

Grand Isle Supervisory Union
Alburgh School District
School Board **Special Meeting**
Tuesday, September 4, 2018 at 5:30 p.m.
Location: Alburgh Education & Community Center
Agenda

Call to Order

1. Call to Order (M. Savage)
2. Adjust the Agenda
3. Citizens and/or Staff to be Heard
4. Consent Agenda (Action)
 - a. Approve the minutes from 8-20-2018
5. Reports (*Discussion*)
 - a. Principal's Report (B. Hemingway)
 - b. Superintendent's Report (M. Clark)
 - c. Financial Report (R. Gess)

Board Business.

6. Substitute Pay Rates (M. Clark) (Discussion Possible Action)
7. Approval of Bills for Payment (M. Savage) (Action)
8. Audit Update (M. Clark) (Discussion)
9. Review Timeline for FY20 Budget (M. Clark) (Discussion)
10. Promise Committee Project (M. Savage) (Discussion)
11. Review Job Description (M. Savage) (Discussion)
12. Setting the Next Agenda (M. Savage) (Discussion)
13. Other

Executive Session

14. If deemed necessary by the board (reason to be stated in accordance with VSA 1 §313 (M. Savage)
15. Post Executive Session Action as necessary (M. Savage)

Closure

16. Adjourn

Note: Executive Session: If discussion warrants, and the Board so votes, some items may be discussed in Executive Session pursuant to VSA 1 §313(a)

Discussion Items - Issues the Board needs to discuss and deliberate, but upon which no action is taken at this meeting.

Action Items - Issues that require the Board to make a decision by vote, may have been discussed over several meetings prior to this point.

Consent Items - Routine matters that need no discussion by the Board, but require Board approval. They are grouped together as a single agenda item. Background materials are provided in the Board packet to be reviewed ahead of the meeting. If there are no concerns, they are approved with a single vote. Any member can request the Board remove an item to be discussed and voted on separately. This frees up time at meetings.

Information Items [Incidental Information] - Matters the Board needs to know about, but for which no Board action is needed. The information flow is one way, from presenter to the Board. Questions for clarification are entertained as time allows.

Alburgh School Board
Alburgh Community Education Center
August 20, 2018

Present: Board Chair Michael Savage, Board Vice Chair Trevor Creller, Board Members Stephanie Waters, Virginia Wright, and Mallory Ovitt, Principal Beth Hemingway, GISU Acting Superintendent Michael Clark, GISU Business Manager Rob Gess

Meeting called to order at 5:30 P.M. by Mike Savage

Adjustment of Agenda:

- Added an executive session to discuss a personnel matter.

Public Input:

- No public input at this meeting.

Reports:

- Principal Beth Hemingway
 - The board was updated on finished and upcoming building maintenance and security updates.
 - The middle school math teacher and intermediate reading interventionist positions are open.
 - The Back to School BBQ will be held Thursday August 23rd from 6-8.
- GISU Business Manager Rob Gess
 - Reviewed budget to actuals and updates from the business office.

Board Business:

- Next scheduled meeting would be Labor Day. The meeting will be rescheduled for Tuesday September 4th at 5:30.
- Sheldon- Mike Savage, Trevor Creller, and Michael Clark met with representatives from Sheldon to discuss
- Cash Flow Update- Alburgh received it's tax anticipation note.
- GISU.org Email Accounts for board members- Michael Clark reviewed these new accounts. Board members should send Megan Devinny an email when accounts are set up.

Board Action:

- Trevor Creller moved to accept the minutes of August 6, 2018 (2nd Stephanie Waters) Unan.
- Stephanie Waters moved to change the meeting date to Tuesday August 4th at 5:30 (2nd Trevor Creller) Unan.
- Stephanie Waters moved to accept the contract for Tina Bly (2nd Virginia Wright) Unan.
- Stephanie Waters moved to sign the tax anticipation note (2nd Trevor Creller) Unan.
- Upon review by Trevor Creller, Virginia Wright moved to authorize the payment of current valid invoices from August 6th meeting and the August 20th meeting with the exception of \$6,000 invoice from Partners (2nd Stephanie Waters) Unan.

- Stephanie Waters moved to enter executive session to discuss a personnel matter at 6:13 P.M. (2nd Trevor Creller) Unan. The board exited executive session at 6:14 P.M. No action was taken.
- Stephanie Waters moved to adjourn at 6:18 P.M. (2nd Trevor Creller) Unan.

Respectfully Submitted,

Stephanie Waters

Virginia Wright

Mallory Ovitt

Trevor Creller, Vice Chair

Michael Savage, Chair

Superintendent Report

September 2018

Audit Update

GISU has received the FY 17 draft Audits for GISU, North Hero, and Isle La Motte. The draft audits have been reviewed by the GISU business office staff which has submitted questions to the audit firm and has responded to all but one finding (the final response to the findings in these three audits is scheduled to be submitted to the audit firm on Friday, August 31, 2018) We have been assured by the firm responsible for the audits that we will have draft copies of the Alburgh and Grand Isle School Districts audits on or before August 31 and the South Hero audit should be complete by September 7, 2018. Reviewing the Alburgh, Grand Isle, and South Hero audits and responding to the findings will be the priority of the GISU business office. FY 18 audit fieldwork has been scheduled for the first two weeks of December with a completion date of early February. The process should be significantly more straight forward compared to the FY 17 audit process.

Cash Flows

The cash flow situation in the GISU and member districts has lessened. Alburgh and Grand Isle have received their tax anticipation notes. It appears South Hero and Isle Lamotte will not require Tax Anticipation Notes. The North Hero Note should come through soon.

Substitute Pay

Included in your packet is a document which shows what surrounding districts are paying for substitutes. Based on the discussion at the last GISU board meeting I will bring a proposal to local boards to increase substitute pay.

Board Education—Executive Session

Most of the work that school boards do is required to take place in accordance with open meeting law in open session available to the public to attend. In some limited and specific situations, a school board can vote to go into executive session. Included in your packet is a copy of VSA 1 §313, the law that governs how, when, and for what reasons a school board can vote to go into executive session.

Budget Timeline

Included in your packet is budget timeline we will review at the meeting. The GISU board reviewed the timeline at its August 23 meeting.

Superintendent Job Description and Draft of the Responsibilities of the 90 day and Interim Superintendent.

Included in your packet is a document which was created to help the boards understand the work which the superintendent needs to be working on this year. This document was reviewed by the GISU Board at its August 23, 2018 board meeting.

Inservice

New Educator Orientation and the opening inservice days were a success. Rebecca Holcombe was our keynote speaker on the first day of inservice. Educators report her talk was inspirational and powerful.

Opening day of School

Despite a hot and humid start to the year, there was lots of excitement and smiles in the schools on the first day. The staff did a great job getting the buildings ready for the start of the year. I was able to visit all 5 schools and nearly every classroom.

Franklin Northeast SU (Spoke with Jamie McAllister- HR)

- Daily Rates used
 - Subs covering a teacher receive \$80/day
 - They offer a one day training, if a sub attends the training, they receive an extra \$10/day for a daily rate of \$90/day
 - If the sub is a licensed teacher, they are offered an extra \$10/day for a daily rate of \$90/day (\$100/day if they attend the training as well as have a license)
 - A long term sub receives a daily rate based on step 1 of the BA column of their CBA (\$202.30/day)
 - Teachers contracted for an 8 hour day
 - Subs covering for a paraprofessional receive the base pay for a para position based on the CBA (\$12/day)
 - Paras are contracted for 6.5 hrs/day
- Managed in-house by individual schools
- No benefits offered to any kind of sub

Franklin Northwest SU (Spoke with Pierrette Bouchard- HR)

- All subs are paid on an hourly basis
 - \$11/hr for a para sub
 - \$12.50/hr for a teacher sub
 - Typical day is between 7-8 hours
- Managed in-house by individual schools, except for high school (they use Kelly services)
- Benefits are offered to any sub who typically works more than 30 hours per week to be compliant with ACA.

Chittenden East SU (email from Joanne Russell- HR)

- Daily rates used for subs covering for a teacher
 - Subs covering a teacher receive \$105/day
 - Subs covering a nurse receive \$200/day
 - teacher/nurse subs have an 8 hour work day
 - Long term subs receive daily rate based on step 1 of the BA column of their CBA (\$223.41/day)
 - Long term subs are eligible for benefits
- Hourly rates are used for subs covering for support staff
 - Paras and assistants receive \$12.50/hr
 - Custodial subs receive \$11.50/hr
 - Kitchen subs receive \$11.25/hr

Franklin West Supervisory Union (voicemail from Candy Granger- HR)

- They utilize Kelly Services for their substitutes
- Daily rate is used for subs covering a teacher
 - \$90/day
- Hourly rate used for subs covering for paras

- \$12.50/hr

Milton SD (Spoke with Terry Mazza- HR)

- A daily rate is used to pay teacher subs
 - Unlicensed teacher sub is paid \$93.75/day
 - Licensed teacher sub is paid \$100/day
 - Average day is 7.5 hours
- An hourly rate is used for support staff subs
 - \$12.50/hr
 - Average day is 6.5 hours
- Subs are managed in-house using the frontline system- auto calls subs
- If the sub works an average of more than 30 hours per week, health benefits are offered at the support staff rates.

Colchester SD (emailed with Jessica Phelan- HR)

- Teacher substitutes are paid using a daily rate.
 - A teacher day consists of 7 hours
 - Sub rates are based on a gradual scale of number of days worked within the district. The Superintendent (or designee) tracks number of days.
 - 1-5 days \$90/day
 - 6-15 days \$100/day
 - 16+ days \$110/day
 - Licensed subs are paid a daily rate of \$110/day from day one
 - Long-term subs paid on a daily rate based on the salary scale up to BA Step 5
- Nurse Subs paid a daily rate of \$200/day (must be a licensed RN)
- Support staff subs
 - A support staff school job consists of 6.5 hours
 - Paid base rate of the position for which they are subbing
- Subs are handled in-house through the HR dept
- Subs are not offered benefits
- <http://www.csdvt.org/district/departments/humanresources/substitute-info.php>

*Laura Soares from VSBIT (HR Help Button) responded: 17.5 is the minimum from VEHI's perspective to be even eligible to allow enrollment in one of our plans- but you are not required to offer coverage until 30 hours under the ACA. You do need to look at these employees in a formal manner to determine if they are eligible for an offer of health coverage under the ACA. Please find information on our website here:
<http://vehi.org/benefits/navigating-2018-health-plans/employer-navigation/irs-reporting-and-measurement-period-resources/measurement-period-resources/> .

Budget Timeline

Month	GISU	Individual Districts
September	Budget Priorities (traditional community engagement?)	Share Timeline
October	Present "First Draft Budget" (traditional community engagement?)	Present Budget Priorities (traditional community engagement?)
November	Finalize and Approve GISU Budget	Present "First Draft Budget" (traditional community engagement?)
December	No Meeting	"Second Draft Budgets" Finalize if possible (traditional community engagement?)
January		All Budgets Finalized
February		Budget Education Communities
March		Budget Votes

Grand Isle Supervisory Union Job Description

JOB TITLE: Superintendent of Schools

FLSA STATUS: Exempt

UPDATED: July 1, 2013

POSITION OBJECTIVES:

To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in the district may be provided with a complete, valuable, meaningful and personally rewarding education.

Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an ever-present, overriding awareness of and concern for their impact upon each individual student's education.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Union Superintendent shall devote his/her entire time to the duties of the office and shall divide his/her time among the towns of the supervisory union, as nearly as may be feasible, in proportion to the number of teachers in each town. He/she shall have general supervision of the public schools in the supervisory union, and perform such duties as are prescribed by the laws of the state and by the school directors of the supervisory union (Title 16, Sec.303).

Leadership

- Builds with others a shared vision of standards-based learning and teaching
- Identifies the need for systemic change/growth and serves as an agent for that change
- Defines and articulates the GISU vision to the school community
- Establishes current and long-range goals, objectives, plans and policies, subject to approval by the Board.
- Effectuates the development and implementation of a Comprehensive Plan for Continuous Improvement that uses individual student and systems data.

Management

- Plans, coordinates and controls the daily operation of the GISU and member school districts through subordinate managers.
- Identifies the educational goals and objectives of the school district and prepare plans to achieve those goals and objectives for adoption by the School Board (Title 16, Sec.24).
- Administers the development and maintenance of an educational program designed to meet the needs of the community.
- Promotes effective communication throughout the school system.
- Attends or is represented at all meetings of the Board of Education and participate in all deliberations, except when such deliberations involve his/her own employment.
- Enforces all provisions of law and all rules and regulations of the Board of Education.
- Establishes such procedures, regulations, rules, or administrative directives as are necessary to carry out his/her responsibilities as the chief executive officer of the school system.
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards and procedures, consistent with established policies and Board approval.
- Meets with school district and GISU senior staff members to ensure that operations are being executed in accordance with the district's policies and procedures.
- Reviews operating results of the district, compares them to established objectives, and takes steps to ensure that appropriate measures are taken to correct unsatisfactory results.

- Plans and directs all investigations and negotiations pertaining to master agreements, mergers, joint ventures, the acquisition of businesses, or the sale of major assets with approval of the Board.

Policy

- Carries out the policies adopted by the School Board, relative to the educational or business affairs of the school district (Title 16, Sec. 242).
- Establishes and maintains an orderly system for the development and codification of board policy.
- Recommends policies on organization, finance, personnel, instruction, school plant, and other phases of the school program.
- Encourages board participation in the development of policies to meet the systems' needs.
- Insures staff and community awareness of all existing and proposed policies.

Budget

- Oversees the adequacy and soundness of the district's financial structure.
- Develops the system necessary for budget preparation that clearly shows the relationship of program to expenditures.
- Supervises the preparation of the annual budget, and the fiscal administration of the budget.
- Makes recommendations concerning the budget to the Board for approval.
- Assists the board in the presentation and explanation of the budget.
- Develops and maintain systems to insure the continuous monitoring of all budgets in providing the Board with sufficient data for accurate decision-making.
- Ensures the planning and management of resources is consistent with the GISU vision and local school district action plans.

Public Relations

- Directs a public relations program designed to enlist the understanding, support, and participation of the community in solving the major problems of the school system.
- Represents the school system wherever and whenever necessity or opportunity allows, in order to further the support and understanding of the system's needs and problems.
- Establishes and maintains a positive working relationship with local and state agencies.
- Represents GISU and member school districts interests with the Board, faculty, staff and the public.

SUPERVISION RECEIVED: Reports to and evaluated by the GISU Board Chair. Receives direction from the Alburgh, Isle La Motte, North Hero, Grand Isle and South Hero S.D. School Boards.

SUPERVISORY RESPONSIBILITIES: Manages 5 principals and 5 GISU Administrators who supervise a total of 240 employees. Is responsible for the overall direction, coordination, and evaluation of these units/departments. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Masters' Degree in School Administration or other appropriate discipline plus three or more years of experience as a PK-12 educator, and two or more years of educational administration experience. Plus competence in the following areas:
 - Fundamentals of educational administration/leadership
 - School Law
 - School finance or school business management
 - Staff evaluation/development
 - Curriculum management (e.g. development, supervision, evaluation)
 - School/community relations
- Certifications and Licenses. Valid Vermont Professional Educator's License with a 3-90 Endorsement (Level II preferred), plus meet all the basic competencies and qualifications under section 5440-90

of the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.ⁱ Valid Vermont drivers' license also required.

- **Language Skills.** Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.
- **Mathematical Skills.** Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Computer Skills and Experience.** Proficient with Microsoft Word, Excel, Power point, and Groupwise (or similar e-mail system). Experience and knowledge of computerized database systems. Excellent computerized file management skills.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate effectively and work cooperatively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Understands and is responsive to the needs of others. Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.
- **Visionary Planning.** Understands strategic planning processes and involves others in strategic plan development; understands the nature of internal and external political systems and environments as they apply to schools and effect educational change.
- **Partnerships.** Understands the role of school/community relations and school governance in furthering the GISU vision. Understands the role and relationship between school boards and school personnel. Understands the value of school/community partnerships to maximize school resources.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to keyboard; and talk and hear. The employee is occasionally required to reach with hands and arms; climb; stoop, kneel, crouch, or crawl; and taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Employee is regularly required to drive. Employee is regularly required to handle stressful situations and resolve conflicts.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions; moving mechanical parts; high, precarious places; fumes or airborne particles; toxic or caustic chemicals; outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>

Draft of Potential Responsibilities of Superintendent

90 Day	Interim	Permanent
DSS Hiring	Evaluations	See Job Description
FY 17 Audit	Mentor DSS	Launch CIUUSD
Day to Day Operations and Decisions	Smooth FY 18 Audit process	Technology Plan
Plan and Facilitate the Opening Inservice	Communications Plan	
New Teacher	Close GI/NH/ILM	
Contracts and MOUs	Open CIUUSD	
Initiate the GI/NH/ILM Closing Plan	Navigate any SU Configuration Challenges	
Initiate the CIUUSD Opening Plan	Provisional License Progress Report	
GISU Budget Draft	Budget Approvals	
Be aware of potential SU Configuration Challenges	Jan and April Inservice	
Begin Implementation of Human Resource Audit Recommendations	Transition for PowerSchool Finance System	
Open Meeting Lawsuit	Unified Chart of Accounts	
HRA Reconciliation	Integrated Field Review	
Provisional License Applications	ESSA Report Cards	
Open enrollment	Board Professional Development (CIUUSD Policy Governance)	
First Day of School	Direct Corrective action plans	
School Safety Updates	Continuous Improvement Plan	

Work with the DMG	Consolidated Federal Grants Program	
Staff Communication	Office Space	
	Negotiations	

Superintendent

Overview

Perhaps the most important decision a board makes is to hire a qualified superintendent to lead and manage education throughout the district or supervisory union. Boards provide oversight; they do not manage day-to-day operations of the school system. Vermont law designates the superintendent as the chief executive officer for the supervisory union/district. As the CEO, the superintendent is accountable for the operations of the entire school system.

To employ a well qualified and capable superintendent, a board needs to be in a position to assure mutual accountability between the Board and the superintendent. The Board is accountable to provide clear direction and set priorities for the superintendent. The superintendent is then accountable to deliver on the priorities of the Board.

** Adapted from Essential Work of Vermont School Boards, VSBA, p.27*

Roles and Responsibilities of the Board and Superintendent Relationship

The Board

1. Is accountable to voters, and subject to the laws and regulations of the state.
2. Adopts performance goals for the district, approves school continuous improvement plans, and reviews regular performance reports as provided by Superintendent.
3. Employs and evaluates the Superintendent.
4. Holds the Superintendent accountable for developing a strategy and education work plan to achieve District or SU goals.
5. Reviews and provides feedback to Superintendent on an annual basis.

The Superintendent

1. A) Is accountable to the school board and to the state for operating within statute and regulations.
B) Provides operational oversight of the school district.
2. A) Maintains focus on the Board's vision, and develops an education work plan to achieve the vision.
B) Ensures quality of education and equity of opportunities within the system.
C) Manages services, programs and resources through the implementation of the school board's annual district education plan and budget.
D) Makes day-to-day decisions consistent with the policies set by the school board, and within statute and state regulations.
3. A) Employs all non-licensed staff
B) Recommends one licensed candidate to the Board for review and approval
C) Dismisses employees subject to collective bargaining agreement.
4. Leads the development of a robust comprehensive local assessment system, implemented system-wide, that assesses student progress toward proficiency-based graduation and captures evidence of learning with respect to all seven education goals outlined in the Education Quality Standards and standards adopted by the State Board of Education.
5. Prepares reports, such as the district strategic plan, district budget and district fiscal and student learning performance reports that enable the School Board to evaluate implementation of their vision and progress towards their goals.

Policy – Board/Superintendent Relationship

The School Board establishes policy and governs through the policy it creates. The Superintendent manages all operations of the school system in accordance with School Board policies.

The Board recognizes and values the Superintendent's experience and expertise in instructional and administrative matters. The Superintendent recognizes and values the Board's experience in issues related to the _____ School District (/Supervisory Union) and the Board's connections and responsibilities to the community it represents.

The Superintendent and the Board members respect the confidentiality of communication in both directions and work toward open communication and trust. The Superintendent works only for the Board as a whole, not for any individual member. Only decisions of the Board acting as a body are binding on the Superintendent.

Board members work directly with the Superintendent and central office staff, so long as such communication is clearly not giving direction or suggesting a course of action that staff perceives as direction. When presented with citizen concerns, Board members refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

The Board directs the Superintendent through written policies that prescribe the results the Board wants to achieve. The Board is realistic in setting expectations about what can be accomplished, given the school district's (/supervisory union's) available resources. The Superintendent is accountable to the Board for the performance of staff.

Annually, the Board evaluates the Superintendent's performance. The Superintendent is accountable to the School Board for the achievement of the Board's goals. The Board is responsible for clearly setting forth and communicating its expectations before evaluation takes place. The Board will evaluate the Superintendent's job performance in a way that is systematic, fair, and effective.

Self Assessment – Board-Superintendent Relationship

	Fully Achieved	Mostly Achieved	Partially Achieved	Beginning to Achieve	Don't know/ unsure
The Board has set clear performance goals for the District/SU.					
The Board has clearly communicated annual performance goals for the superintendent.					
The Board holds the superintendent accountable for developing a strategy and work plan to achieve District or SU goals.					
The Board evaluates the superintendent's performance on an annual basis.					
The Board receives regular reports that enable the Board to evaluate implementation of its vision and progress towards its goals.					

The Vermont Statutes Online

Title 1 : General Provisions

Chapter 005 : Common Law; General Rights

Subchapter 002 : Public Information

(Cite as: 1 V.S.A. § 313)

§ 313. Executive sessions

(a) No public body may hold an executive session from which the public is excluded, except by the affirmative vote of two-thirds of its members present in the case of any public body of State government or of a majority of its members present in the case of any public body of a municipality or other political subdivision. A motion to go into executive session shall indicate the nature of the business of the executive session, and no other matter may be considered in the executive session. Such vote shall be taken in the course of an open meeting and the result of the vote recorded in the minutes. No formal or binding action shall be taken in executive session except for actions relating to the securing of real estate options under subdivision (2) of this subsection. Minutes of an executive session need not be taken, but if they are, the minutes shall, notwithstanding subsection 312(b) of this title, be exempt from public copying and inspection under the Public Records Act. A public body may not hold an executive session except to consider one or more of the following:

(1) after making a specific finding that premature general public knowledge would clearly place the public body or a person involved at a substantial disadvantage:

(A) contracts;

(B) labor relations agreements with employees;

(C) arbitration or mediation;

(D) grievances, other than tax grievances;

(E) pending or probable civil litigation or a prosecution, to which the public body is or may be a party;

(F) confidential attorney-client communications made for the purpose of providing professional legal services to the body;

(2) the negotiating or securing of real estate purchase or lease options;

(3) the appointment or employment or evaluation of a public officer or employee, provided that the public body shall make a final decision to hire or appoint a public officer or employee in an open meeting and shall explain the reasons for its final decision during the open meeting;

(4) a disciplinary or dismissal action against a public officer or employee; but nothing in this subsection shall be construed to impair the right of such officer or employee to a public hearing if formal charges are brought;

(5) a clear and imminent peril to the public safety;

(6) records exempt from the access to public records provisions of section 316 of this title; provided, however, that discussion of the exempt record shall not itself permit an extension of the executive session to the general subject to which the record pertains;

(7) the academic records or suspension or discipline of students;

(8) testimony from a person in a parole proceeding conducted by the Parole Board if public disclosure of the identity of the person could result in physical or other harm to the person;

(9) information relating to a pharmaceutical rebate or to supplemental rebate agreements, which is protected from disclosure by federal law or the terms and conditions required by the Centers for Medicare and Medicaid Services as a condition of rebate authorization under the Medicaid program, considered pursuant to 33 V.S.A. §§ 1998(f)(2) and 2002(c);

(10) municipal or school security or emergency response measures, the disclosure of which could jeopardize public safety.

(b) Attendance in executive session shall be limited to members of the public body, and, in the discretion of the public body, its staff, clerical assistants and legal counsel, and persons who are subjects of the discussion or whose information is needed.

(c) The Senate and House of Representatives, in exercising the power to make their own rules conferred by Chapter II of the Vermont Constitution, shall be governed by the provisions of this section in regulating the admission of the public as provided in Chapter II, § 8 of the Constitution. (Amended 1973, No. 78, § 2, eff. April 23, 1973; 1979, No. 151 (Adj. Sess.), § 3, eff. April 24, 1980; 1987, No. 256 (Adj. Sess.), §§ 3, 4; 1997, No. 148 (Adj. Sess.), § 65, eff. April 29, 1998; 2005, No. 71, § 308a, eff. June 21, 2005; 2011, No. 59, § 7; 2013, No. 143 (Adj. Sess.), § 3; 2015, No. 23, § 1.)