

**BARRE UNIFIED UNION SCHOOL DISTRICT  
BOARD MEETING**

August 25, 2022 at 6:00 p.m.

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

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

Meeting ID: [meet.google.com/vxi-arvi-mgb](https://meet.google.com/vxi-arvi-mgb)

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

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

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

**AGENDA**

- |      |  |
|------|--|
| 6:00 | 1. Call to Order   |
| 6:05 | 2. Pledge and Mindfulness Moment   |
| 6:10 | 3. Additions or Deletions with Motion to Approve the Agenda  |
| 6:15 | 4. Comments for Items Not on the Agenda  |
|      | 4.1. Public Comment  |
|      | 4.2. Student Voice   |
| 6:25 | 5. Consent Agenda  |
|      | 5.1. Regular Meeting Minutes - August 11, 2022   |
| 6:30 | 6. Current Business  |
|      | 6.1. New Hires <b>[ACTION]</b>   |
|      | 6.2. Special Education Summative Report FY22   |
|      | 6.3. Budget Development Schedule   |
|      | 6.4. Community Seat Finance Committee  |
|      | 6.5. Heating/Plowing/Wood Chip/Fuel Bid Recommendation Approval <b>[ACTION]</b>  |
|      | 6.6. First Reading Substitute Teachers (B1) (Required) <b>[ACTION]</b>   |
|      | 6.7. First Reading Role and Adoption of School Board Policies (A30) (Consider) <b>[ACTION]</b>                           |
|      | 6.8. First Reading Board Member Education (A31) (Consider) <b>[ACTION]</b>   |
|      | 6.9. First Reading Policy Section 504 and ADA Grievance Protocol for Students and Staff (C14) (Required) <b>[ACTION]</b> |
|      | 6.10. Meeting Format - Documentation   |
| 7:55 | 7. Old Business  |
|      | 7.1. Update Enrollment/Home Study Reports  |
|      | 7.2. Summer Projects Update  |
|      | 7.3. Approval of 2nd HHB Designee for BCEMS (Policy C10) <b>[ACTION]</b>   |
|      | 7.4. Board Development Workshop  |
|      | 7.5. Employee Exit Survey  |
| 8:35 | 8. Reports   |
|      | 8.1. Superintendent Report   |
|      | 8.2. Building Reports: BCEMS, BTMES, SHS, SEA  |
|      | 8.3. CVCCSD Board Report   |
|      | 8.4. Finance Committee: <b>Met:</b> August 9, 2022; <b>Next Meeting:</b> September 15, 2022                              |
|      | 8.5. Facilities/Transp. Committee: <b>Met:</b> August 1, 2022; <b>Next Meeting:</b> September 12, 2022                   |
|      | 8.6. Policy Committee: <b>Met:</b> August 15, 2022; <b>Next Meeting:</b> September 19, 2022                              |
|      | 8.7. Curriculum Committee: <b>Met:</b> August 4, 2022; <b>Next Meeting:</b> September 1, 2022                            |

8.8. Negotiations Committee: **Next Meeting:** TBD

- 8:40 9. Other Business/Round Table
- 8:50 10. Future Agenda Items
- 8:55 11. Next Meeting Date: September 8, 2022, BCEMS Library, 6:00 pm and via Google Meet  
September 22, 2022, BCEMS Library, 6:00 pm and via Google Meet
- 9:00 12. Executive Session
13. Adjournment

### **PARKING LOT OF ITEMS**

- Report of Advanced Placement Courses (Available courses & Student Counts)
- Behavioral Task Force Reporting (September)
- VSBA Resolutions
- New Hire Process
- Strategic Plan Update (Early Fall)
- Goals & Expectations for the Superintendent
- Reconstitution of PTA/PTOs
- Student Behavior and Discipline (Sept.)
- Committee Charge
- Board Procedure and Engagement
- Educational Performance Update
- Clarification of Salary Metric
- Revisit Decision Regarding Staff Resignation Letters
- 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

Spaulding High School Library and Via Video Conference – Google Meet  
August 11, 2022 - 6:00 p.m.

### MINUTES

#### **BOARD MEMBERS PRESENT:**

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

#### **BOARD MEMBERS ABSENT:**

Sonya Spaulding (BC) – Chair  
Vacant Seat (BT)

#### **ADMINISTRATORS PRESENT:**

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

#### **GUESTS PRESENT:**

Dave Delcore – Times Argus	Rachel Aldrich-Whalen	Mel Battah	Martha Blaisdell
Abby Blum	Michael Boutin	Linda Couture	Cassie Deering
Michael Deering, II	Ulysse (Pete) Fornier, Jr.	Sarah Helman	Josh Howard
Stacy Hubbell	Tom Kelly	Brandy Kolling	Prudence Krasofski
Colleen Kresco	Kerri Lamb	Paul Malone	Dan Morrison
Emily Reynolds	Cohen Slayton	Heather Slayton	William Toborg
Jonathan Williams			

A tour of the HVAC Project was held at Spaulding High School prior to the meeting.

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

**The Vice-Chair, Mrs. Farrell, called the Thursday, August 11, 2022, Regular meeting to order at 6:00 p.m., which was held in the Spaulding High School Library and via video conference.**

#### **2. Pledge and Mindfulness Moment**

The Board recited the Pledge of Allegiance. The Board held a Mindfulness Moment.

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

Ms. Leclerc requested that discussion of Board candidates be held in open session, noting that the interviews were being held in open session. Brief discussion was held, which included discussion of the appointment process, which no longer requires that city/town officials approve the appointment of a candidate. Mrs. Farrell advised that the intent was to decide on a candidate to present to the Select Board, meet with the Select Board, and then hold a Special Meeting to officially make the appointment. It was noted that a vote to make a recommendation to the Select Board needs to be made in public. The Board can vote to recommend a candidate or to appoint a candidate, but voting needs to be done in open session. It was noted that the Board did not vote to hold a Special Meeting. Mrs. Farrell advised that the Board can proceed with appointing a candidate this evening, but will still send a representative to the Select Board to advise them regarding this evening's discussion and the Board's appointment. It was agreed that the Board will hold discussion in Executive Session, and then return to Agenda Item 6.2 to vote on an appointment.

Add 6.4 Board Statement Pertaining to the Public Information Request (FOIA)

**On a motion by Ms. Parker, seconded by Mr. Reil, the Board unanimously voted to approve the Agenda as amended.**

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## 4. Public Comment for Items Not on the Agenda

### 4.1 Public Comment

Mr. Boutin addressed the Board, advising that he appreciates being provided with Exit Interview information and queried regarding when the Board will hold discussion on this matter. Mr. Hennessey believes this item will be added to the 08/25/22 Agenda.

### 4.2 Student Voice

None.

## 5. Consent Agenda

### 5.1 Approval of Minutes – July 14, 2022 Regular Meeting

**On a motion by Mr. Reil, seconded by Mrs. Leclerc, the Board unanimously voted to approve as amended, the Minutes of the July 14, 2022 Regular Meeting.**

## 6. Current Business

### 6.1 New Hires

The resumes and BUUSD Notification of Employment Status Forms for Jennifer Conover (BTMES 4<sup>th</sup> Grade), Adam Jacobs (BCEMS 5/6 Grade), Mackenzie Rice (BTMES 4<sup>th</sup> Grade), Paul Angell (BCEMS Interim Special Educator), Alina Schenkman (BCEMS 3/4 Grade), Colleen Springer (BTMES 4<sup>th</sup> Grade), and Rebecca Steward (BTMES 8<sup>th</sup> Grade Science) were distributed. A BUUSD Transfer notification for Kirstin Morrison (BCEMS Assistant Principal) was distributed.

Mr. Hennessey provided an overview of the candidates, and answered questions from the Board. Mr. Boltin queried regarding the percentage of all new hires that do not currently have a teaching license. Mr. Hennessey advised that all teaching staff must have a license or provisional license prior to the start of school. Mr. Reil believes that approximately 50% of new hires will be teaching under provisional licenses. There is one individual with an emergency license. Mrs. Farrell is very concerned that this candidate lacks classroom experience. Mr. Cecchinelli queried regarding recreating the DOD Star Base Program in the District. It was noted that the hire sheet for Mr. Angell should not indicate that he is an Interim employee. Concern was voiced that the individual with the emergency license is being paid significantly more than the outgoing licensed teacher. Mr. Hennessey advised that the pay is based on the contract. Mrs. Farrell is very concerned regarding the candidate who is lacking math experience teaching math.

**On a motion by Mrs. Pregent, seconded by Mrs. Leclerc, the Board unanimously voted to approve the hiring of Jennifer Conover, Adam Jacobs, Mackenzie Rice, Paul Angell, Alina Schenkman, Colleen Springer, and Rebecca Steward.**

Mr. Hennessey advised that Kirstin Morrison is presented for the position of BCEMS Assistant Principal. Mr. Hennessey provided an overview of Mrs. Morrison's background advising that Mrs. Morrison is currently a District employee and will be changing positions from Behavior Specialist to BCEMS Assistant Principal. Mrs. Morrison qualifies for a provisional license for this position. Mr. Reil voiced concern that the job description requires 3 years teaching experience and the candidate does not meet that qualification. Mr. Reil advised that the rate of pay does not match the salary metric. Mr. Hennessey advised that he is trying to get the salaries in line with each other. Mr. Reil voiced concern that at the Finance Committee meeting lengthy discussion was held regarding the metrics and Mr. Hennessey announced that a salary metric was in place and there would be no negotiation, yet a few days after the meeting, the metric is not being followed. As a Board Member and a community member, Mr. Reil believes these types of actions undermine trust and that the District needs to follow processes and do what it says it is going to do. In response to a query from Mrs. Leclerc regarding licensure for this position, Mr. Hennessey provided an overview of the process of obtaining licensure from the AOE. Mrs. Leclerc queried why an individual who does not have the licensure/certificate for the position is being given a salary at a higher level. In response to a query from Mr. Cecchinelli, Mr. Hennessey advised that all salaries are now locked in and moving forward, the metric will be followed. Mr. Deering voiced concern that the metric is not being followed and that deviation from the metric could occur in the future.

**On a motion by Mrs. Pregent, seconded by Mr. Cecchinelli, the Board voted 4 to 2 to approve the hiring of Kirstin Morrison for the position of BCEMS Assistant Principal. Mr. Boltin, Mr. Cecchinelli, Ms. Parker and Mrs. Pregent voted for the motion. Mrs. Leclerc and Mr. Reil voted against the motion.**

### 6.2 BUUSD Board Seat Interviews

Letters of interest from Brandy Kolling, Paul Malone, Dan Morrison, and Emily Wheeler were distributed. Mrs. Farrell read the list of potential interview questions and polled the Board on which three questions they wanted to ask. The Board decided that each candidate would be asked questions 1, 2, and 4. Each candidate provided a brief overview of their background and answered the Board's questions. Interviews were conducted with Brandy Kolling, Dan Morrison, Emily Wheeler, and Paul Malone. Candidates were thanked for their interest and participation in the meeting and advised that the Board will revisit this agenda item after Executive Session. Discussion moved to Agenda item 6.3

The Board returned to Agenda Item 6.2 at approximately 8:58 p.m.

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Mrs. Farrell advised that discussion has now returned to Agenda Item 6.2 for discussion of filling the vacant Barre Town position on the school Board.

**On a motion by Mrs. Pregent, seconded by Ms. Parker, the Board voted 3 to 3 to appoint Brandy Kolling to the BUUSD Board to serve until the March 2023 election. Mr. Cecchinelli, Ms. Parker, and Mrs. Pregent voted for the motion. Mr. Boltin, Mrs. Leclerc, and Mr. Reil voted against the motion. Mrs. Farrell declined to vote (to break the tie). The motion failed.**

**On a motion by Mr. Reil, seconded by Mrs. Leclerc, the Board voted 4 to 2 to appoint Paul Malone to the BUUSD Board to serve until the March 2023 election. Mr. Boltin, Mr. Cecchinelli, Mrs. Leclerc, and Mr. Reil voted for the motion. Ms. Parker and Mrs. Pregent voted against the motion. The motion passed.**

Mrs. Farrell announced that Mr. Paul Malone will serve on the Board until the March 2023 election. There was no other business to put before the Board. Discussion moved to Agenda Item 13 (Adjournment).

## **6.3 EEI-HVAC Proposal**

A tour of SHS occurred prior to the start of the meeting.

Four documents were distributed;

A copy of a letter from Michael Davey – EEI (dated 07/28/22)

A document titled ‘Spaulding HS Preliminary ECM Matrix – 7-26-22’

A copy of the presentation titled ‘EEI – Barre Unified Union School District’

A document titled ‘HVAC/Sprinkler Projects Contractor’ dated 08/11/22

Mr. Cecchinelli addressed the Board and provided an overview of the process used by the Facilities Committee to reach a recommendation for the Board. The Committee recommends that the ARP ESSER funds be used at SHS for upgraded electrical service, DDC Controls, 3<sup>rd</sup> and 2<sup>nd</sup> floor dehumidification, an upgrade to cafeteria ventilation, and adding fire suppression (ECM#s 1a, 2a, 3a, 3f, 4). Additionally, the Committee recommends introducing new (LED) lighting to the school. Mr. Evans provided additional information regarding the use of ESSER funds to improve ventilation in school buildings. An application for use of ESSER funds was submitted and conceptual approval was obtained. The original application included ventilation upgrades in all buildings. The projects were put out to bid and only one official bid was received. EEI (a performance contractor) submitted the only bid. Mr. Evans advised that the proposed dehumidification will greatly improve air quality. Mr. Evans advised that lighting can be replaced during this project, but lighting upgrades are not included in ESSER funding. Mr. Evans advised that currently 25% to 30% of the building is sprinkled. The proposed sprinkler installation will complete sprinkler installation for the remainder SHS. Mr. Cecchinelli advised that the project will take approximately two years to complete and will involve coordination between EEI and administrators regarding how to progress through the building and temporary relocation of some classrooms. Mrs. Pregent noted that if additional safety concerns are uncovered during the construction phase, the District should be able to receive more ESSER funds to mitigate those issues. Mr. Reil advised that the Facilities Committee spent much time discussing the various project options and advised regarding how the Committee reached its recommendation. Information regarding work and expenses related to upgrading lighting will be forthcoming from EEI. It was reiterated that financing for lighting upgrades is not included in the ESSER approved projects or funding. Mr. Malone provided an overview of the recommended projects and their respective estimates. EEI has suggested a ‘lease’ for the lighting upgrade. Mr. Evans provided additional information regarding the decision to allocate all ESSER funds to SHS projects. Mr. Reil clarified that the Board is voting to move forward with the design phase of the project with EEI. Once the design phase is complete, the projects will again be brought before the Board for approval of the construction phase. In response to a query, it was confirmed that no one at EEI is related to District administrators.

**On a motion by Mr. Reil, seconded by Mrs. Leclerc, the Committee unanimously voted to present the Board with a recommendation to approve the EEI proposal to move forward with project options (ECM #s) 1a, 2a, 3a, 3f, 4, and the required Payment Performance Bond of 1% of the overall cost. (1a: New Electrical Service High School Main and power panels for upper floor A/c, 2a: DDC Controls and valves building window, 3a: 3<sup>rd</sup> Floor and Partial 2<sup>nd</sup> floor Dehumidification with Energy Rec Rooms 116 – 100, 3f: Improved Ventilation Cafeteria, and 4: Add Fire Suppression).**

## **6.4 Board Statement Pertaining to the Public Information Request**

Mrs. Farrell read a prepared statement (Attachment A) from District counsel Pietro Lynn. Mrs. Farrell is making the statement based on public input and press related to a public information request. Mr. Boutin addressed the Board advising that he received an email that made him feel like he was doing something ‘wrong’ by making the public records request. Mr. Boutin wanted to clarify that he does not have a ‘platform’ that his intentions were good, he appreciates the statement that was read, and he believes that releasing the information he requested helps put the issue to rest. Mr. Fournier addressed the Board advising that he sent a letter to the Board and that he concurs with Mr. Boutin, advising that as a taxpayer he was dismayed and disappointed about the information that came out in the Times Argus. Mr. Fournier is also disappointed that as a public body, the Board has an obligation to disclose information and it is his impression that the vote that was taken on Superintendent Wells, was done privately. Mr. Fournier advised that as a tax payer, he

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is extremely disappointed about the fact that the Board was not forthcoming and informational regarding the requested information. Mr. Fournier is asking the Board to pay more attention to what the tax payers of the community are asking.

In response to a query from Mrs. Leclerc, Mr. Hennessey advised that he is not aware of any other similar situations during his tenure (terminations that resulted in agreements that were not made public).

## 7. Old Business

### 7.1 Listening Session Reflections

In response to a query, Mr. Hennessey advised that there have been two meetings of the joint Task Force with the Barre City Police Department. Mr. Hennessey agreed to provide a report of those meetings. Mr. Reil reiterated his strong belief that an ad-hoc committee should be formed for addressing student behaviors/bullying/harassment. Mr. Reil feels very strongly that doing more than “normal business” is warranted and is what the community has asked for. Mrs. Leclerc believes all of the schools’ policies, procedures, and guidelines should be reviewed by the Board so that the Board can determine if they are being followed. Mrs. Leclerc queried regarding documentation of issues and how they were dealt with. Mrs. Leclerc agrees with the formation of an ad-hoc committee to address behavior issues and determine if the Board can offer additional support. Mrs. Leclerc believes if the matter is not adequately addressed, it will have a detrimental impact on the academic performance of all students. In response to a query from Mrs. Farrell regarding leadership team plans for the opening of school (to address long term behavioral issues), Mr. Hennessey advised that BCEMS administrators are working with behavioral teams to see that policies and procedures are being followed. BCEMS administrators are reviewing parent/student handbooks. Mrs. Farrell believes it is beneficial for the Board to know what is happening so that they can respond to inquiries from the community and to understand the balance between schools, to reach a positive ‘platform’ so that students can come to school feeling safe and that discipline is equitable for all students. Mr. Hennessey advised that over the summer, the District has been looking into forming strong parent/teacher organizations. Mrs. Farrell would like administrators to share reports that provide information relating to struggles and successes. Ms. Parker requested that building reports contain information pertaining to the PBIS system and what is being done in each school for the start of the year, to reinforce positive behaviors and learning. Ms. Parker reported there has been much positive energy on social media regarding formation of PTO groups and that the Heritage Festival was very positive. Mrs. Pregent advised that the District’s presence at the Heritage Festival was phenomenal and included information regarding participation in PTOs and substituting. Mr. Boltin, noting that behavioral issues are long-standing, queried regarding what is being done to assure that staff know they will be held accountable for non-action on behavioral issues. Mr. Boltin reiterated that behavioral issues have been ongoing for at least 3 or 4 years and queried regarding what staff are doing to mitigate the problem. Mrs. Leclerc queried regarding something tangible from the Superintendent, to parents regarding their concerns, what is being done to address concerns and whether or not policies and procedures are being followed. Mr. Hennessey advised that over the summer, teams have been working with policies and procedures, and that it is part of the principals’ communication plans to inform parents and invite them in to participate in the process. Concern was raised regarding generalization of the student behavior, as many students are not causing the issues. General discussion began and Point of Order was called as unrecognized individuals were speaking and comments were being directed to other Board Members rather than the Chair of the meeting. Mrs. Farrell advised that she believes the Board needs to receive a significant report from administrators so that the Board is aware of what is going on and what is being done to address issues and to help lay the foundation for moving forward. Mrs. Pregent noted that there are two separate issues at play (bullying/harassment and classroom behaviors impacting learning). Mrs. Pregent requested clarification regarding what the Board is looking for in the way of information. Mrs. Farrell believes the Board is looking at the overall scope of the issues including how administration and faculty are communicating to students/parents. Mr. Deering queried regarding how the community can directly get involved in volunteering to work together with the school community to get actionable things done. It was suggested that participation in PTO would be beneficial. Mr. Hennessey advised that the schools need volunteers to assist with recesses and lunch. Mr. Hennessey advised that volunteers are needed from mid-morning until mid-afternoon and that the District web site includes information regarding the process for signing up to volunteer. Ms. Hubbell queried regarding whether or not staff are aware of the dynamic they are entering into (on-going behavioral issues) and if assemblies will be reinstated. Mr. Hennessey advised that there are no COVID restrictions in place at this time. Ms. Hubbell believes that individuals who are not very involved in the internet are uninformed. Mrs. Farrell advised that the building reports should include a section regarding how information is shared with those who do not have internet access.

## 8. Reports

### 8.1 CVCCSD Board Report

The CVCCSD Board met on August 1, 2022.

Mrs. Farrell reported that CVCCSD is continuing with the staff hiring process, but is over-all ready for the start of the school year. The CVCCSD has received more student applications (over 300) than they have openings for (a little under 300). CVCCSD is looking for better ways to become more efficient with use of time and space. CVCCSD is also accommodating ‘adult’ students. Mrs. Farrell advised that CVCCSD is waiting for the signed lease. Mr. Hennessey advised that the District is waiting on legal counsel. A Stone Arts program has been added. This new program will be run at the Barre Granite Museum.

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## 9. Other Business/Round Table

Mr. Cecchinelli queried regarding documentation of tour attendees. Attendees do not need to be documented as the tour occurred prior to the meeting being called to order. The minutes will reflect that a tour took place.

Mr. Reil, referring back to 'New Hires' noted that he would very much like to visit Rebecca Steward's 8<sup>th</sup> Grade Science class, as her resume is most impressive, particularly in the study of 'Space'.

Mrs. Pregent announced that BCEMS will be holding an Open House on 08/25/22.

## 10. Future Agenda Items

### Items for 08/25/22:

- Review Employee Exit Surveys (from Parking Lot)
- Special Education Summative Report for FY22 (from Parking Lot)
- Updated Enrollment/Home Study Reports (June 22 and Present) (from Parking Lot)
- Draft Budget Development Schedule and Preliminary Budget Discussion (from Parking Lot)
- Clarification of Salary Metric
- Heating/Plowing/Wood Chip/Fuel Bid Recommendation Approval (from Parking Lot)
- Summer Projects Update (from Parking Lot)
- Approval of 2<sup>nd</sup> HHB Designee for BCEMS (from Parking Lot)

### Additional Items:

- Report on Advance Placement Courses (available courses and student counts) (TBD)
- PTO Overview (TBD)
- Behavioral Task Force Reporting (September)

Mrs. Leclerc queried regarding the 'meeting format', noting that there is no documentation available to those who attend in person and that most documents are not displayed on screen. It was noted that in the past, Agendas and full Agenda Packets were always made available at the meeting in printed format and that policies do state that paper copies are to be provided for those who request them, so there is an obligation on the part of the District to have printed copies available at meetings.

## 11. Next Meeting Date

The next Regular Board Meeting is Thursday, August 25, 2022 at 6:00 p.m. in the SHS Library and via video conference.

## 12. Executive Session as Needed

### 12.1 BUUSD Board Seat Candidate Review

Discussion of Consideration of Board Seat Candidates was proposed for discussion in Executive Session.

**On a motion by Ms. Parker, seconded by Mrs. Pregent, the Board unanimously voted to enter into Executive Session at 8:28 p.m. under the provisions of 1 VSA section 313 to discuss the item proposed for discussion.**

**On a motion by Mr. Boltin, seconded by Mr. Reil, the Board unanimously voted to exit Executive Session at 8:58 p.m.**

Discussion returned to Agenda Item 6.2

## 13. Adjournment

**On a motion by Mr. Reil, seconded by Mrs. Leclerc, the Board unanimously voted to adjourn at 9:03 p.m.**

Respectfully submitted,  
*Andrea Poulin*

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## **ATTACHMENT A**

### Board Statement from Pietro Lyn

At the time that the 2020-2021 Superintendent agreed to a buy-out, the Board seated at that time voted in open session to accept the Superintendent's resignation. We should have voted in open session to approve all terms of the contract. That was a mistake.

The Board Chair then signed the agreement on behalf of the Board. That document is a public record and if requested had to be produced under the Vermont Public Records Act. When it was recently requested by the public, we produced it. We have complied with the law.

There are concerns that have been expressed that we did not publicly announce the amount of the buy-out. There was no legal obligation to make that kind of public statement. Nonetheless, we acknowledge with the benefit of retrospect that we should have publicly announced the amount of the payments made.

It was our judgment at the time that the best interests of the former Superintendent and, most importantly, the District were better served by not engaging in public statements about the agreement. We thought it was important for the District to be focused on the future and student learning, not the events that led to the change in District leadership.

We, the Board, are eager to demonstrate our commitment to transparency. We always do our best to follow the Open Meeting Law and to produce requested public documents. Further, we are glad to have information sharing agenda items for future meetings if the public wants them. For example, we could ask the Business Manager to come to a meeting to answer the public's questions about our budget or our Facilities Director to speak about playgrounds or principals to report the unique activities at their schools. We hope that those kinds of reports will assure the community that we are careful when it comes to the public's money and the District's children.

If anyone would like a particular matter to be discussed at a meeting, please bring your request to public comment or notify the Chair or Superintendent. The Chair and the Superintendent have the authority to place an item on a future agenda under the Open Meeting Law.

We thank all of the members of the community, including the press, for their concern about our schools, our students, our staff and most assuredly us, we, your Board members. We will continue to strive for the excellence we all desire and look forward to the continued interest and involvement from all our constituents.



# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

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

Name:  Location:

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

Position:  Grade (If Applicable):

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

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

Account Code:

Replacement? ☒ Y ☐ N

If Yes, For Whom?  Salary Rate: \$

Administrator Approval:  Signature Date:

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

## For Central Office Use Only:

Contract Complete Date  Offer Letter Complete Date  DOH

Total Years of Experience:  Step:  Salary Placement:  <sup>Column</sup>

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 NJ License - Reciprocity to VT

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

# Raymond Kramer

## ***Education***

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### **Richard Stockton University**

Pomona, NJ, New Jersey

Master in Teaching

**Major:** Literary Studies Bachelors, Elementary Education Bachelors, and Reading Specialist Masters , **Minor:** Latin American and Caribbean Studies

**GPA:** 3.730

**Credit Hours:** 195

Attended September 2004 to December 2009

Degree conferred December 2009

### **The Richard Stockton College of New Jersey**

Pomona, New Jersey

Bachelor of Arts

**Major:** Literary Studies, **Minor:** Latin American and Caribbean Studies

**GPA:** 3.730

Attended September 2006 to December 2009

Degree conferred December 2009

### **The Richard Stockton College of New Jersey**

Pomona, New Jersey

Bachelor of Education

**Major:** Elementary Education

**GPA:** 3.730

Attended September 2006 to December 2009

Degree conferred December 2009

### **Ocean County College**

Toms River, New Jersey

Associate of Arts

**Major:** General Studies

Attended September 2004 to May 2006

Degree conferred May 2006

## ***Experience***

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### **Lacey Township School District**

Dec 2009 - Present

7th Grade English Language Arts Teacher

Forked River, NJ

I have endeavored in a variety of enriching experiences including helping pave the way in Lacey Township Middle School through teaching in a hybrid setting during the COVID-19 pandemic. I have devoted countless hours perfecting unique lesson plans tailored to fit and engage my diverse community of learners in both the general education and in-class replacement setting. Diligently, I worked to receive my Master's Degree in Education in the Reading Specialist track while teaching professionally. I have

taken a passionate role within the extracurricular experience of the Arts within Drama Club and Chorus, and in the Athletics Department with sideline assistance. Additionally, I have consistently been a part of curriculum writing and development and teaching professional development while also volunteering locally to act in township-wide PSA films, DJing school dances, and helping raise money for scholarships and charities. I have met a multitude of personal goals, and have deeply developed layers upon my teaching style, personality, and skillset. My newest goal is to become an educator in the Green Mountain State.

I was honored as 2021's first inductee into WJRZ radio station's hall of Teachers Who Rock in Ocean County, nominated for Teacher of the Year in 2022, and recognized as Staff Member of the Month for the entire district in February 2022. I balance quality, engaging lessons with structured classroom management and a style that stands out in the educational crowd. I get students out of their seats to discuss topics on a deeper level, and make students laugh and connect on an emotional level using various technology methods. As an educator during the pandemic, I have been recognized by upper and lower administration for going above and beyond in using interactive video lessons and discussion groups to participate in much needed social-emotional engagement.

**Reason for leaving:** I would love to have a serious lifestyle change and be immersed within the mountains where like-minded and passionate outdoorsy folks roam. I would like the ability to work and live within an area where I could grow as a hiker and rock climber, but also help eager students grow and become successful and appropriately social teenagers.

**Supervisor:** Edward Subokow (6092422100)

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

It is **OK** to contact this employer

### ***More about My Experience***

---

I have a lot of experience in Middle School from 7th through 8th grade. I have a very good rapport with students during school and after school when dealing with clubs and extracurriculars. My colleagues and superiors recognize me for my accomplishments often as I have been nominated for Teacher of the Year, selected by WJRZ for a Teacher Who Rocks, and named Staff Member of the Month within my entire district.

I am extremely passionate about teaching and Language Arts is one of my passions as well. I have a proven track record of exemplary evaluations from my superiors and have been a go-to from my colleagues for ideas and innovations within the realm of content delivery and technology. Going to undergrad for Literary Studies and achieving a Masters in the Reading Specialist Track have really helped me in furthering my passions and sharing them with my colleagues, superiors, and most importantly, my students.

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

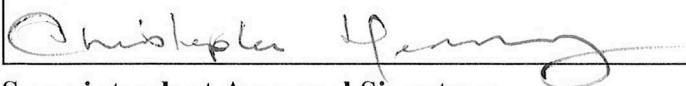
To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name:	<input type="text" value="Christopher Toborg"/>	Location:	<input type="text" value="Spaulding High School"/>
Submission Date:	<input type="text" value="8/9/2022"/>	Administrator Action/Checklist Complete:	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
Position:	<input type="text" value="Math Teacher"/>	Grade (If Applicable):	<input type="text" value="9-12"/>
Endorsement (If Applicable):	<input type="text"/>	<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day:	<input type="text" value="7.5"/>	Scheduled Hours:	<input type="text" value="7:35"/> a.m. to <input type="text" value="3:05"/> p.m.
Account Code:	<input type="text" value="101-1276-31-11-0-1112-5110 - .33% &amp; 203-3097-51-11-4-1101-51110 - .67%"/>		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	<input type="text" value="Sara Jacobs, Ben Moore &amp; Jim Willis"/>	Salary Rate:	<input type="text"/>
Administrator Approval:	<input type="text" value="Marlon Maylor, Principal"/>	Signature Date:	<input type="text" value="8/9/2022"/>

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

## For Central Office Use Only:

Contract Complete Date	<input type="text"/>	Offer Letter Complete Date	<input type="text"/>	DOH	<input type="text"/>
Total Years of Experience:	<input type="text"/>	Step:	<input type="text" value="1"/>	Salary Placement:	<input type="text" value="B"/>
Hourly Rate:	<input type="text"/>	Salary Rate:	<input type="text"/>	Seniority Date:	<input type="text"/>
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:	<input type="text" value="190"/>	Salary:	<input type="text" value="\$ 41,515"/>	Contract Days:	<input type="text" value="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		



Superintendent Approval Signature

AUGUST 10, 2022

Date

# Christopher Toborg

## ***Education***

---

### **Colby College**

Waterville, Maine

Bachelor of Arts

**Major:** Mathematics, **Minor:** Music

**GPA:** 3.390

Attended August 2017 to May 2021

Degree conferred May 2021

## ***Experience***

---

### **Great Oaks Legacy Charter School**

Jul 2021 - Jun 2022

Teaching Fellow

Newark, NJ

Worked daily with small groups of students in a tutoring position to supplement and enhance classroom learning. Performed additional tasks around the school such as assisting with transitions, data collection, and assisted in the running of after school activities.

**Reason for leaving:** 1 year contract

**Supervisor:** Michael White (9733747000)

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

It is **OK** to contact this employer

# BARRE UNIFIED UNION SCHOOL DISTRICT

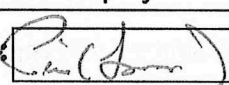
## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

8/5/22

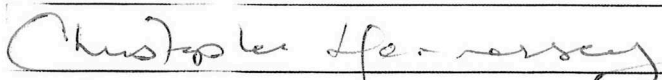
To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name:	Amanda Monti	Location:	BCEMS
Submission Date:	8/5/22	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position:	Restorative Classroom Teacher	Grade (If Applicable):	Gr 3-5
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:	101-1381-51-11-0-1101-51110		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	Charlotte Murphy	Salary Rate:	\$ 43,280.00
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:	5	Salary Placement	Column B
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:	\$ 48,573	Contract Days:	190
Teacher: AOE Endorsement:	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO				
If No, Required:	<input type="checkbox"/> Provisional <input checked="" 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

AUGUST 10, 2022  
Date

Thursday, August 11, 2022

Hello, Tina | [Account Settings](#) | [Logout](#)

You are here: [Home](#) > [Candidate Search](#) > [Results](#) > [Amanda Monti](#) > Résumé

### Candidate Details

**Name:** Amanda Monti

**Status:** Applicant

### Candidate Components

 Profile

 History

 Background

 Résumé

 Transcripts

 Tests


 References


 Certifications

 Language Skills

 Extracurricular

 Attachments

 Save Candidate

 Invite Candidate

## Résumé

### Amanda Amanda Monti

#### Education

##### Johnson State College

Johnson, Vermont

Bachelor of Arts

**Major:** Bachelor of Arts, **Minor:** Psychology

Graduated, dates not provided

*No Transcript*

#### Experience

##### Green Mountain Behavior Consulting

Behavior Interventionist

Williamstown Middle/High School

I have been working in the school system since the age of 21. I started out as a Para and did this for many years, during my time as a para I did a lot of subbing/teaching. My current role is a Behavior Interventionist, this allows me to be in the classroom with the students everyday. I am very confident in my ability to manage a classroom.

Oct 2018 - Present

**Supervisor:** Mallory Scribner

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

It is **OK** to contact this employer

##### U32

Special Ed Para Educator

Berlin

Aug 2016 - Aug 2018

**Supervisor:** Jen

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

It is **OK** to contact this employer

##### Amanda's Childcare

Childcare Provider

Barre VT

Aug 2008 - Aug 2016

**Reason for leaving:** My children were in school and I was ready for a change.

**Supervisor:** Myself

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

It is **OK** to contact this employer

##### Union Elementary

Para-Educator/Substitute teacher as needed

Montpelier

Aug 2004 - Aug 2008

**Reason for leaving:** I had children and decided to stay home and run my own business  
**Supervisor:** Ginnie  
**Experience Type:** Public School, Full-time  
It is **OK** to contact this employer

**New Leaf/Washington County**  
Behavior Interventionist  
Barre VT

Aug 2002 - Aug 2004

**Reason for leaving:** I needed something more flexible as I was currently taking college classes.  
**Supervisor:** Lynn  
**Experience Type:** Public School, Full-time  
It is **OK** to contact this employer

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[Next Section >](#)

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# BARRE UNIFIED UNION SCHOOL DISTRICT

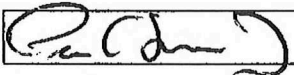
## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

8/4/22

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

Name:	Candy Daniels	Location:	BCEMS
Submission Date:	8/4/22	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position:	Teacher	Grade (If Applicable):	5/6 English
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:	101-1381-51-11-0-1101-51110		
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
If Yes, For Whom?	Christina Keegan	Salary Rate:	\$ 65,386.00
Administrator Approval:		Signature Date:	8/4/22

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

## For Central Office Use Only:

Contract Complete Date		Offer Letter Complete Date		DOH	
Total Years of Experience:		Step:	3	Salary Placement:	Column B30
Hourly Rate:	\$	Salary Rate:	\$		
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:	\$ 49,196	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

AUGUST 10, 2022

Date

# Candy Lynn Daniels

## ***Education***

---

### **Castleton State College**

Castleton, Vermont

Master of Art Education

**Major:** Curriculum and Instruction

**GPA:** 3.000

Attended September 2012 to May 2015

### **Castleton State College**

Castleton, Vermont

Bachelor of Arts

**Major:** English Literature

**GPA:** 2.990

Attended September 2006 to May 2008

Degree conferred May 2008

### **Castleton State College**

Castleton, Vermont

Bachelor of Arts

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

**GPA:** 2.740

Attended September 2000 to May 2005

Degree conferred May 2005

### **Fair Haven Union High School**

Fair Haven, Vermont

Attended September 1996 to June 2000

Degree conferred June 2000

## ***Experience***

---

### **Hartness Library - Vermont Technical College**

May 2015 - Present

Acquisitions Coordinator

Randolph Center, VT

I perform a number of library duties in three different categories.

**Acquisitions:** I process book orders from librarians which requires back checking current collection to avoid accidental double purchases and checking available funding; receiving shipments of books, media, and various items and supplies; processing payments and basic book-keeping to track spent funds; communicating with vendors; filing and record keeping. I also keep track of several standing orders that have to be manually ordered on specific time tables.

**Circulation Desk:** I help cover the circulation desk to answer & direct phone calls; answer patron questions and assist them in using library equipment; assist in finding books and other materials; assist

in showing patrons how to use the online catalog; and help supervise the library's work-students.

**Serials:** I process subscription renewals; check in new issues from our subscriptions; help maintain our records on our serials collection; submit and track late or missing issue requests; and general stack maintenance.

**Reason for leaving:** The Vermont State Colleges are in the middle of turmoil and necessary change in order to continue to serve Vermont students and their surrounding communities. This past year has been so quiet and lonely without the students coming in to use the library. It's made me realize how much I miss working directly WITH students in their learning needs, and I would very much like to be in a more interactive job again.

**Supervisor:** James Allen (802-728-1236)

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

It is **OK** to contact this employer

---

### **Castleton State College Mail Room**

Jun 2013 - May 2015

Mail Room Assistant

Castleton, VT

As a mail room assistant I performed all of the following: picked up morning mail from the Post Office for sorting, received and processed UPS and FedEx deliveries, sorted mail by departments and student boxes, delivered mail to various office locations around campus, assisted students at the service window, processed phone calls, processed out-going mail and packages, and delivered out-going mail to the local Post Office. Many of these tasks seem deceptively simple, but actually required a very good memory for departments and steps to processing mail to ensure that all mail was processed correctly, that nothing was lost, and departments were not overcharged for postage/shipping fees. It was fast paced and intense, but a lot of fun and was a great challenge in balancing tasks and responsibilities.

**Reason for leaving:** This was a work-study position and I eventually moved on to a full-time job elsewhere

**Supervisor:** Patty Duczeminski, Mail Room Supervisor ((802)468-1226)

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

It is **OK** to contact this employer

---

### **Calvin Coolidge Library**

Jun 2013 - Dec 2014

Circulation Desk Assistant

Castleton State College, Castleton, VT

I assisted the Circulation desk at Calvin Coolidge Library at Castleton State College. My duties included check out services, reference and on-line search engine assistance when the reference librarian was not available, assisting patrons and students in accessing the wi-fi connection, shelf-reading, cleaning, returning books to shelves, and answering questions or giving other assistance as needed. The position also required occasional account profile updating for patrons, adding new patrons to the computer system, as well as lost book searches. Students often asked how to use the on-line catalog and need help with works cited pages for their papers. As a Circulation Desk Assistant I often helped adult patrons and non-traditional students with computer use problems.

**Reason for leaving:** This was a work-study position and I eventually moved on to a full-time job elsewhere \* Ginger has since retired. Please ask for Francis Ryan for information and reference questions.

**Supervisor:** Ginger Johnston (802-468-1265)

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

It is **OK** to contact this employer

---

**Upward Bound**

Oct 2013 - Jun 2014

Tutor

Castleton, VT

As a mentor/tutor for Upward Bound, I mentored high school aged students in the college prep and application process, and in making good life choices. The essential goal of the position was to get students from low income families prepared for college and competitive as applicants. I tutored students in various subjects, mainly reading, writing, study skills, and project management. I also provided any other kind of assistance my students needed, or directing them to the proper resource. Students who are the first from their family to attend college face unique and significant challenges. Their parents do not always understand the process, and sometimes the students may lack support at home for academic achievement. I myself am a first generation college student, and so I intimately know the struggles and bewilderment many first generation students feel at the prospect of college. This personal history in addition to my personal interest in multiculturalism and holistic/whole-child approach to education helped me secure this tutoring position.

**Reason for leaving:** I ended up having to take evening classes that conflicted with the open tutoring spots.

**Supervisor:** Nathan Hickey, Assistant Director ((802) 468-6480)

**Experience Type:** Other, After school/Evening

It is **OK** to contact this employer

---

**Rutland Public schools**

Aug 2012 - Jun 2013

Paraeducator

Rutland High School

In my role as a para-educator I fulfilled a number of functions and responsibilities including teaching basic math and writing skills, supporting students within the classroom and with homework during academic support times. I assisted students with hygiene, mental health, staying on task, making good choices, and keeping up to date with assignments and projects. I worked with a several students with a wide variety of individual needs and challenges. The main goal of the program was to help students acquire the skills necessary to work and live as independently as possible.

**Reason for leaving:** There were some graduate courses I needed to take during Fall 2013 that were only offered during the day and would not have worked with my full-time work schedule.

**Supervisor:** Pam Reed/Allison Remy ((802)775-1955)

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

It is **OK** to contact this employer

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**AmeriCorps-NEKI**

Oct 2010 - Aug 2012

Volunteer/Program Facilitator/SET Educator

St Johnsbury, VT

As the AmeriCorps-NEKI member I facilitated a number of in-school and after school enrichment programs ranging from general science to robotics, veterinary science to youth leadership, and digital photography to GPS technology. I also facilitated two school vacation camps in the spring semester, Crime Scene Investigation & Mad Scientist Week, as well as a Saturday program during the month of March where each Saturday we explored a different area of science. This position required extensive travel, community outreach, and development of professional contacts. The essential focus of this position was to interest middle school and high school aged children in science and technology fields and associated professions, and encourage an interest in attending college in the future.

A final portfolio describing all programs, outlines of purpose and content, and statistical results is available upon request as a PDF file.

**Reason for leaving:** This job concluded in the middle of August 2012. It was an 11 month only position which I signed up to serve twice, and filled the two year limit for AmeriCorps service.

**Supervisor:** Lindsay Jones ((802)751-8307)

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

It is **OK** to contact this employer

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### **Easter Seals Lancaster**

Jan 2010 - Oct 2010

Residential Instructor

Lancaster, NH

I worked with autistic and behaviorally challenged students in the residential setting of an Easter Seals school. On a daily basis I assisted in counseling the students in basic living skills, hygiene, healthy diets, social skills, acceptable behavior in public, physical and educational activities, and personal care. I worked closely with a 20 year old autistic student who was also diabetic, and aside from regular exercise and diabetic care, I also helped him to socialize with his peers and get him out into the public.

As a Residential Instructor, I also assisted in outings for the students, Sensory activities, and counseling the students in peacefully solving any arguments and frustrations they may have had with each other and staff.

**Reason for leaving:** Even though I enjoyed my job and I enjoyed working with the children there, I find myself wanting a more academic setting. I enjoy tutoring children and helping them with homework and projects, and I'm currently working towards my licensure as a grades 7-12 English teacher.

**Supervisor:** A.J. LeBlanc ((603)788-0911)

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

It is **OK** to contact this employer

---

### **Staples**

Jun 2005 - Jan 2010

Sales Associate & Copy Center Associate

Rutland, Vermont

I assisted customers with purchases in everything from paper and office supplies, to computers and other electronics. I cashed out customers and assisted with their returns and exchanges. Eventually I worked in the Copy Center and assisted customers with their copy and printer orders in the self-service area as well as the full-service area and special orders. I produced high-volume copy orders, banners, wide format prints, booklets, pamphlets, menus, calendars, greeting cards, photo printing, lamination, business cards, and bindings among several other services. Production schedules were often tight and demanding, but through team work and time management the work was done and done well with high customer satisfaction. A great amount of people and communication skills were essential in this job.

**Reason for leaving:** Hours were shrinking after the holiday rush, and I had found a full-time position out of state.

**Supervisor:** Kellie Cassidy ((802)773-0116)

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

It is **OK** to contact this employer

---

### **Bailey Memorial Library**

Feb 2009 - Sep 2009

Assistant Librarian

North Clarendon, VT

I was the assistant librarian and assisted in circulation and organizational duties. I ran a free weekly Story Hour program at the Bailey Memorial Library, in North Clarendon, Vermont. Program included a free arts and crafts project related to the stories read, with a different theme each week. The themes

generally centered on an important lesson such as what is friendship, helping others, and environmental issues. I assisted patrons in book searches, computer use, and check-out. I also helped some young patrons of the library with their homework assignments that they would bring to the library to do.

**Reason for leaving:** It was a public library, and the town was experiencing issues with their tax collection. It looked like my job was in jeopardy of getting cut, so I took the opportunities at my other two jobs to make up the hours there while they were available rather than face a sudden lay-off.

**Supervisor:** Dorothy Barnes ((802)747-7743)

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

It is **OK** to contact this employer

---

### **Calvin Coolidge Library at Castleton State College**

Jan 2007 - May 2008

Circulation Desk Assistant

Castleton, VT

I assisted the Circulation desk at Calvin Coolidge Library at Castleton State College. My duties included check out services, reference and on-line search engine assistance when the reference librarian was not available, assisting patrons and students in accessing the wi-fi connection, shelf-reading, cleaning, returning books to shelves, and answering questions or giving other assistance as needed. Students would often ask how to use the on-line catalogue and need help with works cited pages for their papers. As a Circulation Desk Assistant I often helped adult patrons and non-traditional students with computer use problems.

**Reason for leaving:** This was a work-study position and I had graduated college.

**Supervisor:** Virginia Johnston ((802) 468-1255)

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

It is **OK** to contact this employer

---

### ***Personal Interests***

I have a number of personal interests that some may see as eclectic in their diversity from each other.

I love to read, and I will read anything from classic literature to sci-fi/fantasy novels, and even young adult and children's books.

I like to learn about different people from all walks of life, be it by talking with them, watching foreign movies, or reading foreign literature.

I am interested in history, the social sciences, and learning about what makes people tick.

Even as an adult I try to learn more about science and our little corner of the universe, as well as the state of our planet and the effect we have on our world. Nature walks and hikes through park forests are a beloved hobby. I'm always fascinated by unique geological formations.

I am also a bit of a techno-bug. I love trying out new technological gadgets and tools for fun as well as for work. I also enjoy building complex projects in the sandbox game called "Minecraft".

Writing is another beloved interest of mine. I like to spend thoughtful time writing poetry, short stories, and novels. I actually enjoy writing research essays, especially when my topic is something I am passionate about.

Art is food for the soul. I believe that viewing art, thinking about art, and talking about art can be just as fulfilling as the process of creating art. Learning how to use a new medium, or draw in a different style accesses different parts of the brain and soul. It is as relaxing as it is intense; a wonderful dichotomy of experiences that are difficult to describe. I also love the performing arts, I and really enjoy attending a variety of concerts ranging from classical to rock and roll, as well as drama performances and musicals.

End of year report 21-22 *updated August 19, 2022*

Last year was a year of growth for our new special education administrative team. Assistant Director, Melissa Lindhiem has been the point of contact and the LEA for Barre Town School and Assistant Director, Rebekah Mortensen does the same for Barre City School. Though both are new to administrative roles, they have each worked in special education and in their respective schools for many years and have been greatly appreciated this year by the teams that they serve. Rounding out our team, Jason Derner is the administrator and LEA for the Spaulding Educational Alternatives (SEA) program and for all other high school students who are in out of district placements. We have spent many hours this summer working on plans for the upcoming school year and are looking forward to the year ahead!

I am proud of the systems work that we have done in recent years within the special education department in an effort to streamline and align some of the approaches that have been done differently in each of our buildings. We have more work to do towards alignment of programming and increasing equity of services for students across the district, but we have made gains. This is the second year that we have had a Special Ed Leadership Team (SELT) with representation from each building. This team meets monthly and has been instrumental in supporting our systems work, sharing ideas and information between staff and our admin team and advocating for change and improvement in our department. We recently held our SELT summer leadership team meeting and spent time talking about our shared values and our vision for the future.

Vermont's Special Education Rule Changes have been a big topic in the past year and will require some additional new learning for our special education team as we move forward. The Vermont Legislature passed Act 173 in 2018, *"to enhance the effectiveness, availability, and equity of services provided to all students who require additional support in VT's school districts."* In part, Act 173 changes the funding model from a reimbursement for services model to a block grant model. Since special education funding is part of the special education rules, this opened the entirety of the rules for review and revision and the "new rules" were approved with a planned implementation date of July 1, 2022. However, the changes regarding how we determine that a student meets the requirements for the category of Specific Learning Disability (SLD) and changes to the criteria for the determination of Adverse Effect have now been delayed for implementation on July 1, 2023. Other changes including categories of disability, new wording in the definition of special education and a more formalized process allowing for written Parent Input to be provided during the IEP process will go into effect next month.

Grants: Our IDEA-B and IDEA-B Pre-K grants total about \$800,000 each year. These grant funds are used to pay for special education staffing, professional development, transportation and the cost for Docusped, our special education documents management system. Additionally, we have been awarded another \$200,000 in ARP IDEA funds related to pandemic recovery, which will support additional staffing and the lease or purchase of vehicles for the SEA program.

As we head into this school year, hiring continues to be a challenge, both locally, statewide and nationally. In Barre we are in need of about 14 support staff (paraeducators and BIs) and 4 special education teachers. We have been working with national recruiters to expand our search for professional staff with the hopes to make gains across the summer, but even those resources did not provide us with qualified candidates. We are viewing this as an opportunity for innovation and have been working with our curriculum coordinators and literacy and math interventionists to design ways that they can support the provision of the instructional services



to our students on IEPs. Their flexibility and willingness to help with this has been refreshing and appreciated!

Respectfully submitted,

Stacy Anderson  
BUUSD Director of Special Services

**Barre Unified Union School District  
FY24 Budget Development Schedule  
August 9, 2022**

<b>August</b>	<p>Superintendent/Business Manager/Administrators discuss schedule and determine meeting dates. Budget Development Schedule presented to Board. Board shares with administrators their values and goals for the FY24 spending plan. Admin. would appreciate feedback/parameters on this.</p>
<b>Sept.</b>	<p>Business Manager /Superintendent meet with Administrators/Directors individually and in group meetings to review previous budgets to actuals, consider COVID-19 impact and ESSER funding, provide data for current planning to extent available (e.g. negotiations, projected enrollments, projected health insurance, assumptions and considerations).</p>
<b>Oct.</b>	<p>On-going administrative budget development meetings together and with individual admin. teams/directors. Board continues discussion regarding vision, mission, and strategic plan connection to process, highlights, salary/wages, health ins., technology, facility and community involvement.</p>
<b>Nov. Board Mtg.</b>	<p>Expenditure draft budget presentation to the board with review of “unknowns”. Board discusses recommendations for special articles, if any.</p>
<b>Dec. Board Mtg.</b>	<p>Updates as information becomes available such as equalized pupils, tax commissioner’s announced property yield, CLA, special ed and transportation revenue projections. Communication Specialist begins prep of budget brochure.</p>
<b>Jan. 12 Board Mtg.</b>	<p><b>APPROVAL OF BARRE UNIFIED UNION SCHOOL DISTRICT BUDGET</b>  <i>Jan 12, Budget Warning and Annual Meeting Warnings are provided to the Board for approval. If approved each member signs the warnings at the meeting. Tina emails signed warnings to the Town and City Clerks for Ballots, Josh for posting, and building principals for posting.</i>  <i>January 26 or 27: Signed Warnings are sent to the Times Argus to post. (Must be Warned in paper 30 days prior to voting-March 7th Town Meeting.</i>  <b>Board provides public forums/presents to community.</b></p>

**Guidelines for Community Members on BUUSD School Board Committees**

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

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

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

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

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

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

Approved 12/2/21

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

**CODE: B 1**

**1<sup>ST</sup> READING: 08/25/2022**

**2<sup>ND</sup> READING:**

**ADOPTED:**

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## **SUBSTITUTE TEACHERS**

### **Policy**

It is the policy of the Barre Unified Union School District (BUUSD) to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

### **Qualifications**

No person will be placed on the qualified substitute list unless that person has graduated from high school. ~~Any person employed under this policy must complete a training session for substitute teachers each year, including information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a).~~

### **Unlicensed Persons**

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar ~~student~~ days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

### **Licensed Educators**

A substitute teacher who is licensed but not appropriately endorsed for the position for which he or she is employed may fill a position for thirty consecutive calendar ~~student~~ days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional thirty days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

### **Administrative Responsibilities**

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the superintendent or designee for all schools in the District.

The superintendent or designee will provide substitute teachers with information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. § 563a.

Each teacher under contract will compile a packet of information containing pertinent ~~substitute teacher~~ information for the substitute teacher as defined by the principal.

Substitute teachers will be paid wages as determined by the superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.

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

**CODE: A30**

**1<sup>ST</sup> READING: 8/25/2022**

**2<sup>ND</sup> READING:**

**ADOPTED:**

**ROLE AND ADOPTION OF SCHOOL BOARD POLICIES**

**1. POLICY**

It is the intent of the Barre Unified Union School District (BUUSD) board to outline direction and goals for the successful, consistent, and efficient operation of the district through the adoption of policies. BUUSD policies will be in compliance with Vermont and federal law and regulations.

**2. DEFINITIONS**

~~Policies are principles adopted by the school board to chart a course of action. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.~~

Policies guide the school board, administrators and other district employees, students, parents/guardians and community members by stating district goals and establishing parameters for administrative action.

**Procedures** (also referred to as rules or regulations) are developed by the Superintendent, his or her designee, or school administrators to provide for the management of the schools by describing how tasks will be carried out and board policies will be implemented.

**3. POLICY DEVELOPMENT**

In order to ensure efficient development and implementation of school board policies in the Barre Unified Union School District, the BUUSD Board, or a subcommittee thereof, will determine when BUUSD Policies should be developed or revised. The Superintendent or designee will assist the BUUSD Board in determining the need for policy development or revision in specific areas and will advise the BUUSD Board on policy content.

When the BUUSD board has approved a policy for distribution to the member boards of the BUUSD, the policy will be distributed by the superintendent for consideration by each member board. The adopting board will seek appropriate public comment and administrative guidance as

it considers proposals for policy development or revision. Comment and information may be sought in areas such as the following:

1. The specific need for the policy
2. The scope of the policy with regard to establishing appropriate roles for the board and the administration
3. The effect of the proposed policy on administrators, students, teaching staff and the community
4. Samples of similar policies of other boards
5. Applicable provisions of state and federal law
6. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

#### **4. POLICY ADOPTION**

Policies will be adopted by the BUUSD Board using the following steps:

- a. The policy is developed or revised by the BUUSD Policy Committee
- b. A 1<sup>st</sup> Reading is passed by the BUUSD Board
- c. A 2<sup>nd</sup> Reading/Adoption is passed by the BUUSD Board

#### **5. POLICY DISSEMINATION, ADMINISTRATION & REVIEW**

**5.1 Dissemination** - When policies are adopted, the Superintendent will publish and make them available to the public, students, and school personnel. A copy of the BUUSD Policy Manual will be available on the BUUSD website. The student handbooks will include BUUSD Policies related to student activities and conduct. The teacher handbooks will include BUUSD Policies related to teachers' responsibilities.

**5.2 Administration** - BUUSD Policies will be administered through procedures and directives of the Superintendent and administrators.

**5.3 Policy Review** - The superintendent will advise the BUUSD Board when revisions to adopted policies are required or otherwise appropriate. In addition, the BUUSD Board, or subcommittee thereof, will develop a policy review schedule to ensure that all BUUSD Policies are reviewed at least once every five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

#### **6. NON-SUBSTANTIVE CHANGES**

~~For policies that have already been warned and adopted, if formatting and/or non-substantive changes are needed to ensure consistency in the policy manual and/or grammatical expedience, those corrections can be made and voted on for adoption without a first and second reading.~~

## **7. DUPLICATE POLICIES**

~~When in the process of revising policies and duplicate policies exist, the BUUSD will operate on the newest approved BUUSD Policy until older policies can be rescinded.~~



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

**CODE: A31**

**1<sup>ST</sup> READING: 08/25/2022**

**2<sup>ND</sup> READING:**

**ADOPTED:**

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**BOARD MEMBER EDUCATION**

**Policy**

It is the policy of the Barre Unified Union School District to encourage and support board members' efforts to remain knowledgeable about their roles and the issues with which they deal.

**Implementation**

Individual board members will take advantage of opportunities to understand their roles, educational issues in general, school programs, ~~State Department~~ Vermont Agency of Education functions and legislative activities. In developing professional training for school board members, the board may consider topics such as educational equity, dispute resolution, conflict of interest, etc. The superintendent and board chair will be responsible for assuring that information on leadership development opportunities is available to all members. New members will participate in a district orientation session and other opportunities designed to familiarize themselves with all aspects of board operation.

At least annually, the chairs of each school board within a supervisory union/supervisory district, the chair of the supervisory union/supervisory district board, and the superintendent will jointly participate in at least eight (8) hours of professional training that addresses educational leadership, roles and responsibilities of the SU/SD board, school district boards and the superintendent, Vermont Open Meeting Law, Vermont law regarding access to public records, collective bargaining, and education funding and school finance laws.

Members who take part in workshops and seminars offered by the Vermont School Boards Association and other organizations will be reimbursed for travel and other expenses related to participation in training activities provided prior approval is obtained from the board, and funds for these purposes are available.

*Cross Reference: Board Goal-Setting & Evaluation (A32)*

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

**CODE: C 14**

**1<sup>ST</sup> READING: 08/25/2022**

**2<sup>ND</sup> READING:**

**ADOPTED:**

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**Policy on Section 504 and ADA Grievance Protocol for Students and Staff**

It is the policy of Barre Unified Union School District (BUUSD) not to discriminate on the basis of disability. The District has adopted this internal protocol for prompt handling and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The District further provides assurance that strictly prohibits any form of retaliation against persons who utilize this Protocol. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination. Nevertheless, a person is not required to use this protocol and may instead file a complaint directly with the U.S. Department of Education's Office for Civil Rights, Office for Civil Rights, Boston Office:

U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921

The following protocol is available and shall be distributed to all third parties for their use in filing complaints of discrimination based on disability.

This protocol will be distributed by the Building 504 Coordinators or their designees to all employees prior to the start of co-curricular activities every school year, preferably during the August In – Service, and again with the recommencement of co-curricular activities immediately following the December vacation.

It will also be distributed by Building 504 Coordinators, or their designees, to all third parties, at the time of their engagement for services.

Step 1 A person (an employee, student, or third party) who believes that he/she has been discriminated against by the District is encouraged, but is not required, to discuss the matter informally with the appropriate building principal (when the person is a student) or with his/her immediate supervisor (when the person is an employee). NOTE: If the building principal or the

immediate supervisor is the subject of the complaint, or the grievant is not a student or employee, the grievant may, instead, contact the District Section 504 Coordinator. The person receiving the complaint, or their designee, shall investigate and then verbally convey his/her findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 business days.

Step 2 If the informal Step 1 process does not resolve the matter, OR if the grievant does not wish to use the informal procedures set forth in Step 1, a written complaint may be submitted to either the District Section 504 Coordinator or the appropriate school specific Building 504 Coordinator (see list at the end of this document for contact information) who will investigate the complaint. [NOTE: If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent who will appoint another administrator (or third party) to conduct the investigation. If both the Section 504 Coordinator and the Superintendent have involvement with the complaint, the written complaint may be submitted to the Director of Human Resources.]

The complaint shall be in writing and signed by the grievant and include:

1. the grievant's name and contact information;
2. the facts of the incident or action complained about;
3. the date of the incident or action giving rise to the complaint;
4. the type of discrimination alleged to have occurred;
5. and the specific relief sought;

Or, alternatively, the grievant may use the 504 Complaint Form (attached). Names of witnesses and other evidence as deemed appropriate by the grievant may also be submitted. An investigation of the complaint will begin within 10 business days following the submission of the written complaint.

The investigation may be informal, but it must be thorough and shall include an interview of the parties and witnesses, a review of relevant evidence, and any other steps necessary to ensure a prompt and thorough investigation of the complaint.

A written disposition of the complaint shall be issued within 10 business days of completion of the investigation, unless a specific written extension of time is provided to the parties.

Copies of the disposition, subject to FERPA confidentiality, will be given to both the grievant and the person who is the subject of the complaint. If discrimination was found to have occurred, the disposition will include the steps that the District will take to prevent recurrence of any discrimination and to correct its discriminatory effects on the grievant and others, if appropriate.

Step 3 If the grievant wishes to appeal the decision in Step 2, he/she may submit a signed, written appeal to the Superintendent (or Board if the Superintendent is the subject of the complaint) within 15 business days after receipt of the written disposition. The Superintendent/Board or his/her designee shall respond to the complaint, in writing, within 30 business days of the date of the appeal. Copies of the response shall be provided to both the grievant and the person who is the subject of the complaint.

The ADA/504 Coordinator(s) will maintain the files and records related to any complaints filed under this protocol.

If you have questions regarding these procedures or desire to file a complaint, please contact either the District 504 Coordinator or Building Section 504 Coordinator.

June 2022

## District Enrollment/Staffing

Class Size Policy Limits				Barre City Enrollment					Barre Town Enrollment				
Grade	Min	Ideal	Max	Students	Teachers	Avg.	Outside Placed	Total Grade Level	Students	Teachers	Avg.	Outside Placed	Total Grade Level
PK	12	15	17	74	3	24.67	37	111	99	4	24.75	15	114
K	15	16	18	74	5	14.8	0	74	78	5	15.6	1	79
1	15	18	20	82	5	16.4	0	82	77	4	19.25	0	77
2	15	18	20	64	4	16	1	65	84	5	16.8	0	84
3	15	18	20	93	6	15.50	0	93	71	4	17.75	0	71
4	15	20	22	67	5	13.4	0	67	66	4	16.5	0	66
5	15	20	22	84	4	21.00	3	87	76	4	19	1	77
6	15	20	22	73	4	18.25	3	76	71	4	17.75	0	71
7	15	23	25	80	4	20.00	2	82	72	4	18.00	2	74
8	15	23	25	59	4	14.75	2	61	74	4	18.50	3	77
								BC PK-8 Total					BT PK-8 Total
June 2022 Totals				750			48	798	768			22	790
May 2022 Totals				747			48	795	773			22	795

SHS Enrollment					
Grade	SHS	Early College	Outside Placed	SEA	Total
9	168	0	7	15	190
10	130	0	5	12	147
11	128	0	6	7	141
12 +15	124	15	8	9	156
Jun 2022	550	15	26	43	634
May 2022	551	15	26	43	635

6/2/2022

CVCC Enrollment	
Programs	Students
Automotive Tech	16
Baking & Culinary Arts	17
Building Trades	16
Cosmetology	23
Digital Media Arts	16
Digital Media Arts II	4
Electrical Tech	19
Emergency Services	10
Exploratory Tech	21
Human Services	0
Medical Professions	7
Natural Resources/Sus.	9
Plumbing & Heating	23
June 2022 Total Enrollment	181
May 2022 Total Enrollment	182

Students Enrolled
2264
Outside Placed Total
96
District Total
2403

August 2022

District Enrollment/Staffing

Class Size Policy Limits				Barre City Enrollment					Barre Town Enrollment				
Grade	Min	Ideal	Max	Students	Teachers	Avg.	Outside Placed	Total Grade Level	Students	Teachers	Avg.	Outside Placed/Homeschool	Total Grade Level
PK	12	15	17	75	3	25.00	28	103	85	3	28.33	19	104
K	15	16	18	76	5	15.2	2	78	77	6	12.8	0	77
1	15	18	20	76	5	15.2	0	76	85	5	17	1	86
2	15	18	20	78	5	15.6	0	78	82	5	16.4	0	82
3	15	18	20	66	4	16.50	1	67	86	5	17.2	0	86
4	15	20	22	92	5 [1]	18.4	1	93	73	4	18.25	0	73
5	15	20	22	67	4	16.75	0	67	68	4	17	1	69
6	15	20	22	81	4	20.25	3	84	77	4	19.25	1	78
7	15	23	25	64	4	16.00	2	66	72	6	12.00	2	74
8	15	23	25	75	4	18.75	4	79	72	6	12.00	2	74
								BC PK-8 Total					BT PK-8 Total
August 2022 Totals				750			41	791	777			26	803
July 2022 Totals				707			29	736	766			16	782
SHS Enrollment													
Grade	SHS	Early College	Outside Placed	SEA	Total								
9	162	0	5	16	183								
10	156	0	5	9	170								
11	125	0	5	12	142								
12 +15	117	16	11	9	153								
Aug 2022	560	16	26	46	648								
Jul 2022	553	18	20	46	637								

Students Enrolled

2149

Outside Placed Total

93

District Total

2242

**HOME STUDY REPORT (AOE provided data)**

	Barre City Home Study (AOE Report)					Barre Town Home Study (AOE Report)					Spaulding High Home Study (AOE Report)				
AOE Report Month	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
July	-	-	-	29	12	-	-	-	23	13	-	-	-	4	6
August	9	22	22	31	20	9	26	18	29	22	6	18	6	6	6
September	11	23	30	35		11	27	25	39		8	20	9	8	
October	11	23	41	40		15	28	35	42		9	20	13	10	
November	No Rpt	26	43	42		No Rpt	29	38	40		No Rpt	20	14	12	
December	No Rpt	26	No Rpt	45		No Rpt	29	No Rpt	42		No Rpt	21	No Rpt	12	
January	No Rpt	No Rpt	50	45		No Rpt	No Rpt	43	42		No Rpt	No Rpt	14	12	
February	No Rpt	25	52	43		No Rpt	30	46	42		No Rpt	21	14	11	
March	No Rpt	No Rpt	52	43		No Rpt	No Rpt	48	42		No Rpt	No Rpt	15	12	
April	32	25	44	43		32	30	48	42		17	21	16	12	
May	32	26	17	42		32	30	9	44		17	21	2	13	
June	35	32	20	No Rpt		34	39	11	No Rpt		17	24	4	No Rpt	
<b>Pending at AOE</b>	<i>3 additional applications for August Pending Approval (not counted above)</i>					<i>6 additional applications for August Pending Approval (not counted above)</i>					<i>2 additional applications for August Pending Approval (not counted above)</i>				

# BUUSD FY23 RFP Schedule, Facility Projects, etc... Spring/Summer 2022, August 9, 2022

7.2

	Contractors Invited to BID	Contract/Contacts	Funding Source	Superintendent's Recommendation Board Approved
1) FY23 Revenue Anticipation Note	Community Bank- 1%-1.15% Community National- 2.68%-2.73% Peoples-Decline Union Bank-1.25% - 1.35%	Bids due 4/29		Community Bank Approved-
2) SHS – Sprinkler and HVAC Project	EEI-Present to Board 6/9, Approx. \$6,000,000 Johnson Controls-No Response Siemens Industries-No Response Honeywell-No Response	Bids Due: 5/10 Energy Performance Contract	ARP ESSER AOE Concept Approval 1/10/22 Pending Brd. approval for AOE Project Approval Application	Board Presentation 6/9, EEI Facility Committee presentation 7/25, 8/1-To Board 8/11/22
3) BCEMS HVAC	EEI-Present to Board 6/9 Approx. \$3,500,000 Johnson Controls-No Response Siemens Industries-No Response Honeywell-No Response	Bids Due: 5/10 Energy Performance Contract	ARP ESSER	Board Presentation 6/9, EEI recommended for approval
4) BTMES HVAC	EEI-Present to Board 6/9 Approx. \$2,500,000 Johnson Controls-No Response Siemens Industries-No Response Honeywell-No Response	Bids Due: 5/10 Energy Performance Contract	ARP ESSER	Board Presentation 6/9, EEI recommended for approval
5) BCEMS Roof	Material Delay		Capital Fund - RFP out fall-winter 2022 for work done summer 2023	
6) BTMES Roof	Dayco, Inc.-\$349,000 Evergreen Roofing, LLC - \$441,500 Rodd Roofing-No Response Palmieri Roofing-Declined due to Schedule	Bids Due: 4/14	Capital Fund	Board Approved 4/28
7) SHS Stormwater Basin	Phase I: DuBois & King/Greenprint Partners		Greenprint Partners	
8) BCEMS Stormwater Basin	Phase I: Watershed Consulting/Greenprint Partners		Greenprint Partners	
9) BTMES Stormwater Basin	Phase I: Watershed Consulting/Gree2.73nprint Partners		Greenprint Partners	



10) Fuel Oil/Wood Chips/Propane	Reach out July/August Irving- Trono- Conti- Limlaw- Cousineau-		General Fund	To Board August 25
12) SEA Barn Improvements-Design SEA Addition	Estimates: Architectural Services: \$75,000 Barn Improvement: \$300,000 SEA Addition: \$3,500,000	Developing RFP	ARP ESSER for Design	

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

**CODE: C 10**

**1<sup>ST</sup> READING: 5/9/2019**

**2<sup>ND</sup> READING: 6/13/2019**

**ADOPTED: 6/13/2019**

**Designees Revised 08/18/2022**

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## **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: **Superintendent**

Contact Information:

**802-476-5011 x1017**

**[chennbsu@buusd.org](mailto:chennbsu@buusd.org)**

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

### **BCEMS:**

Name: **Kristin Morrison**

Title: **Assistant Principal**

Contact Information:

**802-476-6541 x4320**

**[kmorrbce@buusd.org](mailto:kmorrbce@buusd.org)**

Name: **Alexander Wawrzyniak**

Title: **Guidance Counselor**

Contact Information:

**802-476-6541 x4322**

**[awawrbce@buusd.org](mailto: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](mailto:tmillbte@buusd.org)**

Name: **Alice Harding**

Title: **Behavior Specialist**

Contact Information:

**802-476-6617 x6181**

**[ahardbte@buusd.org](mailto:ahardbte@buusd.org)**

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

**SHS:**

Name: **Mari Goodridge Miller**  
Title: **Assistant Principal**  
Contact Information:  
**802-476-4811 x1150**  
[\*\*mmillshs@buusd.org\*\*](mailto:mmillshs@buusd.org)

Name: **Luke Aither**  
Title: **Co-Principal**  
Contact Information:  
**802-476-4811 x1115**  
[\*\*laithshs@buusd.org\*\*](mailto:laithshs@buusd.org)

**Spaulding High School**  
**155 Ayers St**  
**Barre, VT, 05641**



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

From: **Sonya Spaulding** <[sspaulding@buusd.org](mailto:sspaulding@buusd.org)>  
 Date: Fri, Aug 5, 2022 at 4:24 PM  
 Subject: Fwd: Board Development Recommendation  
 To: BUUSD-Board <[buusd-board@buusd.org](mailto:buusd-board@buusd.org)>  
 Cc: Phil Gore <[pgore@vtvsba.org](mailto:pgore@vtvsba.org)>, Chris Hennessey <[chennbsu@buusd.org](mailto:chennbsu@buusd.org)>

Hi all,

I have not heard back from anyone regarding board development, so just wanted to take a moment to follow up.

Please take some time to consider this revised agenda, proposed by Phil Gore, from VSBA.

Please let me know the following:

1. Would you be willing to participate in this board development? If you would like to see any changes, please note them.
2. When considering the dates available at the bottom of Phil's email, what dates work for you?

Thank you for your consideration.

Have a great weekend everyone!

Sonya

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

From: <[pgore@vtvsba.org](mailto:pgore@vtvsba.org)>  
 Date: Thu, Jul 21, 2022 at 4:50 PM  
 Subject: RE: Board Development Recommendation  
 To: Sonya Spaulding <[sspaulding@buusd.org](mailto:sspaulding@buusd.org)>  
 Cc: Chris Hennessey <[chennbsu@buusd.org](mailto:chennbsu@buusd.org)>

Hi Sonya, this is good news. One work session won't meet every need, but it can help. I will extend an opportunity to each board member to speak with me in advance about how they view the needs of the team and what success might look like for the work session. I moved the full board email to Bcc to avoid an accidental violation of OML. Consider the following and let me know how you might like to revise the agenda further.

1. Reflect on the past school year.
  - a. What were some of the successes?
  - b. What are your hopes for improvement in 2022-23?
2. Operating Procedures: review what is in place and/or draft what is most important to the current board.
3. Discuss the Board's Moral Imperative.
  - a. Consider aspects of the Simon Sinek Ted Talk "Start with Why" ([https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action?language=en](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en)).
  - b. Explore how this could be applied to governance for BUUSD.
  - c. Draft a statement that encapsulates a board shared Moral Imperative (something that must happen because it is the right thing. e.g. Tackling the issue of poverty is a moral imperative).
4. Discuss next steps for board development and clarity of governance priorities, protocols, and processes.
  - a. Consider what the Board may need to do to support success of the Strategic Plan. (What is the role of governance in fulfilling the plan?)
  - b. Calendar times to complete or build upon the Board's Operating Procedures, Moral Imperative, and/or other opportunities.

Do you have a day, time, and place set for this workshop? My current availability is: July 26, 28, August 6, 18, 19, 29, 30, & 31.

Thank you for your reply,

Phil Gore, PhD  
 Director of Board Services  
 Vermont School Boards Association  
 802-636-7899, cell  
 Pronouns: he/him/his ([why](#))

# Exit Interview Questionnaire

We thank you in advance for sharing your information about your decision to leave the district. Your open and honest feedback will help our district continue to grow as we reflect on things that we can improve upon and celebrate areas of growth and success.

I would be more than happy to meet with you in person to complete your exit interview. Please call me if you would like to do your exit interview in person/Google Meeting Call. I can be reached at (802) 476-5011 x1008.

Please note, this information may be shared with the administrators, board and the general public. Emails are not collected as a part of this survey.

We appreciate your time and contribution to this process, and we wish you the best of luck.

Leslie Babic, SHRM-CP  
Human Resources Specialist

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\* Required

1. Name (appreciated, but not mandatory)

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2. Approximately how long have you worked for the district? \*

*Check all that apply.*

☐ Less than six months

☐ 6 months-1 year

☐ 1-2 years

☐ 3-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21 -25 years.

☐ More than 25 years

☐ Other: \_\_\_\_\_

3. Employment End Date: \*

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Example: January 7, 2019

4. School \*

*Mark only one oval.*

- ☐ Barre City Elementary and Middle School
- ☐ Barre Town Middle and Elementary School
- ☐ Spaulding High School
- ☐ BUUSD Central Office

5. Position: \*

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6. How would you classify the position you are leaving? \*

*Mark only one oval.*

- ☐ Regular Education
- ☐ Special Education
- ☐ Other: \_\_\_\_\_

7. What grade band below best captures the position you are leaving? \*

*Mark only one oval.*

- ☐ PK-5
- ☐ 6-8
- ☐ 9-12
- ☐ Multiple Grades/Levels
- ☐ Other

8. What contracted or non-contracted group were you in? \*

*Mark only one oval.*

- ☐ Non Contracted School Year
- ☐ Non Contracted Full Year
- ☐ AFSCME
- ☐ Paraeducator
- ☐ Teacher
- ☐ Teacher Support
- ☐ Administration
- ☐ Permanent Substitute
- ☐ Other: \_\_\_\_\_

9. Including this year, how many years of teaching experience do you have?

*Mark only one oval.*

- ☐ None - This does not apply to my position.
- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ 26-30
- ☐ More than 30
- ☐ Other: \_\_\_\_\_

10. What prompted you to seek alternative employment (check all that apply)?

*Check all that apply.*

- ☐ Compensation/Wages/Benefits
- ☐ Quality of Management
- ☐ Lack of Recognition
- ☐ Culture/Environment
- ☐ Family Circumstances
- ☐ Career Advancement Opportunity
- ☐ Type of Work
- ☐ Commute
- ☐ Lack of advancement in the teaching profession
- ☐ Career Change
- ☐ Other: \_\_\_\_\_

11. If you answered "other" to the question above, please tell what were the reasons you considered when making the decision to leave the district.

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12. Are you going to another school district in Vermont?

*Mark only one oval.*

- ☐ Yes
- ☐ No

13. If you are joining another school district in VT, please tell us where and what attracted you to another the district.

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14. Before making your decision to leave, did you investigate other options that would have enabled you to stay at your current job?

*Mark only one oval.*

- ☐ Yes
- ☐ No
- ☐ I wanted to, but I didn't know what steps to take.
- ☐ Other: \_\_\_\_\_

15. What one change would have encouraged you to stay? \*

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16. What did you think of your Supervisor in regard to the following? \*

*Mark only one oval per row.*

	Always	Sometimes	Never
<b>Demonstrated Fair and Equal Treatment</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Provided Recognition on the Job</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Developed Cooperation and Teamwork</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Listened to Suggestions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Resolved Complaints or Problems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Followed Procedures and Policies</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How would you rate the following in relation to your job?

*Mark only one oval per row.*

	Excellent	Good	Fair	Poor
<b>Communication in your Area?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communication as a Whole with the School</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communication with your Admin/Supervisor</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Morale in your Area?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Job Satisfaction?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Training you Received?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Growth Potental?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How would you rate the "climate" in your school?

*Mark only one oval.*

	1	2	3	4	5	
Not Very Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Good

19. How would you help to improve school climate?

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20. Were you given the tools you needed to succeed in your job?

*Mark only one oval.*

☐ Yes

☐ No

21. If you feel you were not given tools to succeed, what was missing?

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22. How did you feel about your the employee benefit package offered to you? \*

*Mark only one oval per row.*

	Excellent	Good	Fair	Poor
<b>VMERS/VSTRS/403b</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Long Term Disability</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Life Insurance/Optional Life</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Healthcare Insurance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Health Reimbursement Arrangement</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What other benefits do you think would be attractive or useful to employees?

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24. What were your feelings about the performance review process? \*

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25. Do you feel that the BUUSD offered you a career path? Would you have been interested in discussing and planning your career path? \*

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26. What did you like the most about your job?

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27. What did you like least about your job? What was the most challenging part of your job?

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28. What does your new job offer you, that this job does not?

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29. Do you have suggestions for improvement? Have you raised them in the past?

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30. What have you experienced in other organizations that you would recommend to us?

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31. Would you recommend this District to a friend as a place to work? If no, why not?

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32. Do you have any other unresolved issues or additional comments?

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33. The BUUSD School Board is looking for your feedback. Is there anything you would like us to share with them?

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34. Thank you for your input. If you would like to be contacted by HR directly, please give us best time and place to contact you.

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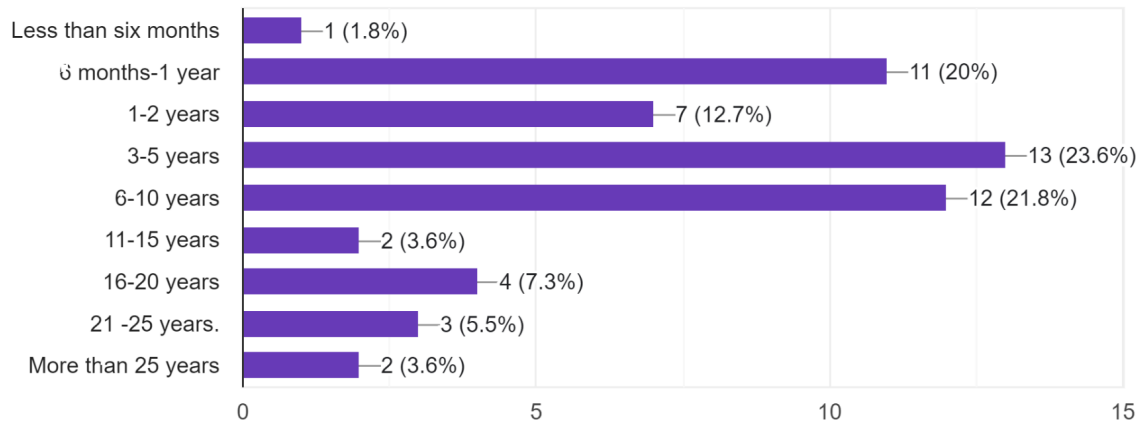
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## BUUSD - Excerpts from 2021-22 School Year Exit Interviews

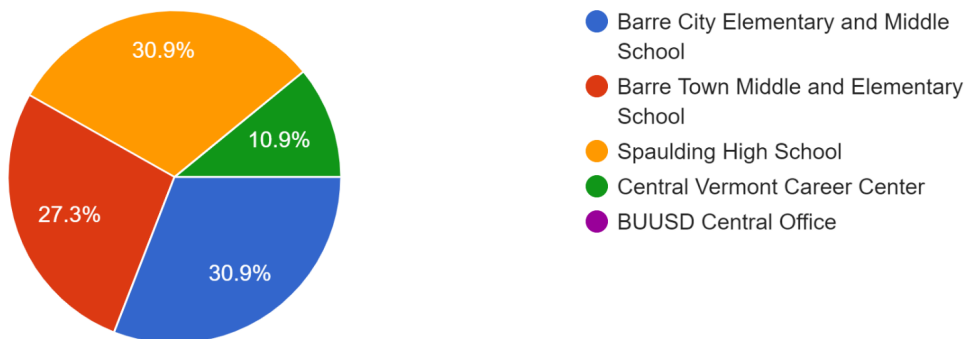
### Approximately how long have you worked for the district?

55 responses



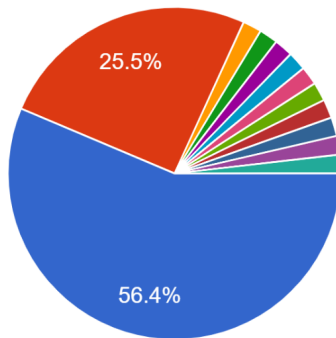
### School

55 responses



### How would you classify the position you are leaving?

55 responses

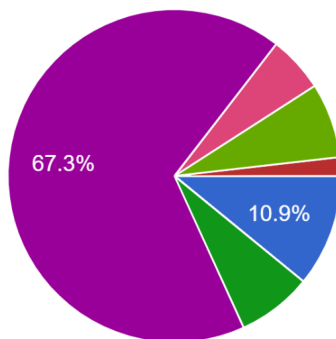


- Regular Education
- Special Education
- Other: Classroom teacher of regular a...
- Support Staff
- Intervention
- Career and Technical Education
- Regular education, but I have been te...
- support staff Nurse

▲ 1/2 ▼

### What contracted or non-contracted group were you in?

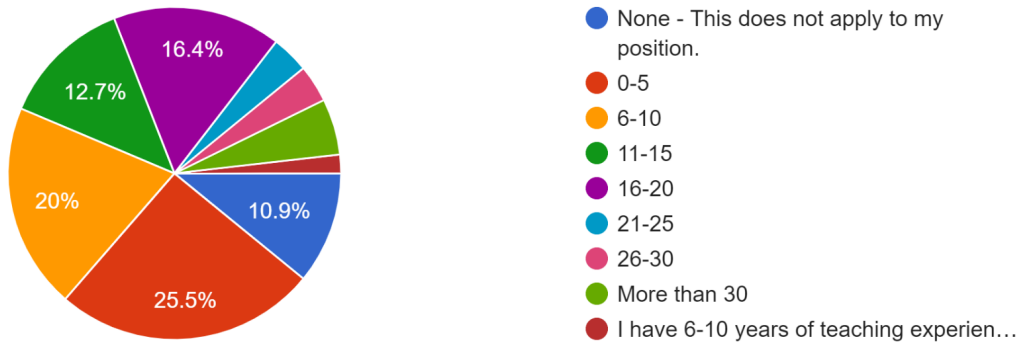
55 responses



- Non Contracted School Year
- Non Contracted Full Year
- AFSCME
- Paraeducator
- Teacher
- Teacher Support
- Administration
- Permanent Substitute
- Contracted full year

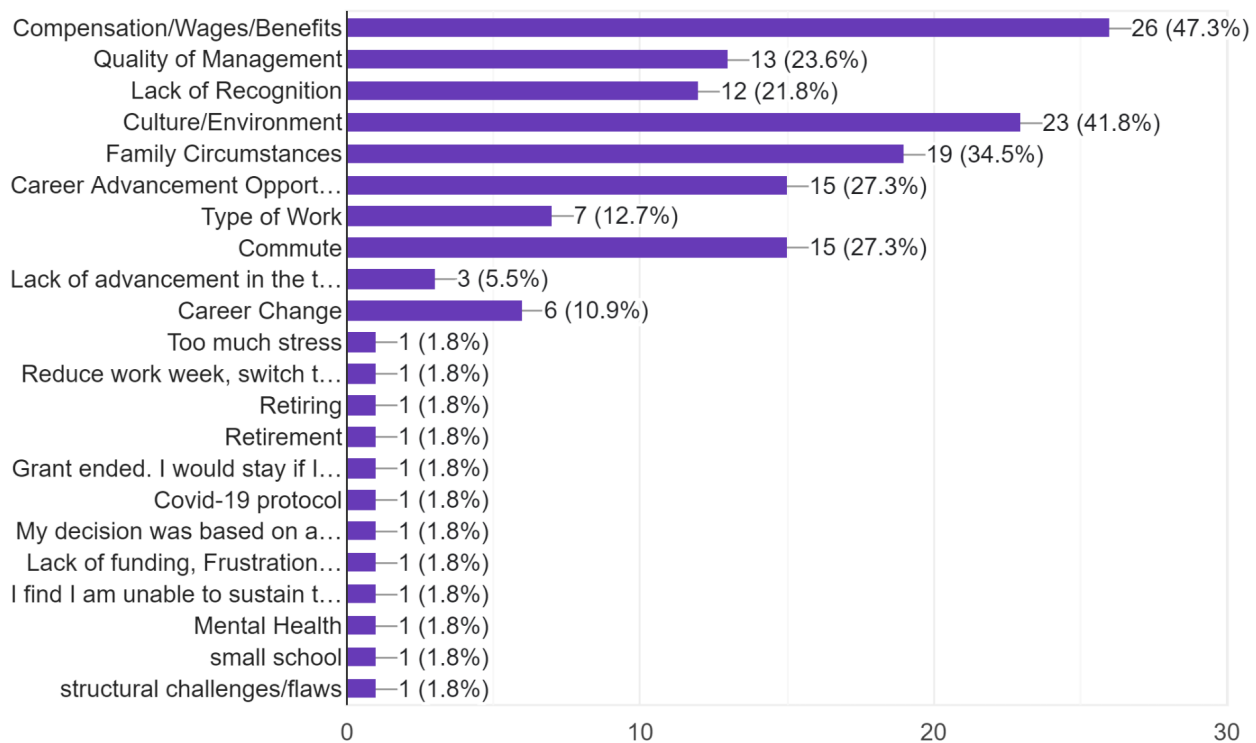
## Including this year, how many years of teaching experience do you have?

55 responses



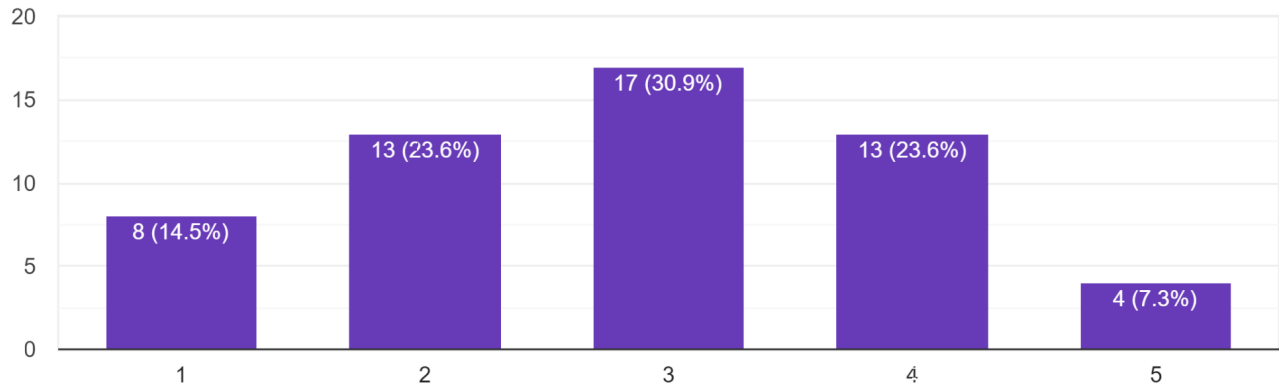
## What prompted you to seek alternative employment (check all that apply)?

55 responses



How would you rate the "climate" in your school?

55 responses





### What one change would have encouraged you to stay?

1. Family circumstances is my main reason for not returning. I would say the schedule and behaviors would need to change.
2. If I felt like this workplace was safe and supportive, I would have stayed.
3. Having an apartment closer to the school.
4. Higher compensation.
5. A social studies teaching position 2 or 3 day Permanent Sub position
6. If I was younger.
7. I asked to go part-time, but my request was denied. When I asked why, I was told because of the impact it would have on the student learning. Frankly, I'm not sure what that even means. The worst thing that would have happened is they would have had to hire an art teacher, which now that I've quit they have to do anyway (or they could have used the already employed teacher that was a certified art teacher that didn't have a full schedule in her subject area but had a 1.0 FTE contract).
8. I couldn't stay. The new Superintendent was not going to allow me to advance beyond a teacher's contract.
9. Less of a commute-- I need to continue living in Burlington for many of my activities outside of school, and the 1 hour+ commute each day has been making life challenging.
10. Change in building leadership, more resources for student support
11. A substantial raise.
12. A different team placement or higher salary option
13. A higher salary.
14. Higher salary
15. Not much, was done living trauma children 24/7
16. Job security. I was told that I would face the same predicament when budget negotiations took place the following year.
17. Compensation
18. Funding
19. More personal enjoyment in my position.
20. I would have stayed if I could have worked as literacy support for a year rather than a classroom teacher. I might even change my mind right now if that was offered to me.

21. With my goal of classroom teaching in a high school, I applied to a similar position with Spaulding. I was seriously considered but not hired.
22. Change of school times.
23. It was a very hard decision to leave. I really liked working for BUUSD. I would have to say higher pay.
24. More compensation and competitive wages.
25. Salary - the salary has always kept me here because it was worth the drive from the northeast kingdom area, but many of those schools have caught up or surpassed Barre's.
26. Having a plan in place for backup with the other student and figuring out a way to get paid for more than just 185 days.
27. Respect from staff and a supportive administration
28. Funding in our budget for a STEM program at Spaulding. I have been trying to build this for the last 5 years and have been given no budget that didn't negatively impact the math department. All funding I have been able to take advantage of has been through grants via [REDACTED] or at the expense of the Math Budget.
29. I would love to consider working for the district in a remote sector.
30. No one change would encourage me to stay.
31. More time to team. To actually team - not just share kids and meet once a week. We work in a vacuum and that isn't right. And to have specials teachers teach as much as core teachers.
32. We tried to find a solution but we didn't come up with anything.
33. Personal living circumstances.
34. Universal expectations for behavior that are actually upheld. Also, better support from administration in the management of student issues.
35. Not sure there is anything the school could have done.
36. If I did not get the coaching job.
37. Higher Salary
38. A change to my team. One person makes it difficult for everyone.
39. My commute and the school community.
40. Better compensation, more recognition and the ability to advance.
41. To stay with my student that I have now. But My daughter is where she will be next year.
42. Support from School Board
43. Definitely knowing that we would have:
44. an eval team
45. grade-level special educators (if we're going to case manage all the speech kiddos)

46. a behavior specialist, even part-time, devoted to FBAs and helping support behavior needs. Alice is one of the most amazing people I have ever met but she is only one person (and Laurie is awesome too but they are very busy as it is with the SSC)
47. The list could go on but those would be the biggies. I know it's impossible to promise anything and hiring is hard but I think if you built a structure like that, good special educators would be attracted to it, even if the caseloads were still on the high side.
48. If I had been hired for the Director position in 2021, I would have stayed longer before our move.
49. Consistent hours, better wage, better benefits
50. Wage and increase in specialized staff (BIs, counselors, paras, special educators)

## **SY 2021-2022**

**The BUUSD School Board is looking for your feedback. Is there anything you would like us to share with them anonymously?**

1. Move towards more digital systems
2. Standardized Testing
3. This district needs to pay better if they want to keep quality educators.
4. Thank you for everything over the past 10 years. I'm incredibly grateful to have served in this district and am proud of the ways I helped our students and our school system grow. I hope to continue to support CVCC in whatever way I can, and I hope to be considered into the future if I do return to teaching.
5. I know you, as a board, have worked hard to develop school budgets that are acceptable to your communities. That being said, your teachers are feeling like they are the ones who are getting short changed by this policy. Given struggles with hiring, teacher retention has to become a priority, and a teacher salary that reflects how they are valued would go a long way towards that end.  
  
In that same vein, it was wonderful to see how the paraprofessionals were recognized with the additional check last month. It would have been great if teachers had been recognized in a similar way.
6. I have been a school board member and SU board chair. Too often, board members see teachers as the enemy. I hope the Barre board will respect and value their teachers. We all share the same goals: quality education!
7. Anything you like, and you can use my name

8. I think if you show that you care for and value employees, it would be much harder for them to decide to leave the district. I also think that is not going to change overnight. It takes time to build that culture. I would like the BUUSD School Board to strongly consider three things: (1) changing the Head of School Counseling Position either to a Director of Guidance position or some different category than "teacher-leader". It is unfair, inefficient, and ineffective to keep this position in this category. I am happy to speak with the School Board, or individual members, for further opinion/clarification on this item. (2) either rescind until further time, or provide systemic support to, the Community Service graduation requirement. There is currently no institutional support to provide Community Service opportunities for students in the building or by the building. All CS opportunities are to be enacted by the student. This creates a HUGE equity issue, as those students with supportive parents and families can help and encourage students to meet this graduation requirement, where students with less supportive family systems are left on their own to do so. This is the only graduation requirement that supports (or courses) are not provided directly by the school. While of good intention, the current system is inequitable and shouldn't continue to function without significant attention and support. (3) to provide Professional Development opportunities/funds to educators.
9. Listen to your teachers and seriously look at why teachers are leaving this district in droves this year. People do not have faith in the leadership; they don't believe that we have a clear path forward; and they don't feel appreciated or valued as professionals.
10. BUUSD employees need to be a trauma-informed staff. The student body at BUUSD schools has always had a high percentage of traumatized students, and the last 3 years of COVID have only exacerbated that situation. Additionally, not everyone on a teacher's contract is a "teacher". School counselors, special educators, nurses, librarians, etc - all these people need professional development funds to continue their learning and to improve their practice. Whole-school "how to teach math better" trainings are not a good use of time, tax-payer dollars, or effective to the professional development needs of these "outliers". For these "outliers", BUUSD doesn't necessarily need to organize these opportunities - they just need to provide funding to allow these trainings to occur.
11. More involvement with the nurses Chris would come to the school and never come in to see the nurses or to comment on our job, we were basically ignored
12. Take advantage of your local control, be willing to be creative with how we think about education students. Don't focus on test scores too heavily because it is mostly a measure of poverty in a district. SHS tracks students through honors and intervention classes and this actively harms all students. Students comment and clearly see the lack of investment in them.

13. Please feel free to share the entirety of this form. I think the Board needs to remember that they are supposed to be working in support of the educators and students in this district. Working to maintain the lowest per-pupil spending is likely NOT in the best interest of the community or the future of our children.
14. Lack of HR for employees- inaccessible HR- poor communication HR  
Unions keeping terrible teachers employed  
Union protecting sexual harassers and slackers  
Constant change of systems that should be standard  
Poor land management- incompetent land managers  
Piling on of busy work that takes away from teaching  
Horrible mandatory professional development  
Lack of professionalism  
Lack of protection of teachers from students and parents  
Safety of faculty not priority  
Lack of support systems for teachers and students- guidance position should be mandatory
15. You need to invest in staff. Bring back art to middle school. Shared staff is limiting the flexibility to the schedule. Add more music and add more time to specials classes. They are only 40 minutes. Develop a middle school philosophy and broaden the interdisciplinary units and opportunities for students. Recognize the staff's accomplishments.
16. Student behaviors are out of control. Stop investing in more central office and office staff and invest in mental health of students and STAFF and in teaching staff. Raise teacher's wages. BUUSD is one of the lowest paying districts in Central Vermont.
17. Not specifically, but my comments from above can be shared with them.
18. Not at this time.
19. They should visit the schools more. I have offered many times to have them into the school and they have never once visited.
20. INVEST in the special ed department and/or MTSS systems (but especially special ed)--it is hurting!



**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*

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August 19, 2022

Dear BUUSD School Board,

As I write this, I have just finished welcoming over 50 new educators to the BUUSD as part of our New Teacher Orientation. Our principals joined me and these new folks in the SHS Auditorium this morning, and it was a wonderful experience finally getting to meet everyone in person! The effort on the part of Carol Marold and her team along with our administrators to bring these talented people on board has been nothing short of heroic. It's important to remember that we went into the summer still needing about 25 professional positions, and we are now down to seven. How have we done this and stood out as a district for these candidates when they had so many other opportunities to work elsewhere? There are many ways, but here are a few (all of which focus on fostering strong, trusting relationships):

- 1) Being candid about both the joys and challenges of working in our schools. Connecting them with people who have loved working in our schools for much of their careers.
- 2) Providing housing support! We have taken on the role of real estate "brokers" these last six months, connecting candidates with property managers, real estate agents, rental agencies, and landlords in the area. The community has really stepped up for us here, and it has made a HUGE difference.
- 3) Promoting our Weekly School Showcases to prospective candidates. These too have had a big impact on giving candidates an idea of the high quality instruction and diverse learning opportunities we provide for our students. Not to mention the joys of working in our schools!
- 4) Licensing support with the Agency of Education. Navigating this process with the Agency can be very challenging and we have provided direct help to all candidates, especially those new to the profession.
- 5) Cultivating talent from within. This is a strategy most districts are using out of necessity, but we have been very serious about helping talented support staff consider taking the next step in their careers in the most supportive way possible.
- 6) Recruiting people in the community to join our team, including great networking opportunities like the Central Vermont Job Fair and last month's Barre Heritage Festival.

The days of relying on School Spring to provide us with a list of talented, experienced candidates to choose from appear to be long over, so we are proud of the creative approaches we took to bring in such a talented group of people to join the BUUSD team. The work is not over (see the update below), but we are in a much better place!

A few other updates:

**Strategic Plan and Elements of Effective Instruction** The New Teacher Orientation provided a great introduction for our new folks to the working and learning culture of our district, and we took time to introduce both the [BUUSD Strategic Plan](#) and our [Elements of Effective Instruction](#) to them this morning.

Most of you have spent time looking at our Strategic Plan, and it is our intention to have this working document inform all of our work in the years ahead. For those who haven't spent time with the plan, here is a link to it on our website:

### [BUUSD Strategic Plan](#)

Director of Curriculum Karen Fredericks and I hope to make time to review and go over this plan with the board in detail at some point this fall. "Our Strategic Plan Guides the Work of *Every* Member of Our Community," and we want to make sure you are an important part of this work!

Of equal importance to our work is the document shared below entitled "Elements of Essential Instruction." This document, created by a team of administrators, teachers, and interventionists this spring and summer, provides a "how to..." and road map to the goals and objectives of our strategic plan. The details of this document provide an opportunity to see what it should look like and what is expected in all of our classrooms. Here is the document:

### [Elements of Essential Instruction](#)

After looking closely, we hope you will be able to see the connections to our Strategic Plan. The idea here is that all of this work is related and focused on best practices for our students' success.

**BUUSD Hiring Updates** As I wrote above, we still have 7 open professional, licensed positions across the district. Six of these openings are Special Education Case Managers, and we also still need a 4th grade teacher at BCEMS. Additionally, we still have over 20 support staff positions open, most of which are for paraeducators. As of this writing, we do not have any viable candidates for any of these positions.

Regardless of these challenges, we will be ready to go on our first day of school, August 29. How are we going to do it? Team work.

Throughout the summer, our administrative team has been communicating and meeting with our team of math and literacy coaches and interventionists. When it became increasingly clear in early August that we would not be close to being fully staffed on our special education team, everyone came together with a student focused approach. Collaboratively, we came up with a plan to have our interventionists take on an active role in providing services and support for case management for our IEP students.

In many ways, this is a positive direction for us! Deploying our specialists and experts in literacy and math intervention to work with our most high need students (whether they qualify for special education services or not) makes sense on almost every level - we simply wished the circumstances weren't forcing us into this model being down so many people. But, we will make it work.

All of this being said, there are still reasons to be concerned. The special education and support staff vacancies we're facing will spread our administration, faculty, and staff very thin. We are going to need the patience and support of the whole community to make this work while we continue to fill all of these positions. We are also going to need to understand and accept that working with fewer traditional support staff is the new normal.

Finally, I would like to invite the board to join us at the "BUUSD District Kick Off" with our full faculty and staff on Wednesday morning, August 24. We will start in the Spaulding High School Auditorium at 8:30, and the event will last about 45 minutes. Please let me know if you would like to attend, and we will make sure you have a seat right up front! We would love to have you.

That's a good place to end! A link to all communications from my office can be found on our website here: [2022-23 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 Town Middle & Elementary School



Building Report  
August 25, 2022

### Fundraising at Barre Town

1. Each year the BTMES music program runs a fundraiser that allows them to keep up the repairs needed on school-owned instruments, and to add to that fleet as more families struggle to pay the monthly fees to rent them. This fundraiser also allows both our band and choral programs to attend a music festival that allows them to receive professional feedback from judges and to compete with other programs in New England.
2. Each year the BTMES Crops By Kids Garden runs a seed fundraiser and/or a Farmer's Market that allows for the garden to have all expenses for up-keep, construction materials, watering, and new plantings paid for with fundraised monies.
3. The last two years BTMES has hosted the Scholastic Book Fair. This event has been open to students and to the community at large. The funds raised supplement new books for our library and for our classrooms. Additionally, the funds raised last year were able to offset some of the costs on water installation for our Crops By Kids garden.
4. In the 21-22 school year, BTMES participated in the Schoolstore fundraiser. This fundraiser supplemented classroom supplies (which then allowed teachers to utilize their classroom funds from the general budget on items like flexible seating, or more hands-on consumable products for lessons), PBIS/DD rewards for our students, and student and staff t-shirts for community building days.

### Routines/Expectations

At the beginning of every school year, and at intervals throughout the academic year, our teachers spend time teaching our students classroom and school wide routines and procedures. They also spend time teaching expectations of behavior. The teaching and reteaching of these routines and expectations help create a solid foundation for our school community while empowering our students to understand how their social, emotional, and academic needs are met at school. At Barre Town, our routines, procedures, and expectations are tied to the BTS Way, which stands for be respectful, take responsibility, and stay safe.

# Barre City Elementary and Middle School

August 18, 2022

Dear Barre Unified Union School District Board,

We begin this school year with a great deal of hope. Administrators and Teams have been busy throughout the summer hiring for open positions. We have filled classroom positions with a host of vibrant educators who join the ranks of solid veterans. We are in better shape relative to other schools and districts in this respect. As you have seen in the hiring packets, we have been able to recruit viable candidates from both within and outside of the educational industry. There have been improvements to our mentoring system to support these folks and we will continue to build ways to develop these talented individuals.

Our new staff hires are:

- Paul Angel, Special Education
- Jen Bisson, Math
- Carrie Blodgett, Grade 2
- Sarah Capron, Grade 2
- Jennifer Cote, SLP
- Candy Daniels, MS ELA
- Angela Garcelon, MS Music
- Melissa Geraw, Behavior Specialist
- Saul Gresser, Mindfulness
- Baylee Lawrence, Grade 4
- Adam Jacobs, MS ELA
- Stacie Jacques, Grade 2
- Katheryn Mayer, Behavior Specialist
- Molly Metevier, Library
- Amanda Monti, Restorative Classroom
- Joseph Nowlan, Elementary Behavior Specialist
- Robert Pettis, Elementary Music
- Shannon Planck, SLP
- Ted Sheehan, MS Social Studies
- Alina Schenkman, Grade 3
- Brandon Walker, MS PE
- Julia Woodworth, Nurse
- BobbiJo Vail, Nurse
- Emily Zorichak, School Counselor

The Admin Team has been working to clarify and strengthen systems in order to better serve our students and their families. Our Inservice Days were filled with activities in preparation for the start of the 2022-2023 school year. Our strategic plan is the overarching element for all the work that we are undertaking, including our new math curriculum (Illustrative), our new literacy curriculum (Foundations), our continued work on effective practices, instructional as well as social emotional, our shifts with Act 173.

Several school-wide initiatives will be implemented to further strengthen student accountability, discipline and conduct procedures. We continue to work with our legal counsel and an in-house HHB (Hazing, Harassment and Bullying) Coordinator to train students and staff and improve procedures and interventions that change negative behaviors and lead to repair in the school community. Both the Elementary and Middle School will be focusing on universal expectations throughout the campus.

The Admin Team will be focusing on several practices to better student outcomes, engagement and transparency. PreK through 8th grade, we will be identifying the ways that our students and staff can

embody “Kind, Safe and Respectful” drawing upon our work with PBIS and Developmental Designs. [These two programs guide the development of community, social contracts and personal accountability.] Additionally, we will continue to use student data to assess the impact of interventions and curricula and to continuously improve student outcomes.

PTO is in a post-pandemic rebuilding stage and it is crucial to bring these community partners back into the school. We have had approximately two dozen individuals express interest in the supportive work of a PTO group to enhance the experiences of our BCEMS students. Our first meeting will be on Thursday, September 15 - we will hold two sessions, one at 7:30 AM and a second at 5 PM. Both sessions will also have a remote option. We hope to establish a regular monthly meeting time during this meeting. An important note, the PTO has in the past been responsible for our sole fundraiser, the WALK RUN FUN event which allows us to offer additional educational experiences for students K-8.

We have been exploring a before and/or after school care option for families. Our initial survey had sixty-five parent/guardian responses impacting approximately eighty students indicating need for before and/or after school care. Staffing and cost are two major factors in supporting such a program, but we are looking at ways to make both sustainable. Unfortunately, our initial step in establishing a program is a certification process, which will take some time in acquiring, so we will not be able to have a program to start the school year. We believe we have some grant monies to help with start up and organizational costs; we are continuing to look at grants to further defray costs. Our goal is to provide a cost effective option for our working families that struggle to find adequate child care. We will continue to keep our board and community apprised of our progress.

Respectfully submitted,

Brenda Waterhouse and Pierre Laflamme



# Spaulding High School

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Website: [www.spauldinghs.org](http://www.spauldinghs.org)

**Principal**  
Marlon Maylor, M. Ed.

**Principal**  
Luke Aither, M. Ed.

**Assistant Principal**  
Mari Goodridge Miller, MA, CAA

## TIDE NATION UPDATE VOLUME 1 - AUGUST 2022

### Greetings

The summer is essential as the leadership team reviews the data from the past year and develops systems and structures to set the stage for a successful school year.

### Academics

Our schoolwide focus this year will be using an asset-based data driven approach to improve student achievement and attendance .



### Staff

This year the teacher leadership team retreat met at the Vermont Historical Society and being the former home of SHS, it was a great way to honor the past as we build toward the future.

### Community



SHS along with other schools , and district staff participated in Barre Heritage Festival which was a huge success meeting community members and obtaining sign ups for PTO and school volunteers.

### A Data Point

At the end of the year students surveyed across the board acknowledged that teachers at Spaulding teach them with respect.

3.35/4	
3. Adult Social Support	Mean Score
9. Teachers treat me with respect	3.35

### SEL

There is a new nationwide suicide and crisis helpline **(988)** from the Department of Health and Human Service.

#### Celebration:

Amera Severtson, was chosen to be a student representative on the State Board of Education!

SHS invites the board members to visit the school, we look forward to seeing you.

### Activities/ Athletics



- We are looking to upgrade the padding in the gym that is outdated.
- Developing Homecoming Schedule
- Mandatory fall sports meeting meeting was Monday the 8th

### Budget/Fundraising

SHS is looking to build the membership of the schools booster club.

## Core Idea:

At Spaulding High School, We Put Student Achievement First Every Day!

[WWW.SPAULDINGHS.ORG](http://WWW.SPAULDINGHS.ORG)



# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT FINANCE COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet  
August 9, 2022 - 6:00 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Nancy Leclerc (BT) - Chair  
Terry Reil (BT) – Vice Chair  
Paul Malone

#### COMMITTEE MEMBERS ABSENT:

John Lyons, Jr.  
Sarah Pregent (BC)

#### ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent  
Lisa Perreault, Business Manager

#### PUBLIC MEMBERS PRESENT:

Josh Howard                      Kerri Lamb

#### 1. Call to Order

The Chair, Mrs. Leclerc, called the Tuesday, August 9, 2022 BUUSD Finance Committee meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

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

On a motion by Mr. Reil, seconded by Mr. Malone, the Committee unanimously voted to approve the Agenda as presented.

#### 3. Public Comment

None.

#### 4. Approval of Minutes

##### 4.1 Meeting Minutes From June 21, 2022

On a motion by Mr. Malone, seconded by Mr. Reil, the Committee unanimously voted to approve the Minutes of the June 21, 2022 BUUSD Finance Committee meeting.

#### 5. New Business

##### 5.1 FY24 Budget Development Schedule

A document titled 'BUUSD FY24 Budget Development Schedule' (dated 08/09/22) was distributed.

Mrs. Perreault provided a brief overview of the schedule, advising that per policy, a budget development schedule is drafted each year and presented to the Board. In mid-September, Mrs. Perreault will reach out to administrators and begin scheduling meetings with them. Mrs. Perreault will develop a template to be used for budget development. The first focus of budget development will be employee expenses (which make up the bulk of the budget), then the focus will begin on other expenses, including programs. Meetings with administrators and directors will be held throughout September and October, with updates being provided to the Finance Committee. The projected Expense Budget will first be presented to the Board in November. Revenue information is not known in November. Revenue information is provided by the State in December. The Board's Final approval of the budget and warnings should occur at the 01/12/23 Board meeting, to allow for legally required postings. Brief discussion was held regarding the process, including presentation of a budget 'considerations and highlights' document to the Committee and the Board. Mr. Hennessey advised that districts are moving in the direction of eliminating some support staff positions (which are difficult to fill), and are looking to find different and more creative ways to meet student needs. Mr. Malone advised that in the past, it worked best to have principals present at committee and board meetings so that they may provide additional information and answer questions. In response to Mr. Hennessey's suggestion that principals provide written reports, it was noted that it is more beneficial to have administrators present in meetings to answer questions as they arise. After brief discussion, it was agreed that the Committee will probably need to hold additional meetings during budget development. Mr. Hennessey suggested that a listening session be held in November or December. Mr. Reil suggested that use of any surplus funds be discussed as early as possible. It was suggested that discussion of surplus funds be discussed at the second Board meeting in October. Mr. Malone reiterated his belief that it will be necessary for the Finance Committee to meet twice a month during budget development, most likely beginning in October. In response to a query from Mrs. Leclerc, Mrs. Perreault provided a brief overview of when information is received from various outside

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sources and administrators. Discussion of additional Committee meetings will occur at the September meeting. Mr. Malone stressed the importance of receiving data as early as possible. Mr. Malone noted that in previous years, reports containing 3 years' worth of data were reviewed by the Committee and suggested that those reports be provided this year. Mrs. Perreault advised that the budget development template does include multiple years of data. Mr. Howard, noting the elimination of the Communications Committee, queried regarding how budget 'mailings' will be developed for the upcoming budget. Mr. Hennessey advised that the Communications Director will attend relevant meetings and draft the documents. Mr. Reil has obtained a copy of the Annual Report from Washington Central Supervisory Union, and requested that the BUUSD's Annual Report be modeled similar to WCSU's as theirs provides much more information and answers many of the questions that community members ask. Mr. Reil will share copies of the report. In response to a query from Mr. Howard, it was noted that there are not multiple versions of budgets presented to the Board. In the past, options were provided to the Board for consideration when budget cuts were necessary due to failed budget votes.

## 5.2 Salary and Wage Metrics FY23

A document titled 'BUUSD Salary Schedules – FY23' was distributed.

Mr. Hennessey provided contextual information regarding the schedules and noted the primary reasons for its development. Mr. Hennessey advised that most of the compensation packages were not competitive with regional neighbors (within Central Vermont). Mr. Hennessey also noted that within the BUUSD's teams, there were huge inconsistencies e.g. 10 year employees making significantly less than a new employee. Mr. Hennessey believes the new schedule makes things fairer and will simplify the budgeting process. Mr. Hennessey advised that schedules for the category of Central Office Administration (Directors), as not been addressed yet. In response to a query regarding why this hadn't been shared with the Board, Mr. Hennessey advised that the decisions were shared with the Board (last fall and during the winter), to keep the Board informed. Mr. Reil noted that in the spirit of transparency, he would like to discuss a number of items. Mr. Reil advised that he fully supports the schools and compensating staff well, and noted that as a board member, he also cares about the community/tax payers that put the Board in place. Mr. Reil queried regarding who performed the analysis, advising of research he performed that indicates that it's not entirely true to say that the BUUSD is not comparative with other neighboring districts. Mr. Reil's research indicates that for the job of Assistant Principal (11 positions in this region), the BUUSD ranks 2, 3, 6, 9, and 11. For the role of Principal (29 in the region) the BUUSD ranks; 7, 10, 12, 18, 21, and 22. Mr. Reil does not believe these numbers reflect a large discrepancy in pay. Mr. Hennessey does not believe all the salaries are egregiously off, but believes that generally the District is lower. Mr. Reil believes some of the higher paying districts have salaries that he believes are much higher than they should be, and doesn't believe it is fair to the community to say that the BUUSD is way out of line with neighboring districts. Additionally, Mr. Reil agrees the District needs to find creative ways to hire and retain employees, but, also that the Board needs to follow Board Norms which state that the Board needs to 'balance the needs to the taxpayers'. Mr. Reil noted that the Barre Community's median household income is 8% to 15% lower than that of neighboring districts, and thus Barre tax payers have less ability to pay the same rates as some of our neighboring districts. Mr. Reil also noted that tax payers are also facing significant increases in their regular household living expenses. In response to a query, Mr. Hennessey confirmed that the increases reflected in the document have already been put in place. Mr. Reil noted that in the spirit of transparency, it needs to be noted that the numbers reflected in the schedule are greater than what was budgeted for. Mr. Hennessey advised that there was money available within the budget. Mr. Reil voiced concern that the new schedule reflects an increase of approximately \$40,000 more than the \$30,000 already allocated for salary increases. Mr. Reil is concerned that the schedule represents \$70,000 of increases (for only 9 individuals) and this increase will continue year after year. Mr. Reil expressed concern that by the time the Board was notified of the salary increases, they had already been implemented and that prior to the metric, there was already a budgeted increase in place for 2023 and this metric is larger than what was budgeted. Mr. Reil reiterated his respect for administrators and his concern that the \$70,000 increase for 9 administrators will be shouldered by tax payers year after year. Mr. Reil voiced concern that though the Superintendent advocates for BI's, para's and substitutes, 'the folks at the table that got first crack at the dollars, were the people sitting at the top'. Mr. Reil believes that these increases for administrators create bad PR and do nothing to attract individuals to fill those lower paid positions. Mr. Reil reiterated that the District's tax payers are already at capacity and do not have 'deep pockets'. Mr. Reil queried regarding salaries for Assistant Principals, noting that the salaries in the metric provided in tonight's packet are higher than the number provided to the Board on 05/03/22 (increases of \$2,000 to \$3,000 higher) and the Board was not advised of this change. Mr. Hennessey believes that some of the Assistant Principals were at the 210 (day) contract, and need to be at the 261 (day) contract (full time). Mr. Reil reiterated that he is raising issues in an attempt to assure transparency, and voiced concern that the metric was implemented without Board approval. In response to a query from Mr. Malone, Mr. Hennessey advised that the Board was made aware of the decision to provide increases. Mr. Hennessey does not believe the Board needs to vote on increases that fall within the budget. Mr. Reil believes that in the interest of transparency, increases should be brought to the Board and voted on so that there is a record of approval and everyone is 'on the same page'. Mr. Reil appreciates the context and the effort to recruit and retain employees, but at the same time, he would like to have community 'buy in'. For the non-contracted hourly and salary employees, Mr. Reil would like to see a scale of what the previous rates were. Mr. Hennessey advised that it is much more beneficial to have an hourly/salary scale in place and advised that the District needed to 'right the ship' in an attempt to recruit and retain employees. Mr. Hennessey advised that there will be fewer 'humans' in the schools and that it will be important to recruit highly qualified staff. Mrs. Perreault believes there is a sense of fairness in the new scale, noting that some long-term employees were making less than new hires. Mr. Malone requested clarity and Mr. Hennessey confirmed that the new salaries reflect an amount higher than what the administrators increases were set to be. In response to a query from Mr. Malone, it was noted that there were no signed contracts in place for FY23 (the year in which these increases became effective). Mr. Malone queried regarding Board approval of the new rates,

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noting that the Board has always in the past, approved salary increases, noting that when the Board felt a position was underpaid, they would implement a 2 year plan to raise the salary. Mr. Malone reiterated that the Board has always approved increases, and confirmed that no action was taken by the current Board (to vote in public to approve the increases) after discussion was held in Executive Session. Mr. Malone is concerned that past practices/protocols were not followed. Mr. Hennessey advised that the new salaries were brought forward (to the Board) as a point of information regarding the decisions that had been made, not as a decision making process. Mr. Malone made a strong recommendation and urges the Superintendent to seek Board approval on future increases, noting there is a process and a statutory process that goes along with work of this nature. Mr. Hennessey advised that much thought went into the process of creating the metrics and the increases. Mr. Hennessey's understanding is that the Superintendent has the ultimate responsibility to work within the confines of the budget and he believes these increases were necessary. Mr. Malone reiterated his belief that implementing increases without the 'blessings' of the governing body is dangerous, and that discussion in Executive Session does not constitute Board approval. Mr. Malone queried regarding implementation of the new scale for non-contracted employees. Mr. Hennessey wants the metrics in place for these employees, to be something to build on in FY23. Mr. Hennessey advised that the number of vacant positions is forcing the District to rethink how it's staffing our school communities. Mrs. Lamb addressed the Committee and queried regarding whether the discussion of salaries meets the legal requirements for Executive Session, noting that the discussion did not involve any specified/named employees and wasn't part of contract negotiations (as the Superintendent had already implemented or advised employees they would receive the new rates). Mrs. Lamb believes the Board should have voted on whether to approve the new rates. Mr. Hennessey believes he's working within the confines of the Superintendent's role. Mrs. Lamb is concerned that these increases will have a significant impact for all years going forward. Mr. Hennessey advised regarding the Non-contracted Column Descriptions. Mr. Hennessey advised that finding day substitutes is very difficult and the District is moving towards hiring more permanent substitutes. In response to a query from Mr. Howard, Mr. Hennessey advised that Chittenden County (with a higher cost of living) was not used for salary comparison. Mrs. Poulin queried regarding why day substitutes (non-contracted hourly employees) are not listed on the document (with the presumption that the document is for documentation of rates/salaries for all employees). Mrs. Perreault advised that substitutes recently received an increase. Mrs. Poulin noted that the increase for substitutes was the first increase in four or five years. Mrs. Poulin confirmed Mr. Malone's statement that the protocol in the District is that the Board always approves administrator salaries, as well as the creation or elimination of all administrator positions. Mr. Malone reiterated that he believes statute requires Board approval and that it has always been the practice of the District to require Board approval. It was noted that the Board represents the public and that the increases need to be sustained in the future.

## 6. Old Business

### 6.1 ESSER Update

Documents titled 'ESSER I Investments', 'ESSER II Investments', 'ARP ESSER Investments', and 'ESSER Timeline' were distributed. Mrs. Perreault advised that nothing has changed with ESSER I or ESSER II. Some adjustments have been made to some of the lines in ESSER III. The District is 'earmarking' \$7,000,000 for the HVAC updates at Spaulding. Mr. Hennessey reminded the Committee that a walk-through at SHS is planned for 5:00 p.m. on Thursday (08/11/22) prior to the Board meeting. Mrs. Perreault advised that she is hopeful that the Board will approve the SHS HVAC projects at that meeting so that the District can move forward with the contract with EEI. If approval is received, the next step involves an approval application, which includes a review of the designs. Mrs. Perreault advised that the projects were thoroughly discussed at the Facilities Committee meeting, and projects will be presented to the Board (for approval) on Thursday. Mike Davey, EEI representative will be in attendance at the Board meeting. Mr. Malone requested clarification (a breakdown of staffing) on the \$1.9 million investment (ARP ESSER). Mrs. Perreault advised that there is a listing of positions. Mr. Malone requested additional information at a future date. Mrs. Perreault confirmed that all the projects listed on the ARP ESSER report, did qualify for ESSER funding. In response to a query from Mr. Malone, Mrs. Perreault advised that she does not believe SHS lighting upgrades are included in the ESSER funding (not COVID related). It was noted that the estimates are constantly being updated as more detail becomes available. Some positions have been shifted out of ESSER, resulting in savings, which allowed the HVAC/Sprinkler project funding to increase to \$7,000,000. Mrs. Perreault will email Committee Members information detailing how funds were shifted. Brief discussion was held regarding the After-school program, and possible work at the SEA Barn. Mr. Malone queried regarding HVAC projects at other buildings that might take priority over improvements at the SEA campus. Mr. Hennessey stressed that the success of the SEA Program is very important to the District and students in the community (as needs are increasing). Providing services at the SEA building is much more cost effective than alternative placements. A tour of the SEA campus will occur in October. There were 48 students at SEA last year. It is anticipated that there will be close to 60 students (the capacity), in the upcoming year. Given the savings gained by utilizing the SEA Program, Mr. Reil wants increasing SEA capacity to be the #1 priority. In response to a query from Mr. Malone, Mrs. Perreault advised that the District is on target (with some cushion), for not overspending the District's allocation of ESSER funds. Mrs. Perreault advised regarding the details of the 'Indirect' section on the ESSER ARP document, noting that some of the funding in the Indirect section will help offset the increases in the salary metrics. In response to a query from Mrs. Leclerc regarding the shifting of staff, Mrs. Perreault advised regarding the flexibility allowed under ESSER I (had few requirements), ESSER II (required use of the Recovery Plan, then had some flexibility), and ARP ESSER funds which require public input and expenses need to be tracked. It was noted that the previous formula in the document was incorrect and has been fixed. Mrs. Perreault confirmed that the ARP ESSER funds will all be allocated to SHS and that no projects are planned for BCEMS and BTMES. Mr. Reil advised that the Facilities



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Committee is on track with its requirements. In response to a query, Mrs. Perreault advised that the District did receive approval to use funding for design work for an addition to the SEA building.

## 6.2 Summer Project Update

A document titled 'BUUSD FY23 RFP Schedule, Facility Projects, etc... Spring/Summer 2022' (dated 08/09/22) was distributed. Mrs. Perreault advised that the District is in year 2 of a two year contract with Lim Law, but it appears that the vendor may not be able to provide the wood chips. This District may need to go out to bid for woodchips. The District is in the process of reaching out to other Districts relative to fuel oil and propane.

## 6.3 FY22 Year-End Projections

A document titled 'BUUSD – FY22 Year End Projection Report' (dated 08/09/22) was distributed. Mrs. Perreault noted that as expenses and revenue come in, the report is updated as appropriate. Entries will continue to be made until approximately mid-September. The SPED reimbursements are often not received until November. Due to a decrease in SPED spending, revenue will also be decreased. Act 173 does not impact FY22. Auditors will be in mid-September and again in October. It is anticipated that the draft audit will be presented in December. Mudgett, Jennett & Krogh-Wisner, PC is the auditing firm. There is an unaudited projected surplus of \$2,000,000 (budget to actual) \$2,579,000 (including \$600,000 from the tax stabilization fund). Mrs. Perreault answered questions from the Committee, including line items pertaining to; SPED reimbursement, transportation, the BTMES solar credit/rebate, equipment (a tractor), teacher and administrator resignations (SHS Assistant Principal and JROTC), other resignations (including the Curriculum Director in November 2021), and BCEMS roof repairs (deficit also includes custodian wages and propane). It was noted that there is significant savings due to unfilled positions. Mr. Hennessey advised that the District is in year three of a significant number of unfilled positions, and the District may shift to hiring more highly trained individuals, but noted that the District still has 5 unfilled special educator positions. Mr. Reil reiterated the need to deal with the surplus funds earlier rather than later. Mrs. Perreault advised that budget discussions will include Special Articles. Mr. Reil advised that the community needs to understand that much of the staff related savings should not be repeatable and that these positions need to be filled. Mr. Howard inquired regarding when student enrollment information would be available and advised that the PTO is requesting a count of BTMES teaching staff, as they would like to do something for teachers for the first day of school. Mr. Hennessey advised that student enrollment (end of June and start of school year) will be reported at the 08/25/22 Board meeting.

## 7. Other Business

None.

## 8. Items for Future Agendas

### September:

- Additional Meetings During Budget Development
- Special Articles
- FY24 Budget Development
- Grant Fiscal Monitoring Review Update
- Tax Rate Calculations
- Salary Breakage Report (Budget to Actual)

### October:

- CVCC Departure Impact

## 9. Next Meeting Date

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

## 10. Adjournment

**On a motion by Mr. Reil, seconded by Mr. Malone, the Committee unanimously agreed to adjourn at 8:13 p.m.**

Respectfully submitted,  
*Andrea Poulin*



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## BARRE UNIFIED UNION SCHOOL DISTRICT FACILITIES AND TRANSPORTATION COMMITTEE MEETING Spaulding High School Library and Via Video Conference – Google Meet August 1, 2022 - 6:00 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Giuliano Cecchinelli, II, Chair – (BC)  
Terry Reil, Vice Chair - (BT)  
Mary Jane Ainsworth (BT Community Member)  
Tim Boltin - (BC)  
Andrew McMichael (BC Community Member)

#### COMMITTEE MEMBERS ABSENT:

Vacant Position

#### OTHER BOARD MEMBERS PRESENT:

Sonya Spaulding

#### ADMINISTRATORS PRESENT:

Luke Aither, SHS Co-Principal  
Jamie Evans, Facilities Director  
Lisa Perreault, Business Manager

#### GUESTS PRESENT:

Michael Davey (EEI)                      Paul Malone

#### 1. Call to Order

The Chair, Mr. Cecchinelli, called the Monday, August 1, 2022 BUUSD Facilities and Transportation Committee meeting to order at 6:00 p.m., which was held in the Spaulding High School Library and via video conference.

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

None.

#### 3. Public Comment

None.

#### 4. Approval of Minutes

No action.

#### 5. New Business

None.

#### 6. Old Business

##### 6.1 EEI – HVAC Proposal

A copy of a letter from Michael Davey – EEI (dated 07/28/22) was distributed.

A copy of a document titled ‘Spaulding HS Preliminary ECM Matrix – 7-26-22’ was distributed.

A copy of a presentation titled ‘EEI – Barre Unified Union School District’ was distributed.

Mr. Davey displayed the presentation on screen and began his presentation by providing a brief overview of discussion at the 07/25/22 meeting. The presentation included ‘Big Picture Concepts’ (various projects for SHS), which Mr. Davey believes should be reviewed by the Committee prior to the Committee selecting projects to recommend to the Board (for approval and final presentation to the AOE). Mr. Davey read the list of projects, provided additional detail (as requested at the last meeting) and answered questions throughout the presentation. It was noted that wood chip heating (in use at SHS) is the least expensive type of heating. Brief discussion was held regarding an option to install heat pumps (for heating and cooling). Mr. Evans cautioned that heat pumps do not improve ventilation/air quality and would most likely not meet ESSER requirements. The project proposed under 3a improves filtering from MERV 8 TO MERVE 13. Discussion included exploration of utilizing a variety of option combinations (within the ESSER funding parameters), and options that would need to be presented to the AOE (for conceptual and final approval), and could possibly be rejected by the AOE (as not qualifying for ESSER funding). It was suggested that selection of project options should seriously consider including 3f (Improved Ventilation Cafeteria). Additional discussion included whether or not the entire remainder

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of the building needs to be sprinkled or whether the sprinkler system could be scaled back to allow for more ventilation work to be performed. Mr. Davey cautioned that EEI always has a contingency, but recently, contingencies are eaten up within a month due to inflation. Mr. Davey will provide figures for both duct work scenarios (dehumidification (smaller) and air conditioning (larger duct work)). The Committee also discussed the potential lease for lighting upgrades, and the State's decision to revert back to the Federal threshold for PCBs. Mr. Davey provided a brief overview of the 'ESSER Timeline', which allows construction to begin in Winter 2022 and end in September 2024. In response to a query regarding relocation of classrooms, Mr. Davey advised that additional discussion can be held with engineers, but he believes that only small sections of classrooms would need to be relocated at any specific time. It was agreed that relocation of classrooms will be discussed in a separate meeting. Given the difficulty in finding contractors to bid on projects (earlier in the year), Mrs. Poulin queried regarding the level of confidence that contractors will be available for work in December, when bids are going out in November.

**On a motion by Mr. Reil, seconded by Mr. Boltin, the Committee unanimously voted to present the Board with a recommendation to approve the EEI proposal to move forward with project options (ECM #s) 1a, 2a, 3a, 3f, 4, and the required Payment Performance Bond of 1% of the overall cost. (1a: New Electrical Service High School Main and power panels for upper floor A/c, 2a: DDC Controls and valves building window, 3a: 3<sup>rd</sup> Floor and Partial 2<sup>nd</sup> floor Dehumidification with Energy Rec Rooms 116 – 100, 3f: Improved Ventilation Cafeteria, and 4: Add Fire Suppression).**

After brief discussion, it was agreed that the current scope of work allows for EEI to provide costs associated with a lighting lease (for all or portions of SHS).

## **7. Other Business**

None.

## **8. Items to be Placed on Future Agendas**

- HVAC Projects Update

Mrs. Spaulding will schedule a tour of SHS (second and third floors) prior to the next Board meeting 08/11/22. The tour will begin at 5:00 p.m. A central meeting place (to start the tour) will be announced.

## **9. Next Meeting Date**

The next meeting is Monday, September 12, 2022 at 6:00 p.m., at the Spaulding High School Library and via video conference.

## **10. Adjournment**

**On a motion by Mr. Reil, seconded by Mr. McMichael, the Committee unanimously voted to adjourn at 7:32 p.m.**

Respectfully submitted,  
*Andrea Poulin*

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## BARRE UNIFIED UNION SCHOOL DISTRICT POLICY COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet  
August 15, 2022 – 6:00 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Chris Parker, Chair (BT)  
Giuliano Cecchinelli, II, Vice Chair (BC)  
Tim Boltin (BC)  
Alice Farrell (BT)  
Thomas Kelly (BC Community Member)  
Jon Valsangiacomo – (BT Community Member)

#### COMMITTEE MEMBERS ABSENT:

#### OTHER BOARD MEMBERS PRESENT:

Nancy Leclerc  
Terry Reil  
Sonya Spaulding

#### ADMINISTRATORS AND STAFF PRESENT:

Chris Hennessey, Superintendent  
Luke Aither, SHS Co-Principal  
Pierre Laflamme, BCEMS Principal

#### GUESTS:

Andy McMichael                      William Toborg

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

The Chair, Ms. Parker, called the Monday, August 15, 2022, meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference - Google Meet.

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

None.

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

Mr. Toborg is questioning the Transgender and Gender Nonconforming Policy (C28), advising that he is of the opinion that the current policy opens up the District to lawsuits. Mr. Toborg would like to see the policy reviewed and revised. Ms. Parker advised that this VSBA recommended policy is currently under review by the VSBA and revisions may be presented when VSBA has completed their review.

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

##### **4.1 Approval of Minutes – May 16, 2022 Policy Committee Meeting**

On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Committee unanimously voted to approve the Minutes of the May 16, 2022 Policy Committee Meeting.

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

##### **5.1 Review of BUUSD Policy Manual Index**

A copy of the BUUSD Policy Manual Index (dated 08/11/22) was distributed.  
There were no questions from the Committee and no discussion was held.

##### **5.2 VSBA Policy Index Review**

A copy of the VSBA Model Policy Index was distributed.  
A document titled 'VSBA Policy Work – BUUSD Status – Updated 08/11/22' was distributed.  
Mrs. Farrell queried regarding how the VSBA selects policies to review (based on changes to laws, a cyclical schedule etc...)

##### **5.3 VSBA Updates for Policy Changes**

Ms. Parker and Mr. Hennessey have been in communication with Sandra Cameron of the VSBA. Ms. Parker reported that the VSBA web site has a section on policies that were removed and that section contains links to advise the reason for removal of the policy.

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Under the section of recently changed policies, the date of the change is present, but there is no link to documentation that supports the changes. Ms. Parker advised that some of the changed policies have editing indicators (underline, strike-through, highlighting etc...) but there does not seem to be consistency regarding editing that identifies changes. Ms. Parker has asked if VSBA could add a link to documents that support the reasons for policy changes. Mr. Hennessey advised that he will be in contact with Ms. Cameron prior to each Committee meeting, so that he can obtain additional information and clarification on VSBA policies the Committee will be reviewing.

## **5.4 Substitute Teacher Policy (B1) Required (VSBA Changed)**

Copies of the BUUSD current policy and the VSBA amended policy were distributed.

This is a required policy that the VSBA recently amended. Policies labeled as required, are required by statute. Ms. Parker queried regarding the removal of (on the BUUSD version of the policy) the section pertaining to training for prevention, identification, and reporting of child sexual abuse, as required by law. This information was not deleted; it was moved to the portion labeled Administrative Responsibilities, which is consistent with the VSBA Model Policy. Mr. Toborg queried regarding the 30 calendar day clause. Mr. Aither advised that statute states 30 consecutive calendar days, not student days. Brief discussion was held regarding the frequency and process for filling known lengthy absences. In response to a query regarding 'packets of information....defined by the principals', it was clarified that that line pertains to classroom information packets (e.g. substitute plans), created by classroom teachers, not required training. In response to a concern that last year, returning substitutes did not receive the required substitute training on reporting of child sexual abuse etc..., Mr. Hennessey advised that the District is working on that within the confines of the challenges of finding substitutes. Brief discussion was held, including an explanation of what constitutes substitute plans, and the Committee agreed to amend the policy to provide clarity on classroom information packets (substitute plans) created by teachers. This change in non-substantive and does not require review by legal counsel.

**On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Committee agreed to amend the policy as discussed and to present a First Reading to the Board.**

## **5.5 Title I, Part A: Parent and Family Engagement Policy (E1) Required (VSBA Changed)**

Copies of the BUUSD current policy and the VSBA amended policy were distributed.

Mr. Hennessey advised that this policy has a significant number of changes (from 1 page to 11 pages in length). The policy was written by the AOE in conjunction with VSBA, who worked extensively on it for the past year. Mr. Hennessey would like the committee to have time to review the policy and recommends having the policy put in the BUUSD format and have it distributed well in advance of the September meeting. Mr. Hennessey stressed the importance of parent and family engagement and advised he wants to assure that the policy is written 'right'. Mrs. Farrell advised that she believes there is a lot of procedural verbiage in the policy. Ms. Parker queried regarding who will be completing the highlighted sections, which could greatly increase the length of the policy. Mr. Cecchinelli queried regarding the Special Rule referenced on the last page of the policy. Mr. Aither advised that the District currently has Policy E1, and it will need to be amended to be in compliance with the VSBA Model Policy. Mr. Hennessey noted that Sandra Cameron (VSBA) advised that the work performed (by the AOE and VSBA) on this policy was done to assure alignment with Federal requirements and reiterated the need for the District to spend time reviewing the policy. Discussion was held regarding whether or not to keep 'procedures' in the policy, and whether or not a School-Parent Compact exists and/or if it is expired. In response to a query from Mrs. Leclerc, it was noted that many sections that need to be added in to the policy are procedurally heavy. It was noted that administrators are responsible for writing procedures and that type of work is not normally reviewed by this Committee. Mrs. Farrell queried regarding whether or not lack of this policy will impact Title I funding. Mr. Hennessey advised that as long as the District has a Policy E1, and it does, (noting that this policy, which is fairly 'hot off the presses'), he believes the District is fine. Mrs. Farrell reiterated that the policy is mandatory for LEAs and schools receiving Title I funds and queried regarding any deadline defined by the Federal Government. Mr. Hennessey is not aware of any deadline. Mrs. Poulin reminded the Committee that VSBA separates procedures using a different coding structure and has advised that if procedures are in a policy, it is because it is legally required, and the Board had agreed to keep policies as written by the VSBA. Mrs. Poulin is concerned that procedural items in this policy may be there because it is a legal requirement, and removal might put the District out of compliance. Mr. Hennessey believes the key thing is to determine what is procedural and what is policy. Ms. Parker advised regarding an e-mail from VSBA which includes resources that can be referred to when administrators are reviewing this policy.

**On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Committee unanimously voted to table discussion of Policy E1 until the October 2022 Committee meeting.**

## **5.6 Role and Adoption of School Board Policies Policy (A30) Consider (VSBA Changed)**

Copies of the BUUSD current policy and the VSBA amended policy were distributed.

This policy was updated by VSBA in October of 2021. The amended policy is mainly comprised of formatting changes. It was noted that the definition of 'Policies' was amended. The section labeled Policy Adoption also has a slight change. Brief discussion was held regarding any need to adopt the amended version. Mr. Valsangiacomo believes the definition of 'policy' is much tighter in the new VSBA version.

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**On a motion by Mr. Cecchinelli, seconded by Mr. Valsangiacomo, the Committee unanimously voted to present the Board with a First Reading of Policy A30, as amended by VSBA.**

## **5.7 Board member Education Policy (A31) Consider (VSBA Changed)**

Copies of the BUUSD current policy and the VSBA amended policy were distributed.

This policy was amended by VSBA in January 2021.

It was noted that the amended version includes a section pertaining to training for the Board Chair and Superintendent.

Mrs. Spaulding advised regarding her experiences with past training. Mr. Aither noted that the first section of the policy pertains to training for all board members. Brief discussion was held regarding the section that provides examples of training and the Committee agreed to make minor revisions to that section.

**On a motion by Mr. Cecchinelli, seconded by Mrs. Farrell, the Committee unanimously voted to amend the Policy A31 as discussed and to present a First Reading of Policy A31 to the Board.**

## **5.8 Electronic Surveillance Policy (F26) Recommended**

A copy of the BUUSD policy was distributed.

Mr. Aither advised that since the recent adoption of this policy, the Career Center is no longer part of the District, even though they continue to occupy an entire wing of the building. The policy currently in place prevents Career Center personnel from viewing live video and video recordings. Brief discussion was held regarding Mr. Toborg's suggestion that Board Members be allowed to view videos. Mr. Aither has two suggestions on how the policy can be amended to address this issue; #1. Abide by the policy as written and do not allow appropriate CVCCSD personnel to view live feeds or video recordings, and possibly allow them to install their own cameras, so long as those cameras do not take video of SHS students and #2. Amend the current policy (after discussion and approval by legal counsel) to allow the appropriate CVCCSD personnel to view live video and video recordings that include CVCCSD students. Mr. Aither advised regarding the extensive camera coverage throughout the campus, and clarified that an amendment to the policy would allow only authorized CVCCSD personnel access, no access would be granted to personnel from sending districts. Mr. Aither advised that until the policy is amended, CVCCSD camera live feeds will not be available to CVCCSD personnel, though authorized SHS personnel will continue to have access to those feeds and videos. In response to a query from Mr. Cecchinelli, Mr. Aither advised that removal of CVCCSD personnel access to live feeds does not pose a safety risk. Mr. Hennessey advised that the District will reach out to legal counsel (tomorrow 08/16/22), regarding an amendment to the policy. Mrs. Farrell queried regarding the impact of the District continuing to allow CVCCSD personnel access to live feed and recordings. Mr. Aither advised that the District would be in violation of its own policy. Mrs. Farrell advised that this policy change should also be presented to the CVCCSD Board.

**The Committee agreed to contact legal counsel as discussed, and to table discussion of Policy F26 until the September Committee meeting.**

In response to a query, Mr. Hennessey advised that there are no other policies that would require changes due to the departure of CVCC from the BUUSD.

In response to a query, Mr. Aither advised regarding the difference between a school official and a school administrator.

## **6. Old Business**

### **6.1 Policy on Section 504 and ADA Grievance Protocol for Students and Staff (C14) Required**

A copy of the draft BUUSD policy was distributed.

Mr. Aither advised that administrators met and it was determined that he will be the District's Grievance Coordinator. Mr. Aither has not yet updated the policy, or the existing Grievance Form (an attachment to the policy), as discussed at the last meeting. Mr. Kelly noted that the previous minutes reflect that the policy and grievance form were to be amended and presented to the Committee with amendments (for review and approval), and queried the inclusion of this item on the agenda without the agreed upon amendments. Mr. Aither advised that this is a required policy that is currently not in place. Mr. Aither noted that there are procedures in place. Ms. Parker queried regarding how the Committee wishes to proceed. Brief discussion was held regarding the inclusion of the name and contact information of a specified Grievance Coordinator. Mr. Aither suggested that if the contact name and contact information were included on the Grievance Form, that would satisfy requirements. Mr. Aither advised that he can amend the Grievance Form tomorrow and have it included with the policy for presentation to the Board. Mr. Cecchinelli requested that the policy be written in the correct/standard font. The Committee had originally agreed to review the amended documents prior to presentation to the Board, but there is concern that this required policy needs to be in place as soon as possible.

**On a motion by Mr. Cecchinelli, seconded by Mr. Valsangiacomo, the Committee unanimously voted to bring a First Reading of Policy C14, with the discussed changes, to the Board at the 08/25/22 Board meeting.**

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## **6.2 Use of Restraint and Seclusion Policy (C70 – New) Recommended – Replaces C34)**

Copies of the current BUUSD Policy C34 and VSBA Policy C70 were distributed.

Mr. Hennessey advised that policy C70 is basically the same as policy C34, and just the policy code is changed. Brief discussion was held and it was noted that Policy C34 contains verbiage for definitions, and policy C70, contains hyper-links to the same information. Policy C70 is classified as a ‘recommended’ policy. Policy C34 was classified as a ‘to be considered’ policy.

As C70 is a new policy, it will require approval by the Board (First and Second Readings). After Policy C70 is adopted, policy C34 needs to be rescinded. Mr. Kelly believes the Committee should review the final formatted copy of C70 prior to presenting it to the Board.

**The Committee unanimously agreed to have a properly formatted version of Policy C70 presented at the September Committee meeting.**

## **6.3 Procedure Development Update**

Mr. Aither advised that the Procedure Development Committee did not meet over the summer. Administrators were working on updating handbooks, which do contain procedures. Mr. Aither doesn’t believe any traction has been lost, and advised that the Committee will pick back up where they left off in the spring. Ms. Parker queried regarding any benefit that might be gained by linking the handbooks to the Policy/Procedure web page. Mr. Aither has concern that students/parents might be misled or confused by including too much information on one page of the site. It was agreed that a better option would be to have a statement on the Policy/Procedure page, directing students/parents to view individual school sites for additional information.

## **7. Other Business**

Mr. Valsangiacomo queried regarding the use of ‘Chat’ during meetings as not all meeting participants have access to the feature.

Mr. Valsangiacomo suggested that the Chat feature be disabled. At Board meetings it is usually announced that the chat feature is not being monitored or responded to.

## **8. Future Agenda Items**

There are a number of policies currently under review by VSBA, but it is not known when they will complete their review.

Mr. Cecchinelli suggested that the Committee review Policy A21 Public Participation at Board Meetings. Mr. Cecchinelli advised that the Vermont League of Cities and Towns has a similar policy that covers a lot more and he would like the Committee to review the VLCT policy.

### September:

- C70 - Use of Restraint and Seclusion Policy - Recommended – Replaces C34)
- C31 – Admission of Resident Students Policy (VSBA Removed) (from Parking Lot)
- C32 - Eighteen Year-Old Students Policy (VSBA Removed) (from Parking Lot)
- A33 – School Visits By Board Members Policy (VSBA Removed) (from Parking Lot)
- A34 – Board Relations with School Personnel Policy (VSBA Removed) (from Parking Lot)
- D32 – Selection of Instructional Materials Policy (VSBA Removed) (from Parking Lot)
- E32 - Visits by Parents, Community Members or Media Policy
- F26 – Electronic Surveillance Policy
- A21 – Public Participation at Board Meetings Policy

### October:

- E1 - Title I, Part A: Parent and Family Engagement Policy (E1) Required (VSBA Changed)

## **9. Next Meeting Date**

The next meeting is Monday, September 19, 2022 at 6:00 p.m. at the Spaulding High School Library and via video conference.

## **10. Adjournment**

**On a motion by Mrs. Farrell, seconded by Mr. Kelly, the Committee unanimously agreed to adjourn at 7:31 p.m.**

Respectfully submitted,

*Andrea Poulin*

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## BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet  
August 4, 2022 - 6:00 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Sarah Pregent (BC) – Vice Chair  
Rachel Aldrich-Whalen (BC Community Member)  
Melissa Battah (BT Community Member)  
Chris Parker (BT)

#### COMMITTEE MEMBERS ABSENT:

Nancy Leclerc (At-Large)  
Vacant Position (BT)

#### OTHER BOARD MEMBERS PRESENT:

Alice Farrell  
Terry Reil  
Sonya Spaulding

#### ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent  
Karen Fredricks, Director of Curriculum, Instruction, and Assessment

#### COMMUNITY MEMBERS PRESENT:

Josh Howard

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

The Vice-Chair, Mrs. Pregent, called the Thursday, August 4, 2022, BUUSD Curriculum Committee meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

#### **2. Organize**

The Committee agreed to postpone this item until a new individual is appointed to fill the vacant Board seat and an additional Board Member is assigned to the Committee.

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

On a motion by Ms. Battah, seconded by Mrs. Aldrich-Whalen, the Committee unanimously agreed to approve the Agenda as presented.

#### **4. Public Comment**

None.

#### **5. Approval of Minutes -**

##### **5.1 May 5, 2022 Curriculum Committee Meeting Minutes**

On a motion by Ms. Parker, seconded by Mrs. Aldrich-Whalen, the Committee unanimously voted to approve as amended, the minutes of the May 5, 2022 BUUSD Curriculum Committee Meeting.

#### **6. New Business**

##### **6.1 Brief Review of Spring Data (Including Administrators' Takeaways)**

Three documents were distributed;  
'Spring 2022 Disaggregated SBAC Data'  
'Attendance Info 2022 – 2023'  
'Spring Survey Results'

Ms. Fredricks displayed the SBAC Data Report on screen and provided an overview of the data which has results broken down by school, and into various demographics, e.g. economic disadvantage, English language learners, etc.... The second page included in the packet is broken down by grade level and also is broken down by various demographic categories. There were no questions from the Committee.

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The Attendance Reports (by school) were displayed. Attendance is broken out by school and includes a District-wide summary. Ms. Fredricks provided an overview of the reports, noting that attendance is reported by grade, advising that 84% attendance or lower represents 28 or more absences. Areas of concern are highlighted in red. In response to a query, Ms. Fredricks advised that she believes the absences tracked in the report represent unexcused absences (not excused absences due to quarantining etc.). These reports also include a breakdown by various demographics. Where there are fewer than 5 students in a particular demographic, the data has been redacted to avoid identifying any individual students. Brief discussion was held regarding categories with high absence rates.

Ms. Fredricks displayed the Spring Survey Result Reports which include comparisons between the schools and comparisons to statewide data from the Vermont PBIS system. Survey responses include input from students, staff, and families. It was noted that parental involvement is lower than the District would like to see and the District will be working on improving parental involvement. There were no questions from the Committee.

## **6.2 Effective Practices as a Universal Focus**

A document titled 'Practices – Elements of Effective Instruction' was distributed.

The document was displayed on screen. Ms. Fredricks advised that the document represents approximately six months of work between curriculum leaders, coaches, and various other leadership groups within the buildings. The District's focus will be on effective practices (that are universal throughout each building) with the goal of addressing both academic and social/emotional needs. Professional staff will use the same practices for goal setting. There are specific and sometimes different strategies for use in various subjects. Various data points will be utilized to drive strategies. This is a 'living/working' document that will change over time and is intended to be aligned with the Strategic Plan. These practices will be shared during new teacher orientation and during the Opening In-Service Week. This document is intended to serve all learners. It was noted that the online version of the document includes links to additional information for each category.

## **6.3 Progress Monitoring to Support a More Effective MTSS**

A document titled 'Progress Monitoring Template' was distributed.

The MTSS (Multi-Tiered Systems of Support) template was displayed on screen. There are many different tiers of support in place. It is hoped that most students are supported by the first tier. There are several other tiers which provide more intensive support. The form displayed is intended for use with small groups to measure progress of individual students. Ms. Fredricks provided information regarding how the form can be utilized, noting that its use will help build consistency. In response to a query, Ms. Fredricks advised that the form is to be used to cater to students' needs and can be used to support students who excel. Ms. Parker noted that the tracking of attendance can be useful in working with parents with data supporting that absences are impacting learning. In response to a query, Ms. Fredricks advised that the goal is to track progress on a daily basis. Concern was raised that daily documentation could take instructional time away. Ms. Fredricks noted that the AOE recommends that there be 16 days of data in order for students to proceed with the process of EST referral. The District needs to confirm that students have been in attendance and that adequate instruction was provided.

## **7. Old Business**

None.

## **8. Other Business**

None.

## **9. Items for Future Agendas**

### September Agenda Items:

- Reorganization
- New Math Program Update
- Feedback from Facilitator Training
- Great Schools Partnership - More Extensive Summary of Support for 2022/2023 (Consultant, Jean Haeger)

### Parking Lot:

- REMOVE Special Educator's Office Presentation (will be presented to the full Board)
- REMOVE Great Schools Partnership (being added to September Agenda)
- ADD: SEL/MTSS Update
- ADD: Fall Climate Survey
- ADD: Review Results From January 2022 Staff Survey – TBD
- ADD: Details of Ms. Fredricks 5-Year Education Action Plan – TBD
- ADD: Discuss Blended Classes / AP Students – TBD
- ADD: Percentages: Student Drop-out Rates and School Completion Rates - TBD



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- ADD: Plan to Assist Teachers in Understanding Data - TBD

## **10. Next Meeting Date**

The next meeting is Thursday, September 1, 2022 at 6:00 p.m. at the Spaulding High School Library and via video conference.

## **11. Adjournment**

**On a motion by Ms. Battah, seconded by Mrs. Aldrich-Whalen, the Committee unanimously voted to adjourn at 6:51 p.m.**

Respectfully submitted,  
*Andrea Poulin*