

**BARRE UNIFIED UNION SCHOOL DISTRICT
SPECIAL BOARD MEETING**

August 7, 2024 at 6:00 p.m.

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

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

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

Phone Numbers: (US)+1 929-777-4801 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. Warrant Approval: [July 25, 2024](#), [August 1, 2024](#)
 - 5.2. New Hires: J. Merritt, K. Brons (Teachers); J. Bisson; Melody Frank; Jesse Schattin (Admin)
6. Executive Session
 - 6.1. Open Meeting Law 1 VSA 313 (a)(1)(F)
7. Current Business
 - 7.1. FY25 Budget Discussion
8. Old Business
9. Round Table
10. Future Agenda Items
11. Next Meeting Dates: August 14, 2024, Spaulding High School Library/via Google Meet
August 21, 2024, Spaulding High School Library/via Google Meet (Special Mtg.)
August 28, 2024, Spaulding High School Library/via Google Meet
12. Adjournment

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

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: <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 1.2em;">07/16/2024</div>
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To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: <input style="width: 90%;" type="text" value="John Merritt"/>	Location: <input style="width: 90%;" type="text" value="SHS"/>
Submission Date: <input style="width: 80%;" type="text" value="7/16/24"/>	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position: <input style="width: 80%;" type="text" value="Special Educator"/>	Grade (If Applicable): <input style="width: 80%;" type="text" value="9-12"/>
Endorsement (If Applicable): <input style="width: 80%;" type="text"/>	<input type="checkbox"/> Hourly-Non Exempt <input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day: <input style="width: 80%;" type="text" value="7.5"/>	Scheduled Hours: <input style="width: 80%;" type="text" value="7:35"/> a.m. to <input style="width: 80%;" type="text" value="3:05"/> p.m.
Account Code: <input style="width: 95%;" 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 style="width: 80%;" type="text" value="Yoko Kishishita"/>	Salary Rate: \$ <input style="width: 80%;" type="text" value="77,225.00"/>
Administrator Approval: <input style="width: 80%;" type="text" value="Melody Frank"/>	Signature Date: <input style="width: 80%;" type="text" value="7/15/24"/>

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

For Central Office Use Only:

Contract Complete Date <input style="width: 80%;" type="text"/>	Offer Letter Complete Date <input style="width: 80%;" type="text"/>	DOH <input style="width: 80%;" type="text"/>
Total Years of Experience: <input 80%;"="" style="width: 80%;" type="text" value="16" width:=""/>	Column Placement: <input style="width: 80%;" type="text" value="MA+30"/>	
Hourly Rate: \$ <input style="width: 80%;" type="text"/>	Salary Rate: \$ <input style="width: 80%;" type="text"/>	Seniority Date: <input style="width: 80%;" 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 style="width: 80%;" type="text" value="190"/>	Salary: \$ <input style="width: 80%;" type="text" value="83,531.00"/>	Contract Days: <input style="width: 80%;" 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: 95%; height: 35px;" type="text"/>	<input style="width: 95%; height: 35px;" type="text"/>
Superintendent and/or HR Director Approval Signature	Date

JOHN MERRITT, M.Ed.
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

OBJECTIVE: To obtain a Full Inclusion, Transition Coordinator, or other Teaching Position

EDUCATION: **75+ Credits Towards D.M.D**
Temple University School of Dentistry Philadelphia, PA

M.Ed. - Special Education Learning Disabilities
Elon University School of Education Elon, NC

B.A. - Physics and Astronomy
University of Pittsburgh Pittsburgh, PA

Science Teaching Certificate Program
University of North Carolina at Chapel Hill Sch. of Educ. Chapel Hill, NC

CERTIFICATIONS: **Special Education - LD, All Sciences, Math Endorsement – NC and VT**
Special Education - LD, Biology, Physical Science - Pennsylvania
AP Physics Certified - College Board

EXPERIENCE: *North Carolina Department of Public Instruction*
TRAINING AND DEVELOPMENT, SPECIAL EDUCATION AUDITOR
* Train and develop faculty of failing school district
* Audit Special Education Department of failing school district
* Audit all IEPs of failing school district
* Weighed-in on retention/termination of faculty and administration

North Carolina Public Schools
TRANSITION COORDINATOR
* Responsible for county-wide transition of 3 high schools SPED students to work or college
* Supervised 20+ faculty, Job Coaches, and Teaching Assistants

North Carolina Public Schools and BASIS-DC Charter School (Current)
FULL INCLUSION TEACHER
* Managed 75 IEP caseload
* Co-taught Biology, Chemistry, Physical Science, Earth Science, Algebra
* Consulted with regular education teachers on diversified instruction

Wake County Jail - Charter High School
TEACHER
* Taught algebra to prisoned students under age 21 (Prison and Jail)
* Taught algebra to formally incarcerated students under age 21 (Halfway House)

North Carolina, DC and Maryland Public/Private Schools

TEACHER

- * Taught AP Physics, Physics, Biology, Physical Science, Algebra, Business

University of North Carolina at Chapel Hill - Physics Department

INSTRUCTIONAL DESIGN

- * Designed Middle and High School laboratory experiments and demonstrations for Department Faculty to use in North Carolina Public Schools

Arch Diocese of Raleigh

TRAINING AND DEVELOPMENT

- * Built SPED program for *extremely* fast growing elementary school
- * Trained regular education faculty in Behavioral Management, Diagnosis and Treatment of Learning Disabled students, Interpreting WISC, WIAT, WJ Achievement, Iowa Achievement, NC End of Grade tests, Phonics Program
- * Established criteria for admission of SPED students/diagnosing same

North Carolina Teacher Academy - Alamance Community College

INSTRUCTOR

- * Taught pre-licensed and licensed K-12 faculty Phonics and Nature and Needs of Exceptional Students

Wake Medical Center - Health Professions Campus of Wake Tech

INSTRUCTOR

- * Taught Clinical and Didactic Dental Radiology and Dental Anatomy

Durham Tech and Alamance Community College

INSTRUCTOR

- * Taught Public Relations for Firefighters and Algebra, Respectfully

North Carolina Association of Educators

RECRUITER AND UNISERVE ASSISTANT

- * Engaged members and non-members in benefits of NEA and NCAE education and training programs, member benefits, assist Uniserve in helping members

**CORPORATE
EXPERIENCE:**

Central Intelligence Agency (formally Defense Mapping Agency)

CARTOGRAPHER

- * Held Top Secret and Compartmental Security Clearances

IBM Corporation

ADMINISTRATOR

- * Communicated with Fortune 500 CIO's to troubleshoot \$40M in \$1.9B (1995 dollars) Chesapeake Bay Trading Area (DC, MD, VA) invoicing

Nepara Chemical Corporation (Hercules)

RESEARCH AND DEVELOPMENT

- * Organic synthesis of newly patented and patent pending formulations for Medical and Industrial use

Merritt Real Estate

APPRAISER AND REALTOR

- * Appraised, listed and sold residential and commercial real estate

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:

07/29/2024

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

Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

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

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

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

Total Years of Experience: Step: Placement: *Column*

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

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

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO *Middle Grades - Need Provisional Elementary*

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

Reason for leaving: Moved out of state.
Supervisor: Jason Caros (972-316-3663)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Tyler Independent School District

Jul 2021 - Present

Science Teacher

2101 E. Devine Street

6th grade Science Teacher/6th Grade Science Team Lead. Develop and implement engaging lesson plans that meet the diverse needs and interests of students. Deliver high-quality instruction in accordance with the school's curriculum and educational standards. Assess and monitor student progress through various assessment methods, providing timely feedback to students and parents. Foster a positive and inclusive classroom environment that encourages student participation and collaboration. Maintain accurate and up-to-date student records, including attendance, grades, and behavioral reports. Communicate effectively with parents, colleagues, and administration regarding student progress and any concerns. Participate in professional development opportunities and stay current with educational best practices. Collaborate with other teachers and staff to support student learning and school initiatives. Manage classroom behavior and create a safe, respectful, and productive learning environment. Participate in school-wide events, meetings, and activities as required.

Reason for leaving: Moving out of state.
Supervisor: Aubrey Ballard (903-262-1640)
Experience Type: Professional/Work, Full-time
Please **do not** contact this employer

BARRE UNIFIED UNION SCHOOL DISTRICT

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

Name: Jennifer Bisson	Location: BCEMS
Submission Date: 7/25/24	Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Position: Assistant Principal	Grade (If Applicable):
Endorsement (If Applicable):	<input type="checkbox"/> Hourly-Non Exempt <input checked="" type="checkbox"/> Salary-Exempt
Hours Per Day: 8	Scheduled Hours: 8:00 a.m. to 4:00 p.m.
Account Code: 101-1381-51-11-0-2410-51410	
Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
If Yes, For Whom? Kristin Morrison	Salary Rate: \$ 94,927.00
Administrator Approval: <i>[Signature]</i>	Signature Date: 7/25/24

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:	Salary Placement: \$ 86,336.00
Hourly Rate: \$	Salary Rate: \$	Seniority Date:
Contract Type: <input 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 <i>Admin</i>		
Days Per Year: 261	Salary: \$ 78,066.26 <i>Prorated</i>	Contract Days: 236 <i>Prorated Admin</i>
Teacher: AOE Endorsement: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO (LVEI Program for Licensure)		
If No, Required: <input checked="" type="checkbox"/> Provisional (Admin) <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		

<div style="border: 1px solid black; padding: 5px; font-size: 1.5em; font-family: cursive;"> <i>[Signature]</i> </div> Superintendent Approval Signature	<div style="border: 1px solid black; padding: 5px; font-size: 1.5em; font-family: cursive;"> <i>[Signature]</i> </div> Date
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Supervisor: Hayden Coon (8024766541)
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

Barre Unified Union School District
Pre-k-8 Math Curriculum Coordinator
Ayer St.

Aug 2022 - Present

Supervisor: Karen Fredericks ()
Experience Type: Professional/Work, Full-time
It is **OK** to contact this employer

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:

05/17/2024

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

Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

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

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

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

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

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

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

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO

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

Jesse Schattin

Professional Summary

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

- 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

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

Vermont Professional Educator's License

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

Additional Experience(s)

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)

BARRE UNIFIED UNION SCHOOL DISTRICT

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Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

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

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

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

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

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

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

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

Contract Type: Teacher Para Replacem Interim Offer/Non-Contracted Letters
 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

Christopher Hennessey
Superintendent and/or HR Director Approval Signature

JUNE 6, 2024
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.

FY25 BUDGET NARRATIVE-VOTE 4, September 17, 2024

[Our Strategic Plan](#) guides the work of every member of our community.

General Fund Budget expense total of **\$53,562,338** an increase of **\$4,896,295** or **7.95%** higher than last year.

Ballot Language

ARTICLE 1

Shall the voters of the Barre Unified Union School District approve the school board to expend \$57,062,338, 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 \$11,105 per Long Term Weighted Average Daily Membership (LTWADM) per pupil spending.

Tax Rate Calculation

		REVOTE #4		
	FY2024	FY2025	VARIANCE	
General Fund Expenses	49,615,633	\$53,562,338	7.95%	
Expenses w/Grants	55,615,633	\$57,062,338	2.6%	
Revenues w/Grants	15,970,237	\$15,936,936		
Education Spending	39,645,396	\$41,125,402	3.73%	
Equalized Pupil/ LTWADM	2,205.25	3703.48		
Per Pupil Spending	17,978	\$11,105	-38.23%	
	116.4%	112.2%		
Tax Rate	1.164	1.122		
District Tax Rate with Discount (FY25 -\$.03)	1.164	1.092		
CLA	82.76%	76.62%		
BC Adjusted Tax Rate	1.407	1.426	\$0.019	1.36%
	95.87%	86.93%		
BT Adjusted Tax Rate	1.214	1.257	\$0.042	3.49%

Reductions

Substitutes:	\$63,107
Supplies:	\$6,000
Gen Ed. Student Tuition:	\$20,000
Co-Curricular:	\$25,000
Travel/Conference:	\$50,000
4 to 5 Positions:	\$400,000
Transportation:	\$60,000