

**BARRE UNIFIED UNION SCHOOL DISTRICT  
BOARD MEETING**

October 13, 2022 at 6:00 p.m.

**In-Person:** Spaulding Educational Alternatives (SEA), 103 Allen Street, 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**

**5:15 pm - Tour of Spaulding Educational Alternatives Building (SEA)**

- |      |   |
|------|---|
| 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. Student Voice  |
|      | 4.2. Public Comment   |
| 6:25 | 5. Consent Agenda   |
|      | 5.1. Special Meeting Minutes - September 19, 2022   |
|      | 5.2. Regular Meeting Minutes - September 22, 2022   |
| 6:30 | 6. Current Business   |
|      | 6.1. New Hires [ACTION]   |
|      | 6.2. VSBA Resolutions - Elect Voting Delegate and Alternative [ACTION]                      |
|      | 6.3. Warrant Procedure - Authorize Superintendent/Business Manager to Sign Payroll [ACTION] |
|      | 6.4. Financial Management Questionnaire [ACTION]  |
|      | 6.5. VSBA Mini-Grant Application Approval [ACTION]  |
|      | 6.6. Educational Performance Update - 5-Year CIA Plan                                       |
|      | 6.7. ADHOC Committee for Behavior Issues  |
|      | 6.8. Role of the Chair  |
| 8:00 | 7. Old Business   |
|      | 7.1. CVCCSD Lease Update  |
| 8:30 | 8. Executive Session  |
|      | 9. Adjournment  |

**PARKING LOT OF ITEMS**

- A. Student Presentation (SEA - Oct. 27)
- B. SHS Foundation Report (Oct. 27)
- C. Community Input Regarding Budget Priorities (Listening Session)
- D. Board Development/Retreat
- E. Procedures for Policies Discussion (Retreat)
- F. Meeting Norms

- G. Goals & Expectations for the Superintendent
- H. Committee Charge
- I. Board Procedure and Engagement
- J. Barre City Before and After School Care Concept or Plan
- K. New Hire Process/Negotiations/Personnel Committee
- L. Expanded Special Education Report
- M. Revisit Decision Regarding Staff Resignation Letters
- N. Evaluation: Staffing, Enrollment, Facilities, etc.
- O. Building Capacity at each building
- P. Critical Race Theory
- Q. 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

# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT SPECIAL BOARD MEETING

Spaulding High School Library and Via Video Conference – Google Meet  
September 19, 2022 - 6:00 p.m.

### MINUTES

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

Sonya Spaulding (BC) – Chair  
Alice Farrell (BT) – Vice Chair  
Chris Parker (BT) - Clerk  
Tim Boltin (BC)  
Giuliano Cecchinelli, II (BC) – arrived at 6:05 p.m.  
Nancy Leclerc (At-Large)  
Paul Malone (BT)  
Terry Reil (BT)  
Sarah Pregent (BC)

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

Giuliano Cecchinelli, II (BC)

#### **ADMINISTRATORS PRESENT:**

Josh Allen, Communications Director  
Stacy Anderson, Director of Special Services  
Carol Marold, Director of Human Resources  
Marlon Maylor, SHS Co-Principal  
Lisa Perreault, Business Manager

#### **GUESTS PRESENT:**

Dave Delcore – Times Argus	Glenda Allen	Leslie Babic	Stacy Boltin	James Carpenter
Erin Carter	Billie Corrette	Mike Deering, II	Erika Dolan	Miranda Green
Jacob Hemmerick	Josh Howard	Katie Jarvis	Colleen Kresco	Baylee Lawrence
Kristen Martin	Ben Matthews	Heather Slayton	Rachel Van Vliet	Sara Walker
Michael Whalen	Jesse Willard			

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

The Chair, Mrs. Spaulding, called the Wednesday, September 19, 2022, Special meeting to order at 6:00 p.m., which was held in the SHS 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**

On a motion by Mrs. Farrell, seconded by Mrs. Leclerc, the Board unanimously voted to approve the Agenda as presented.

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

##### **4.1 Public Comment**

None.

##### **4.2 Student Voice**

None.

#### **5. Executive Session**

##### **5.1 Personnel – Superintendent Evaluation**

A Personnel Matter, Evaluation of the Superintendent, was proposed for discussion in Executive Session.

On a motion by Mr. Malone, seconded by Ms. Parker, the Board unanimously voted to enter into Executive Session at 6:05 p.m. under the provisions of 1 VSA section 313 to discuss a Personnel Matter – Evaluation of the Superintendent.

On a motion by Mr. Reil, seconded by Mr. Malone, the Board unanimously voted to exit Executive Session at 8:25 p.m.

# DRAFT

Mrs. Spaulding announced that the Board's statement is that the Personnel Matter regarding the Superintendent Evaluation has been resolved.

## **6. Adjournment**

**On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 8:26 p.m.**

Respectfully submitted,

*Andrea Poulin*

# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Barre City Elementary and Middle School – James Taffel Library  
and Via Video Conference – Google Meet  
September, 2022 - 6:00 p.m.

### MINUTES

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

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

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

#### **ADMINISTRATORS PRESENT:**

Chris Hennessey, Superintendent  
Luke Aither, SHS Co-Principal  
Stacy Anderson, Director of Special Services  
Jamie Evans, Facilities Director  
Karen Fredericks, Director of Curriculum, Instruction, and Assessment  
Pierre Laflamme, BCEMS Principal  
Carol Marold, Director of Human Resources  
Marlon Maylor, SHS Co-Principal  
Ted Mills, BCMES Assistant Principal  
Rebekah Mortensen, Assistant Director of Special Services  
Jennifer Nye, BTMES Principal  
Erica Pearson, BTMES Principal  
Lisa Perreault, Business Manager  
Brenda Waterhouse, BCEMS Principal

#### **GUESTS PRESENT:**

Dave Delcore – Times Argus	Stacy Boltin	Michael Boutin	Magan Brown	Lily Charbonneau
Chris Cheney	Allison Courtemanche	Marisa Craige	Michael Deering, II	Pragya Donovan
Nicole Galup	Karen Heath	Cora Hebert	Michelle Hebert	Sarah Helman
Sarah Hill	JoshHoward	Stacy Hubbell	Mariah Jacobs	Prudence Krasofski
Colleen Kresco	Kerri Lamb	Tara Martin	Dan Morrison	Gwen Mulligan
Ruby Myers	Dawn Poitras	Heather Slayton	Kevin Spaulding	William Toborg
Rachel Van Vliet	Kim Whitcomb			

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

The Chair, Mrs. Spaulding, called the Thursday, September 22, 2022, Regular meeting to order at 6:08 p.m., which was held at Barre City Elementary and Middle School in the James Taffel Library, and via video conference.

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

The Board recited the Pledge of Allegiance. The Board held a Mindfulness Moment. Mrs. Spaulding read the Meeting Norms. Mrs. Spaulding thanked community members for their attendance and read the public comment guidelines.

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

On a motion by Mr. Malone, seconded by Mrs. Leclerc, the Board unanimously voted to add 6.8 Procedures for Policies Discussion.

On a motion by Mrs. Leclerc, seconded by Mr. Malone, the Board unanimously voted to add 12.2 Personnel Matter

# DRAFT

Mr. Toborg queried regarding when the Board made the decision not to allow public comment under the Agenda Item for Additions and/or Deletions to the Agenda.

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

Mrs. Spaulding advised that she would like to take a few Agenda Items out of order;

6.1 – Hold discussion before Agenda Item 4.1

Agenda Items 8.1 and 8.2 – Hold discussion after Agenda item 4.1

Brief discussion was held regarding making permanent changes to the order of the Agenda, to allow administrators to leave the meetings at a reasonable time.

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

### **4.1 Public Comment**

Michael Deering advised regarding his interaction with staff, noting positive changes have been made to improve experiences for students.

Heather Slayton voiced appreciation for an education based agenda and thanked BTMES staff for the positive experience her kindergartener is having.

William Toborg addressed the Board, voicing concern regarding events involving the Superintendent and Board Chair. Mr. Toborg would like to know that people are satisfied that what has occurred is not untoward, he believes an investigation by an 'outside' entity should be held, and that the Board Chair should recuse herself from any such investigation.

Josh Howard addressed the Board advising that he would like to see educational performance updates and would like to know what the District is doing differently this year, to improve the quality of education. It was noted that an Education Performance update is scheduled for October.

### **4.2 Student Voice**

None.

## **5. Consent Agenda**

### **5.1 Approval of Minutes – September 8, 2022 Regular Meeting**

**On a motion by Ms. Parker, seconded by Mr. Reil, the Board unanimously voted to approve the Minutes of the September 8, 2022 Regular Meeting.**

### **5.2 Approval of Minutes – August 31, 2022 Emergency Meeting**

**On a motion by Ms. Parker, seconded by Mr. Reil, the Board unanimously voted to approve the Minutes of the August 31, 2022 Emergency Meeting.**

## **6. Current Business**

### **6.1 Student Presentation: BCEMS – Students on the Move**

BCEMS students Ruby Myers and Lily Charbonneau addressed the Board presenting information on the Students on the Move and Fuel Up to Play 60 Programs. Ms. Myers and Ms. Charbonneau then proceeded to answer questions from the public and the Board. Dawn Poitras, Student Assistance Professional provided additional input regarding her involvement coordinating these and other programs.

### **6.2 New Hires**

No candidates were presented for hire.

### **6.3 Interviews for Community Member for Finance Committee (BT Seat)**

Letters of interest from Kimberly Whitcomb and Michelle Hebert were distributed.

The Board interviewed the named candidates and advised that a decision will be announced after Agenda Item 12.1

### **6.4 Student Discipline Update**

Mr. Hennessey advised regarding Innovation Teams implemented at SHS, and some of the work of the new Assistant Principal.

Mr. Hennessey advised regarding work being performed at BCEMS and BTMES, including setting clear expectations at the beginning of the school year. It was noted that staffing shortages are having an impact. It is anticipated that some behavioral data will be available to be shared at an upcoming Board meeting. Community members advised regarding some positive changes they have seen this year.

# DRAFT

Mr. Toborg queried regarding sharing anti-bullying curriculum with community members. Sarah Helman suggested that the Board consider an ADHOC Committee to look a little deeper into behavioral issues, review each building's procedures and confirm that procedures are being followed. Mr. Reil voiced concern that the 'Task Force' discussed in June is very different than the Community Coalition being discussed this evening. It was noted that the District would not 'own' the Community Coalition. Mr. Hennessey encourages Board Members to look at the link to the Hartford Community Coalition. Mrs. Leclerc queried regarding previous discussions regarding the Board being presented with data related to behavioral issues.

## **6.5 VEHI/VSBIT Annual Meeting Information/Proxy Forms**

A copy of the Agenda for the VEHI Annual Meeting (10/21/22 at 8:15 a.m. at Lake Morey Inn – Fairlee, VT) was distributed.

A copy of the 'Instructions for Exhibit B – VEHI Proxy or Certificate of Authority' document was distributed.

A copy of a document titled 'Exhibit B – VEHI Proxy or Certificate of Authority' was distributed. – Vermont Education Health Initiative for Health Insurance

A copy of a document titled 'Exhibit B – VEHI Proxy or Certificate of Authority' was distributed. – Vermont Education Health Initiative for Dental Insurance

A copy of the Agenda for the VSBIT (Vermont School Boards Insurance Trust) Annual Meeting ((10/21/22 at 8:00 a.m. at Lake Morey Inn – Fairlee, VT) was distributed.

A copy of the 'Instructions for Exhibit B – VSBIT Proxy or Certificate of Authority' document was distributed.

A copy of a document titled 'Exhibit B – VSBIT Proxy or Certificate of Authority' was distributed. – VSBIT Unemployment Program.

A copy of a document titled 'Exhibit B – VSBIT Proxy or Certificate of Authority' was distributed. – VSBIT Multi-line Program.

Mrs. Spaulding provided a brief overview of this matter noting that there are no anticipated major items being voted on at this year's annual meetings.

**On a motion by Mr. Malone, seconded by Mrs. Pregent, the Board unanimously voted to authorize Superintendent Chris Hennessey to appear and vote on behalf of the BUUSD for the VSBIT Unemployment Program, the VSBIT Multi-line Program, the VEHI Health Program and the VEHI Dental Program.**

## **6.6 CVCCSD Lease Discussion**

Mr. Hennessey provided a brief update, noting that he believes all outstanding issues have been resolved and that contracts are being reviewed by respective legal counsels. Mrs. Farrell queried regarding an addition to the contract signed in November 2021.

Mr. Hennessey advised that concerns arose pertaining to issues related to if/when the Career Center moves. Mr. Hennessey advised that there is urgency in finalizing the lease because there currently is no lease in place. It was also noted that a new lease may have been necessary because the November 2021 lease was with CVCC, not the CVCCSD which was not in effect until 07/01/22.

## **6.7 EEI Lighting Proposal for SHS**

A letter to Jamie Evans from Energy Efficient Investments, Inc., dated 09/08/22 was distributed.

A document titled 'Led Lighting Upgrade' was distributed.

Mr. Evans provided an overview of the project proposed by EEI. Mrs. Perreault advised that based on discussion at the Finance Committee meeting, she reached out for quotes. Mrs. Perreault received a proposal (fixed quote valid from 09/21/22 until 10/07/22). The proposal lists two options: #1 (for SHS only) – a 10 year lease financing \$533,000 at 3.99%, with an annual payment of \$65,681.36. Option #2 (SHS and CVCC wing) – 10 year lease financing \$719,000 at 3.99%, with an annual payment of \$88,602.07. This information has been shared with District Counsel. If the Board wants to move forward, there is a draft Resolution that the Board will need to approve. Mrs. Perreault advised that there is no bid requirement because the District is working with a Performance Contractor and Efficiency Vermont. Lengthy discussion was held, including other less expensive options (retrofitting existing fixtures), energy efficiency savings, sharing the new expense with CVCCSD, and risks for not moving forward quickly (increasing interest rates and loss of rebates). As part of discussion, the Board reviewed the information included in the packet.

**On a motion by Mr. Malone, seconded by Ms. Parker the Board voted 7 to 1 to approve moving forward with the EEI proposal for the new lighting project for Spaulding High School and CVCC, with a ten year lease.**

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

The Board recessed from 8:29 p.m. until 8:37 p.m.

## **6.8 Procedures for Policies Discussion.**

It is Mr. Malone's understanding that the Board needs to have a good understanding of the procedures linked to policies. Mr. Malone advised that the Board hasn't been reviewing procedures and should be in order to see that; the procedures match up with the policies,

# DRAFT

to assure that procedures are being implemented, and to assure that the procedures are effective. Mr. Malone queried regarding where to find the procedures that align to policies, and the date that each procedure was developed. Mr. Malone would also like the Board to make sure that procedures are aligned with statute. Mr. Malone would like the Board to develop a methodology to assure that procedure review is taking place for existing and new policies. Ms. Parker provided a brief overview of Policy A30 and some of the definitions included in that policy. Mr. Hennessey advised of the group of administrators, led by Mr. Aither, that are reviewing existing procedures. Finance procedures are available on line in the Business Office section. The Policy web page also has links to some procedures. Mr. Malone advised that Policy A30 does not include verbiage related to the Board reviewing procedures, and suggested that it be amended to include that piece. Brief discussion was held and the Board agreed to table discussion until a later time.

## 7. Old Business

### 7.1 Second and Final Reading Substitute Teachers Policy (B1)

A copy of the policy was distributed.

Ms. Parker provided of brief overview of edits to the policy. Brief discussion was held. Community input was received.

**On a motion by Mrs. Farrell, seconded by Mrs. Pregent, the Board unanimously voted to approve the Second and Final Reading of the Substitute Teachers Policy (B1), and agreed to adopt said policy.**

### 7.2 Second and Final Reading Role and Adoption of School Board Policies Policy (A30)

A copy of the policy was distributed.

Ms. Parker provided of brief overview of revisions to the policy.

**On a motion by Mr. Malone, seconded by Mrs. Pregent, the Board unanimously voted to approve the Second and Final Reading of the Role and Adoption of School Board Policies Policy (A30), and agreed to adopt said policy.**

### 7.3 Second and Final Reading Board Member Education Policy (A31)

A copy of the policy was distributed.

Ms. Parker provided of brief overview of edits to the policy. After discussion, the Board agreed to replace the word 'will' with the words 'are encouraged to' in the first sentence under the Implementation section. Mrs. Gilbert was lauded for her efforts working on policies.

**On a motion by Mrs. Farrell, seconded by Mrs. Pregent, the Board unanimously voted to approve, as amended, the Second and Final Reading of the Board Member Education Policy (A31), and agreed to adopt said policy.**

### 7.4 Board Values and Goals for FY24 Budget Development

A copy of the BUUSD FY24 Budget Development Schedule (Revised 09/02/22) was distributed.

A copy of a document titled 'Draft Meeting Schedule' was distributed.

Board Members did not provide any input.

## 8. Reports

### 8.1 Superintendent Report

A copy of the Superintendent's Report (dated 09/16/22) was distributed. Mr. Hennessey advised he has nothing to add to the Report. In response to a query, Mr. Hennessey advised regarding post-COVID challenges, including a shortage of Special Educators and other support staff, including para-educators. The lack of Special Educators is having an impact on the District's ability to provide all the services defined in IEPs, noting that current practices are not sustainable. Mr. Hennessey has been looking into working with outside entities. In response to a query, Mr. Hennessey advised regarding members on the Community Coalition (formerly referred to as a Task Force), and its purpose. The Coalition met twice over the summer. The Coalition is still being formed (members) and goals still need to be set. The next meeting date has not been set.

### 8.2 Building Reports: BCMES, BTMES, SHS, SEA

Copies of the Building Reports from BCMES, BTMES, and SEA, were distributed. A copy of 'Tide Nation Update' was distributed. Mrs. Waterhouse introduced Marisa Craigie advising that she has been organizing PAWS (People Accessing Wholebeing Support). Ms. Craigie addressed the Board and provided an overview of the work performed thus far, including creation of the 'Paws Closet', where students and families have easy access to free basic supplies. It is anticipated that many other 'events' will be held and the school is working to coordinate with the Vermont Food Bank to start a food shelf at the school. Brief discussion was held regarding promotion of the various events, and lists of 'needs', as well as how/where individuals can make donations. Mrs. Waterhouse provided a brief overview of the work/vision of the BCMES PTO. Additionally, Mrs. Waterhouse advised that she has been working with the YMCA and she anticipates an After-school Program (serving approximately 50 students) will be in place in approximately one month. Ms. Pearson encourages individuals to attend the 'Coffee with the Principals' event on 09/27/22. The next BTMES PTO meeting is on 10/04/22 at 7:00 p.m. in the BTMES Library. Mr. Reil advised regarding his recent visit to SHS and lauded



# DRAFT

administrators for new programs, including Innovation Teams, to assist ‘meeting students where they are at’. It was noted that SHS is working on having a resurgence of the Boosters, and are hoping that the Boosters can work with the SHS Foundation “under one umbrella”. SHS Homecoming Weekend was a big success. Stacy Hubbell requested that some sort of weekly paper ‘newsletter’ be sent home to parents who would like notifications in paper form. It was noted that the SEA Program is short 2 Special Educators and 1 Behavior Interventionist. These staffing shortages have precluded the addition of 7<sup>th</sup> and 8<sup>th</sup> grade students to the Program. Transportation is available for students who request it. Brief discussion was held regarding the need for sidewalks on Allen Street (for safety issues).

## **8.3 CVCCSD Board Report**

Mrs. Farrell provided an overview of discussion held at the last CVCCSD Board meeting. CVCCSD continues to work on policy development. It was noted that there are individuals on wait lists for every program offered. The Board held significant discussion regarding the lease.

## **8.4 Finance Committee**

Minutes from the September 15, 2022 meeting were distributed.

Mrs. Leclerc provided an overview of the minutes. There were no questions from the Board.

The next meeting is Thursday, October 20, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

## **8.5 Facilities & Transportation Committee**

Minutes from the September 12, 2022 meeting were distributed.

Mr. Cecchinelli provided an overview of the minutes. The Board received community input regarding interest in assisting with improvements to the SHS athletic fields.

The Monday October 10, meeting is cancelled due to the holiday.

The next meeting is Tuesday, October 11, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

## **8.6 Policy Committee**

The Monday, September 19, 2022 meeting was cancelled.

Ms. Parker advised that the Committee continues to work on items listed in the Parking Lot and revising policies that may be impacted by the change from CVCC to CVCCSD.

The next meeting is Monday, October 17, 2022 at 6:00 p.m. in the Spaulding High School Library and via video conference.

## **8.7 Curriculum Committee**

Minutes from the September 1, 2022 meeting were distributed.

Mrs. Pregent provided an overview of the minutes.

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

## **8.8 Negotiations Committee**

Mr. Hennessey advised that the District has formally reached out to the Association and they have advised that they anticipate being ready by mid-October.

The next meeting date is to be determined

## **9. Other Business/Round Table**

**On a motion by Mrs. Farrell, seconded by Mr. Malone, the Board unanimously voted to thank and commend Ruby and Lily for their very insightful report tonight on Students on the Move.**

**On a motion by Mrs. Farrell, seconded by Mrs. Pregent, the Board unanimously voted to thank and commend Marisa Craige for her activities on behalf of the PAWS Program.**

Mrs. Pregent advised that she enjoyed having the Building Reports at the beginning of the meeting

Ms. Parker congratulated BCEMS for a successful Open House this evening and thanked Mrs. Waterhouse and Mr. Laflamme for welcoming the Board and providing background information and a tour.

Mr. Toborg suggested that Student Voice be on the Agenda before Public Comment.

Mr. Hennessey thanked the Board and the community for the support received during this meeting, noting that it was very much appreciated.

## **10. Future Agenda Items**

- Warrant Procedures for Payroll – Board Approval

# DRAFT

- New Hires (10/13/22)
- CVCCSD Lease Discussion
- Educational Performance Update (first meeting in October)
- VSBA Resolutions (10/13/22 meeting)
- SHS Foundation Report (10/13/22)
- ADHOC Committee for Behavior Issues (10/13/22)
- Role of Chair (10/13/22)

## **11. Next Meeting Dates**

Thursday, October 13, 2022 at 6:00 p.m. at the SEA Building and via video conference. A tour of the SEA Building will occur prior to the meeting (at 5:30 p.m.). Additional details will be forthcoming.

Thursday, October 27, 2022 at 6:00 p.m. at the SEA Building and via video conference.

## **12. Executive Session as Needed**

### **12.1 Discuss and Appoint New Community Member for Finance Committee**

### **12.2 Personnel Matter**

Items proposed for discussion in Executive Session include Discussion of New Community Member for Finance Committee and a Personnel Matter – Wrap-up of Superintendent Evaluation..

**On a motion by Mr. Malone, seconded by Mrs. Pregent, the Board unanimously voted to enter into Executive Session at 9:36 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.**

**On a motion by Mr. Reil, seconded by Mr. Boltin, the Board unanimously voted to exit Executive Session at 10:25 p.m.**

**On a motion by Mrs. Pregent, seconded by Ms. Parker, the Board unanimously voted to appoint Michelle Hebert as the Barre Town Community Member on the BUUSD Finance Committee.**

**On a motion by Mrs. Farrell, seconded by Mr. Malone, the Board unanimously voted that the Board recognized this matter (the Superintendent's Evaluation) as a personnel matter and the issue has been resolved.**

## **13. Adjournment**

**On a motion by Mr. Malone, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 10:27 p.m.**

Respectfully submitted,

*Andrea Poulin*

# BARRE UNIFIED UNION SCHOOL DISTRICT

# NEW HIRE NOTIFICATION FORM

**Date Received by Central Office:**

9/22/22

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

Name: Hunter Cummings  
Washburn

**Location:** BCEWS

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

**Position:** 3/4 Classroom Teacher

**Grade (If Applicable):**

**Endorsement (If Applicable):** Emergency

☐ Hourly-Non Exempt ☒ Salary-Exempt

<b>Hours Per Day:</b>	7.5	<b>Scheduled Hours:</b>		a.m. to		p.m.
-----------------------	-----	-------------------------	--	---------	--	------

**Account Code:**

Replacement? ☒ Y ☐ N

If Yes, For Whom? Molly Emerson

Salary Rate: \$	55 087 00
-----------------	-----------

**Administrator Approval:** Waterhouse Amaral

**Signature Date:** 9/22/22

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

**For Central Office Use Only:**

<b>Contract Complete Date</b>		<b>Offer Letter Complete Date</b>		<b>DOH</b>
-------------------------------	--	-----------------------------------	--	------------

**Total Years of Experience:**  **Step:**  **Salary Placement:** \$

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

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

**Days Per Year:** 190 **Salary:** \$ 41,515<sup>00</sup>

Contract Days: 177

**Teacher: AOE Endorsement:** ☒ YES ☐ NO

**If No, Required:** ☐ **Provisional** ☒ **Emergency** ☐ **Apprenticeship**

**Para-Educator: Associates Degree** ☐ YES ☐ NO ( If NO ) → **ParaPro** ☐ YES has passed ParaPro

☐ NO will need to take ParaPro

Christopher Hennessey

OCTOBER 5, 2022

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

Date \_\_\_\_\_

# Hunter Cummings-Washburn

## ***Education***

---

### **Norwich University**

Northfield, Vermont

Bachelor of Arts

**Major:** Elementary Education

**GPA:** 3.900

Attended August 2018 to December 2022 (*expected completion*)

### **Middlebury Union High School**

Middlebury, Vermont

**GPA:** 3.900

Attended August 2014 to June 2018

Degree conferred June 2018

## ***Experience***

---

### **Williamstown Elementary School**

Mar 2022 - Apr 2022

Substitute Teacher

Williamstown, VT

As a substitute teacher, I frequented many grades. Amongst my responsibilities were implementing behavior management, organizing classroom supplies and lesson materials, and aiding the classroom teacher with a variety of tasks (printing, copying, testing students, facilitating small group instruction, etc.)

**Reason for leaving:** I mainly became a substitute teacher to fulfill an hour requirement for my degree, but also to gain pertinent experience in the classroom, in an attempt to further prepare myself for becoming a full-time teacher.

**Supervisor:** Diane Collier (8024336653)

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

It is **OK** to contact this employer

## **2022-23 VSBA Resolutions - Board Report**

### **August 10, 2022**

According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch...or other decision-making bodies." Resolutions provide guidance for staff and the VSBA board when they are working in the public policy arena or developing programs and services for VSBA members. Resolutions are not legislation.

All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Committee or the VSBA board. The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. After careful consideration of resolutions submitted by member boards, the VSBA Resolutions Committee developed the following Resolutions Report and presented it to the VSBA board at the August board meeting.

Respectfully Submitted,

Flor Diaz Smith, Central Vermont Region, Committee Chair

Martine Larocque Gulick, Western Chittenden Region

Mark Clough, Kingdom South Region

Colleen MacKinnon, Eastern Chittenden Region

Dave Sharpe, Addison Region

Gaston Bathalon, Kingdom North Region

Marc Schaubert, Windham Region

Don Collins, Franklin Region

Jim Salsgiver, Bennington Region

Adrienne Raymond, Rutland Region

Amy McMullen, Windsor Region

**2022-23 Resolutions Submitted to  
The Vermont School Boards Association**

New Resolutions Submissions:

pages 3-9

	<b>Submitted by:</b>	<b>Subject</b>	<b>Page #</b>
1	Missisquoi Valley School District	Technical Education  <i>*Withdrawn - see amendment to Resolution I.O. on page 10</i>	3
2	Missisquoi Valley School District	Surety Bonds  <i>*Withdrawn by MVSD</i>	4
3	Burlington School District	Remediation Funds for PCB & Radon Contamination in Schools  <i>*Amendment to current resolution Sec. II, Subsection B (Capital Spending)</i>	5
4	Burlington School District	Public Funds Accountability	6
5	Resolutions Committee	Governance Standards	8
6	Resolutions Committee	Universal Meals	9

Review of 2021-2022 Regular Resolutions:

page 10

**Resolution Proposal #1:  
Missisquoi Valley School District  
Technical Education**

WHEREAS: 16 V.S.A. § 1571 defines a “Regional career technical center school district” and “regional CTE center school district” as a district that maintains a regional career technical center under a governance structure approved by vote of the electorate pursuant to this subchapter.

AND WHEREAS: Vermont based contractors and Vermont homeowners frequently reference a severe shortage of persons seeking employment in skill areas such as plumbing, electrical and energy systems, as well as food service, healthcare and childcare;

AND WHEREAS: Many of the current licensed employees in these fields are nearing retirement age adding to the potential employment crisis in those trades.

AND WHEREAS: The current funding and governance models of regional technical education are often a “roadblock” for interested students and at odds with the goal of increasing opportunities and access for Career and Technical Education.

AND WHEREAS: The quality and access to technical education in Vermont is key to the individual success of many Vermont students as well as being of prime importance to a robust Vermont economy.

**BE IT RESOLVED: That the general assembly should require the Agency of Education to identify and propose new models of funding and governance structures to improve the quality, duration and access to career technical education in Vermont.**

UPDATE: The MVSD withdrew this proposal and instead submitted a proposal to amend VSBA Resolution I.O. (see page 10).

**Resolution Proposal #2:**  
**Missisquoi Valley School District**  
**Section V, Subsection E**  
**Surety Bonds**

WHEREAS: 16 V.S.A. §492 states that, “The powers, duties, and liabilities of the collector, treasurer, prudential committee, and clerk shall be like those of a town collector, treasurer, board of school directors, and the school board clerk, respectively. Before entering upon their duties, the collector and treasurer shall give a bond to the district conditioned for the faithful performance of their duties, in such sum as may be required.

WHEREAS: 16 V.S.A. § 706q states that, “Before entering upon the duties of their office, the board of school directors shall give a blanket bond and the treasurer shall give a personal bond to the district, conditioned upon the faithful performance of their duties. The treasurer's bond shall be in such sum as the board of school directors shall require. The board of school directors' bond shall be in such sum as shall be required by the Secretary of Education.”

AND WHEREAS: 24 V.S.A. § 832 states that, “Before the school directors, constable, road commissioner, collector of taxes, treasurer, assistant treasurer when appointed by the selectboard, clerk, and any other officer or employee of the town who has authority to receive or disburse town funds enter upon the duties of their offices, the selectboard shall require each to give a bond conditioned for the faithful performance of his or her duties:”

AND WHEREAS: It is the near universal practice in Vermont school districts and municipalities to utilize criminal liability insurance rather than a surety bond.

**BE IT RESOLVED: The General Assembly should provide an additional mechanism in both 16 V.S.A. § 492, 706q and 24 V.S.A. § 832 that the school district or other municipality may choose to provide suitable crime insurance coverage in lieu of a blanket bond.**

**UPDATE: The MVSD withdrew this proposal due to the enactment of Acts 166, 176, 179 of 2022.**



## **Resolution Proposal #3:**

### **Burlington SD**

#### **Section II, Subsection B(5) *(amendment to current resolution)***

#### **Remediation Funds for PCB & Radon Contamination in Schools**

WHEREAS: Polychlorinated Biphenyls (PCBs) are human-made chemicals that were used in building materials and electrical equipment before 1980;

AND WHEREAS: School buildings renovated or built before 1980 are likely to have PCBs in their building materials;

AND WHEREAS: In 2021, the Vermont legislature passed Act 74 requiring all schools built or renovated before 1980 to test their indoor air for PCBs by July 2024;

AND WHEREAS: The Vermont Department of Environmental Conservation (DEC) has the authority to require schools to make fixes that will lower exposure to PCBs, if levels are found at or above the school action level;

AND WHEREAS: Students in Burlington had to vacate their high school and technical center buildings and were left with no school for months;

AND WHEREAS: An emergency evacuation of a school building due to PCB contamination causes a crisis within a community;

AND WHEREAS: There are currently no state funds allocated for schools to identify sources of PCBs or to pay to make fixes to reduce exposure to PCBs;

AND WHEREAS: Radon is a radioactive gas that can cause lung cancer;

AND WHEREAS: The US EPA has protocols for Conducting Measurements of Radon and Radon Decay Products In Schools and Large Buildings (ANSI/AARST MALB 2014 WITH 1/2021 Revisions);

AND WHEREAS: The US EPA has Radon Mitigation Standards for Schools and Large Buildings (ANSI/AARST RMS-LB 2018);

AND WHEREAS: Section 12 of Act 72 (2021) requires that on or before June 30, 2023 all schools shall perform a radon measurement;

**BE IT RESOLVED: The VSBA advocates that the Vermont legislature allocate funds to assist school districts with PCB and radon remediation, including districts whose contamination was discovered prior to the legislation and irrespective of costs covered by capital bonding.**

**BOARD RECOMMENDATION: PASS as a REGULAR RESOLUTION**

**Resolution Proposal #4: Burlington SD**  
**Section II (Finance), Subsection W**  
**Public Funds Accountability**

WHEREAS: Vermont Supreme Court's 1997 decision in *Chittenden Town School District v. VT Dept. of Education*, establishes that under the Vermont Constitution, "...that a school district violates Chapter I, Article 3 when it reimburses tuition for a sectarian school [...] in the absence of adequate safeguards against the use of such funds for religious worship."

AND WHEREAS: All Vermont public schools are subject to the Vermont Public Accommodations act, 9 V.S.A. § 4502 (a), "An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of the race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation."

AND WHEREAS: VSBA Resolution (2021-2022) II D, USE OF PUBLIC FUNDS [2000], states: "The VSBA does not support funding private independent educational institutions with public funds in districts that operate public schools for the education of local students, except at the discretion of local school boards. The VSBA opposes indirect public support to private independent educational institutions through the granting of tax credits or tax subsidies for tuition or expenses. Public education funds in Vermont districts that operate schools should be directed to the improvement of those public schools."

AND WHEREAS: School choice is engrained in and a beloved aspect of Vermont education;

AND WHEREAS: Tuition paid to private and independent schools by Public School Districts comes from the statewide education fund to which all taxpayers contribute;

AND WHEREAS: In non-operating districts or those that tuition certain grades, Parents and Guardians may choose to send their children to any public school in Vermont or to any school approved by the Board of Education to receive public funds;

AND WHEREAS: Diverting public school tax dollars to private and independent schools creates a circular problem where fewer funds are being invested in public schools; which in turn causes a reduction in the quality of education in our public schools; which then causes more students to choose to attend private and independent schools, draining ever more money from our public schools. Over time more and more Vermont children are denied the high quality education through taxpayer funded public schools to which they are entitled;

AND WHEREAS: The continued draining of public funds from the public education system for private institutions continues to increase the divide between the education one can get in public schools as compared to private and independent schools;

**BE IT RESOLVED: The VSBA advocates that all rules, regulations, policies, quality standards, reporting requirements and laws regarding public schools in Vermont must apply to any school that receives funds from the statewide education fund, for any reason or for any purpose.**

**BOARD RECOMMENDATION: PASS as a CONTINUING RESOLUTION**

**Resolution Proposal #5:**  
**VSBA Resolutions Committee**  
**Section I (Governance, Local and State), Subsection Q**  
**Governance Standards**

**BE IT RESOLVED: The VSBA advocates for significant input on the school district quality standards adopted by rule of the AOE regarding the business, facilities management, and governance practices of school districts.**

**BOARD RECOMMENDATION: PASS as a REGULAR RESOLUTION**

**Resolution Proposal #6:**  
**VSBA Resolutions Committee**  
**Section V (Miscellaneous), Subsection E**  
**Universal Meals**

**BE IT RESOLVED: The VSBA supports Universal School Meals in Vermont schools. The funding should come from a source other than the education fund.**

**BOARD RECOMMENDATION: PASS as a REGULAR RESOLUTION**

## Review of Regular Resolutions

CODE	SUBJECT	Board Recommendation
I.L	TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION (Chart of Accounts & Acting system)	Continue
I.M	MONITOR OUTCOMES FROM ACT 46 GOALS	Continue
I.O.	GOVERNANCE OF CAREER & TECHNICAL EDUCATION (CTE) SCHOOLS	Continue with the following amendment <b>(proposal from MVSD)</b> : A study should be conducted to better understand the variety of CTE governing models, operations and budgeting structures that exist across the State. The study would examine any inconsistencies that impact student learning and outcomes, <del>in addition to the ways that host districts and sending districts have a voice in the governance and operations of the CTE.</del> <u>and identify and propose new models of funding and governance structures to improve the quality, duration and access to career technical education in Vermont.</u>
I.P.	AUSTRALIAN BALLOT FOR DISTRICT VOTES	Delete
II.E	COMMON LEVEL OF APPRAISAL	Continue
II.F.	REFORM THE EDUCATION TAX SYSTEM	Continue
II.O.	FAIRLY DISTRIBUTED PRE-EXISTING DEBT	Delete
II.P.	BROADBAND ACCESS FOR EDUCATION	Continue
II.T.	SHARED SCHOOL DISTRICT FINANCIAL SOFTWARE SYSTEM	Continue
II.U.	EDUCATION FINANCE	Continue
III.J.	SCHOOL STABILIZATION: STUDENT MOBILITY AND RESILIENCE	Continue (*correct typo in resolutions document)

# ~~2021-2022~~ 2022-2023 VSBA Bylaws

## ARTICLE I. NAME

The name of this corporation shall be the Vermont School Boards Association, Inc.

## ARTICLE II.

### **VISION, MISSION, GOALS**

#### *Vision:*

~~The Vermont School Boards Association envisions a state where every student has access to and is engaged in a world-class public education, where local boards provide student-focused oversight of education systems, and where educators, families, and communities are engaged partners, ensuring that the futures of all Vermont children are driven by their aspirations, not bound by their circumstances.~~ The VSBA is the trusted leadership organization advancing the essential work of Vermont school boards so that each and every student is supported in their educational journey.

#### *Mission:*

~~The VSBA exists to achieve our vision for public education by supporting all school boards to serve as effective trustees for education on behalf of their communities and by providing a strong collective voice toward enhancing the cause of public education in Vermont.~~ Develop and provide systems and resources that support school boards and their members, informed through inclusive community engagement.

#### *Goals:*

VSBA will support local school boards by:

- ~~1. advocating for high quality public education at the state and national levels;~~
- ~~2. providing education and training to prepare and assist board members to carry out their roles effectively;~~
- ~~3. researching issues, collecting and disseminating information~~
- ~~4. providing legal and policy services~~
- ~~5. providing a number of customized services to support boards in carrying out their roles.~~

The VSBA Board of Directors will annually review and revise established goals, as deemed necessary. Established goals will be made available to the membership.

## ARTICLE III. MEMBERSHIP

Any supervisory union or supervisory district board or private school in the State of Vermont may become a member by notifying the executive director of its intentions and by paying the annual dues as provided in Article IV. Any school board within a supervisory union that is a regular member shall be eligible for all the regular benefits of membership, except as provided in Article VI – DELEGATES AND VOTES.

## ARTICLE IV. DUES

Membership dues shall be assessed annually according to the following process:

Supervisory unions and supervisory districts shall be the entities upon which the VSBA calculates and assesses dues, unless the member is a private school.

On an annual basis, the VSBA Board of Directors will determine the amount of revenue to be raised by dues. The VSBA believes that it is important to manage the organization's finances in a manner that minimizes the financial burden on its membership. To that end, the VSBA intends to hold dues increases, over time, to a rate not exceeding the rate of increase in education spending in Vermont. Individual years can vary significantly in terms of statewide education spending growth and of the needs of the membership for services from the VSBA. Therefore, to measure success against this goal, the VSBA will

annually compare the cumulative growth in dues with the cumulative growth in education spending over the prior three fiscal years, and report such comparison to the membership with each year's proposed budget.

Dues assessed to members shall be calculated as follows:

- 50% of the total amount to be raised by dues will be assessed equally across all member supervisory unions and/or supervisory districts.
- 50% will be assessed based on the Average Daily Membership (ADM) within the member supervisory union/district.

~~Prior to the annual meeting each year, the Executive Director shall estimate the projected revenue needed from member dues for the VSBA in the subsequent year, and shall make a recommendation to the Board of Directors regarding the amount by which the dues should be adjusted for the subsequent year.~~ As a part of the annual Budget process, by March 31, the Executive Director shall estimate the projected revenue needed from member dues for the VSBA in the subsequent year. The Executive Director will recommend an amount to be raised by membership dues for the next fiscal year to the Finance Committee. The Finance Committee is charged with developing a full Budget proposal for consideration of the VSBA Board prior to the end of the current fiscal year.

The Executive Director shall thereafter prepare a report regarding such estimate, including an explanation of budgetary needs of the VSBA, and shall distribute the report to the membership of the VSBA at the annual meeting.

Any other changes to dues assessments and calculations shall be approved in advance by the membership at the annual meeting of the VSBA.

Dues are payable by September 1.

#### **ARTICLE V. ASSOCIATION MEETINGS**

The annual meeting of the association shall be each year at a time, date, and place to be set at least 8 months in advance by the board of directors. Other meetings of the association may be called by the president with concurrence of the board of directors. Each member board shall be notified of the date, time and place together with the agenda of the business meeting at least 30 days prior to the meeting date. If the meeting has been duly warned, the board representatives present, as designated under article VI, shall constitute a quorum.

#### **ARTICLE VI. DELEGATES AND VOTES**

Each regular member in good standing shall be entitled to one vote at the annual or special association meetings. Each regular member shall designate a delegate from its members to cast one vote on behalf of the member. Each regular member may be represented by as many school board members as it chooses, and those school board members shall determine the method for casting its one vote. When an individual casts a vote at a meeting, the member shall be presumed to have authority to vote for ~~his or her~~ their regular member entity. All school board members shall have the right of discussion.

The VSBA Board of Directors is authorized to adopt policies and procedures permitting attendance, participation and voting at association meetings through remote electronic communication. In no case shall an individual be permitted to participate or vote unless the individual is able to hear and/or see the proceedings as they happen substantially and concurrently with such proceedings.

#### **ARTICLE VII. BOARD OF DIRECTORS**

The board of directors shall consist of the president, vice president, treasurer, immediate past president, and two regional representatives from each of 11 regions. Each regional representative is elected at the regional meeting for a two- year term on a staggered schedule.

The board of directors shall administer the affairs of the association in accordance with bylaws approved by the association at the annual meeting or by vote of the board of directors in accordance with the stated objectives and purposes of the organization. The board of directors shall select the place of meetings and



be responsible for the programs of all meetings of the association, and shall direct the payment of claims and accounts against the association, including necessary expenses for members of the board of directors attending board meetings. A quorum shall consist of eight members which shall include at least two officers and at least one representative from six regions. The board shall meet upon the call of the president or upon written request of three members of the board, addressed to the executive director. Such written request shall state the purpose of the meeting and upon receipt the executive director shall issue the call for the meeting. Members of the board of directors shall be notified of all regular meetings at least 5 five days prior to any meeting. Members of the board of directors shall be notified of all special meetings at least 24 hours prior to any meeting.

Members of the VSBA Board of Directors fulfill two distinct roles.

- First, the board is responsible for oversight of the organization. It must assure that the organization has a clear vision and goals, is fulfilling its mission, is fiscally sound, and has a strong connection with the membership.
- Second, the regional representatives will develop a liaison relationship with boards in their area, promoting local board involvement in association activities and services, and hearing their concerns and input on matters of broad public policy.

The board shall meet at least five to six times annually, including in a planning retreat, or as needed, to fulfill its duties.

The board shall have the power to hire and fire the executive director, shall adopt the annual budget, shall adopt develop the vision and mission and goals of the organization for adoption by membership, as well as official policies. The board shall provide broad guidance for the executive director around public policy, in the absence of clear membership resolutions.

### *Vacancies*

A VSBA officer's position (president, vice-president, treasurer, members at large) on the board of directors shall be treated as vacant if the holder of that position:

1. submits a written resignation, or
2. fails to attend three consecutive board meetings without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable

Such a vacancy may be filled by the board of directors from among the current members of the board.

A regional representative's seat on the VSBA Board shall be treated as vacant if the holder of that position

1. submits a written resignation, or
2. fails to attend three consecutive board meetings without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable

In the event a regional representative position is vacant, such a vacancy may be filled by the board of directors after consultation with the regional representatives.

If a region is not represented at three consecutive VSBA Board meetings by either regional representative without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable, the board may declare both seats vacant and appoint regional voting representatives after consultation with member boards in that region.

### **ARTICLE VIII. OFFICERS AND THEIR DUTIES**

There shall be a president, vice president, treasurer, two at-large members elected from the Board of Directors, and an immediate past president. Their duties shall be the usual duties of such officers. With the exception of the immediate past president, only those persons who are members of a school board shall be eligible to serve in the above offices. The president is elected from among active board members at the August meeting of each year, to serve a term from November 1 of one year until October 31 of the following year. If the election of a president creates a vacancy in a regional seat, that seat is filled at the next regional meeting in his or her their region. Should the current president of the association cease to be a local school board member that individual shall step down from the VSBA board leaving a vacancy that will be filled by

the board of directors from amongst its membership. The president shall serve as an ex-officio member of all committees. Officers will support their regional representatives in their outreach duties.

The following officers shall lead the organization and comprise the Executive Committee:

- The **president** shall lead the board, oversee meetings and the establishment of committees, serve as a spokesperson for the board, and head the Executive Committee.
- The **vice-president** will serve in the role of president upon the absence of the president and will perform such duties as are assigned.
- The **treasurer** shall provide board oversight of the finances to assure strong internal controls and to chair the finance committee.
- The **immediate past president** will serve on the Executive Committee.
- **Two at-large members** elected from the Board of Directors will serve on the Executive Committee.

Elections and terms of service are as follows:

- The president is elected by the board of directors from among its members at its August meeting, the term to take effect on November 1.
- The vice-president, treasurer, and two at-large members will be elected from among the members of the board of directors at the November meeting.
- The immediate past president will serve for one year after the expiration of their presidency.

#### **ARTICLE IX. STAFF**

The board of directors may engage such professional staff as they find necessary to conduct the business of the association and shall set compensation for said staff.

#### **ARTICLE X. COMMITTEES OF THE BOARD OF DIRECTORS**

The board may create such committees as it finds necessary to conduct the business of the association. Standing committees of the board may include, but are not limited to, the following:

- Resolutions Committee.*** Consisting of the vice-president, who shall serve as chair, and one representative from each region. This committee will solicit and recommend positions to the board of directors for action by membership at the association's annual meeting
- Finance Committee.*** Consisting of the treasurer, who shall serve as chair, and at least two (2) members of the board of directors appointed by the president with the advice of the board of directors. The committee shall present a proposed budget to the board of directors and recommend adjustments to the board's financial monitoring policies as needed.
- Executive Committee*** is comprised of the six officers (the president, who shall serve as chair, vice-president, treasurer, two at-large board members and the immediate past president.) The Executive Committee meets most months during the year to assure the timely conduct of the business of the association, including an annual performance review of the executive director and an annual review of the bylaws of the association. This committee will recommend bylaws changes to the board of directors for action by the membership at the association's annual meeting.

The Executive Committee is empowered to take action on behalf of the full board in all areas except those identified specifically in Article VII.

#### **ARTICLE XI. REGIONAL ORGANIZATION**

For organization and administrative purposes, the state shall be divided into eleven regions: Addison, Bennington, Kingdom South, Western Chittenden, Eastern Chittenden, Franklin/Grand Isle, Central Vermont, Kingdom North, Rutland, Windham, and Windsor. Regions are not defined solely by county, as no supervisory union shall be split between regions. A full listing of supervisory unions and VSBA regions can be found on the VSBA website.

Regional representatives shall be elected to two-year **staggered** terms from each of the eleven regions at the regional meeting preceding the annual meeting, with terms of office to begin at the conclusion of the annual meeting. In the event that a position of the regional representative becomes vacant, the vacancy

may be filled by the board of directors after consultation with the regional representatives. ~~If other vacancies occur, they will be filled by the board of directors~~ until the next regional meeting.

Only those persons who are members of a school board within a regular member entity in good standing shall be eligible to vote at a regional meeting and serve as a regional representative. The regional representative shall be responsible for promoting the interests of the association within their region as members of the board of directors. They shall have the responsibility for holding at least one regional meeting each year. The regional representatives will select which of them will serve on the Resolutions Committee.

#### **ARTICLE XII. FISCAL YEAR**

The fiscal year shall be from July 1 through June 30.

#### **ARTICLE XIII. FINANCIAL REPORTS AND BONDS INSURANCE**

The financial report of the Association and the auditor's report shall be presented at the annual meeting of the association. ~~Officers and the staff shall be bonded.~~ The Association shall maintain insurance coverage that is adequate in light of the activities undertaken by the Association.

#### **ARTICLE XIV. ASSETS**

All of the assets of this Association shall, during its existence, be deemed to be held in trust by the board of directors of the association for the purposes set forth in the objectives and purposes. In the event of a winding-up or dissolution of the association, after paying or adequately providing for the debts and obligations of the association, the board of directors shall dispose of any remaining assets by distributing them on a prorated basis, the same as used for dues assessment, to the member school districts to be used for education purposes.

#### **ARTICLE XV. RULES OF ORDER**

All meetings of the Association or of any committee shall be governed by the policies and bylaws of the Association and then by Robert's Rules of Order.

#### **ARTICLE XVI. RESOLUTIONS**

Resolutions are positions taken by the association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch of Vermont government, or other decision-making bodies. The process for submitting and approving resolutions is as follows:

- A. The president shall supply ample notice to the membership requesting that proposed resolutions be submitted to the chair of the resolutions committee no later than three (3) months before the annual meeting.
- B. The resolutions committee shall meet prior to the annual meeting to consider all proposed resolutions it has received. The committee shall make a recommendation to "Pass" or "Do Not Pass" each resolution submitted by a member school board. In the alternative, the committee may submit a proposed resolution to the annual meeting with the statement that it "Takes No Position" on the proposal. All resolutions from member boards submitted to the resolutions committee as prescribed in paragraph A above, regardless of the position of the committee or the board, shall be placed by the board before the membership at the annual meeting. The committee may develop its own resolutions, which shall be included in its report to the board of directors, and, if approved by the board, shall be presented to the annual meeting as recommendations of the board. The committee shall prepare a report of resolutions and its recommendations which shall be presented to the board of directors. Each member board shall be notified of the recommendations made by the board of directors at least 30 days prior to the annual meeting.
- C. Other resolutions may be presented at the annual meeting, provided they are in writing with sufficient copies for voting delegates and 60% of the voting delegates present at the beginning of the meeting are in attendance for consideration of such resolutions. A majority of the voting delegates present must approve a motion to allow the resolution to be introduced for discussion.
- D. Amendments to resolutions must also be in writing and if the amendment is detailed in nature, sufficient copies for voting delegates shall be furnished.
- E. When passed by sixty percent (60%) of the voting delegates, a resolution shall become a position or statement of the association. Each position shall be voted as a resolution or continuing resolution. Continuing resolutions shall be statements of association policy which are of an ongoing or permanent

nature and shall be in effect until amended at a subsequent annual meeting of the association. Resolutions shall be statements of specific positions on behalf of the association and shall be in effect until the next annual meeting when they may be deleted, continued or amended by vote of the membership.

- F. When a position has not been taken at the annual meeting, the board of directors may take a position on the question as a result of a vote of 60% of the members of the board present and voting at a regular or special meeting of the board. Notice of the discussion of any such position by the board shall be placed on the agenda prior to the meeting.

#### **ARTICLE XVII. AMENDMENTS TO THE BYLAWS**

These bylaws may be amended only at an annual meeting of the association or a special meeting duly called by the president and bylaws committee, and then by two-thirds of those members present and voting, providing all member boards shall have been notified of the changes at least 30 days prior to such a meeting.

#### **ARTICLE XVIII. MEMBERSHIP LISTS**

- A. Lists of school board members maintained by the association will not be released to individuals or organizations whose stated intentions are to promote commercial or partisan political interests.

**Vermont School Boards Association (VSBA)  
2021-2022 Resolutions**

*VSBA Bylaws, Article XVI E. states that when passed by sixty percent (60%) of the voting delegates, a resolution shall become a position or statement of the association. Each position shall be voted as a resolution or continuing resolution. Continuing resolutions shall be statements of association policy which are of an ongoing or permanent nature and shall be in effect until amended at a subsequent annual meeting of the association. Resolutions shall be statements of specific positions on behalf of the association and shall be in effect until the next annual meeting when they may be deleted, continued, or amended by vote of the membership.*

*All resolutions are continuing unless they are marked with an asterisk ( \* ) which signifies that this resolution will be in effect until the next annual meeting when it may be deleted, continued, or amended by vote of the membership.*

**Contents**

I. GOVERNANCE, LOCAL AND STATE .....	3
A. THE ROLE OF LOCAL SCHOOL BOARDS.....	3
B. THE ESSENTIAL WORK OF SCHOOL BOARDS.....	3
C. SUPERVISORY UNIONS .....	3
D. LOCAL DECISION MAKING [2003].....	4
E. BOARD DEVELOPMENT .....	4
F. ROLE OF THE STATE IN EDUCATION.....	4
G. CHARTER SCHOOL LEGISLATION .....	4
H. STUDENTS ON LOCAL SCHOOL BOARDS [2001] .....	5
I. ADDRESSING EQUITY, QUALITY AND COST EFFECTIVENESS .....	5
J. APPOINTMENTS TO UNIFIED BOARDS [updated 2021] .....	5
K. CIVIL DISCOURSE.....	5
L. TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION * .....	5
M. MONITOR OUTCOMES FROM ACT 46 GOALS * .....	5
N. SCHOOL BOARD OFFICERS [2020] .....	5
O. GOVERNANCE OF CAREER & TECHNICAL EDUCATION (CTE) SCHOOLS [2020] * .....	6
P. AUSTRALIAN BALLOT FOR DISTRICT VOTES [2020] * .....	6
II. FINANCE .....	6
A. EQUALIZATION [1984, updated 1997].....	6
B. CAPITAL SPENDING [2002, updated 2009] .....	6
C. ADULT STUDENTS IN TECHNICAL EDUCATION [1997].....	6
D. USE OF PUBLIC FUNDS [2000] .....	6
E. COMMON LEVEL OF APPRAISAL * .....	7
F. REFORM THE EDUCATION TAX SYSTEM * .....	7
G. USE OF THE EDUCATION FUND [2009] .....	7
H. TEACHER PENSION PLAN .....	7
I. NO COST-CUTTING DOUBLE JEOPARDY .....	7

J. UNFUNDED MANDATES .....	7
K. STUDENT TRANSFERS .....	7
L. INDEPENDENT SCHOOL, PREKINDERGARTEN, and AFTERSCHOOL FUNDING <i>[updated 2021]</i> ...	7
M. FEDERAL FUNDING FOR PreK-12 PROGRAMS .....	8
N. COST CONTAINMENT .....	8
O. FAIRLY DISTRIBUTED PRE-EXISTING DEBT * .....	9
P. BROADBAND ACCESS FOR EDUCATION [2020] * .....	9
Q. HOLD HARMLESS STUDENT EDUCATION DURING A STATE OF EMERGENCY [2020] .....	9
R. EMOTIONAL WELLNESS OF STUDENTS [2020, updated 2021] .....	9
S. FEDERAL AND STATE FUNDING OBLIGATIONS, EDUCATIONAL EQUITY, FUNDING ADEQUACY, UNFUNDED MANDATES [2020] .....	9
T. SHARED SCHOOL DISTRICT FINANCIAL SOFTWARE SYSTEM [2021] * .....	9
U. EDUCATION FINANCE [2021] * .....	9
III. INSTRUCTION .....	9
A. PERSONALIZATION & PROFICIENCY-BASED LEARNING .....	9
B. STUDENT ASSESSMENT .....	10
C. ESEA REAUTHORIZATION <i>[updated 2021]</i> .....	10
D. SCHOOL CHOICE .....	10
E. EARLY EDUCATION .....	10
F. SCHOOL CALENDAR .....	10
G. SCHOOL DISTRICT INNOVATION ZONES .....	11
H. VERMONT'S DUAL ENROLLMENT PROGRAM .....	11
I. EQUITY AND ANTI-RACISM <i>[2020, updated 2021]</i> .....	11
J. SCHOOL STABILIZATION: STUDENT MOBILITY AND RESILIENCE <i>[2020]</i> * .....	11
K. EQUAL AND EQUITABLE OPPORTUNITIES IN ANY SCHOOL RECEIVING PUBLIC FUNDS [2021] ..	11
IV. LABOR RELATIONS .....	11
A. UPDATING VERMONT'S COLLECTIVE BARGAINING FRAMEWORK .....	11
B. BINDING INTEREST ARBITRATION .....	12
C. VOTER RATIFICATION OF NEGOTIATED CONTRACTS .....	12
D. UNEMPLOYMENT INSURANCE FOR EMPLOYEES IN SCHOOLS .....	12
E. PROBATION FOR NEW HIRES .....	12
F. REDUCTION IN FORCE .....	12
G. HEALTH CARE FOR SCHOOL EMPLOYEES <i>[updated 2021]</i> .....	12
H. COMMISSION ON PUBLIC SCHOOL EMPLOYEE HEALTH BENEFITS <i>[updated 2021]</i> .....	12
V. MISCELLANEOUS .....	13
A. SOCIAL AND MEDICAL SERVICES PROVIDED IN SCHOOLS .....	13
B. DATA COLLECTION & REPORTING .....	13
C. FIREARM SAFETY ZONE .....	13
D. ENVIRONMENTAL IMPACT .....	13

## I. GOVERNANCE, LOCAL AND STATE

### A. THE ROLE OF LOCAL SCHOOL BOARDS

Education in Vermont is overseen by local school boards. Each local board serves as the Board of Trustees for education on behalf of the entire community. It is entrusted with assuring that the young people of the community receive a high-quality education and that taxpayers are receiving an excellent return on their investment of tax dollars.

### B. THE ESSENTIAL WORK OF SCHOOL BOARDS

Each school board is responsible for leadership in the following areas:

**Create a vision for education in the community.** Answer the questions: What do you want students to know? What kind of experiences do you want them to have? What kind of long-term outcomes do you desire?

**Establish policy parameters to carry out that vision.** Establish the district's priorities. Define parameters for carrying out the educational program. Define any limitations to be placed on the administration.

**Hire a superintendent to administer the district to achieve the vision.** Provide the latitude to do the job. Hold the superintendent accountable for results.

**Monitor progress toward the vision.** Determine indicators which need to be monitored on a regular basis and assure a plan to regularly monitor performance.

**Develop and adopt a budget to support the vision and monitor plan vs actual expenses.** Assure the budget reflects the vision and the values of the district and the community.

**Advocate for education within the community.** Be sure your community understands the needs of the local education system and is supportive of the education being provided to young people. Encourage community involvement.

**Meet other legal requirements**—serving as a quasi-judicial board to resolve disputes on appeal and negotiating collective bargaining agreements with teachers and other staff.

**Be sure the system is operated ethically.** Acknowledge that members carry no power outside of the context of the board. Assure no actual or perceived conflicts of interest. Adopt and adhere to a code of conduct.

### C. SUPERVISORY UNIONS

Vermont's system of education governance includes an array of district boards, union school boards, and tech center boards. Some boards have a fairly straightforward supervisory district designation, meaning that a single board hires a single superintendent. The vast majority of boards are part of a Supervisory Union where a number of districts are assigned to a single area for purposes of hiring a superintendent and improving the effectiveness and efficiency of all education services in the region. The VSBA is committed to supporting highly functional supervisory districts and supervisory unions which are able to assure equal education opportunity for all students in the region and which can attract and retain strong education leadership.

The General Assembly should examine the laws governing supervisory union board structure and the process for waiving the statutory requirements for SU board structure or composition, taking into account issues of fairness, equity and funding.

#### **D. LOCAL DECISION MAKING [2003]**

Local school boards have been given responsibilities by state statute to oversee public education in their districts and to make the important decisions necessary to assure the provision of high quality education in an efficient and effective manner. As local boards are accountable, they must be assured that there is no state interference in their decision-making responsibilities.

#### **E. BOARD DEVELOPMENT**

School boards have a large responsibility in overseeing the educational system in an increasingly complex environment. School board members should expect to have readily available opportunities for new member orientation and mentoring and for ongoing training. Board members have the duty to seek out and participate in these opportunities. The VSBA will work with the Vermont Superintendents Association to ensure high quality joint training opportunities are available to board chairs and superintendents so that they may fulfill their joint training responsibilities under Act 56 of 2013.

The Board of the VSBA should direct its staff to:

1. devote time to recruiting and training new school board members,
2. provide them with the tools they need to be directly, educationally engaged in their Districts,
3. encourage them to support creative and innovative educational practices which will foster in our students a broad, inclusive world view and will promote civic and cultural literacy.

#### **F. ROLE OF THE STATE IN EDUCATION**

The VSBA believes that the role of the State Board of Education and the State Agency of Education is:

1. To guide the creation of a broad design for the education system in a rapidly changing world where information is no longer confined to books or geographic locations. The broad design must include a focus on: assuring success for every student; supporting a new vision for teaching and learning; engaging and supporting families and communities; delivering and using world-class technology; and providing effective leadership.
2. To provide support for local boards in their efforts to design and implement the best possible educational program.
3. To promote equity of educational opportunity for students throughout Vermont.
4. To provide assistance when requested by individual school districts and local boards to help them meet statewide per-pupil spending goals.

In order to accomplish these goals, the Agency of Education must be properly staffed and resourced.

VSBA desires to be a strong partner with the State Board of Education in overseeing Vermont's education system. VSBA believes that the State Board should include an active school board member, an administrator and a teacher. The Governor should consult with the VSBA in the selection of the school board member.

#### **G. CHARTER SCHOOL LEGISLATION**

The VSBA supports public school innovation which can offer rich and diverse educational opportunities for all students. VSBA supports the recommendations of the 2001-2002 Charter School Study Commission that state that Vermont should not enact charter school enabling legislation because existing law allows for the establishment of new schools, programs or "schools-within-schools" that can readily accomplish many of the goals that larger, urban school systems in other states seek in charter schools. By drawing funds away from existing small public schools, charter school legislation may undermine the ability of public schools to serve the educational needs of Vermont's children.

While the existing law allows the granting of waivers to schools relative to meeting specific regulations, all publicly supported schools should adhere to state or comparable standards and administer the statewide assessments.



**H. STUDENTS ON LOCAL SCHOOL BOARDS [2001]**

VSBA believes that local school boards benefit from having an ongoing student voice in their discussions of all school matters that are not subjects of executive sessions. The VSBA encourages its members to include students as active participants in the consideration of educational issues, and favors the participation of students as board members. The VSBA will provide guidance and support to boards to achieve this objective.

**I. ADDRESSING EQUITY, QUALITY AND COST EFFECTIVENESS**

The VSBA supports initiatives that are designed to create greater equity in high quality learning opportunities and to achieve cost effectiveness. Such initiatives shall focus on the needs of the students and taxpayers of the State of Vermont. Any initiative that impacts our governance structure or funding system must be designed in a way that reflects our community values. School boards are in the best position to inform this process and must be fully engaged in this effort. The VSBA will work with the General Assembly and our members to support initiatives at the state, regional and local level that will address our challenges while maintaining and strengthening local communities.

**J. APPOINTMENTS TO UNIFIED BOARDS [updated 2021]**

Selectboards can provide valuable input to School Boards when there are needs to fill vacancies on unified union school district boards. Additionally, collaborations between school and town officials can only serve to benefit their communities. The VSBA supports the requirements of Act 154 of 2020 regarding a vacancy on the board of a unified union school district: if the vacancy is in a seat that is allocated to a specific town, the unified union school district board, in consultation with the selectboard, shall appoint a person who is otherwise eligible to serve as a member of the unified union school district board to fill the vacancy until an election is held at an annual or special meeting unless otherwise provided in accordance with the unified union school district's articles of agreement.

**K. CIVIL DISCOURSE**

The VSBA urges all educational stakeholders to (1) teach and model conflict resolution and consensus building as those skills are necessary for the health and wellbeing of tomorrow's society and (2) engage in civil discourse as we set a course for the future of our schools and communities.

Accordingly, harassment, coercion and intimidation must be viewed as a fundamental threat to the democratic principles upon which our republic is based. When directed towards elected officials or those running for elected office, violence, the threat of violence and other forms of harassment, coercion and intimidation are not just crimes against individuals, they are direct assaults upon our democratic system of self-governance. Accordingly, we, as elected officials in the State of Vermont, hereby call upon those in law enforcement at the local, state and federal levels to make the investigation of such crimes a top priority. We ask that all levels in law enforcement take such crimes seriously and that they work diligently to identify and prosecute all who would attempt to subvert and interfere with the political process by means of violence, threats of violence or by other forms of harassment, coercion and intimidation.

**L. TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION \***

The VSBA will prioritize and use its influence to support Vermont School Boards in ensuring that Business Managers, Superintendents, and School Boards receive required, useful and timely information from the Agency of Education and that the implementation of the statewide Chart of Accounts and Accounting System will not become a burden on our education systems.

**M. MONITOR OUTCOMES FROM ACT 46 GOALS \***

The VSBA declares that the Secretary's adherence to the dictates of Act 46 to comprehensively compile and analyze data and present the report with the required conclusions and recommendations is a matter of the highest priority for its member school districts.

**N. SCHOOL BOARD OFFICERS [2020]**

The VSBA propose and promote to the Vermont legislature to update Title 16 to allow for school boards to remove and replace board officers after they are elected, via a fair and judicious process.

**O. GOVERNANCE OF CAREER & TECHNICAL EDUCATION (CTE) SCHOOLS [2020] \***

A study should be conducted to better understand the variety of CTE governing models, operations and budgeting structures that exist across the State. The study would examine any inconsistencies that impact student learning and outcomes, in addition to the ways that host districts and sending districts have a voice in the governance and operations of the CTE.

**P. AUSTRALIAN BALLOT FOR DISTRICT VOTES [2020] \***

State statute (17 V.S.A. § 2680) should be amended to provide school districts with the option to engage voters directly with Australian ballot questions without first conducting a district meeting in order to make a decision by Australian ballot.

## **II. FINANCE**

**A. EQUALIZATION [1984, updated 1997]**

VSBA supports the maintenance of "...substantially equal access to a quality basic education..." for all of Vermont's children as required by the Vermont Supreme Court in its *Brigham* decision, and as legislatively promised in 16 V.S.A. §1.

It is the duty of the State of Vermont to ensure fiscal equity for all school districts to allow equal educational opportunities for all students. Significant state expenditure is required to equalize the financial resources of districts and maintain the educational opportunities of students.

**B. CAPITAL SPENDING [2002, updated 2009]**

1. General Education Construction: The moratorium on school construction aid should be removed. Schools require predictability and stability in state aid in order to plan successfully over the long term. The VSBA supports reinstitution of 30 percent or more in state reimbursement aid for all eligible capital expenses irrespective of school district consolidation status.
2. School Building Consolidation: The VSBA supports school building consolidation projects when the local school district or districts believe(s) the result will be greater cost effectiveness or improved educational outcomes for students. The VSBA supports extending indefinitely 50 percent state reimbursement aid for school building consolidation projects as provided under 16 V.S.A. § 3448(a)(7)(C).
3. Technical Education Capital Expenses: The moratorium on technical center construction aid should be removed.
4. The General Assembly should establish funding mechanisms exclusively focused on the equitable procurement, development and utilization of technological assets, including connectivity, hardware, data, professional development and support. Furthermore, the Agency of Education must develop adequate logistical support for districts to assist districts in achieving world-class technology and the associated transformation of teaching and learning.

**C. ADULT STUDENTS IN TECHNICAL EDUCATION [1997]**

The VSBA urges the General Assembly to fund 100% of the costs of educating, in technical education centers, persons over 21 years of age who lack high school diploma and are not enrolled for purposes of pursuing graduation from a high school or technical center.

**D. USE OF PUBLIC FUNDS [2000]**

The VSBA does not support funding private independent educational institutions with public funds in districts that operate public schools for the education of local students, except at the discretion of local school boards. The VSBA opposes indirect public support to private independent educational institutions through the granting of tax credits or tax subsidies for tuition or expenses. Public education funds in Vermont districts that operate schools should be directed to the improvement of those public schools.

#### **E. COMMON LEVEL OF APPRAISAL \***

That the VSBA calls upon the Governor and General Assembly to study the mechanics of the Common Level of Appraisal and its effect on education property tax rates.

1. We especially ask for consideration of the effect that calculation and application of the CLA has on small towns.
2. We ask for consideration of alternative methods of adjusting property values for taxation, including but not limited to developing a regional CLA or a rolling reappraisal system.
3. We ask for an examination of a more equitable system of calculating the CLA, which could include such approaches as:
  - a. Automatically excluding high value outliers from calculations;
  - b. Re-examining how properties are categorized;
  - c. Limiting the punitive impacts of annual changes in a community's CLA that result from local reappraisals.
4. We ask that this study consider the effect these recommendations would have on the Education Fund.

#### **F. REFORM THE EDUCATION TAX SYSTEM \***

The General Assembly should examine alternative funding sources for our education system that are more equitable and sustainable, rather than continue a system that predominantly relies on the property tax for revenue.

#### **G. USE OF THE EDUCATION FUND [2009]**

The VSBA strongly supports the intended limitations on the use of the Education Fund, and opposes any diversion of funds raised through the statewide property tax to programs not within the jurisdiction of public school districts or supervisory unions.

#### **H. TEACHER PENSION PLAN**

The VSBA requests the General Assembly to conduct a thorough analysis of the Vermont teachers' retirement system and to make recommendations and take action to ensure its sustainability over the long term, including consideration of conversion from a defined benefit to a defined contribution plan.

#### **I. NO COST-CUTTING DOUBLE JEOPARDY**

The VSBA calls on the General Assembly to avoid putting school districts under multiple cost-cutting strictures at the same time, for example: eliminating small schools grants along with further reduction of the excess spending penalty.

#### **J. UNFUNDED MANDATES**

All new educational requirements or programs mandated by the federal government or the State of Vermont should be fully funded by either the federal or state government.

#### **K. STUDENT TRANSFERS**

The General Assembly should provide a mechanism to allow for PreK through grade 8 student ADM transfers or tuition terms within a supervisory union on terms agreed to by sending and receiving school boards with approval of the Superintendent.

#### **L. INDEPENDENT SCHOOL, PREKINDERGARTEN, and AFTERSCHOOL FUNDING [updated 2021]**

Public dollars that support private independent schools, prekindergarten programs, and afterschool programs should carry with them the same obligations regarding quality, equity, efficiency, transparency and accountability that apply to public school districts. In order for an independent school (other than an independent school with a specific state purpose), prekindergarten program, or afterschool program to be eligible to receive public education funds, the school or program should:

1. Not discriminate or deny enrollment on the basis of race, creed, color, national origin, marital status, sex, sexual orientation, gender identity or disability;
2. Operate with an open admissions policy, meaning that it accepts all publicly-funded students on a space-available basis; and
3. Employ teachers and administrators that have licenses and endorsements required by professionals working in public schools.

In addition, independent schools should:

4. Be approved for special education services in *at least* four categories and arrange for special education services related to *any* disability category if required in an enrolled student's individual education plan;
5. Administer state assessments and make outcomes data available to the public in the same manner as public schools; and
6. Provide free and reduced lunch to all eligible students.

#### **M. FEDERAL FUNDING FOR PreK-12 PROGRAMS**

The VSBA urges Congress and the Administration to provide full and sufficient funds for public education including, but not limited to, Title I and IDEA, and to protect education as an investment critical to economic stability and American competitiveness.

#### **N. COST CONTAINMENT**

The statewide cost of PreK-12 education has been at the center of significant policy debates and interventions for the past decade. The VSBA offers the following recommendations to respond to concerns about costs while maintaining education quality:

1. *Statewide health insurance benefit for school employees:* In order to ensure equity and sustainability in the health care benefits available to all school employees, the General Assembly should adopt a process for the negotiation of health care benefits at the state level by a council of school board members to apply to contracts that expire in 2019.
2. *Study of state-funded retirement buy-out that conditions rehires on achieving ratios:* The VSBA recommends the creation of a stakeholder task force to explore the advantages and disadvantages of establishing a state-funded initiative in support of early or "on-time" retirement. Two conditions of a district's participation in the initiative would be a commitment to meet staff to student ratio targets by reducing total personnel through the retirement program, and a commitment to sustain these savings through future budgeting processes.
3. *Establish standards for fact-finders in the collective bargaining process:* The General Assembly should modify 16 V.S.A. §2007 to require neutral fact-finders to consider only a statutory list of legitimate measures of a community's ability to pay, rather than a pattern of area salary and health benefits that purports to demonstrate financial wherewithal but in fact does not.
4. *Guidelines for reserve funds and budget surplus amounts:* In light of the goals of affordability, transparency and accountability, the VSBA will work with the Agency of Education, the Vermont Superintendents Association and the Vermont Association of School Business Officials to establish guidelines on the appropriate amounts and uses of reserve funds and the treatment of budget surplus amounts. Guidelines should support best practices in amounts of, establishment of and utilization of reserve funds.
5. The VSBA advises the Vermont General Assembly to allow reasonable time for school districts to plan for cost containment legislation and refrain from passing legislation that affects budgets already adopted by school boards or approved by voters.
6. The VSBA supports the study and consideration of the costs associated with providing social services when making funding decisions.

**O. FAIRLY DISTRIBUTED PRE-EXISTING DEBT \***

To the extent possible, the VSBA will support all efforts to work toward equitable taxation within districts that were ordered to merge by the State Board of Education.

**P. BROADBAND ACCESS FOR EDUCATION [2020] \***

That providing universal access to high speed broadband services for every student and family in Vermont must be a goal of the highest order for the government of the State of Vermont. And, where access to such broadband services is available but cannot be reasonably afforded by families with students in our schools, that some form of financial support should be made available to those families (although not as an additional unfunded cost to the school districts) to ensure that the students in those families have the high speed broadband service necessary to support their education.

**Q. HOLD HARMLESS STUDENT EDUCATION DURING A STATE OF EMERGENCY [2020]**

Vermont's PK-12 students should be held harmless from reductions to the education funds available to school districts. Vermont's school districts should be given the necessary resources to operate their schools in a safe manner during a declared state of emergency in Vermont.

**R. EMOTIONAL WELLNESS OF STUDENTS [2020, updated 2021]**

The VSBA urges the General Assembly to expand funding support to local schools to increase the availability of mental health counseling, emotional wellness, and psychological supports. These efforts will further support schools to meet Vermont's Agency of Education's Education Quality Standards, specifically Healthy and Safe Schools through the Whole School, Whole Community, Whole Child model's domains 4 and 7.

**S. FEDERAL AND STATE FUNDING OBLIGATIONS, EDUCATIONAL EQUITY, FUNDING ADEQUACY, UNFUNDED MANDATES [2020]**

The school boards of Vermont request the state and federal governments provide the financial resources promised in pre-existing laws as well as provide for new burdens placed on public schools by the pandemic and beyond, and that the state and federal governments must provide this financial support in a manner that ensures our children receive the necessary academic, physical and emotional resources, not by privileges and advantages for some but by the opportunities we generously bestow upon all.

**T. SHARED SCHOOL DISTRICT FINANCIAL SOFTWARE SYSTEM [2021] \***

The VSBA uses its influence to support district business and finance managers, Superintendents, and school boards by advocating to the legislature and Agency of Education that any and all current plans for the single state-wide accounting software system be abandoned.

**U. EDUCATION FINANCE [2021] \***

The VSBA fully supports the findings as presented in the Pupil Weighting Factors Report dated December 24, 2019. And furthermore, the VSBA requests the Vermont Legislature to thoughtfully and expeditiously establish an implementation plan for the Report's recommendations.

### **III. INSTRUCTION**

**A. PERSONALIZATION & PROFICIENCY-BASED LEARNING**

The VSBA believes that students learn best when they play an active and meaningful role in their education. The learning styles, interests, and aptitudes of each student should drive instruction and learning activities in every school, as opposed to standardized programs designed to prepare students to perform well on state standardized assessments.

All schools must provide equitable access to meaningful and rigorous learning experiences that will allow students to demonstrate proficiency in multiple ways.

The VSBA supports a study regarding whether the current construct of Vermont's Public High School Choice Law presents a barrier to the personalization of education or the expansion of opportunities for students, and further recommends that there be supports available for school districts to collaborate on joint endeavors to expand access to innovative educational programs.

## **B. STUDENT ASSESSMENT**

The VSBA recognizes the value of standardized assessments as one tool to be used in evaluating student performance. It must be used in conjunction with other means of evaluation to present an accurate picture of student achievement. The VSBA does not support the use of standardized assessments alone to determine the success of schools, to evaluate teacher performance, to promote students from grade to grade or as a final "gate" to a high school diploma.

State standardized assessments should be designed to provide information about student growth over time, and should include interim assessments so that students and educators are able to measure student performance throughout a school year, rather than just once a year. The Vermont Agency of Education should also continue to support development and administration of local assessment plans which may include national norm-referenced achievement and/or aptitude tests as well as other locally administered evaluation methods. As the reliability of additional local assessments is assured, it may be of value to give more weight to local assessments in the State's Accountability System.

## **C. ESEA REAUTHORIZATION** *[updated 2021]*

The federal Department of Education should provide adequate technical support, guidance, and resources to ensure that the Vermont Agency of Education as well as school districts are prepared to comply with ESSA's provisions. Specifically, Congress should appropriate funding to no less than 95% of the authorized funding level. Vermont's congressional delegation should continue to support state and local decision making in the ESSA rulemaking process.

The Agency of Education's work to implement Education Quality Reviews is crucial to successful ESSA implementation on the local level. The Agency of Education should make up-to-date data gathered in Education Quality Reviews readily accessible to school districts.

## **D. SCHOOL CHOICE**

VSBA recognizes the varied learning styles and needs of students and supports the provision of multiple options for student learning in the public schools. The Association supports the maintenance of the parameters of Vermont's Public High School Choice Law and the thorough monitoring of its outcomes. VSBA urges the General Assembly to examine closely all ramifications of the law to understand the effects on those students who choose new schools and those who do not, as well as the impact on all schools.

Vermont needs to recognize the long history of school choice in many towns and to leave in place that status quo. VSBA is concerned that expanded school choice for all other towns could have significant unintended consequences. If this option is to be seriously considered, it requires extensive study with substantial involvement by VSBA.

## **E. EARLY EDUCATION**

The VSBA encourages the General Assembly to create universal access to pre-kindergarten education, through a system that emphasizes equity, quality, and simplicity. School districts should play a central role in assuring quality and accountability in publicly funded early education programs.

## **F. SCHOOL CALENDAR**

VSBA is supportive of school calendars that provide for more continuity of learning, better reflect the needs of all students and increase opportunities for professional learning and reflection throughout the school year. The VSBA urges regional superintendent groups to explore school calendars that reasonably distribute the pace of education to maximize student learning, provide opportunities for student interventions during the

school year, promote academic momentum for students, and allow for districts to partner with community organizations to provide enrichment, academic, and other skill-building opportunities throughout the year.

#### **G. SCHOOL DISTRICT INNOVATION ZONES**

VSBA supports legislation authorizing the creation of innovation zones to exempt supervisory unions and/or districts from specific regulation and policy in order to create models of world-class education systems that can be scaled across the state.

#### **H. VERMONT'S DUAL ENROLLMENT PROGRAM**

The VSBA supports a change to state law to allow access to Vermont's Dual Enrollment Program for Vermont resident students who reside in districts that do not operate a high school, whose tuition is publicly funded and who attend public schools in a state bordering Vermont.

#### **I. EQUITY AND ANTI-RACISM [2020, updated 2021]**

The VSBA is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. VSBA will incorporate principles of equity within all policies, operations, practices, and resource allocations, which may include the use of an equity lens when responding to proposed legislation.

The VSBA should demonstrate and promote the unequivocal, collective responsibility for equitable and inclusive education environments by recognizing, responding, and speaking out against injustice and racial inequity. In support of this goal, the VSBA commits to the following: 1. promote and support implicit bias training for all faculty and staff in Vermont public schools, including athletic and co-curricular personnel, and officials across the state; and 2. promote professional learning for school leaders and school board members that include but not be limited to: Equity Literacy, Curriculum Audits, Review Protocols for Examining Bias in School Policies and Procedures, Culturally Responsive Instruction and School Culture, Student Leadership and Voice, and Examining Power and Privilege in Schools.

#### **J. SCHOOL STABILIZATION: STUDENT MOBILITY AND RESILIENCE [2020] \***

For those entering or currently enrolled high school students whose fixed, permanent legal residence changes to a different fixed, permanent legal residence and who wish to remain in their current district, the General Assembly should provide an 2020-2021 VSBA Board Resolutions Report 8 additional mechanism beyond 16 V.S.A § 822 to allow for students to complete their secondary education within the district where they were registered during any year in Grades 8-11. This mechanism should provide a process by which the current district retains the student in their ADM count, versus transferring the ADM to the new district of legal residence. Nothing in this mechanism shall apply to students eligible for homeless status, who are protected under law.

#### **K. EQUAL AND EQUITABLE OPPORTUNITIES IN ANY SCHOOL RECEIVING PUBLIC FUNDS [2021]**

The VSBA requests the General Assembly guarantee, through law, that all public and independent schools receiving public funds adopt and exercise, equal and equitable opportunities in admissions, programs and practices in order to operate in the state of Vermont, and that the state invigorate the moribund school approval processes for public and independent schools to assure operational, financial, and educational accountability and excellence.

### **IV. LABOR RELATIONS**

#### **A. UPDATING VERMONT'S COLLECTIVE BARGAINING FRAMEWORK**

The VSBA urges the General Assembly to transform the traditional collective bargaining framework in order to best respond to contemporary expectations for education and to elevate the teaching profession in ways that create conditions for innovative schools. The new framework should promote bargaining that is: student-centered, collaborative, evidence-based, flexible and transparent.

## **B. BINDING INTEREST ARBITRATION**

The General Assembly should eliminate the right to strike and impose contracts by updating Vermont's collective bargaining process to be more in line with our New England neighbors. The new approach should not include mandatory binding arbitration because it would turn over important decisions that impact up to 80 percent of school budgets to out-of-state arbitrators generally unfamiliar with community issues and Vermont's education finance system.

## **C. VOTER RATIFICATION OF NEGOTIATED CONTRACTS**

School Boards serve as trustees for education on behalf of the community – assuring that young people of the community receive a high-quality education and that taxpayers receive an excellent return on their investment. VSBA believes that the authority granted to school boards as the final decision makers on collective bargaining agreements should be unchanged.

## **D. UNEMPLOYMENT INSURANCE FOR EMPLOYEES IN SCHOOLS**

School district employees accept employment in schools knowing that the work is available only during the school year. Schools cannot be responsible for providing unemployment compensation to those employees during school vacations and the summer months, when there is reasonable assurance that the work will continue when students return.

## **E. PROBATION FOR NEW HIRES**

The General Assembly should amend 16 VSA 1752 to ensure that a probationary period is afforded to supervisory unions/school districts for all new hires. This will provide districts the time and flexibility to determine if the chosen candidate is the best fit for the district. It frees districts to take greater risks on candidates in order to find the best available employee.

## **F. REDUCTION IN FORCE**

Seniority should not be the sole factor for determining which employees are subject to Reduction in Force actions. School boards in Vermont should negotiate Reduction in Force provisions in their master agreements that include clear standards and measures other than seniority – such as performance evaluations that include multiple sources of evidence to measure teacher performance – that will allow administrators to make Reduction in Force determinations that are in the best interests of students. These provisions should also state that if employees are recalled after a Reduction in Force, seniority will not be the sole factor for determination as to which employees are recalled to employment.

## **G. HEALTH CARE FOR SCHOOL EMPLOYEES [updated 2021]**

Any legislative approach to addressing health care for school employees must: demonstrate that it will reduce costs to school districts over the near and long term; reflect the health insurance plan norms for the majority of Vermonters.

## **H. COMMISSION ON PUBLIC SCHOOL EMPLOYEE HEALTH BENEFITS [updated 2021]**

*The VSBA adopts the following requirements for appointing representatives to the Commission:*

Statutory Requirements: each appointee shall have (1) an understanding of health care, (2) an understanding of employer-employee relations, and (3) a demonstrated willingness to work collaboratively. The term of each member of the Commission shall be six years provided that of the members first appointed by the VSBA, one appointee shall serve a term of two years and one appointee shall serve a term of four years.

Criteria for Selection: in selecting appointees, the VSBA shall give priority to applicants who provide regional representation, have experience on a negotiations council and demonstrate willingness to participate in training and professional development regarding negotiations.

Application Process: VSBA shall accept applications for appointment to the Commission via an online form. The deadline for submission of applications shall be November 1.



Selection Process: The VSBA Board of Directors shall appoint representatives to the Commission based on the above statutory requirements and criteria at its November board meeting.

The VSBA adopts the following process for ratification of an agreement entered into by the Commission:

*The VSBA adopts the following requirements for ratification of an agreement entered into by the Commission:*

Notification - Voting Delegates: By April 1 each supervisory union/supervisory district shall notify the VSBA of the name, telephone number and e-mail address of its voting delegate.

Informational Webinar: If the Commission enters into an agreement, the VSBA shall host an informational webinar for the voting delegates within ten calendar days after execution of the agreement.

Electronic Ballot: Within ten calendar days after the informational webinar, the VSBA shall conduct an electronic ballot. Delegates will be provided at least ten calendar days' notice of the day of the vote. Delegates will be able to cast their vote through the electronic system between 7 am and 7 pm on the day of the vote.

## **V. MISCELLANEOUS**

### **A. SOCIAL AND MEDICAL SERVICES PROVIDED IN SCHOOLS**

VSBA supports the delivery of social and medical services in public schools, by use of contracted services for which Vermont schools are reimbursed at full actual cost.

### **B. DATA COLLECTION & REPORTING**

The passage of the federal Every Student Succeeds Act as well as state and local needs make the necessity for accurate and informative data more important than ever. The General Assembly should continue to fund the integration and close linkage of state and local information systems to maximize the efficiency and productivity of data collection, analysis and reporting at both levels.

1. The State Agency of Education should promulgate consistent and understandable definitions of data.
2. The Agency must analyze and coordinate all its requests for data from local districts to assure that all such data are needed and utilized in a way that improves student learning.
3. All requirements for information from local districts should be accompanied by a streamlined and easy-to-use mechanism for collection and submission with the goal of reducing the negative impact on local districts.

The VSBA strongly supports the protection of student privacy rights. Any data collection, maintenance or distribution system must be developed with the primary objective of protecting personally identifiable information about students.

### **C. FIREARM SAFETY ZONE**

The VSBA supports the enacting of Firearm Safety Zone legislation that would prohibit the firing of any type of firearm within 500 feet of any preK-12 school campus. Appropriate and serious penalties should be included. Exemptions for pre-existing, regulated gun ranges and special events should also be included. The Gun Safety Zone is needed to promote the safety of children and staff from accidental injury and to prevent unnecessary anxiety and safety procedures from firearms discharging nearby schools from unidentified sources.

### **D. ENVIRONMENTAL IMPACT**

The VSBA will consider the impact on the environment when deciding whether to support legislation and initiatives.

**BARRE UNIFIED UNION SCHOOL DISTRICT**  
**Barre City Elementary & Middle School**  
**Barre Town Middle Elementary School**  
**Spaulding High School**

**BUUSD – Central Office**  
**August 17, 2022**

**Warrant Procedures**

The purpose of this procedure is to ensure that the business of Barre Unified Union School District (BUUSD) will be conducted according to the BUUSD Fiscal Management and General Financial Accountability Policy (F20).

The Board shall, annually, authorize the Superintendent or his/her designee (Business Manager) to “examine claims” against the district for school expenses “accounts payables” and payroll.

**Accounts Payable**

The Board shall, annually, designate one representative and a back up representative to be available to examine claims against the district for school expenses and to sign warrants for payments for approved purchases and services. Their responsibility is to verify that the purchasing procedures are being followed.

An electronic version of the warrant is emailed to the Board on a weekly basis. It is sent to the Board members’ district-issued email addresses. Warrants and invoices will be available at the BUUSD Central office for review on Fridays between the hours of 8:00AM-10:30AM, unless otherwise agreed upon. If the designee has not reviewed the warrants/invoices by 10:30AM, or made other arrangements, the Business Office will proceed with processing the invoices for payment. Questions regarding the invoices should be directed to the Business Manager. In the event there is no weekly warrant, the Board will be notified as soon as possible. The invoices for the missed week will be included in the following week’s warrant.

The Administrators are authorized to oversee the Budget and approve invoices. The Superintendent and/or Business Manager are authorized to sign warrants.

In addition, the Treasurer of the BUUSD will also sign the warrants and checks.

**Payroll**

The Board shall, annually, authorize the Superintendent or Business Manager to sign Payroll warrants. In addition, the Treasurer of the BUUSD will also sign the warrants and checks.

# Financial Management Questionnaire - BARRE UNIFIED UNION SCHOOL DISTRICT

	Yes	No	Don't know	By whom
Do you know by whom the following is maintained?				
School District Checkbook	X			Business Manager/Assist. Business Manager
School District receipts	X			Business Manager/Assist. Business Manager
Student Activity Cash/Check receipts	X			Business Manager/Assist. Business Manager/Bookkeepers
School District payments:	X			
Payroll	X			Payroll Manager-Assist. Business Manager-Business Manager
Accounts Payable	X			AP Accountant/Assist. Business Manager/Business Manager
Bank Deposit slips	X			Bookkeepers/Assist. Business Manager
Bank reconciliations	X			Assist. Business Manager, Reviewed by Business Manager
Are all bank statements and ledger balances reconciled monthly, by whom?	X			Assist. Business Manager/Reviewed by Business Manager
Does someone other than the treasurer review bank reconciliations?	X			Business Manager
Are checks always written to specified payees and not to cash?	X			
Are financial records maintained in a computerized system?	X			Profund/ADS-Implementing School ERP Pro
Are all payees registered in accounting software?	X			Vendors or Employees
Are all invoices, original, on vendor letterhead or format, with individual invoice number?	X			
Are all payments recorded and mailed with notation to the associated invoice number?	X			
Does the School District hold current W9 forms for all vendors?	X			Filed in Business Office
Does the same individual open the mail and deposit checks?		X		Receptionist opens mail and records checks/Assist Business Manager Deposits/Business Manager reviews
Are pre-numbered checks used for all bank accounts?	X			ADS assigns numbers consecutively
Are unopened bank statements delivered directly to the treasurer as received?	X			Electronic Access
Have you borrowed money from the School District?		X		
Do you know of anyone who has borrowed money from the School District?		X		
Have School Board members attended financial trainings?		X		Not all have received training.
Do the financial accounting personnel take regular vacations?	X			
Have you deposited School District monies anywhere other than a School District account?		X		
Have you deposited any non-School District monies into a School District account?		X		
Is it common practice for staff members to rotate responsibilities or cross train periodically?	X			On-going
Are student activity receipts deposited within 48 hours of the event?		X		At least weekly

Have you experienced a theft or embezzlement during the last five years?		X		
Does the School District have written policies and procedures for financial operations?	X			On website and evaluated periodically

	Yes	No	Don't know	By whom
Does each Town and School District official have copies of these policies and procedures?	X			On website
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?	X			Ticket Accountatbility form is required
Is interest in School District accounts apportioned to each account?		X		Unified District
Have there been any changes in authorized signatures during the fiscal year?		X		Unified Accounts-Carol Dawes is Treasurer
Has a signature stamp ever been used for any School District account?	X			Treasurer uses signature stamp
Do you have pre-numbered receipt books for cash payments?	X			At SHS
Have you attended trainings on recordkeeping?	X			
Are any School District financial records maintained in manual form?		X		
Do you maintain separate pages, columns or running balances for each fund?	X			
Are checks written by the same individual who approves payments?		X		
Do you participate in any business which does business with the School District?		X		
Does any employee that you know of participate in any organization as a vendor?		X		
Have you questioned if the lifestyle of any associate reflects their normal income?		X		
Are bank accounts and fund balances reconciled on a monthly basis?	X			
Does the School District loan money to town employees?		X		

***As a signer below, I certify to the best of my knowledge that the answers provided in this self-assessment questionnaire are an accurate representation of the operation of the school district of Barre, Vermont.***

**Preparer:** Printed Name: Lisa Perreault

**Title:** Business Manager, SFO **Date submitted:** October 13, 2022

***As an official of the BUUSD, I certify that the board has reviewed this questionnaire within two months of receiving it from the superintendent.***

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Title 16 : Education Chapter 005 : Secretary Of Education Subchapter 002 : Superintendents (Cite as: 16 V.S.A. § 242a) § 242a. Internal financial controls (a) The superintendent or his or her designee shall annually, on or before December 31, complete and provide to the supervisory union board and to all member district boards a copy of the document regarding internal financial controls made available by the Auditor of Accounts pursuant to 32 V.S.A. § 163(11). (b) The supervisory union board shall review the document provided by the superintendent within two months of receiving it. (Added 2011, No. 155 (Adj. Sess.), § 29.)

# Vermont School Board Equity Mini-Grant Application (VSBA, VSA, VPA)

The Vermont School Boards Association (VSBA), Vermont Superintendents Association (VSA), and Vermont Principals' Association (VPA) are pleased to announce the Equitable, Anti-Racist, and Inclusive Education Communities Mini-Grant. With generous funding from the Vermont Community Foundation, this mini-grant program is to support the pursuit of more equitable and inclusive education communities by leaders and contributors committed to those changes.

- Applications are due by Monday, October 17, 2022
- Decisions will be made by Monday, October 24, 2022
- Grant award notifications will be emailed to applicant & superintendent by Monday, October 31, 2022
- Funds must be committed by June 30, 2023 and spent by August 15, 2023.

[afarrell@buusd.org](mailto:afarrell@buusd.org) Switch account

 Draft saved

\* Required

**DRAFT**

Email \*

[afarrell@buusd.org](mailto:afarrell@buusd.org)

Your name and phone number:

Alice S. Farrell 802 622 0419



Your role (school board member or superintendent):

Vice Chair, School Board

Applicant School District (SD)/Supervisory Union (SU):

Barre Unified Union School District

Applicant School Board Name:

Barre

Has the school board authorized the application for this mini-grant?

☒ Yes

☐ No

*These were checked in  
anticipation of Board  
approval.*

Clear selection

Is this mini-grant application a collaboration of the school board and the superintendent?

☒ Yes

☐ No

Clear selection

2

Have you notified the SU/SD business office/manager to let them know that you are applying for this mini-grant?

☒ Yes

☐ No

Anticipatory

Clear selection



Using the space below, please describe the project, initiative, or program that the grant funds will support. In addition to describing how the project will advance equity and inclusion in your community, please indicate how your proposal aligns with one, or a combination of the following 6 categories of the essential work of school boards (click [here](#) for more info):

- \*Establish a Vision & Engage the Community;
- \*Establish Policy;
- \*Board & Superintendent Partnership;
- \*Effective & Ethical Operations;
- \*Budget & Financial Oversight;
- \*Monitor Progress and Performance

**DRAFT**

Board and Superintendent Partnership: The School Board of the BUUSD, in cooperation with the Superintendent, proposes to initiate, conduct and compile a survey to determine the need for one or more cooperative, regional restorative k-8 classrooms. These classrooms will serve a population of students requiring a therapeutic environment due to trauma, stress and or emotional needs which detract from their learning success.

The BUUSD has been dealing with a significant number of students meeting requirements for a restorative classroom. Due to stresses on professional staffing and age variations, it has been difficult to establish full-time, age and class size appropriate restorative classes. From discussions with neighboring districts, it has been noted that they too are experiencing the same difficulties. From those discussions, it has been determined that a reliable survey of needs is necessary to confirm viability of a cooperative, regional program of restorative classrooms for the Washington-Northern Orange area. The results of said survey would determine if consolidated school and agency staffing along with strong student programs would ultimately be more cost effective and beneficial to students rather than attempting to organize and maintain such classrooms on a school-by-school basis.

The survey, created, compiled and summarized by BUUSD Board and Superintendent, will be conducted among the districts of Washington and Northern Orange counties being the same districts within the catchment area of the Central Vermont Career Center District. The results of this survey will be shared by the BUUSD Board and Superintendent with the Superintendents and Boards of those districts and the Agency of Education for further consideration.



Please provide a simple overview of how the funds will be spent:

Budget is as follows:

80 hours of staff time over a 6 month period for preparation, mailing, compilation, business

office: \$2560

Supplies and materials: \$350

Miscellaneous: phone service, copier time, etc \$ 300


Total: \$3210

How will you collect feedback and/or measure progress of your project, initiative, or program? Mini-grant recipients will be asked to give two brief update reports, which include this feedback or data.

Progress will be in five phases:

1. Preparation and dissemination of needs survey
  2. Return and compilation of survey
  3. Sharing of results
  4. Discussion of interest, viability, location and costs for restorative classrooms
  5. Establishment of Washington-Orange Regional Cooperative Classrooms
- Reports will be generated upon completion of steps 2 and 4 with a final plan and any operating agreements which may result being generated after step 5.

**DRAFT**

 Send me a copy of my responses.

Submit

Clear form

Never submit passwords through Google Forms.

reCAPTCHA  
[Privacy](#) [Terms](#)

This form was created inside of Vermont School Boards Association. [Report Abuse](#)

Google Forms

5



**5-year Curriculum, Instruction, and Assessment Plan (DRAFT)**  
**(Outlined by 5 Key Goals of the Strategic Plan)**

6.6

<b>1. Ensure Students Have Equitable Access to Learning Resources</b>			
Year 1	Year 2	Year 3	Year 4-5
Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps (annually)  Complete Elementary curriculum alignment to ensure continuity between all classrooms & schools	Middle School curriculum alignment to ensure continuity between all classrooms & schools	High School curriculum alignment to ensure continuity between all classrooms & schools	Monitoring

<b>22-23 Challenge:</b> <i>Student assessment results reveal that inequities are leading to gaps in achievement among different marginalized groups.</i>	
<b>Strategy:</b> What approach will we take to address this challenge? <i>-Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps (annually)</i> <i>-Complete Elementary curriculum alignment to ensure continuity between all classrooms &amp; schools</i>	
<b>Outcomes:</b> If this strategy is successful, what will be the impact on students' learning or behavior? <i>There will be increased engagement, enhanced learning, and more equitable results</i>	<b>Evidence:</b> How will I know this is "working"? <i>Academic and nonacademic data will reflect similar outcomes regardless of different indicator status.</i>

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
Create data teams in each building	Oct.-Nov.	Various school staff	
With support of the Curriculum Director, PreK-4 Curriculum Leaders vertically align content materials, resources, and guiding documents	Jan-June	Director of Curriculum, Curriculum Leaders, GSP Coach	Existing frameworks need to be revised

<i>Instructional coaches provide job-embedded support for teachers to improve student outcomes</i>	<i>Aug-June</i>	<i>Instructional Coaches</i>	
<i>3rd-9th and 11th grade Students have an opportunity to experience an SBAC Interim Assessment in each content area that is assessed.</i>	<i>Jan-Feb</i>	<i>Faculty members who work with these students</i>	

## 2. Create Communication Systems That Foster Collaborative Internal and External Community Relationships

Year 1	Year 2	Year 3	Year 4-5
<p>Host family nights to inform families about student learning expectations (ongoing)</p> <p>Build partnerships that welcome the community into our schools &amp; engage students with community partners</p> <p>Curriculum website revision</p> <p>Create student advisory to meet with administrators to solicit feedback on Proficiency Based Learning</p>	<p>Help students understand Proficiency Based Learning &amp; Standards Based Grading</p> <p>Help families better understand Proficiency Based Learning (PBL) standards and related achievement</p> <p>-Curriculum website maintenance</p>	<p>Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network</p>	<p>Monitoring</p>

### 22-23 Challenge:

***Family and community partnerships are a driver for improvement; without them, we cannot maximize student outcomes.***

**Strategy:** What approach will we take to address this challenge?

- Host family nights to inform families about student learning expectations
- Build partnerships that welcome the community into our schools & engage students with community partners
- Curriculum website revision

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*There will be more effective communication with stakeholders, positive support for students, and a more safe and inviting institutional environment.*

**Evidence:** How will we know this is "working"?  
*Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to community support and involvement.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Organize opportunities to bring in family and other community members</i>	<i>Aug-June</i>	<i>Building Administrators, Curriculum Leaders, Director of Curriculum</i>	<i>grant funding building/space access request</i>
<i>Outreach to local agencies and businesses to identify common interests and opportunities for collaboration</i>	<i>Oct-Nov</i>	<i>Director of Curriculum Administrative Assistant, Director of Curriculum, Superintendent</i>	
<i>Revise the curriculum website to reflect standards and performance indicators for each grade level.</i>	<i>Jan-June</i>	<i>Director of Curriculum, Director of Communications</i>	

<b>3. Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers</b>			
Year 1	Year 2	Year 3	Year 4-5
<p>Articulate curriculum with proficiency standards and learning progressions, PK-12</p> <p>Articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices</p> <p>Support administrators to increase their capacity as instruction leaders</p>	<p>Implement Multiple Modes of instruction to reach all levels of students</p> <p>Identify Proficiency based graduation requirements</p>	<p>Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students</p>	<p>Implement personalized learning opportunities for each grade 7-12 student, including goals, assessments, and career exploration resources</p>

<b>22-23 Challenge:</b> <b><i>Students are leaving the system without the necessary skills to be successful citizens and/or skillful workers</i></b>
<p><b>Strategy:</b> What approach will we take to address this challenge?</p> <p><i>-Articulate curriculum with proficiency standards and learning progressions, PK-12</i></p>

-Articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices  
 -Support administrators to increase their capacity as instruction leaders

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
 More students will graduate in the typical timeframe;  
 students will graduate with the necessary skills to be successful.

**Evidence:** How will we know this is "working"?  
 Graduation data is improving; alumni surveys reflect that Barre students report being prepared for their next occupational or educational step.

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
With support of the Curriculum Director, PreK-12 Curriculum Leaders and Departments heads define proficiency standards and learning progressions	Jan-June	Director of Curriculum, Curriculum Leaders, Department Heads, GSP Coach	Existing frameworks need to be revised
Curriculum leaders to share assessment frameworks for each grade level	Jan-June	Director of Curriculum, Curriculum Leaders, Department Heads,	
Instructional coaches provide job-embedded support to improve student outcomes	Aug-June	Instructional Coaches Director of Curriculum	
Provided monthly-weekly support for administrators by building coach-administrator relationships	Aug-June	Director of Curriculum, Coaches, Administrators	

<b>4. Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing</b>			
Year 1	Year 2	Year 3	Year 4-5
Continue to build student Social Emotional Learning (SEL)	Ensure all teachers, staff, and administrators receive ongoing	Sustaining	Sustaining

<p>capacity</p> <p>Align research-based practices which support student wellness PK-12</p> <p>Expand health and dental centers in all schools</p>	<p>trauma informed training (ongoing)</p>		
---	---	--	--

## 22-23 Challenge:

**Students' social emotional needs are inhibiting successful learning and personal well being.**

**Strategy:** What approach will we take to address this challenge?

- Build student Social Emotional Learning (SEL) capacity
- Align research-based practices which support student wellness PK-12
- Expand health and dental centers in all schools

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*There will be increased engagement and enhanced learning.*

**Evidence:** How will we know this is "working"?

*There will be fewer behavior and nurse referrals. Academic assessment data will improve (5% improvement each year). Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to students' social emotional needs.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Promote use of the Essential Elements of Instruction document to focus on practices that are research-based.</i>	<i>Aug-June and beyond</i>	<i>All staff and administrators</i>	
<i>Instructional coaches provide job-embedded support for teachers to improve student outcomes</i>	<i>Aug-June</i>	<i>Instructional Coaches</i>	
<i>Enroll BTMES in the Dental Van program.</i>	<i>Oct</i>	<i>Director of Curriculum, BT nurses, Dental Van support persons</i>	

## 5. Promote Student Engagement and Ownership in Their Learning

Year 1	Year 2	Year 3	Year 4-5
<p>Develop Multi- Tiered Systems of Support (MTSS) initiative</p> <p>Expand student critical thinking skills</p> <p>Increase student ownership in accomplishing learning goals</p> <p>Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting (ongoing)</p>	<p>Consistently implement MTSS (ongoing)</p> <p>Ensure all students have access to a diverse array of co-curricular and club activities</p>	<p>Teachers work in Professional Learning Groups to develop interdisciplinary learning units (ongoing)</p>	<p>Monitoring</p>

### 22-23 Challenge:

***Student engagement overall has decreased; less ownership has led to less interest in learning.***

**Strategy:** What approach will we take to address this challenge?

- Develop Multi- Tiered Systems of Support (MTSS) initiative
- Expand student critical thinking skills
- Increase student ownership in accomplishing learning goals
- Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*There will be increased engagement and enhanced learning.*

**Evidence:** How will we know this is "working"?

*There will be fewer behavior and nurse referrals. Academic assessment data will improve (5% improvement each year). There will be a 5% improvement on attendance data each year. Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to students' social emotional needs.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Pilot a progress monitoring system for use with additional layers of support.</i>	<i>Sept-Nov</i>	<i>Special Services Directors, Director of Curriculum, Barre City Interventionists</i>	
<i>Promote use of the Essential Elements of Instruction document to focus on practices that are research-based.</i>	<i>Aug-June and beyond</i>	<i>All staff and administrators</i>	
<i>Administer PBIS climate surveys; data teams make recommendations based on the results.</i>	<i>2-3 times per year</i>	<i>Barre Students, staff, and families</i>	



## COMMITTEES

---

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

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

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

## **General Guidelines for Board Committees**

- Establish committees when it's apparent that issues are too complex and/or numerous to be handled by the entire board. Committees can make full use of board members' expertise, time, and commitment.
- For ongoing, major activities establish standing committees; for short-term activities, establish ad hoc committees that cease when the activities are completed. Standing committees should be included in board policy.
- Committees do not supplant the responsibility of the board; they assist the board in doing its job and report directly to the board. They do not direct or supervise staff. They do not speak or act for the board except when formally given such authority for a specific and time-limited purpose.
- The role of a board committee can be to prepare recommendations for the board, to decide that a matter doesn't need to be addressed by the full board if given the authority to do so, and/ or in some cases, to take on a significant project.
- The full board is responsible for decisions; board members rely on the diligence and thoughtfulness of committee recommendations. Anyone on the board can object, and the board can reject the recommendation or ask the committee to revise it.
- Committees may meet monthly, every two months, or less frequently. Standing committees should establish a regular meeting schedule.

Committees are public bodies subject to the Open Meeting Law. Committee meetings must be warned and minutes must be kept which become part of the official board record.