

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

April 10, 2024 at 6:00 p.m.

In-Person: Spaulding High School Library, 155 Ayers Street, Barre

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

Meeting ID: meet.google.com/vxi-arvi-mgb

Phone Numbers: [\(US\)+1 929-777-4801](tel:(US)+19297774801) PIN: 769 689 006#

PLEASE NOTE: If you attend the meeting virtually and the video link fails, we will still proceed with the meeting at the assigned in-person location. 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

1. Call to Order
2. Pledge and Mindfulness Moment
3. Additions or Deletions with Motion to Approve the Agenda
4. Comments for Items Not on the Agenda
 - 4.1. Public Comment
 - 4.2. Student Voice
5. Faculty/Staff - Reports/Presentations
 - 5.1. CIA Plan Update (Karen Fredericks)
 - 5.2. Special Education Staff/Child Count Data Report (Stacy Anderson)
6. Consent Agenda
 - 6.1. Special Meeting Minutes - March 20, 2024 and March 21, 2024
 - 6.2. Regular Meeting Minutes - March 27, 2024
 - 6.3. Warrant Approval: [March 28, 2024](#), [April 3, 2024](#)
 - 6.4. New Hires
 - 6.5. Enrollment/Home Study Reports
 - 6.6. FY25 School Calendar
7. Current Business
 - 7.1. FY25 Warning Approval
 - 7.2. Code of Ethics for School Board Members (Sonya Spaulding)
 - 7.3. Exit Interviews/Resignation Letters (Alice Farrell and Michael Boutin)
 - 7.4. Civil Discourse Discussion (Emily Reynolds and Sonya Spaulding)
 - 7.5. Conflict of Interest Complaint (Nancy Leclerc)
8. Old Business
9. Round Table
10. Future Agenda Items
11. Next Meeting Dates:

April 24, 2024, 6:00 pm, Spaulding High School Library/via Google Meet (**Vacation Week**)
May 8, 2024, 6:00 pm, Spaulding High School Library/via Google Meet
12. Executive Session
 - 12.1. Administrator Contracts 1 V.S.A. § 313 (a)

13. Adjournment

PARKING LOT OF ITEMS

- A. Action Memo (added by Nancy March 2024)
- B. Reading/Math Interventionist presentation regarding Test Scores (added Feb. 2024)
- C. Discussion w/staff regarding student behaviors (added Feb. 2024)
- D. Policies F20 and F23 (to Finance Cmt per Board to review - Return to Bd for 2nd read after)
- E. Community Building (added by Mrs. Spaulding Dec. 20)
- F. Procedures and Processes and How Behavior Issues are Reported (added by Mr. Boutin Oct. 25)
- G. Follow up on Middle School Athletic Program (Quarterly)(added by Mrs. Spaulding Oct. 25)
- H. Procedures for F3 & F4 Policies (added by Mrs. Leclerc Oct. 11)
- I. Consolidation of Buildings (Articles 3 & 4) (November)
- J. 5-Year Capital Plan (Ongoing)
- K. SHS Athletic Fields (Ongoing)
- L. Board Member Participation in Exit Interviews (added by Mr. Boutin, June 2023)
- M. Enrollment/Home Study (Quarterly: Nov., Jan., Apr. and June)
- N. CIA Plan Update (Quarterly: Nov., Jan., Apr. & June)
- O. Special Education Staff/Child Count Data Report (Quarterly Nov/Jan/April/June)
- P. Discipline Data (Quarterly Nov/Feb/April/June)
- Q. Behavior Committee (added by Mr. Boutin Nov. 29)

ITEMS FOR COMMITTEES

- A. Electronic Storage (Finance Cmt First)(added by Mrs. Leclerc Oct. 25)
- B. Total Compensation Package (added by Mrs. Leclerc Sept. 2023; Finance Cmt First)
- C. Update New Accounting Software (added by Mrs. Leclerc Aug. 2023; Finance Cmt First - November)
- D. Student Weighting Formula - Budget Development (Finance Cmt: Aug. 21)

BOARD RETREAT ITEMS(Date TBD with Training)

- A. New Governance Standards (added by Mrs. Reynolds Sept 2023; New Standards go into Effect July 2025)

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

Curriculum Department Updates: April 2024

Curriculum and Systems Informationpages 2-3
Academic Data.....pages 4-7
Professional Development Data.....pages 8-14
Climate Survey Results.....pages 15-21
 Students..... pages 15-17
 Personnel.....pages 18-19
 Families.....pages 20-21
Continuous Improvement Plan Draft.....pages 22-29



Developing a coordinated curriculum in the BUUSD: Strategic Plan 1. B, 3.B, E

Resources by Content Area (DRAFT)
 Content areas are arranged from left to right. Upon our completion of this task, you will find the strategy, sequence, performance indicator, proficiency scales, teaching practices, and assessments that accompany the content area.

<https://padlet.com/kfredbsu/resources-by-content-area-draft-qalyxdgpikj7nem>

2022-2023 Phase 1: Identify content area goals, philosophies, teaching methods, curriculum summaries, and spotlights.

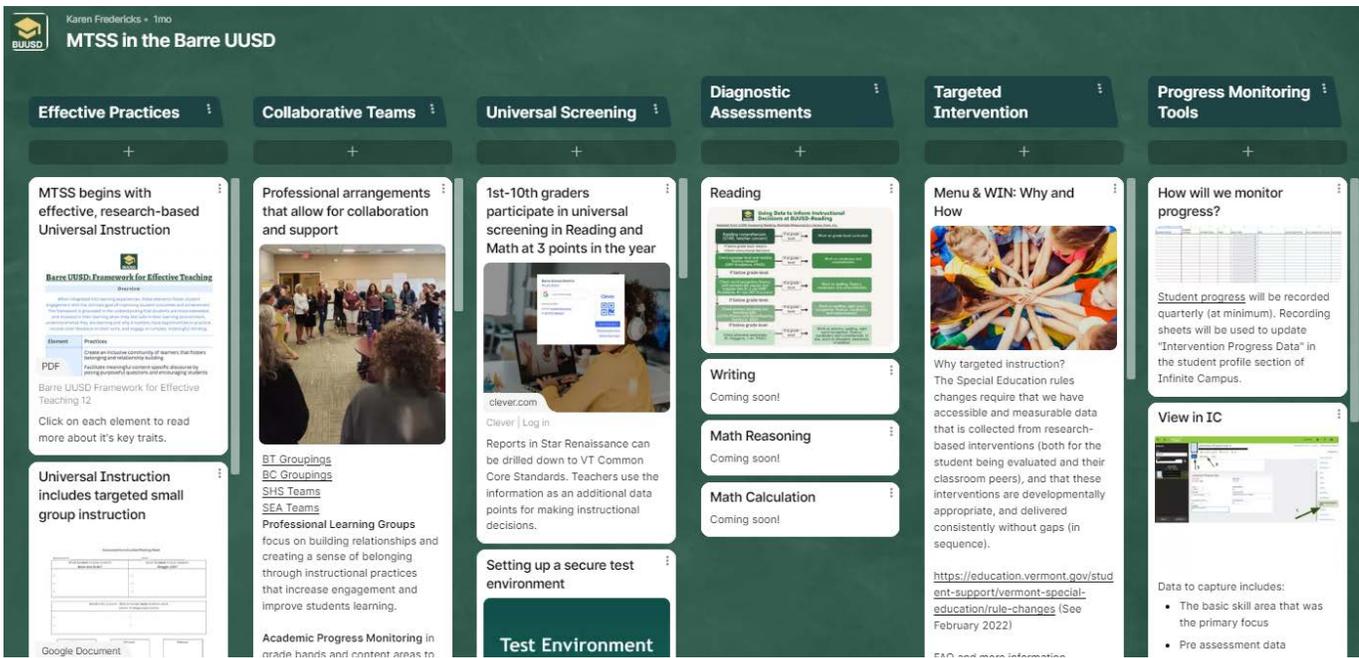
2023-2024 Phase 2: Identify content threads that can be traced PreK-graduation; align reporting standards to the threads.

2024-2025 Phase 3: Identify gaps and overlaps in performance indicators that are horizontally and vertically aligned.

Sample final product

| 1. Inquiry Process: Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions. | | | | | |
|---|---|--|--|---|--|
| | PreK | Grade K-2 | Grade 3-5 | Grade 6-8 | Grades 9-12 |
| a | Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. (VELS.SS.1) | Generate questions about individuals and groups. (D2.His.3) | Generate relevant questions about a topic of study. (D2.His.3) | Generate and use relevant questions about a topic of study. (D2.His.3) | Generate and use a variety of questions about a topic of study to further inquiry. (D2.His.3) |
| b | Collect, describe and record information through discussions, simple drawings, maps and charts. (VELS.SS.12) | Explain why the compelling question is important to the student. (D1.1) | Explain why compelling questions are important to others (e.g., peers, adults). (D1.1) | Explain how a question represents key ideas in the field. (D1.1) | Explain how a question reflects an enduring issue in the field. (D1.1) |
| c | Describe and discuss predictions, explanations and generalizations based on past experience. (VELS.SS.13) | Identify disciplinary ideas associated with compelling and supporting questions. (D1.2, 3) | Identify disciplinary concepts and ideas associated with compelling and supporting questions that are open to different interpretations. (D1.2, 3) | Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3) | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3) |
| | | Make connections | Explain how supporting | Explain how the | Explain how supporting |

Developing our MTSS in the BUUSD: Strategic Plan 1.A-B; 3.B, C, F; 4.B; 5.C, D



<https://padlet.com/kfredbsu/mtss-in-the-barre-uusd-u1rp09ysw07gkezz>

2022-2023 Phase 1

Introduce universal effective practices, get to know new math and literacy programs, revise local assessments schedule, pilot progress monitoring procedures, identify shifts to EST & IEP eligibility referral procedures in accordance with Act 173,

2023-2024 Phase 2

Clarify roles and responsibilities for Interventionists and Special Educators, provide professional development to staff who administer diagnostic assessments, alignment of K-8 progress monitoring procedures, needs-based targeted intervention support to faculty, job-embedded coaching support for classroom teachers and special educators, use student and classroom growth data to target support

2024-2025 Phase 3

Continuation and tuning of developed procedures, differentiation/ Universal Design for Learning professional development theme, improve assessment validity by addressing testing environment concerns, use more disaggregated demographic data to target supports

Academics

Spring 2023 VTCAP Results

| English Language Arts | | | Below Standard | | At/Above Standard | | District | State | HM* |
|-----------------------|---------------------|----------------------|----------------|----------|-------------------|----------|----------------------|-------|-----|
| Grade | Total Student Count | Average Scaled Score | Level 1 | Level 2 | Level 3 | Level 4 | Meets State Standard | | |
| 3rd | 148 | 1715 | 24% (36) | 35% (52) | 19% (28) | 22% (32) | 41% | 49% | 31% |
| 4th | 158 | 1726 | 25% (40) | 31% (49) | 22% (34) | 22% (35) | 44% | 56% | 39% |
| 5th | 139 | 1719 | 31% (43) | 29% (40) | 22% (30) | 19% (26) | 40% | 50% | 34% |
| 6th | 154 | 1721 | 18% (28) | 40% (61) | 25% (39) | 17% (26) | 42% | 56% | 38% |
| 7th | 143 | 1727 | 11% (16) | 45% (64) | 31% (44) | 13% (19) | 44% | 57% | 38% |
| 8th | 138 | 1735 | 17% (24) | 36% (49) | 25% (34) | 22% (31) | 47% | 56% | 39% |
| 9th | 134 | 1693 | 46% (61) | 24% (32) | 27% (36) | 4% (5) | 31% | 43% | 26% |

| Math | | | Below Standard | | At/Above Standard | | District | State | HM* |
|-------|---------------------|----------------------|----------------|----------|-------------------|----------|----------------------|-------|-----|
| Grade | Total Student Count | Average Scaled Score | Level 1 | Level 2 | Level 3 | Level 4 | Meets State Standard | | |
| 3rd | 147 | 1677 | 37% (54) | 39% (58) | 20% (29) | 4% (6) | 24% | 37% | 22% |
| 4th | 158 | 1664 | 49% (78) | 31% (49) | 19% (30) | 1% (1) | 20% | 35% | 20% |
| 5th | 137 | 1690 | 46% (63) | 27% (37) | 21% (29) | 6% (8) | 27% | 38% | 24% |
| 6th | 154 | 1714 | 34% (52) | 28% (43) | 34% (52) | 5% (7) | 38% | 53% | 34% |
| 7th | 144 | 1712 | 38% (54) | 29% (42) | 21% (30) | 13% (18) | 33% | 46% | 28% |
| 8th | 137 | 1701 | 29% (40) | 34% (46) | 34% (47) | 3% (4) | 37% | 36% | 20% |
| 9th | 135 | 1694 | 36% (48) | 41% (56) | 21% (29) | 1% (2) | 23% | 33% | 19% |

| Science | | | Below Standard | | At/Above Standard | | District | State | HM* |
|---------|---------------------|----------------------|----------------|----------|-------------------|---------|----------------------|-------|-----|
| Grade | Total Student Count | Average Scaled Score | Level 1 | Level 2 | Level 3 | Level 4 | Meets State Standard | | |
| 5th | 139 | 1731 | 22% (30) | 44% (61) | 29% (41) | 5% (7) | 35% | 45% | 30% |
| 8th | 137 | 1714 | 26% (35) | 51% (70) | 23% (32) | 0% (0) | 23% | 41% | 28% |
| 11th | 115 | 1749 | 23% (26) | 34% (39) | 43% (50) | 0% (0) | 43% | 45% | 24% |

*Historically Marginalized (Students from racial or ethnic minorities, students with disabilities, English language learners, and students in poverty)

Statewide Assessment Results can be accessed here:

<https://education.vermont.gov/news/agency-education-releases-2023-statewide-assessment-results>

Please note that the AOE has indicated that the results from the current year's assessments are expected to be released toward the end of the summer.

Star Proficiency and Growth Summary

| District Summary of Proficiency | | | Average growth experiences of classrooms between fall and winter screening windows | | |
|---------------------------------|------|--------|--|-------------|-------------|
| | Fall | Winter | Reading | | |
| Math | 21% | 22% | School | High Growth | Low Growth |
| Reading | 44% | 42% | Barre City | 59.26% (16) | 40.74% (11) |
| | | | Barre Town | 51.85% (14) | 48.15% (13) |
| | | | Math | | |
| | | | School | High Growth | Low Growth |
| | | | Barre City | 44.44% (12) | 55.56% (15) |
| | | | Barre Town | 39.29% (11) | 60.71% (17) |

STAR Summary for Fall and Winter 203-24

| MATH | | | | | | READING | | | | | |
|--------|-------|----------|-------|------------|--|---------|-------|----------|-------|------------|--|
| Fall | | | | | | Fall | | | | | |
| Math | Below | At/Above | Total | % At/Above | | Reading | Below | At/Above | Total | % At/Above | |
| 3rd | 39 | 20 | 59 | 33.90% | | 3rd | 36 | 22 | 58 | 37.93% | |
| 4th | 39 | 11 | 50 | 22.00% | | 4th | 34 | 18 | 52 | 34.62% | |
| 5th | 62 | 5 | 67 | 7.46% | | 5th | 45 | 25 | 70 | 35.71% | |
| 6th | 59 | 7 | 66 | 10.61% | | 6th | 51 | 17 | 68 | 25.00% | |
| 7th | 55 | 15 | 70 | 21.43% | | 7th | 31 | 32 | 63 | 50.79% | |
| 8th | 53 | 6 | 59 | 10.17% | | 8th | 32 | 26 | 58 | 44.83% | |
| | | 64 | 371 | 17.25% | | | | 140 | 369 | 37.94% | |
| Winter | | | | | | Winter | | | | | |
| Math | Below | At/Above | Total | % At/Above | | Reading | Below | At/Above | Total | % At/Above | |
| 3rd | 42 | 16 | 58 | 27.59% | | 3rd | 40 | 20 | 60 | 33.33% | |
| 4th | 42 | 11 | 53 | 20.75% | | 4th | 33 | 18 | 51 | 35.29% | |
| 5th | 68 | 6 | 74 | 8.11% | | 5th | 47 | 26 | 73 | 35.62% | |
| 6th | 57 | 13 | 70 | 18.57% | | 6th | 47 | 22 | 69 | 31.88% | |
| 7th | 75 | 10 | 85 | 11.76% | | 7th | 32 | 36 | 68 | 52.94% | |
| 8th | 50 | 11 | 61 | 18.03% | | 8th | 30 | 29 | 59 | 49.15% | |
| | | 67 | 401 | 16.71% | | | | 151 | 380 | 39.74% | |

| MATH | | | | | | READING | | | | | |
|--------|-------|----------|-------|------------|--|---------|-------|----------|-------|------------|--|
| Fall | | | | | | Fall | | | | | |
| Math | Below | At/Above | Total | % At/Above | | Reading | Below | At/Above | Total | % At/Above | |
| 3rd | 46 | 31 | 77 | 40.26% | | 3rd | 60 | 21 | 81 | 25.93% | |
| 4th | 64 | 21 | 85 | 24.71% | | 4th | 44 | 38 | 82 | 46.34% | |
| 5th | 59 | 16 | 75 | 21.33% | | 5th | 43 | 28 | 71 | 39.44% | |
| 6th | 53 | 19 | 72 | 26.39% | | 6th | 39 | 31 | 70 | 44.29% | |
| 7th | 57 | 22 | 79 | 27.85% | | 7th | 31 | 41 | 72 | 56.94% | |
| 8th | 53 | 16 | 69 | 23.19% | | 8th | 31 | 35 | 66 | 53.03% | |
| | | 125 | 457 | 27.35% | | | | 194 | 442 | 43.89% | |
| Winter | | | | | | Winter | | | | | |
| Math | Below | At/Above | Total | % At/Above | | Reading | Below | At/Above | Total | % At/Above | |
| 3rd | 52 | 26 | 78 | 33.33% | | 3rd | 62 | 21 | 83 | 25.30% | |
| 4th | 59 | 26 | 85 | 30.59% | | 4th | 50 | 30 | 80 | 37.50% | |
| 5th | 61 | 14 | 75 | 18.67% | | 5th | 35 | 33 | 68 | 48.53% | |
| 6th | 55 | 17 | 72 | 23.61% | | 6th | 37 | 37 | 74 | 50.00% | |
| 7th | 52 | 27 | 79 | 34.18% | | 7th | 33 | 41 | 74 | 55.41% | |
| 8th | 43 | 29 | 72 | 40.28% | | 8th | 34 | 33 | 67 | 49.25% | |
| | | 139 | 461 | 30.15% | | | | 195 | 446 | 43.72% | |

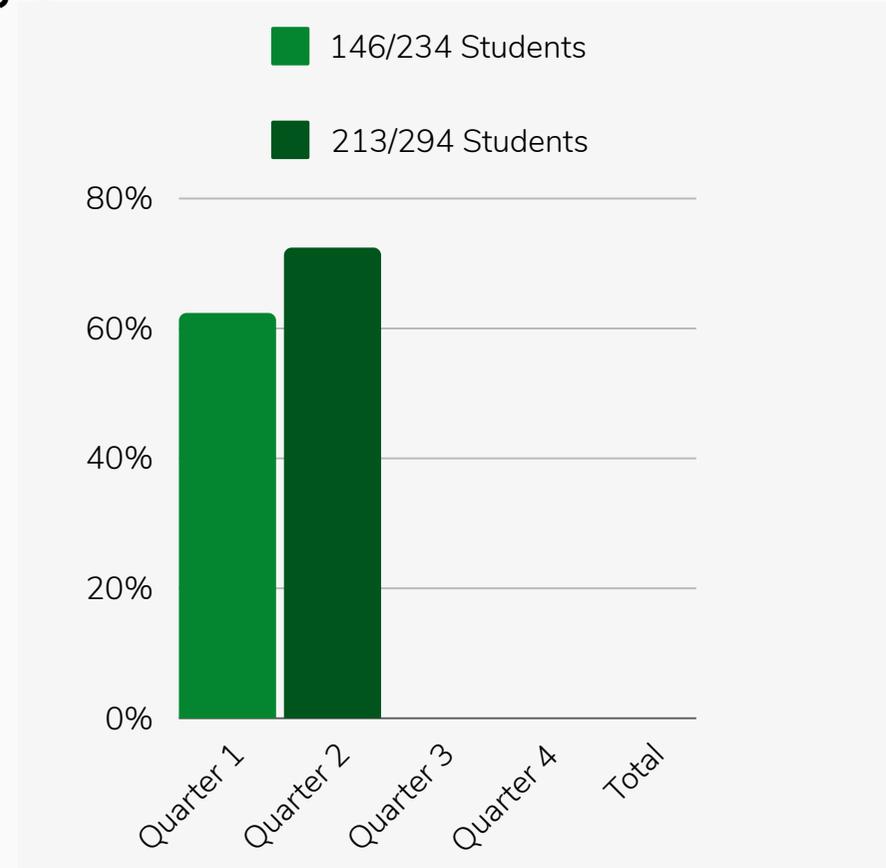
| MATH | | | | | | READING | | | | | |
|--------|-------|----------|-------|------------|--|---------|-------|----------|-------|------------|--|
| Fall | | | | | | Fall | | | | | |
| Math | below | at/above | Total | % At/Above | | Reading | below | at/above | Total | % At/Above | |
| 9th | 120 | 25 | 145 | 17.24% | | 9th | 36 | 44 | 80 | 55.00% | |
| 10th | 73 | 13 | 86 | 15.12% | | 10th | 22 | 39 | 61 | 63.93% | |
| | | 38 | 231 | 16.45% | | | | 83 | 141 | 58.87% | |
| Winter | | | | | | Winter | | | | | |
| Math | Below | At/Above | Total | % At/Above | | Reading | below | at/above | Total | % At/Above | |
| 9th M | 120 | 19 | 139 | 13.67% | | 9th | 69 | 59 | 128 | 46.09% | |
| 10th M | 85 | 10 | 95 | 10.53% | | 10th | 59 | 43 | 102 | 42.16% | |
| | | 29 | 234 | 12.39% | | | | 102 | 230 | 44.35% | |

K-8 Q1 and Q2 Targeted Instruction Progress Monitoring & Student Growth Strategic Plan 1.A, B; 3.C, F; 4.B; 5.D

PERCENTAGE OF STUDENTS WHO SHOWED GROWTH DURING TARGETED INSTRUCTION AT BARRE CITY AND BARRE TOWN:

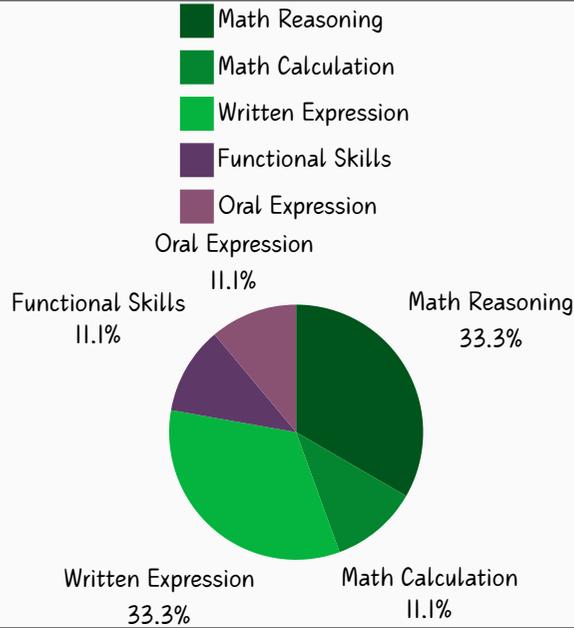
The data that contributed to this chart reflects students who aren't receiving IEP services (for the content areas that were being taught).

*All records which included **both** pre- and post assessment were captured in the results.

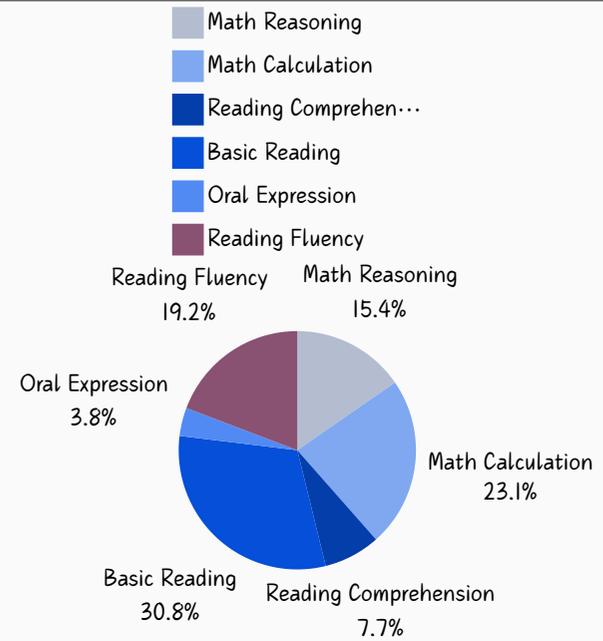


Basic Skill Areas: What were classrooms focusing targeted instruction on in Q2?*

BARRE TOWN Quarter 2 :



BARRE CITY Quarter 2 :



*According to progress monitoring data received.

STUDENTS EXPERIENCING HIGH GROWTH (ON TRACK FOR MORE THAN A YEAR'S WORTH OF GROWTH)

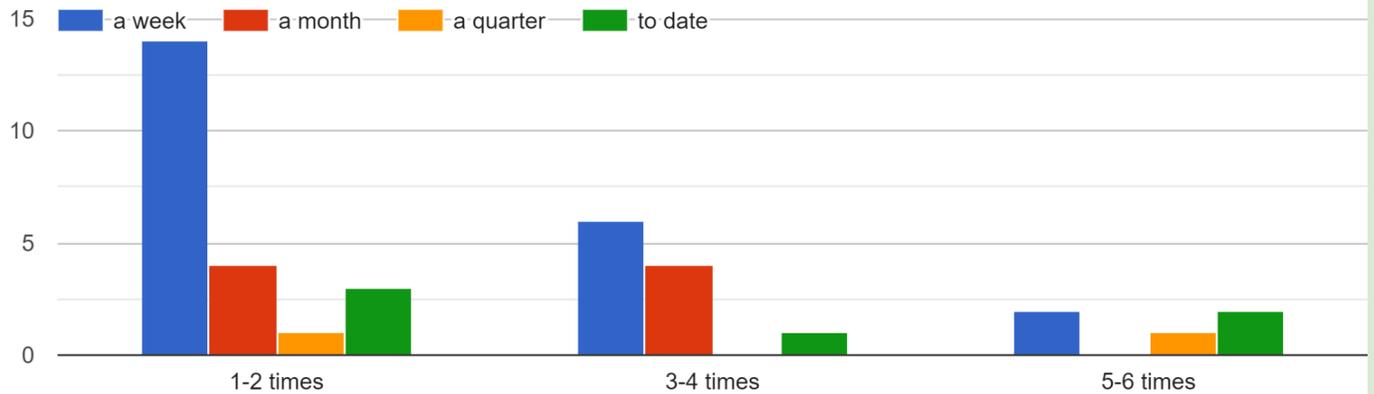
| | Star Early Literacy | Star Reading | Star Math |
|------------|---------------------|--------------|-----------|
| Barre City | 39% | 51% | 41% |
| Barre Town | 42% | 47% | 40% |

Professional Development: Strategic Plan 1.B; 3.I; 4.B;

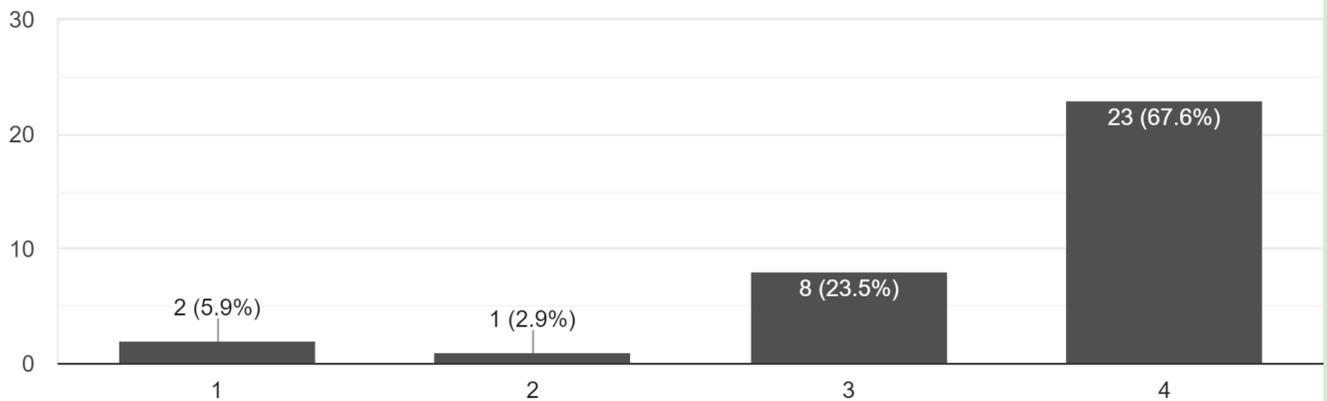
Mentor Program: approximate cost for the district to the district to support 55 new faculty/professional staff: \$48,000

Mid Year Feedback

How often did you meet with your mentor? (Select the option that best fits you experience.)



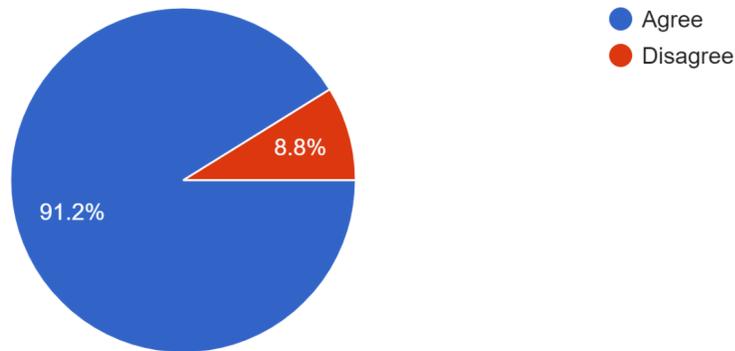
The support and assistance I have received from my mentor has been... lacking: 1 to excellent 4
34 responses



Mentor Program Continued

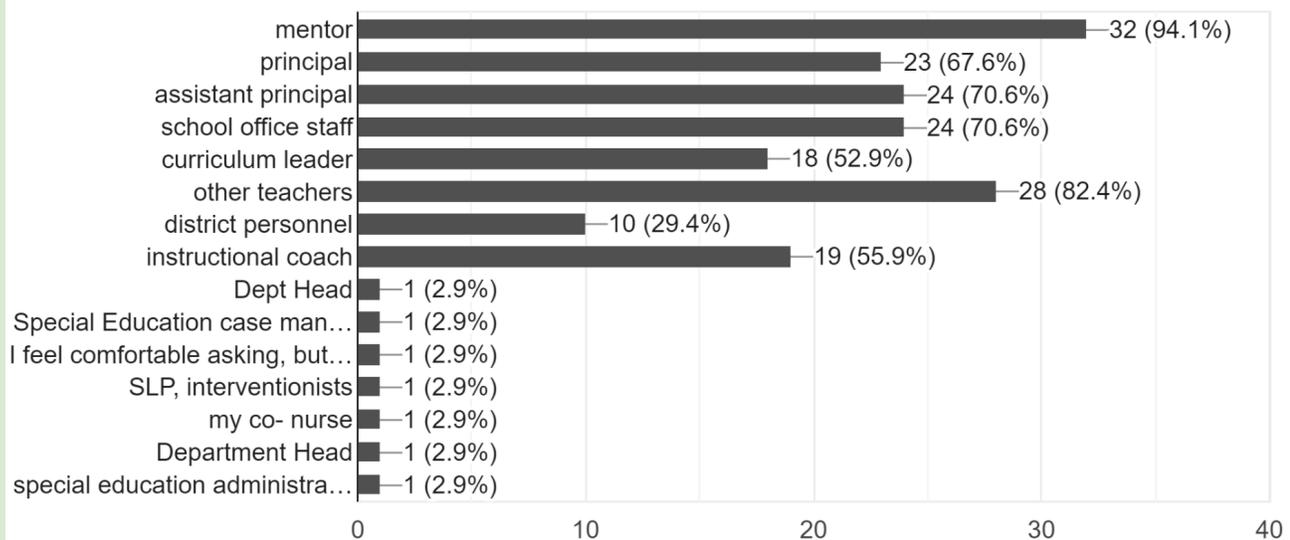
I would recommend my mentor to other new teachers.

34 responses



If I needed help, I have felt that I could comfortably and confidently ask the following resource personnel for assistance (check all that apply).

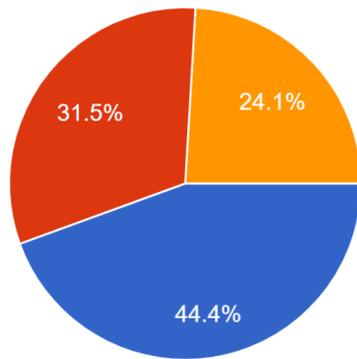
34 responses



1/22/2024 In-service Feedback

Which school(s) do you work in primarily?

162 responses

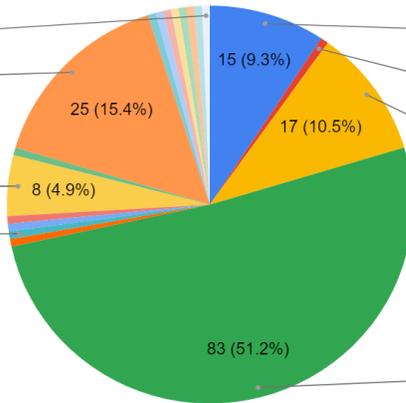


- Barre City Elementary and Middle School (BCEMS)
- Barre Town Middle and Elementary School (BTMES)
- Spaulding High School (SHS)
- Spaulding Educational Alternatives (SEA)

Select the option that best describes your role.

Permanent Substitute
0.6%
Special Services Faculty
15.4%

School Counselor or Social Worker
4.9%
Permanent substitute
0.6%



Behavior Interventionist or Behavior Specialist
9.3%
Coordinator
0.6%
Education Support Professional (Paraprofessional)
10.5%

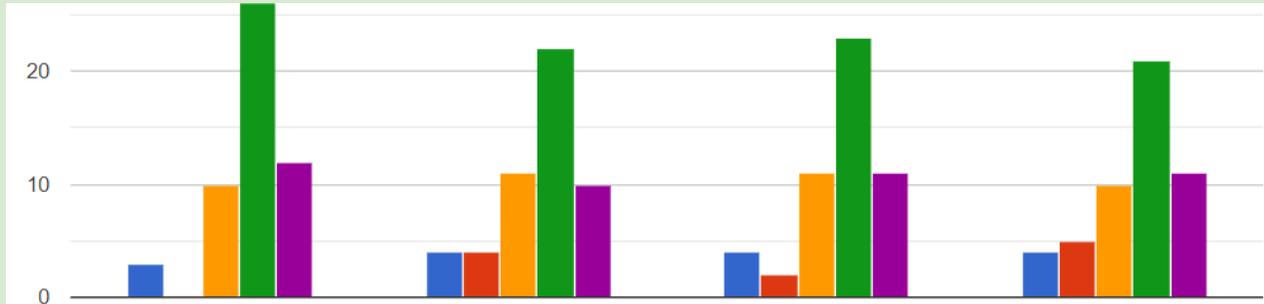
General Education Faculty
51.2%

1/22/2024 In-service Feedback (continued)

Barre Town

BUILDING-BASED Professional Learning (morning of 1/22)

Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



The facilitator(s) clearly communicated the purpose and objectives of the session.

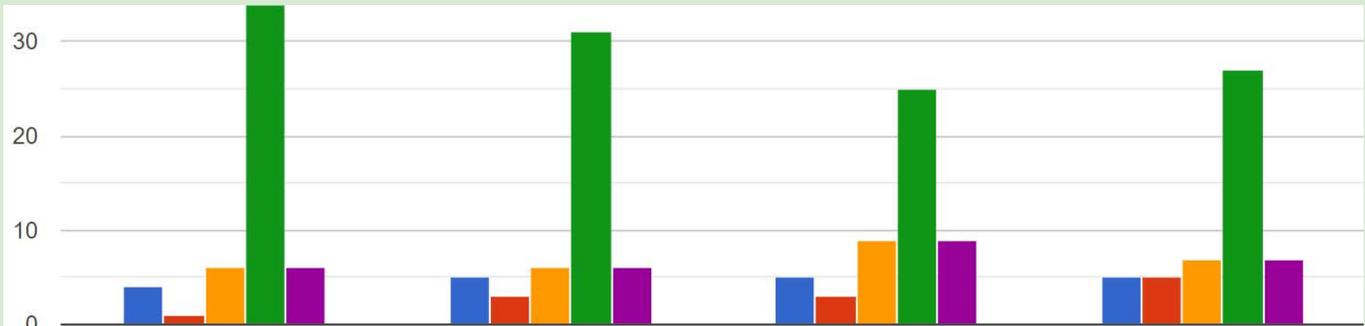
The information shared will be useful to me in my daily work.

The time spent with my grade level/content area colleagues was worthwhile.

I left this session feeling like building relationships and a sense of belonging were considered in planning or preparation.

1 - Strongly Disagree 2 - Somewhat Disag... 3 - Somewhat Agree 4 - Strongly Agree Don't Know or N/A

STRAND Please rate your level of agreement with the following statements about your experiences with the Strand you participated in Friday afternoon (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



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The information shared will be useful to me in my daily work.

The time spent with my grade level/content area colleagues was worthwhile.

I left this session feeling like building relationships and a sense of belonging were considered in planning or preparation.

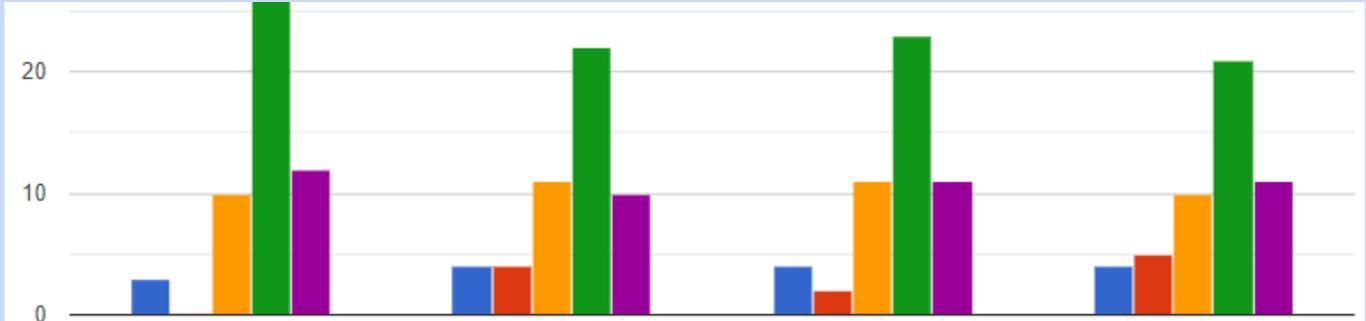
1 - Strongly Disagree 2 - Somewhat Disag... 3 - Somewhat Agree 4 - Strongly Agree Don't Know or N/A

1/22/2024 In-service Feedback (continued)

Barre City

BUILDING-BASED Professional Learning (morning of 1/22)

Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



The facilitator(s) clearly communicated the purpose and objectives of the session.

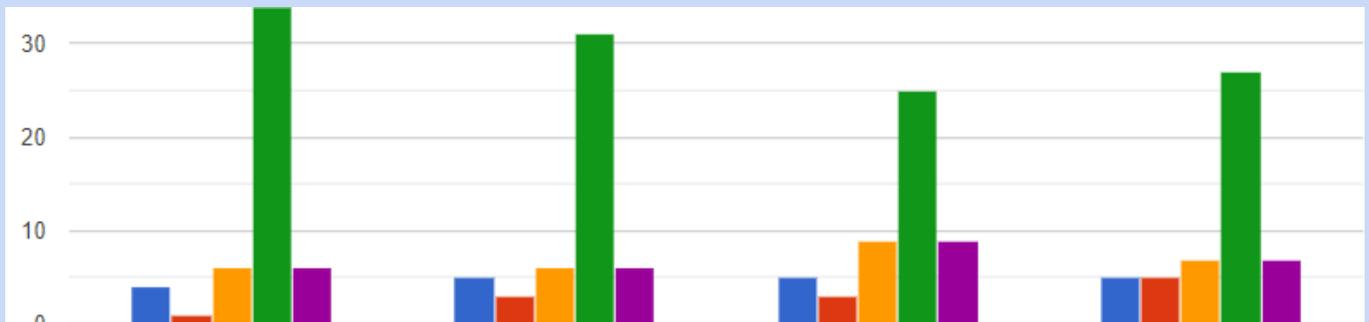
The information shared will be useful to me in my daily work.

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STRAND Please rate your level of agreement with the following statements about your experiences with the Strand you participated in Friday afternoon (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



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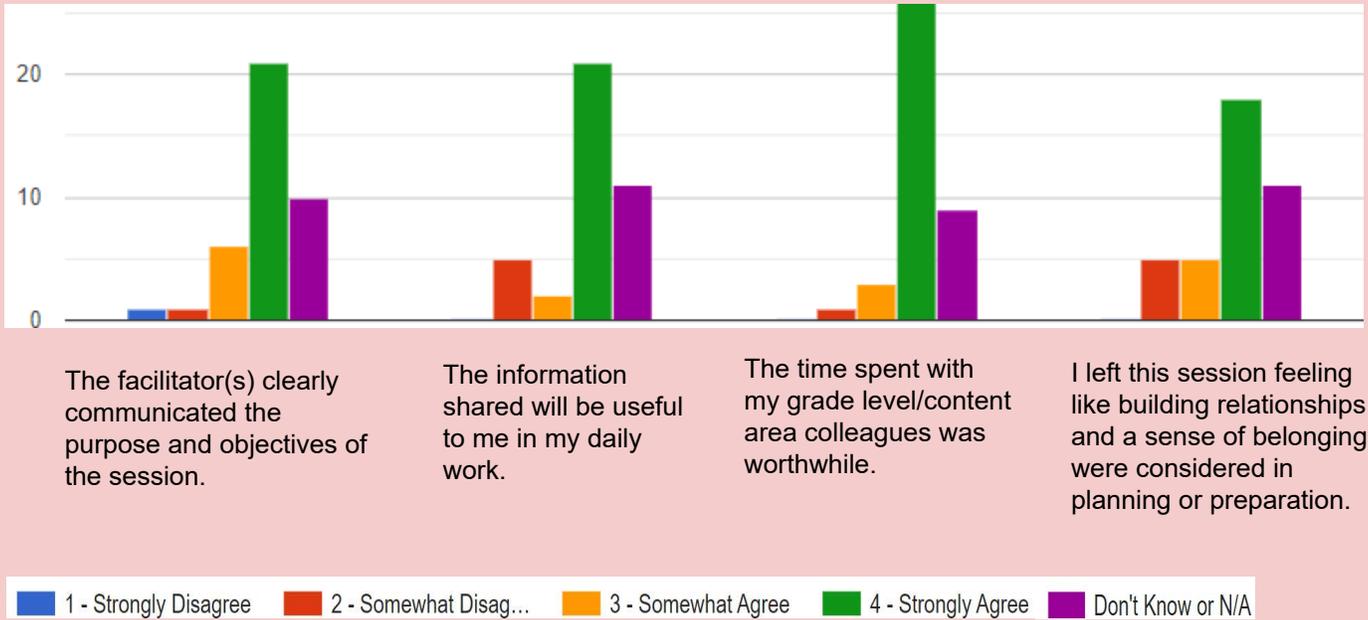
1 - Strongly Disagree 2 - Somewhat Disag... 3 - Somewhat Agree 4 - Strongly Agree Don't Know or N/A

1/22/2024 In-service Feedback (continued)

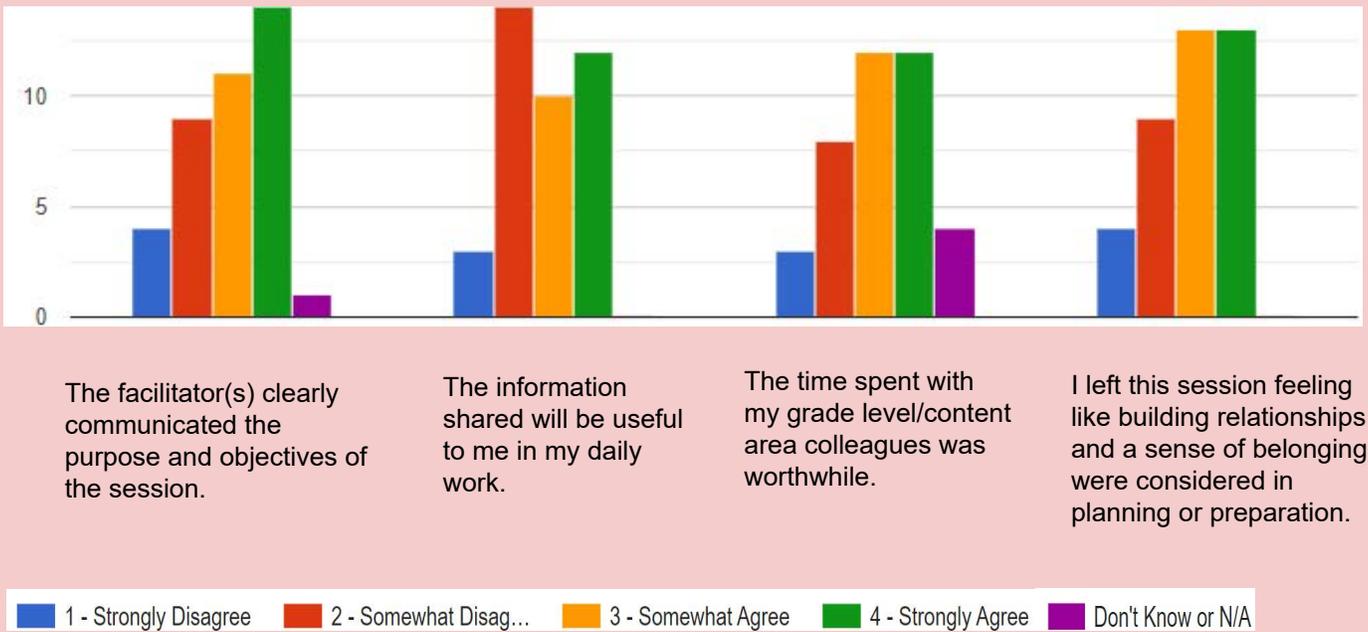
Spaulding High School

BUILDING-BASED Professional Learning (morning of 1/22)

Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)

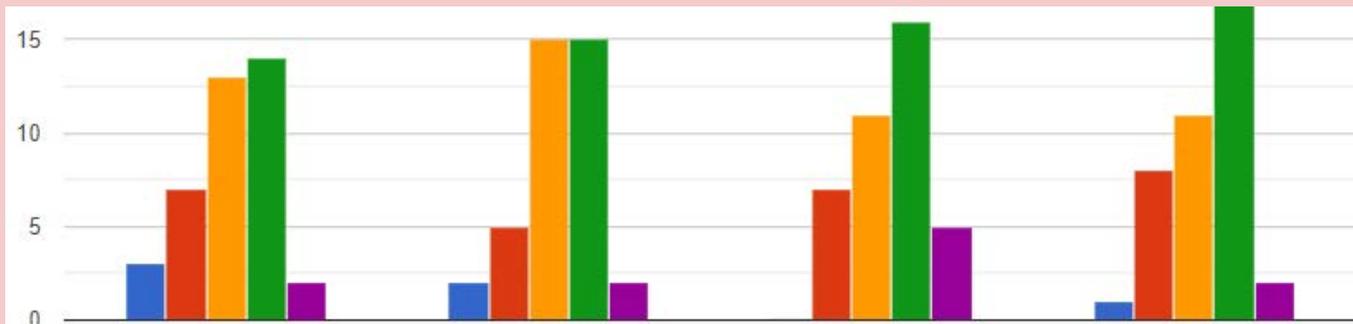


6 Seconds Session 1: Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable).



1/22/2024 In-service Feedback (continued)

6 Seconds Session 2: Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable).



The facilitator(s) clearly communicated the purpose and objectives of the session.

The information shared will be useful to me in my daily work.

The time spent with my grade level/content area colleagues was worthwhile.

I left this session feeling like building relationships and a sense of belonging were considered in planning or preparation.

1 - Strongly Disagree 2 - Somewhat Disag... 3 - Somewhat Agree 4 - Strongly Agree Don't Know or N/A

Mid-year Climate Survey: Strategic Plan 2.B; 4.A, B; 5.F

Students in 3rd-5th Grade ([Link to Survey Questions](#))

| Barre City Elementary/Middle School Barre, Vermont | | | |
|--|------------------|------------------|------------------|
| School Years: 2022 - 2024 Survey Closed: 11/18/2022 - 3/20/2024 | | | |
| *N=Number of respondents | | | |
| Climate Survey Items | 11/18/22 N=42 | 6/03/23 N=131 | 3/20/24 N=156 |
| 1. I like school | 2.74 | 2.5 | 2.39 |
| 2. I feel like I do well in school | 2.55 | 2.7 | 2.61 |
| 3. My school wants me to do well | 3.6 | 3.48 | 3.35 |
| 4. My school has clear rules for behavior | 3.52 | 3.36 | 3.28 |
| 5. Teachers treat me with respect | 3.6 | 3.14 | 3.17 |
| 6. Good behavior is noticed at my school | 2.86 | 2.62 | 2.69 |
| 7. I get along with other students | 2.79 | 2.84 | 2.73 |
| 8. I feel safe at school | 3.02 | 2.98 | 2.9 |
| 9. Students treat each other well | 2.43 | 2.46 | 2.53 |
| 10. There is an adult at my school who will help me if I need it | 3.43 | 3.27 | 3.17 |
| 11. Students in my class behave so that teachers can teach | 2.21 | 2.18 | 2.23 |
| Overall Mean Score: | 2.98 | 2.87 | 2.82 |

| Barre Town Middle & Elementary School Barre, Vermont | | | | |
|---|------------------|-------------------|------------------|-----------------|
| School Years: 2021 - 2024 Survey Closed: 6/17/2022 - 3/20/2024 | | | | |
| *N=Number of respondents | | | | |
| Climate Survey Items | 6/17/22 N=103 | 11/18/22 N=101 | 6/03/23 N=129 | 3/20/24 N=66 |
| 1. I like school | 2.45 | 2.46 | 2.39 | 2.65 |
| 2. I feel like I do well in school | 2.8 | 2.75 | 2.77 | 2.92 |
| 3. My school wants me to do well | 3.64 | 3.56 | 3.58 | 3.82 |
| 4. My school has clear rules for behavior | 3.63 | 3.5 | 3.26 | 3.79 |
| 5. Teachers treat me with respect | 3.34 | 3.29 | 3.14 | 3.62 |
| 6. Good behavior is noticed at my school | 2.78 | 2.77 | 2.57 | 2.97 |
| 7. I get along with other students | 2.83 | 2.86 | 2.87 | 2.94 |
| 8. I feel safe at school | 3.06 | 3.07 | 3.04 | 3.35 |
| 9. Students treat each other well | 2.55 | 2.59 | 2.46 | 2.58 |
| 10. There is an adult at my school who will help me if I need it | 3.43 | 3.39 | 3.22 | 3.41 |
| 11. Students in my class behave so that teachers can teach | 2.27 | 2.26 | 2.19 | 2.48 |
| Overall Mean Score: | 2.98 | 2.95 | 2.86 | 3.14 |

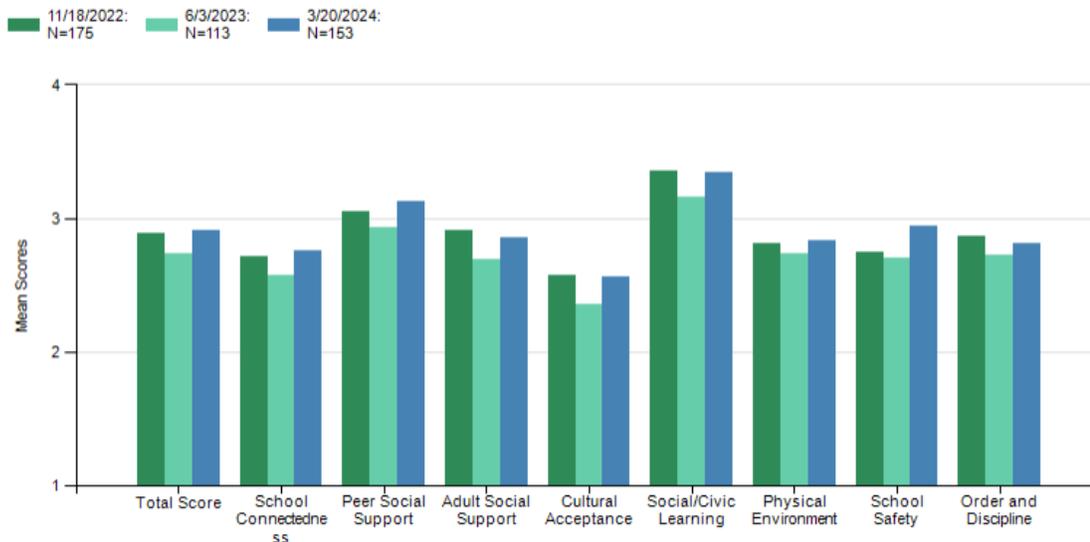
Climate Survey (continued)

Students in 6th-8th Grade ([Link to Survey Questions](#))

Barre City Elementary/Middle School

Barre, Vermont

School Climate Survey: Secondary (extended version)
 – Mean Scores By Subscale –
 Barre City Elementary/Middle School: 2022 - 2023

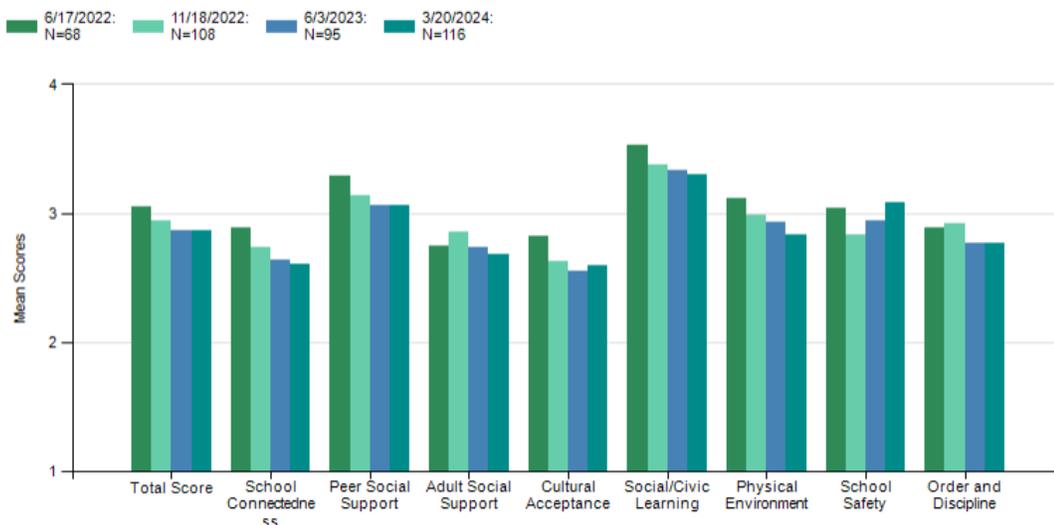


N=Number of respondents

Barre Town Middle & Elementary School

Barre, Vermont

School Climate Survey: Secondary (extended version)
 – Mean Scores By Subscale –
 Barre Town Middle & Elementary School: 2021 - 2023



N=Number of respondents

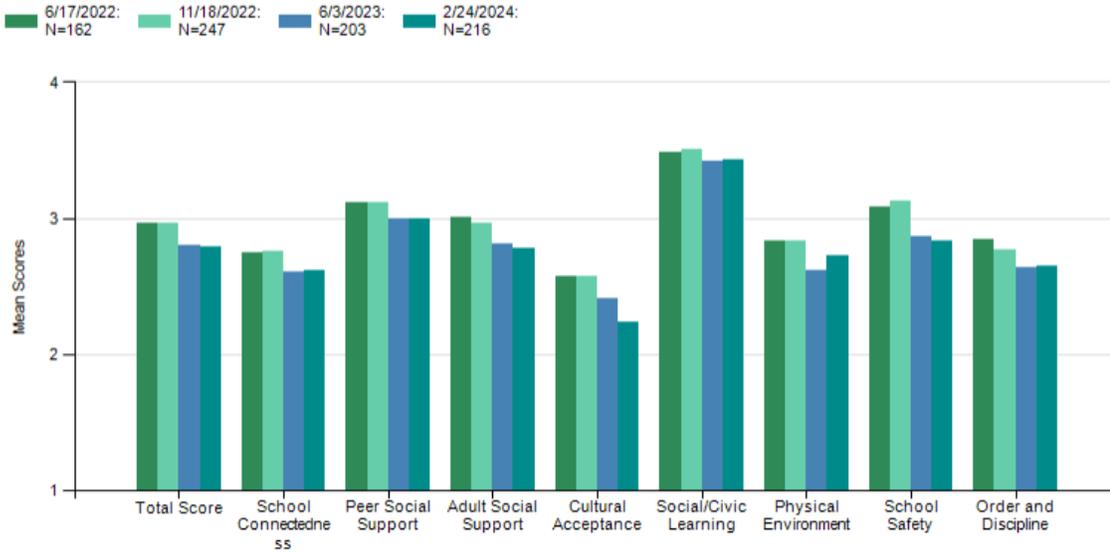
Climate Survey (continued)

Students in 9th-12th Grade ([Link to Survey Questions](#))

Spaulding High School

Barre, Vermont

School Climate Survey: Secondary (extended version)
-- Mean Scores By Subscale --
Spaulding High School: 2021 - 2023

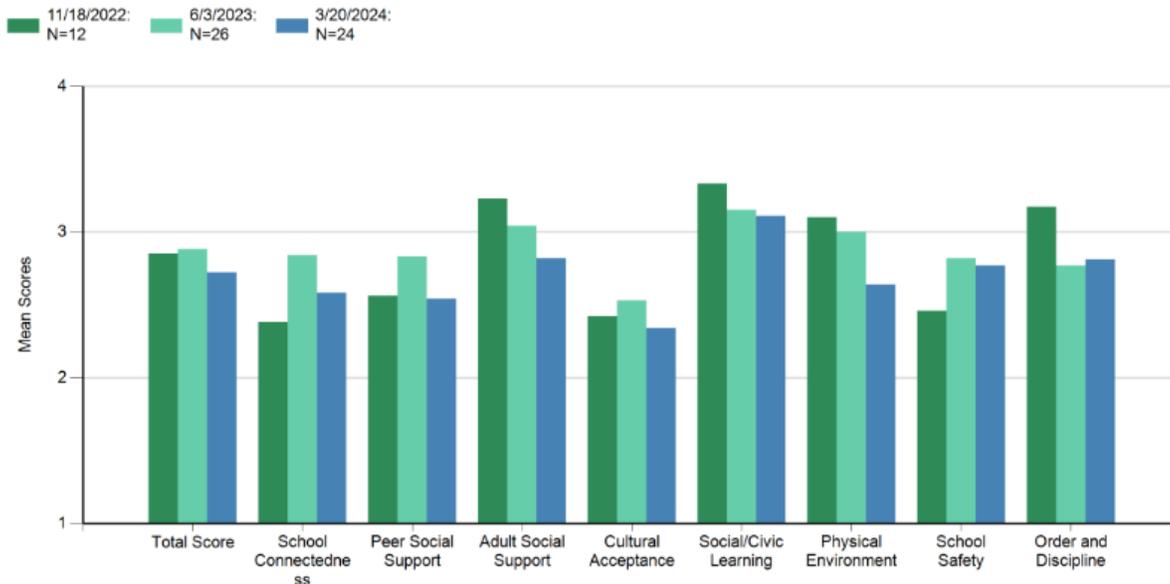


N=Number of respondents

Spaulding Educational Alternatives

Barre, Vermont

School Climate Survey: Secondary (extended version)
-- Mean Scores By Subscale --
Spaulding Educational Alternatives: 2022 - 2023

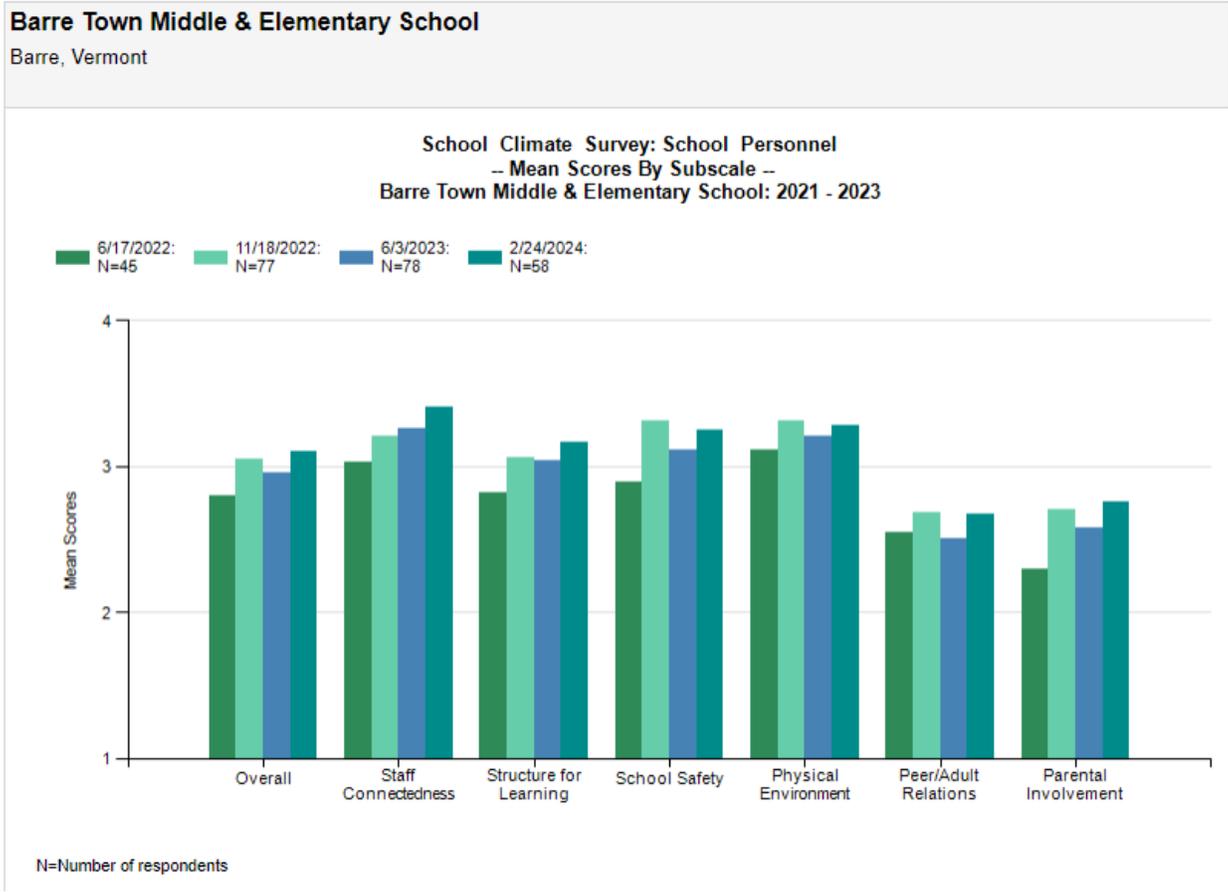
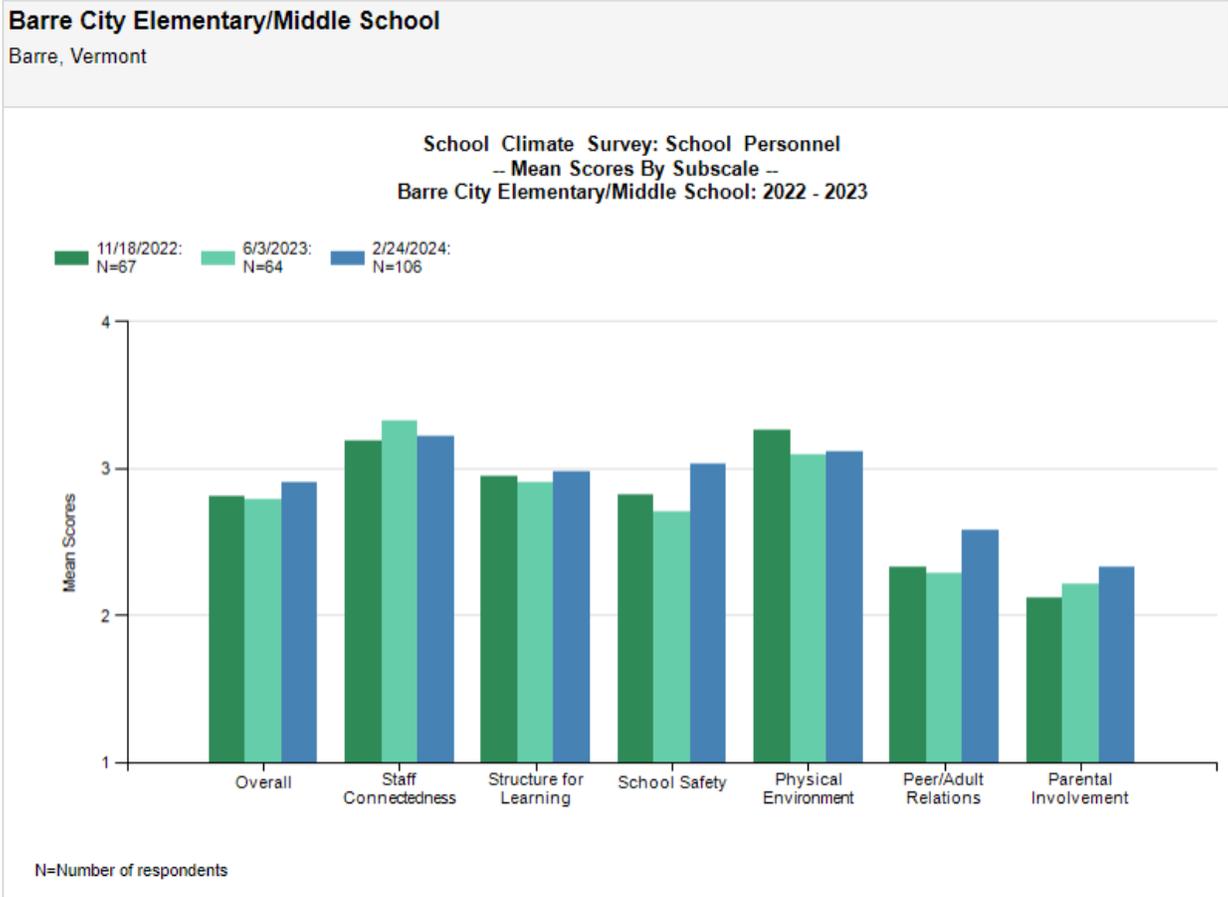


N=Number of respondents

To preserve anonymity, responses will not be shown for groups with N < 5. Their data are included in the other reports.

Climate Survey (continued)

School Personnel ([Link to Survey Questions](#))



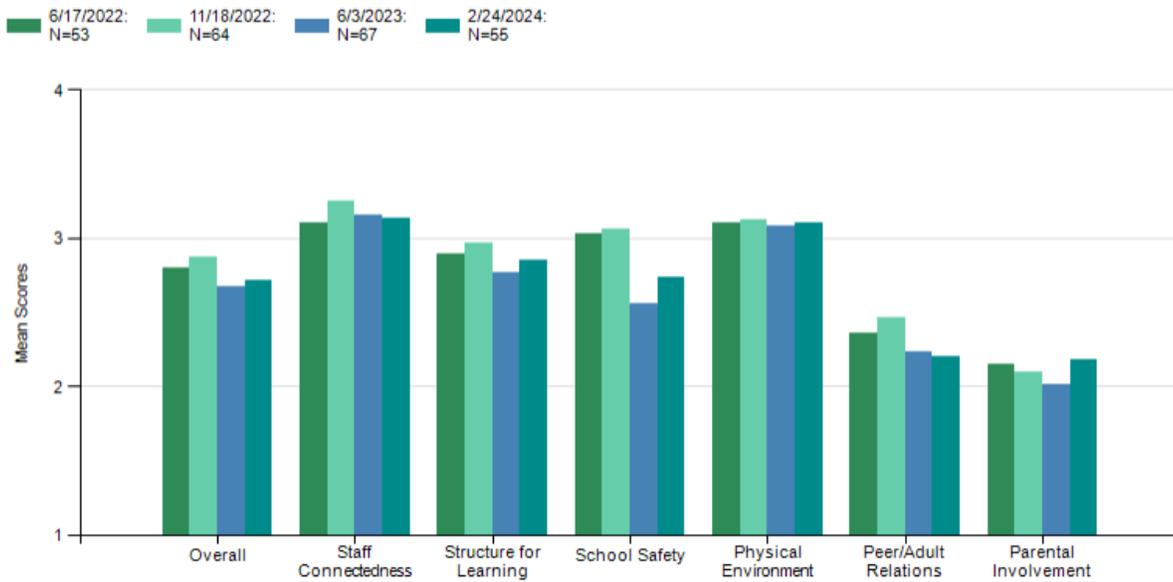
Climate Survey (continued)

School Personnel ([Link to Survey Questions](#))

Spaulding High School

Barre, Vermont

School Climate Survey: School Personnel
– Mean Scores By Subscale –
Spaulding High School: 2021 - 2023

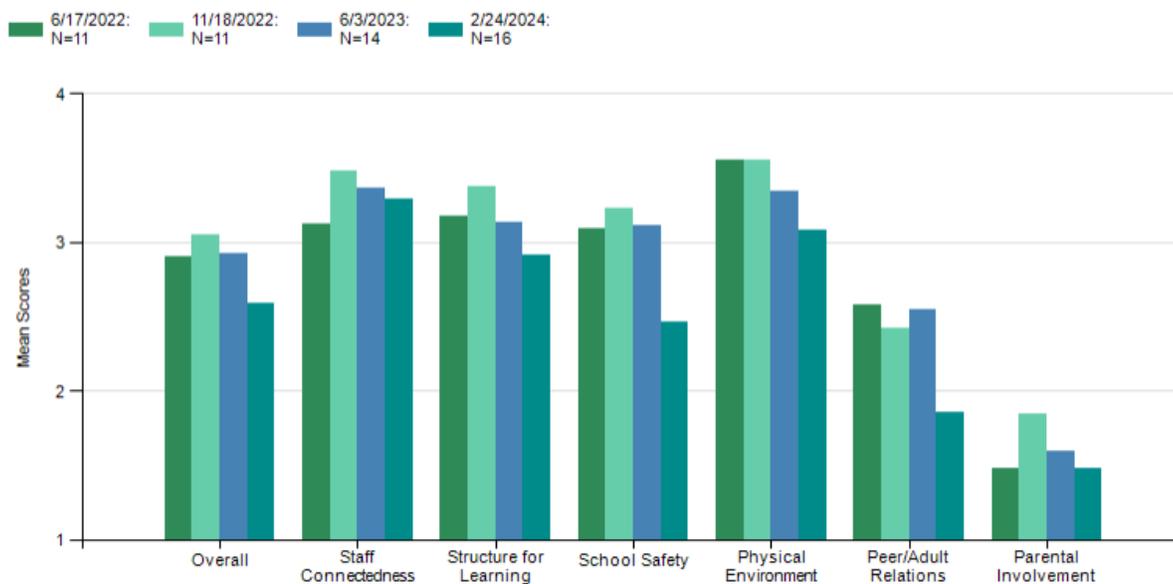


N=Number of respondents

Spaulding Educational Alternatives

Barre, Vermont

School Climate Survey: School Personnel
– Mean Scores By Subscale –
Spaulding Educational Alternatives: 2021 - 2023



N=Number of respondents

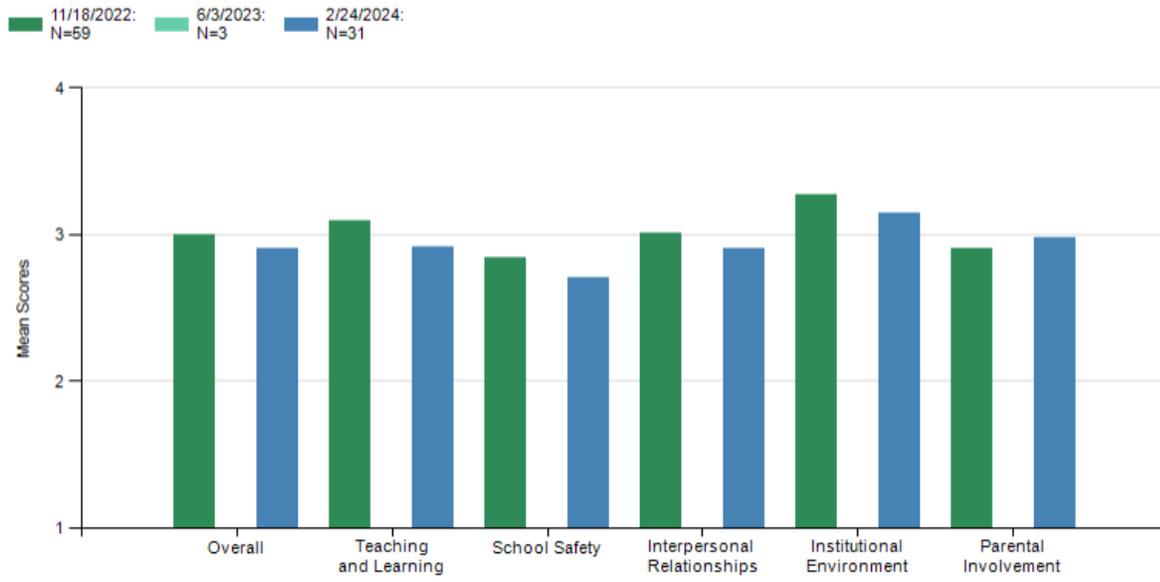
Climate Survey (continued)

Families ([Link to Survey Questions](#))

Barre City Elementary/Middle School

Barre, Vermont

School Climate Survey: Families
 -- Mean Scores By Subscale --
 School Years: 2022 - 2023

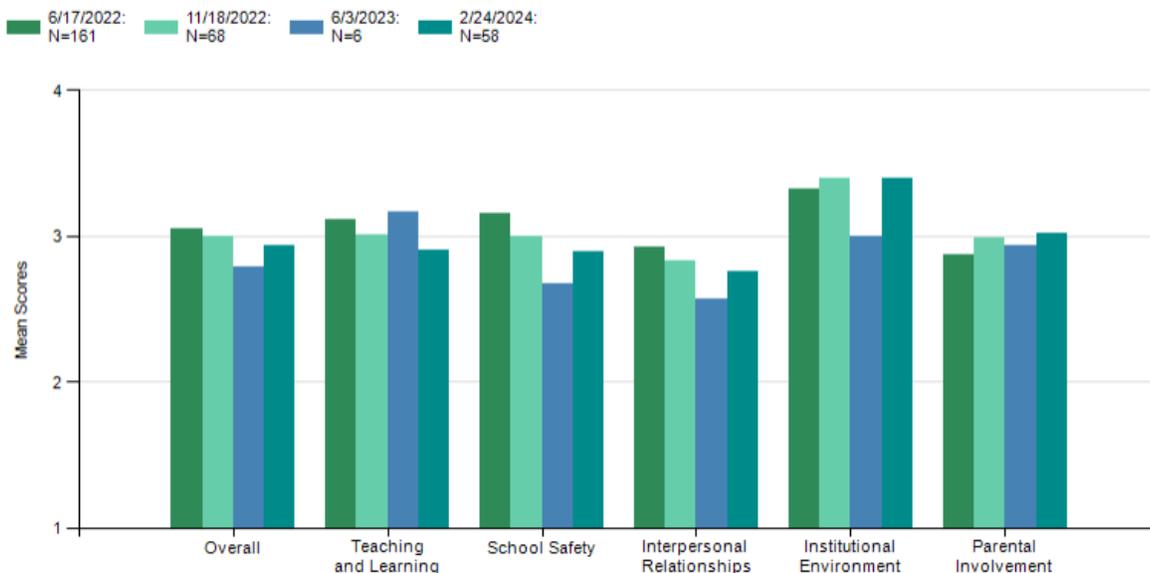


N=Number of respondents

Barre Town Middle & Elementary School

Barre, Vermont

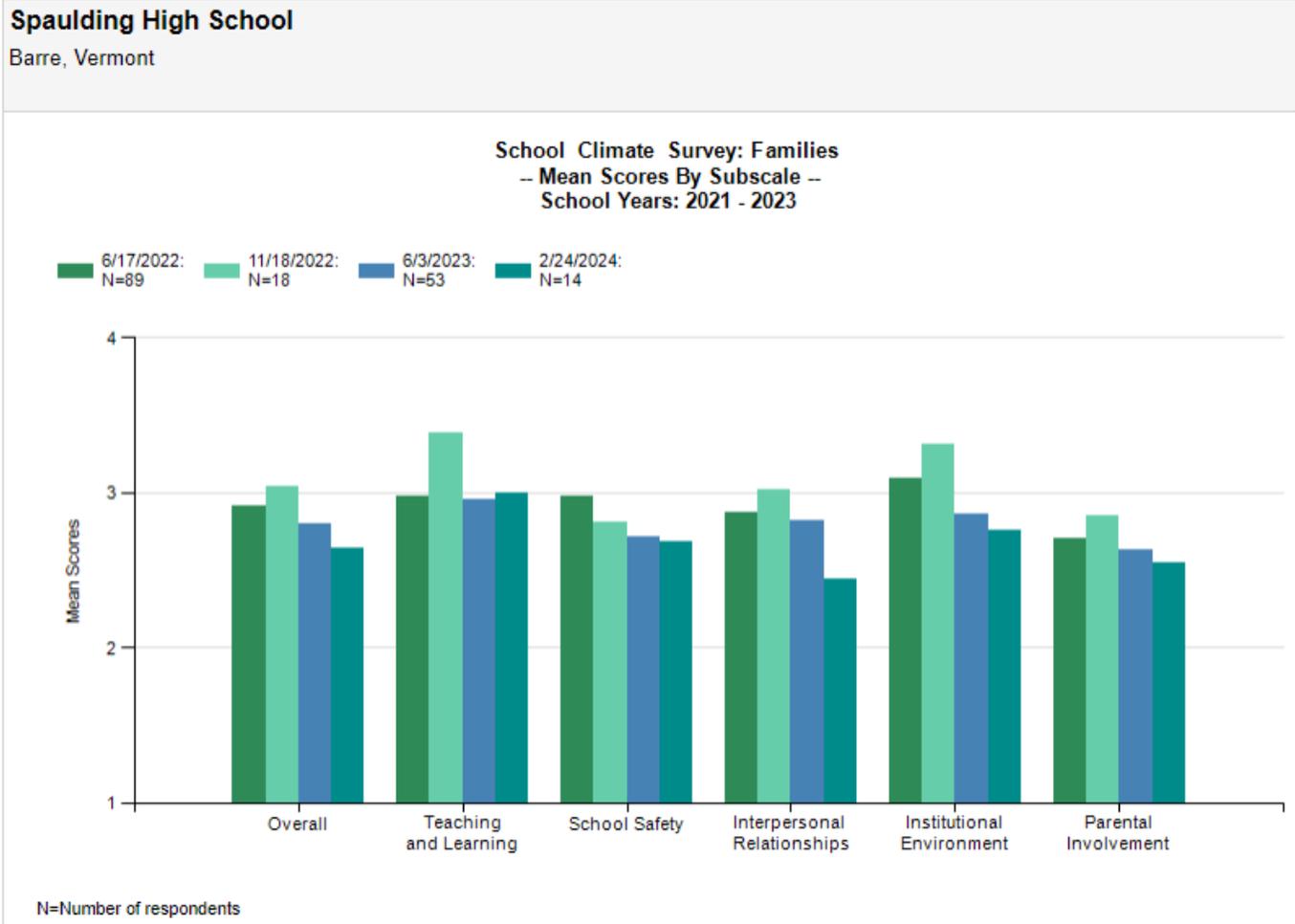
School Climate Survey: Families
 -- Mean Scores By Subscale --
 School Years: 2021 - 2023



N=Number of respondents

Climate Survey (continued)

Families ([Link to Survey Questions](#))



**Fewer than 5 responses for SEA Program*

Barre Unified Union School District Continuous Improvement Plan

LEA: Barre Unified Union School District
LEA Continuous Improvement Plan Contact Name: Karen Fredericks
LEA Continuous Improvement Plan Contact Email: kfredbsu@buusd.org

Collaborative Stakeholders Represented:

Karen Heath, Instructional Coach; Stacy Anderson, Special Services Director, Rebekah Mortensen, Assistant Director of Special Services; Karen Fredericks, Director of Curriculum, Instruction, and Assessment; Jennifer Bisson, PreK-12 Math Coordinator; Brenda Waterhouse, Barre City Principal; Erica Pearson, Barre Town MS Principal; Rebecca Baruzzi, BUUSD School Community Liaison; Becca Webb, Regional Act 166 Coordinator; Daniell Lindley, Children's Director Washington County Mental Health; Tiffany Moore, Director of Washington County Mental Health; Rachel Aldrich, parent; Emily Reynolds, parent and member of the School Board; Cassandra Townshend, Ed.D., Vermont BEST/PBIS Co-Director; Marianna Donnally, LICSW School Mental Health & Practice Development Coordinator

Shared Vision:

The vision for our SU is to cultivate a vibrant community of inquisitive learners who are empowered to express their unique voices and engage in exploration through a holistic approach to education, character development, and perseverance. By fostering a culture that values curiosity, resilience, and personal growth, we aim to equip our students with the skills and mindset needed to tackle the world's most pressing challenges with confidence and determination.

Is this a Schoolwide Plan YES NO
We are consolidating Titles I, II, & IV

Priority Problems of Practice:

1. Ensuring equitable access to resources and opportunities for all students, regardless of socioeconomic background.
2. Addressing the achievement gap between students from low-income families and their more affluent peers.
3. Engaging parents and families in their children's education and fostering a strong home-school partnership.

4. Providing high-quality professional development for teachers to effectively support the diverse needs of students
5. Implementing evidence-based strategies and interventions to improve student outcomes and academic achievement.

By identifying and addressing these problems of practice, the BUUSD can work towards creating a more equitable and supportive learning environment for all students, particularly those from disadvantaged backgrounds.

Root Cause Analysis

Theory of Improvement/Action

Continuous Improvement Plan Development

| Required Component | Prioritized SU/SD Goal | Prioritized Strategies/Change Ideas | Measures | Human, material, and fiscal resources supporting implementation |
|-----------------------------|--|---|--|--|
| 1. Safe and Healthy Schools | By June of 2026 we will decrease the average number of days students are absent from 22 to 15. | <ul style="list-style-type: none"> ● Improve attendance tracking system to monitor and analyze attendance data regularly to ensure SIS coding system is being implemented universally. ● Conduct outreach and communication campaigns to raise awareness about the importance of attendance for academic success. ● Vet and administer an SEL screener ● Collaborate with community partners to address barriers to attendance, such as transportation issues or health concerns. ● Offer support services for students and families, such as counseling, mentoring, or tutoring, to address underlying reasons for chronic absenteeism. ● Increase SAP outreach/education opportunities ● Establish a positive school culture that values and promotes regular attendance through school-wide initiatives and programs. | <ul style="list-style-type: none"> ● Climate Surveys ● Feedback solicited in person ● Attendance records ● Attendance tracking artifacts ● Agendas and minutes from data analysis | <ul style="list-style-type: none"> ● Time for survey coordination ● Funds for a vetted SEL Screener ● Time for data analysis ● Individual(s) to organize community initiatives and programs ● Individual(s) to organize school wide initiatives and programs ● Stipends for BCO work ● Professional development |

| Required Component | Prioritized SU/SD Goal | Prioritized Strategies/Change Ideas | Measures | Human, material, and fiscal resources supporting implementation |
|--------------------------|---|---|--|---|
| | | <ul style="list-style-type: none"> • Provide professional development for teachers and staff on strategies to engage students and create a welcoming and supportive learning environment. • Analyze attendance data to identify trends and patterns, and use this information to develop targeted interventions and support strategies for at-risk students. | | <ul style="list-style-type: none"> • School/Community Liaison to help with coordination • 2 SAP positions |
| 2a. Academic Achievement | By June of 2026 we will improve the percentage of students scoring proficient in math from 22% on local assessments to 32%. | <ul style="list-style-type: none"> • Implement a comprehensive and aligned math curriculum that is standards-based and provides clear learning objectives for each grade level and/or course • Provide ongoing professional development for teachers to enhance their math instruction skills and strategies. • Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in math. • Offer additional support and resources, such as tutoring, after-school programs, or summer enrichment programs, for students who need extra help. • Incorporate technology and digital tools to enhance math instruction and provide personalized learning opportunities for students. • Encourage parental involvement and engagement in their children's math education through workshops, resources, and communication. • Create a positive math culture within the district by celebrating student achievements, promoting a growth mindset, and fostering a love for math learning. | <ul style="list-style-type: none"> • Local Assessments for proficiency and growth purposes (PNOA, Star) • Targeted instruction progress monitoring data • Statewide Assessments | <ul style="list-style-type: none"> • Release time for vertical alignment • Time for data analysis • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs |
| 2b. Academic Achievement | By June of 2026 we will improve the | <ul style="list-style-type: none"> • Implement a comprehensive and aligned literacy curriculum that is standards-based and provides clear learning objectives for each grade level and/or course | <ul style="list-style-type: none"> • Local Assessments for proficiency | <ul style="list-style-type: none"> • Release time for vertical alignment • Time for data analysis |

| Required Component | Prioritized SU/SD Goal | Prioritized Strategies/Change Ideas | Measures | Human, material, and fiscal resources supporting implementation |
|--------------------|--|--|--|--|
| | percentage of students scoring proficient in reading from 42% on local assessments to 52%. | <ul style="list-style-type: none"> • Incorporating evidence-based reading strategies, such as phonics instruction, vocabulary development, and comprehension strategies, into daily instruction. • Provide ongoing professional development for teachers to enhance their literacy instruction skills and strategies. • Utilize data-driven decision-making to identify areas of weakness and target interventions to different demographic groups. • Offer additional support and resources, such as tutoring, after-school programs, or summer enrichment programs, for students who need extra help. • Incorporate technology and digital tools to enhance literacy instruction and provide personalized learning opportunities for students. • Encourage parental involvement and engagement in their children's literacy education through workshops, resources, and communication. • Create a positive literacy culture within the district by celebrating student achievements, promoting a growth mindset, and fostering a love for learning. | <p>and growth purposes (Star, diagnostic assessments)</p> <ul style="list-style-type: none"> • Targeted instruction progress monitoring data • Statewide Assessments | <ul style="list-style-type: none"> • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs |

If you would like to include goals specific to an individual school and/or have more SU/SD goals, you can create additional rows.

[CIP Goal Reflection](#) [BUUSD Comprehensive Needs Assessment \(DRAFT\)](#) [BUUSD data-inventory-template \(3\).docx](#)

Equity Supports (required if your SU/SD or a specific school is eligible for Equity Supports)

If any schools in your LEA—or the LEA as a whole—are eligible for equity supports, please list which of the goals or strategies above address a reason for the eligibility. If none of the goals or strategies address eligibility, please identify a separate goal or strategy for each entity eligible for support.

| Eligible LEA or School | Prioritized Goal | Prioritized Strategies/Change Ideas | Measures | Human, material and fiscal resources supporting implementation |
|------------------------|---|--|--|--|
| Barre City | 1a. Increase student growth in Math from 41% to 51% by June 2026. | -Minimize disruptions to academic time -Differentiation training and support -Data analysis with classroom level growth information -Regular calibration program implementation with fidelity -Increase interdisciplinary opportunities | -Special Education New Referrals -Schedule/Core time -Local | <ul style="list-style-type: none"> • Release time for vertical alignment • Time for data analysis • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs • Funding to sustain programmatic needs |
| | 1b. Increase student growth in Reading as measured by Star Early Literacy from 39% to 45%, and Star Reading from 51% to 61% by June 2026. | -Staff opportunities to grow -Redefine the role of instructional aids (Educational Support Professionals) -Explore specialization teams (ELA/SS & Math/Science partners) -Specialization training opportunities -Time for targeted instruction collaboration -Use revised EST/MTSS procedures | -Assessments (as measured by local assessments (PNOA & Star Math) -Classroom growth/progress monitoring data -Walkthrough observations -New teacher retention | |
| | 2. By June of 2026 we will decrease our total percentage of chronically absent | -Adult education opportunities: Caregiver Seminars -Revise the Caregiver/Teacher conference experience; -Communications - Team organized (newsletters, email--not texting) -Community engagement (Academic - literacy night, etc | -Attendance records -Caregiver feedback -Climate Surveys | |

| | | | | |
|------------|--|--|--|---|
| | students from 30% to 20% or less. | <p>& Nonacademic - cooking class, art class, eating lunch w kids)</p> <ul style="list-style-type: none"> -Restorative practices training and implementation with fidelity -Family approach to counseling supports (including home visits) | <ul style="list-style-type: none"> -Targeted interview questions for families who have students who are chronically absent | <p>monitoring</p> <ul style="list-style-type: none"> • PD related to restorative practices • Time to re-envision how school counselors support families |
| Barre Town | <p>1a. Strengthen Tier 1 instruction in math in order to increase growth from 40% to 60% (or 50% proficiency is met) by June 2026.</p> | <ul style="list-style-type: none"> -Monthly PLGs focused on differentiation in a specific area (i.e. handwriting, reading, math) -Pacing of Tier 1 instruction is intentional, with built-in checkpoints across each grade level. -WIN is intentional; students are shared throughout the grade level for instructional cycles with targeted goals -Improve the climate around assessment (stress reducing strategies) -Celebrate growth by grade level in reading and math -Education of families and the community -Value program implementation and continuity via leadership -Professional development includes: <ul style="list-style-type: none"> -How to review, analyze, and understand data to pivot instruction. -Support for Tier 1 instruction by increasing knowledge and understanding about research-based lesson structure and the different purposes of each component to support students. -Support for teachers with pedagogy in their content area. -Opportunities for staff to dive deeper | <ul style="list-style-type: none"> -Unit assessments (curriculum-based measures "CBM") -Formative Exit Tickets -Walkthrough observations -PLG Agendas -PLG Feedback -Progress monitoring summaries -8th Grade Math Placement -POA -Rubric for handwriting | <ul style="list-style-type: none"> • Time for data analysis • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs • Funding to sustain programmatic needs |
| | <p>1b. Strengthen Tier 1 instruction in literacy in order to increase growth as measured by Star Early Literacy from 42% to 62%, and Star Reading from 40% to 60% (or 50% proficiency is met) by June 2026</p> | | | |
| | <p>2. By June of 2026 we will decrease our total percentage of</p> | | | |

| | | | | |
|---------------------------|--|--|---|--|
| | chronically absent students from 26% to 18% or less | -Communicating importance of first wave instruction -Partner agency to offer caregiver seminars -Engage community in climate building activities -Celebrate academic growth -Equitable access to communication material | | -Time for absence tracking alignment work -Funding for language translation programs -Teacher leader stipend for attendance initiative work BCO |
| Spaulding High School SHS | 1. Decrease the percentage of students who are being alerted to receive Callback support to 50% or less. | -Executive Function/UDL PD Thread -Support teachers with scaffolding tools -Professional Learning Groups organized around meeting all learners needs -Alignment of curriculum to create educational experiences that build and do not have gaps. -Use common language and effective practices -Use common language in reporting -Provide PD around the student information system (SIS) -Recruit more SIS trainers -Increase efficiency with an SIS tip of the month | -Academic Alerts -Earning proficiency/credits -Surveys of PLG phases -Pre and post of implementation tools/comfort -Observation/walk throughs -Surveys of grading and reporting -Observations of IC | <ul style="list-style-type: none"> ● PD related to EF & UDL ● Time for data analysis ● Time for related PD opportunities ● Release time for vertical alignment ● Teacher leader stipend for curriculum/PLG work BCO ● Subscriptions for supplemental resources |
| | 2. Decrease the number of students with 8 or more behavior incidents by 25% by June 2026. | -Training to empower teachers and staff to address student behavior needs in the classroom -Signature sheet for Students Handbook -Target support for teachers based on data -Model behaviors that lead to a positive culture -Empower student leadership around positive relationships -Enroll adults and students in Grammarly | -Attendance -HHB Referrals -Office Referrals -EST Referrals -Climate survey | <ul style="list-style-type: none"> ● PD for common classroom management approaches ● Time for data analysis ● Time for related PD opportunities ● Job embedded support |

| | | | | |
|-----------------|--|--|--|-----------------------------|
| | | -Create school-wide covenants (“This is what we believe, and therefore this is what we will see”) | | (coaching/peer observation) |
| High School SEA | 1. By June of 2026 we will improve the percentage of 9th and 10th graders scoring proficient in reading from 8% on local assessments to 20%. | -Whole staff introduction to the science of reading -Targeted PD for staff who teach literacy -Increase accessibility of resources for teaching structured literacy -Adopt district aligned diagnostic assessments -Increase data literacy among staff | | |
| | 2. | | | |

Add additional rows, if needed

Plan Evaluation and Revision

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

| |
|---|
| Process of Evaluating the Implementation and Results of your Continuous Improvement Plan |
| Administrative teams will identify incremental goals that will map out semiannual and annual targets. We will have quarterly CIP progress monitoring meetings for data analysis and intervention evaluation. Updates from these meetings will be shared with the School Board (including any revisions to plans). |



Barre Unified Union School District

ACTION ITEM BRIEFING MEMO

BUUSD BOARD AGENDA ITEM

BOARD AGENDA: April 10, 2024

Agenda Section/Item No (please add item # below)

Consent - Item No: 6 Discussion - _____ Action - Item No: 6.1, 6.2, 6.3, 6.4

AGENDA ITEM DESCRIPTION:

Item 5

6.1 & 6.2 Consent agenda is to approve minutes from March 20, March 21 and March 27.

6.5 Approve Wcttcpw'hqt'O ctej "4: ."4246"cpf "Cr tkl6."42460'

6.6 New Hires - Approval to hire Austin Fay, Chantelle Micheli, Michelle O'Donnel, Laura Sanders, Kimberly Summerton, Sara Ulrich."

6.7 Enrollment/Home Study Reports - Information only, No Action.

6.6 H[47"Uej qqn'Ecrpfc t"/"Kphqto cvkqp"qpn{ . "P q"Ce v kqp

Item 6.1&6.2

Review and approval of FY25 Budget and FY25 Warning for revote.

SUBMITTING STAFF PERSON or BOARD MEMBER:

Superintendent, Business Manager

BACKGROUND/SUPPLEMENTAL INFORMATION: All document are in the packets

LINK(S): Warrant links are in the agenda

ATTACHMENTS:

RECOMMENDED ACTION/MOTION: Motion to approve 6.1-6.4 of the Consent Agenda.

DRAFT

BARRE UNIFIED UNION SCHOOL DISTRICT SPECIAL BOARD MEETING

BUUSD Central Office and Via Video Conference – Google Meet
March 20, 2024 - 2:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Michael Boutin (BC) – Chair
Giuliano Cecchinelli, II (BC) – Vice Chair
Sonya Spaulding (BC)- Clerk
Emily Reynolds (BT)
Garrett Grant (BC)
Alice Farrell (BT)

BOARD MEMBERS ABSENT:

Catherine Whalen (BT)
Nancy Leclerc (At-Large)
Terry Reil (BT)

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Luke Aither, Principal SHS
Mari Goodridge Miller, Asst. Principal SHS
Rebecca Busker, Asst. Principal SHS

GUESTS PRESENT:

Student A, Parent A, Grandparents A
Andrea Poulin

1. Call to Order

The Chair, Mr. Boutin called the Wednesday, March 20, 2024, Special meeting to order at 2:00 p.m., which was held at the Barre Unified Union School District Central Office and via video conference.

2. Additions and/or Deletions to the Agenda

None

Motion to go into Executive Session for the purpose of a Student Matter, with Superintendent, SHS Administrators, Student A, Parent A, and Granparents A joining, made by Mrs. Farrell, seconded by Ms. Reynolds at 2:14 p.m. Motion passed unanimously.

Mr. Cecchinelli left the meeting at 2:16 p.m.

3. Executive Session

3.1 Student Matter

The remaining information was provided by the Board Clerk.

Mrs. Farrell made a motion to exit the executive session at 3:26 p.m. Mr. Grant seconded the motion. Motion passed unanimously.

Ms. Reynolds made a motion to accept the administration's recommendation regarding the student matter discussed. Mr. Grant seconded the motion. Motion passed unanimously.

4. Adjournment

On a motion by Mr. Grant, seconded by Mrs. Farrell, the Board unanimously voted to adjourn at 3:27 p.m.

Respectfully submitted,
Tina Gilbert

DRAFT

BARRE UNIFIED UNION SCHOOL DISTRICT SPECIAL BOARD MEETING

Spaulding High School Library and Via Video Conference – Google Meet
March 21, 2024 - 7:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Michael Boutin (BC) – Chair
Sonya Spaulding (BC)- Clerk
Emily Reynolds (BT)
Garrett Grant (BC)
Alice Farrell (BT)
Catherine Whalen (BT)

BOARD MEMBERS ABSENT:

Giuliano Cecchinelli, II (BC) – Vice Chair
Nancy Leclerc (At-Large)
Terry Reil (BT)

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Luke Aither, Principal SHS
Mari Goodridge Miller, Asst. Principal SHS
Rebecca Busker, Asst. Principal SHS

GUESTS PRESENT:

Student A
Parent A

1. Call to Order

The Chair, Mr. Boutin called the Thursday, March 21, 2024, Special meeting to order at 7:02 p.m., which was held at the Spaulding High School Library and via video conference.

2. Additions and/or Deletions to the Agenda

None

Motion to go into Executive Session for the purpose of a student expulsion hearing, with Superintendent, SHS Administrators, Student A and Parent A joining, made by Ms. Reynolds, seconded by Mr. Grant at 7:03 p.m. Motion passed unanimously.

3. Executive Session

3.1 Expulsion Hearing

3.2 Superintendent Hiring/Search Process

The board entered deliberative session at 7:46 p.m., administrators, student A and parent A left the room
The remaining information was provided by the Board Clerk.

Mr. Grant made a motion to exit the executive session at 7:54 p.m. Mrs. Whalen seconded the motion. Motion passed unanimously.

Ms. Reynolds made a motion to accept the recommendation of the administration regarding the student matter presented. Mrs. Farrell seconded the motion. Motion passed unanimously.

Motion to go into Executive Session for the purpose of Superintendent Hiring/Search Process, with Carol Marold and Laura Potter joining, made by Ms. Reynolds, seconded by Mr. Grant at 7:55 p.m. Motion passed unanimously.

Mrs. Farrell made a motion to exit the executive session at 8:10 p.m. Mrs. Whalen seconded the motion. Motion passed unanimously.

DRAFT

4. Adjournment

On a motion by Ms. Reynolds, seconded by Mr. Grant, the Board unanimously voted to adjourn at 8:10 p.m.

Respectfully submitted,
Tina Gilbert

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

03/26/24

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

Name: Austin Fay Location: BTMES

Submission Date: 03/25/2024 Administrator Action/Checklist Complete: Y N

Position: ELA/ Social Studies Teacher Grade (If Applicable): Grade 3

Endorsement (If Applicable): 1-00 Elem. Ed. Hourly-Non Exempt Salary-Exempt

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

Account Code: 101-1020-51-11-0-1101-510310

Replacement? Y N

If Yes, For Whom? Lauren May Salary Rate: \$ 79,438 FY25

Administrator Approval: *Trifone Nye* Signature Date: 03/25/2024

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH FY25

Total Years of Experience: 15 Step: 16 Salary Placement: \$ M

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

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

Days Per Year: 190 Salary: \$ 79,106 ^{FY25} Contract Days: 190

Teacher: AOE Endorsement: YES NO

If No, Required: Provisional Emergency Apprenticeship

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

[Signature] MARCH 28, 2024

Superintendent and/or HR Director Approval Signature Date

Austin Fay

M.S.Ed

Elementary
Classroom Teacher



EXPERIENCE

Union Elementary School

Montpelier, VT 2023-

SEL Interventionist (K-4)

I plan and implement interventions for students on IEPs who have social and emotional learning goals. My current caseload contains 25 students in K-4. In addition to creating and teaching intervention lessons, I occasionally respond to escalated students in crisis, maintain documentation on student progress, write goals for IEPs, attend IEP meetings, sit on the PBIS committee, attend trainings in and lead trainings in Restorative Practice and Equity-Centered practices, and maintain communication with family members.

Accomplishments

- Leading member of a new school-based equity team
- Using STEM and hands-on challenges to initiate practice in emotional regulation and executive function practice
- Teaching Equity-Centered workshops to staff

Belle Sherman Elementary

Ithaca, NY – 2017 - 2023

3rd Grade Classroom Teacher

I taught all general education subjects, focusing on emotional intelligence, mindfulness, and cultural competency through responsive classroom style meetings. My classroom contained a cluster of students with IEPs, so I co-taught with a special education teacher and worked collaboratively with other educational support professionals. I used inclusive approaches to involve families as well, as we had a high variety of economic backgrounds, cultures, and beliefs about education.

Accomplishments

- Launched a new project-based unit on cultural stories, focused on pourquoi tales and animal research
- Became an equity mentor for the school district and ran professional development in that role
- Integrated student volunteer groups offering enrichment through Cornell University into the curriculum

Cornell University

Ithaca, NY – 2015- 2017

PreK-12 Program Coordinator

I worked as an advisor and co-curricular educator with Cornell students who wanted work study positions, internships, or volunteer work in schools and youth organizations across our area. I advised 18 student organizations and projects of various sizes, and built workshops on tutoring, mentorship, equity, community bridges, and enrichment lesson planning for these groups. I built good relationships with community partners. Over 400 Cornell students and thousands of area PreK-12 students were affected by the work that was housed in my portfolio.

Accomplishments

- Implemented GO! Cornell, designing meaningful field trips for students underrepresented in higher education
- Helped launch the collaboration of Cornell University and TST BOCES Smith school. High schoolers with

SKILLS

- ❑ Multifaceted, dynamic, highly collaborative, reflective, dedicated, project-based educator
- ❑ Experienced in: Culturally Competent Teaching; District Equity Mentor; Panorama; Reading and Writing Project- Teachers College; Fountas and Pinnell; Comprehension Toolkit; AIMSWEB; Eureka, Everyday, Investigations, and Bridges Math; Responsive Classroom; PBIS; RTI
- ❑ I build meaningful bonds with my students, keep my expectations high and differentiation constant, & connect with and communicate consistently with families. I work hard to differentiate, scaffold, and be inclusive and trauma-informed so that my classroom has low major behavior issues, even when my IEPs include a need to intervene for very challenging behaviors.
- ❑ Experience adjacent to the classroom- I worked for the Public Service Center at Cornell University educating college students to prepare them for K-16 service projects, served for 2 years as a member of the Equity and Inclusion Leadership Council (EILC) for Ithaca City School District, and as a Director-at-Large on the board for Cornell Cooperative Extension Tompkins County- Diversity and Inclusion committee

developmental disabilities are matched with internships, field trips, and Cornell student mentors to use campus job sites to do job skill training each morning. Secured a \$6,000 grant for this project to get students instruction time on a climbing wall

- Built a new program with Black Students United to match with rural middle and high school youth of color

Cornell Cooperative Extension

Ithaca, NY -- 2014- 2015

Program Educator, Natural Leaders Initiative

I worked with adults in the community nominated to the Natural Leaders Initiative, a nonprofit supporting grassroots community leaders. My position involved teaching a curriculum designed to help develop leadership skills and expand networks for individuals working on uplifting their communities. I was also the instructor of a modified version of this curriculum with a group in a drug court diversion program at the Community Justice Center in Ithaca. My work was to foster connections to a network of community leaders in various nonprofit, government, and human services organizations in the county and beyond.

Accomplishments

- Recruited and graduated two cohorts of 15 adults through the program, supporting multiple grads in joining local boards, getting better jobs, and obtaining seed funding and/or grants for new local projects
- Assisted and supported a graduate in creating the Phenomenal Woman of Tompkins County award and ceremony

Cabot School

Cabot, VT — 2011-2014

3-6th Grade Elementary Teacher

I taught in multiple upper configurations in this school, fully co-teaching with a younger teacher, fully solo in a multi-age classroom, and looping in this small rural school. I sought out professional development in teaching children with traumatic backgrounds, co-teaching with SPED, and teaching children in poverty, as well as project-based learning.

Accomplishments

- Piloted project-based, experiential learning and full model co-teaching in the upper elementary
- Implemented the use of brain-based learning techniques, trauma informed general education practice
- Recipient of the Rural Trust Global Teacher's Fellowship in 2013 (for summer travel and volunteer work in Peru to design a place-based education unit with an international partner)
- Created a new PBL unit: "Why did chattel slavery in the United States come to an end?" and created a docudrama on what they found out to leave as an artifact for future students to learn from in American History.

Isaac Dickson Elementary

Asheville, NC — 2008-2011

4th Grade Classroom Teacher

I worked for three years as a 4th grade teacher in this experiential-learning based magnet school in the center of the city. I was asked to help launch the "Can We Talk About Race" committee at our school and we were honored to present our work to educators at the annual "Closing the Gap" seminar in 2009 in Raleigh, NC.

Accomplishments

- Integrated school garden into the 4th grade curriculum in math, science, art, and reading
- PBL unit created: Linked a Cherokee mask making grant that integrated poetry and storytelling. The final project combined science research and dramatic presentations performed to a local audience on our school's nature trail

Early Learning Preschool

Burlington, VT — 2004-2008

Preschool Teacher and Assistant Director

Progressed over the course of 4 years from a floating assistant to lead teacher to assistant director. The preschool specializes in support for emergency foster care, and is a cherished multicultural neighborhood school. I taught a group of 8-10 preschoolers, teaching and designing a curriculum that followed Vermont kindergarten standards. Here I learned some of the most valuable behavior management skills. As assistant director my responsibilities included parent communication, enrollment interviews, mentoring and training of new staff, and some bookkeeping.

Accomplishments

- Immersed in modeling and instruction for best behavioral practice for students with high stress/high trauma histories, using the Positive Discipline approach
- Worked closely with EEE to do successful early intervention with our developmentally different students

For 2024-25 School Year
BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

03/19/2024

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

Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

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

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

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

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

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

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

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO (RI License - Reciprocity VT_

If No, Required: Provisional Emergency Apprenticeship

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

Superintendent Approval Signature

Date

CHANTELLE C. MICHELI

PROFESSIONAL GOALS

As an enthusiastic self-starter, I am looking for a position that requires the child development expertise which I have acquired through my fifteen plus years of early childhood experiences and education to date. I am seeking position within an early childhood education program to broaden and challenge my skills as a child care professional.

EDUCATION AND SKILLS

| | |
|---------------------------|---|
| Bachelor of Arts, 2008 | Eastern Nazarene College, Quincy, MA |
| | <i>Psychology, Child Development</i> |
| Relevant Coursework | <ul style="list-style-type: none">• Lifespan Development• Child Development• Abnormal Psychology• Methods of Social Behavior |
| Qualifications and Skills | <ul style="list-style-type: none">• CPR/First Aid Certified• Self-motivated• Excellent verbal and written communication skills• 15 plus years of nurturing childcare experience• RIELDS Certification• Strong organizational and planning skills• Attention to detail and problem solving skills. |

PROFESSIONAL CHILD CARE EMPLOYMENT

| | |
|------------------------------|--|
| July 2020 - Present | Full-time Lead Nursery Teacher and ECO Coordinator (Providence, RI) <i>Lincoln School</i> <ul style="list-style-type: none">• Collaboratively work with an assistant to create an emergent curriculum inspired by the Reggio Emilia Approach for 3-4-year-old children.• Write progress reports and conduct parent/teacher conferences three times per year.• Create documentation to show children's learning through daily blog postings and classroom displays.• Facilitate outdoor learning experiences in community parks |
| August 2018 - July 2020 | Full-time Lead Teacher (Providence, RI) <i>Mount Hope Childcare Center</i> <ul style="list-style-type: none">• Created a well rounded weekly curriculum based on the RIELDS to engage all children.• Developed schedules and daily routines for the children.• Constructed learning centers to fit the children's interests/developmental needs.• Made anecdotal observations as well as photographs to document children's work. |
| October 2016 – August 2018 | Full-time Teacher (Cranston, RI) <i>Learning Brooke</i> <ul style="list-style-type: none">• Implemented a Reggio Emilia Inspired curriculum.• Practiced positive conflict resolution skills with the children.• Discussed identified problems and needs with parents.• Created provocations that fit the children's interests/developmental needs.• Documented weekly reports and bi annual developmental tracking forms. |
| October 2011 – February 2016 | Full-time Child Care Provider (Littleton, CO) <i>Graeser Family</i> <ul style="list-style-type: none">• Responsible for daily care and nurturing schedules for Shaun (8) and Nathan (5).• Implemented physical, mental, intellectual and social activities.• Led math and reading homework regimen.• Maintained age appropriate disciplinary techniques.• Discussed identified problems and needs with parents. |

REFERENCES available upon request

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

03/26/24

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

Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

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

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

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

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

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

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

Days Per Year: Salary: \$ FY25 Contract Days:

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

Chris Hennessey

Superintendent and/or HR Director Approval Signature

MARCH 27, 2024

Date

Michelle O'Donnell

EDUCATION & TRAINING

Master of Arts in Teaching, Secondary Education. University of Vermont, Anticipated May 2024.

Bachelor of Science in Biology, Minor in Spanish. Saint Michael's College, Graduated May 2016, *magna cum laude*. Frank G. Mahady Memorial Award 2016. Dean's list 2012-2016.

Vermont Victim Assistance Academy, Vermont Center for Crime Victim Services, Jan 2017 to Oct 2017

Basic Mediation Training Series, Champlain College, May 2017

RELEVANT EXPERIENCE

Student teaching, U-32 High School. September 2023 to May 2024

- Solo taught 4 week genetics unit for 4 10th grade biology classes and 4 week digestive system unit for anatomy and physiology class
- When not solo-teaching: taught one-off lessons and assisted with planning and supporting students
- 3 days a week from September to December, 5 days a week from January to May

Instructional Assistant, Extended School Year, Winooski Elementary School, July to August 2023

- Assisted primary teachers with instruction and student support during ESY

After-School Program Co-Teacher, STARBASE, Winooski Elementary School, January to June 2023

- Co-taught a weekly STEM-focused after school program for 5th graders

Building-Based Substitute Teacher, Winooski Middle and High School, September 2022 to June 2023

- Substitute taught in classes of all subjects for students in 6th through 12th grade
 - Followed lesson plans and supported students by creating a safe learning environment
 - Improvised educational classroom activities when no lesson plan was provided, or when lesson plans did not fill the full class period
-

OTHER WORK EXPERIENCE:

Operations Manager, Steps to End Domestic Violence, August 2020 to September 2022

- Managed day-to-day operations of the combined office and shelter building
- Oversaw and managed human resources, internal systems, and policies & procedures

Logistics Assistant Coordinator, Committee on Temporary Shelter, March 2018 to July 2020

- Managed contracts with IT, telecommunication, and supply vendors
- Supervised and trained staff and volunteers and managed schedule for reception desk

Victim Advocate & Volunteer Coordinator, Winooski Community Justice Center, Nov 2016 to May 2018

- Advocated for people affected by crime, connected them with resources, helped write their impact statement
- Recruited, screened, trained, and supervised volunteers and an intern for three program

Consumer Advocate, Vermont People With AIDS Coalition, July 2016 to Jan 2018

- Advocated for people in Vermont living with HIV/AIDS to access services and resolve disputes

Teaching Assistant. Biology Department, Saint Michael's College. Sept 2013 to April 2016

- Aided the professor in running the lab, helped the students with tasks, and answered questions
Courses: Introduction to Ecology and Evolution, Introduction to Cell Biology and Genetics, Population and Evolutionary Genetics
-

SKILLS:

Trauma-informed classroom management, mediation, conflict resolution, excellent written and verbal communication, Microsoft Office. Advanced written and spoken Spanish.

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

FY25

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

Name: Laura Sanders Location: BTMES 24-25
Submission Date: 3/27/24 Administrator Action/Checklist Complete: [X] Y [] N
Position: School Psychologist Grade (If Applicable):
Endorsement (If Applicable): 3-66 School Psychologist [] Hourly-Non Exempt [X] Salary-Exempt
Hours Per Day: 7.5 Scheduled Hours: a.m. to p.m.
Account Code: 101-3097-51-21-0-2140-51110
Replacement? [X] Y [] N
If Yes, For Whom? Brendan Hickey (term June 2023) Salary Rate: \$ 53,371.50
Administrator Approval: Stacy Anderson Signature Date: 3/27/24

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH FY25
Total Years of Experience: 0 Step: 1 Column Placement: M
Hourly Rate: \$ Salary Rate: \$ Seniority Date:
Contract Type: [X] Teacher [] Para [] Replacement [] Interim [] Offer/Non-Contracted Letters
[] AFSCME [] N/A
Days Per Year: 190 Salary: \$ 50,893 FY25 Contract Days: 190
Teacher: AOE Endorsement: [] YES [X] NO
If No, Required: [X] Provisional [] Emergency [] Apprenticeship
Para-Educator: Associates Degree [] YES [] NO (If NO) -> ParaPro [] YES has passed ParaPro
[] NO will need to take ParaPro

Superintendent and/or HR Director Approval Signature

MARCH 28, 2024
Date

Laura Sanders

Contact

~~708.712.0068~~
~~kauracsanders1@gmail.com~~

Education

Vermont State University
(Castleton University)
Castleton, VT
M.A. & C.A.G.S. in School Psychology
Anticipated: May 2024

Governors State University
University Park, IL
School Psychology Courses

Eastern Illinois University
Charleston, IL
B.A. in Psychology
June 2014

References

Available upon request

Objective

To obtain a career as a School Psychologist at Barre Town Middle and Elementary School.

Field Experience

School Psychologist Intern • Barre Unified Union School District
August 2023-June 2024

- Administered and scored, cognitive, academic, adaptive behavior, and social-emotional assessments
- Wrote and presented psychoeducational reports
- Conducted Functional Behavior Assessments and developed Behavior Intervention Plans
- Provided individual counseling services
- Attended professional development workshops and webinars
- Presented executive functioning skills workshop to staff
- Utilized cross battery assessment/XBASS software for SLD evaluations.
- Provided educational consultation to teachers and parents.
- Participated in special education, 504, CSP and EST meetings.

School Psychology Practicum Student • Barre City Elementary and Middle School

October 2022-June 2023

- Administered, scored, and presented cognitive, adaptive behavior, and academic assessments and rating scales
- Student classroom observations
- Administered Social/Emotional Learning
- Consulted with staff and parents
- Wrote portions of psychoeducational reports
- Attended special education meetings

Assessment Experience

Cognitive Assessments: Wechsler Intelligence Scale for Children (WISC-V), Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV), Woodcock Johnson Tests of Cognitive Abilities (WJ-IV COG), Comprehensive Test of Nonverbal Intelligence (CTONI-2), Comprehensive Test of Phonological Processing (CTOPP-2), and Kaufman Assessment Battery for Children (KABC-II NU)

Achievement Assessments: Woodcock Johnson Tests of Achievement (WJ-IV ACH), Wechsler Individual Achievement Test (WIAT-4), and Kaufman Test of Educational Achievement (KTEA-3)

Rating Scales: Adaptive Behavior Assessment System (ABAS-3), Behavior Assessment System for Children (BASC-3), Behavior Rating Inventory of Executive Functioning (BRIEF-2), Brown Executive Function/Attention Scales, Conners Rating Scales (Conners-4), Gilliam Autism Rating Scales (GARS-3), Multidimensional Anxiety Scale for Children (MASC-2), Social Responsiveness Scale (SRS-2), and NICHQ Vanderbilt Assessment Scale

Additional Work Experience

Nanny

August 2015-August 2022

Pier 1 Sales Associate
2014-2015 & 2020

Pier 1 Sales Leader
2015-2019

Committees Served On

Safety Committee

Child Study Team

Tuesday Staff Meetings

Middle School Behavioral Support Team

District Special Education Evaluation Team

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

03/26/24

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

Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

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

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

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

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

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

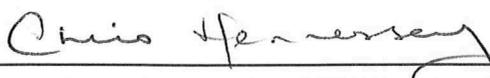
Contract Type: Teacher Para Replacement Interim Offer/Non-Contracted Letters
 AFSCME N/A

Days Per Year: Salary: \$ FY25 Contract Days:

Teacher: AOE Endorsement: YES NO Oregon License - Reciprocity VT

If No, Required: Provisional Emergency Apprenticeship

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


Superintendent and/or HR Director Approval Signature

Date

Kimberly Summerton

Seeking School-Based Behavioral Interventionist Position to expand upon my experience in working with children of diverse abilities and from diverse backgrounds.

EDUCATION

B.S. Secondary Education **May 2022**

B.S. Mathematics

Oregon Emergency Substitute Teaching License **Jan. 2022**

Oregon Preliminary Teaching License with Secondary Subjects Endorsement in Mathematics

Linfield University, McMinnville, Oregon

- Honors: Summa Cum Laude, GPA 3.97; Conaway Award for Outstanding Student Teaching
 - Heartsaver First Aid & CPR Certified
-

RELEVANT EXPERIENCE

Therapeutic Recreation Specialist, 30-40 hours per week **June 2022 - Present**

Bend Park & Recreation District

May 2021 - Aug. 2021

Bend, Oregon

- Collaborate with multidisciplinary team to develop, plan, and implement intervention strategies to support students in developing prosocial relationships with peers
- Identify and build upon strengths of students of diverse abilities (EBD, ASD, IDD) to ensure safe and equitable access to educational and community-based opportunities
- Apply knowledge of educational and developmental theories to address student learning and behavioral challenges

Student Teaching, Full-Time/Part-Time

Sep. 2021 - May 2022

McMinnville High School (45 hours per week)

Duniway Middle School (20 hours per week)

McMinnville, Oregon

- Created personalized short- and long-term academic success plans for students in collaboration with student support team
- Developed and implemented group lesson plans and specialized one-on-one instruction in accordance with students' IEPs and 504 Plans
- Forged individual relationships with students to promote a safe & inclusive classroom community

Personal Support Worker, 25 hours per week

May 2020 - Aug. 2021

Oregon Department of Human Services/Full Access High Desert

Bend, Oregon

- Monitored and responded to medical, emotional, and support needs of client with IDD to ensure client safety in all activities of daily living
- Adapted environment and/or supports to facilitate client's full participation in recreational activities
- Communicated with guardians and other caregivers to advocate for client needs, and strategized appropriate interventions

References available upon request.

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM
Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

03/26/24

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

Name: Sara Ulrich Location: BTMES

Submission Date: 03/26/2024 Administrator Action/Checklist Complete: Y N

Position: Math/Science Teacher Grade (If Applicable): Grade 4

Endorsement (If Applicable): 1-00 Elem Ed Hourly-Non Exempt Salary-Exempt

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

Account Code: 101-1020-51-11-0-1101-510310

Replacement? Y N

If Yes, For Whom? James Norby Salary Rate: \$ 69,038 FY25

Administrator Approval: *[Signature]* Signature Date: 03/26/2024

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

Total Years of Experience: 9 Step: 10 Salary Placement: \$ B15*

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

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

Days Per Year: 190 Salary: \$ 63,395 FY25 Contract Days: 190

Teacher: AOE Endorsement: YES NO

If No, Required: Provisional Emergency Apprenticeship

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

Chris Hennessey

3/29/2024

Superintendent and/or HR Director Approval Signature

Date

* PENDING DOCUMENTATION OF 15 CREDITS. *(CH)*

Sara Ulrich

~~XXXXXXXXXXXXXXXXXX~~

~~XXXXXXXXXXXX~~

~~XXXXXXXXXXXX~~

~~XXXXXXXXXXXX~~

EDUCATION

CHAMPLAIN COLLEGE | Burlington, VT

08/2011-05/2015

Bachelor of Science Degree in Early Childhood/ Elementary Education.

- 3.282 cumulative GPA
- Dual Endorsement Early Childhood (Birth-Pre-K), Elementary (K-6)
- Maintained a part time job and volunteered.
- Made Dean's List during four semesters.

RELATED EXPERIENCE

NORTHFIELD ELEMENTARY SCHOOL | Northfield, VT

08/2023-present

Pre-K Teacher

- Used the Vermont Early Learning Standards and Teaching Strategies Gold, along with collaboration with colleagues, to tier instruction to fit the needs of all students along the developmental spectrum.
- Developed shared goals with families to target personalized goals for each student in a mixed age preschool setting.
- Nurtured student relationships and social emotional skills through positive interactions and play.

1 yr

WAITS RIVER VALLEY SCHOOL | Corinth, VT

08/2018-06/2023

First Grade Teacher (2021-2023)

Fifth Grade Teacher (2018-2021)

5 yrs

- Built relationships with students, families, and colleagues.
- Implemented curriculum with modifications, differentiating for students when needed.
- Met with teaching team on weekly basis.
- Created a safe and effective classroom environment.
- Actively participated in the leadership and assessment teams.

ANNETTE'S PRESCHOOL | Hinesburg, VT

06/2018-08/2018

Pre-K Teacher

- Created and maintains a Reggio Emilia inspired environment.
- Planned and implemented emergent curriculum, adjusting based on needs of children.
- Collaborated with team and co-teacher to improve daily practices.
- Created and maintained relationships with families and coworkers.

2 mos

E.J.'S KIDS KLUB | Williston, VT

07/2015-06/2018

Pre-K Teacher

- Plans and implements monthly curriculum with co-teacher, based on interest on the children and the Vermont Early Learning Standards.
- Observes and assesses children using Teaching Strategies Gold.
- Practices and maintains standards (NAEYC, Vermont State Regulations, etc.)

3 yrs

- ORCHARD SCHOOL | South Burlington, VT 09/2014-04/2015
 Student Teacher in Fifth Grade Classroom
- Planned and taught a Social Studies unit.
 - Completed two solo weeks in the classroom.
 - Taught a minimum of one lesson per week throughout the spring semester.
 - Observed classroom one day a week during the fall semester.
- CHAMPLAIN ELEMENTARY SCHOOL | Burlington, VT 02/2014-04/2014
 Morning Volunteer with K-5 students
- Worked with students on mathematics and reading skills before the school day started.
- TRINITY CHILDREN'S CENTER | Burlington, VT 01/2013-04/2013
 Teaching Intern in Multi-Age Preschool Classroom
- Completed a minimum of 6 lessons based on student interests.
 - Completed two full days of solo teaching.
 - Created a five-day integrated thematic unit based on developmentally appropriate practice, with a minimum of 13 lessons in a variety of areas.
- SUSTAINABILITY ACADEMY AT LAWRENCE BARNES | Burlington, VT 01/2013-04/2013
 Volunteer in Kindergarten Classroom
- Assisted with daily activities and during specials.
- Teaching Intern in Kindergarten Classroom 09/2012-12/2012
- Assisted with day-to-day activities and during specials.
 - Worked one-on-one with students on math activities and reading.
 - Worked with mentor teacher to create six lessons based on needs of the classroom and the implemented lessons.
- BURLINGTON KIDS BKSA | Burlington, VT 09/2011-04/2012
 Teacher's Aide/ Tutor
- Assisted with activities and transitions during after school program.
 - Assessed needs of groups and resolved any issues or problems as needed.

RELATED TRAININGS & SKILLS

- Orton Gillingham training through the Institute for Multi-Sensory Education
- Coaching and professional development with the All Learner's Network
- Prior programs taught: Foundations, Illustrative Mathematics, Reading Mastery, Investigations, Lucy Calkins

References available upon request.

April 2024

District Enrollment/Staffing

| Class Size Policy Limits | | | | Barre City Enrollment | | | | | | | Barre Town Enrollment | | | | | | |
|--------------------------|-----|-------|-----|-----------------------|----------|-------|----------------|--------------|------------|----------------------|-----------------------|----------|-------|----------------------|--------------|------------|-------------------|
| Grade | Min | Ideal | Max | Students | Teachers | Avg. | Outside Placed | Act 166 (PK) | SEA Placed | Total Grade Level | Students | Teachers | Avg. | Outside Placed | Act 166 (PK) | SEA Placed | Total Grade Level |
| PK | 12 | 15 | 17 | 78 | 3 | 26.00 | 0 | 24 | - | 102 | 91 | 3 | 30.33 | 0 | 24 | - | 114 |
| K | 15 | 16 | 18 | 75 | 5 | 15 | 0 | - | - | 75 | 87 | 5 | 17.4 | 0 | - | - | 87 |
| 1 | 15 | 18 | 20 | 84 | 5 | 16.8 | 0 | - | - | 84 | 81 | 5 | 16.2 | 0 | - | - | 81 |
| 2 | 15 | 18 | 20 | 69 | 5 | 13.8 | 1 | - | - | 70 | 90 | 5 | 18 | 1 | - | - | 91 |
| 3 | 15 | 18 | 20 | 68 | 5 | 13.60 | 2 | - | - | 70 | 87 | 5 | 17.4 | 1 | - | - | 88 |
| 4 | 15 | 20 | 22 | 58 | 4 | 14.5 | 1 | - | - | 59 | 88 | 5 | 17.6 | 0 | - | - | 88 |
| 5 | 15 | 20 | 22 | 82 | 5 | 16.40 | 4 | - | - | 86 | 79 | 4 | 19.75 | 1 | - | 0 | 80 |
| 6 | 15 | 20 | 22 | 76 | 4 | 19.00 | 0 | - | - | 76 | 73 | 4 | 18.25 | 0 | - | 0 | 73 |
| 7 | 15 | 23 | 25 | 77 | 4 | 19.25 | 4 | - | - | 81 | 79 | 4 | 19.75 | 1 | - | 0 | 80 |
| 8 | 15 | 23 | 25 | 78 | 4 | 19.50 | 2 | - | - | 80 | 73 | 4 | 18.25 | 4 | - | 3 | 80 |
| | | | | | | | | | | BC PK-8 Total | | | | BT PK-8 Total | | | |
| April 2024 | | | | 745 | | | 14 | 24 | 0 | 783 | 828 | | | 8 | 24 | 3 | 862 |
| March 2024 | | | | 738 | | | 14 | 24 | 0 | 776 | 830 | | | 8 | 24 | 3 | 865 |

| SHS Enrollment | | | | | | |
|----------------|-----|---------------|----------------|-----|-----------|-------|
| Grade | SHS | Early College | Outside Placed | SEA | TECH CTRS | Total |
| 9 | 161 | | 11 | 20 | 1 | 193 |
| 10 | 123 | | 8 | 10 | 5 | 146 |
| 11 | 106 | | 5 | 7 | 32 | 150 |
| 12 +15 | 77 | 20 | 9 | 13 | 27 | 146 |
| April | 467 | 20 | 33 | 50 | 65 | 635 |
| March | 472 | 20 | 31 | 52 | 65 | 640 |

4/2

| Students Enrolled | | | | | |
|-------------------|-----|-----|---------------|-----------------|-------|
| BT | BC | SHS | Early College | SEA (HS/Middle) | Total |
| 745 | 828 | 467 | 20 | 53 | 2113 |
| Outside Placed | | | | | |
| BT | BC | SHS | | | |
| 14 | 8 | 33 | 55 | | |
| ACT 166 (PK) | | | | | |
| BT | BC | | | | |
| 24 | 24 | | | | 48 |
| Tech Centers | | | | | |
| 65 | | | | | 65 |
| District Total | | | | | 2281 |

HOME STUDY REPORT (AOE provided data)

| AOE Report Month | Barre City Home Study (AOE Report) | | | | | | Barre Town Home Study (AOE Report) | | | | | | Spaulding High Home Study (AOE Report) | | | | | |
|-----------------------|---|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|-----------|-----------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| July | - | - | - | 29 | 12 | 23 | - | - | - | 23 | 13 | 28 | - | - | - | 4 | 6 | 8 |
| August | 9 | 22 | 22 | 31 | 20 | 21 | 9 | 26 | 18 | 29 | 22 | 35 | 6 | 18 | 6 | 6 | 6 | 14 |
| September | 11 | 23 | 30 | 35 | 20 | 22 | 11 | 27 | 25 | 39 | 29 | 34 | 8 | 20 | 9 | 8 | 9 | 15 |
| October | 11 | 23 | 41 | 40 | 25 | 22 | 15 | 28 | 35 | 42 | 32 | 37 | 9 | 20 | 13 | 10 | 11 | 15 |
| November | No Rpt | 26 | 43 | 42 | 25 | 21 | No Rpt | 29 | 38 | 40 | 32 | 37 | No Rpt | 20 | 14 | 12 | 11 | 16 |
| December | No Rpt | 26 | No Rpt | 45 | 24 | 21 | No Rpt | 29 | No Rpt | 42 | 32 | 37 | No Rpt | 21 | No Rpt | 12 | 13 | 16 |
| January | No Rpt | No Rpt | 50 | 45 | 23 | 33 | No Rpt | No Rpt | 43 | 42 | 32 | 40 | No Rpt | No Rpt | 14 | 12 | 13 | 16 |
| February | No Rpt | 25 | 52 | 43 | 23 | 33 | No Rpt | 30 | 46 | 42 | 32 | 41 | No Rpt | 21 | 14 | 11 | 13 | 16 |
| March | No Rpt | No Rpt | 52 | 43 | 24 | 32 | No Rpt | No Rpt | 48 | 42 | 32 | 43 | No Rpt | No Rpt | 15 | 12 | 14 | 18 |
| April | 32 | 25 | 44 | 43 | 25 | 32 | 32 | 30 | 48 | 42 | 35 | 43 | 17 | 21 | 16 | 12 | 14 | 18 |
| May | 32 | 26 | 17 | 42 | 24 | | 32 | 30 | 9 | 44 | 35 | | 17 | 21 | 2 | 13 | 14 | |
| June | 35 | 32 | 20 | No Rpt | 24 | | 34 | 39 | 11 | No Rpt | 35 | | 17 | 24 | 4 | No Rpt | 14 | |
| Pending at AOE | <i>1 additional applications Pending Approval (not counted above)</i> | | | | | | <i>o additional applications Pending Approval (not counted above)</i> | | | | | | <i>o additional applications Pending Approval (not counted above)</i> | | | | | |

04/3/2024 DRAFT

- = Student Day
- = Staff Day
- = Early Release for BC & BT

August

| M | T | W | Th | F |
|----------------------|-------------|------|------|------|
| | | | | |
| | | Flex | Flex | Flex |
| Flex | Flex | Flex | Flex | Flex |
| 19/ Flex | 20/ Flex | SD | SD | SD |
| SD | Flex | 28 | 29 | 30 |
| 19 & 20 New Teachers | | | | |
| Student Days | | | | 3 |
| SD/HD Days | | | | 5 |
| Staff Days | | | | 8 |

September

| M | T | W | Th | F |
|--------------------|----|----|----|----|
| V | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |
| Student Days 20 23 | | | | |
| SD/HD Days 0 5 | | | | |
| Staff Days 20 28 | | | | |

October

| M | T | W | Th | F |
|--------------------|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | SD |
| V | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |
| Student Days 21 44 | | | | |
| SD/HD Days 1 6 | | | | |
| Staff Days 22 50 | | | | |

November

| M | T | W | Th | F |
|---|----|----|----|-----------|
| | | | | 1 |
| 4 | 5 | 6 | PT | SD |
| 11 | 12 | 13 | 14 | 15 |
| V | V | V | V | V |
| 25 | 26 | 27 | 28 | 29 |
| Q 1 ends 11/1 | | | | |
| Student Days | | | | 15 59 |
| SD/HD Days | | | | 1.5 7.5 |
| Staff Days | | | | 16.5 66.5 |
| Early release on 11/7 for BC/BT Conferences | | | | |

December

| M | T | W | Th | F |
|--------------------|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| V | V | V | V | V |
| V | V | | | |
| Student Days 15 74 | | | | |
| SD/HD Days 0 7.5 | | | | |
| Staff Days 15 81.5 | | | | |

January

| M | T | W | Th | F |
|--------------|----|----|----|----------|
| | | V | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| V | 21 | 22 | 23 | 24 |
| SD | 28 | 29 | 30 | 31 |
| Q2 ends 1/24 | | | | |
| Student Days | | | | 20 94 |
| SD/HD Days | | | | 1 8.5 |
| Staff Days | | | | 21 102.5 |

February

| M | T | W | Th | F |
|---------------------|----|----|----|----|
| | | | | |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| V | V | V | V | V |
| Student Days 15 109 | | | | |
| SD/HD Days 0 8.5 | | | | |
| Staff Days 15 117.5 | | | | |

March

| M | T | W | Th | F |
|---------------------|----|----|----|----|
| V | V | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |
| Student Days 19 128 | | | | |
| SD/HD Days 0 8.5 | | | | |
| Staff Days 19 136.5 | | | | |

April

| M | T | W | Th | F |
|---|----|----|----|----------|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | PT | SD |
| 14 | 15 | 16 | 17 | 18 |
| V | V | V | V | V |
| 28 | 29 | 30 | | |
| Q3 ends 4/4 | | | | |
| Student Days | | | | 16 144 |
| SD/HD Days | | | | 1.5 10 |
| Staff Days | | | | 17.5 154 |
| Early release on 4/10 for BC/BT Conferences | | | | |

May

| M | T | W | Th | F |
|---------------------|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| V | 27 | 28 | 29 | 30 |
| Student Days 21 165 | | | | |
| SD/HD Days 0 10 | | | | |
| Staff Days 21 175 | | | | |

June

| M | T | W | Th | F |
|--------------|----|----|----|--------|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | SD |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |
| Q4 ends 6/12 | | | | |
| Student Days | | | | 14 179 |
| SD/HD Days | | | | 1 11 |
| Staff Days | | | | 15 190 |

| | |
|------------------|--|
| V | Student Vacation |
| ER=Purple | BC & BT Early Release: 1/2 day for students; 1/2 SD day for Teachers/Paras |
| PT | Parent Conference - Half day for Students |
| FLEX | Counts as 1 Staff Development Day |

| |
|--|
| * Make up student day June 20 & 23 |
| Staff Development Day follows last student day |
| Students: 179 Days; 90 days before Jan 25; 89 days after Jan 25 |
| Teachers: 179 student days; 11 SD days |
| Paras: 179 student days; 6 SD days listed below; |
| 8/22, 8/23, 10/11, 11/8, 1/27, 6/20 (= 6 PD days/185 total days) |

BARRE UNIFIED UNION SCHOOL DISTRICT
WARNING
FOR
May 14, 2024

REVOTE

The legal voters of the Barre Unified Union School District who are residents of the City of Barre and the Town of Barre, are hereby notified and warned to meet at their respective polling places: Barre City residents meet at the Barre City Municipal Auditorium and Barre Town residents meet at the Barre Town Middle and Elementary School gymnasium; on Tuesday, May 14, 2024 between the hours of seven (7:00) o'clock in the forenoon (a.m.) at which time the polls will open and seven (7:00) o'clock in the afternoon (p.m.) at which time the polls will close; to vote by Australian ballot upon the following Articles of business:

ARTICLE 1

Shall the voters of the Barre Unified Union School District approve the school board to expend \$58,160,337, which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$11,415 per Long Term Weighted Average Daily Membership (LTWADM) per pupil spending.

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The legal voters and residents of Barre Unified Union School District are further warned and notified that an Informational meeting will be held via Google Meet ([meet.google.com/toh-iubt-unf](https://meet.google.com/toh-iubt-unf) or Phone: 1-336-949-8207 PIN 481 744 668#) and in-person at the Spaulding High School Library, 155 Ayers Street, Barre, Vermont on Monday, May 8, 2024 commencing at six (6:00) in the afternoon (p.m.) for the purpose of explaining the article to be voted on by Australian ballot.

The legal voters of Barre Unified Union School District are further notified that voter qualification, registration and absentee voting relative to said election shall be as provided in Chapters 43, 51, and 55 of Title 17, Vermont Statutes Annotated.

Adopted and approved at a meeting of the Board of School Directors of the Barre Unified Union School District held on April 10, 2024. Received for the record and recorded in the records of the Barre Unified Union School District on April 11, 2024.

ATTEST:

\_\_\_\_\_  
Tina Lunt, Clerk  
Barre Unified Union School District

\_\_\_\_\_  
Michael Boutin

\_\_\_\_\_  
Garrett Grant

\_\_\_\_\_  
Alice Farrell

\_\_\_\_\_  
Sonya Spaulding

\_\_\_\_\_  
Terry Reil

\_\_\_\_\_  
Nancy Leclerc

\_\_\_\_\_  
Giuliano Cecchinelli II

\_\_\_\_\_  
Catherine Whalen

\_\_\_\_\_  
Emily Reynolds

Barre Unified Union School District Board of School Directors

**Proposed FY25 Expenses Budget - 4/10/24**

|                             | <b>FY22 ACTUALS</b> | <b>FY23 BUDGET</b> | <b>FY23 ACTUALS</b> | <b>FY24 BUDGET</b> | <b>FY25 PROPOSED BUDGET</b> |
|-----------------------------|---------------------|--------------------|---------------------|--------------------|-----------------------------|
| 1 BUUSD CURRICULUM          | \$160,923           | \$300,001          | \$289,732           | \$305,110          | \$435,606                   |
| 2 BUUSD TECHNOLOGY          | \$1,253,014         | \$1,277,010        | \$1,463,024         | \$1,375,366        | \$1,503,714                 |
| 3 BUUSD BOARD               | \$331,964           | \$364,894          | \$357,753           | \$342,001          | \$354,203                   |
| 4 BUUSD SUPERINTENDENT      | \$281,204           | \$304,492          | \$325,108           | \$329,743          | \$405,407                   |
| 5 BUUSD BUSINESS OFFICE     | \$432,047           | \$457,655          | \$487,479           | \$466,193          | \$517,182                   |
| 6 BUUSD COPIERS             | \$89,985            | \$90,000           | \$116,414           | \$90,000           | \$110,000                   |
| 7 BUUSD COMMUNICATIONS      | \$94,199            | \$106,380          | \$78,183            | \$50,000           | \$0                         |
| 8 BUUSD HUMAN RESOURCES     | \$274,576           | \$282,499          | \$294,030           | \$314,129          | \$342,571                   |
| 9 BUUSD FACILITIES          | \$263,052           | \$261,428          | \$268,009           | \$289,818          | \$317,972                   |
| 10 BUUSD TRANSP - LEASE     | \$40,099            | \$42,500           | \$47,361            | \$42,500           | \$68,000                    |
| 11 BCEMS PRESCHOOL          | \$524,053           | \$555,708          | \$522,194           | \$578,039          | \$612,922                   |
| 12 BTMES PRESCHOOL          | \$465,313           | \$530,504          | \$437,561           | \$490,383          | \$513,402                   |
| 13 BCEMS DIRECT INSTRUCT    | \$5,176,741         | \$5,475,085        | \$5,202,020         | \$5,455,482        | \$6,250,982                 |
| 14 BTMES DIRECT INSTRUCT    | \$5,272,797         | \$5,740,826        | \$5,671,676         | \$5,876,600        | \$6,366,541                 |
| 15 SHS DIRECT INSTRUCT      | \$3,998,672         | \$4,449,724        | \$4,071,515         | \$4,096,448        | \$4,702,215                 |
| 16 BCEMS EXTRA CURRIC       | \$48,422            | \$64,450           | \$75,388            | \$65,850           | \$65,850                    |
| 17 BTMES EXTRA CURRIC       | \$70,864            | \$74,600           | \$85,462            | \$64,600           | \$66,100                    |
| 18 SHS EXTRA CURRIC         | \$70,255            | \$79,550           | \$81,132            | \$79,050           | \$78,550                    |
| 19 BCEMS BEHAVIOR SUPPORT   | \$577,011           | \$575,266          | \$703,563           | \$744,027          | \$1,140,978                 |
| 20 BTMES BEHAVIOR SUPPORT   | \$89,374            | \$99,643           | \$112,148           | \$160,449          | \$162,309                   |
| 21 SHS BEHAVIOR SUPPORT     | \$80,159            | \$59,170           | \$67,780            | \$195,967          | \$164,169                   |
| 22 BTMES HHB COORD          | \$0                 | \$0                | \$0                 | \$0                | \$79,965                    |
| 23 BCEMS SCHOOL COUNSELOR   | \$326,497           | \$339,906          | \$333,060           | \$348,112          | \$580,117                   |
| 24 BTMES SCHOOL COUNSELOR   | \$153,063           | \$170,296          | \$166,066           | \$172,702          | \$267,774                   |
| 25 SHS SCHOOL COUNSELOR     | \$517,121           | \$543,122          | \$584,602           | \$573,618          | \$595,869                   |
| 26 BCEMS HEALTH             | \$108,991           | \$141,007          | \$96,536            | \$155,044          | \$154,443                   |
| 27 BTMES HEALTH             | \$172,384           | \$184,521          | \$185,035           | \$189,520          | \$169,412                   |
| 28 SHS HEALTH               | \$133,593           | \$138,668          | \$174,011           | \$167,333          | \$212,025                   |
| 29 BCEMS PSYCHOLOGICAL      | \$0                 | \$50,000           | \$5,113             | \$30,000           | \$10,000                    |
| 30 BCEMS LIBRARY            | \$106,777           | \$117,351          | \$113,154           | \$108,258          | \$125,373                   |
| 31 BTMES LIBRARY            | \$146,836           | \$170,699          | \$157,026           | \$172,736          | \$184,280                   |
| 32 SHS LIBRARY              | \$135,231           | \$148,690          | \$160,366           | \$167,389          | \$181,884                   |
| 33 BCEMS TECH EQUIP         | \$96,367            | \$95,000           | \$92,000            | \$90,000           | \$95,000                    |
| 34 BTMES TECH EQUIP         | \$102,878           | \$95,000           | \$96,142            | \$90,000           | \$95,000                    |
| 35 SHS TECH EQUIP           | \$111,627           | \$115,000          | \$114,883           | \$100,000          | \$115,000                   |
| 36 EARLY EDUCATION ADMIN    | \$125,893           | \$129,769          | \$125,230           | \$137,617          | \$131,912                   |
| 37 BCEMS PRINCIPALS' OFFICE | \$522,068           | \$563,699          | \$601,121           | \$656,052          | \$692,869                   |
| 38 BTMES PRINCIPALS' OFFICE | \$711,153           | \$717,223          | \$816,836           | \$856,078          | \$925,037                   |
| 39 SHS PRINCIPALS' OFFICE   | \$640,227           | \$735,979          | \$692,999           | \$736,834          | \$747,793                   |
| 40 BCEMS SRO                | \$79,570            | \$85,000           | \$86,519            | \$85,000           | \$85,000                    |
| 41 BTMES SRO                | \$32,374            | \$50,000           | \$33,417            | \$50,000           | \$50,000                    |
| 42 SHS SRO                  | \$0                 | \$0                | \$0                 | \$0                | \$0                         |
| 43 BUUSD RAN INTEREST       | \$65,107            | \$90,000           | \$39,113            | \$70,000           | \$70,000                    |

**Proposed FY25 Expenses Budget - 4/10/24**

|                               | <b>FY22 ACTUALS</b> | <b>FY23 BUDGET</b> | <b>FY23 ACTUALS</b> | <b>FY24 BUDGET</b> | <b>FY25 PROPOSED BUDGET</b> |
|-------------------------------|---------------------|--------------------|---------------------|--------------------|-----------------------------|
| 44 BCEMS FACILITIES           | \$1,344,650         | \$1,185,422        | \$1,174,203         | \$1,241,778        | \$1,350,894                 |
| 45 BTMES FACILITIES           | \$1,382,554         | \$1,296,742        | \$1,509,998         | \$1,325,505        | \$1,401,106                 |
| 46 SHS FACILITIES             | \$1,199,800         | \$1,259,289        | \$1,458,058         | \$1,404,211        | \$1,564,071                 |
| 47 BUUSD TRANSPORTATION       | \$1,537,725         | \$1,483,577        | \$1,755,192         | \$1,491,531        | \$1,447,266                 |
| 48 BC/BT TRANSP - FIELD TRIPS | \$4,476             | \$50,000           | \$18,207            | \$50,000           | \$50,000                    |

|    |                                   |              |              |              |              |              |        |
|----|-----------------------------------|--------------|--------------|--------------|--------------|--------------|--------|
| 49 | SHS TECHNICAL ED TUITION          | \$923,359    | \$960,000    | \$1,018,544  | \$1,246,242  | \$1,308,805  |        |
| 50 | SHS ATHLETICS                     | \$453,886    | \$551,863    | \$513,907    | \$467,294    | \$556,391    |        |
| 51 | SHS JROTC                         | \$76,263     | \$125,364    | \$90,097     | \$115,844    | \$80,932     |        |
| 52 | SHS TRANSP - WORK BASED           | \$0          | \$2,000      | \$245        | \$2,000      | \$2,000      |        |
| 53 | SHS TRANSP - ATHLETICS            | \$87,355     | \$85,000     | \$86,938     | \$90,000     | \$90,000     |        |
| 54 | BUUSD LONG TERM DEBT              | \$348,998    | \$522,077    | \$548,862    | \$556,173    | \$556,174    |        |
| 55 | BUUSD ENGLISH LANG. LEARNER       | \$0          | \$0          | \$0          | \$0          | \$95,571     |        |
| 56 | BUUSD INTERVENTIONISTS            | \$0          | \$0          | \$0          | \$0          | \$0          |        |
| 57 | BUUSD SPEC ED INSTRUCTION         | \$8,518,852  | \$9,657,389  | \$9,283,063  | \$10,435,283 | \$11,242,582 |        |
| 58 | BUUSD ESY SERVICES                | \$64,704     | \$61,100     | \$105,305    | \$103,000    | \$122,208    |        |
| 59 | BUUSD SEA PROGRAM                 | \$723,709    | \$875,009    | \$938,537    | \$1,201,902  | \$960,797    |        |
| 60 | BUUSD PHYSICAL THERAPY            | \$37,037     | \$43,824     | \$42,703     | \$38,131     | \$69,349     |        |
| 61 | BUUSD PSYCHOLOGICAL SERV          | \$420,264    | \$526,434    | \$522,403    | \$496,824    | \$549,014    |        |
| 62 | BUUSD SPEECH LANGUAGE             | \$833,845    | \$899,531    | \$885,748    | \$914,836    | \$985,963    |        |
| 63 | BUUSD OCCUPAT THERAPY             | \$201,802    | \$258,913    | \$197,573    | \$291,661    | \$262,128    |        |
| 64 | BUUSD DIRECTORS - SPEC ED         | \$513,687    | \$519,266    | \$671,060    | \$651,705    | \$754,566    |        |
| 65 | BUUSD TRANSP - SPEC ED            | \$560,668    | \$282,750    | \$459,783    | \$415,250    | \$445,250    |        |
| 66 | BUUSD SEA NON REIMB               | \$91,780     | \$119,841    | \$199,639    | \$208,689    | \$431,526    |        |
| 67 | BUUSD EARLY CHILD SPEC ED         | \$286,984    | \$329,409    | \$257,450    | \$265,887    | \$358,507    |        |
| 68 | BUUSD EARLY CHILD ESY             | \$3,473      | \$11,100     | \$5,641      | \$11,100     | \$23,100     |        |
| 69 | BUUSD SEA FACILITY                | \$172,310    | \$236,104    | \$172,061    | \$192,740    | \$174,711    |        |
| 70 | BUUSD SEA TRANSPORTATION          | \$17,572     | \$40,000     | \$12,661     | \$30,000     | \$30,000     |        |
| 71 | TRANSFER INTO CAPITAL PROJECT     | \$2,350,301  | \$0          | \$0          | \$0          |              |        |
| 72 | <b>TOTAL</b>                      | \$46,038,535 | \$47,254,319 | \$47,358,637 | \$49,615,634 | \$54,660,337 | 10.2%  |
| 73 | <b>FEDERAL &amp; STATE GRANTS</b> | \$7,430,208  | \$6,000,000  | \$8,183,319  | \$6,000,000  | \$3,500,000  | -41.7% |
| 74 | <b>TOTAL BUUSD EXPENSES</b>       | \$53,468,743 | \$53,254,319 | \$55,541,956 | \$55,615,634 | \$58,160,337 | 4.6%   |

**Proposed FY25 Revenue Budget - Board Approved 4/10/24**

|                                   | <b>FY22 ACTUALS</b> | <b>FY23 REVENUE</b> | <b>FY23 ACTUALS</b> | <b>FY24 REVENUE</b> | <b>FY25 REVENUE</b> |                      |
|-----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|
| <b>1</b> TUITION - SENDING LEAs   | \$253,291           | \$200,000           | \$223,094           | \$225,000           | \$300,000           |                      |
| <b>2</b> EXCESS COST-SENDING LEAs | \$0                 | \$0                 |                     | \$0                 | \$60,000            |                      |
| <b>3</b> PRESCHOOL TUITION        | \$14,144            | \$12,000            | \$18,576            | \$12,000            | \$15,000            |                      |
| <b>4</b> INTEREST                 | \$105,566           | \$125,000           | \$76,391            | \$100,000           | \$80,000            |                      |
| <b>5</b> FACILITY RENTAL          | \$5,260             | \$10,000            | \$7,820             | \$10,000            | \$5,000             |                      |
| <b>6</b> COBRA INS.               | \$8,569             | \$10,000            | \$486               | \$10,000            | \$8,000             |                      |
| <b>7</b> HIGH SCHOOL COMPLETION   | \$279               | \$2,000             | \$9,785             | \$2,000             | \$2,000             |                      |
| <b>8</b> DRIVERS EDUCATION        | \$25,502            | \$10,000            | \$16,354            | \$10,000            | \$10,000            |                      |
| <b>9</b> EDUCATION SPENDING       | \$36,656,975        | \$37,491,934        | \$37,491,934        | \$39,645,397        | \$42,273,401        | 0.06628774584        |
| <b>10</b> TRANSPORTATION          | \$614,660           | \$567,510           | \$517,120           | \$567,510           | \$520,000           |                      |
| <b>11</b> CENSUS BLOCK ACT 173    | \$0                 | \$6,060,767         | \$6,132,513         | \$5,945,602         | \$5,517,486         |                      |
| <b>12</b> SPEC. ED. BLOCK GRANT   | \$889,926           | \$0                 | \$0                 | \$0                 | \$0                 |                      |
| <b>13</b> SPEC. ED. REIMBURSEMENT | \$4,871,695         | \$0                 | \$0                 | \$0                 | \$0                 |                      |
| <b>14</b> SPEC. ED. STATE PLACED  | \$449,384           | \$500,000           | \$490,915           | \$500,000           | \$600,000           |                      |
| <b>15</b> SPEC. ED EXTRAORDINARY  | \$1,215,004         | \$1,000,000         | \$2,117,646         | \$1,000,000         | \$3,200,000         |                      |
| <b>16</b> EARLY ED SPEC. ED.      | \$203,789           | \$200,635           | \$218,188           | \$231,927           | \$230,000           |                      |
| <b>17</b> OTHER/MISC.**           | \$201,725           | \$200,000           | \$604,855           | \$253,198           | \$50,000            |                      |
| <b>18</b> FUND BALANCE APPLIED    | \$0                 | \$700,000           |                     | \$700,000           | \$1,386,450         |                      |
| <b>19</b> CVCC ASSESSMENT         | \$203,558           | \$0                 | \$337,176           | \$0                 |                     |                      |
| <b>20</b> CVCC CONTRACT SRVS      |                     | \$164,473           | \$92,042            | \$403,000           | \$403,000           |                      |
| <b>21</b> GENERAL FUND REVENUE    | \$45,719,327        | \$47,254,319        | \$48,354,895        | \$49,615,634        | \$54,660,337        |                      |
| <b>22</b> FED & STATE GRANTS      | \$7,430,208         | \$6,000,000         | \$8,183,319         | \$6,000,000         | \$3,500,000         |                      |
| <b>TOTAL BUUSD REVENUE</b>        | <b>\$53,149,535</b> | <b>\$53,254,319</b> | <b>\$56,538,214</b> | <b>\$55,615,634</b> | <b>\$58,160,337</b> | <b>0.04575517381</b> |
|                                   |                     |                     |                     |                     |                     |                      |
| <b>** MISC/OTHER</b>              |                     |                     |                     |                     |                     |                      |
| Solar Energy                      | \$63,674            |                     |                     |                     |                     |                      |
| Ins Proceeds                      | \$70,697            |                     |                     |                     |                     |                      |
| EV Lighting Rebate                | \$109,228           |                     |                     |                     |                     |                      |
| Erate                             | \$110,096           |                     |                     |                     |                     |                      |
| JROTC                             | \$39,280            |                     |                     |                     |                     |                      |
| CCV Parent Payments               | \$3,528             |                     |                     |                     |                     |                      |
| Indirect                          | \$200,000           |                     |                     |                     |                     |                      |
| Misc Revenues                     | \$8,352             |                     |                     |                     |                     |                      |
|                                   | \$604,855           |                     |                     |                     |                     |                      |



**Barre Unified Union School District**

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD AGENDA ITEM  
BOARD AGENDA:**

**Consent Item No:** \_\_\_\_\_ **Discussion Item No:** \_\_\_\_\_ **Action Item No:** 6.3

**AGENDA ITEM DESCRIPTION:** Code of Ethics for School Board Members

**SUBJECT:** Address outstanding issue that not all board members are willing to sign the code of ethics

**SUBMITTING STAFF PERSON or BOARD MEMBER:** Sonya Spaulding

**RESOURCES NEEDED INCLUDING STAFF TIME:** None

**STAFF RECOMMENDATION:**

**DESIRED OUTCOME:** Have all board members sign the code of ethics

**BACKGROUND/SUPPLEMENTAL INFORMATION:** The Code of Ethics is provided by the VSBA for board members to sign. From the VSBA handbook:

School boards are public bodies entrusted by the community to oversee the system of education for children in the district. As elected officials, school board members are expected to act with integrity and adhere to the highest ethical standards. Public confidence in the education system is driven by public faith in the competence and integrity of school board members. (See attached pages from the VSBA Essential Work of Boards Handbook for more details about the Code of Ethics and the characteristics of ethical boards).

Concerns include why board members are not willing to sign the code of ethics, and whether the community members that elected them or that they represent are okay with them not willing to sign.

**LINK(S):** Discussions regarding the Code of Ethics at board meetings:

Board meeting 3/9/23-part of reorganization

<https://resources.finalsite.net/images/v1677872997/bsuvtorg/magizxv38lwggegn0f0/2023-03-09-Agenda.pdf>  
Minutes 3/9/23

<https://resources.finalsite.net/images/v1681223498/bsuvtorg/ixr6fdskwqsr5keblmy2/2023-03-09-Minutes.pdf>  
Board meeting agenda 6/28/23

<https://resources.finalsite.net/images/v1687552002/bsuvtorg/mrxm9vfi6beysz2y2oxq/2023-06-28-Agenda.pdf>  
Minutes 6/28/23

<https://resources.finalsite.net/images/v1690999151/bsuvtorg/xcrphnpfefzx8pk01qib/2023-06-28-Minutes.pdf>  
Board Agenda 3/13/24

<https://resources.finalsite.net/images/v1709875189/bsuvtorg/fybgiejd1ykd1n9nmfh1/2024-03-13-Agenda.pdf>  
Minutes 3/13/24

**ATTACHMENTS:**

Code of Ethics

VSBA Essential Work of Boards (page 55 and 56)

Minutes from 3/9/23

Agenda and Minutes from 6/28/23

Agenda and Minutes from 3/13/24

**INTERESTED/AFFECTED PARTIES:** School board members

**RECOMMENDED ACTION/MOTION:** Motion to create a policy to have all board members sign the code of ethics before reorganizing in March each year

Minutes from 3/9/23

Brief discussion was held regarding the Code of Ethics document and whether or not there is a legal obligation to sign the Code of Ethics document. Mr. Boutin moved to Table discussion of the Code of Ethics document. Mr. Reil seconded the motion. Brief discussion was held regarding the necessity of the Code of Ethics, including possible consequences for those who do not abide by the code of ethics, and concern that the Code of Ethics was not followed by all members of the previous Board. The Code of Ethics will be discussed at the Retreat. Mr. Reil called the question. On a motion by Mr. Boutin, seconded by Mr. Reil the Board unanimously voted to Table discussion of the Code of Ethics until the Board Retreat.

Minutes from 6/28/23

8.9 Code of Ethics Mrs. Spaulding advised that she wanted to discuss this item, as she has concerns that if not everyone on the Board has signed the Code of Ethics that not all Board Members are operating on the same level playing field. Mrs. Spaulding queried regarding the possibility of a Board Member crossing off what they are uncomfortable with, and signing the documents with that revision. Lengthy discussion ensued, including, but not limited to; policies that are in force (including the Conflict of Interest Policy), the lack of any directive that Board Members have to sign the Code of Ethics, the belief that a Code of Ethics is useless unless there are consequences for those who violate the COE, acknowledgement that signing the COE does not assure that an individual will follow what is outlined in the COE, accountability to voters and statutes, concern over why individuals might not want to sign the COE, a suggestion that discussion be held regarding elements of the COE that Board Members don't agree with, concern that unethical behavior occurred in the past (when COE's were signed) and there were no consequences, a suggestion that the District reach out to VSBA regarding the history of this document, (VSBA has said that this document is not required), a suggestion that the Board discuss whether to keep using a COE or not, a suggestion to research if items listed in the COE are also included in various policies.

Minutes from 3/13/24

Discuss Code of Ethics. – motion to approve Code of Ethics by Mrs. Farrell and seconded by Mrs. Whalen, motion withdrawn. Code of Ethics is to discussion as a group by for each person to decide individually regarding signing.

## EFFECTIVE AND ETHICAL OPERATIONS

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School boards are public bodies entrusted by the community to oversee the system of education for children in the district. As elected officials, school board members are expected to act with integrity and adhere to the highest ethical standards. Public confidence in the education system is driven by public faith in the competence and integrity of school board members. Ethical boards are characterized by the following:

### **Board members are clear that they have no legal authority outside of the board.**

Although other citizens and school staff will assume you can exercise power in various ways, your power comes from your membership on the board, not as an individual. For example, board members should not expect that they can personally direct the work of staff, nor should they attempt to influence operational decisions (e.g., bus routes) nor specific decisions about children (e.g., assignment of a particular child to a particular teacher).

### **Boards assure that schools are well run, but not run them.**

Boards are the accountable overseers. If education is not meeting community standards, it is incumbent upon the board to address the issue with the superintendent, their chief executive officer. As is true with any large organization, the board cannot get involved in day-to-day school operations, but must work through its hired leadership.

### **Board members avoid actual or perceived conflicts of interest.**

Board members must attend to the needs of students and taxpayers. They cannot be driven by personal concerns or the perception of personal considerations. When any situation arises that could compromise this principle, the board member must recuse himself or herself from any discussion or consideration of the measure at hand. Vermont is a very small state. It is highly likely, during the tenure of a board member, that a potential conflict of interest will arise, so board members must be vigilant. When one board member perceives a potential conflict for another board member, the integrity of the process dictates that the potential issue be raised.

### **Board members maintain confidentiality of executive session.**

School boards are public bodies. Most of their business is conducted openly in full public view. For certain reasons, clearly defined in statute, a board may go into executive session to discuss certain issues. To take formal, binding action, the board must come out of executive session. It is important that if a board votes to go into executive session that discussion be focused on the designated issue and that members respect the confidentiality of the discussion.

The VSBA recommends all boards have their members sign the following code of ethics annually or, at a minimum, each time they are (re-)elected. Some districts opt to post these signed documents on the board section of their websites, reminding board members and the public of the board's commitment to ethical behavior and accountability to voters.

## Model Code of Ethics for Vermont School Board Members

As a member of my local school board, I will remember that my primary concerns must be the educational welfare of the students in my district and excellent return on investment for taxpayers. I agree to conduct myself in accordance with the following commitments. I will:

### **Act within the scope of my official role:**

1. Act only as a member of the board and not assume any individual authority when the board is not in session, unless otherwise directed by the board
2. Give no directives, as an individual board member, to any school administrator or employee, publicly or privately
3. Avoid making commitments that may compromise the decision-making ability of the board or administrators

### **Act within the scope of my fiduciary role:**

1. Ensure prudent use of the district's assets, including facilities, people, and good will.
2. Ensure that the district follows applicable laws, policies and resolutions or actions adopted by the board.
3. Refrain from engaging in activities that harm the district's ability to pursue its mission.
4. Provide oversight to ensure activities of the district advance its effectiveness and sustainability.

### **Uphold the highest ethical standards:**

1. Not receive anything of value, by contract or otherwise, from the school district or supervisory union unless it is received:
  2. as a result of a contract accepted after a public bid
  3. in public recognition of service or achievement
  4. as a board stipend reimbursement or expense allowed by law for official duties performed as a member of such board
5. Not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote
6. Agree to recuse and remove myself from board deliberation and votes when necessary to avoid the appearance of conflict of interest
7. Not agree to the hiring of a superintendent, principal, or teacher already under contract with another school district unless assurance is first secured from the proper authority that the person can be released from his or her contract

### **Respect my peers and constituents, and uphold confidentiality:**

1. Voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public
2. Maintain confidentiality of information and discussion conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information
3. Attend all regularly scheduled board meetings insofar as possible.

I agree to abide by the expectations outlined in this Code of Ethics and will do everything in my power to work as a productive member of the leadership team.

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Signature

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Date

***BUUSD***  
***Barre Unified Union School District***

**ACTION ITEM BRIEFING MEMO**  
**BUUSD BOARD MEETING AGENDA ITEM**  
**BUUSD BOARD MEETING AGENDA: April 10, 2024**

**Consent Item No.:**  **Discussion Item No.**  **Action Item No.**

**AGENDA ITEM DESCRIPTION(How the item shall appear on the agenda):**

Exit Interviews/Resignation Letters

**SUBJECT(Explain what the item is):**

Allow administrative staff to have an opportunity to have an exit interview or conversation with the board in executive session and start including resignation letters in the packets

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:**

Alice Farrell and Michael Boutin

**RESOURCES NEEDED INCLUDING STAFF TIME:**

None

**STAFF RECCOMENDATION:**

**DESIRED OUTCOME(What is the purpose of this item):**

To allow the school board to have more insight into any issues the district should be dealing with that is potentially causing people to leave.

**BACKGROUND/SUPPLEMENTAL INFORMATION(If there is an background/history regarding it please advise):**

Prior to school year 2021, resignation and retirement letters from all staff were put into the packet for school board review and approval.

At the request of the Superintendent, process was discontinued. Discussion of the need for board review and approval of exit letters have been occasionally put forward at board meetings with no solid outcome.

Given the recent uptick in resignations from all employment areas of the district, it would be advisable to once again institute board review of resignation and retirement notices to review reasons for employees exiting the system and collect data about trends and needs.

**LINK(S):**

**ATTACHMENTS:**

**INTERESTED/AFFECTED PARTIES:**

BUUSD Staff

**RECOMMENDED ACTION/MOTION:**

**Instruct the superintendent to advise resigning staff that they can have an opportunity to speak directly to the board in executive session prior to leaving the district and to instruct HR to include resignation letters in the board packet for approval.**



# **BUUSD**

## ***Barre Unified Union School District***

### **ACTION ITEM BRIEFING MEMO BUUSD BOARD MEETING AGENDA ITEM BUUSD BOARD MEETING AGENDA: 04/10/2024**

**Consent Item No.:**  **Discussion Item No.**  **Action Item No.**

**AGENDA ITEM DESCRIPTION (How the item shall appear on the agenda):** Civil Discourse Discussion

**SUBJECT (Explain what the item is):** Presenting information about civil discourse, the definition, how it works in our democracy and public meetings

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:** Sonya Spaulding, Emily Reynolds

**RESOURCES NEEDED INCLUDING STAFF TIME:**

**STAFF RECCOMENDATION:**

**DESIRED OUTCOME (What is the purpose of this item):** Information and education to use Civil Discourse Skills in our meetings to model these skills in our meetings and encourage members of the public to use civil discourse skills; Board level discussion

**BACKGROUND/SUPPLEMENTAL INFORMATION (If there is a background/history regarding it please advise):** Our meetings have a history of disrespectful behavior both by board members and by members of the public such as – members of the public making threats to board members in meetings, members of the public using the chat during the meeting to bully staff, board members raised voices, talking over each other, side conversations during meetings, passing notes to each other, receiving electronic communications with each other during meetings, saying things such as “Let’s take this outside” “You are wrong” “I’ll come down there in person and you won’t like it” etc

**LINK(S):**

**ATTACHMENTS:** League of Women Voters Civil Discourse, Board Norms, Code of Ethics, Policy A21 Public Participation and BUUSD Public Comment at Board Meetings, Robert’s Rules of Order Decorum During Debate

**INTERESTED/AFFECTED PARTIES:** BUUSD Board Members and members of the public

**RECOMMENDED ACTION/MOTION:**

# League of Women Voters, Diablo Valley, Civic Engagement Committee

We find ourselves at a crossroads right now. A crossroads exposing bitter and polarized political divides. We will have to work to find ways to create consensus and broad support for our system to function effectively. Engaging in conversations across these divides helps us find common ground and moves our country toward a stronger democracy.

Our research shows that the use of **Civil Discourse, or civil civic engagement skills**, is the most effective way to accomplish this goal. Civil Discourse is courteous, constructive communication characterized by mutual respect, openness and attentive listening. It helps people bridge divides and facilitates the informed discussion of public issues essential for government bodies and citizens to make good decisions.

## What is Civil Discourse?

### Civil Discourse is:

- A way to exercise our First Amendment rights effectively.
- A willingness to respectfully listen to someone else's opinion – someone who might not share your views - with an open mind and with curiosity to understand their experience, ideas and values and with the expectation that they will do the same for you.
- A willingness to be equal partners in the conversation, where the time is shared equally and no one dominates.
- A willingness to search for common ground based on facts and shared values
- The ability to disagree without being disrespectful, so that you have a deeper understanding of the values you share so you can find common ground.

### Civil Discourse is NOT:

- A debate with winners and losers
- Giving up or caving in
- About waiting politely with a retort
- An attack on free speech

## What Are Civil Discourse Skills?

Civil Discourse skills are simple guidelines for speaking effectively so you can be heard and so that your perspectives can be clearly understood.

### At its core, Civil Discourse skills include the following:

- **BE RESPECTFUL:** Behave courteously in public forums. Learn to disagree without being disagreeable. Remember that democracy requires input from each of us to be successful.

- **LISTEN WITH AN OPEN MIND:** Ask questions, be curious about some else's life experience, try to understand their perspective, don't interrupt or challenge.
- **SPEAK UP AND SHARE YOUR EXPERIENCE:** Take responsibility for your perspective and explain it clearly and non-judgmentally. Be a strong, confident, well-informed advocate. Explain the rationale and evidence to support your opinions.
- **FIND COMMON GROUND:** Challenge, discuss, argue, and defend issues. Keep an open mind. Challenge stereotypes or unclear information. Look for shared values and common interests. Be open to compromise.

## **Robert's Rules of Order Decorum in Debate**

**43. Decorum in Debate.** In debate a member must confine himself to the question before the assembly, and avoid personalities. He cannot reflect upon any act of the assembly, unless he intends to conclude his remarks with a motion to rescind such action, or else while debating such a motion. In referring to another member, he should, as much as possible, avoid using his name, rather referring to him as "the member who spoke last," or in some other way describing him. The officers of the assembly should always be referred to by their official titles. It is not allowable to arraign the motives of a member, but the nature or consequences of a measure may be condemned in strong terms. It is not the man, but the measure, that is the subject of debate.

If one desires to ask a question of the member speaking, he should rise, and without waiting to be recognized, say, "Mr. Chairman, I should like to ask the gentleman a question." The chair then asks the speaker if he is willing to be interrupted, or the speaker may at once consent or decline, addressing, however, the chair, through whom the conversation must be carried on, as members cannot directly address one another in a deliberative assembly. If the speaker consents to the question, the time consumed by the interruption comes out of the time of the speaker.

If at any time the chairman rises to state a point of order, or give information, or otherwise speak, within his privilege, the member speaking must take his seat till the chairman has been heard first. When called to order by the chair the member must sit down until the question of order is decided. If his remarks are decided to be improper, he cannot proceed, if any one objects, without the leave of the assembly expressed by a vote, upon which question no debate is allowed.

Disorderly words should be taken down by the member who objects to them, or by the secretary, and then read to the member. If he denies them, the assembly shall decide by a vote whether they are his words or not. If a member cannot justify the words he used, and will not suitably apologize for using them, it is the duty of the assembly to act in the case. If the disorderly words are of a personal nature, after each party has been heard, and before the assembly proceeds to deliberate upon the case, both parties to the personality should retire, it being a general rule that no member should be present in the assembly when any matter relating to himself is under debate. It is not, however, necessary for the member objecting to the words to retire unless he is personally involved in the case. Disorderly words to the presiding officer, or in respect to the official acts of an officer, do not involve the officer so as to require him to retire. If any business has taken place since the member spoke, it is too late to take notice of any disorderly words he used.

During debate, and while the chairman is speaking, or the assembly is engaged in voting, no member is permitted to disturb the assembly by whispering, or walking across the floor, or in any other way.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097  
POLICY****CODE: A21**1<sup>ST</sup> READING: 9/12/2019  
2<sup>ND</sup> READING: 10/10/2019  
ADOPTED: 10/10/2019

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**PUBLIC PARTICIPATION AT BOARD MEETINGS****Policy**

It is the policy of the Barre Unified Union District Board to encourage public participation at its meetings.

**Background**

Public participation is very important to the successful function of the BUUSD. The board wants to carry out its business with the benefit of public input and expertise. It also wants to keep the public informed and up-to-date on what is happening in the community's schools.

**Implementation**

Reasonable rules of participation may be used to insure 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**

1. Any district resident
2. School staff members, students and parents
3. Individuals who have been requested by the superintendent or the board to present a given subject
4. Persons who are directly affected by matters on the board agenda
5. Others at the discretion of the board

**Public Comment on Agenda Items**

1. The chair will ask for comments on agenda items before action is taken by the board.
2. 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.

**Public input on items not on the agenda**

1. There will be time set aside for public input on items not on the agenda at every regular, special or emergency meeting of the board.
2. The time allotted to this item will be assigned by the chair or the person responsible for organizing the agenda.
3. The chair shall rule out of order any presentation to the board which breaches the privacy or other rights of students, parents or school employees, or which does not comply with Board procedures on complaints.

**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.



## **Code of Ethics for Vermont School Board Members**

As a member of my local school board, I will remember that my primary concerns must be the educational welfare of the students in my district and excellent return on investment for taxpayers. I agree to conduct myself in accordance with the following commitments. I will:

### **Act within the scope of my official role:**

- Act only as a member of the board and not assume any individual authority when the board is not in session, unless otherwise directed by the board
- Give no directives, as an individual board member, to any school administrator or employee, publicly or privately
- Avoid making commitments that may compromise the decision-making ability of the board or administrators

### **Act within the scope of my fiduciary role:**

- Ensure prudent use of the district's assets, including facilities, people, and good will.
- Ensure that the district follows applicable laws, policies and resolutions or actions adopted by the board.
- Refrain from engaging in activities that harm the district's ability to pursue its mission.
- Provide oversight to ensure activities of the district advance its effectiveness and sustainability.

### **Uphold the highest ethical standards:**

- Not receive anything of value, by contract or otherwise, from the school district or supervisory union unless it is received:
  - as a result of a contract accepted after a public bid
  - in public recognition of service or achievement
  - as a board stipend reimbursement or expense allowed by law for official duties performed as a member of such board;
- Not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote;
- Agree to recuse and remove myself from board deliberation and votes when necessary to avoid the appearance of conflict of interest;
- Not agree to the hiring of a superintendent, principal, or teacher already under contract with another school district unless assurance is first secured from the proper authority that the person can be released from his or her contract

### **Respect my peers and constituents, and uphold confidentiality:**

- Voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public;
- Maintain confidentiality of information and discussion conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information;
- Attend all regularly scheduled board meetings insofar as possible.

***I agree to abide by the expectations outlined in this Code of Ethics and will do everything in my power to work as a productive member of the leadership team.***

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Signature

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Date