BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD RETREAT

April 12, 2023
4:00-8:00 p.m.
Barre City Municipal Auditorium, Alumni Hall, 16 Auditorium Hill, Barre, VT
There will be no virtual option for this meeting.

AGENDA

1. Call to Order (1 minute)

2. Additions or Deletions with Motion to Approve the Agenda (1 minute)

3. Comments for Items Not on the Agenda
    3.1.   Public Comment (4 minutes)
    3.2.   Student Voice(4 minutes)

4. Current Business
    4.1.   Group Activity (15 minutes)
    4.2.   Strategic Goals Review (1 hour)
    4.3.   Board Meetings (30 minutes) [Essential Work Tool Kit](#)
    4.4.   Committee Structure (30 minutes)
            Dinner Break (30 minutes)
    4.5.   Public Participation and Community Input (20 minutes)
    4.6.   Student Participation and Voice (30 minutes)
    4.7.   Group Activity Continued (15 minutes)

5. Next Meeting Date: Regular BUUSD Board Meeting, May 10, 2023 at 6:00 pm

6. Adjournment

BOARD MEETING NORMS
- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

BUUSD Strategic Plan Goal Matrix

As part of our district's strategic planning process, we identified 5 key goal areas that will drive our wo

Equitable Access to Learning Resource
Communications & Relationship Buildi
Curriculum & Career Pathways
Student Wellness
Student Engagement In Learning

Within each of these 5 goal areas, we have established a set of action steps and benchmarks that will help ground our mission and bring our vision to life. This goal matrix outlines our district's work for the next 5 years.

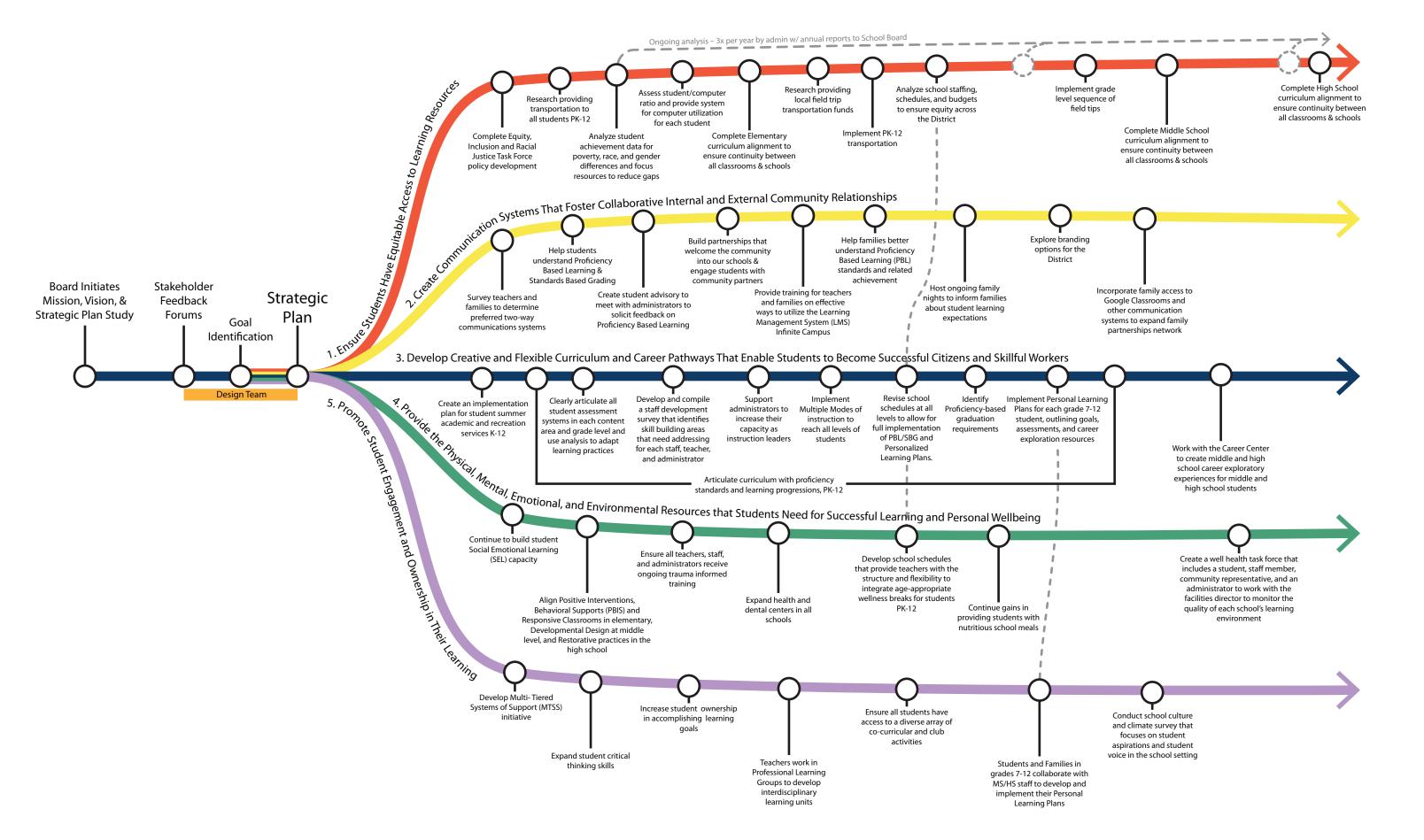| Legend |
|---|
| New Initiative |
| Existing Initiative |
| Board Role |
| Superintendent Role |
| Assistant Superintendent Role |
| New Budget Funds |

Strategic Plan Timeline

2019-20   **2020-21**   **2021-22**   **2022-23**   **2023-24**

Board Initiates Mission, Vision, & Strategic Plan Study

Stakeholder Feedback Forums

Goal Identification

Strategic Plan

Design Team

1. Ensure Students Have Equitable Access to Learning Resources

Ongoing analysis – 3x per year by admin w/ annual reports to School Board

- Complete Equity, Inclusion and Racial Justice Task Force policy development
- Research providing transportation to all students PK-12
- Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps
- Assess student/computer ratio and provide system for computer utilization for each student
- Complete Elementary curriculum alignment to ensure continuity between all classrooms & schools
- Research providing local field trip transportation funds
- Implement PK-12 transportation
- Analyze school staffing, schedules, and budgets to ensure equity across the District
- Implement grade level sequence of field tips
- Complete Middle School curriculum alignment to ensure continuity between all classrooms & schools
- Complete High School curriculum alignment to ensure continuity between all classrooms & schools

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

- Survey teachers and families to determine preferred two-way communications systems
- Help students understand Proficiency Based Learning & Standards Based Grading
- Create student advisory to meet with administrators to solicit feedback on Proficiency Based Learning
- Build partnerships that welcome the community into our schools & engage students with community partners
- Provide training for teachers and families on effective ways to utilize the Learning Management System (LMS) Infinite Campus
- Help families better understand Proficiency Based Learning (PBL) standards and related achievement
- Host ongoing family nights to inform families about student learning expectations
- Explore branding options for the District
- Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network

3. Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers

- Create an implementation plan for student summer academic and recreation services K-12
- Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices
- Develop and compile a staff development survey that identifies skill building areas that need addressing for each staff, teacher, and administrator
- Support administrators to increase their capacity as instruction leaders
- Implement Multiple Modes of instruction to reach all levels of students
- Revise school schedules at all levels to allow for full implementation of PBL/SBG and Personalized Learning Plans.
- Identify Proficiency-based graduation requirements
- Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources
- Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students
- Articulate curriculum with proficiency standards and learning progressions, PK-12

4. Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing

- Continue to build student Social Emotional Learning (SEL) capacity
- Align Positive Interventions, Behavioral Supports (PBIS) and Responsive Classrooms in elementary, Developmental Design at middle level, and Restorative practices in the high school
- Ensure all teachers, staff, and administrators receive ongoing trauma informed training
- Expand health and dental centers in all schools
- Develop school schedules that provide teachers with the structure and flexibility to integrate age-appropriate wellness breaks for students PK-12
- Continue gains in providing students with nutritious school meals
- Create a well health task force that includes a student, staff member, community representative, and an administrator to work with the facilities director to monitor the quality of each school's learning environment

5. Promote Student Engagement and Ownership in Their Learning

- Develop Multi-Tiered Systems of Support (MTSS) initiative
- Expand student critical thinking skills
- Increase student ownership in accomplishing learning goals
- Teachers work in Professional Learning Groups to develop interdisciplinary learning units
- Ensure all students have access to a diverse array of co-curricular and club activities
- Students and Families in grades 7-12 collaborate with MS/HS staff to develop and implement their Personal Learning Plans
- Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting

Barre Unified Union School District Strategic Plan Goal Matrix

(Goals are all of equal importance)

Goal 1 - Ensure Students Have Equitable Access to Learning Resources

Strategic Objectives	Action Step	Benchmarks	Implementation Timeline	Responsible for Monitoring Progress	Fund Source
1. A. Close student learning gaps by addressing poverty, race, and gender learning barriers	Analyze student achievement data for poverty, race, and gender differences and focus on delivery of Social Emotional, Universal Design, and Education Support Team resources to reduce assessment score differences	Professional Learning Groups monitor, monthly, student achievement progress on state and local assessments and improve growth in annual student achievement by 5% per year using SBAC, PNOA, Math Lab, Fountas and Pinnell, and Star 360 assessment systems	Principals, Superintendent & Curriculum Com. 3x per year 2021 Annual School Board Report	Principals Superintendent School Board MTSS Coordinator	School Budget Covid Funds
	Research cost/benefit analysis for providing transportation to all students for academic and co-curricular	Use bus routing software to analyze the most efficient way to integrate high school bus routes and integrate high school and middle school	2022	Business Manager	School Budget Covid Funds

	activities	co-curricular activities			
	Research cost/benefit analysis for providing local field trip transportation funds	Establish grade level sequence of field trips to access Barre learning resources like the Granite Museum, Opera House, History Museum...	2023	Business Manager	School Budget
1.B. Ensure all students and staff have access to quality learning resources	Assess curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues	Complete Equity, Inclusion and Racial Justice Task Force policy development work	2021	School Board	School Budget
	Continue PK-12 and grade level curriculum alignment and ensure continuity between all classrooms and schools	Align with staff development plan to meet goal	Elem - 2022 MS - 2023 HS - 2024	Superintendent Assistant Superintendent	Covid Funds
	Analyze school staffing, schedules, and budgets to ensure equity across the District	Update and adopt Board Policy and Administrative Procedures		Principals	School Budget
	Assess student/computer ratio and conduct analysis to provide system for updating computer utilization for each student, PK - 12	Develop multi-year Total Cost of Operation (TCO), which includes hardware purchase, training, and maintenance expense. Include funding needs in a three year budget projection cycle	2021	Technology Director and Business Manager	School Budget Covid Funds

		Align with staff development plan to meet goal	2021 - 2026	Assistant Superintendent	School Budget
		Help families access affordable internet resources Provide family training for home computer use	2021 - 2022	Technology Director and Principals Partner with Government Agencies	Possible Legislative Remedy Covid Funds
		Continue to update technology infrastructure	2022	Technology Director	School Budget

Goal 2 - Create Communication Systems That Foster Collaborative Internal and External Community Relationships

Strategic Objectives	Action Step	Benchmarks	Implementation Timeline	Responsible for Monitoring Progress	Fund Source
2.A. Improve communications between families and schools	Survey teachers and families to determine preferred two-way communications systems	Work with administrators and teachers to develop and coordinate monthly targeted communications with families	2021	Communications Director	School Budget

| | Provide training for teachers and families on effective ways to utilize either the current or a new Learning Management System (LMS) Infinite Campus | Monitor trends of teachers and families who electronically access the Learning Management System | 2022 | Principals | School Budget

Possible Covid Funds |
|---|---|---|---|---|---|
| | Help families better understand Proficiency Based Learning (PBL) standards and related achievement | Utilize periodic family surveys to gauge PBL understanding and for educators to receive family feedback | 2022 | Principals and Teachers | |
| | Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network | Provide annual family training and monitor family access trends | 2023 | Technology Director | |
| 2.B. Engage families and community about curriculum goals and student learning outcomes | Help students understand the how and why of Proficiency-based Standards learning

Create student advisory to meet with principals and central office administrators to solicit feedback on Proficiency-based Learning process

Host ongoing family | Conduct and analyze periodic student and family surveys

Monitor attendance trends at public and virtual meetings to address goals of Proficiency-based Standards system. Use family feedback to modify communication strategy

Receive School Board | 2021

Annually

Annually | Principals

Communications Director Special Services Director

School Board | School Budget

Title I Funds |

	nights to inform families about student learning expectations Build partnerships that both welcome community into our schools and engage students with community partners	feedback to either reinforce or modify family and community communication strategies		Principals	
2.C. Explore branding options for the District	Research District name change rules, articles of agreement with the Agency of Education Research process for a District name change and the impact on the Business Office	Seek advice from Tech Center staff on their branding process. Explore options for working with a branding consultant. Research availability of possible local businesses with branding expertise that might donate resources Create a task force and timeline to study possible new District name and identity branding themes	2023	Communications Director Business Manager	School Budget

Goal 3 - Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers

Strategic	Action Step	Benchmarks	Implementation	Responsible for	Fund Source

Objectives			Timeline	Monitoring Progress	
3.A. Provide summer academic and recreation services for students	**Create an implementation plan for student summer academic and recreation services K-12**	**Contract with the YMCA to operate summer academic and recreational camps with a focus on social emotional learning, school-based academic intervention, high school recovery, and provide meal services for 200 students**	**2021**	**YMCA Coordinator**	**Covid Funds**
3.B. Complete detailed student assessment framework	**Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices**	**Professional Learning Groups assess all curricular areas and student needs during monthly data meetings. Weekly staff meetings focus on equity, social emotional learning work. Coordinate assessment work with Improving Student Learning Team (ISL)comprised of teachers, administrators and curriculum leaders** **Periodic Board monitoring reports**	**2021** **Ongoing and formally 3x per year**	**MTSS Coordinator** **Assistant Superintendent** **Teachers** **School Board**	**Covid Funds** **School Budget**
3.C. Implement Multiple Modes of instruction to reach all levels of students (Ex: Universal Design	**Provide learning resources that meet diverse student learning needs**	**Align with staff and administrative development plan to meet goal**	**2022**	**Assistant Superintendent** **Principals**	**School Budget**

				MTSS Coordinator	
for Learning (UDL) in all classrooms)				MTSS Coordinator	
3.D. Expand alternative pathways to graduation	Identify Proficiency-based Standards graduation requirements	Assess the current baseline. Increase number of alternate pathway graduates by 5% annually	2023	Assistant Superintendent HS Principal	School Budget
3.E. Create clear scope and sequence and aligned curriculum	Articulate curriculum with proficiency standards and learning progressions, PK-12 Revise school schedules at all levels to allow for final implementation of Proficiency Based Learning/Standards Based Grading and Personalized Learning Plans. Incorporate times for retesting/reteaching and personal exploration for students.	Post on school websites Expectations communicated through online student, teacher, and family handbooks School Board Reports at Board Curriculum Committee Administrators work with Professional Learning Groups to ensure consistency across all classrooms and schools PBL and PLP implementation	2023 Annually	Assistant Superintendent Principals Teachers School Board Principals Assistant Superintendent	School Budget
3.F. All students by the end of grade three meet or exceed learning standards in math and literacy	Teachers provide intervention services and additional supports for students behind grade level	Assess grade level learning and determine what additional interventions need to be implemented	Annually	MTSS Coordinator Interventionists Teachers Principals	School Budget Covid funds

3.G. Create Personal Learning Plan (PLP) for all students in grades 7-12	Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources	Students and families establish individual goals based on personal, academic, and career interests	2023	Guidance Office and Advisors	School Budget
3.H. Provide age appropriate career cluster exposure in the curriculum for middle and high school students	Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students	Align with middle and high school students Personal Learning Plan goal needs	2024	Guidance Office and Advisors Technical Center Assistant Director Principals/Guidance	School Budget
3.I. Provide all staff and administrators with deep investments in training, professional development, and support	Align with staff and administrative development plan to meet goal	Develop and compile a staff development survey that identifies skill building areas that need addressing for each staff, teacher, and administrator	Annually	Assistant Superintendent	School Budget Grants Covid Funds
3.J. Support administrators to increase their capacity as instruction leaders	Include this priority in every administrators annual goal plan	Annually monitor the number of classroom walk throughs and formal teacher evaluations	Annually	Superintendent	School Budget

Goal 4 - Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing

Strategic Objectives	Action Step	Benchmarks	Implementation Timeline	Responsible for Monitoring Progress	Fund Source
4.A. Provide social emotional learning resources for students across all grades	Align Positive Interventions, Behavioral Supports (PBIS) and Responsive Classrooms in elementary, Developmental Design at middle level, and Restorative practices in the high school	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2021	Principals Assistant Superintendent	School Budget and Covid Funds
4.B. Staff acquire skills and resources to support the diverse academic and social learning needs of all students	Ensure all teachers, staff, and administrators receive ongoing trauma informed training	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2022	Special Services Director Assistant Superintendent Principals	School Budget

	Continue to build student Social Emotional Learning (SEL) capacity	Assess current student behavior referrals and reduce behavior referrals by 5% annually	Annually	Special Services Director Assistant Superintendent	School Budget
4.C. Provide access to health and dental services for all students	Expand health and dental centers in all schools	Work with State Agencies to expand health and dental services in grades 9-12	2022	Superintendent, Principals, Facilities Director, and Nurses	Covid Funds
4.D. Focus on student wellness issues that include physical activity and nutrition	Develop school schedules that provide teachers with the structure and flexibility to integrate age-appropriate wellness breaks for students PK-12 Continue gains in providing students with nutritious school meals	Employee skill building integrated within the staff development plan. Staff workshops and courses correspond to program implementation timelines Food service director work with a nutritionist to ensure meals are healthy Food service director work with local food network	2023	Physical Education, Health Teachers, School Nurses, and Principals Nurses Health Teachers Food Service Director	School Budget
4.E. Assess school facilities for healthy building factors, i.e. air quality, water quality, light, noise, temperature, cleaning, and science	Create a well health task force that includes a student, staff member, community representative, and an administrator to work with the facilities director to monitor the	Establish an acceptable baseline for each school's well health assessment data and develop a timeline for complying with state, federal, and international norms and	2024	Facilities Director Principals	Covid Funds School Budget

| lab chemicals, etc. | quality of each school's learning environment | regulations

Work with the International Well Health Institute to learn about and establish building safety norms https://wellhealthsafety.com/ | | | |

Goal 5 - Promote Student Engagement and Ownership in Their Learning

Strategic Objectives	Action Step	Benchmarks	Timeline	Who is Responsible for Monitoring Progress	Additional Funds Needed and Source(s)
5.A. Create integrated interdisciplinary units of learning	Teachers work in Professional Learning Groups to develop interdisciplinary learning units	Students show 3% annual growth in local and state student assessment results	Annually	Teachers Principals	School Budget
5.B. Increase student ownership in accomplishing learning goals	Continue executive functioning skill building for students Help students develop self confidence and perseverance skills	Identify current baseline trend and increase student attendance and graduation rates by 3% per year	Annually	Teachers Principals	School Budget

5.C. Expand student critical thinking skills	Help students acquire information gathering skills that separate facts from fiction	Increase student problem solving assessment data by 5% annually in writing, allied arts, and science...	Annually	Teachers Principals	School Budget
5.D. Develop Multi-Tiered Systems of Support (MTSS) initiative	Hire MTSS Coordinator to perform Recovery Plan Coordinator duties	Identify current baseline trend and decrease learning gaps for identified groups by 5% per year	2021	AOE required MTSS Recovery Coordinator Special Services Director	COVID funds
	Incorporate MTSS staff training in District Staff Development plan	Hire a Multi-tiered Systems of Support coordinator to align MTSS systems within and between schools	2022	Special Services Director Assistant Superintendent	Covid funds
5.E. Develop a system that promotes student voice	Ensure the curriculum and after school activities provide opportunities for students to build personal confidence by advocating for their self-interest and to engage in leadership development and public speaking experiences. Ensure all students have access to a diverse array of co-curricular and club activities	Partner with students and families to identify both competitive and collaborative co-curricular clubs, activities, and athletic programs that flexibly meet the individual and team interests of students	2023	Advisors Teachers	

5.F. Assess school culture and climate from student, teacher, and family perspectives	Conduct a school culture and climate survey that focuses on student aspirations and student voice in the school setting	Possible resources - Quaglia Institute Student, Parent, and Teacher Voice and Aspirations surveys: https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd Use survey data to inform school policy and instructional practices	2023	Superintendent	Covid Funds School Budget
5.G. Create a Personal Learning Plan (PLP) for all students in grades 7-12	Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources	Students and families collaborate with MS/HS staff to complete career interest inventories and use data to develop/update PLPs. Students and families identify PLP goals based on personal, academic, and career interests.	2023	Guidance Office Advisors Principals	School Budget

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

January 9, 2020
PROCEDURE
Board and Board Committee Operation

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

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

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

_____ BOARD MEETING
DATE & TIME
LOCATION

Sample Agenda

1.0 Call to Order

2.0 Adjustments to the Agenda **5 mins**.
(The purpose of this agenda item is to provide the board and administration an opportunity to make changes to the agenda.)

3.0 Public Comment **10 mins.**
(The purpose of this agenda item is to provide the general public an opportunity to address the board on matters not on the agenda. Neither the board nor the administration will be able to discuss the matter beyond determining what the next steps are, if any, for providing an opportunity for discussion at a future meeting or to refer the matter to the appropriate individual/group to address it.)

4.0 Focus on Student Learning – Presentation **30 mins.**
(The purpose of this agenda item is to provide an opportunity for the administration to provide information on an area of focus for the board regarding student learning/student outcomes.)

5.0 Discussion Matters **30 mins.**
(The purpose of this agenda item is to provide board members with an opportunity to discuss an issue that the board will take action on at a future date. Any action to be taken, if any, would occur at a future meeting.)

6.0 Reports to the Board **20 mins.**
(The purpose of this agenda item is to provide board and administration representatives an opportunity to report out on the current status of issues being monitored by the board, including reports of board committees. There may not always be a report from each group or on every issue if there have not been any changes since the last time this was on the agenda.)

7.0 Action Matters **15 mins.**
(This portion of the agenda is related to items the board anticipates it will take action on at this meeting. Please refer to the following Robert's Rules of Order chart for the types of action the board takes at its meeting.)

8.0 Consent Agenda **5 mins.**
(The purpose of this agenda item is to allow the Board to vote on business items without discussion prior to voting as provided under Robert's Rules of Order.)

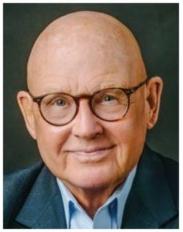**9.0 Confirm Next Meeting Dates** **5 mins.**
10.0 Future Agenda Items

11.0 Adjourn

A Reliable Bulwark Against Board Micro-Management

"BUT WON'T SCHOOL BOARD standing committees actually invite board members into the weeds to micro-manage?"

I've heard various versions of this question countless times over the years in my educational programs on the board-superintendent relationship, including at my preconference session at AASA's 2022 national conference. My response is basically this: "Yes, some committees might indeed invite board micro-management, but really well-designed committees have proved to be a reliable bulwark against board members meddling in administrative and programmatic details that are the preserve of the superintendent and her administrative staff."

DOUG EADIE is president of Doug Eadie and Co. in Clearwater, Fla. E-mail: doug@dougeadie.com. He is author of *Building a High-Impact Board-Superintendent Partnership*.

> "The appearance on the K-12 scene in recent years of **a new breed of board member** has increased the risk of board micro-management."

The great majority of board members I've encountered over the past two decades understand that standing committees are far more practical vehicles than the regular board business meeting for meaningful engagement in shaping such governing products as the annual budget. But experience has taught us that committees can serve the purpose of meaningful engagement only if they are aligned with broad governing functions that cut across all district administrative units and educational programs, such as strategic and operational planning, performance monitoring and external relations.

What are popularly known as "silo" committees, which are aligned with particular administrative and educational functions (e.g., finance, human resource management, pupil services or curriculum and instruction), actually lower the sights of board members, inviting them into the weeds of micro-management and turning them into technical advisers rather than high-level governors.

Three Factors

Ehren Jarrett, superintendent of Illinois' Rockford Public Schools, the state's third-largest school district, believes his board's four standing committees serve as highly effective vehicles for meaningful board member engagement that rises well above micro-management: governance, planning and development, performance monitoring and internal/external stakeholders.

Ehren says three key elements, in addition to their functional design, ensure the success of Rockford's board committee structure in terms of fostering meaningful board member engagement and deterring micro-management:

▶ **Adaptation to the Rockford board's unique circumstances.** The school board opted not to establish standalone standing committees that hold separate meetings but rather to conduct monthly committee-of-the-whole sessions involving all board members. These sessions are divided into standing committee segments, each chaired by a different board member.

▶ **Strong executive support.** As the district's CEO, Ehren has made governance a top-tier executive priority. He plays a hands-on leadership role as a member of the governance committee, which is responsible for overseeing board operations.

Ehren also has assigned a member of his cabinet to serve as staff liaison to each standing committee, responsible for leading the committee agenda development process, coordinating the preparation of information for committee meetings and ensuring each committee chair is well-prepared to lead committee proceedings.

▶ **Systematic expansion of board ownership of the committee process.** You won't find any of those notorious committee chairs for life. Committee chair positions are rotated annually under the aegis of the governance committee, widening ownership of the committees and sharpening the leadership skills of board members.

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.

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

January 9, 2020
PROCEDURE
Public Comment at Board Meetings

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

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

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

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

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