

**BARRE UNIFIED UNION SCHOOL DISTRICT  
BOARD MEETING**

June 12, 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](https://meet.google.com/vxi-arvi-mgb)

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

**PLEASE NOTE:** If you attend the meeting 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. Consent Agenda
  - 5.1. Regular Meeting Minutes - May 29, 2024
  - 5.2. Warrant Approval: [May 30, 2024](#), [June 6, 2024](#)
  - 5.3. New Hires
  - 5.4. Annual Designation of Truant Officers
  - 5.5. Annual Designation of HHB Report Recipients
6. New Business
  - 6.1. New Administrators Meet and Greet
  - 6.2. Briefing Memo Policy
  - 6.3. VSBA Resolution
7. Old Business
  - 7.1. Behavioral Ad Hoc Committee
  - 7.2. School Board Committees
  - 7.3. VSBA Training for OML Violation
  - 7.4. NESDEC/VSBA Board Retreat
8. Round Table
9. Future Agenda Items
10. Next Meeting Dates:

June 26, 2024, Spaulding High School Library/via Google Meet  
July 10 & 24, 2024, Spaulding High School Library/via Google Meet (If Board chooses to meet in July)  
August 14, 2024, Spaulding High School Library/via Google Meet
11. Executive Session
  - 11.1. Contract 1 V.S.A. § 313 (a) (1) (a)
  - 11.2. Contract 1 V.S.A. § 313 (a) (1) (a)
  - 11.3. Personnel 1 V.S.A. § 313 (a) (4)

## 12. Adjournment

### **PARKING LOT OF ITEMS**

- A. Enrollment/Home Study (Quarterly: Nov., Jan., Apr. and June)
- B. CIA Plan Update (Quarterly: Nov., Jan., Apr. & June)
- C. Special Education Staff/Child Count Data Report (Quarterly Nov/Jan/April/June)
- D. Discipline Data (Quarterly Nov/Feb/April/June)
- E. Recruit Recording Secretary [added by Alice April 10 - Action Memo Needed]
- F. Legal Information Requested [added by Nancy April 10 - Action Memo Needed]
- G. Action Memo (added by Nancy March 2024)
- H. Reading/Math Interventionist presentation regarding Test Scores (added Feb. 2024)
- I. Discussion w/staff regarding student behaviors (added Feb. 2024)
- J. Community Building (added by Mrs. Spaulding Dec. 20)
- K. Procedures and Processes and How Behavior Issues are Reported (added by Mr. Boutin Oct. 25)
- L. Follow up on Middle School Athletic Program (Quarterly)(added by Mrs. Spaulding Oct. 25)
- M. Procedures for F3 & F4 Policies (added by Mrs. Leclerc Oct. 11)
- N. Consolidation of Buildings (Articles 3 & 4) (November)
- O. 5-Year Capital Plan (Ongoing)
- P. SHS Athletic Fields (Ongoing)
- Q. Board Member Participation in Exit Interviews (added by Mr. Boutin, June 2023)
- R. Behavior Committee (added by Mr. Boutin Nov. 29)

### **ITEMS FOR COMMITTEES**

(add from previous agenda)

### **BOARD RETREAT ITEMS**

- 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



**ACTION ITEM BRIEFING MEMO**  
**BUUSD BOARD AGENDA ITEM**  
**BOARD AGENDA: June 12, 2024**

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

**Consent** - Item No: 5.1 – 5.5      **Discussion** - Item No: \_\_\_\_\_      **Action** - Item No: \_\_\_\_\_

**AGENDA ITEM DESCRIPTION: 5. Consent Agenda**

**5.1 Regular Meeting Minutes** May 29, 2024

**5.2 Warrant Approval:** May 30, 2024

**5.3 New Hires:**

**Teachers:** Andrew Glynn, Megan Rippie, Emily Meier, Gillian Thomas

**Administrators:** Melody Frank, Amanda Riggleman, Jesse Schattin

**5.4 Annual Designation of Truant Officers** – Required Statute

**5.5 Annual Designation of HHB Recipients** – Requirement of Policy C10

**SUBJECT:** Consent Agenda Items

**SUBMITTING STAFF PERSON or BOARD MEMBER:** Superintendent and Business Manager

**DESIRED OUTCOME:** Approval of all items listed

**LINK(S):** Warrant for May 30, 2024 linked in the agenda

**ATTACHMENTS:** Minutes for May 29, 2024, Hire Forms and Resumes for all New Hires, Title 16 Education § 1125. Truant officers document with recommendations, Policy C10 with updated HHB Report Recipient (last two pages).

**RECOMMENDED ACTION/MOTION:**

Motion to approve Consent Agenda

or

Motion to approve the regular minutes of May 29, 2024, Warrant of May 30, 2024, New teachers and administrators, Title 16 truant officer recommendations, and Policy C10 designated HHB report recipients.

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## BARRE UNIFIED UNION SCHOOL DISTRICT REGULAR BOARD MEETING

Spaulding High School Library and Via Video Conference – Google Meet  
May 29, 2024 - 6:00 p.m.

### MINUTES

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

Michael Boutin (BC) – Chair  
Giuliano Cecchinelli II (BC) - Vice Chair  
Sonya Spaulding (BC)- Clerk  
Nancy Leclerc (At-Large)  
Emily Reynolds (BT)  
Terry Reil (BT)  
Garrett Grant (BC)  
Alice Farrell (BT)  
Catherine Whalen (BT)

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

#### **ADMINISTRATORS PRESENT:**

Chris Hennessey, Superintendent  
Karen Fredericks, Director of Curriculum  
Melissa Greenwood, Asst Principal BCEMS  
Carol Marold, Director of Human Resources  
Reed McCracken, Administrator SEA  
Ted Mills, Asst. Principal BTMES  
Jen Nye, Co-Principal BTMES  
Erica Pearson, Co-Principal BTMES  
Brenda Waterhouse, Principal BCEMS  
Rebekah Mortensen, Assistant Special Services Director  
Ashley Young, Asst. Business Manager  
Stacy Anderson, Director of Special Services  
Jamie Evans, Director of Facilities

#### **GUESTS PRESENT:**

David Delcore (Times Argus)	Sarah Attig	Marc Bernier	Martha Blaisdell	Carrie Blodgett
Mary Bowers	Jude Brister	Julie Burns	Randi Collins	Cassandra Demarais
Erika Dolan	Nora Duane	Kirsten Evans	Lisa Felch	Kristin Gilbar
Miranda Green	Darby Hiebert	Sarah Hill	Josh Howard	Sharon Jacobs
Stacie Jacques	Colleen Kresco	Jennifer Leedy	Colleen LeFebvre	Ella Lyford
Prudence Krasofski	Ben Matthews	Jessica Maurais	Denise Maurice	Topper McFaun
Joan McMahon	Carey Miller	Karen Moran	Joelen Mulvaney	Christie Omodeo
Laura Ortiz	Christine Parker	Victoria Pompei	Merrin Rousseau	Tim Sanborn
Wendy Sell	Lara Slesar	Shellie Stevens	Steven Thompson	Susan Thompson
Rhonda Thygesen	Jan Trepanier	Rachel Van Vliet	Linsey Wells	Michael Whalen
Jackie Wheeler	Jasmine Wimble	Jan Zemba	Jordan	Lori Bernier
Mary Ann Ritchie	Hale Ritchie	Reagan Welch	Brodey Priddy	Brianna Pace
Peter Anthony	Paul Malone	Bern Rose	Adam Coburn	Jen Hutchinson

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

The Chair, Mr. Boutin called the Wednesday, May 29, 2024, Regular meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

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

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

Jen Hutchinson, Manager of Food Programs for the district was welcomed by the chair and she introduced guests Jason and Reagan from Genuine Foods, the new Food Service Management Company. They provided snacks for the meeting.

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## 3. Additions and/or Deletions with Motion to Approve the Agenda

Add Budget Survey Results under Current Business 6.1

Add two contract update items 1 VSA 313 (a)(1)(a) and a student matter VSA 313 a (7) under Executive Session

Move 5.5 through 5.8 out of Consent Agenda and put under Current Business becoming 6.2-6.5

**Motion by Mrs. Spaulding, seconded by Mrs. Leclerc, to approve the agenda with amendments, motion passed unanimously.**

## 4. Comments for Items Not on the Agenda

### 4.1 Public Comment

Bernadette Rose - June 3rd there's an art show at Spaulding High School as well as Jazz Band and Choral concerts. Barre City parade tomorrow morning at 11:00ish. Thanks to Bobby Booth for organizing.

Mr. Hennessey - In the auditorium tonight is the annual scholarship night; \$700,000 in scholarships to Spaulding students going out.

### 4.2 Student Voice

None

## 5. Consent Agenda

### 5.1 Approval of Regular Meeting Minutes - May 8, 2024 and May 22, 2024

Mrs. Spaulding referenced May 8th minutes, second to last page says Mrs. Farrell made a motion to exit executive session, seconded by Mrs. Leclerc and the motion passed unanimously but the motion did not pass unanimously. Remove the motion passed unanimously because the vote is actually recorded after the discussion.

### 5.2 Approval of Special Meeting Minutes - May 13, 2024 and May 20, 2024

### 5.3 Warrant Approval: May 2, May 9, May 16, and May 23, 2024

### 5.4 Approval of New Hires

Mr. Hennessey reviewed all candidates. Zachary Charboneau - new Special Educator in our Lifeskills Program at Spaulding High School coming from the New School in Montpelier; long term Behavior Specialist there and enrolled in UVM Master's program in Special Education. Kristin Harris - new BC Elementary Music Teacher spent the last 3 years teaching music at Fair Haven Middle High School. Family is moving closer to this area. Hanna Keenan - new Counselor at BC with tons of years of experience working with at risk students at Bellcate School and at Howard Center. Ella Lyford - new Kindergarten Teacher at BT, just finished her student teaching at East Montpelier Elementary and is a recent graduate of Colby Sawyer. Mr. Hennessey assured they are all eligible for licensure.

### ~~5.5 Continuous Improvement Plan (CIP) Approval (moved under #6 Current Business as 6.2)~~

### ~~5.6 Food Service Management Company Contract Renewal (moved under #6 Current Business as 6.3)~~

### ~~5.7 BUUSD Copier Proposal Approval (moved under #6 Current Business as 6.4)~~

### ~~5.8 SHS Underground Heating Line Recommendation Approval (move under #6 Current Business as 6.5)~~

**On a motion by Mrs. Leclerc, seconded by Mr. Grant to approve the consent agenda, motion passed unanimously with the modification stated by Mrs. Spaulding.**

**On a motion by Mrs. Spaulding, seconded by Ms. Reynolds to amend the original motion amending the May 8, 2024 regular meeting minutes, motion passed unanimously.**

## 6. Current Business

### 6.1 Budget Survey

Ms. Reynolds thanked Mr. Hennessey and Mrs. Fredericks for getting this survey out so quickly. She also thanks everyone who participated. There were 265 responses, 20 less than the last survey. Acknowledged there were some difficulties with the survey and things weren't perfect. Majority of the responses were from parents, guardians, and grandparents. The next highest group was community members. Finding information about the budget was informative, 6% of respondents did not find any budget info. We could do better to make sure everyone is able to access information. Part regarding how people voted, concerning feedback was that people were reluctant to tell how they voted because they were afraid of retaliation from Board members. Ms. Reynolds reiterated the survey is completely anonymous. Some comments addressed barriers to voting - intimidated to vote in person, not having childcare, and appreciation for line by line work done and they felt confident about the Board. Last part was a lot of comments about property taxes for people who voted against the budget which is very fair and concerning. Majority of responses favored June 11th revote as well as many feeling either June 11 or 18th would work but the sooner the better. A lot of responses about board behavior. Ms. Reynolds hopes the survey was informative to Board members and can be used to further discussion around budget development now and in the future.

Mrs. Farrell shared feedback she received and many felt shutout because they didn't have Google accounts and being barred from continuing through the survey if you refused to answer any questions, it automatically cut you out of the survey. Some inequity for

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individuals who don't have internet access or Google accounts. Many people didn't realize the survey was out there as it went out quickly and went down quickly. Mr. Reil apologized to all the community members who weren't able to do it because he received several calls about not being able to access it. Mr. Grant wonders, since this work begins in October, how the board can do more work to make awareness that started in October. Mrs. Spaulding read through all the comments and also heard from some people that were concerned they couldn't get in and she apologizes for that as well. She feels, to Mr. Grant's point, that the Board needs to do a better job of getting information out. Many concerns were not factual and wanted to make sure information is getting out and people are understanding where to get information they can trust.

## **6.2 Continuous Improvement Plan (CIP) Approval**

Mrs. Fredericks, Director of Curriculum shared background information. Worked with a team of educators and community members over the course of February and March to develop and analyze data to come up with goals that would help our district make progress in the areas of safe and healthy schools and academic achievement. There are district wide goals that have a number of change ideas, measures and related resources. Building leaders work with their building based teams to develop the change ideas. The district is seeking approval for this plan, its grant related and required.

**Mrs. Spaulding made a motion, seconded by Mr. Grant to approve the Continuous Improvement Plan (CIP), motion passed unanimously.**

Mrs. Farrell mentioned the document has revised February 7, 2022 on it and the date needs to be changed. Mrs. Fredericks stated it's the agency template and confirmed the BUUSD plan was revised February 2024.

## **6.3 Food Service Management Company Contract Renewal**

**Mrs. Spaulding made a motion, seconded by Mrs. Leclerc to approve Genuine Foods which is the low bid, motion passed unanimously.**

## **6.4 BUUSD Copier Proposal Approval**

**Mrs. Spaulding made a motion, seconded by Mr. Cecchinelli to approve VisualEdgeIT (OSV) which is the low bid, motion passed unanimously.**

This is in the FY25 budget and has everything the district needs. Mrs. Perreault explained OSV is the current vendor and they've been excellent to work with, very responsive, and local.

## **6.5 Spaulding High School Underground Heating Lines Recommendation Approval**

**Mrs. Spaulding made a motion, seconded by Mr. Cecchinelli to approve A. Cooper Mechanical, Inc which is the low bid, motion passed unanimously.**

Funding is coming from the Capital Reserve Fund, FY25. Mr. Evans shared it's an unplanned expense. Original lines installed in 1967 and they're leaking. It's straight water, no contamination, and repaving is included in the bid.

Mrs. Leclerc asked if the dollar amounts provided for the assessment report of the Central Office were included in FY25?

**Ms. Reynolds called Point of Order.** Getting off topic.

## **7. Old Business**

### **7.1 FY25 Budget Discussion/Set Date & Approval**

**Motion by Mrs. Spaulding, seconded by Mr. Cecchinelli, to approve the budget for \$57,686,445, Long-Term Weighted Pupil Spending of \$11,273, motion passed 5 to 4**

**Mr. Cecchinelli, Mrs. Spaulding, Ms. Reynolds, Mr. Grant and Mr. Boutin - Approved the motion.**

**Mrs. Leclerc, Mr. Reil, Mrs. Whalen, and Mrs. Farrell voted against the motion.**

**Motion made by Mrs. Spaulding, seconded by Mr. Cecchinelli, to amend the original motion to increase the BT Teacher Co-Curricular line from \$55,000 to \$100,000, increase the BT Contracted Services line from \$5,500 to \$7,000, increase BT Supply line from \$2,000 to \$3,000, Sub Wages for SHS General Instruction line currently budgeted at \$146,892.70 increase to \$185,000, increase Supply line for BC Intervention from \$461 to \$1,500, increase Co-Curricular BC Contracted Services from \$5,000 to \$7,500, increase graduation for BC Principal's Office from \$400 to \$1,500, increase Special Ed Instruction Teacher Tuition from \$40,000 to \$85,000, increase Teacher Tuition for ECSE Special Ed Instruction which is zeroed out to \$4,000, Supplies for SHS General Instruction is at \$4,000 and it should be \$10,000, Technology Communication line is currently at \$50,000 and increase to \$58,000, Electricity at SEA is non-reimbursable is currently at \$20,000 increase to \$30,000, include \$3,000 for the Design Lab at BT, and reinstate all Travel and Conference which is a total of \$62,100. Amount to add back in is \$230,596.30. Postage at BC Principal's Office is currently at \$4,750 increasing to \$7,000. Previous cuts equal \$703,487**

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deducting the items listed makes the reduction \$472,890 for an overall total budget of \$57,686,445. Overall General Fund total expenses to 9.21% and Educational Spending at 5.31%, motion passed 6 to 2, Mr. Reil and Mrs. Leclerc voted against the motion

Questions about adding overspent lines, are we also deducting for underspent lines? Teacher Tuition increases - significant number of Provisional and Emergency licenses this year - equal number requiring that amount of increase? Clarified Special Ed tuition only not all tuition lines. Unfilled positions questioned and administrators from each building provided unfilled and new positions for each of their buildings.

The Homestead Property Tax rate will be 3 cent increase for Barre City and 5 cent increase for Barre Town.

Setting the date: June 11th or June 18th; BOR is not available for voting on June 11th and 18th is better for absentee ballots.

**Motion by Mrs. Spaulding, seconded by Mr. Grant, to approve the Warning of the BUUSD for June 18th at the Barre City Municipal Auditorium. The School Board will expend \$57,686,445 with Long Term Weighted Average Daily Membership of \$11,273. Informational meeting held at the regular board meeting on Wednesday, June 12th at 6:00 p.m., motion passed 5 to 4**

**Mr. Cecchinelli, Mrs. Spaulding, Ms. Reynolds, Mr. Grant and Mr. Boutin - Approved the motion.  
Mrs. Leclerc, Mr. Reil, Mrs. Whalen, and Mrs. Farrell voted against the motion.**

## 8. Round Table

- Mrs. Whalen shared from Calvin Coolidge for his inaugural address March 4, 1925, "I favor the policy of economy not because I wish to save money but because I wish to save people. The men and women of this country who toil are the ones who bear the cost of government. Every dollar we carelessly waste means their life will be so much more than eager. Every dollar that we prudently save means that their life will be so much the more abundant. Economy is idealism in its most practical form".
- Mrs. Farrell shared we are celebrating Memorial Day tomorrow and it's extremely important that individuals recognize why that is such and take part in the celebration for those folks.
- Mr. Boutin shared, someone made a bet to a reporter, she couldn't get more than two words out of Calvin Coolidge and she took that bet. She went up to Calvin and explained the situation and he turned to her and said, "you lose". It's a funny story from Mr. Gingras.

## 9. Future Agenda Items

None

## 10. Next Meeting Dates

June 12, 2024, 6:00 p.m. at Spaulding High School and via Google Meet. Will include the Informational Meeting.

June 26, 2024, 6:00 p.m. at Spaulding High School and via Google Meet.

## 11. Executive Session

11.1 ~~Personnel 1 VSA 313 (a)(4) Evaluation of a public officer~~ (removed at beginning of item discussion)

11.2 Contract 1 VSA 313 (a)(1)(a)

11.3 Contract 1 VSA 313 (a)(1)(a)

11.4 Student Matter 1 VSA 313 (a)(7)

**Mr. Grant made a motion, seconded by Mrs. Spaulding, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.**

**Mrs. Spaulding made a motion to enter into executive session inviting the Superintendent at 7:30 p.m., seconded by Ms. Reynolds, motion passed unanimously.**

**Mrs. Farrell made a motion to exit executive session at 8:19 p.m., seconded by Mrs. Leclerc, motion passed unanimously.**

## 12. Adjournment

**On a motion by Mrs. Farrell, seconded by Mrs. Leclerc, the Board unanimously voted to adjourn at 8:19 p.m.**

Respectfully submitted,

*Tina Gilbert*

# BARRE UNIFIED UNION SCHOOL DISTRICT

<b>NEW HIRE NOTIFICATION FORM</b> Complete and Submit to the Central Office (please submit via email to <a href="mailto:hr@buusd.org">hr@buusd.org</a> )	<b>Date Received by Central Office:</b> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
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**To be Completed by Hiring Administrator:** (please leave notes for Central Office on the back page)

Name: <input type="text" value="Andrew Glynn"/>	Location: <input type="text" value="BTMES"/>
Submission Date: <input type="text" value="5/30/24"/>	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position: <input type="text" value="Special Educator"/>	Grade (If Applicable): <input type="text" value="middle school"/>
Endorsement (If Applicable): <input type="text"/>	<input type="checkbox"/> Hourly-Non Exempt <input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day: <input type="text" value="7.5"/>	Scheduled Hours: <input type="text"/> am to <input type="text"/> p.m.
Account Code: <input type="text" value="101-3097-51-21-0-1201-51110"/>	
Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
If Yes, For Whom? <input type="text" value="Peter Maurice"/>	Salary Rate: \$ <input type="text" value="49898.00"/>
Administrator Approval: <input type="text" value="Adam Rosen, Stacy Anderson"/>	Signature Date: <input type="text" value="5/30/24"/>

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

**For Central Office Use Only:**

Contract Complete Date <input type="text"/>	Offer Letter Complete Date <input type="text"/>	DOH <input type="text"/>
Total Years of Experience: <input type="text" value="7"/>	Step: <input type="text" value="8"/>	Salary Placement: <input type="text" value="M"/> <small>Column</small>
Hourly Rate: \$ <input type="text"/>	Salary Rate: \$ <input type="text"/>	Seniority Date: <input type="text"/>
Contract Type: <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Para <input type="checkbox"/> Replacement <input type="checkbox"/> Interim <input type="checkbox"/> Offer/Non-Contracted Letters		
<input type="checkbox"/> AFSCME <input type="checkbox"/> N/A		
Days Per Year: <input type="text" value="190"/>	Salary: \$ <input type="text" value="64,059"/>	Contract Days: <input type="text" value="190"/>
Teacher: AOE Endorsement: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		
If No, Required: <input type="checkbox"/> Provisional <input type="checkbox"/> Emergency <input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree <input type="checkbox"/> YES <input type="checkbox"/> NO (If NO) → ParaPro <input type="checkbox"/> YES has passed ParaPro		
<input type="checkbox"/> NO will need to take ParaPro		

<input style="width: 100%; height: 40px;" type="text" value="Christopher Fennessy"/>	<input style="width: 100%; height: 40px;" type="text" value="JUNE 3, 2024"/>
Superintendent and/or HR Director Approval Signature	Date

# ANDREW GLYNN

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## ADOLESCENT STUDENTS WITH DISABILITIES TEACHER CANDIDATE

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**Special Educator with successful experiences in teaching with additional background in therapeutic crisis intervention, outdoor education/recreation; strong ability in preparing and implementing engaging and relatable lessons and collaborating with colleagues**

### KEY SKILLS

- Consistent ability to develop and execute curriculums and lessons, well thought out lessons, clearly defining expectations of students and providing meaningful feedback
- Consistent ability to implement research/data validated literacy instruction
- Thorough understanding of Special Education Law and IEP creation and implementation
- Capable in providing structured learning settings with consistent teaching strategies
- Strong capacity for developing collaborative relationships to produce a positive learning environment
- Great interest in outdoor activities and skills ranging from gardening to maple sugar making to wilderness recreation and related skills

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### EDUCATION

- Master's of Science in Education, Concentration: Adolescent Social Studies /Students with Disabilities**  
Mount Saint Mary College, Newburgh, New York May  
2016
- Bachelor's of Science in Social Sciences, Concentration: United States History/Anthropology**  
Lyndon State College, Lyndonville, Vermont May  
2010
- Associate's of Arts in Liberal Arts and Humanities**  
Dutchess Community, Poughkeepsie, New York  
May 2007

### CERTIFICATION

- Professional Educator License (Level II)**  
Renewed June 2020, Exp. June 2025  
- Special Educator Grades 7 through age 21

### RELATED EXPERIENCE

- MIDDLE/HIGH SCHOOL SPECIAL EDUCATION INSTRUCTOR/CASE MANAGER** Aug. 2022 - present  
Randolph Union Middle/High School, Randolph, VT
- Developing Individualized Education Programs (IEPs) for students with special needs
  - Providing direct instruction to students with special needs
  - Collaborating with other teachers, administrators, and parents to ensure the best learning environment for students
  - Monitoring and assessing student progress
  - Providing accommodations and modifications to the curriculum
  - Creating and implementing behavior plans
  - Providing support to students in the general education setting
  - Facilitating annual review, Evaluation/Re-evaluation and team meetings
  - Documenting and tracking student progress
  - Participating in professional development activities
  - Maintaining accurate records and reports
- MIDDLE SCHOOL SPECIAL EDUCATION COORDINATOR** Aug. 2017-  
present  
Choice Academy, Barre, VT
- Responsible for overall integrity of education services

- Responsible for informal and formal assessments of each student
- Responsible for delivery and implementation of each student's IEP goals
- Act as liaison to the sending school special education case managers; provide quarterly updates
- Responsible for training/supporting teachers
- Responsible for care/maintenance of school garden and maple sugaring projects
- Design and implement outdoor survival activities

**1:1 PARAEDUCATOR FOR STUDENT WITH PHYSICAL AND LEARNING IMPAIRMENTS**

**Sept. 2016 - June**

2017

Edmunds Middle School, Burlington, VT

- Assists student in daily academic and non-academic school-day activities
- Creates, implements lessons and utilizes available resources to help student achieve yearly IEP goals
- Records and maintains active data for student IEP goals

**AFTERSCHOOL STAFF IN MIDDLE SCHOOL**

**Sept.**

**2016 - June 2017**

Edmunds Middle School, Burlington, VT

- Leads/has led activities such as guitar lessons, digital music recording, science experiments, various sports, and Dungeons and Dragons
- Assists students of all middle school grades with homework in social studies and language arts

**TEACHING ASSISTANT IN 8:2:1 MIDDLE SCHOOL CLASSROOM**

**Nov.**

**2013-Dec.2015**

Green Chimneys Children's Services, Clearpool; Carmel, NY

- Helped plan and implement group and individual lessons for children labeled as Emotionally Disturbed
- Utilized Therapeutic Crisis Intervention skills and strategies to maintain a safe and supportive environment
- Collaborated with staff, parents, para-professionals and school psychologists to create thorough individualized instructional plans, materials, crisis and behavior management plans
- Provided daily behavior rating sheets to parents/guardians on individual student progress/maintained attendance records

**SNOW SPORTS INSTRUCTOR**

**Nov.2014**

**- Mar.2015**

Catamount Ski Area, Hillsdale, NY

- Assisted and instructed adults and children in acquiring skills in snowboarding from beginner to intermediate levels
- Utilized up-to-date snow sport safety techniques and procedures

**PROFESSIONAL DEVELOPMENT AND AFFILIATIONS**

- Therapeutic Crisis Intervention Seminar through Green Chimneys Children's Services
- Current Member, Hudson Valley Social Studies Council
- Current Member, New York State Council for the Social Studies

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

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

Name:  Location:

Submission Date:  Administrator Action/Checklist Complete:  Y  N

Position:  Grade (If Applicable):

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

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

Account Code:

Replacement?  Y  N

If Yes, For Whom?  Salary Rate: \$

Administrator Approval:  Signature Date:

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

## For Central Office Use Only:

Contract Complete Date  Offer Letter Complete Date  DOH

Total Years of Experience:  Step:  Salary Placement:  Column

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

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

# Megan Rippie

## Education

GPA: 3.88

Inclusive Childhood Education, Graduation Date: May 2024

Presidents List (Fall 2023)

Deans' List (Spring 2023)

Deans' List (Fall 2022)

Presidents List (Spring 2022)

Deans' List (Fall 2021)

Presidents list (Spring 2021)

Deans' list (fall 2020)

## Licensure and Endorsements

Educator License Level I with endorsements in Elementary (K-6) and Special Education (K-8)

## Teaching Experience

Spring 24' Student Teaching at Cambridge Elementary School, Kindergarten, 600 hours, with Laura Edgerton

Fall 23' Special Ed. Practicum at Hyde Park Elementary School, 1st/4th/5th/6th grade, 240 hours, with Morgan Sargent

Fall 23' Practicum 2 at Hyde Park Elementary, 1st grade School, 240 hours, with Jean Foss-Pratt

Fall 22' Practicum 1b at Wolcott Elementary School, 5/6th grade, 60 hours, with Sonya Shedd

Spring 22' Practicum 1a at Cambridge Elementary School, 1st grade, 60 hours, with Colleen Devins

## Other Experience

Nov. 22' - May. 23', Substitute Teacher, Cambridge Elementary School

## SKILLS

Time Management

Communication

Leadership Lesson

Planning Conflict

Resolution

Collaboration

## LANGUAGES

English

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

05/13/2024

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:

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 AFSCME  N/A  Admin

Days Per Year:  Salary: \$  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

Superintendent and/or HR Director Approval Signature

Date

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# AMANDA RIGGLEMAN

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## PROFESSIONAL SKILLS

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### **Pedagogical, Curriculum, and Program Expertise:**

- Experience in ensuring compliance with state laws and regulations related to programs, curriculum, instruction, and assessment
- Skilled in collaborating on district and school Continuous Improvement Plans to drive enhancements of educational processes and outcomes
- Works as a "Lead Learner" maintaining continuous knowledge of current research on instructional best practices for teaching and learning
- Utilizes processes of data-driven analysis to inform instructional decisions.
- Experience in Standards-Based Instruction and Assessment methodologies.
- Experience in effective instruction and best practices for a range of learners including English Language Learners (ELL) and students receiving special education services
- Experience in Advanced Placement (AP) and International Baccalaureate (IB) courses with a focus on inclusive access for all students.
- Extensive work administering state assessments for compliance and accreditation

### **Interpersonal Skills and Leadership:**

- Cultivates strong interpersonal relationships and trust to foster collaborative through clear and effective communication
- Motivates colleagues, faculty, and students to achieve their maximum potential through compassion, seeking to understand, inspiration, and support.
- Possesses a genuine enthusiasm for working with children and a commitment to achieving equitable outcomes for all students.

### **Problem Solving and Organization:**

- Strength in collaborative problem-solving and working effectively within team settings to address challenges.
- Strong organizational skills, capable of multitasking, meeting deadlines, and adapting flexibly to evolving needs and priorities.

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## PROFESSIONAL COMMITTEES

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- **CVSD Strategic Plan Design Team - Supervision, Walk Throughs, and Evaluations:** Develop district wide practices for supervision, evaluation, and classroom walk through practices
- **URHS Continuous Improvement Plan:** Collaborate as a leadership team to set school goals aligned with PWCS Strategic Plan and evaluate progress through data collection and analysis
- **PWCS Instructional Rounds Team Member:** Evaluate lesson alignment with VDOE standards in various core

classes

- **PWCS Superintendent's "Site Based Management Steering Committee"**: Sub focus group: Instructional Resources - Analyzing best practices within instruction across PWCS and evaluating current county policies and regulations for needed updates.
- **Equal Opportunity Schools**: Identify and remove barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for students of underrepresented groups

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WORK HISTORY

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**Assistant Principal, 07/2023 - Current**

**Champlain Valley School District – Vermont**

**Administrative Leadership/Collaboration:**

- Supports the principal in overseeing overall school administration
- Assumes leadership responsibilities in the principal's absence
- Collaborates closely with the principal, director of special services, and central office administrators to advance district-wide goals and initiatives aligned with the CVSD vision, mission, Strategic Plan, and Equity Audit.
- Actively participates in various school committees including the School Safety Team, Student Support Team, Technology Team, and Child Protection Team, contributing insights and expertise to promote a safe and supportive learning environment.
- Leads the school's behavior systems team, facilitating meetings, managing school-wide goals, and developing student-specific plans, while employing data-driven strategies and fostering clear communication among stakeholders.
- Provides support to the principal as needed in managing the school budget, ensuring fiscal responsibility and alignment with school priorities and objectives.

**Supervision and Evaluation:**

- Supervises and evaluates a team of 16 professional staff across grades 1st through 8th, including Essential Arts, content teachers, and behavior systems staff, fostering a culture of excellence and continuous improvement.

**MTSS Leadership and Data Analysis:**

- Co-Leads the school's Multi-Tiered System of Supports (MTSS) efforts, overseeing school based instructional coaching and intervention teams, ensuring effective support for all students.
- Guides the analysis of intervention data, utilizing multiple sources such as local common assessments, VTCAP, standard-based classroom data, and student work samples to inform decision-making and drive student success.

**Professional Development and Alignment:**

- Collaborates in the planning and delivering needs-based professional development opportunities, empowering staff with the skills and knowledge needed to meet student needs effectively.
- Facilitates school-based vertical and horizontal alignment practices using district-developed Knowledge, Understanding, and Essential Questions (KUDs) and Scope and Sequences working to ensure coherence and consistency in curriculum delivery.

**TOSA Administrator , 07/2022 - 07/2023**

**Prince William County Schools – Prince William County, VA**

### **Program Implementation, Compliance, and Record Keeping:**

- Implementation of school programs in alignment with the PWCS Strategic Plan and the school's Continuous Improvement Plan (CIP), leveraging data-driven insights to monitor and enhance student achievement.
- Adherence to district policies and compliance with state and federal laws, including Individualized Education Programs (IEPs) and 504 plans
- Maintenance of accurate school inventory records by submitting yearly reports to the central office, ensuring transparency and compliance with administrative requirements.

### **Instructional Leadership:**

- Conducted formal observations of instructional staff, incorporating pre-conferences and post-conferences to provide comprehensive feedback aligned with the PWCS Professional Performance Standards, fostering continuous improvement and professional growth.
- Delivered targeted feedback to instructional staff, utilizing a coaching model to support their ongoing development and effectiveness in the classroom.
- Designed and facilitated whole-school professional development trainings on Professional Learning Communities (PLC) practices, empowering 150 instructional staff members with the tools and strategies to collaborate effectively and drive student success.
- Led curriculum and professional development initiatives within the school community, fostering collaboration around researched-based instructional practices aimed at promoting student mastery and competency in academic standards.
- Collaborated with fellow administrators to assess curriculum and instructional practices, identifying areas for improvement and implementing evidence-based strategies to enhance student learning and mastery of standards.

### **Student Conduct, Discipline, and Attendance:**

- Supervised student conduct and behavior during lunch periods, school dismissal, and extracurricular activities, ensuring a safe and respectful learning environment.
- Discipline Administrator for assigned groups of students, enforcing discipline policies, processing behavior referrals, and maintaining clear communication with all stakeholders, including parents.
- Monitored student attendance for assigned groups, communicating with stakeholders and parents, leading Interagency Team meetings, and developing support plans in collaboration with intervention specialists, social workers, school counselors, and attendance officers to promote student engagement and success.

### **Science CLT Lead Teacher , 08/2018 - 06/2022**

#### **Prince William County Public Schools – Prince William County, VA**

- Team lead of 7 teachers in professional learning communities to construct learning opportunities for students based on best practices for personalized mastery and competency of standards
- Established data driven practices to measure student achievement with analysis to guide educational decisions
- Collaboratively developed course Scope and Sequence guides aligned with state subject standards
- Facilitated the transition to standards based grading practices within the science department
- Facilitated vertical and horizontal curriculum alignment across science courses as well as interdisciplinary

collaboration for cross subject themes/skills

- Modeled effective, research-based teaching practices

**Science Course Writer and Adjunct Instructor**, 08/2019 - 10/2022

**Virtual Virginia** – Virginia

- Adjunct instructor: Ecology, Astronomy, Oceanography, AP Environmental Science, Physical Science
- Course Writer: Anatomy & Physiology, Astronomy, and Environmental Science
- Developed Course Syllabus, Scope and Sequence, and Pacing Guide in alignment with VDOE course standards
- Created all course material: online content, interactive practice application activities, and original assessments
- Proficient in Canvas, H5P, and other online educational platforms

**Science Teacher**, 08/2013 - 06/2022

**Prince William County Public Schools** – Prince William County, VA

- Course Taught: Biology, Pre-IB Biology, IB Biology HL Year 2, Earth Science, SPED Team Taught Earth Science, and ELL Environmental Science
- Increased academic success based on belief that all students can achieve excellence, regardless of background
- Planned, developed and executed lessons reflecting VDOE educational standards implementing UDL & Inquiry Based Instruction
- Achieved Earth Science & Biology SOL student pass rates 2-3% above school average from 2014 - 2022

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EDUCATION

**Bachelor of Science:** Biology And Secondary Education

**Longwood University** - Farmville, VA

**Master of Science:** Curriculum And Instruction

**Western Governors University** - Salt Lake City, UT

**Graduate Certificate** : Educational Leadership

**Longwood University** - Farmville, VA

# BARRE UNIFIED UNION SCHOOL DISTRICT

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05/17/2024

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

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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.

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If Yes, For Whom?  Salary Rate: \$

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Para-Educator: Associates Degree  YES  NO (If NO) → ParaPro  YES has passed ParaPro  
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Superintendent and/or HR Director Approval Signature

Date

# Jesse Schattin

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## Professional Summary

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Student focused, experienced leader and teacher with a dedication to improve and expand equitable educational access for all students. Capable of evaluating data and implementing systems for student improvement; creating positive relationships with all stakeholders; and instructional coaching through observations. Excellent communicator who thrives in challenging and ambiguous environments and focuses on systems-thinking approaches to adaptive changes looking to increase the educational opportunities for all students.

- ◆ Curriculum Development
- ◆ Instructional Design
- ◆ Instructional Coaching
- ◆ Student Discipline
- ◆ EdTech Integration
- ◆ Student Services

## Professional History

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- 03/2024 - Present    **Assistant Principal – Apache Junction High School (Apache Junction, AZ.)**
- Conducted day-to-day operations.
  - Student discipline/restorative practices.
  - Site testing coordinator.
  - Staff evaluator.
- 07/2023 – 03/2024    **Dean of Students – Cactus Canyon Junior High School (Apache Junction, AZ.)**
- Dean of Students
  - Site Testing Administrator
  - Staff evaluator.
  - Athletic Director.
  - 504 Coordinator.
  - Truancy Officer.
- 07/2017 – 05/2023    **Principal Intern – Poston Junior High School (Mesa, AZ.)**
- Facilitator of school wide academic accountability processes
  - Main point of contact for Clifton Strength’s staff professional development
- Department Chair (Arts) – Poston Junior High School (Mesa, AZ.)**
- Instructional coach for performing arts staff.
  - Managed performing arts calendar dates.
  - Directed and organized weekly/bi-weekly collaborative team meetings.
  - Instructional Team and Leadership Team member.
- Junior High Band Director - Poston Junior High School (Mesa, AZ.)**
- Managed classroom rosters, attendance, and grading.
  - Organized parent booster group.
- 07/2012 – 05/2017    **High School Band Director – McClintock High School (Tempe, AZ.)**
- Managed classroom rosters, attendance, and grading.
  - Developed classroom procedures and curriculum in line with state standards.
  - Ensured student understanding and monitored student progress.
  - Organized parent booster groups.
  - Managed and led successful Marching Band, Jazz Band, & Concert Band program in a comprehensive high school setting.
- 07/2008 – 05/2012    **High School Band Director – Kofa High School (Yuma, AZ.)**
- Developed classroom procedures and curriculum in line with state standards.
  - Ensured student understanding and monitored student progress.
  - Organized parent booster groups.

## Education

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### **Arizona State University, Tempe, AZ.**

Master of Education – Educational Leadership and Innovation (Principalship)

*Graduated with distinction (4.0 GPA)*

### **University of Idaho, Moscow, ID.**

Bachelor of Arts - Music Education (K-12)

## Certificates

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### **Vermont Professional Educator's License**

- Principal, PK-12
- Music, PK-12

## Additional Experience(s)

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### **A.B.O.D.A. – Head Marching Band Judge/Percussion Caption Judge**

- Provided comments to high school students.
- Defined success criteria.
- Communicated clear standards of performance and current student success levels.

### **Mesa Public School – Summer Music Institute Administrator (Summer 2021, Summer 2022)**

- Communicated with parents and students.
- Collaborated with host-site administration.
- Organized schedule for daily events.

### **Mesa Public Schools Honor Band Chair (Spring 2019, Spring 2020)**

- Insured inter-rater reliability.
- Coordinated judges, staff, and participants.

### **A.B.O.D.A. Fall Concert Band Festival Chair (Spring 2015 - Fall 2022)**

- Hired judges and clinicians.
- Ensured inter-rater reliability.
- Developed performance schedules.

### **Principal Percussionist – Salt River Brass (Fall 2018 – Spring 2020)**

**Percussionist – Various community ensembles and groups (Tempe Symphonic Winds, Chandler-Gilbert Community College, Mesa Community College, BOOM! Percussion)**

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 NO will need to take ParaPro

Superintendent and/or HR Director Approval Signature

Date

# Melody Frank

## Education

- PsyD Clinical Psychology - Antioch University New England, Keene, NH
- MS Clinical Psychology - Antioch University New England, Keene, NH
- MA Psychological Research - California State University, Long Beach, CA
- BA Psychology; BFA Broadcast Journalism - Chapman University, CA

## Experience

### **Harwood Union Middle/High School, Harwood Unified Union School District - S. Duxbury, VT 2019- present**

#### ***Director of Student Services and Special Education***

- Coordinate support service programs grades 7 through 12 in the district.
- Uphold a shared vision and mission for special education and student support services, directly linked to current best practices in the profession and integrated with the overall Harwood Union High School mission.
- Responsible for the development, operation and evaluation of all special education programs 7-12.
- Confer with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine program and student needs.
- Serve as LEA for Special Education team meetings 7-12.
- Supervise the process of referrals and completion of comprehensive evaluations for special education 9 through 12.
- Prepare and administer special education and 504 budgets 7-12.
- Maintain awareness of state requirements and regulations.
- Supervise and assess all aspects of regulatory compliance for special education, 504 and the educational support system 7-12.
- Maintain a direct line of communication to the building Principal and the Director of Student Support Services in regard to support service issues and concerns.
- Assist the Director of Student Support Services with coordination and/or implementation of in-service training workshops for regular and special education personnel as it applies to special education.
- Establish workload and assignments of special education personnel.
- Assist in the collection of data for Child Identification and Child Count activities.
- Assist in transportation services for eligible special education students.
- Coordinate services for students in need of hospitalization and/or homebound tutoring.
- Assist in recruiting, screening, and recommending selection of special education personnel.
- Plan, conduct, and/or supervise an orientation program for new special services personnel.
- Participate in appropriate local, state and national professional meetings.
- Serve as a consultant when appropriate to curriculum development committees.
- Attend Administrative Team meetings and when appropriate attends Regional Special Education Administrator meetings
  - Work with administrators to collect and analyze data related to school improvement
  - Implement school-wide prevention programs that help maintain positive school climate conducive to learning
  - Help students transition to and from school and community environments
- Supervise Assistant Director of Student Support Services (Fall 2021-Summer 2022) - position removed summer 2022
  - Oversee EST and MTSS system
- EST Middle School Coordinator (7-8th grade); liaison EST High School (9-12) (Fall 2022-present)
- Building Based Administrator for Truancy/Attendance
- Building Based Administrator for Homelessness
- Supervise and Oversee Creation of School Based Mental Health Program (Fall 2022-present)
- Supervise and Oversee Creation of Restorative Practices Program (Fall 2022-present)
- Support Wellness Center Coordination (Fall 2022-present)
- Supervise Student Support Team - School Monitors, Student Support Specialists
- Oversee Student Support Services Daily Program and Intervention
  - Documentation
  - Procedures
- Supervise 504 Coordinator
- Supervise and support Health Office (2 School Nurses)
- Coordinated Service Plan Building Lead
- Oversee creation and implementation of social/emotional learning and student services Tier 1, 2, 3

### **Harwood Union Middle/High School, Harwood Unified Union School District - S. Duxbury, VT July 2018-July 2019**

#### ***Director of Students and Well-Being***

- Provide Individual or group support to students on issues of mental health and wellness
- Maintain confidentiality regarding all school and wellness related issues and situations

- Promote wellness and resilience by reinforcing communication and social skills, problem-solving, anger management, self-regulation, self-advocacy and optimism
- Work with administrators to collect and analyze data related to school improvement
- Implement school-wide prevention programs that help maintain positive school climate conducive to learning
- Help students transition to and from school and community environments
- Act as a liaison between home, school, community agencies to enhance the health and wellness of students and school community
- Maintain accurate and appropriate documentation
- Bullying/Harassment/School Policy Violation Investigations - Educational/Restorative Curriculum, Safety Plans
- Substance Use Violations - Appeals Process Support to Students
- Developed STARS Program (Focus on executive functioning, with incorporating sports psychology theory and practice to facilitate delivery of coping and academic strategies) - manage budget
- Developed Wellness and Hygiene Program (WAHP) to provide all students access to basic needs to address hygiene - Manage Budget
- Oversee Homelessness for Middle/High School (7-12)
- Oversee Truancy/Attendance (Middle/High School)
- Lead/Facilitate Restorative Practices Approach for Students and Staff, between students, students and staff, and inside classrooms for whole class dialogues (7th-12th)
- Managed budget for Department of Students and Well-Being
- Collaborated with Athletics Department to bring forward awareness and decrease stigma in our student-athletes
- Member of SST (HS), MTSS (7th/8th), Crisis Team, Wellness Leadership Team
- Develop and implement Wellness Plans
- Co-Case manage caseload of students on 504 plans/117 (social emotional) with Director of Student Support Services
- Conduct PD including but not limited to district-wide training and/or embedded PD in the area of behavior, trauma and student engagement (Social Emotional Learning, Developing Resilience, etc)
- Work with teachers and students within a variety of school environments and classrooms
- Consult and work collaboratively with the Director of Student Support Services and Principals in supporting student wellness as it relates to discipline incidents for students in general education as well as students on EST, 504 and IEP's
- Implement behavioral management/Safety Plans for students including bullying and harassment investigations in collaboration with administration
- Coordination of services with other disciplines within the school
- Referrals to community agencies
- Participate in development of Behavior Modification Plans
- Run CSP meetings, 504 Meetings

**Harwood Union Middle/High School, Harwood Unified Union School District - S. Duxbury, VT Oct 2017-June 2018**  
*Student Support Specialist*

- Support students with behavior, academic, social, and emotional needs
- Provide support for teachers and help develop and implement strategies to improve classroom environment and enhance learning experience
- Bullying/Harassment/School Policy Violation Investigations (Led Investigations and Interviews, Completed All Formal and Final Written Documentation)
- Run middle school groups: executive functioning skills group; young women's wellness group
- Support Executive Functioning in middle school
- Developed student support plans
- Educational Component for Students with Policy Violations

**Centerpoint Services, Northeastern Family Institute (NFI) - South Burlington, VT September 2016-Oct 2017**  
*Clinical Psychologist*

- Developed Psychological Testing, Assessment, and Consultation Service for individuals, families, schools, and community organizations
- Perform school-based and comprehensive psychological evaluations to increase understanding and support teams with IEP and 504 planning

- Provide Consultation for other Centerpoint clinicians regarding diagnosis and treatment
- Perform Substance Use and Mental Health Assessments (SAMH) for clinic-based clients
- Provide individual, family, and parent support therapy using CBT, Mindfulness, Developmentally-focused, interpersonal, trauma-informed approach
- Provide sports psychology services to enhance athletic performance while addressing mental health and/or substance use challenges
- Facilitate trainings for special educators in public school settings on achievement and cognitive assessment measures
- Facilitate trainings for academic staff in public school settings to establish trauma-informed classrooms

**Baird School, Howard Center – Burlington, VT**

**August 2014-June 2016**

*Clinical Behavior Specialist Supervisor/Intensive Services Program Coordinator*

- Administrator/Member of Baird School Leadership team: helped run the Baird program (alternative school for students with social/emotional/academic challenges on IEPs and unable to remain at their public sending schools)
- Managed budget for Intensive Services program
- Oversaw, re-designed and implemented Intensive Services programming for students (K-8) at the alternative school, requiring 1:1 staffing and individualized behavior treatment plan and academic programming.
- Developed individualized, strength- and interest- based programming using behavioral, attachment, developmental, and trauma-informed approach
- Developed and implemented behavior treatment plans including reinforcement
- Engaged in behavior assessments for school districts to identify behavior and emotional needs and provide recommendations for how to best meet them
- Supervised Intensive Services and Baird School staff members (10 -12 staff)
- Provided trainings for Baird School and Inclusion Staff
- Led group supervision for Intensive Services staff and all behavior support staff
- Consulted and provided trainings for local programs on behavior management and program implementation
- Clinician for families and intensive services students
- Facilitated meetings including IEP, 504, ACT 264, and Intensive Services monthly team meetings
- Attended LIT meetings

**Hawthorn Center - Northville, MI**

**September 2013-August 2014**

**Inpatient Psychiatric Hospital for Children and Adolescents**

*Pre-doctoral Psychology Intern*

- Provided short-term and long-term inpatient care to for severe, mentally ill patients ages 7-17.
- Provided individual, family, group, and milieu therapy using Interpersonal, and evidence-based CBT, ACT, and DBT approaches.
- Multidisciplinary approach: worked with social workers, psychiatrists, clinical care workers, RNs, academic staff (teachers, principle, etc.)
- Co-leader of two, twice/week therapeutic groups including DBT, Art Therapy/Mindfulness, and Clinical Skills.
- Developed intensive behavioral treatment to support verbal and non-verbal patients using traditional and/or picture schedules, point systems, and reinforcing behavioral plans.
- Developed comprehensive Individual Plans of Service (IPOS) targeting therapeutic, academic, medical, and daily living skill goals.
- Provided assessment services including: Diagnostic clarification, trauma evaluation, Autism assessment, and intelligence testing for patients with multiple, co-occurring disorders and severe mental illness.

**The Children's Center: Outpatient Clinic - Detroit, MI**

**October 2013–August 2014**

*Pre-doctoral Psychology Intern*

- Provided individual and family therapy for urban city population of children, adolescents, and families in an outpatient facility using Interpersonal, and evidence-based CBT, ACT, and DBT approaches.

- Multidisciplinary approach collaborating with mental health clinicians, case managers, psychiatrists, and psychologists to provide comprehensive treatment and make referrals for clients to appropriate services.
- Developed individual plans of service (IPOS) and comprehensive treatment plans.

**Fletcher Allen Health Care – Burlington, VT**  
**Medical Hospital & Outpatient Clinic**  
*Advanced Practicum Student*

**July 2012 – June 2013**

- Provided outpatient individual and family therapy for children, adolescents, and families using CBT, Interpersonal, ACT, and DBT.
- Provided inpatient services, consultation, and outpatient options for children and families at the Vermont Children's Hospital (VCH).
- Provided consultation, liaison, support, and psychological services to the Pediatric Oncology/Hematology team and its patients.
- Provided inpatient consultation services for patients of all ages presenting with any type of medical problem at Fletcher Allen.
- Participated in weekly pediatric oncology and general pediatric rounds at VCH; attended grand & professor rounds.

**University of Vermont – Burlington, VT**  
**Behavior Therapy and Psychotherapy Center**  
*Advanced Practicum Student*

**July 2010 – June 2012**

- Provided assessment services; and therapy for children, adults, and families using evidenced-based therapy (NET, CBT, ACT).
- Member of Connecting Cultures and New England Survivors of Torture and Trauma (NESTT) clinical group, which specialized in working with survivors of torture, asylum seekers, and refugees.
- Participated in MTNESTT (Multidisciplinary Team for NESTT) with lawyers, law students, and legal advocates to discuss best approach for supporting refugees and asylum seekers both therapeutically and legally.

**Centerpoint Adolescent Treatment Services – S. Burlington, VT**  
**Centerpoint School (Howard Center)**  
*Clinical Social Worker (Practicum)*

**September 2009 – June 2010**

- Provided individual and group therapy for students (ages 13-19) on IEPs with severe social, emotional, and academic problems attending Centerpoint's alternative day school using cognitive, behavioral, object relations, and narrative approaches.
- Provided case management for students through collaboration with family, school, and community mental health services.
- Member of a multidisciplinary team - collaborating with teachers, clinicians, special educators, and school district representatives.
- Attended/presented in Service Coordination Meetings (Intensive Services Team, IEP, Quarterly Reviews, and Family Meetings).
- Developed and implemented Individualized treatment plans, self-care, and reinforcement behavioral plans.
- Provided family therapy using psycho-education and parent management training.

**Barre Town Elementary and Middle School – Barre, VT**  
*Clinical Practicum Student*

**September 2008 – June 2009**

- Provided assessment services; and individual and group therapy for 1st-8th grade students with social, academic, and emotional disabilities attending Barre Town Elementary and Middle Schools.
- Used cognitive, behavioral, DBT, and psychodynamic treatment approach.
- Developed treatment plans; consulted with principals, special educators, teachers, guidance counselors, and behavioral interventionists to support effective implementation in a school-based setting.

Centerpoint Adolescent Treatment Services – S. Burlington, VT  
Centerpoint School (Howard Center)  
Counseling Teacher

October 2006 – September 2009

- Developed and implemented individual and group academic classes for students (ages 13-19) with social, emotional, and behavioral disorders on IEP's in a multidisciplinary, alternative school setting: Monday-Friday (8:30-2:15pm).
- Classes taught included: Community, Culture and Citizenship; Physical Education; Communication and Literacy; and Applied Systems and Problem Solving.
- Used interpersonal counseling; and worked with social workers, school directors, and other counseling teachers to provide a safe and supportive environment that fostered learning and psychological development.
- Created classes for individual and groups of students, tailored to individual IEP goals and educational, social, and emotional needs

#### Training and Additional Skills

- Formal Training: Autism Diagnostic Observation Schedule- (ADOS-II) Modules 1-4; Child and Adolescent Functional Assessment Scale (CAFAS), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Crisis Prevention Institute (CPI), LSCI (Life Space Crisis Intervention), CPR.
- Formal Assessment Experience: Use of measures include: WISC-IV, WISC-V, WAIS-IV, WIAT-II, TOWL-III, WJ-III, WJ-IV, Conners' Rating Scales-R, Achenbach Inventories, VMI, ADOS-2, Rorschach, TAT, Jesness-R, MACI, MPACI, PAI, MMPI-A, ABI, ABAS, BASC-II, Vineland, PPVT, Harvard Trauma Questionnaire, Hopkins Symptom Checklist, UCLA-PTSD, UCLA PTSD Reaction Index, TESI-C, TSCC, CDI, Beck Inventories, ADIS-IV, MASC, CY-BOCS, and Risk Assessment.

#### Professional Affiliations/Licensure

Director of Special Education Administrator Endorsement (Vermont) Pending - Transcript Review

Licensed Psychologist, Doctorate (Vermont)

Licensed School Psychologist (Vermont)

American Psychological Association Member: 2015-present

Vermont Psychological Association: 2019-2022

Board Member and Chair - Disaster Preparedness and Relief Committee (2018-2021)

Disaster Preparedness and Relief Committee Member (2021-2022)

Camp Thorpe - Board Member (2018-2022); Former Camp Counselor (2006)

(Camp Thorpe is a camping program for campers with physical, cognitive, and developmental disabilities; ages 12-20 (Mountain Reach) and a camping program designed for adults ages 21 and over (Pine Haven))

\*\*References available upon request.

**Title 16 Education**  
**Chapter 25 ATTENDANCE AND DISCIPLINE**  
**§ 1125 Truant officers**

**§ 1125. Truant officers**

(a) A school board shall annually appoint one or more truant officers and record their appointments with the clerk of the school district on or before July 3. State police, sheriffs, deputy sheriffs, constables and police officers shall be truant officers ex officio.

(b) Truant officers shall receive remuneration for time actually spent in performance of their duties and shall be allowed their necessary expenses incurred in connection therewith. (Added 1969, No. 298 (Adj. Sess.), § 73.)

**Superintendent Recommendation:**

**BUUSD Truant Officers**

**7/1/2024 – 6/30/2025**

Barre City Elementary & Middle School	Brenda Waterhouse
Barre Town Middle & Elementary School	Theodore Mills
Spaulding High School	Rebecca Busker

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

**CODE: C 10**

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

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

**ADOPTED: 6/13/2019**

**Designees Revised: 06/12/2024**

## **POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS**

### **Policy**

The Barre Unified Union School District (BUUSD) (hereinafter “district”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the district to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the district to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The district shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

The model procedures are expressly incorporated by reference as though fully included within this model policy. The model procedures are separated from the policy for ease of use as may be required.

### **Implementation**

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See model procedures on the Prevention of Harassment, Hazing and Bullying of Students).
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

3. Designate an equity coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the designated employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the district's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

### **Constitutionally Protected Speech**

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the first amendment of the U.S. constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

### **Definitions**

For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
  - (a.) Is repeated over time;
  - (b.) Is intended to ridicule, humiliate, or intimidate the student; and
  - (c.)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
  - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. **"Complaint"** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

- C. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
- F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the district and for coordinating the district’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The equity coordinator is also responsible for overseeing implementation of the district’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to designated employees.
- G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
  - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
  - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of

epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

**H. "Hazing"** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, "**Student**" means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

**I. "Notice"** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has

this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

- J. “Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. “Pledging”** means any action or activity related to becoming a member of an organization.
- L. “Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- M. “School administrator”** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the district’s equity coordinator.
- N. “Student Conduct Form”** is a form used by students, staff, or parents, to **provide, in written form, information about inappropriate student behaviors** that may constitute hazing, harassment and/or bullying.

## APPENDIX A

### Designated Employees:

The following employees of the BUUSD have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

### BUUSD Office:

Name: **JoAn Canning**

Title: **Superintendent**

Contact Information:

**802-476-5011 x1017**

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

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

**120 Ayers St**

**Barre, VT, 05641**

### BCEMS:

Name: **Brenda Waterhouse**

Title: **Principal**

Contact Information:

**802-476-6541 x4311**

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

Name: **Suzanne Jacobs**

Title: **HHB Coordinator**

Contact Information:

**802-476-6541 x4317**

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

**Barre City Elementary & Middle School**  
**50 Parkside Terrace**  
**Barre, VT, 05641**

**BTMES:**

Name: **Theodore Mills**  
Title: **Assistant Principal**  
Contact Information:  
**802-476-6617 x6241**  
[\*\*tmillbte@buusd.org\*\*](mailto:tmillbte@buusd.org)

Name: **Alice Harding**  
Title: **Behavior Specialist**  
Contact Information:  
**802-476-6617 x6181**  
[\*\*ahardbte@buusd.org\*\*](mailto:ahardbte@buusd.org)

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

**SHS:**

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

Name: **Rebecca Busker**  
Title: **Assistant Principal**  
Contact Information:  
**802-476-4811 x1190**  
[\*\*rbuskshs@buusd.org\*\*](mailto:rbuskshs@buusd.org)

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

# ***BUUSD***

***Barre Unified Union School District***

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD MEETING AGENDA ITEM  
BUUSD BOARD MEETING AGENDA: June 12, 2024**

**Consent Item No.:** NA **Discussion Item No.**   **Action Item No.** 6.2

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

**Briefing Memo Policy**

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

**Add briefing memos to policy A20.**

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER: Michael Boutin**

**RESOURCES NEEDED INCLUDING STAFF TIME:**

**N/A**

**STAFF RECCOMENDATION:**

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

Every item will accompany a memo briefing to provide context to agenda items

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

The BUUSD board approved “Action Memos” for agenda items and suggested a 6 month trial. This memo suggests sending it to the Policy Committee to codify that decision and to modify the suggested language to best fit staff and the board.

**ATTACHMENTS: Minutes, template for memos**

**INTERESTED/AFFECTED PARTIES: BUUSD board and staff**

**RECOMMENDED ACTION/MOTION:**

Motion to send language below and template memos to the policy committee for review, modification, and provide a recommendation as they deem.

A20 additional language

**Agenda Preparation**

The superintendent will prepare proposed agendas for all meetings of the board after consultation with the board officers. Items of business may be suggested by any board member, staff member, student, or resident of the district **by submitting a BUUSD Briefing Memo**. The inclusion of items on proposed agendas will be at the discretion of the board chair and superintendent. An item may only be added or removed from a meeting agenda as the first order of business at the meeting. Other adjustments to an agenda may be made at any time during the meeting.

**Perfunctory agenda items, as deemed by the chair and superintendent, may be added to the BUUSD Condensed Briefing Memo for the current agenda. Parking Lot items shall have one of the aforementioned memos to allow for efficient agenda planning.**

# ***BUUSD***

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

### **BRIEFING MEMO**

#### **DATE SUBMITTED TO THE CHAIR/SUPERINTENDENT:**

(Put the date you submitted so items don't get pushed out too far.)

#### **AGENDA ITEM DESCRIPTION:**

(Write what you want the agenda item to look like on the agenda)

#### **SUBMITTING PERSON:**

(You will put who is submitting this memo. Make sure to include a staff member if they are working with you on something.)

#### **RESOURCES NEEDED INCLUDING STAFF TIME:**

(You will want to put the amount if there is a cost and try to the best of your ability to estimate the hours of staff time. You may not know and that is ok)

#### **STAFF RECCOMENDATION:**

(The admin should either agree, disagree or prefer not to opine. They can also make suggestions on the item.)

#### **BACKGROUND/SUPPLEMENTAL INFORMATION:**

(This is really where the meat of this memo should be. You will try to summarize the history and reason for submitting this memo. Try to imagine you are a first year board member and explain what you are submitting the item for. Maybe it is just a discussion, explain why you want it. Just try your best to make things easy. A normal person should be able to read this section and have a good grasp on the conversation without additional documentation.)

#### **ATTACHMENTS:**

(Attachments should be extra documents that are there for additional information. You won't have to read everything but putting supporting documents in with the memo makes it so others don't have to go looking for things. You are the one that did the work on the item and it is nice to have the stuff you gathered in case a board member wants to review it)

#### **INTERESTED/AFFECTED PARTIES:**

(Just say who will be affected by your item.)

#### **RECOMMENDED ACTION/MOTION:**

(This is where the motion is. If there are multiple motions put them here and you can even do alternate motions. This will allow us to make clean motions for the minutes and allow for transparency. If no action is needed just state that.)

# ***BUUSD***

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

### **CONDENSED BRIEFING MEMO**

#### **AGENDA ITEM DESCRIPTION:**

(Write what you want the agenda item to look like on the agenda)

#### **BACKGROUND/SUPPLEMENTAL INFORMATION:**

(This is really where the meat of this memo should be. You will try to summarize the history and reason for submitting this memo. Try to imagine you are a first year board member and explain what you are submitting the item for. Maybe it is just a discussion, explain why you want it. Just try your best to make things easy. A normal person should be able to read this section and have a good grasp on the conversation without additional documentation.)

#### **ATTACHMENTS:**

(Attachments should be extra documents that are there for additional information. You won't have to read everything but putting supporting documents in with the memo makes it so others don't have to go looking for things. You are the one that did the work on the item and it is nice to have the stuff you gathered in case a board member wants to review it)

#### **RECOMMENDED ACTION/MOTION:**

(This is where the motion is. If there are multiple motions put them here and you can even do alternate motions. This will allow us to make clean motions for the minutes and allow for transparency. If no action is needed just state that.)

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#### **AGENDA ITEM DESCRIPTION:**

#### **BACKGROUND/SUPPLEMENTAL INFORMATION:**

#### **ATTACHMENTS:**

#### **RECOMMENDED ACTION/MOTION:**

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#### **AGENDA ITEM DESCRIPTION:**

#### **BACKGROUND/SUPPLEMENTAL INFORMATION:**

#### **ATTACHMENTS:**

#### **RECOMMENDED ACTION/MOTION:**



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

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD AGENDA ITEM  
BOARD AGENDA: 06/12/2024**

**Consent Item No.:**            **Discussion Item No.**            **Action Item No.** 6.3

**AGENDA ITEM DESCRIPTION:** VSBA Resolution

**SUBJECT:** A resolution to submit to the VSBA re: low-spending districts

**SUBMITTING STAFF PERSON or BOARD MEMBER:** Emily Wheeler Reynolds &  
Sonya Spaulding

**RESOURCES NEEDED INCLUDING STAFF TIME:** None

**STAFF RECCOMENDATION:** N/A

**DESIRED OUTCOME:**

**BACKGROUND/SUPPLEMENTAL INFORMATION:**

**LINK(S): ATTACHMENTS:** draft resolution

**INTERESTED/AFFECTED PARTIES:**

**RECOMMENDED ACTION/MOTION:** Approve resolution to send to VSBA



# **BUUSD**

*Barre Unified Union School District*

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD MEETING AGENDA ITEM  
BUUSD BOARD MEETING AGENDA: June 12, 2024**

Consent Item No.:        Discussion Item No.        Action Item No. 7.1

**AGENDA ITEM DESCRIPTION(How the item shall appear on the agenda):** In 2022 director Reil suggested a behavioral ad-hoc committee to attempt to shed some light on the issues that we as a district are having in respects to behavior. At that time the board was informed that it was not allowed due to confidentiality issue. However, the committee would not deal with personal identifiable information. That being said, director Boutin requested a legal opinion based on the outline in the attached email and Pietro indicated that a committee to discuss general information is ok. In July of 2023, director Boutin presented a charge and action memo. There was a motion to create the committee and it failed 4-3.

**SUBJECT(Explain what the item is):** Create a committee/task force to review and assess behavioral issues and provide guidance(see detailed charge document)

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:** Michael Boutin

**RESOURCES NEEDED INCLUDING STAFF TIME:** Undetermined and would require staff time and community volunteers

**STAFF RECCOMENDATION:**

**DESIRED OUTCOME(What is the purpose of this item):** To provide guidance on the behavioral issues in the BUUSD or affirm that nothing can be done differently.

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

**LINK(S):**

**ATTACHMENTS:**

**INTERESTED/AFFECTED PARTIES:** Staff and community

**RECOMMENDED ACTION/MOTION:**

Motion to create a behavioral committee based on the presented Behavioral Committee Charge Document and instruct staff to advertise positions of membership for 1 month.

## BUUSD Behavior Committee

1. What is the purpose of the committee?
  - To review, evaluate, and report on behavioral related information to determine effectiveness of BUUSD behavioral strategies/plan on students, student outcomes, and staff.
  - Determine if policies, procedures, processes, and training are implemented and executed properly and effectively.
  - Determine if current practices are compliant.
  - Make a recommendation to the full Board for possible recommendation/guidance to the Administration.
2. What is the authority of the committee?
  - Analyze/evaluate.
  - Report.
  - Recommendation to the full Board.
3. What are the responsibilities and limitations?
  - No access or review of any student specific information or data.
    - i. Admin/staff committee members must be gatekeepers of this.
  - General review only of non-specific information and data.
  - Utmost confidentiality and awareness of scope and restrictions.
4. What are the specific tasks?
  - Determine via information review and interviewing if policies, procedures, processes, and training are in place and implemented and executed properly and effectively.
  - Determine if current policies, procedures, and practices are compliant with state and federal requirements.
  - Determine if current policies, procedures, and practices are effective.
  - Determine/identify/define gaps.
  - Determine if outcomes can be improved.
  - Write and deliver a report of findings and recommendations.
  - Make a recommendation to the full Board for possible recommendation/directive to the Administration.
5. How is the committee membership decided?
  - Board member(s). (1-2)
  - Administrator(s). AP's? (1-3)
  - Staff member fluent in behavioral regulations and requirements State & Federal. (1)
  - Teacher. (1-3)
  - Community member. (1)
6. Does the committee reach a decision by vote or consensus? If by vote, who is eligible to vote?
  - Committee decide?
  - Goal is achieve consensus...
7. What is the term of office for members?

- To the completion of the charge.
  - Not to exceed... February/March 2024 so completed by this Board?
8. When should the job be completed and what type of report is expected?
- Report with findings and recommendation provided to full Board.
9. Is staff support needed?
- Not specifically beyond what admin/staff person can provide.
10. Is there a budget?
- No.
11. What resources are needed?
- Access to data, reports, policies, procedures, curriculum, meeting space, online meeting app.
    - Recommendations

**Barre Unified Union School District****ACTION ITEM BRIEFING MEMO****BUUSD BOARD AGENDA ITEM****BOARD AGENDA:** June 12, 2024**Consent Item No:** \_\_\_\_\_ **Discussion Item No:** \_\_\_\_\_ **Action Item No:** 7.2**AGENDA ITEM DESCRIPTION:** Dissolve School Board Committees**SUBJECT:** Dissolve standing school board committees, including Finance, Curriculum, Facilities/Transportation, Policy, Negotiations.**SUBMITTING STAFF PERSON or BOARD MEMBER:** Sonya Spaulding**RESOURCES NEEDED INCLUDING STAFF TIME:** Additional time for administrators at board meetings may be requested**STAFF RECOMMENDATION:****DESIRED OUTCOME:** Dissolve standing committees and do the work at the board level, to equitably distribute the work among all school board members, and to ensure board members are not micromanaging the administrators at the committee level**BACKGROUND/SUPPLEMENTAL INFORMATION:** Previous discussions have noted that some committees do not have a specific charge, and are only in place due to previous committee structures at the separate districts before the merger in 2019. Committees such as Curriculum and Facilities/Transportation provide more oversight, and then presentations are repeated at the board level. In addition, with the resignation of many administrative staff, it makes sense to overhaul the way the work of the board is being done. Previous discussions regarding committees have indicated that this is where the board's work is being done, but if not all board members are participating at the committee level, it leads to duplicating both presentations and discussions to include the full board. Previous discussions have also indicated that the committees make recommendations to the board, and that system worked for many years. However, the full board does not seem to accept the recommendation of the committee, so it leads one to question the actual purpose of the committee. Work that needs to be completed by smaller board groups can be done by ad hoc committees (i.e., negotiations).**LINK(S):**

Board retreat 4/5/22 item 4.2 packet for materials

<https://resources.finalsite.net/images/v1648812929/bsuvtorg/rgnfak8153qhwql5e1xe/2022-04-05-AgendaBdRetreat.pdf>

and minutes for discussion

<https://resources.finalsite.net/images/v1650479444/bsuvtorg/eocesc3wknrcqls0k3x1/2022-04-05-Minutes.pdf>

Board retreat 4/12/23 item 4.4 see packet for materials

<https://resources.finalsite.net/images/v1680894084/bsuvtorg/voaf6dpzow3dqrmcbqig/2023-04-12-AgendaRetreat.pdf>

4/12/23 minutes for discussion

<https://resources.finalsite.net/images/v1697133846/bsuvtorg/tutrseh8uefvcdopvsz5/2023-04-12-Minutes.pdf>

curriculum meeting minutes 6/7/23 item 6.1,

<https://resources.finalsite.net/images/v1697135155/bsuvtorg/dkm9u9szdi4mi7gbix1h/2023-06-07-Minutes.pdf>

discussion regarding curriculum committee at 11/29/23 board meeting, item 8.5

<https://resources.finalsite.net/images/v1700743964/bsuvtorg/ozybmhd97udmbe5sngtq/2023-11-29-Agenda.pdf>

**ATTACHMENTS:**

Sections from minutes noted above

**INTERESTED/AFFECTED PARTIES:** Administrators will not have to provide duplicate presentations, board members who volunteered to be on committees will not have to attend duplicate meetings

**RECOMMENDED ACTION/MOTION:** Motion to dissolve the standing Finance, Curriculum, Policy, Facilities/Transportation, and Negotiations committees. Oversight, presentations, and work done on committees would be handled either by the full board or by creating an ad hoc committee with a specific charge.

From 4/5/22 Board Retreat, item 4.2

Committee charge questions from the VSBA's Essential Work of Boards handbook was included with the packet

Minutes:

4.2 Committee Policy & Charge Chris H talked about finance and policy - we are similar to other districts in terms of monthly meetings for these two committees. BUUSD is seen as an outlier in terms of how many meetings we have regarding other committees. Length of meetings is also much longer than other districts. Concerns of administrators, worry about trust to do their work. Renee brought up her knowledge of how meetings work in other districts. Discussed facilities, curriculum, transportation committees – need for information to the board, but do we need entire committees with monthly meetings for these topics? Long discussion on committee work and needs for committees. Talked about whether we have a need for a policy related to committee work. No decisions were made. Will continue this discussion.

From 4/12/23 Board Retreat, Item 4.4

Article from Doug Eadie re: A Reliable Bulwark Against Board Micro-Management and Committee charge questions

Minutes

4.4. Committee Structure The Board discussed how relevant the current committee structure was in serving the needs of the Board. The Board decided to continue the discussion at a future board meeting

From 11/29/23 Board meeting, item 8.5

Action Memos

Minutes

8.5 Future of Curriculum Committee A document titled BUUSD Action Item Briefing Memo was distributed. Mr. Boutin advised that over a number of months, the Curriculum Committee has been struggling to 'find its place in the world'. The Committee agreed to send this matter back to the Board for a decision. Options discussed were: remove the Committee completely, modify the Committee, or keep the Committee the same. Mr. Boutin directed the Board to the Action Memo in the packet which clearly explains the matter. Mr. Boutin's recommendation as Chair of the Committee, is to modify the Committee and to ask the Board to assign work. Lengthy discussion was held, including but not limited to; concern regarding telling administrators how to do their jobs, an overview of some other Committees throughout the state, a suggestion that the Committee be modeled after a Committee at UVM, or Kingdom East's Academic Excellence Committee, a belief that the Board of Education (the BUUSD Board) should deal with curriculum, concern that under the current structure the Committee has not been dealing with solving issues, the Strategic Plan's reference to the Curriculum Committee, opposition to disbanding the Curriculum Committee, a belief that disbanding the Committee does not reflect that the Board believes curriculum is not important, the current lack of work for the Committee, acknowledgement that the Committee has not been making recommendations to the Board and doesn't have direction from the Board, discussion of the use of the Action Memo form, suggestions of various topics the Committee could discuss, a belief that there is value to the Committee, a suggestion to modify the Strategic Plan and/or the Continuous Improvement Plan (based on deteriorating results), and a suggestion to change the Committee to be a more outcome based Committee, Mr. Boutin moved to adopt the Charge to discuss and make recommendations to the BUUSD Board regarding improvement opportunities to enhance quality of education and outcomes. Discussion items will be advanced to the Committee by the BUUSD Board for discussion and community and staff engagement.

Recommendations will be presented to the Board for discussion and approval. Send to the Committee; discuss local assessments for tracking of the quality of education, providing feedback on public facing curriculum frameworks, and electronic devices and equipment. Mrs. Pregent seconded the motion. Brief discussion was held including, but not limited to; concern about the Board assigning things to the Committee, the Committee making recommendations to the Board (when there are professionals in the District to do that), concern that the Board and Committee will be overstepping when making recommendations, clarification that the items in the motion are not 'curriculum', a belief that the items listed in the motion are items the Board should be concerned about, reiteration that the Committee agreed that this topic be discussed at the Board level (the Committee is asking for direction/guidance), a suggestion to change the name of the Committee, reiteration that the Committee has held interesting discussions, but is not making any recommendations or taking any action, a suggestion that the Charge be adopted, then the Board hold discussion regarding re-naming the Committee and discussing its work, concern that work would be duplicated (sharing of assessment data) at the Board and Committee levels, information relating to past work of the Committee, and acknowledgement that work of other committees (finance, policy, etc.) is also presented at the Board level. On a motion by Mr. Boutin, seconded by Mrs. Pregent, the Board voted 7 to 1 against adopting the Charge to discuss and make recommendations to the BUUSD Board regarding improvement opportunities to enhance quality of education and outcomes. Discussion items will be advanced to the Committee by the BUUSD Board for discussion and community and staff engagement. Recommendations will be presented to the Board for discussion and approval. Send to the Committee; discuss local assessments for tracking of the quality of education, providing feedback on public facing curriculum frameworks, and electronic devices and equipment. Mrs. Leclerc, Mr. Malone, Ms. Parker, Mrs. Pregent, Mr. Reil, Ms. Reynolds, and Mrs. Spaulding voted against the motion. Mr. Boutin voted for the motion. Mrs. Pregent moved to dissolve the Curriculum Committee and take up the named assignments at the Board level. Mrs. Spaulding seconded the motion. Brief discussion was held, including; opposition to disbanding the Committee, community input that curriculum and instruction is the heart of what the schools do, that the Committee should spend time discussing what the Committee should be doing, establish a calendar of topics, provided a list of suggested topics, and the belief that it would be unwise to disband the Committee. On a motion by Mrs. Pregent, seconded by Mrs. Spaulding, the Board voted 4 to 4 to dissolve the Curriculum Committee and take up the named assignments at the Board level. The motion failed. Ms. Parker, Mrs. Pregent, Ms. Reynolds, and Mrs. Spaulding voted for the motion. Mr. Boutin, Mrs. Leclerc, Mr. Malone, and Mr. Reil, voted against the motion. Mr. Boutin advised he is resigning as Chair of the Curriculum Committee and is also resigning from the Committee.



# ***BUUSD***

## *Barre Unified Union School District*

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD MEETING AGENDA ITEM  
BUUSD BOARD MEETING AGENDA: December ??, 2023**

Consent Item No.: NA Discussion Item No.      Action Item No.     

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

Curriculum Committee Future

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

Discuss and determine the future of the Curriculum Committee

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:**

Michael Boutin

**RESOURCES NEEDED INCLUDING STAFF TIME:**

Staffing for meetings and discussions

**STAFF RECCOMENDATION:**

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

To adopt a charge for the curriculum committee and assign work or determine if it should be discontinued or continue as is.

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

The Curriculum Committee has been struggling to determine its future and place within the district. Some believe that we absolutely should be discussing curriculum and others believe that we should leave it to staff to determine what curriculum to use. There is a thought that we should redesign the committee to fit a broader spectrum of ideas. They that wish to discontinue the committee point to the professionals to do that work and that the committee becomes an unproductive session. Those that support having the committee believe that public involvement in decisions on curriculum helps with education and community engagement. The last thought process believes both sides are correct and would like to take on issues that might not fit in the curriculum box and avoid useless presentations. The curriculum committee on a majority vote has asked that the board make a decision about its future.

**LINK(S):**

**ATTACHMENTS:**

**INTERESTED/AFFECTED PARTIES:**

**RECOMMENDED ACTION/MOTION:**

Option 1. To adopt the new charge and assign work(this is solely Michael's idea)

Option 2. Discontinue the Curriculum Committee

Option 3. Continue the Curriculum Committee and charge them to review the curriculum and approve them or if not approved refer to board with recommendation.

Possibilities(ONLY EXAMPLES NOT RECOMMEDATIONS)

Charge:

To discuss and make recommendations to the BUUSD board regarding improvement opportunities to enhance quality of education and outcomes. Discussion items will be advanced to the committee by the BUUSD board for discussion and community and staff engagement. Recommendations will be presented to the board for final discussion and approval.

Possible Assignments:

- Discuss Local Assessments for tracking of the quality of education.
- See presentations of new curriculum being introduced to the BUUSD.
- Behavioral Practices and how they effect the education.
- Providing feedback on public facing curriculum frameworks
- Electronic devices and equipment
- Other ideas for the committee?

Charge:

The Curriculum Committee shall review all course changes proposed by the Curriculum Director, including the creation of new courses and modification or deletion of existing courses. In its review of new and modified courses the committee shall consider the appropriateness of the proposed course to the program and to its class level and community needs. For all curricular changes the committee considers the general appropriateness of the proposed action in the context of district wide programs, services to students and the district mission. The Curriculum Committee may return proposals to the originating academic program with requests for modification. The Curriculum Committee shall also review all extension courses proposed for offering in the district.

The committee forwards its recommendations to the school board for final action.

Whenever major programmatic changes and/or changes involving significant budget implications are proposed, the role and authority of the Curriculum Committee shall be assumed by the finance Committee.

Charge:

The Curriculum Committee's primary purpose is to continuously improve the educational program, in line with BUUSD's overall mission and vision, via research, curriculum development, and review of recommendations for changes in curriculum and/or primary learning materials brought to the committee by the curriculum director and other leaders in the BUUSD. In-depth discussions on the research and recommendations take place in these committee meetings. After approval by the Curriculum Committee, potential curricular changes are communicated to the Board of Directors for the opportunity to provide feedback. Recommendations, based on Curriculum Committee discussions and community feedback, are then made to the Board of Directors for consideration and approval.



# **BUUSD**

*Barre Unified Union School District*

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD MEETING AGENDA ITEM  
BUUSD BOARD MEETING AGENDA: December ??, 2023**

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

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

Rename Curriculum Committee and assign work.

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

Rename the Curriculum Committee to fit the new charge.

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:**

Michael Boutin

**RESOURCES NEEDED INCLUDING STAFF TIME:**

None

**STAFF RECCOMENDATION:**

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

To rename the committee to prepare for a better charge and direction for it.

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

If we adopt a new mission and assign work we should rename the committee to fit the charge.

**LINK(S):**

**ATTACHMENTS:**

**INTERESTED/AFFECTED PARTIES:**

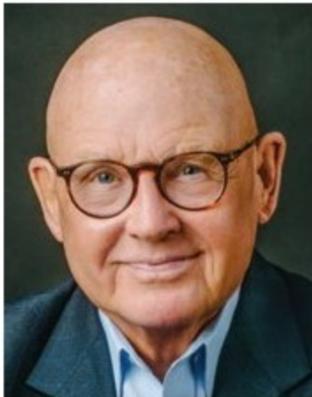
**RECOMMENDED ACTION/MOTION:**

Make a motion to rename the Curriculum Committee to fit the charge.

## A Reliable Bulwark Against Board Micro-Management

**“BUT WON’T SCHOOL BOARD** standing committees actually invite board members into the weeds to micro-manage?”

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



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

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

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

What are popularly known as “silo” committees, which are aligned with particular administrative and educational functions (e.g., finance, human resource management, pupil

services or curriculum and instruction), actually lower the sights of board members, inviting them into the weeds of micro-management and turning them into technical advisers rather than high-level governors.

### Three Factors

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

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

- ▶ **Adaptation to the Rockford board’s unique circumstances.** The school board opted not to establish standalone standing committees that hold separate meetings but rather to conduct monthly committee-of-the-whole sessions involving all board members. These sessions are divided into standing committee segments, each chaired by a different board member.
- ▶ **Strong executive support.** As the district’s CEO, Ehren has made governance a top-tier executive priority. He plays a hands-on leadership role as a member of the governance committee, which is responsible for overseeing board operations. Ehren also has assigned a member of his cabinet to serve as staff liaison to each standing committee, responsible for leading the committee agenda development process, coordinating the preparation of information for committee meetings and ensuring each committee chair is well-prepared to lead committee proceedings.
- ▶ **Systematic expansion of board ownership of the committee process.** You won’t find any of those notorious committee chairs for life. Committee chair positions are rotated annually under the aegis of the governance committee, widening ownership of the committees and sharpening the leadership skills of board members.

## COMMITTEES

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

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

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

# ***BUUSD***

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

**ACTION ITEM BRIEFING MEMO  
BUUSD BOARD MEETING AGENDA ITEM  
BUUSD BOARD MEETING AGENDA: May 29, 2024**

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

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

Open Meeting Law Violation – Remediation

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

Discuss violation and the remediation

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:**

Michael Boutin

**RESOURCES NEEDED INCLUDING STAFF TIME:**

Amount TBD and time for staff to be there.

**STAFF RECCOMENDATION:**

Attorney recommended 1 hour training

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

Contract with VSBA to do training for the school board

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

In the beginning of March 2024, Nancy Leclerc and Paul Malone made a complaint to the Attorney General’s Office, regarding OML violations. Leslie Welts, from the AGO, reached out to the board chair on May 10<sup>th</sup>. The email was forwarded to Lynn, Lynn, and Blackman for review. Sean Toohey discussed the violation and they determined the proper way to remedy it is that the board take OML training. VSBA offers training for school boards and we can contract with them for this requirement and could also add in other items referenced in previous meetings.

**LINK(S):**

**ATTACHMENTS:**

Emails regarding the violations.

**INTERESTED/AFFECTED PARTIES:**

BUUSD Board

**RECOMMENDED ACTION/MOTION:**

Motion to instruct staff to reach out to VSBA to provide the board one hour of training on OML and to also provide additional training during that session for \_\_\_\_\_ and the schedule time for the board to complete the training in the next month.

Additional items will be added at the meeting. See blank space above.



# **BUUSD**

*Barre Unified Union School District*

**ACTION ITEM BRIEFING MEMO**  
**BUUSD BOARD MEETING AGENDA ITEM**  
**BUUSD BOARD MEETING AGENDA: ~~March 30, 2024~~ June 12, 2024**

Consent Item No.: **~~333~~** Discussion Item No.  Action Item No. **7.4**

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

Board Retreat

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

Give an update on the board retreat and discuss timeline

**SUBMITTING STAFF PERSON or COMMITTEE MEMBER:**

Michael Boutin

**RESOURCES NEEDED INCLUDING STAFF TIME:**

\$1,850 and staff time to be there for the retreat and possible food expenditures

**STAFF RECCOMENDATION:**

N/A

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

To provide an update and approve the contract with NESDEC to facilitate the session.

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

I asked NESDEC if they could facilitate our board retreat. I explained some of the challenges we are facing in our district and they reached out to local partners and created a brand new workshop specifically catered to BUUSD. They have indicated that it would likely be best to do this workshop with the new superintendent. Please see the NESDEC documents for additional information.

**LINK(S):**

**ATTACHMENTS:**

Contract and workshop outline

**INTERESTED/AFFECTED PARTIES:**

BUUSD Board

**RECOMMENDED ACTION/MOTION:**

Make a motion to approve the contract with NESDEC and authorize the chair to sign.

**NEXT STEPS**

Once we have a superintendent selected we should schedule the retreat which will likely be in June or July. Sonya or someone else can send a poll to work out schedules.

**ADDITIONAL MOTION IF WANTED**

Authorize the chair to work with staff to set the venue and organize any refreshments as needed, once the date and time is set for the retreat.



*New England School Development Council*

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ [www.nesdec.org](http://www.nesdec.org)

April X, 2024

Michael Boutin, School Board Chair  
Barre Unified Union School District  
120 Ayers Street  
Barre, VT 05641

Dear Mr. Boutin:

In response to your recent inquiry regarding an on-site school board workshop, I am pleased to forward an agreement for this training, entitled "Reconnecting to the 'Why' of Our Work", for the Barre Unified Union School District. Please be assured that any aspect of the agreement is subject to modification at your request.

If the agreement meets with your approval, please return a copy to our office with an authorized signature as indicated on page 2. We will then sign and send you a copy of the fully executed agreement. Should you require additional information or clarification regarding the services that NESDEC can provide, please feel free to contact me at your convenience.

We look forward to continuing our work with the Barre Unified Union School District.

Very truly yours,

A handwritten signature in black ink, appearing to read "David DeRuosi, Jr.", is written over a large, light gray watermark that says "DRAFT".

David DeRuosi, Jr., Ed.D.  
Executive Director



*New England School Development Council*

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ [www.nesdec.org](http://www.nesdec.org)

**AGREEMENT  
SUBMITTED BY  
NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL  
TO  
BARRE UNIFIED UNION SCHOOL DISTRICT  
FOR  
*RECONNECTING TO THE 'WHY' OF OUR WORK*  
SCHOOL BOARD WORKSHOP**

**Purpose of the Training/Overview**

This workshop will focus on the “why?” associated with School Board work. Through interactive activities and discussions, Barre Unified Union School Board members will unpack the purpose of their work. To accomplish this, the Board will engage in facilitated discussions, exploring personal experiences and expectations, and looking at the strengths of the board and some of the challenges it may face.

The goal in this training would be to bring the Barre Unified Union School Board together to support them in their work by transitioning them from the “why?” of the work, to the “how” they will work, and ultimately to “what” they wish to accomplish.

**Scope/Proposed Workshop Format**

NESDEC will develop and present a custom-designed school board training program for members of the Barre Unified Union School Board.

***Phase I: Start with Why***

Using the work of Simon Sinek, author of *Start with Why: How Great Leaders Inspire Everyone to Take Action*:

- Participants will share their “why” regarding their decisions to run for the School Board
- Participants will observe a Ted Talk video
- Participants will engage in a variety of interactive activities cumulating in a better understanding of each other’s purpose and the purpose of the School Board

Estimated time: 1.5 hours

***Phase II: What do we need to do as Board to achieve our purpose?***

Continuing with the recommended text, participants will transition from the “why?” of the work, to the “how” they will work, to “what” they wish to accomplish. Participants will engage in a

variety of interactive activities cumulating in a reflective understanding of what a Board needs to function as a high performing leadership team.

Estimated time: 1.5 hours

**Total estimated workshop time: 3 hours**

The above format is provided by way of example. The program content can be adjusted and finalized, in advance of the workshop, through further discussion. It is understood that substantial changes in the design and/or content of the workshop may impact the cost of the activity.

**Logistics**

The Board training sessions will be conducted at a date and time to be determined, at a Barre UUSD facility to be determined, as agreed to in advance by the parties.

**Cost**

The consulting fee for this workshop will be **\$1,850**. This quote includes the fee for the consultant(s) and reasonable associated expenses such as travel, materials, and copying, as necessary.

Additional expenses incurred by NESDEC (i.e. overnight accommodations, technology, etc.), if agreed to in advance by the parties, will be reimbursed by the district upon receipt of invoice and receipts/ documentation.

**Fee Payment Schedule**

Terms: Payment in full is due within 30 days of completion of training.

***This price quote will remain in effect until XXX.***

**Signatures**

**In order to accept and approve the work described above, an authorized individual signs below:**

**For the Barre Unified Union School Board:**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Title**

**Date** \_\_\_\_\_

**For the New England School Development Council:**

\_\_\_\_\_  
**David DeRuosi, Jr., Ed.D.**

\_\_\_\_\_  
**Executive Director**

**Date** \_\_\_\_\_

DRAFT



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

**ACTION ITEM BRIEFING MEMO  
 BUUSD BOARD AGENDA ITEM  
 BOARD AGENDA: 06/12/2024**

**Consent Item No.:**        **Discussion Item No.**        **Action Item No.** 7.4

**AGENDA ITEM DESCRIPTION:** VSBA training

**SUBJECT:** Consider VSBA for board training/development

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

**RESOURCES NEEDED INCLUDING STAFF TIME:** None

**STAFF RECCOMENDATION:** N/A

**DESIRED OUTCOME:** Choose the best organization to help with board development

**BACKGROUND/SUPPLEMENTAL INFORMATION:** Debbie is out of the office until June 10<sup>th</sup>, so we have not been provided a quote yet. Information will be sent to be included in an addendum as soon as it is received.

**LINK(S):** none

**ATTACHMENTS:** VSBA 2024 Service Brochure pg 9-11

**INTERESTED/AFFECTED PARTIES:** Board members and Superintendent

**RECOMMENDED ACTION/MOTION:** Approve the VSBA to provide training/board development for the board retreat Summer 2024

# Customized Board Development

## Board Retreats

Frequently held during the spring and summer months, board retreats provide an excellent opportunity to examine how the board is doing with a focus on continuous improvement. Typically, these are a three to four hour workshop held off site in a relaxed setting. They allow board members to get to know each other, learn together, and plan work for the coming year. A retreat facilitated by the VSBA helps the team stay focused on good governance and maintain clarity around respective roles and responsibilities. A customized retreat agenda is created with the chair and superintendent. Board retreats help boards comply with DQS Governance Priority 113.1.2: "At least annually, the Board sets measurable goals and regularly reviews the progress toward those goals."

## Governance Standards

The VT AOE's District Quality Standards, which include governance standards for school boards, were adopted in 2023 and will go into effect on July 1, 2025. The standards are general principles of good governance and provide boards guidance on what is essential to their work. There are 14 standards organized into three core areas: Governance Priorities, Governance Protocols, Governance Processes. The VSBA offers a self-evaluation for individual boards to determine where the gaps are between its current practices and the new standards. Boards then develop an implementation plan to address these gaps. This is offered as a stand-alone training or can be incorporated into a board retreat.

## Educational Excellence & Equity

The Leading for Educational Excellence & Equity Curriculum is intended to support boards with their equity work by building awareness and commitment to educational equity. Educational equity is also woven into other VSBA Board Development workshops and resources.

## **B**oard Self-Assessment

A hallmark of effective boards is regular assessment of their performance. Self-assessment is required by DQS Governance Protocols 113.2.1: “The Board annually assesses its performance, including adherence to agreed protocols, processes, and policies”; 113.2.2: “The Board annually reviews whether and/or how its actions and contributions have impacted the school system’s success in meeting goals”; and 113.2.3 “The Board annually evaluates the effectiveness of community engagement and public communication efforts.” The VSBA offers a board self-assessment tool for members to complete. Using the results, the VSBA facilitates an interactive discussion on growth opportunities and helps the board develop a plan for continuous improvement.

## **C**ommunity Engagement

Engaging the community in supporting the education of students is one of the essential roles of school boards. Clear, consistent, and candid communication from the board to the community is important all year round, not only during budget season. Community outreach should be two-way. One example where boards should engage the whole community in a dialogue is the creation or updating of the district’s vision. DQS Governance Priority 113.1.1 states “The Board follows an inclusive process to invite and incorporate community input into the vision and goals for the school system.” The VSBA can support boards in this role by facilitating a community forum and/or working with the board to develop a community engagement plan.

## **R**oles, Responsibilities & Teamwork

Effective and high-functioning boards can have a positive impact on student achievement. A key characteristic of an effective board is meeting its responsibilities by understanding its role. This workshop discusses the difference between governance and management in school systems, and who is responsible for what. It clarifies the different roles in the district and how this relates to the chain of accountability and authority. Other topics include the board-superintendent partnership, managing requests for information, and handling complaints. While best if facilitated in a three-hour interactive workshop, this content can be provided as a one- or two-hour training and combined with Open Meeting Law and Roberts Rules of Order.

## Policy Governance®

What to Expect as a Policy Governance® Board

Policy Governance® is a trademarked governance system created by John and Miriam Carver in the 1970s. Policy Governance® is a unique and complete system to organize board work based on ten principles. It clearly defines the roles of all stakeholders in a supervisory union, supervisory district or school district: school board (board of directors); superintendent (chief executive officer); and taxpayers (owners). The VSBA can help a board understand “what to expect” as a Policy Governance® board should it choose to adopt it. At a full board session, the VSBA provides an overview of Policy Governance® (including the 10 principles), characteristics of what makes a strong Policy Governance® board, the benefits of it, what it requires to work well and other questions to consider while determining whether or not to adopt it.

## Open Meeting Law & Robert’ Rules of Order

Vermont law requires school boards to follow Vermont’s Open Meeting Law and Robert’s Rules of Order. This two-hour workshop provides school boards with an overview of Vermont’s Open Meeting Law, and practical guidance on implementing Robert’s Rules of Order. Through interactive discussions and case studies, school board members are equipped with the knowledge and skills needed to confidently run lawful and effective meetings. This training can be stand-alone or combined with Roles & Responsibilities.