

**Addendum**  
**BUUSD Board Meeting**  
**June 28, 2023**

# Superintendent Evaluation Service Agreement

Between

**Barre Unified Union School District**

And

**Vermont School Boards Association**

## I. Purpose

The Vermont School Boards Association (Association) and the Barre UUSD (Board) mutually agree to the following terms and conditions to provide evaluation services of the superintendent of schools.

## II. Scope of Service

The Vermont School Boards Association will provide comprehensive assistance to the Board in its evaluation of the superintendent of schools by facilitating meetings, organizing and documenting the evaluation process. The Association staff agrees to work with the Board and superintendent to:

- Establish goals for the evaluation with the board and superintendent
- Review source documents which establish the expectations of the superintendent
- Develop a work plan with timeline for meeting goals and expectations
- Develop the evaluation criteria and the method for collecting information
- Develop and document the process which will be used for gathering information
- Collect input from board members on evaluation criteria
- Collate responses and summarize information
- Provide summary to the Board for review
- Conduct a review meeting with the board chair together with the superintendent
- Facilitate discussion of feedback and reflections from the board members and the superintendent
- Develop agreement on the key themes of the review, as well as key goals for the coming year
- Support the development and documentation of the final version of the evaluation, which includes specifically agreed upon priorities for the coming year
- Help with drafting and formatting of the final report

## III. Conditions

- A. The Association will provide the identified evaluation services on behalf of the Board.
- B. The Association staff will work with the Board to complete the evaluation process.
- C. The services and advice furnished by the Association do not constitute the rendering of legal advice. The Board shall obtain any required legal opinions from its counsel.
- D. The Board agrees for itself, its employees and agents not to assert any claim or institute any legal proceedings against the Association, its officers or employees based upon services or advice furnished under this agreement. However, this paragraph does not apply to the failure on the part of the Association to perform the services stated within this agreement or to any intentionally wrongful act or failure to act in connection with performance under this contract. Such liability of the Association for failure of performance shall not exceed the amount of the fee stated within this agreement.

- 44 E. The Association will continue to provide oversight and quality control throughout the scope of  
45 the evaluation process.
- 46 F. Should the assigned staff member become, for any reason, unable to fulfill the assignment as  
47 agreed, the Association will meet the obligations of this agreement with a qualified substitute.
- 48 G. This contract may be terminated by the Board or by the Association. Notification will be  
49 communicated in writing thirty (30) days in advance to all parties explaining the reason(s) for the  
50 termination and presenting a proposed resolution (if desired).
- 51 H. Once the evaluation process has been completed, the Association will distribute and compile a  
52 client satisfaction survey to evaluate the effectiveness of the Association services provided during  
53 the evaluation.

54

55 **IV. Fees and Payment Schedule**

- 56 A. In consideration for the services described herein, the Board agrees to pay the Association a fee  
57 of **\$1,500**, one-half of which will be due thirty (30) days after signing the evaluation contract, with  
58 the remainder due within thirty (30) days of completion of this agreement.
- 59
- 60 B. Provided, however, that if the Board terminates or suspends its evaluation before completing the  
61 process, the Board shall pay the Association **\$120** dollars per hour, up to a maximum of \$1,000,  
62 for services provided. In the event that the Board terminates or suspends the evaluation, and  
63 the Association has not provided services resulting in a fee equal to the initial installment paid by  
64 the Board, the Association will return the balance to the Board within thirty (30) days of  
65 notification by the Board that it has terminated or suspended the evaluation.

66

67 **V. Duration**

68 The terms and conditions of this agreement and commitments begin on the date signed by both parties  
69 and terminate upon:

- 70 1. Completion of the evaluation process by the Association no later than October 2, 2023
- 71 2. Suspension of the evaluation by the Board
- 72
- 73
- 74

75 

76 \_\_\_\_\_

77

78 Sue Ceglowski, Executive Director, VSBA

6/26/23

\_\_\_\_\_  
Date

79

80

81

82

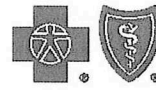
83 \_\_\_\_\_

84 Giuliano Cecchinelli, Barre UUSD Chair

\_\_\_\_\_  
Date



3. Request to Add



**BlueCross BlueShield**  
of Vermont

An Independent Licensee of the Blue Cross and Blue Shield Association.

# **HEALTHY SU PROGRAM 2023-24**

## **Application Renewal**

***A VEHI PATH / BCBSVT Partnership***

**APPLICATION DEADLINE:**

**Friday, June 30, 2023**



## Healthy SU ABOUT THE PROGRAM

Healthy SU is an **in-depth** employee wellness initiative focused on helping school employees live their best lives in safe and healthy environments.

In partnership, VEHI PATH and BCBSVT will work with your Supervisory Union/School District to:

- 1) Create an **Action Plan** and
- 2) Provide **Funding\*** and **Resources**

to help support your wellness initiatives based on your SU/SD's health data.

**If your SU/SD is interested in re-applying for this program for the 2023-24 school year, carefully review this packet, complete the Application with required Signatures of Commitment (pages 9 - 11) and submit them to VEHI by the deadline.**

**Completed Applications must be received by the end of the workday on Friday, June 30, 2023.**

\*Funding and best practice resources will be determined during action planning. Funding will:

- Be based largely on the size of the SU/SD's Full Time Equivalents (FTEs)
- Be for planning purposes, estimate \$20 per FTE
- Support an ongoing, sustainable annual wellness program



## Healthy SU PROGRAM REQUIREMENTS

To apply for this program a Supervisory Union/School District **MUST AGREE** to the following criteria:

### CORE PROGRAM REQUIREMENTS:

#### 1. Consultant/Wellness Team Meetings

Your SU/SD's VEHI Champion and each VEHI Wellness Building Leader **must agree to meet** with one or both of our consultants a **minimum of four times** between **September 2023 and June 2024**. These meetings will focus on the creation and implementation of your SU/SD's Action Plan.

#### 2. Goal Requirement

Your Healthy SU/SD team must outline three (3) goals for the 2023-24 school year. Goals must address each of the following topics:

- Musculoskeletal Disorders\*
- Complications Related to Excessive Stress\*
- A Wellbeats Campaign

\*You may use Wellbeats to address these goals.

### ADDITIONAL LEADERSHIP REQUIREMENTS:

1. **Administrators** at each school and at the SU/SD level **must agree** to provide **30 minutes** of employee wellness programming at a minimum of **one in-service** during the 2023-24 school year. For ideas relevant to your population's needs refer to the three campaign menus that VEHI Champions and Building Leaders can access through their **PATH Organization Admin** accounts. (Campaigns: PATH Strong, Peace of Mind, and Eat for Health)
2. **Administrators agree** to provide at least **five minutes** for employee wellness announcements and activities on staff meeting agendas.
3. **Administrators agree** to support programming and wellness team efforts to build healthy cultures and lifestyles at work.



#### TERMS OF REIMBURSEMENT:

The SU/SD's VEHI Champion must obtain approval from the VEHI PATH/BCBSVT consultants **before** any purchases are incurred. Once approved and programming is carried out, VEHI will **reimburse the SU/SD (not individuals or vendors)** provided all receipts are submitted to the VEHI office. Reimbursements for expenditures may only be submitted once during each month. June 1, 2024 will be the absolute deadline for the 2023-24 school year.

#### SIGNATURES OF COMMITMENT:

To ensure everyone is in support of the Healthy SU program requirements, we have attached a Commitment of Signatures document (pages 9-11). All signatures are required and must accompany your application for it to be considered.

Please do not hesitate to contact us with any questions.

Sincerely,

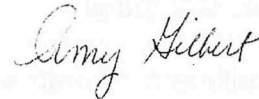
Gillian Pieper, Health Promotion Specialist  
VEHI PATH



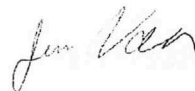
Ashley Johnson, Wellness Program Coordinator  
VEHI PATH



Amy Gilbert, Wellness Program Coordinator  
VEHI PATH



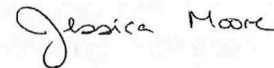
Jessica Valler, Program Assistant  
VEHI PATH



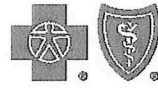
Kimberly Langlais, Health and Wellness Program Consultant  
BCBSVT



Jessica Moore, Health and Wellness Program Consultant  
BCBSVT



## Healthy SU APPLICATION RENEWAL FORM FOR:



**BlueCross BlueShield  
of Vermont**

An Independent Licensee of the Blue Cross and Blue Shield Association.

Barre Unified Union School District

(Name of SU/District)

1. Why does your SU/SD want to rejoin the Healthy SU Program?

We would like to increase access to programs, training, and individuals to assist our staff with health and wellbeing. Specifically compassion fatigue, burnout, etc.

2. How many Full Time Equivalent (FTE) employees does your SU/SD currently have? 550

3. Please list the challenges your employees currently face.

Mental Health issues + wellness  
work related stress, sleep issues, ergonomics

4. Being part of Healthy SU requires collaboration between the Champion and all Building Wellness Leaders. Do you believe your team can continue to work together? Yes or No. Please explain.

Yes, everyone has the goal to improve and advance the health and mental wellbeing of our staff.

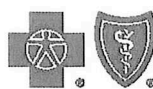
5. How will you plan to work with leadership to support your Healthy SU team?

We will collaborate with all stakeholders in the process to involve all who will participate in making a good outcome

6. In addition to the required goals (refer to #2 on page 5) are there additional goals or objectives you would like to focus on during the 2023-24 school year? Using the example on page 8, respond in the boxes provided.

Joint pain issues / Ergonomics - Chronic Health issues





**BlueCross BlueShield  
of Vermont**

An Independent Licensee of the Blue Cross and Blue Shield Association.

## EXAMPLE

**GOAL:**

Reduce the consumption of processed sugar drinks by school employees during the workday.

**OBJECTIVE(S):**

- 1) 25% of FTE employees in the Supervisory Union/District will attend one educational session entitled "Healthy Hydration" taught by a registered dietician on February 15, 2024.
- 2) 25% of FTE employees in the Supervisory Union/District will take the "Healthy Hydration Pledge" between March 1 and March 31, 2024.
- 3) By June 30, 2024 30% of our school buildings will no longer have vending machines that contain soda or sports drinks.

**RATIONALE:**

- 1) Based on our SU's Healthy Life Survey results, 60% of employees reported struggling with weight issues.
- 2) Based on BCBSVT claims data, 20% of employees have had a claim in the past year specific to complications from Type 2 diabetes.

**GOAL #1:** reducing work related stresses, such as burnout & compassion fatigue

**OBJECTIVE(S):**

50% of staff to attend a work related program addressing this.

**RATIONALE:**

Stress leads to significant health issues.  
Physical + Mental

**GOAL #2:** Building long-term programs to help + promote Mental Health

**OBJECTIVE(S):**

100% of staff to have access to these programs

**RATIONALE:**

Based on what is seen, we need throughout the district



## Healthy SU SIGNATURES OF COMMITMENT

Signatures of Commitment are required and must accompany your Application.

**Name of Supervisory Union/School District:**

Barre Unified Union School District

Signatures indicate the combined commitment to promoting the Healthy SU Initiative within the workplace community.

**Superintendent:**

Print Name: Chris Hennessey

Signature: Christopher Hennessey

Email: chenbsu@buusd.org

☒ Check this box to indicate your understanding that all Healthy SU reimbursements will be made payable directly to our SU/SD. VEHI will NOT make checks payable to vendors, VEHI Champions or VEHI Building Leaders.

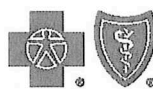
**Business Manager:**

Print Name: Lisa Perreault

Signature: \_\_\_\_\_

Email: lperrbsu@buusd.org

☐ Check this box to indicate your understanding that all Healthy SU reimbursements will be made payable directly to our SU/SD. VEHI will NOT make checks payable to vendors, VEHI Champions or VEHI Building Leaders.



**BlueCross BlueShield  
of Vermont**

An Independent Licensee of the Blue Cross and Blue Shield Association.

**School Board Chair:**

Print Name: Giuliano Cecchinelli II

Signature: \_\_\_\_\_

Email: gcecchinelli@buusd.org

**Principal(s):**

Print Name: Brenda Waterhouse

School Name: Barre City Elementary and Middle School

Signature: \_\_\_\_\_

Email: bwatebce@buusd.org

Print Name: Jennifer Nye

School Name: Barre Town Middle and Elementary School

Signature: \_\_\_\_\_

Email: jnyebte@buusd.org

Print Name: Luke Aither

School Name: Spaulding High School

Signature: \_\_\_\_\_

Email: laithshs@buusd.org

Make copies of this page for additional Principal signatures.



**BlueCross BlueShield  
of Vermont**

An Independent Licensee of the Blue Cross and Blue Shield Association.

**Local Association VT NEA Representative:**

Print Name: Brendan Eaton

Signature: \_\_\_\_\_

Email: breatshs@buusd.org

**VEHI PATH Wellness Champion:**

Print Name: Laura Thygesen

Signature: \_\_\_\_\_

Email: lthygbte@buusd.org

**VEHI PATH Building Wellness Leader:**

Print Name: Jessica Maurais

School Name: Barre City Elementary and Middle School

Signature: \_\_\_\_\_

Email: jmaurbce@buusd.org

**VEHI PATH Building Wellness Leader:**

Print Name: Elizabeth Bicknell

School Name: Spaulding High School

Signature: \_\_\_\_\_

Email: ebickshs@buusd.org

Make copies of this page for additional Building Leader signatures.



**BlueCross BlueShield  
of Vermont**

An Independent Licensee of the Blue Cross and Blue Shield Association.

**Local Association VT NEA Representative:**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Email: \_\_\_\_\_

**VEHI PATH Wellness Champion:**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Email: \_\_\_\_\_

**VEHI PATH Building Wellness Leader:**

Print Name: Jessie Casavant

School Name: Barre Town Middle and Elementary School

Signature: \_\_\_\_\_

Email: jcasabte@buusd.org

**VEHI PATH Building Wellness Leader:**

Print Name: Joe Kill

School Name: BUUSD Central Office

Signature: \_\_\_\_\_

Email: jkillbsu@buusd.org

Make copies of this page for additional Building Leader signatures.



**BlueCross BlueShield**  
**of Vermont**

An Independent Licensee of the Blue Cross and Blue Shield Association.

## **Healthy SU APPLICATION SUBMISSION**

Return your completed Application and Signatures of Commitment to VEHI PATH via email, fax or snail mail.

**Email:** [amy@vsbit.org](mailto:amy@vsbit.org) or [ashley@vsbit.org](mailto:ashley@vsbit.org)

**Fax:** 802-229-1446 (Attn: Amy or Ashley)

**Mail:** VEHI PATH  
Attn: Amy or Ashley  
52 Pike Drive  
Berlin, VT 05602

**APPLICATION DEADLINE:**

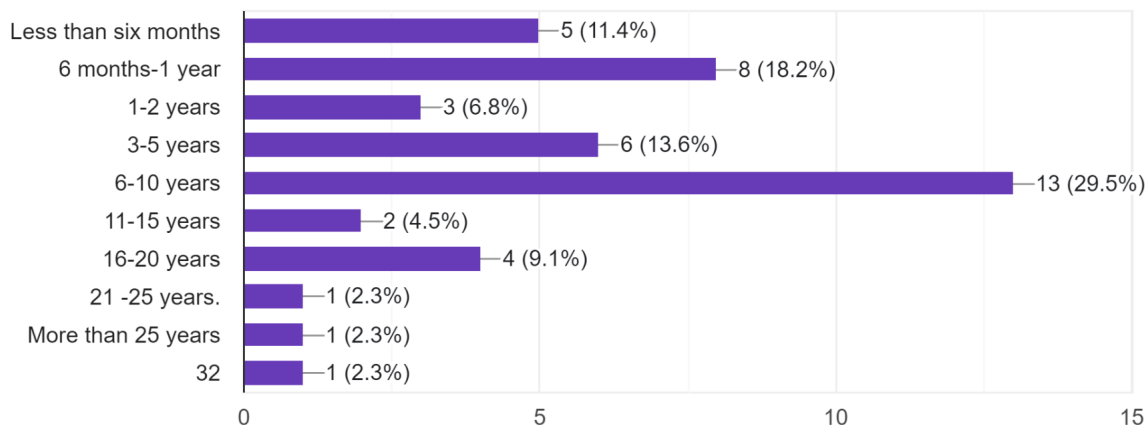
**FRIDAY, JUNE 30, 2023**

## BUUSD School Year 2022-2023 Exit Interview Summary

44 Total Responses (not all questions answered by all 44. "NA"s have been removed from text)

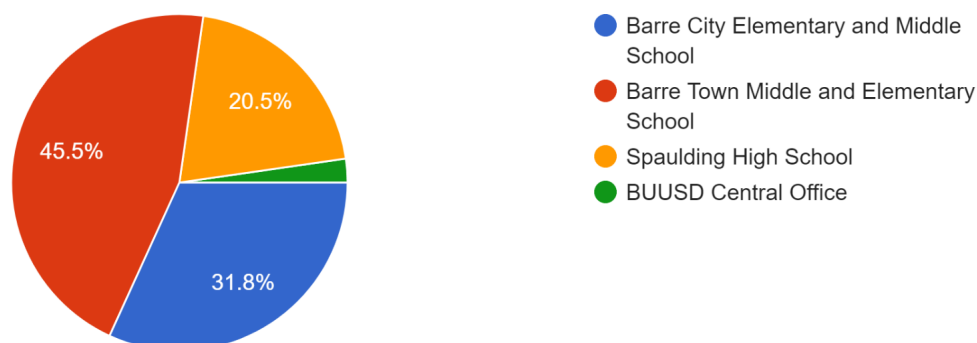
### Approximately how long have you worked for the district?

44 responses



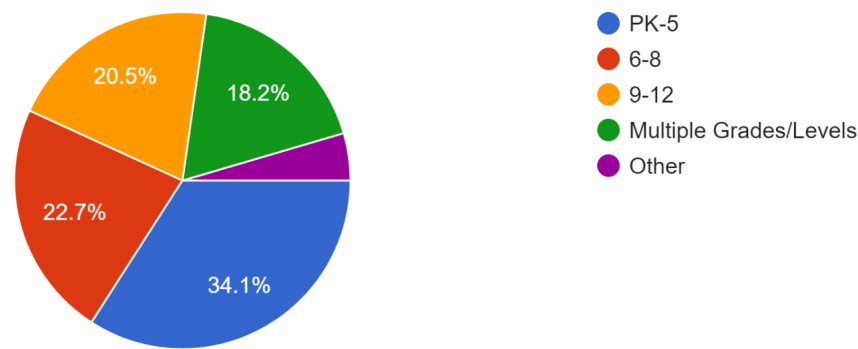
### School

44 responses



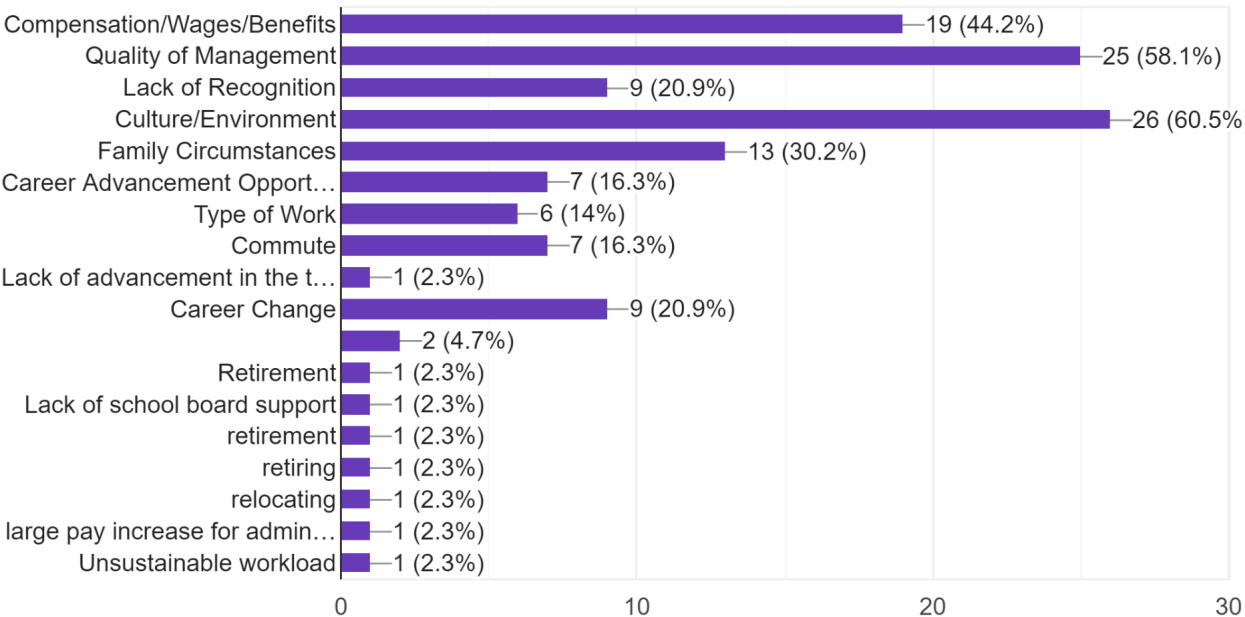
What grade band below best captures the position you are leaving?

44 responses



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

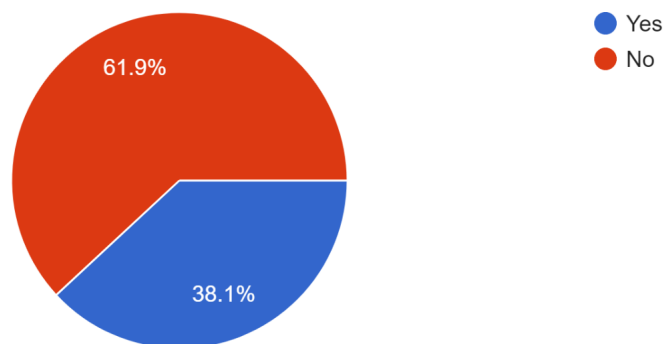
43 responses





Are you going to another school district in Vermont?

42 responses



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

No

Matt Fedders, the superintendent at my new SU is well known for being the best superintendent most teachers say they have ever worked for. He has a background in law, which helps him to more clearly understand laws and conflicts that arise. Additionally, he stands by his teachers and administration, listens to their concerns, and takes action. I am also looking forward to being in a district where there is fewer staff, and I know that my voice will be heard and respected. I'm also aware of administration in this district stepping up to protect teachers when parents become belligerent or unreasonable. This district would NEVER allow someone to yank their child from my class only, because they didn't like me or my teaching style. This is something that happened more than once at BCEMS and it was incredibly undermining and disrespectful.

Northfield, more money, principal support of preschool students and programming.

Winooski School District - location, much closer to home.

I am still looking, but I am hoping to find a place closer to home that pays more.

I don't have a job yet. I am hoping to stay in education to protect my pension.

Champlain Valley School District (CVSD). The distance, salary, funding, and organization attracted me to the district.

I am looking for a new district closer to where I live with hopefully a more equitable and positive culture.

Missisquoi Valley Union High School I'm returning to my alma mater due to amazing progress the district has made over the past few years. They have made retaining their teachers a priority. They have amazing professional development opportunities and contracts with places like the Echo Center in Burlington. They have also been working to raise the base pay for their teachers over the past decade.

I was looking to leave education entirely, however, due to U32's proximity to where I live, I decided to give teaching another try in another district.

Central VT Supervisory Union. I was attracted to the idea of working with an administrator that I respect.

I accepted a middle school science teacher position at U-32 Middle & High School. I have friends who work there and speak highly of it. The same is true for colleagues and friends who have children attending U-32. It provided me a shorter commute, an ample science budget, a significant salary increase, and a school board-school relationship that doesn't feel so adversarial.

Washington Central Unified Union SD. They believe in less students, they try to keep it to about 8 students maximum for each special educator. For intensive needs special educators, the number on each case load would be much less. I was attracted to this position when I learned there would be 3 students on my caseload.

Montpelier Roxbury School district. They have a community that is more supportive of education. They are also recognizing that students' mental and emotional health is struggling and are willing to put in the money, time, resources, and effort into helping them.

A different school culture, more pay, and an opportunity to consolidate my households commutes to work.

It will bring me closer to my children.

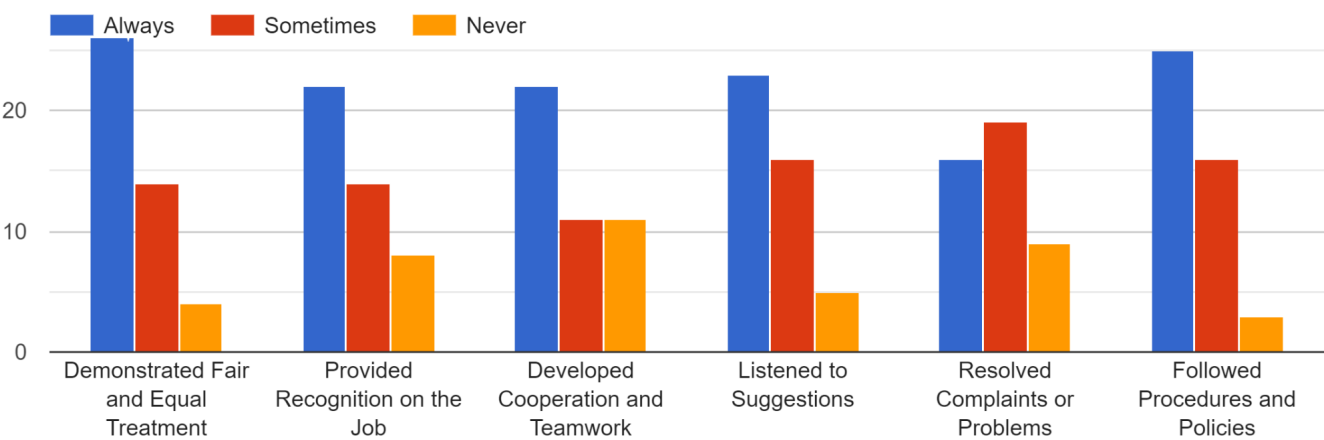
They will pay me more. The administration seems to have a clear vision. At Spaulding administration has pretty much given up.

An opportunity to work in a school with a clear vision and culture of teacher empowerment, student centered learning and decision making. A supportive community and a fresh start.

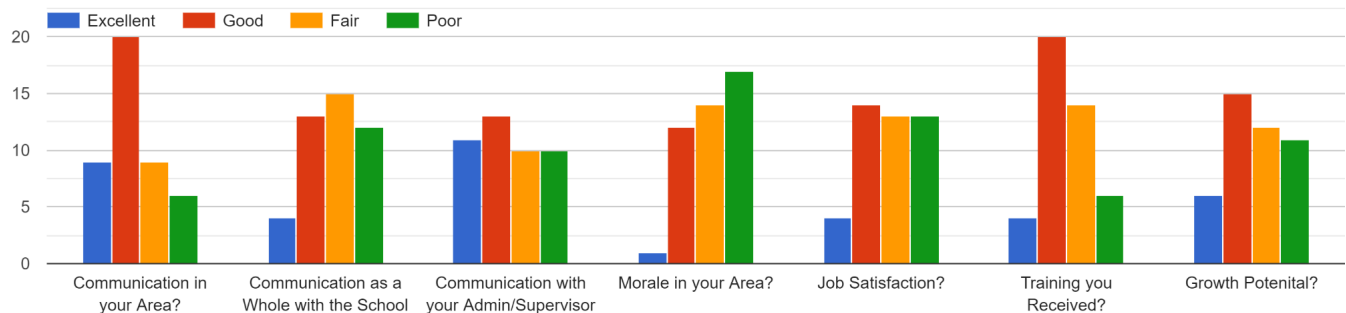
I am looking, but have not yet found something. Proximity to my house is a main factor, but also wages.

I will be joining Williamstown. They had a 7-10 dollar wage increase.

What did you think of your Supervisor in regard to the following?



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



### How would you help to improve the school climate?

Increased professionalism.

Nothing

Fix the HVAC systems!

Really working towards addressing problems that are occurring in our school. It feels like we aren't doing enough to help our students learn how to treat one another with respect, see other perspectives, and repair relationships. I wonder how restorative practices and education around identity might help to improve climate.

Stop Jason's meetings so he can be "on the floor seeing things better" and support for him or hire someone that can handle the staff!

Increase supervision.

Teachers need to be respected and treated like the highly qualified professionals they are. Their voices should be heard and they should be informed at all times of what is going on with their students. Teachers should get

some gratitude and recognition, not just hershey kisses during teacher appreciation week, I mean just acknowledging how hard they work and thanking them once and a while. There should be classroom observations by administration and performance reviews, teachers should know what they are doing well and what they can improve. If the board won't pay for food, fine, administration should be organizing potlucks for PD days. There should be time built into PD for genuine camaraderie and conversation. There should be more organization of gatherings and fun days like the spring carnival Brandon Walker put together.

I would try to create professional development that was meaningful to my position. I think new hires should get school logo shirts. I think we should all get free logo wear on the first week of school to build school spirit.

I'm not sure. There will always be the negative grippers. The district as a whole needs more systems. Having a shake up with administration made that very evident. Systems can exist without the folks needed to run them. Even from last year to this year, systems have failed.

The Special Education department is well organized and well run. They have standard operating procedures, deadlines, and team leaders that communicate that well. That should be standard throughout the district. Folks are much less ornery and anxious if they feel a sense of control and know what to expect. Additionally, Barre doesn't need to recreate the wheel, there are many districts that already have these systems in place and they are working.

more staff needed, bring back a classroom for tier 2 and tier 3 behaviors which would allow teachers and Support staff the help they need in order to be able to be available for all students with needs. The way it is now, we are just putting out fires so to speak and do not have the time nor the resources to help change the behaviors.

Hire leadership with a vision and the courage to implement the vision.

I'm not sure but I know that it starts from the top down, and we didn't feel that this year.

We need more staff. We especially need staff trained in social emotional skills.

More time for teachers to accomplish tasks outside of direct instruction. Teachers often talked about being tired, worn out, or drained. One teacher said to me she felt like she was drowning during the end of Oct

beginning of November when there were so many events, report cards, and conferences in a short period of time.

Better management and accountability in the Middle School levels.

It is not the schools fault, the community and higher ups make the employees feel unsupported and unappreciated and it can be disheartening. I feel the school itself and the supervisors here provide a good climate.

There needs to be better student behavior management and support from administration. The students know there are no consequences for anything anymore and are disrespectful to each other and the learning environment. Teacher writeups are not taken seriously and admin believes the student's lies over the staff members reports of what happened. Things that should be a title IX investigation are just a "discussion" with the assistant principal, if the incidents are addressed at all. Students return to class bragging about what they just got away with, laughing about it and the behavior continues.

Morality and climate hit rock bottom this year. \* Student behavior needs to be a top priority. The admin in charge of this had no experience in this area which made the situation awful. The increase of behavior, vaping and disrespect was then turned around onto the teachers implying we weren't doing a good enough job. It was insulting and very disrespectful. \* Marlon created a toxic environment that was stressful and completely unnecessary. Chris should have kept a closer watch on a brand new administrator. I have a hard time believing he didn't hear about all the incidents that were happening here at SHS and he did nothing to help his faculty.

There are a cohort of students who repeatedly are not following school policy and not having any consequences for their actions. Thus, kids who usually would NOT be lumped into this category are also acting out (because there are no "serious" consequences). What teachers hear and see students do is sometimes dismissed because is is "not proof." This is extremely demoralizing. We tell admin that student behaviors are becoming a detriment to themselves and the class in general, and nothing is done. Kids are recognizing this pattern and are also getting sick of it. When students and teachers are commiserating with the lack of consequences being handed out - that would be a red flag there is a problem.

See my previous response about communication and student behavior. Right now that is the primary complaint I experienced and heard from colleagues at every grade level. It is taking a physical, mental, and emotional toll on the staff, and this in turn, is impacting the energy and positivity needed for the school to be

the best version of itself. I would encourage administration to go around the building, meet with small groups of teachers, and really listen to what they are experiencing and what they need.

more support for staff

More social worker/counseling/therapists support for the high social/emotional and mental health needs of students in this school.

Offer more "fun" learning opportunities (events, field days, alternative learning experiences) and do the same amongst staff (welcome events, fun staff meetings, appreciation ceremonies, fun/silly awards)

Morale needs a boost, perhaps through more active and persuasive leadership.

Improve communication among staff and administrators, improve trust among staff and admin.

Stop the mass groups vaping/hanging out in the bathrooms. Processing students behaviors with a conversation is important, but that is not a consequence. Teachers are tired of dealing with the same kids day after day where the write-up shows that they only had to explain what they were trying to achieve with their actions. There is a sense of hopelessness when it comes to the ability of administration to lead SHS through this really difficult time.

Friendly staff and better behavior expectations and consequences for students

We need more time to be adults as well as professionals during PD time to feel more aligned and help each other realize we are not really all that different.

Admin doing any of their job related to keeping the school safe and comfortable for students. They have flat out failed in this regard. The bathrooms and hallways are basically lawless. Students are not held accountable for actions.

Have authentic opportunities for teacher/shared leadership and an administrator who could effectively manage a shared leadership model. -Have a clearly communicated process for decision making. For example,

I attempted for MULTIPLE years to have a student event at the end of the school year complete with a blow-up obstacle course and every time Erica and Jen said we could not have a blow up obstacle course for insurance reasons--low and behold, this year, when it was Erica's idea, we had a blow up obstacle course. -Encourage student and teacher voice by providing real opportunities to improve the school. -Have a leader that believes Barre Town can be more than it is. Erica regularly has a negative attitude about our school and passes the buck when it comes time to improve culture and climate. -Make educational decisions under the framework of our district's strategic plan. For example, reading and writing enrichment was cut by Erica with no plan on how to provide a challenging curriculum to students starving to be pushed. -Have a clear and consistent discipline system -Have a present middle school principal who is visible to staff and students before, during and after school hours. -Encourage in-school peer observations and provide subs to make it happen--this also links to our principal observing staff

Have administration deal with student behavior issues and support staff equally

Consistency and fairness. We need to have better, more productive faculty meetings with clear rules, agendas, and expectations. It's the Wild West in terms of follow up from admin with teachers following expectations, doing their job in regards to TA, making sure vital assessment data is completed on time (if at all) by all teachers and the feeling of accountability. We have no consistent school culture and until one is established, we will not be success and the school will continue to lose good teachers.

The BUUSD School Board is looking for your feedback. Is there anything you would like us to share with them?<sup>32 responses</sup>

There is no accountability regarding lack of professionalism and respect at BTE.

I am grateful for my time here. I wish that I could have stayed longer, but my family circumstances required the change.

No

Melissa Lindhiem and Stacy Anderson are wonderful. I believe it is the system and lack of staff/faculty that leads to the stress and crises present.



Pass a reasonable budget each year!

This district deserves a school board that is actually looking out for the interest of students. It is disgusting and awful that people who have no educational background have such a strong hold on the district. The Board does not have any idea that what they are doing is going to drive teachers, staff, and faculty away from this district. If I wasn't leaving now, I would not be choosing to renew my teaching contract at the end of this year. Part because of the challenges I named but also due to the school board. Why would I want to work in a district whose school board is not willing to support it's schools.

The school is an awful working environment where your staff is clearly burnt out mentally and physically from all the disrespect and lack of rules. You NEED new administrators and principals who have a clue what they are doing to get the school back to a place of order where staff are respected and kids are there to learn not beat on, swear at, run away from or refuse to stay in class to learn in!!!

This is a new program that could really serve the students well, come and spend a day to see what the SEA employees have to deal with on a daily basis before adding students so they could get an idea of the space we do have and the space needed. When they come for "staff breakfast" introduce themselves to us. The staff at the SEA are really doing the district a service and the staff is treated like an after thought or the red-headed step child of the district when we are taking the really tough kids away from the rest of the district and saving the district out of placement money how about some respect????

Come see what is happening in the school. It's a good team and positive things happen for students.

The way that this board regards educators is appalling. Teachers and parents should be a team, and educators should be respected. Also, all concerns mentioned above.

I am incredibly offended by the attitude of the majority of the school board as mentioned above. I attended a school board meeting when they were discussing the budget. I was so offended by the attitude of 5 school board members. They wouldn't make eye contact with people talking that didn't agree with them, rolled their eyes and were on their phones. I work so hard in my position and to think they don't have any respect for their teachers, welfare of their students and quality of their schools is a shame. They were given a job to create a positive educational experience for the children in their community and they are abusing that privilege and making it a mission about them and their taxes. The only way to advocate for this school district is to leave.

They will not change until they are forced, when this school can't open due to lack of staff. The majority of staff who are being hired are not qualified, needing provisional licenses, first year teachers or teachers from another state lacking knowledge of this school district. That is important data! Hiring biology majors to be special educators for our youngest students is a "crap shoot". Every time we give a provisional license it is a leap of faith that it may or may not work. The school board is gambling away the education of the students in their community and that is disgraceful.

The board's behavior this year was, in a word, disgusting. They were not kind to teachers or community members. They made remarks about folks being out from work, and they did not support a budget that supports kids. I strongly recommend they come and observe several times to see both the gems of the district and the challenging behaviors we deal with on a daily basis.

The board needs to address the anti-education members (such as Reil) directly. Their goal is to destroy this school out of spite. You get what you pay for and now Barre has a turd of a school.

Please support your teachers. Teacher retention is the key to a quality educational program. When I first started at Barre Town, we had veteran teachers who did not leave until they retired. The turn over here is now very sad. Teachers are not feeling supported. Please learn about the school by visiting the school, observing and by talking to the teachers and the students. We were once viewed as one of the best schools in Vermont. We are no longer viewed in this light but we could be with the proper supports.

Put walls back up in the classrooms that are in an open setting. Continue to support parental decisions about gender identity, but don't adopt the there are more than 2 genders as a school policy. Schools should push our students to critically think and not teach them how to think. Schools can introduce the different ways people think about this issue without teaching it from just one perspective. As a former school librarian I can tell you that once you open that door to gender choice as a school policy it affects everything that is taught and every book you have in your school. Leave those belief system questions up to the parents. Thank you for the opportunity to share my thoughts.

No.

The amount of abuse that is tolerated in RC is unacceptable. It IS abuse and the kids are being taught its ok to abuse people without real consequences.

I would like you to share all my comments especially around pay equity, the unfair pay bump given to administrators, and the lack of administration support.

They are welcome to read this questionnaire. I am heartbroken to leave and I hope that SHS can return to being a wonderful place to work.

In order to keep good teachers you need to pay them as well as others in the surrounding areas. Happy to have you share any and all of my comments in this survey.

I am saddened by the fact that I felt I needed to leave a school I love and the community I live in because I just couldn't take the lack of clear and consistent administration anymore. It was affecting my personal life and the feelings I had while at school.

I can only encourage them to do their part to build a more collaborative relationship with the staff in the district. I truly believe everyone wants to see the children grow and succeed. That needs to be the key focal point when the board and teachers come together.

make staff feel supported

Everything I have shared above in this exit interview should be shared with the Board. With respect, thank you. I don't know if the board knows the extent of what our special educators do daily and how hard they work to meet the needs of the students. There should be a maximum cap number that special educators are given on their caseload and it should be much less for students with intensive needs as they require much more case management and time for planning individual programs.

Yes - until the school board shows value, appreciation, and respect towards its educators, there is going to be a continued mass exit among the district's schools. The school board has no idea what it's like to be in education. I was embarrassed to be a member of this school community because of the behavior and the manner of which school board members conducted themselves. Be professional and put students and educators first. Our schools are not a business. Don't run them like a business. It is not all about money - it's about offering the best opportunities we possibly can for our students. If they want Barre to be a desirable school district and for people to want to live and work here and raise their children here they have got to bring back opportunities for growth for our students and stop cutting programming.

I would like the board to be reminded that ultimately we are here for the students. All staff in the schools are doing their best and working extremely hard. Our jobs are made much more challenging when the board is not supportive of us. We want what is best for children and I hope the board wants that too.

My criticism wouldn't be fair at this point as they have had a lot of change over. I do feel that they have the district's best interest at heart but in the past they have spent too much time discussing issues without actually doing anything about it.

Admin has not done their job with student behavior this year. This was a complete failure.

Barre Town Middle school is in the midst of an exodus of talent and experience that needs attention. Teachers who have won national recognition, who have kids in the school, who are active members of the Barre community are leaving in droves and it is not only for more money or shorter commutes. This is not normal. You have a central office and human resources department—I suggest you encourage them to talk to the half dozen teachers still at Barre Town Middle School AND the staff from the other schools in our district to gain a clearer picture of job satisfaction and what can we do to help keep them in our district. As a parent of kids in our district, I did not want to leave Barre.

Listen and support your teachers. They are the lifeline for this district. If you continue down the route that you are going, then will continue to see a very high turnover. Please keep in mind that there are MANY other teachers, especially at SHS, that are trapped here due to not being able to obtain another job. There is something wrong with the large turnover, and hopefully you will work together to gain and retain educators that we so desperately need.

I appreciate BUUSD's willingness to hire me and the opportunities they have given me. I am sad that I am leaving the profession of teaching. I have decided to leave the profession, rather than to search for a job elsewhere, because the team of 6th grade teachers I have been working with is the most professional, dedicated group of teachers I have ever encountered. Unfortunately, 3 out of the 4 of us are leaving BUUSD. I do not feel like I could ever work with a better team at another school so while our school culture sucks, I do not think I would enjoy teaching in another district. If our team was unsuccessful here, I fear to think about how other teams will fare. Teachers do not feel supported by the Board as a whole and that is demoralizing and self defeating. I hope the board can rise to the occasion and make Barre a place people want to go to school again.

I truly loved working at Barre City. My situation had not changed. I would've happily stayed for the amount of money I was making. I know I have to think of my son, being his only living parent and sole provider. I just need to make a livable wage. I feel that the children of barre city deserve good quality people to take care of their needs and help them grow. As a para I didn't just help my student, I helped the teachers that I worked with, I helped work through behavior plans, schedules, and other students that needed help. We also fill in as substitutes when needed. We are a vital part of the school community. Please show them how important Paras are.

# BUUSD Staff Terminations

## All Staff

Location	FY23	FY22	FY21	
SHS	26	33	18	
BCEMS	46	53	53	
BTMES	39	5	40	
BUUSD	3	38	5	
	111	91	111	
PROF. STAFF				
Location	FY23	FY22	FY21	FY20
SHS	17	16	8	7
BCEMS	16	27	20	15
BTMES	25	24	19	14
BUUSD	1	2	4	0
	58	67	47	36