or as needed based on student willingness, participation in regular peer supervision and case review within the department.

Reason for leaving: Current Position

Supervisor: Greg Vogel (5707060553)

Experience Type: Other, Full-time

Please **do not** contact this employer

Becket Family of Service

Nov 2019 - Aug 2020

Assessment/Milieu Clinician

Wells River, VT

Functioned as the Assessment Clinician in providing emotional and behavioral support for the 90 day residential assessment process for adolescent males aged 12-18. Trained and conducted six clinical assessments including the UCLA PTSD reaction Index, Personality Assessment Inventory-Adolescent,

Reynolds Adolescent Depression Scale, Multidimensional Anxiety Scale for Children 2.0, Substance Abuse Subtle Screening Inventory-Adolescent, and The Jesness Inventory. In addition, provided individual and group therapy utilizing CBT, DBT, and ARC modalities.

Reason for leaving: Covid Shut down

Supervisor: Steve Lussier (5707060553)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Children's Service Center

Aug 2012 - Feb 2019

Multiple

Wilkes Barre, PA

Served as a community representative provided therapeutic services, support, and education within homes, schools, and other settings to equip parents, clients, and teaching teams in skill and intervention techniques. Advance knowledge in Educational law and regulations within School districts for special need students. Provide school employees with necessary resources, additional supports, and education to better serve the needs of the clients across settings. Certified in Safe Crisis Management intervention (SCM), SANCTUARY trauma informed care and strength based focus, Evidence based models including Functional Family Therapy (FFT), and First Episode of Psychosis (FEP).

Reason for leaving: Department cuts within the county

Supervisor: Carey Mazzoni (5707060553)

Experience Type: Other, Full-time

Please **do not** contact this employer

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

CODE: C 10

1ST READING: 5/9/2019

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

Designees Revised 06/24/2021

POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS

I. Policy

The Barre Unified Union School District (BUUSD) (hereinafter “district”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the district to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the district to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The district shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

The model procedures are expressly incorporated by reference as though fully included within this model policy. The model procedures are separated from the policy for ease of use as may be required.

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See model procedures on the Prevention of Harassment, Hazing and Bullying of Students).

2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an equity coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the designated employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the district's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

III. Constitutionally Protected Speech

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the first amendment of the U.S. constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

IV. Definitions. For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - (a.) Is repeated over time;
 - (b.) Is intended to ridicule, humiliate, or intimidate the student; and

- (c.)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. "Complaint"** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. "Complainant"** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. "Designated employee"** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. "Employee"** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- F. "Equity Coordinator"** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the district and for coordinating the district's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The equity coordinator is also responsible for overseeing implementation of the district's *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to designated employees.
- G. "Harassment"** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **“Student”** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. **“Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.
- J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. **“Pledging”** means any action or activity related to becoming a member of an organization.
- L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

- M. “School administrator”** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the district’s equity coordinator.
- N. “Student Conduct Form”** is a form used by students, staff, or parents, to **provide, in written form, information about inappropriate student behaviors** that may constitute hazing, harassment and/or bullying.

APPENDIX A

Designated Employees:

The following employees of the BUUSD have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

BUUSD Office:

Name: **Chris Hennessey**
 Title: ~~Interim~~ Superintendent
 Contact Information:
802-476-5011 x1017
chennbsu@buusd.org

Barre Unified Union School District
120 Ayers St
Barre, VT, 05641

BCEMS:

Name: ~~Pierre Laflamme~~ TBD
 Title: Assistant Principal
 Contact Information:
802-476-6541 x4320 TBD
plafibce@buusd.org TBD

Name: ~~Kristin Morrison~~ Alexander Wawrzyniak
 Title: ~~Behavior Specialist~~ Guidance Counselor
 Contact Information:
802-476-6541 x4142 4322
kmorrbee@buusd.org awawrbce@buusd.org

Barre City Elementary & Middle School
50 Parkside Terrace
Barre, VT, 05641

BTMES:

Name: **Theodore Mills**
 Title: Assistant Principal
 Contact Information:
802-476-6617 x6241
tmillbte@buusd.org

Name: ~~Jacqueline Bora~~
 Title: ~~Behavior Specialist~~
 Contact Information:
802-476-6617 x6289
jborahte@buusd.org

Name: **Alice Harding**
 Title: Behavior Specialist
 Contact Information:
802-476-6617 x6181
ahardbte@buusd.org

Barre Town Middle & Elementary School
70 Websterville Rd
Barre, VT, 05641

CVCC:

Name: Scott Griggs	Name: TBD
Title: Assistant Director	Title: School Counseling Coordinator or TBD
Contact Information:	Contact Information:
802-476-6237 x1045	802-476-6237 x1156
sgrigevcc@buusd.org	ssengevcc@buusd.org

Central Vermont Career Center
155 Ayers St, Suite # 2
Barre, VT, 05641

SHS:

Name: Luke Aither Mari Goodridge Miller	Name: Brenda Waterhouse Luke Aither
Title: Assistant Principal	Title: <u>Co-Principal</u>
Contact Information:	Contact Information:
802-476-4811 x1115 1150	802-476-4811 x1190 1115
laithshs@buusd.org mmillshs@buusd.org	bwateshs@buusd.org laithshs@buusd.org

Spaulding High School
155 Ayers St
Barre, VT, 05641

The Vermont Statutes Online

Title 16 : Education

Chapter 009 : School Districts

Subchapter 004 : Other Provisions

(Cite as: 16 V.S.A. § 559)

§ 559. Public bids

(a) Cost threshold. When the cost exceeds \$40,000.00, a school board or supervisory union board shall publicly advertise or invite three or more bids from persons deemed capable of providing items or services if costs are in excess of \$40,000.00 for any of the following:

(1) the construction, purchase, lease, or improvement of any school building;

(2) the purchase or lease of any item or items required for supply, equipment, maintenance, repair, or transportation of students; or

(3) a contract for transportation, maintenance, or repair services.

(b) High-cost construction contracts. When a school construction contract exceeds \$500,000.00:

(1) The State Board shall establish, in consultation with the Commissioner of Buildings and General Services and with other knowledgeable sources, general rules for the prequalification of bidders on such a contract. The Department of Buildings and General Services, upon notice by the Secretary, shall provide to school boards undergoing construction projects suggestions and recommendations on bidders qualified to provide construction services.

(2) At least 60 days prior to the proposed bid opening on any construction contract to be awarded by a school board that exceeds \$500,000.00, the school board shall publicly advertise for contractors interested in bidding on the project. The advertisement shall indicate that the school board has established prequalification criteria that a contractor must meet and shall invite any interested contractor to apply to the school board for prequalification. All interested contractors shall submit their qualifications to the school board, which shall determine a list of eligible prospective bidders based on the previously established criteria. At least 30 days prior to the proposed bid opening, the school board shall give written notice of the board's determination to each contractor that submitted qualifications. The school board shall consider all bids submitted by prequalified bidders meeting the deadline.

(c) Contract award.

(1) A contract for any such item or service to be obtained pursuant to subsection (a) of this section shall be awarded to one of the three lowest responsible bids conforming to specifications, with consideration being given to quantities involved, time required for delivery, purpose for which required, competency and responsibility of bidder, and his or her ability to render satisfactory service. A board shall have the right to reject any or all bids.

(2) A contract for any property, construction, good, or service to be obtained pursuant to subsection (b) of this section shall be awarded to the lowest responsible bid conforming to specifications. However, when considering the base contract amount and without considering cost overruns, if the two lowest responsible bids are within one percent of each other, the board may award the contract to either bidder. A board shall have the right to reject any bid found not to be responsible or conforming to specifications or to reject all bids.

(d) Construction management. The school board may contract for the service of construction management to assist in a school construction project. The State Board, in consultation with the Commissioner of Buildings and General Services and other knowledgeable sources, shall adopt rules defining the term "construction management" and specifying the nature of bidding requirements under construction management services in order to assist school boards to comply with the public bidding requirements of this section.

(e) Application of this section. Any contract entered into or purchase made in violation of the provisions of this section shall be void; provided, however, that:

(1) The provisions of this section shall not apply to contracts for the purchase of books or other materials of instruction.

(2) A school board may name in the specifications and invitations for bids under this section the particular make, kind, or brand of article or articles to be purchased or contracted.

(3) Nothing in this section shall apply to emergency repairs.

(4) Nothing in this section shall be construed to prohibit a school board from awarding a school nutrition contract after using any method of bidding or requests for proposals permitted under federal law for award of the contract. Notwithstanding the monetary amount in subsection (a) of this section for which a school board is required to advertise publicly or invite three or more bids or requests for proposal, a school board is required to publicly advertise or invite three or more bids or requests for proposal for purchases made from the nonprofit school food service account for purchases in excess of the federal simplified acquisition threshold when purchasing food or in excess of \$25,000.00 when purchasing nonfood items, unless a municipality sets a lower threshold for purchases from the nonprofit school food service account.

(5) Nothing in this section shall prevent school districts or supervisory unions from entering into agreements with other school districts or supervisory unions to conduct joint bidding procedures otherwise consistent with this section.

(6) Nothing in this section shall require a school board to invite or advertise for bids if it elects to purchase goods, materials, or supplies through the Commissioner of Buildings and General Services, pursuant to 29 V.S.A. chapter 49.

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

(f) Waivers. The State Board shall by rule adopt standards governing the authority of the Secretary to grant individual waivers to the provisions of this section. The rules, at minimum, shall require the school board seeking the waiver to demonstrate to the Secretary that it is unable to comply with the bidding procedure through no fault of its own, and that it has proposed an alternative method of minimizing costs through a fair and public process.

(g) Violations. The State Board may deny State aid for school construction and for debt service on a project that proceeds in violation of this section. (Added 1969, No. 298 (Adj. Sess.), § 36; amended 1971, No. 232 (Adj. Sess.), § 1, eff. April 5, 1972; 1989, No. 188 (Adj. Sess.), § 3; 1993, No. 233 (Adj. Sess.), § 75, eff. June 21, 1994; 1995, No. 185 (Adj. Sess.), § 86, eff. May 22, 1996; 1999, No. 77 (Adj. Sess.), § 1; 1999, No. 148 (Adj. Sess.), § 76, eff. May 24, 2000; 2003, No. 12, § 1; 2005, No. 54, § 3; 2007, No. 66, § 3; 2013, No. 92 (Adj. Sess.), § 66, eff. Feb. 14, 2014; 2017, No. 63, § 2; 2019, No. 34, § 5; 2019, No. 131 (Adj. Sess.), § 63; 2021, No. 72, § 8, eff. June 8, 2021.)



**Spaulding High School
Central Vermont Career Center
Barre City Elementary and Middle School
Barre Town Middle and Elementary School**

Chris Hennessey, M.Ed.
Superintendent of Schools

A rock solid education for a lifetime of discovery

120 Ayers Street, Barre, VT 05641
Phone: 802-476-5011
Fax: 802-476-4944 or 802-477-1132
Website: www.buusd.org

June 17, 2022

Dear BUUSD School Board,

The week has been filled with Step Up Ceremonies at both BCEMS and BTMES and other celebrations along with various welcomes and farewells for students and staff, and it will happily end with the Commencement Ceremony for the SHS Graduating Class of 2022 on Saturday morning. It has been a week celebrating the accomplishments of our students and colleagues, and it has been a joy to prepare for and witness. But, our final week of school has also undeniably been tainted with the horrible event that occurred on the Barre bike path after school on Monday afternoon. This event, an attack and assault by several students on another, was incredibly shocking and disturbing to all of us. I want to assure you all that the event is being taken *highly* seriously by the BUUSD administration and staff.

This attack immediately and appropriately became a police matter, and we are fully cooperating with the Barre City and Vermont State Police in their investigations. As such, there is little we can share with the community about the details of the event and the investigation, but I can happily report that new BCPD Police Chief **Braedon Vail** has been both collaborative and supportive since he joined our community. In fact, beginning this summer, Chief Vail and members of his team are setting up a Task Force to meet with BUUSD administrators monthly to collaborate with each other on high risk students and families in the community and how we can work together to get ahead of potential problems. This collaborative and proactive approach between the Barre City Police and the BUUSD is both new and welcome, and we are excited to get to work with Chief Vail and his team!

As we know, BCEMS in particular has been under pretty intense scrutiny from some in our community in recent weeks due to reports of disturbing behavior from some of our students. There are misguided and unfortunate rumors out there that the BCEMS team is doing nothing to address these behaviors, which is completely untrue. Unfortunately, a higher than usual number of students both at BCEMS and the other schools have been suspended out of school for dangerous or concerning behavior since the beginning of the year. Mr. Coon addressed this grim fact in his report to the board last month. The number of students exhibiting the most aggressive behaviors is relatively small, but the impact of such behavior is undeniably serious.

I was the co-principal at BCEMS with Mr. Coon for three years, and the health, happiness, and safety of the Bulldog community is very important to me. I have never worked with a more dedicated faculty in my whole career, and the relatively low turnover for professional staff (including our Behavior Specialists) at BCEMS this year is very telling and not surprising! Just like me and our principals, many of them are justifiably frustrated with the unbelievable challenges of doing everything possible to help our most vulnerable population with one or both hands tied behind our backs. This is new to most of us and, for those of us who have been in the field for a long time, both shocking and deeply concerning. These concerns are shared throughout most of Vermont. We are not alone. But, we cannot fix the societal ills all schools face alone.

Ultimately, it comes down to this: we have both a moral and, importantly, legal obligation to educate every student who comes through our doors, and we must meet that obligation regardless of what little help we have with Washington County Mental Health, DCF, and our regional alternative schools facing the same staffing crisis we have. Our intention is to continue to proudly meet that obligation every day, but to do so we need our community's and board's full support.

A few updates to share here, and we'll have one or two more in next week's addendum:

Our Work with the Great Schools Partnership Included in this month's board packet is a summary of the work the Great Schools Partnership has engaged in with our schools this past year. For those who don't know, our relationship with the GSP began in the summer of 2017, and I can say with all sincerity that GSP Senior Associate **Jean Haeger** and her team have been indispensable partners with our principals and teachers these last five years. It's important to note that there has been incredible instability in the office of our Director of Curriculum for the entirety of these five years, and Jean and her GSP colleagues have been essential in helping us keep our eye on the ball of building collaborative teams of teachers focused on improved student outcomes. All of this work has occurred in the midst of leadership vacuums and instability in the curriculum office, staffing shortages, pandemic-related distractions, and many other challenges.

Incoming Director of Curriculum, Instruction, and Assessment **Karen Fredericks** has worked closely with Jean and her team throughout all of this however, and we have much to look forward to in continuing this relationship with the Great Schools Partnership in the years ahead. The cost of this collaboration was \$63,750 for the 2021-22 school year (divided between the three schools), and the entirety of this cost came directly from the Consolidated Federal Program (CFP) grant. For your review, please take a look at Title II, Part A of the grant (all of which supports this work):

Title II, Part A – Supporting Effective Instruction

The purpose of this program is to provide grants to state educational agencies, local educational agencies (LEA), state agencies for higher education and eligible partnerships to:

- Increase student achievement consistent with the challenging State academic standards
- Improve the quality and effectiveness of teachers, principals and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement
- Provide low-income and minority students greater access to effective teachers, principals and other school leaders

Some Thoughts to Share on the McKinney-Vento Act My understanding is that our recent sharing of the homelessness numbers in the BUUSD has led to questions about what our responsibility is to educate children whose families may qualify for homeless benefits under the McKinney-Vento Act. I hope you find the following information helpful:

Under the McKinney-Vento Act, the Local Education Agency (LEA, which is the BUUSD for all of our kids in a homeless situation) needs to ensure that there is stability for kids who are going through homelessness. Residency rules are very tight under state statute, and homeless families used to find themselves in a game of ping pong bouncing from school to school while going through unbelievable stress and instability. The MVA was put in place to ensure that kids didn't miss school and families had a degree of control and stability, at least as far as school was concerned. If a BCMS, BTMS, or SHS student suddenly finds themselves homeless and the parent wants them to stay in that school (even if they're living in a motel in Montpelier, a couch in Plainfield, or a tent in Groton), they stay in that school and it's on the LEA 100% to make it work for them for at least the rest of that school year. This includes providing transportation to and from school regardless of where the family is staying. The idea here is that the child remains in the one stable place (with trusted teachers, known friends, routines, etc.) that we have some control over, and this is a good thing!

Here is a solid two page summary of how the McKinney-Vento Act works: [McKinney-Vento Act: Quick Reference](#)

I remember a worry I had in sharing the homeless numbers in my reports is that some in our community would scapegoat these kids for the problems our schools are facing. This is certainly happening in other communities, and it wouldn't be a surprise if it happened here. The truth is that an unbelievable number of our kids in these unstable housing situations are actually doing remarkably well. Their resilience has inspired me for years! The mental health breakdowns being experienced for kids and adults in our community are certainly more prevalent with folks struggling economically, but the truth is that these struggles are being experienced across the socioeconomic spectrum in all schools and communities more so than any of us have ever seen.

The numbers are certainly not good for BCEMS specifically (where our MVA numbers are at about 8% of our student population), but Pierre and Hayden correctly pointed out in their report last month that BCEMS has handled these challenges admirably for many years. This is not new! The major difference now is that 1) we are incredibly short staffed, especially in terms of the typical support staff we deploy to help the kids who need it the most, and 2) our social service agencies in the region are equally short staffed and totally overwhelmed with high case counts. They can cut back services and operations, but we cannot. BCEMS has borne the brunt of these staffing shortages more than the other schools for sure. Yet, we have all stayed open for all of our kids and families all year. And I can assure you that doing so has been a daily challenge since last August.

I will repeat the following statement that I used to end my introduction to this report because it is so important to understand: we have both a moral and, importantly, legal obligation to educate every student who comes through our doors, and we must meet that obligation regardless of what little help we have with Washington County Mental Health, DCF, and our regional alternative schools facing the same staffing crisis we have. Our intention is to continue to proudly meet that obligation every day.

SHS Baseball: Division II State Champs! An unbelievably successful end to the SHS Year in Sports! Please take a look at our final school showcase of the year if you haven't done so already:

"Dear BUUSD Community,

I know we had planned on wrapping up our School Showcases a few weeks ago, but a State Championship is too big a deal to not celebrate!

Congratulations to outgoing Athletic Director **Natalie Soffen**, SHS Baseball Coach **Dan Kiniry**, and the SHS Boys Varsity Baseball Team for winning the 2022 Division II State Championship last Saturday! Their 4-2 victory over the Lyndon Institute Vikings was a perfect cap to an incredibly successful season built on outstanding teamwork and performances game after game. Check out this [post-championship recap](#) from Coach Kiniry and the players, and then take a look at the [post game parade](#) that was enjoyed by hundreds downtown!

The Tide baseball team put a tremendous finish on what turned out to be an incredibly successful year for Crimson Tide athletic teams. Bringing home a state championship was the perfect capper to one of our strongest fall, winter, and spring athletic seasons in years! Again, congratulations to all the coaches and players!

Thank you all for reading, and here's to a safe, healthy, and fun summer for all.

Chris"

BUUSD Hiring Updates As of this writing, we still have 23 open professional, licensed positions across the district. Elementary classroom and special educator positions across the board are our biggest need, as is the case in districts across the state.

All of this being said, every effort is being made by our leadership team to stay on top of this and bring in the best people possible to be fully staffed for the 2022-23 school year. We anticipate a very busy hiring season continuing deep into the summer.

For your reference once again, here is a list of all of our professional staff who have resigned or retired since the beginning of the 2021-22 school year:

[Professional Staff Leaving BUUSD for 2021-22](#)

Please be on the lookout for an update on BUUSD summer programs in next week's addendum. We will have a better idea on enrollment and staffing numbers by the middle of next week, but I'm very happy to report that our programs will be ready to roll!

That's a good place to end! A link to all communications from my office can be found on our website here: [2021-22 Superintendent Updates](#).

I welcome your thoughts and questions. I am honored to be leading my colleagues and serving the Barre community as your superintendent, and I thank you for your support.

Respectfully,

Chris

Barre Unified Union Supervisory District - Great Schools Partnership Support 2021-22

Jean Haeger, Senior Associate has been the primary GSP coach for the BUUSD since July 2017

GSP SUPPORT GOAL: Support the development of systems to support professional learning structures, which result in enhancing teachers' practices and improving students' learning experiences in Barre elementary and middle schools.

GSP/BUUSD 2021-22 Report on Work Completed:

Areas of Work Planned for 2021-22:	Reflections on Work Completed:
1. Curriculum Development and Cohesion	
<ul style="list-style-type: none">Weekly planning meetings with director of curriculumWeekly professional development and planning meetings with instructional coaches and MTSS coordinatorMonthly curriculum planning meetings with leaders of curriculum content areas to ensure cohesion (across content areas and vertically, PK-12) and alignment with district goals	<p>The focus for GSP support shifted substantially with the departure of the curriculum director in November. Instead of supporting one administrator, Jean Haeger's role became one of supporting the efforts of the team of teacher leaders who stepped in to coordinate and guide teachers' professional development (PD) related to curriculum, instruction and assessment.</p> <p>This team planned three full-day district in-service workshops; supported and guided teachers in their instructional planning; and identified the areas of curriculum in greatest need of development: cohesive and comprehensive resources to support literacy and math in grades K-8.</p> <p>This team also coordinated PK-8 teachers' professional development in preparation for the implementation of Act 173. This will entail both a mindset shift and changes in instructional practice for many teachers.</p> <p>Feedback collected after both the inservice days and the staff meeting PD indicates appreciation for the quality of the professional learning and planning.</p>

2. Administrative and Instructional Leadership	
<ul style="list-style-type: none"> • Participate in district admin teams monthly, or as needed • Support individual administrators as needed • Support the development of PLG processes among administrators 	<p>With GSP support the instructional coaches and MTSS coordinator co-planned and co-facilitated bi-weekly meetings with PK-8 administrators after the departure of the director of curriculum. These meetings were used to develop common approaches to supporting teachers across the two buildings and vertically, PK-8.</p>
3. Professional Learning Group (PLG) Facilitation	
<ul style="list-style-type: none"> • Facilitator training for those who are new to the role or who would like additional support • Monthly facilitator meetings (open to all facilitators; separate meetings for elem and MS, PLG vs PLC) • Individual support as needed to develop agendas, reflect on processes, increase impact on students' engagement and learning • Monthly administrative meetings to coordinate the integration of PLGs and PLCs with ongoing work of the school 	<ul style="list-style-type: none"> • Two facilitator trainings were conducted Summer 2021; a four meeting training series was conducted in the fall 2021 which allowed teachers to earn continuing education credit. • Monthly meetings have allowed teacher leaders to share ideas with one another and receive guidance in planning for their upcoming meetings. • Over the course of the year, Jean conducted over 30 individual meetings with teacher leaders to support them in reflection and planning for their PLG or curriculum meetings.



**Spaulding High School
Central Vermont Career Center
Barre City Elementary and Middle School
Barre Town Middle and Elementary School**

Chris Hennessey, M.Ed.
Superintendent of Schools

A rock solid education for a lifetime of discovery

120 Ayers Street, Barre, VT 05641
Phone: 802-476-5011
Fax: 802-476-4944 or 802-477-1132
Website: www.buusd.org

June 22, 2022

Dear BUUSD School Board,

We have some more complete information to share regarding our summer programming in the district. I am very happy to report that we are close to being fully staffed for all summer programs as of this writing, with only a few support staff positions left to fill. All credit is due to Director of Students Services **Stacy Anderson** and Summer School Coordinator (and BCEMS 5/6 ELA Teacher) **Milika Neddo** for their efforts in making sure our summer programs would be ready to start this July!

Here are some highlights:

- * SHS students will have access to VHS (Virtual High School) courses - there are two sessions available through the summer. This is for credit recovery as well as for classes students may want to take (for example, that they might not easily fit into their schedule next year). There will not be any in person options.
- * About 150 BCEMS and BTMES students in grades K-8 are enrolled in our Summer School for this year (see details in the chart below). All K-8 programming will be taking place at BCEMS.
- * Additionally, we have about 90 PreK-8 and 10 Grade 9-12 students enrolled in our Extended School Year (ESY) programs for this year (again, see details below).

Finally, here are some details and definitions for those of you new to ESY:

- **ESY Services are provided based upon IEP Team decision - VT Special Ed Regulation 2363.7(h):**
 - Is essential to permit the student an opportunity to reach reasonably set educational goals;
 - There has been significant regression over past vacations and recoupment did not occur within a reasonable amount of time
 - The severity of the student's disability presents a danger of substantial regression
 - Student's transition goals require continued programming beyond the school year

I hope you find this information helpful, and, once again, thank you to Milika and Stacy for leading a Summer School program that we can all be proud of!

Chris

Program Title	Description	Grades	Location	Times / Days	Special Ed Services	Dates	Set Up Day	Room #
Small Group Instruction	Small group reading / math services	K-7	BC	M-Th 8:30-1:00 (teacher day 8-1:00)	Literacy 60X4 Math 60X4 SEL 120X4	7/5-7/28	7/1	133, 134, 137, 138, 139

Barre Buds	Individualized academic, communication, social / behavior for low incidence disabilities	K-7	BC	M-Th 8:30-1:30 (teacher day 8-1:30)	Literacy 60X4 Math 60X4 SEL 180X4 Related svcs- per IEP	7/5-8/4	7/1	117, 118, 108&109
Speech Services	Speech and Language services	Pre-K -7	BC	T,W,Th Times TBD	Per IEP (Typically 1X30 or 2X30)	7/5-7/28	7/1	PK Speech rm WR7
Preschool ESY	Preschool classroom setting per student's IEP	Pre-K	BC	8:30-10:30 T,W,Th (teacher day 8-11:30)	Dev&Asst therapy 120X3 Less if including speech	7/5-7/21	7/1	125 and maybe 121
ISN Preschool	Programming for Pre K students' with heightened needs	Pre-K	BC	8:30-11:30 T,W,Th (teacher day 8-11:30)	Dev&Asst therapy 180X3 Less if including speech	7/5-7/21	7/1	125
Reg Ed Summer School	Summer school for regular edu population / IEP can access	K-7	BC	M-Th 8:30-1:00 (teacher day 8-1:00)	N/A unless additional para or BI support needed	7/5-7/28	7/1	2,3,4,5, 122, 123, 115, 116,112, 114 99
SHS Lifeskills	Summer program for SHS lifeskills students	9-12 +	SH S	8:30-12:30 M-F- (teacher day 8:00-12:30)		7/5-7/22		SHS rm 109 & 110
SEA	Summer programming for SEA students	7-12 +	SE A	T,W,Th 8:30 - 1:00		7/5-7/28		SEA building