

Addendum
BUUSD Board Meeting
June 12, 2024



Barre Unified Union School District

Budget Information Session

June 12, 2024

Our Strategic Plan Guides Our Work

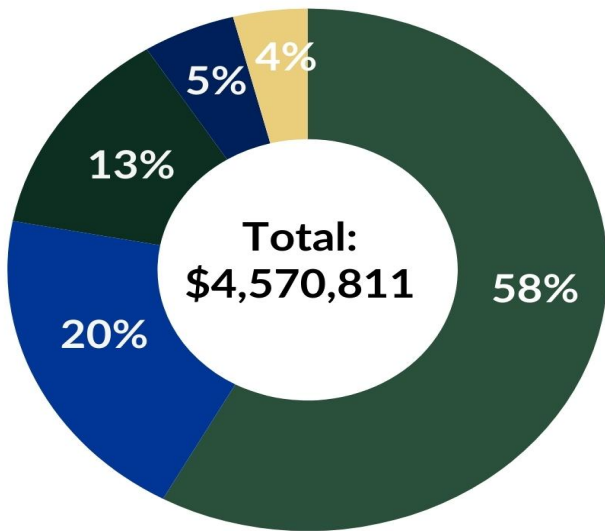
Our Vision

A rock solid education for a lifetime of discovery

Our Mission

To build a community of curious learners that empowers student voice and exploration through education, character development, and perseverance, so our students can take on the world's greatest challenges

FY25 INCREASES TO BUDGET



- **Salary - Wages, \$2,849,623**
- **Benefits, \$1,032,829**
- **Tuition, inc. CVCC, \$463,165**
- **Contracted Services, \$198,506**
- **Supplies, Equipment, Building Repairs/Utilities, etc., \$26,688**

Vote History

	VOTE 1, 3/5	VOTE 2, 5/14	VOTE 3, 6/18
Expenses	55,380,532	\$54,660,337	\$54,186,445
Increase	\$5,764,899	\$5,044,704	\$4,570,812
Tax Rates After CLA BC 76.62% BT 86.93%	\$1.51 \$1.33	\$1.46 \$1.29	\$1.44 \$1.27

FY 24 & 25 (Vote 3) Comparative Budget Expenses

	FY24	FY25	Percent Increase
General Fund	\$49,615,633	\$54,186,445	+ 9.21%
Grants	\$6,000,000	\$3,500,000	- 42%
Total	\$55,615,633	\$57,686,445	+ 3.7%

FY 24 & 25 (Vote 3) Expenses, Revenues, Education Spending

	FY24	FY25	Percent Increase
Expenses	\$49,615,633	\$54,186,445	+ 11.7%
Revenues	\$9,970,237	\$12,436,936	+ 25%
Education Spending	\$39,645,396	\$41,749,509	+ 5.31%

The Tax Rate: How Is This Calculated?

1) Total BUUSD Expenses	\$57,686,445
2) Less Local Revenues	\$15,936,936
3) Education Spending	\$41,749,509
4) FY25 Long Term Weighted Average Daily Membership (LTWADM)	3703.48
5) Education Spending per LTWADM	\$11,273

The Tax Rate: How Is This Calculated?

6) LTWADM \$11,273, divided by Yield \$9,893, equals 1.139	1.139 w/.03 discount 1.109
7) Barre City CLA Barre Town CLA	76.62% 86.93%
8) Barre City Homestead Rate Barre Town Homestead Rate	1.448 (increase of 4 cents over last year) 1.276 (increase of 6 cents over last year)

Expenses: What We Spend

1. TOTAL EXPENSES: These are the general fund expenses plus any grant-funded expenses.

General Fund Expenses = **\$54,186,445**, an increase of 9.21%,
or \$4,570,812, from FY24

Grant Fund Expenses = \$3,500,000

TOTAL EXPENSES: \$57,686,445

THIS IS THE NUMBER YOU WILL SEE ON THE BALLOT

Revenues: What Comes In

2) GENERAL FUND REVENUE: This includes tuition from sending schools, the census based grant (special ed. Act 173), extraordinary reimbursement, interest, transportation state aid, tax stabilization, and "miscellaneous."

General Fund Revenues = \$12,436,936

Grant Fund Revenues = \$3,500,000

TOTAL REVENUES: \$15,936,936

Education Spending: Expenses - Revenues

This is the amount that the
EDUCATION FUND must support.

WHAT IS THE EDUCATION FUND?

- Property taxes contribute to the total Education Fund revenues in Vermont, broken down as follows:
 - * Homestead Property Tax (YOUR TAXES)
 - * Non-homestead Property Tax (From Businesses and Second Home Owners)

Act 127: The Impact of Long Term Weighted Average Daily Membership

EQUALIZED PUPILS has been changed to LONG TERM WEIGHTED AVERAGE DAILY MEMBERSHIP (LTWADM) due to ACT 127:

- Act 127 was signed into law in 2022.
- The law included changes to the weighting structure implemented under Act 60 of 1997.
- A study determined that the formula used for determining the costs for educating students was outdated and did not reflect true costs.
- The intent of Act 127 is to allow districts with students deemed to cost more to educate to increase services and educational capacity.
- The **equalized pupil calculation has changed to long-term weighted ADM starting in FY25** with new weights for students.
- Barre's student count increased by nearly 1,500 to a LTWADM of 3,703.48.

Act 127: The Impact of Long Term Weighted Average Daily Membership

EDUCATION SPENDING PER LTWADM: Divide LTWADM by the total expenses less revenues:

$$3703.48/\$41,749,509 = \$11,273$$

THIS IS THE PER-PUPIL SPENDING YOU SEE ON THE BALLOT.

ESTIMATED FY25 State Average: \$13,242

Act 127 Changed the weighting factors in FY25

Factors affecting BUUSD student weights:

- Barre's pupil counts for students who are from economically deprived backgrounds increased considerably this year because Medicaid data can now be used to directly certify students for free and reduced priced meals
- Barre doesn't qualify for sparsity weights
- Barre doesn't qualify for small school status
- Barre has 18 ELL students who were reported in our ADM, Barre qualifies for a \$50,000 grant as well

Act 127

The impact in numbers:

FY24 Equalized Pupil Comparison (as proposed by AOE)

	FY24 EqPupil	FY25 LTWADM	Change
Barre	2,205.25	3,703.48	+1,498.23

What is the Impact of the Property Yield?

6) EDUCATION SPENDING Per LTWADM: Divide LTWADM by property yield (9,893).

$$\text{\$11,273} / \text{9,893} = 1.139 \text{ Act 127 Discount } \text{\$.03}$$

1.109

How Does the CLA Impact Our Taxes?

7) The **CLA**, or "Common Level of Appraisal," is a method of ensuring that each town is paying its fair share of education property tax to the state's Education Fund. This year we have seen unprecedented drops in the CLA across Vermont which means tax rates increased for nearly all towns. School districts have no control over this, but the CLA has a big impact on our tax rates.

Divide equalized tax rate by CLA.

$$1.109 / 76.62\% = 1.448 \text{ ADJUSTED TAX RATE}$$

$$1.109 / 86.93\% = 1.276 \text{ ADJUSTED TAX RATE}$$

How Does the CLA Impact Our Taxes?

8) **HOMESTEAD TAX RATE:** The tax rates are applied per \$100 of property valuation.

1.448 TAX RATE for BC, Increase of 4 cents

1.276 TAX RATE for BT, Increase of 6 cents

RECAP: How is the Tax Rate Calculated?

TAX RATE CALCULATION: Barre City

$$\$57,686,445 - \$15,936,936 =$$

$$\$41,749,509 / 3703.48 =$$

$$\$11,273 / 9,893 =$$

$$1.139 - .03 / 76.62\% =$$

1.448

RECAP: How is the Tax Rate Calculated?

TAX RATE CALCULATION: Barre Town

$$\$57,686,445 - \$15,936,936 =$$

$$\$41,749,509 / 3703.48 =$$

$$\$11,273 / 9,893 =$$

$$1.139 - .03 / 86.93\% =$$

1.276

FY25 Education Taxes (Next Year)

	Barre City	Barre Town
100K Assessed Home, Education Taxes	\$1,448 + \$41 more than FY24	\$1,276 + \$62 more than FY24
200K Assessed Home, Education Taxes	\$2,896 + \$82 more than FY24	\$2,552 + \$124 more than FY24
300K Assessed Home, Education Taxes	\$4,344 + \$123 more than FY24	\$3,828 + \$186 more than FY24

****Taxes are Displayed as an Annual Amount****

On **Tuesday, June 18, 2024**, Barre City & Barre Town residents will have the opportunity to vote on the Barre Unified Union School District's FY25 budget.

Your Vote Counts!

Here is the language you will see on your ballot:

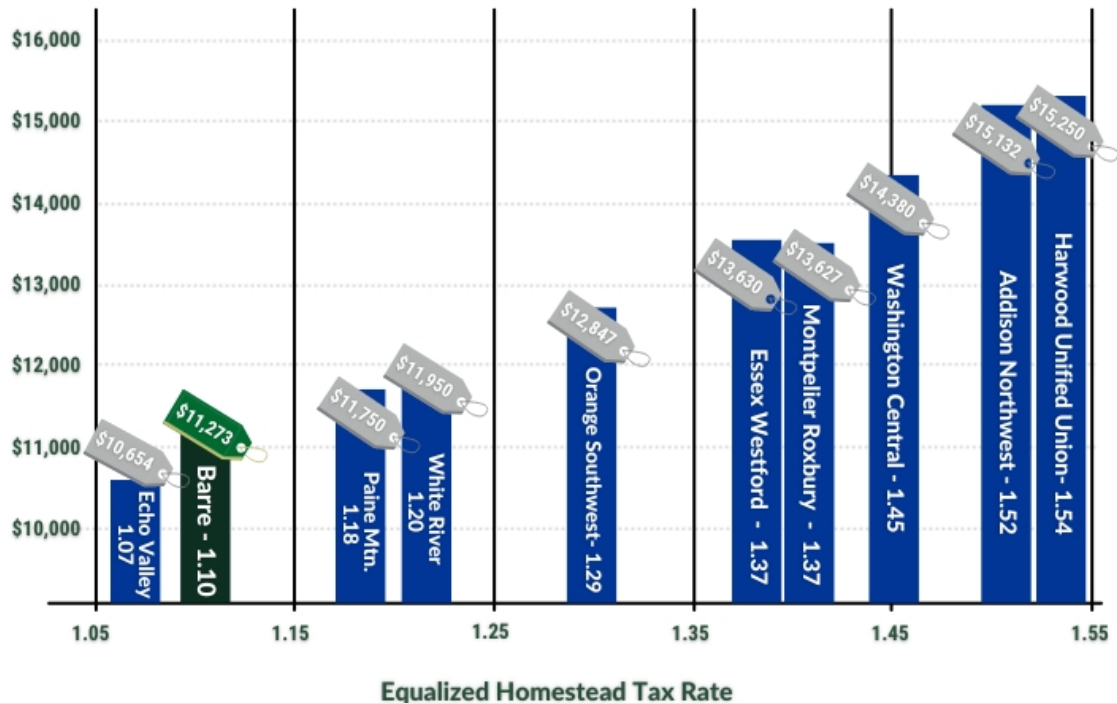
BALLOT

Shall the voters of the Barre Unified Union School District approve the school board to expend **\$57,686,445**, which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$11,273 per **Long Term Weighted Average Daily Membership (LTWADM)**.

Visit buusd.org/budget for more information about this year's budget.

You can request a ballot to be mailed to you through the City & Town Clerk or the My Voter Page online at mvp.vermont.gov

Proposed Per Pupil Spending By District



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Property Tax Credit


The Vermont Property Tax Credit assists many Vermont homeowners with paying their property taxes. The maximum credit is \$5,600 for the State education property tax portion and \$2,400 for the municipal property tax portion.

2024 Property Tax Calculator: <https://tax.vermont.gov/document/2024-property-tax-credit-calculator>

Eligibility

- Your property qualifies as a homestead, you have filed a [Homestead Declaration](#) for the current year's grand list.
- You were [domiciled](#) in Vermont for the entire taxable year.
- You were not claimed as a dependent of another taxpayer.
- You owned and occupied the property as your homestead as of April 1.
- If you meet these requirements, except that your homestead is leased to a tenant as of April 1, you may still claim it as a homestead if it is not leased for more than 182 days in the claim year.
- You meet the household income criteria (see form for current year income limit).

24



If the budget fails on June 18

16 V.S.A. § 566. Authority to borrow

*Notwithstanding the provisions of subdivision 562(9) of this title, if a budget for the support of schools for the ensuing year has not been approved on or before June 30 of any year, the school board **may borrow funds necessary to enable it to operate the schools on a budget of up to 87 percent** of the most recently approved school budget. If the school board borrows money under this section, it shall determine how all funds shall be expended*

- Intended to be a bridge to keep districts operating
- Votes shall continue until a budget is passed 16 V.S.A. § 4028(a)
- Borrowing capacity is 87% of the prior year budget less ed fund cash receipts

16 V.S.A. § 4028. Fund payments to school districts

a) *On or before September 10, December 10, and April 30 of each school year, one-third of the adjusted education payment under section 4011 of this title shall become due to school districts, except that districts that have **not adopted a budget by 30 days before the date of payment** under this subsection shall receive one-quarter of the base education amount and upon adoption of a budget shall receive additional amounts due under this subsection.*

- FY2025 base amount is \$13,063
- Each payment made is 25% the base amount multiplied by LTW ADM (previously erred and said 25% for the entire year, which is wrong, 25% each time)
- After passage of a budget, a true-up will occur between payments made and ed spending actually owed the district. A district may have to pay back the ed fund
- Eligible categorical aid will be paid as usual

Barre could borrow up to 87% of prior year expense budget:
\$43,165,600

This would need to be a line of credit, not a revenue anticipation note.

Education Fund payments would still be received on:

Sept 10th=\$12,094,640
December 10th=\$12,094,640
April 10th=\$12,094,640

Categorical Grants would still be received as well: Approx. \$10,117,486

The remaining funding will be received once a budget passes.

Tax Rates without a passed budget

- For districts without a passed budget, tax bills of \$1.00 adjusted for CLA will go to member towns as an interim tax rate

Barre City: \$1.00 / 76.62% = \$1.31

Barre Town: \$1.00 / 86.93% = \$1.15

- Tax rates are released June 30th
- True-up of education taxes raised will occur upon passage of a budget and after the reconsideration period
- Taxpayers will see an increase in tax bills when the revised bills are sent out

**Thank you for spending the time to
learn more about our budget!**



Please help your friends and neighbors get out to vote.

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

06/05/2024

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

Name: Sean Dunn Location: Spaulding High School

Submission Date: 6/4/24 Administrator Action/Checklist Complete: Y N

Position: Social Studies Teacher Grade (If Applicable): HS

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

Hours Per Day: 7.5 Scheduled Hours: 7:35 a.m. to 3:05 p.m.

Account Code: 101-2276.31.11.0.1115.5110

Replacement? Y N

If Yes, For Whom? Sara Walker Salary Rate: \$ 51,778.00

Administrator Approval: Mari Goodridge Miller Signature Date: 6/4/24

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

Total Years of Experience: Step: 1 Column Placement: M

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

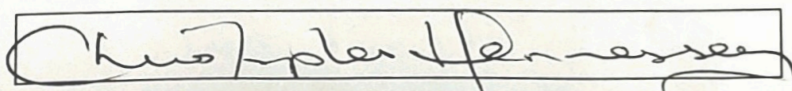
Contract Type: Teacher Para Replacement Interim Offer/Non-Contracted Letters
 AFSCME N/A

Days Per Year: 190 Salary: \$ 50,893 Contract Days: 190

Teacher: AOE Endorsement: YES NO

If No, Required: Provisional Emergency Apprenticeship

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


Superintendent and/or HR Director Approval Signature

JUNE 7, 2024
Date

Sean Dunn

Education

Champlain College

Burlington, Vermont

Teacher Certification Program

Major: English & History

Attended August 2023 to April 2024

Degree conferred April 2023

State University of New York at Cortland

Cortland, New York

Master of Science

Major: Recreation, Parks, and Leisure Studies, **Minor:** None

GPA: 4.030

Attended August 2018 to May 2020

Degree conferred May 2020

Trinity College

Hartford, Connecticut

Bachelor of Arts

Major: English, **Minor:** History

GPA: 3.690

Attended August 2012 to May 2016

Degree conferred May 2016

Experience

Burlington High School

Dec 2022 -
Jan 2050

Experience Type: Student Teaching,
It is **OK** to contact this employer

Colchester High School

Jan 2024 -
Jan 2050

Experience Type: Student Teaching,
It is **OK** to contact this employer

Baird School

Behavior Interventionist

Jan 2024 -
Jan 2050

Burlington, VT, USA

Provide 1:1 student support to middle school student throughout school day. Provide academic hurdle help and social emotional learning support.

Reason for leaving: Current employment.

Supervisor: Garth Benway (802-488-6800)

Experience Type: Professional/Work, Full-time

It is **OK** to contact this employer

Edmunds Middle School

Girls Soccer Coach

Burlington, VT, USA

Organized practices, games, and team functions for a middle school girls soccer team. Coordinated logistics with school administrator, including gear management, team schedule, and parent communication.

Aug 2023 -

Oct 2023

Reason for leaving: End of season.

Supervisor: Ryan Hayes (802-864-8486)

Experience Type: Professional/Work, Full-time

It is **OK** to contact this employer

Wissahickon Charter School

Assistant Teacher

Philadelphia

Assisted lead teachers in 7th and 8th grade English and Social Studies classes. Substitute taught when needed. Designed and instructed a literacy course for students struggling with reading and writing skills.

Aug 2022 -

Jun 2023

Reason for leaving: Graduate school.

Supervisor: Lauren Bennett (267-338-1020)

Experience Type: Professional/Work, Full-time

It is **OK** to contact this employer

New Jersey Youth Corps

Community Service Supervisor

Camden, NJ, USA

Researched, planned, and executed local community service projects.

Aug 2021 -

Jul 2022

Reason for leaving: Pursuit of new employment

Supervisor: Lori Godorov (856-486-7390)

Experience Type: Professional/Work, Full-time

It is **OK** to contact this employer

Trinity College

Teacher's Assistant

Hartford, CT, USA

Graded quizzes and student papers for undergraduates enrolled in Introduction to American Literature. Held midterm reviews and writing tutorials focused on college-level writing skills and close-reading strategies.

Feb 2014 -

May 2016

Reason for leaving: End of college term.

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

[Empty box for Date Received]

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: ^{Column} Salary Placement: \$

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

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

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO

If No, Required: Provisional Emergency Apprenticeship

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

Superintendent Approval Signature

Date

Emily Meier

Professional Experience

Endyne, Inc _____ October 2021 – Present
Laboratory Analyst Williston, VT

Pace Analytical _____ October 2020 – October 2021
Laboratory Analyst Melville, NY

- Laboratory experience includes microbiology, organic chemistry and inorganic chemistry.
- Responsibilities include operating and maintaining lab equipment and instruments, maintaining detailed records, performing regular maintenance and calibrations, preparing and identifying bacterial cultures and following EPA standards and methods.

CVS Health _____ June 2019 – October 2020
Front Store Shift Supervisor & Pharmacy Technician Medford, NY

- Oversaw all daily operations of the shift; customer service, inventory control, cash management, receiving shipments, and staff supervision

Teaching Assistant _____ August 2019 – May 2020
General Biology at St. Joseph's College, NY Patchogue, NY

- Assisted general biology professor and students in lab maintenance, lab exercises, lessons and grading assignments

Education

Bachelor of Science, BS in Biology _____ August 2017 – May 2020
St. Joseph's College at Patchogue, New York

Minor areas of study – Chemistry & Environmental Science
Beta Beta Beta – Biology honor society

Patchogue Medford High School _____ September 2012 – June 2015
Honors regents diploma

Volunteer Experience

Pal – O – Mine Equestrian Islandia, NY

- Assisted licensed therapists in horseback occupational and physical therapy sessions for children and young adults with disabilities; Assisted with animal and barn care

Last Chance Animal Rescue Patchogue, NY

Research

Undergraduate Thesis

2019

Benthic invertebrate population density and diversity in relation to sediment characteristics, Patchogue Lake, Patchogue, NY

Research Assistant

2020

to Dr. Konstantine Rountos, Ph. D., The effects of algal blooms on early life stage fishes

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

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

GILLIAN THOMAS

EDUCATION

MA, Spanish Master of the Arts with a concentration in Pedagogy and Professional Preparation

The Spanish School, Middlebury College, Vermont, commencement summer 2015

6 week immersive residency graduate language program for professionals; MA earned over the course of four intensive summer sessions on campus; 2011, 2012, 2014 and 2015

MA, Masters of Science in Elementary Education with a Bilingual Extension in Spanish

Brooklyn College, Brooklyn, New York, commencement 2007

BA, Self-Designed Major in Hispanic Studies, *Estudios Hispánicos*

Cum Laude, *University of Southern Maine*, Portland, ME, 1998

La Facultad de Sevilla, Spain, CIEE Study Abroad Program

Council on International Educational Exchange, Seville, Spain, September 1996– June 1997

Junior year study abroad program in Spanish language and culture

Liberal Arts Study, *University of Colorado at Boulder*, Boulder, Colorado, 1994-1996

Freshman and sophomore year at UC Boulder, Majoring in Spanish

WORK EXPERIENCE

People's Academy Middle Level, Morrisville, Vermont

Middle Level World Language Teacher, Spanish (August 2019 – June 2024)

Spanish Teacher at the middle level responsible for the design and implementation of 5th - 8th grade Spanish language, literacy and culture classes. I was responsible for the development of the World Language Program's curriculum in authentic, responsive and effective ways. Due to Act 127, the recent education funding shortages in Vermont and our local school budget being rejected twice, the Spanish Program at the middle level was cut for the 2024-2025 school year.

Underhill Central School, Underhill Center, Vermont

Elementary School Spanish Language Teacher, Long Term Substitute (March - June, 2019)

Part time Spanish Teacher responsible for continuing with the district's elementary Spanish language curriculum after teacher turnover during the 2018-2019 school year. I was responsible for creating interactive and original language and literacy lessons and activities for engaging elementary learners in effective, enjoyable and authentic ways.

U32 Middle and High School, Montpelier, Vermont

Middle Level and High School World Language Teacher, Spanish (August 2009 – June 2018)

Spanish Teacher at the Middle School responsible for Level I Spanish language, literacy and culture classes. I was responsible for the creation, development and design of all UBD units as well as the implementation of an effective and responsive curriculum. Throughout my tenure at U32, I taught High School Level I and III classes when the school year's scheduling and sectioning allowed for the opportunity.

P.S. 249, The Caton School, Brooklyn, New York

Bilingual Immersion Spanish Elementary School Teacher (August 2005 – June 2009)

Second grade Spanish immersion bilingual elementary education classroom teacher for ELL learners. I taught all elementary subject areas in both Spanish and English within a weekly rotating schedule. The classroom model was 100% immersion in the content area in the target language, rotating week to week between English and Spanish.

Inlingua Idioms, Ecofon Language Center, Marbella, Spain

The English Connection Language Academy, Seville, Spain

ELL Teacher (September 1998 – June 2003)

Taught ELL classes for elementary, middle level students and adults using the particular teaching methodologies employed by each academy. I prepared original classroom activities, homework assignments and creative projects according to school standards and curriculum. I acted as a liaison between staff, parents and directors about individual student progress.

Big Ben Institute, Marbella, Spain

Program Coordinator, ELL Teacher (January - July 2000)

Assistant to the Director of the English Language Academy based on professional merit and recognition by the Institute. I organized classroom agendas, materials for the program and an overall system of teaching. I coordinated with teachers regarding best practices as well as helping the Institute define appropriate curriculum relevant to North American culture. I led classes for elementary school students using multimedia systems and varied methodologies.

Port Washington Public Library, Port Washington, New York

Assistant to the Director of the ELL Program (January - June 1999)

Assisted the Director by coordinating and organizing the varied administrative responsibilities of the ELL program. I helped assess adult candidates for the ELL program and assisted in deciding appropriate levels and placement in groups. My responsibilities included processing student applications, managing student profiles, handling phone interviews and inquiries, research and selection of classroom materials as well as scheduling meetings with teachers to assess student and group progress.

PERSONAL & PROFESSIONAL EXTRACURRICULAR DEVELOPMENT

People's Academy Middle Level, Morrisville, Vermont

Climate Committee Member (August 2022 – June 2024)

Member of a school-wide committee that tracked, reviewed, and collaborated around school-wide PBIS data, student emotional well-being and overall school climate. I helped coordinate and organize school-wide celebrations and special events. We met bi-weekly with the Principal and professional staff to analyze and respond to key data points about school climate.

People's Academy Middle Level, Morrisville, Vermont

UnBound After-School Program Leader (August 2022 – June 2023)

Coordinated, promoted and led an after school Dance Club for middle level students. I helped promote student health and well-being through physical activity as well as provide my students the opportunity to participate in positive social interactions in a safe space after school.

People's Academy Middle Level, Morrisville, Vermont

Pro-Boost Summer School Teacher (August 2020)

Assisted in remote literacy and book club classes for middle level learners in the summer after our Covid spring when Vermont schools shut down. I was responsible for coordinating with other literacy teachers in the district, creating remote content and activities for remote learners and running daily remote classes to help foster students' academic success.

Liceo Insular School, Town of Achao, Chiloe Province, Chile

English Opens Doors Program, Chilean Ministry of Education

English Language Teacher (August 2018 – December 2018)

Volunteer English Language Teacher through the Ministry of Education of Chile, supported by the United Nations Development Programme. This government initiative places teachers in Chilean public schools to assist with listening and speaking activities to develop students' conversational English language skills. I taught both High School, Middle School and Elementary level literacy and language classes on the island of Quinchao. I supported students of varying levels with their ability to enjoy language and develop their conversational language skills through dynamic, playful, effective ELL strategies and movement-based activities.

U32 Middle and High School, Montpelier, Vermont

After-school Program Leader (August 2009 - June 2017)

Program leader for a variety of after school classes for middle school students. I created and led a number of groups including FOLK, a student-driven writing and visual arts school-wide magazine as well as a Friday afternoon Movie Club where students engaged in both watching movies and discussing genres as part of their involvement in the club.

Putney Student Travel, Spain

Team Leader and Spanish Instructor (June - July 1999)

Instructor and guide responsible for the organization and direction of a six-week trip for middle-school students in southern Spain. I arranged accommodations, transportation and meals, schedules for sightseeing and group activities as well as handling and budgeting all monies spent. I co-organized daily interactive intermediate Spanish lessons while being both a mentor and leader for the language students in the program.

FELLOWSHIPS & HONORS

Vermont Language Teacher Scholarship Award, The Spanish School, Middlebury College, Summer 2011

Recipient of a competitive state-wide educator scholarship. This award is given to one Vermont World Language Educator per summer term, allowing them to engage in further study of the language they are currently teaching.

Vita-Learn Dynamic Landscapes 2.0, Technology Conference Presenter, May 19, 2011

Collaborating and Creating with Storybird and Voicethread, presentation on web 2.0 tools on how to engage students in collaborative and creative language learning online.

WCSU Professional Development Funds, academic school year 2009 – 2010

Was awarded the opportunity to use my professional development funds for a 2 week language and culture course at *Academia Latinoamericana de Español* in Cusco, Peru. I self-designed a professional itinerary and then traveled and researched on my own through western South America after the course. I spent a total of 5 weeks gaining cultural knowledge and insight to apply to my classroom, my professional craft and the middle level World Language curriculum.

Title IID/ARRA Content Based competitive Grant Program, December 2009

Awarded \$10,000 to spend on computer hardware and software for models of the 21st Century Instruction supported with technology. The grant was part of the ARRA stimulus money made available by the U.S. Dept of Education in Washington, DC. The panel found my application, lesson proposals and overall intent of how to use the funds worthy of granting. I was able to purchase a cart of computers to use in my classroom for the support of language acquisition and practice.

Fulbright Teacher Exchange Program, acceptance January 2008

Deemed eligible for program participation on the basis of my application, references and approvals as well as my interview results. Regrettably, no match was identified in South America for my Bilingual Elementary Education teaching credentials and subject area for the 2008-2009 school year cycle I was chosen for. Thus, I was unable to fulfill this prestigious and celebrated international teaching opportunity overseas.

NYC Teaching Fellows Program, graduated June 2007

Fellow of Cohort 10, June 2005 – June 2007

AmeriCorp Education Award, Fall 2006 and 2008

Awarded two distinct grants provided by the Corporation for National Community Service for successful completion of educational service to the community. My work as NYC Elementary School Teacher in a lower-income school deemed me eligible for these federal awards.

Ennis William Cosby Foundation, Spring 2006

Recipient of the Hello Friend Classroom Lending Library, a library of books for elementary school students. The award was granted based on my reflective writing about my inner-city

Bilingual Immersion classroom experience and the distinct and applicable needs of my ELL students and the importance of literacy in their development.

CERTIFICATIONS

State of Vermont Educator License, 3-06B Spanish-Modern and Classical Language, PK-12, currently licensed until 6/30/2029

State of Vermont Educator License, 1-00 Elementary Education Grades K-6, lapsed license on 6/30/2015

DELE, *Diploma de Español como Lengua Extranjera, Nivel Superior, 2003*
Superior Spanish Speaker Diploma recognized by the Instituto Cervantes of Madrid

CELTA, *Certificate in English Language Teaching to Adults, 1998*
Intensive Summer Program at the International House in Seville, Spain

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

[Empty box for Date Received]

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 Approval Signature

Date

Abigail Catherine Villeneuve

Education

Bowling Green State University

Bowling Green, Ohio

Associate of Science

Major: K-12 Physical Education, K-12 Health Education

GPA: 3.790

Credit Hours: 150

Attended August 2015 to May 2020

Degree conferred May 2020

Experience

Edmondson Elementary School

K-5 PE and Wellness Teacher

Brentwood, TN

K-5 Physical Education and Wellness teacher Teach 650+ students in a six-day rotation Classrooms have PE once every three days and Wellness once every six days Focus lessons on Tennessee PE and Wellness standards, student interests, and introduction of different types of movement Producer of ETV -- "Edmondson Television" – a weekly news broadcast put on by the 5th graders Participate in school wide events – parent/teacher relationship (plan and coordinate field day, organize Kids Heart Challenge, attend PTO events)

Jul 2020 -

Jan 2050

Reason for leaving: Relocating to Vermont for my fiance's career

Supervisor: Trent Satterfield (6154724360)

Experience Type: Professional/Work, Full-time

It is **OK** to contact this employer

Resolution Draft

Whereas multiple initiatives and acts from the Vermont Legislature intended to make education spending more equitable, with the most recent being Act 127, an act relating to improving student equity by adjusting the education funding formula, passed unanimously in the House and Senate in 2022 and implemented in 2024

Whereas the intent of Act 127 was to provide equity in education funding through the weighted pupil mechanism by recognizing that the demographics of Vermont's public schools vary widely by district, and since the demographics of a student body can vary significantly, so too can the costs to provide education

Whereas the House Ways and Means, in a move that has further widened the gap between low spending districts and high spending districts, rolled back the mechanisms of Act 127 that would have resulted in low-spending districts gaining benefits under the law, and instead amended the mechanisms to provide tax relief in the form of cents discounts on property tax rates, disproportionately benefiting the districts with the most tax capacity.

Whereas the narrative against education equity under Act 127 included assertions that reforms are unnecessary, unaffordable, or merely a redistribution of funding to the less deserving, is not only misleading but also harmful, and the criticism of Act 127 reflects a broader reluctance to embrace the diversity and complexity of our educational landscape, leaving the students in low spending districts segregated and widening the gap between low spending districts and high spending districts

Whereas the current funding formula, with its yield that spreads the cost of high-spending districts equally among all districts, is exacerbating the gap between low-spending and high spending districts, placing a heavier burden on the former.

Whereas low-spending communities do not have the same ability to raise funds through property taxes, further widening the gap between students in economically disadvantaged communities and those in wealthier communities.

Whereas low-spending districts struggle to pass their budgets under the quickly modified education funding formula, resulting in significant cuts to already lean budgets, putting significant pressure on taxpayers and creating painful divides in communities, which further exacerbates our vulnerable low-spending public schools

Be it Resolved that the VSBA will advocate for education funding solutions to create funding based on student needs and equity for all students and work to close the gap between low and high-spending districts.

----- Forwarded message -----

From: **Debbie Singiser** <dsingiser@vtvsba.org>

Date: Mon, Jun 10, 2024 at 5:18 PM

Subject: Re: Board training this summer....

To: Sonya Spaulding <sspaulding@buusd.org>

Hi Sonya,

Thank you for your patience in waiting for my response. Timing is everything and unfortunately, your email arrived the day I left on vacation for two weeks. I hope you didn't give up on me! :)

Descriptions of all of the VSBA's customized board training can be found in the attached brochure, which we mail out to all school board members in January. Check out pp 9-11 for a complete listing

The workshops you asked about are below:

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.

Roles, 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.

Board 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.

With your board being so new, I might suggest starting with **Role and Responsibilities** and possibly combining it with **Open Meeting Law and Roberts Rules of Order**, which is led by David, our new Legislative and Policy Director. We could make this a half-day session for \$750 (see pricing below).

For customized board training, VSBA has the following rates:

Standard Board Development - single presenter	\$150/hr plus mileage \$500/½ day \$900/Full day \$1700/2 day
Standard Board Development - double presenter	\$225/hr plus mileage per person \$750/1/2 day \$1,350/Full day \$2,250/2 day

Let's discuss options at the VSBA board retreat on Wednesday in Stowe. You can meet David as well.

See you then!
Debbie