

BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING

**Spaulding High School
Library**
155 Ayers Street, Barre, VT

November 14, 2019
5:30 p.m.

AGENDA

1. Call to Order
2. Additions or Deletions with Motion to Approve the Agenda
3. Public Comment for Items Not on the Agenda
4. Approval of Minutes
 - 4.1. BUUSD Board Meeting Minutes - October 10, 2019
5. Reports to the Board
 - 5.1. Central Office Report
 - 5.2. Building Reports
 - 5.2.1. SHS
 - 5.2.2. BCEMS
 - 5.2.3. BTMES
 - 5.2.4. CVCC
 - 5.3. Committee Reports
 - 5.3.1. Policy Committee: Meeting Minutes October 21, 2019
Next Meeting: November 18, 2019 at 5:30 pm, Central Office
 - 5.3.2. Curriculum Committee: Meeting Minutes October 22, 2019
Next Meeting: December 11, 2019 at 5:30 p.m., Central Office
 - 5.3.3. Finance Committee: Met November 12, 2019
Next Meeting: December 10, 2019 at 5:30 pm, Central Office
 - 5.3.4. Facilities & Transportation Committee: Meeting Minutes November 4, 2019
Next Meeting: December 9, 2019 at 5:30 p.m., Central Office
 - 5.3.5. Communications Committee: Meeting Minutes November 6, 2019
Next Meeting: December 5, 2019 at 5:30 p.m., Central Office
 - 5.3.6. Negotiations: Meeting Minutes November 5, 2019
Next Meeting: November 19, 2020 at 4:30 p.m., Central Office
 - 5.3.7. Regional Advisory Board: Meeting Minutes October 7, 2019
Next Meeting: December 2, 2019
 - 5.4. Financials
6. Current Business
 - 6.1. Student Guests - Public Agenda Student Dialogue Summary/Barre Education Coalition
 - 6.2. Resign/Retire/New Hire **[ACTION]**
 - 6.3. Annual Assessment Report
 - 6.4. Financial Management Questionnaire **[ACTION]**
 - 6.5. Field Trip Approval **[ACTION]**
 - 6.6. Policies for Deletion **[ACTION]**
 - 6.6.1. B6 - Health Insurance Portability and Accountability Act Compliance
 - 6.6.2. D2 - Grade Advancement, Promotion, Acceleration, and Retention of Students
 - 6.7. Procedures to Support Board Policies
 - 6.7.1. Procedure for public comment at board meetings
 - 6.7.2. Procedure for complaints regarding district personnel, procedures, or actions

- 6.8. Process by which decisions are made to hire positions outside the budget
7. Old Business
 - 7.1. FY21 Draft 1 Budget Presentation
 - 7.2. Budget Survey Results
 - 7.3. Board Organization
 - 7.3.1. Board & Committee Organization
 - 7.3.2. Vision and Strategic Planning
8. Other Business/Round Table
9. Future Agenda Items
10. Executive Session
 - 10.1. Personnel Issue
11. Adjournment

Reminder:

Next BUUSD Board Meeting: December 12, 2019 at 5:30 pm; BCEMS James Taffel Library

BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

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BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Barre Town Middle and Elementary School – Library
October 10, 2019 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT)
Tim Boltin (BC)
Giuliano Cecchinelli (BC) – arrived at 6:25 p.m.
Anthony Folland (BC)
Guy Isabelle (At-Large)
Rebecca Kerin-Hutchins (BT)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Stacy Anderson, Co-Director of Special Services
Donald McMahon, Co-Special Services Director
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal

GUESTS PRESENT:

Video Vision Tech Dave Delcore – Times Argus Tara Day Kerri Lamb Pat McAskill
Cameo Wells

1. Call to Order

The Chair, Mr. Malone, called the Thursday, October 10, 2019, Regular meeting to order at 5:31 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Agenda as presented.

3. Public Comment for Items Not on the Agenda

Cameo Wells distributed a packet of information relating to her concerns. Ms. Wells, the parent of a third grade student at BCEMS, addressed the Board and relayed some of her experiences and concerns regarding lack of communication and miscommunication between BCEMS and parents. Mr. Pandolfo will see that BCEMS administrators are aware of Ms. Wells' concerns, and that they follow-up with her. Additionally, Mr. Pandolfo requested that parents follow the chain of command with any issues, prior to bringing them to the Board. Mrs. Spaulding reiterated that parents should follow the chain of command, and encouraged parents to address their concerns with administrators. Ms. Wells was thanked for sharing her information with the Board.

4. Approval of Minutes

4.1 Approval of Minutes – September 12, 2019 Regular Meeting

On a motion by Mrs. Spaulding, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve, as amended, the Minutes of the September 12, 2019 Regular Meeting.

5. Reports to the Board

5.1 Central Office Report

The Superintendent's Report (dated October 10, 2019) was distributed. The Report included information pertaining to; the Superintendent's Office, Curriculum, Instruction, and Assessment, Communications, the Business Office, Special Education, Technology, Early Education, Human Resources, and Facilities. Six additional documents were also distributed; a document titled 'Statewide Healthcare Fact Finding Report Recommendations', a memo from VEHI regarding VEHI Annual Meeting Notes (dated 09/25/19), the Agenda for the VEHI Annual Meeting (on 11/08/19), a memo from VSBIT regarding the VSBIT Annual Meeting, Agenda for the VSBIT Annual Meeting (on 11/08/19), and a copy of the BUUSD Central Office Newsletter for October 2019.

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Mr. Pandolfo responded to questions from the Board, including questions pertaining to the erroneous student count as reported in Section 4C. Mr. Pandolfo advised that the implementation of the Statewide Longitudinal Data System has been problematic on many facets and that additional issues may crop up. Mr. Pandolfo advised that he received Proxy/Certificates of Authority forms for possible use for voting of decisions being made at the upcoming VSBIT and VEHI meetings. Mr. Pandolfo does not anticipate any major issues will be voted on.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to authorize Superintendent John Pandolfo to appear and vote on behalf of the BUUSD for the VSBIT Unemployment Program, the VSBIT Multi-line Program, the VEHI Health Program and the VEHI Dental Program.

5.2 Building Reports

5.2.1 Spaulding High School

The Principal's Report for October 2019 was distributed. The Report included information pertaining to; Athletics, Students and Community, Students of the Week, Athletes of the Week, and Staff Persons of the Week. A copy of the SHS Newsletter for October 2019 was also distributed. There were no questions from the Board

5.2.2 Barre City Elementary and Middle School

The Co-Principals' Report dated October 10, 2019 was distributed. The Report included information pertaining to; the 10/11/19 in-service day, the All Learners Conference on 10/09/19 (Carey Miller and Jen Bisson will be presenters), de-escalation training, Edcamp faculty meetings, the addition of Brian Ridge as a long term substitute (beginning in November 2019), and Community News (the Walk Run Fun Event will be held on 10/18/19). A copy of a letter to Barre City Families from Hayden Coon was also distributed. There were no questions from the Board.

5.2.3 Barre Town Middle and Elementary School

The BTMES Building Report dated October 10, 2019 was distributed. The Report included information pertaining to; the BTMES Art Gallery, the successful Harvest Dinner and Open House, the Spelling Team, Transportation (bus evacuation drills), VTPBIS Merit Acknowledgement for 2018 – 2019, a Waste Audit, and a Calendar of Upcoming Events. There were no questions from the Board. Ms. Pearson advised regarding the spelling competition, noting that BC 7/8 graders and BT 5/6 graders will be participating in the regional spelling competition. Mrs. Nye advised that BTMES will be offering families the opportunity to 'meet and chat' with the co-principals on Monday, 10/21/19 from 8:45 a.m. until 10:00 a.m. in the BTMES cafeteria. Light refreshments will be served.

5.2.4 Central Vermont Career Center

The CVCC Director's Report for October 2019 was distributed. The Report included information pertaining to; Safety Walkthroughs, 2019 – 2020 Enrollment Data, Professional Development, ALICE Training for Students, Extension of the instructional day by 45 minutes beginning with the 2020 – 2021 academic year, Open House (12/05/19), Current Vacancies (3), the RAB Board, Medical Professions and Cosmetology 2, the Automotive Trades Program, the Natural Resources and Sustainability Program, and the Baking Arts Program. The 2019 – 2020 CVCC Student Count Report (as of 09/12/19) was also distributed. In response to a query, Mr. Pandolfo advised that A.L.I.C.E. training is ongoing and is performed in various ways at each of the buildings. Ms. Pearson advised regarding training and drills that are performed at BTMES. Mr. Pandolfo advised regarding a recent drill at the Central Office, as well as drills that are planned for future months. Each building holds monthly drills alternating between fire drills, active intruder drills, and evacuation drills. As part of on-boarding, new employees are required to take the on-line A.L.I.C.E training course, and then participate in 'live' training when sessions are planned. Mr. Pandolfo will confirm the training protocol for new hires. In response to a query regarding low enrollment in some of the CVCC programs, Mr. Pandolfo advised that programs are evaluated based on three year enrollment trends, and decisions on retaining courses are based on trends as well as other factors. Enrollment was discussed at the recent RAB meeting, where the RAB Board discussed the need to focus on outreach and communication. Mr. Isabelle noted that overall enrollment at CVCC has increased significantly. Mr. Isabelle advised that some community members are concerned that there is not enough advocacy for CVCC students, especially from the guidance department.

5.3 Committee Reports

5.3.1 Policy Committee

Minutes from the September 16, 2019 meeting were distributed. Mrs. Kerin-Hutchins provided an overview of the September meeting, including; a comparison of BUUSD policies to the list of VSBA required, recommended, and 'to be considered' policies, discussion of a possible 'buy local' policy, creation of a 'complaints procedure' document. 'Public Comment' procedures also need to be written. It was noted that the Policy Committee does not write procedures. Writing of procedures should be added to a future agenda, and administrators should be assigned to the task.

The next meeting is Monday, October 21, 2019 at 5:30 p.m. in the BUUSD Central Office.

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5.3.2 Curriculum Committee

Minutes from the September 24, 2019 meeting were distributed. Mrs. Pompei advised regarding the recent meeting which included an informative overview of funding (grant vs local), an annual schedule of topics for discussion, and creation of guidelines for presenters. The next meeting is Tuesday, October 22, 2019 at 5:30 p.m. in the BUUSD Central Office.

5.3.3 Finance Committee

The Committee met on October 8, 2019. Minutes will be forthcoming.

Mrs. Spaulding advised that discussion included; the FY21 Budget, the Budget Survey, transportation, the FY20 budget (including receipt of the McKinney Vento grant (for services for homeless students), and the Grant Procedures Manual. The first draft of the FY21 budget will be presented at the November committee meeting.

The next meeting is Tuesday, November 12, 2019 at 5:30 p.m. in the BUUSD Central Office.

5.3.4 Facilities Committee

The Committee met on October 7, 2019. A special meeting will be held on Tuesday, October 15, 2019 at 5:00 p.m. at the Central Office. The earlier meeting time is to allow individual to attend the VSBA Regional meeting which begins at 5:30 p.m. Mrs. Pompei advised that the Committee discussed the current bollard work at SHS (follow-up on 10/15/19), and the Committee's recommendation to the Board that 'Transportation' be added to this Committee.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to change the Facilities Committee to the 'Facilities and Transportation Committee' with the understanding that transportation related financial issues be brought to the Finance Committee.

The next meeting is Monday, November 4, 2019 at 5:30 p.m. in the BUUSD Central Office.

5.3.5 Communications Committee

Minutes from the October 3, 2019 meeting were distributed.

Mr. Folland advised that the Committee discussed the Barre Area Development Inc.'s request to film students as part of their Barre promotion, engaging the Barre Education Coalition to assist with the Mission/Vision Statement, and the initial results of the survey.

Due to a conflict with the VSBA Conference, the next meeting is Wednesday, November 6, 2019 at 5:30 p.m. in the BUUSD Central Office.

5.3.6 Negotiations Committee

Minutes from the September 11, 2019 meeting were distributed. Mrs. Akley advised that the Committee met with leaders of the Association to discuss Interspace Bargaining. Mr. Pandolfo reported that he has been informally advised that the Association is ready to move forward with Interspace Bargaining, but this needs to be confirmed in writing. Potential dates for training with Federal Mediation and Conciliation Service consultants are; 10/28/19 and 11/05/19.

The next meeting date is to be determined.

5.3.7 Regional Advisory Board

Minutes from the October 7, 2019 meeting were distributed. Mr. Isabelle advised that Ms. Chamberlin was the main presenter at the meeting, and that Steve McKinstry, head of the Automotive Program gave a very engaging presentation.

The next meeting date is to be announced.

5.4 Financials

Two documents were distributed; a document titled 'BUUSD Finance Committee Meeting – October 8, 2019', and the BUUSD FY20 Expense Report Summary (dated 10/08/19). Mrs. Spaulding advised that preliminary budget notes are included in the reports that were distributed. The Expense Report Summary is in the packet as requested by Mrs. Kerin-Hutchins. It was noted that it is too early in the fiscal year for FY20 year-end projections. In response to a query, Mr. Pandolfo advised that some overages that are identified early in the fiscal year are known to have other budget lines that off-set the overages. Mrs. Spaulding suggested that the Board look at re-allocating certain line items that are known to change. Mr. Pandolfo advised that once the budget is approved, the line item amounts need to remain as is. The bottom line is what should be of most concern at this time. One example is the overage in construction costs. It is known that this overage is due to costs that are planned to be covered by the Long Term Maintenance Fund.

6. Current Business

6.1 Student Guests – Public Agenda Student Dialogue Summary/Barre Education Coalition

A memo from Susan Holson (VSBA) titled 'The Student Dialogue Summary (Updated)' was distributed. It was noted that students were invited to attend this evening's Board meeting, but may have had other commitments that prevented their attendance.

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6.2 Resignations/Retires/New Hires

The resumes and BSU Notification of Employment Status Forms for Josh Allen (Communications Specialist) and Naomi Montgomery (BTMES - Elementary SPED) were distributed. Mr. Pandolfo clarified that the position of Communications Director should be changed to Communications Specialist. Mr. Pandolfo advised that Josh Allen has accepted the administrative position of Communications Specialist. This is not a licensed position and legally does not require Board approval, but the Superintendent requested Board approval. After brief discussion, the Board agreed to make a motion for the hiring of this position.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to approve the hiring of Josh Allen for the position of Communications Specialist.

Mr. Pandolfo provided a brief overview of Naomi Montgomery's education and experience.

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the hiring of Naomi Montgomery.

There were no letters of resignation presented.

6.3 Special Education

6.3.1 Reorganization

A document titled 'The "Why" of Centralization of Special Education Administration' was distributed. A document titled 'The LEA at the BUUSD Schools' (revised 09/16/19) was also distributed. Mr. Pandolfo advised that information relating to the re-organization has been communicated to staff members. Mr. Pandolfo provided an overview of the change from one director at each building, to directors working grade level spans, with the directors' home base located at the Central Office. This change does have an impact on building principals and co-principals. The re-organization is a work in progress. It was noted that even though directors are each assigned to a grade level span, they do work across grade levels to support each other, with alignment of services being a big focus. Mr. McMahon reported that though the re-organization is a work in progress, the directors have time to work together and communication is working very well. Mr. Pandolfo provided an overview of the flow chart and answered questions from the Board. It was noted that the flow chart was created after extensive discussions with administrators. The definition of 'Complex/High Stakes' was provided and the Board was advised regarding the decision making process for those cases. It was noted that once a plan has been agreed upon in a meeting, the plan cannot be changed unless another meeting is held. The 'team' is the ultimate decision maker. The Board was advised regarding the chain of communication for parents and staff. It was noted that outside personnel (WCMH, Green Mountain, and Behavioral Interventionists) are still utilized in cases based on the required levels of need for students. The BUUSD continues to build capacity, but the BUUSD and outside companies are experiencing difficulty hiring personnel. Mrs. Spaulding wants to push to use more in-house staff and have less reliance on outside entities. Mrs. Spaulding is concerned that BIs are only concerned with behavior issues and don't meet students' academic needs. It was noted that the BUUSD must provide transportation for students who are out-placed. Discussion was held relating to training and support for SPED staff.

6.3.2 Act 173

A document titled 'ACT 173 of 2018' was distributed. A document titled 'ACT 173 TECHNICAL GUIDANCE' was also distributed. Act 173 impacts all students, not just Special Education students. Most of the information in the distributed documents is from the AOE website, with much more available on the web site. Act 173 is not all about funding, but rather it relates to how schools provide services to students. Lengthy discussion was held, including discussion of; the five listed opportunities for improvement, professional development and various levels of staff supports, the addition of interventionists, utilizing teachers with the highest level of expertise, qualification for use of the AOE's VTmtss Team (will be dependent on the Annual Data Snapshot), and the AOE's struggle to provide support as they build capacity. Mr. Pandolfo proceeded to provide an overview of the funding portion and advised regarding weighted and non-weighted data. It is assumed that without any weighting, schools who have a higher percentage of SPED students will see a decrease in funding and those with a lower percentage will receive an increase in funding. Additional discussion included the possibility of appealing decisions, and the realization that some 'illnesses' are not those which can be changed. Additional updates will continue to be provided. Mr. Pandolfo reminded Board Members of the November 20, 2019 Luncheon with legislators, where they will be able to discuss their concerns.

6.3.3 Spending

A document titled 'Barre Supervisory Union – Special Education Cost Analysis over the Past Three Years' was distributed. Mr. Pandolfo provided an overview of the document that presents budgeted vs actual amounts for Special Education for three fiscal years. Mr. Pandolfo advised that he worked with the Business Manager to create this simplified report. Mrs. Spaulding queried regarding any statewide data that indicates how other similar districts are doing with overages for Special Education. It was noted that the deadline for service plans for Special Education Students (for academic year 2020 – 2021) is October 15, 2019. The gap (almost 2 years in advance) in timing makes it very difficult to predict Special Education expenses. Students move in and out of the district and

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student needs change over time. The Special Education budget must be created based on documented service plans. Mrs. Anderson advised that student needs are intensifying statewide (social/emotional/behavioral/academic), and are starting at a younger age. Mr. Pandolfo expressed his appreciation to SPED staff who deal with these challenges on a daily basis.

7. Old Business

7.1 Second and Final Reading Board Meetings, Agenda Preparation & Distribution Policy (A20)

Copies of all policies referenced in Agenda Items 7.1 through 7.9 were distributed. Mr. Pandolfo advised that the 'Executive Committee' is on the Agenda for discussion under Agenda Item #7.11.1, and based on the information he needs to present under that agenda item, he has modified the policy by changing the wording 'Executive Committee' to 'Board Officers'. This change is non-substantive and should not prevent the approval of the Second and Final Reading.

On a motion by Mrs. Kerin-Hutchins, seconded by Mrs. Spaulding, the Board unanimously voted to adopt, as amended, the Board Meetings, Agenda Preparation & Distribution Policy (A20).

7.2 Second and Final Reading Public Participation at Board Meetings Policy (A21)

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the Second and Final Reading of the Public Participation at Board Meetings Policy (A21).

7.3 Second and Final Reading Community Engagement and Vision Policy (A23)

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the Second and Final Reading of the Community Engagement and Vision Policy (A23), with the understanding that the Board move towards writing and adopting a Strategic Plan and Vision Statement.

7.4 Second and Final Reading Board/Superintendent Relationship Policy (A24)

On a motion by Mrs. Pompei, seconded by Mr. Folland, the Board unanimously voted to approve the Second and Final Reading of the Board/Superintendent Relationship Policy (A24).

7.5 Second and Final Reading Board Member Education Policy (A31)

On a motion by Mrs. Spaulding, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the Second and Final Reading of the Board Member Education Policy (A31).

7.6 Second and Final Reading Board Goal-Setting & Evaluation Policy (A32)

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Second and Final Reading of the Board Goal-Setting & Evaluation Policy (A32).

7.7 Second and Final Reading School Visits by Board Members Policy (A33)

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Second and Final Reading of the School Visits by Board Members Policy (A33).

7.8 Second and Final Reading Board Relations With School Personnel Policy (A34)

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the Second and Final Reading of the Board Relations With School Personnel Policy (A34).

7.9 Second and Final Reading Capitalization of Assets Policy (F23)

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to approve the Second and Final Reading of the Capitalization of Assets Policy (F23).

7.10 Budget Development Updates

Results from the Parent/Student/Taxpayer Survey were distributed. Discussion of the budget development process has been held. Mrs. Perreault is working with building administrators to draft the budget. The first draft of the budget is expected to be presented to the Finance Committee on 11/12/19, with presentation to the Board on 11/14/19. Mrs. Kerin-Hutchins requested additional time to review the survey results. Mrs. Spaulding advised that she is in the process of reviewing and tallying the results and that an executive summary will be written. Mrs. Spaulding has asked Ben Merrill to sort results by responses from parents of students vs responses from community members who do not have children in the Barre Schools. It may be interesting to see how the two groups respond. Survey results will be shared with community members. It was noted that a student survey is still open. Board members were encouraged to review the survey results and provide feedback to Mrs. Spaulding.

7.11 Board Organization

7.11.1 Dissolution of Executive Committee

Mr. Pandolfo inquired with VSBA regarding whether or not this committee needs to follow open meeting laws. Because the committee

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is only working on agenda preparation, they don't have to follow open meeting laws, but because they are named as a 'Committee', open meeting laws most likely apply. Mr. Pandolfo recommends dissolving the Executive Committee and holding Board Officer meetings for agenda preparation.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to dissolve the BUUSD Executive Committee.

7.11.2 Vision and Strategic Planning

A document titled 'Barre UUSD Initiative List – District Management Group Session – 10/1/2019' was distributed. Mr. Pandolfo advised that the Communications Committee would like this item "Vision and Strategic Planning" on the agenda to assure that the Board continues moving forward with this initiative. Mr. Folland suggested that the initiatives from the document and information submitted in the budget surveys be merged and prioritized for the purpose of drafting the vision and strategic planning document.

8. Other Business/Round Table

Mr. Isabelle shared his appreciation of the recognition of students and staff at SHS, and also advised that he was very pleased to see Natural Resources students cleaning an area at the end of Ayers Street. It is good to see students out and about assisting in the community.

Mrs. Kerin-Hutchins requested historical information regarding how the safety grant has been utilized for the past 6 years.

Mr. Malone advised that he met with members of the Barre Granite Association and came to "a good understanding". Facilities staff are working on reinstating security and safety measures at SHS (at the campus exit area).

Mr. Boltin expressed concern that the bollards were removed without having another suitable replacement on hand. In response to Mr. Boltin's query as to why the breach of safety occurred, Mr. Pandolfo advised that the removal of bollards was a specific request of the Barre Granite Association. Mrs. Spaulding confirmed Mr. Pandolfo's recollection of the events.

Mr. Cecchinelli believes the bollards can be replaced fairly quickly.

9. Future Agenda Items

- First Readings of Policies (possible for November)
- FY21 Budget
- Resignations/Retirements/New Hires
- Spaulding High School Students from Public Agenda
- Vision and Strategic Planning Process

Student Representation (at Board meetings) – this item will be tabled until the next Board Retreat.

The next meeting is Thursday, November 14, 2019 at 5:30 p.m. in the Spaulding High School Library.

10. Executive Session as Needed

10.1 Student Matter

A Student Matter was proposed for discussion in Executive Session.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to enter into Executive Session, with Mr. Pandolfo and Tara Day (parent) in attendance, at 8:02 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Pompei, seconded by Mrs. Kerin-Hutchins, the Board unanimously voted to exit Executive Session at 9:03 p.m.

11. Adjournment

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to adjourn at 9:04 p.m.

Respectfully submitted,
Andrea Poulin

Lisa Perreault, SFO
Business Manager

Jessica Barewicz
Director of Curriculum, Instruction, and
Assessment

Donald E. McMahon, M.Ed.
Stacy Anderson, M.Ed.
Co-Directors of Special Services

Annette Rhoades
Assistant Director of Special Services



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John Pandolfo
Superintendent of Schools

Doing whatever it takes to ensure success for every child.

Carol Marold
Director of Human Resources

Emmanuel Ajanma
Director of Technology

Lauren May
Director of Early Education

Jamie Evans
Director of Facilities

Josh Allen
Communications Specialist

November 14, 2019

TO: Members of the Barre Unified Union School District Board.

RE: Central Office Report

Please accept the following report to the BUUSD Board:

1. Superintendent's Office:

- a. As you are aware, the widespread power outage in Barre on November 1 impacted our schools. SHS/CVCC and BTMES lost power and subsequently released students early. BCEMS remained open for their full day as the on-site generator was able to provide power. Because our centralized servers are located at SHS, when the (new) Uninterruptible Power Supply (UPS) ran out after about 1.5 hrs then internet was lost at Barre City as well. Our Crisis Response Teams in each building, as well as our general staff and specific groups like IT and Facilities will debrief the event and look to see what we can do to be better prepared for future events, but with that said there were many positive aspects to the response that day.
- b. We continue to face wide-ranging staffing shortages and issues. Professional level positions remain unfilled, including the Assistant Principal and P.E. positions at BTMES. Filling long-term sub positions for family and medical leave is a challenge given the current job market, as is filling and maintaining support staff positions. We are similarly challenged maintaining an adequate substitutes, and this is exacerbated by the fact that the available subs are also covering the unfilled positions. The situation we face is common across Vermont and beyond, and we are doing everything we can to address it, but it definitely has an impact on our ability to provide the best education for our children.
- c. On November 1, AoE Secretary French send out a status update memo on the Statewide Longitudinal Data System (SLDS) (<https://education.vermont.gov/documents/memo-french-data-collection-climate-survey-update>). The upshot of the memo is that the AoE is delaying the rollout of the Vermont School Climate Survey (VTCLIM) indefinitely. While the state says they will adjust how they will determine the "Safe and Healthy Schools" indicator in the Annual Snapshot, we may look at other commercially available school climate surveys in the meantime.

2. Curriculum, Instruction and Assessment

- a. **Integrated Field Review:** There were many final details to arrange to support a smooth visit for our Integrated Field Review visiting team. We got strong feedback that they did have a very smooth visit that felt very supported and structured for their success throughout the day. Everyone in our schools deserve a hearty thanks for being so welcoming, helping our schools to shine, and being open about areas in which we need to grow the most. In a few weeks we should have our IFR report that boils down all interviews, artifacts, and observations into selected commendations and recommendations for the district.
- b. **November Inservice:** Much time has been invested in planning for our November 11 inservice day with input from many different groups along the way. The morning will focus on developing a shared context for the work ahead including the Vermont Educational Quality Standards (EQS) and principles of a Multi-Tiered System of Support (MTSS). We'll use this common foundation to engage staff in identifying how their own values are enacted in their teaching practice and work to identify our shared values as a BUUSD staff. The aim is to use all of this input as a very early step to inform the district vision and goals We are also seeking staff engagement and collaboration to develop

authentic continuous improvement plan goals with aligned grant investments that help everyone understand, have input into, and share responsibility for the focus areas of our district. The clarity and coherence we seek to develop this year will support us for years to come in achieving our ambitious mission of “doing whatever it takes to ensure the success of every student” while more deeply understanding what needs to happen collectively to continue to create a culture of “excellence and equity” for all students. Monday afternoon will be time for curriculum and assessment development in PK, K-4, 5-8, and 9-12 grade clusters. We already know that one pathway to excellence and equity is to articulate and align a rigorous, engaging curriculum PK-12 which we are working heartily on this year and into the future. Our remaining inservice days will generally follow the format of district-wide work in the morning with curriculum development and professional learning group time in the afternoons.

- c. **Curriculum Committee Update:** The Board Curriculum Committee met the evening of Tuesday, October 22. Presenters from CVCC gave us an overview of Career Center programming. A shout out to Penny Chamberlin, Tim Hammond, Clifton Long, and Steve McKinstry for their time and effort creating such an in-depth presentation! The Curriculum Committee is documenting their feedback on each presentation so we can reflect and revisit as we gain an understanding of curriculum in all major areas. The Committee is committed to hearing from a range of groups on the current state of curriculum, instruction, assessment, and student data in all content areas/programs PreK-12. The November meeting has been cancelled due to proximity to Thanksgiving. The December meeting has been changed to December 11. The annual work plan is currently being adjusted based on these scheduling changes. [Here is a link to the guidelines](#) for presentations that the committee has created to learn as much as possible.
- d. **SBAC Preparation:** Annette Rhoades (Assistant Special Services Director) and I joined Jess Van Orman, Emily Loughlin, and Mike Martin (Technology Integrationists) at an AOE State Assessment training 10.24.19. We are working to refine our BUUSD assessment preparation and administration process. There are many people who have a hand in making sure our state assessments happen well. State required assessments include the literacy and math assessments known as SBAC, the science assessment referred to as VTSA, the physical education assessment referred to as the VTPEA, and alternative assessments for each of those tests for students with significant cognitive impairment. As clear roles and responsibilities are developed we can spend less time focused on the logistics and more time on the quality instruction that leads to success on any given assessment.
- e. **Act 173:** At a recent Vermont Curriculum Leaders Association meeting, an AOE representative worked with Curriculum Directors to begin to define what a “Coordinated Curriculum” means in the context of Act 173. This input will be used to in the AOE’s guidance on implementation of Act 173.

3. Communications:

- a. I attended the Vermont School Communications Network Meeting in Montpelier. I collaborated with school communications professionals around the state on various hot topics and how to approach them. Next time the group meets in December, I will be conducting a clinic on ADA Compliance within school websites and providing guidance to other schools on how they can elevate their compliance.
- b. I will be attending November's staff meetings at all schools so I can give myself a proper in-person introduction to all staff. I want staff to know who I am, how I can support them, and where they can go to share the wonderful things happening in their classrooms.
- c. I am working with the team from the Barre Area Development group to film a video about our schools to support their "Barre Rock Solid" marketing campaign. The video will highlight what our educational system has to offer and why Barre Schools are so great.
- d. I have been meeting with most of our building and department administrators to see how I can support their various communication efforts.

4. Business Office:

- a. On November 12th the finance committee will review the FY21 budget development work thus far with plans to present Draft 1 to the Board on November 14th. This presentation will include highlights summarizing administrative team initiatives and district-wide needs.
- b. The audit is nearly complete and we expect to receive draft reports for review in mid-November. I will complete the Management Discussion and Analysis sections once we receive these draft reports. Tyler Kimberly and Ashley Young have done a great job working together to reconcile balances for each entity and then consolidating these balances into beginning balances in the new BUUSD database. The results of their behind the scenes work puts the finishing touches on our BUUSD financials.
- c. Kristin Gilbar, Ann Baker, and I participated in an ACA reporting webinar in preparation for calendar year IRS reporting of employer offered health benefits. Merging the 4 entities into a single district on July 1, essentially means that all employees were employed by two different entities in the calendar year. We will be reaching out to employees to let them know they will receive at least two 1095 C forms and two W2s (they

will want to explain this to their tax preparer). Kris and Ann will also be submitting the annual Teacher/Staff Survey as required by the AOE.

- d. I attended an ACT 173 meeting facilitated by the VPA and VSBA. Representatives from several associations brainstormed and collaborated on changes that likely need to take place within SUs/SDs to implement this law. Funding is still questionable and will most certainly be a topic in the upcoming legislative session.

5. Special Education:

- a. Our annual Service Plan was submitted to the Agency of Education on October 15th and has been given initial approval by the AOE. Using this Service plan, we have worked with the Business Manager to draft our proposed FY 21 budget.
- b. Bi-annual Time Schedules are required for all employees paid with special education funds. Special Education Staff Completed this documentation for the week of October 21-October 25. Administrators are reviewing time schedules with staff during the week of November 4th-November 8th for accuracy of reporting.
- c. On November 1, 2019, a memo from Secretary Daniel M. French, Ed.D. was issued regarding [Accounting for Certain Special Education Expenses](#), This memo updates guidance dated June 6, 2019. from Secretary French and states that the AOE will **not** require districts to separately allocate general education costs from special education costs within tuitions for students whose IEP team has chosen an out-of-district placement at an approved independent school. This is very good news for us!
- d. Jason Derner, Alternative Programs Administrator has continued to work with local realtors in search of property which could allow for future expansion of the Spaulding Educational Alternatives (SEA) programs.
- e. Michelle Leeman, Administrative Assistant to the Special Services Directors, has accepted a position in the Business Office to begin on November 18th. We have interviewed and hired a new Administrative Assistant who is currently in the onboarding process.

6. Technology:

- a. The Privacy Technical Assistance Center (PTAC) is providing a free training on FERPA (Family Education Rights and Privacy Act), sponsored by the AOE, on November 13th. I will be attending this training with a team of BUUSD staff members. There will be multiple sessions devoted to FERPA and student privacy best practices, basic, intermediate, and advanced FERPA scenarios, disclosure of FERPA-protected Personally Identifiable Information (PII) to law enforcement, and guidelines regarding video surveillance in schools.
- b. On October 14th, I joined a monthly webinar organized by Consortium of School Networking (CoSN) to help educators learn from experts, share best practices, and collaborate to improve school data security. The webinar covered critical guidelines for ensuring data privacy in any school system's use of technology and how to make student data privacy a district-wide priority.
- c. Technology Integrationists are collaborating to create a training resource website for all our instructional staff. The site will cover topics like Google tools, Chromebooks 101, classroom lesson building tools, Apps and Extensions, et cetera. We hope to launch the site after the holidays and link it to the district's technology web page.
- d. I will be attending the VermontFest 2019 conference in Killington on November 14th-15th with a team of five staff members. This year's conference theme is "mapping the future with intention," and discussions will include robotics, artificial intelligence, cybersecurity, virtual reality, digital citizenship, computer science and others.

7. Early Education:

- a. Both prekindergarten programs are up to full staff with our two most recent hires at Barre City Elementary & Middle School, Kassidy Swift and Monica Mathias. Kassidy is joining us as a classroom teaching assistant and Monica is our new PreK permanent substitute. Welcome!
- b. On October 11th, prekindergarten staff participated in multiple professional development opportunities including CPR & First Aid and Developmental Design. The Barre Town team explored two program assessment tools that the Agency of Education is rolling out for the Early Childhood field. The Inclusive Classroom Profile(ICP) looks at how programs implement quality inclusive practices, while the Teaching Pyramid Observation Tool (TPOT) assesses how early childhood programs implement the Pyramid Model to support children's social emotional development. Each of these tools is part of the state's comprehensive early education assessment system. Teachers at both schools will have the opportunity to explore these tools and provide input on how best to incorporate them for coaching and self assessment.

8. Human Resources:

- a. Benefits open enrollment for 2020 begins October 28 and ends on November 8. This is the 3rd full year with our new plan design and 2nd full year with our TPA, Healthy Dollars. We expect things will run smoothly.
- b. We are awaiting decisions regarding the statewide healthcare bargaining. All parties seem to agree that the implementation date should be 1/1/21 to avoid a split plan year, however currently the law requires a 7/1/20 implementation. A 7/1 implementation would most likely require two quasi open enrollments so that our

plans sync up with IRS regulations regarding FSA's etc. VEHI is keeping us updated and hopefully guide us through this process as they did for the last major change in our benefit plans.

- c. Currently 12 positions are posted on our employment page. Five of these are long term substitutes for professional level positions. We currently have eleven people out on leaves of absences (this does not include intermittent leave) which further strains our substitute list. Our school psychologist and speech and language therapist remain open after repeated postings.

9. Facilities:

- a. The school year is well underway and the facilities are doing well. The heating systems have begun supplying heat to the buildings and all is good. The woodchip boilers at BTMES, BCEMS and SHS/CVCC are up and running well. The oil fired boiler is up and running at the BUUSD building as well, supplying heat to the building.
- b. The maintenance crews have begun preparing the buildings and grounds for the upcoming winter weather. Routine work of servicing the rooftop equipment, cleaning roof drains, installing snow plows and salting equipment on trucks and various other tasks to prepare for winter.
- c. The BUUSD building completed repair work recently to the sewer line exiting the building. Work is slated to begin on the additional parking lot area near the rear of the building. The work will begin the 2nd week of November and is anticipated to take about one week to complete.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John W. Pandolfo".

John Pandolfo
Superintendent of Schools
on behalf of the Barre UUSD Central Office Administrative Team

NOVEMBER 2019

BUUSD CENTRAL OFFICE NEWSLETTER

"Doing whatever it takes to ensure success for every child."



The Superintendent Joined Barre City Students of the week for their celebratory breakfast. This week's student winners were Lauren, Alex, Sophina, Eilee and Sienna.

Central Office Staff

HUMAN RESOURCES:

Carol Marold, Director of HR
Leslie Babic, HR Specialist
Linda Papineau, Receptionist/HR
Administrative Assistant

SPECIAL EDUCATION:

Don McMahon, Co-Director
Stacy Anderson, Co-Director
Annette Rhoades, Asst. Director
Michelle Leeman, Administrative Assistant

EARLY EDUCATION:

Lauren May, Director
Rebecca Webb, Act 166 Coordinator
Megan Gonyaw, Administrative Assistant

SUPERINTENDENT'S OFFICE:

John Pandolfo, Superintendent
Tina Gilbert, Executive Assistant

BUSINESS OFFICE:

Lisa Perreault, Business Manager
Ashley Young, Senior Accountant
Kristine Gilbar, Accountant (Payroll
SHS/CVCC/BTMES/CO)
Amy Renaud, Accountant (Accounts
Payable BUUSD)
Ann Baker, Accountant (BCEMS Payroll)
Kathy Couture, Medicaid Clerk

COMMUNICATIONS:

Josh Allen, Specialist

FACILITIES:

Jamie Evan, Director

CURRICULUM, INSTRUCTION, & ASSESSMENT:

Jessica Barewicz, Director
Ashley Dunlea, Administrative Assistant

TECHNOLOGY:

Emmanuel Ajanma, Director
Megan Gonyaw, Administrative Assistant

**DON'T
FORGET**

TO SET YOUR
CLOCKS BACK
ONE HOUR
THIS SUNDAY.



120 Ayers Street
Barre, VT 05641
Phone: 476-5011
Fax: 477-1132
Website: buusd.org



SUPERINTENDENT NEWS

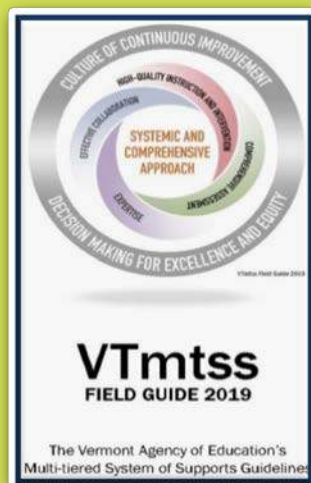
We have now operated for one-quarter of the school year and one-third of the fiscal year as a merged supervisory district. In all aspects of my job, I am able to reflect on the progress we have made (over decades) in working as a unified system, while I can also honor and appreciate the unique aspects and cultures of each of our four schools. Many of you have attended one or more of our schools as a student, and worked in more than one of our schools as an adult, and thus can also appreciate both our schools' individualities and commonalities. Our board is also making the adjustment to knowing multiple schools. Where before they only had one building on their radar they are now seeing a bigger picture, which can be both exciting and overwhelming. As I mentioned at our opening in-service in August, our board recognizes now as an opportune time to step back and consider how we want our new district to reflect our community, what collective outcomes we want for our students, and what specific steps we need to take to get there. In organizational language, this is a Vision, a Mission, and Strategic Goals. This is not something the board gives to the administration and staff, nor is it something the administration and staff gives to the board. This is something that is collectively defined by all stakeholders in the educational community, including students, parents, alumni, community, staff, administration, and board. While the process should not be quick, nor necessarily easy, if done well it should result in a system which better serves our children and community. All the work that we do every day should shape this process, and this process should shape the work that we do every day. Stay tuned as we delve further into this, including time at upcoming in-services.

On October 25, I sent information about the 2019 Vermont MTSS Field Guide Release, and made reference in that email to Act 173 of 2018, an act to enhance the effectiveness, availability, and equity of services provided to all students who require additional support in Vermont's schools. The Agency of Education is in the process of issuing Technical Guidance documents to support the implementation of Act 173, and we looked forward to receiving all of these documents, as well as the additional supports necessary as we work to implement this law. I will re-emphasize that the law itself does not necessarily direct us to do anything different in how we support students, but attempts to provide cohesiveness to many of the things that we already do. I will also note that while this law impacts Vermont's Special Education funding formula, it is not a Special Education law, it is a law that touches the systems we have in place for all Vermont educators to support all Vermont students. I am including below the links to Field Guide and technical guidance documents that have been issued to date, plus the titles of the documents we expect to see between now and January:

- 2019 VT-MTSS Field Guide: <https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports/vtmtss-field-guide>
- Act 173 Technical Guidance; Developing Systems to Support the Success of All Students (Overview): <https://education.vermont.gov/sites/aoe/files/documents/edu-act173-technical-guidance-summary-systems-to-support-student-success.pdf>
- Act 173 Technical Guidance; Educational Support Teams in School District Systems: <https://education.vermont.gov/documents/educational-support-teams-in-school-district-systems-act-173-technical-guidance>
- Act 173 Technical Guidance; Coordination of Curriculum
- Act 173 Technical Guidance; Local Comprehensive Assessment System
- Act 173 Technical Guidance; Needs-Based Professional Learning

As you can see from the above, we have our work cut out for us. We come in and put our nose to the grindstone every day, and attend to the work of the day while thinking ahead about how to make our system better for the future. I greatly appreciate the effort you put in to do this.

Lastly, I was recently reflecting on my days of mentoring new teachers and the mental and emotional challenges this time of year can bring. I think this applies not only to new teachers, but to everyone on the school year cycle. I also think being this far north and dealing with loss of daylight compounds the impact. As simply knowing and recognizing this can be helpful, I thought I would include the following link: <https://newteachercenter.org/wp-content/uploads/NewTeacherDevelopmentEveryInning.pdf>



BUSINESS OFFICE

FY21 Budget Development is progressing well. On November 12th the finance committee will review the FY21 budget development work thus far with plans to present Draft 1 to the Board on November 14th. This presentation will include highlights summarizing administrative team initiatives and district-wide needs.

It's that time of the year when the business office starts to prepare for calendar year IRS reporting of employer offered health benefits and W2s. The BUUSD's consolidation on July 1, means that all employees were employed by two different entities in the calendar year. In mid-January you will receive at least two 1095 C forms and two W2s (you will want to explain this to your tax preparer). Contact Kris or Ann if you have any questions.

To all relevant staff, please complete (if you haven't already) August, September, and October Medicaid logs and send them to Kathy at the Central Office. Thanks to all special education teachers, and support staff for your attention to this.

COMMUNICATIONS

THANK YOU!

Thank you all for the warm welcome into my new position as Communications Specialist! I've had a very busy first couple weeks meeting with most of our building and department administrators to see how I can support their various communication efforts. I will be working with the team from the Barre Area Development group to film a video about our schools to support their "[Barre Rock Solid](#)" marketing campaign.

If there's something great happening in your school or classroom and you think it's worth sharing with our community, please pass it on my way, jallebsu@buusd.org, so I can assist in making that happen. So many wonderful things happen every day in this district and they go unnoticed by others. I'm here to change that, so let's show our community what makes our schools so outstanding

EARLY EDUCATION

Both prekindergarten programs are up to full staff with our two most recent hires at Barre City Elementary & Middle School, Kassidy Swift and Monica Mathias. Kassidy is joining us as a classroom teaching assistant and Monica is our new PreK permanent substitute. Welcome!

On October 11th, prekindergarten staff participated in multiple professional development opportunities including CPR & First Aid and Developmental Design. The Barre Town team explored two program assessment tools that the Agency of Education is rolling out for the Early Childhood field. The Inclusive Classroom Profile (ICP) looks at how programs implement quality inclusive practices, while the Teaching Pyramid Observation Tool (TPOT) assesses how early childhood programs implement the Pyramid Model to support children's social emotional development. Each of these tools is part of the state's comprehensive early education assessment system. Teachers at both schools will have the opportunity to explore these tools and provide input on how best to incorporate them for coaching and self-assessment.

FACILITIES

All of the BUUSD buildings are beginning the transition from autumn to "almost" winter mode. Heating systems have been fired up and are running well. The grounds are looking good along with early preparations for the onset of winter. Snow plows and sanding equipment are being installed on the trucks and snow blowers are being taken out of storage. Expansion of the parking lot at the BUUSD building will begin soon. The top soil will be dug out, drainage will be installed and crushed slate will be installed and compacted behind the building. Lighting has already been installed in this area in preparation for the parking lot.

HUMAN RESOURCES

Don't forget, Open Enrollment for 2020 benefits ends on November 8, 2019. If you would like to make any changes to your healthcare for 2020, make them now. Unless you have a qualifying event (marriage, birth, etc.) you will not be able to change them again until next year (2021). Forms needed to change your plans are located at:

<https://www.buUSD.org/departments/human-resources> (Use the Open Enrollment tab). The Open Enrollment calendar in your packet includes our schedule for school visits and drop in hours at the central office. You are welcome to attend at any time, at any school. As always, by appointment, we are happy to meet with you outside of those hours for individual and/or confidential meetings.

Even if you are not changing anything, we still need you to complete the HRA/FSA (2 sided) and the Healthcare Declaration forms. These were in your open enrollment packet and say "MANDATORY".

Leslie Babic will be visiting your schools during open enrollment and will be available for questions, help with paperwork, etc. Please see the calendar that was recently sent to you via email. Please email HR@buUSD.org or see your building contact if you need information about the visits. Your building contacts are: CVCC - Sarah Capron, SHS - Beth Bicknell, BCEMS - Andra Holbrook and BTMES - Tina Lunt. (Thank you, ladies. You make all of our lives so much easier!!!)

Also, now is the time to evaluate your needs for an FSA (flexible spending account). This year you can save up to \$2,700 and use this toward your first dollar expenses, dental expenses, eyeglasses, etc. Did you know that you can also contribute \$5,000 for dependent care?

Remember you have the advantage of using pretax money. It's like having a 20% coupon. Use this link for FAQ's

<https://resources.finalsite.net/images/v1541372589/bsuvtorg/xf1lbiyenz51hjelzow/FSADCAFrequentlyAskedQuestions.pdf>

AESOP/Attendance

The BUUSD.org website/HR has a quick link for AESOP under "Frontline (AESOP) System and Attendance" bar. Use this to get into AESOP. If you are ever creating an absence and are scratching your head wondering which absence reason to use, we have created a document that gives you definitions for all of the leave choices that may apply to you.

<https://docs.google.com/spreadsheets/d/19pIQnBxZtAJB9WDLEVyp4In2PEsal0Cjbqexh-SWE/edit?ts=5db1b95b#gid=0>



SPECIAL EDUCATION

Special Education Time Schedules are required for all staff paid with special education funds. These schedules were completed for the week of October 21-October 25 for all BUUSD Special Education faculty and staff. Please remember to submit your time schedules to Robin Poulin by Friday November 1st.

Additionally, each year we must submit a Service Plan to the Agency of Education that outlines our anticipated service needs and the staffing to provide these services for the following fiscal year. This plan forms the foundation for budget development and helps the State determine the funding formula projections. We have completed and submitted our FY '21 Service Plan and our plan has received initial approval by the Agency of Education. Thank you to our special education staff, especially Michelle Leeman for their hard work to ensure that this plan was submitted in an accurate and timely manner.

One of the goals of our special education administrative team is to develop systems and procedures that will provide clarity to special education staff about their roles and to support the alignment of our work across grade levels and schools. Part of that initial work has been the development of procedural checklists for both the IEP and the evaluation process in order to assist special education team become more efficient and accurate in these processes. We look forward to continuing the work to develop systems and support alignment within our department.

We are excited to announce that the Spaulding High School alternative programs formerly known as Granite Academy and the ACT Program have merged to form one program under the umbrella of Spaulding Educational Alternatives (the SEA). This new program is providing experiential learning opportunities in a therapeutic environment to all enrolled students while providing small group instruction that is aligned with Spaulding's proficiency model. This will allow more individual support tailored to student needs while utilizing staffing more efficiently. We are already seeing increased educational outcomes for some students and hope to be able to expand our program capacity as we move forward. The Crimson Tide Is Rolling at the SEA!

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Appreciation: November is a month for especially expressing gratitude. Check out [this neat article](#) on teaching gratitude to students.

And, thank you all for welcoming me to BUUSD. I'm incredibly grateful for a job I love working with educators passionate about their profession and student success. While I've worked more closely with some of you than others in these few months, it's through an interconnected web of supports that we serve our students and each other well (sometimes without even explicitly knowing it). Thank you for all you do for and with our students, teachers, leaders, and community! I wish each of you a rejuvenating holiday.

Integrated Field Review	November Inservice	Instructional Coaching
Thank again to the IFR team for all their hard work preparing for our Integrated Field Review. Also, a hearty thanks to everyone in all of our schools for being so welcoming, helping our schools to shine, and being open about areas in which we need to grow the most. In a few weeks we should have our IFR report that boils down all interviews, artifacts, and observations into a few commendations and recommendations.	Stay tuned for details on exciting and engaging work for our November 11 inservice day. Teams of administrators, teachers, and curriculum leaders are working together to finalize the plan that balances big picture collaborative work, curriculum development, and PLGs/PLGs.	Coordinators, coaches, and administrators will be making time to present about our (currently) PreK-8 Coaching Model and what to expect from a coaching cycle. Here is a very recent good coaching article , " Why Teacher Autonomy is Central to Coaching Success ", from an instructional coaching guru, Jim Knight.

Tuesday Meeting Rotation PK-8: The PreK-8 Tuesday meeting rotation is also coming soon. Feedback seemed to have shifted over the course of September-October with many people reporting in meetings with Jean Haegar and Jess that they'd prefer two PLG meetings per month rather than two curriculum meetings per month going forward. Both focus areas are very important to our system. As you know we are making significant investments of time, money, effort, and leadership to create a strong culture of professional learning groups. If you feel strongly about the rotation one way or another, please feel welcome to send feedback to Jess (jbarebsu@buusd.org) ASAP. The first Tuesday of every month for PreK-8 is for faculty meeting.

Curriculum Committee Update	SBAC Preparation
<p>The Board Curriculum Committee met the evening of Tuesday, October 22. Presenters from CVCC gave us an overview of Career Center programming. A shout out to Penny Chamberlin, Tim Hammond, Clifton Long, and Steve McKinstry for their time and effort creating such an in-depth presentation!</p> <p>The Curriculum Committee is committed to hearing from a range of groups on the current state of curriculum, instruction, assessment, and student data in all content areas/programs PreK-12. Once some November and December meeting date changes are final, I look forward to sharing the Curriculum Committee Annual Work Plan with a proposed order of presentations and invitations for related administrators, teacher and curriculum leaders, coordinators, and teachers to collaboratively present. Here is a link to the guidelines for presentations that the committee has created to learn as much as possible.</p>	<p>Annette Rhoades (Assistant Special Services Director) and I joined Jess Van Orman, Emily Loughlin, and Mike Martin (Technology Integrationists) at an AOE State Assessment training October 24, 2019. We will be working with a larger group to refine our BUUSD assessment administration process. State required assessments include the literacy and math assessments known as SBAC, the science assessment referred to as VTSA, the physical education assessment referred to as the VTPEA, and alternative assessments for each of those tests for students with significant cognitive impairment. Thanks to Annette, Emily, Jess, and Mike for making the time for this training and sharing their knowledge so we can continually improve our administration of state assessments. Stay tuned for more assessment updates coming soon to an inbox near you.</p>

TECHNOLOGY

Vermont Fest 2019:

Registration is open for Vermont Fest 2019. This year's conference will bring together technology and leadership teams representing PreK-12 education facilities from across the State of Vermont. With the theme "Mapping the future with intention," discussions will include robotics, artificial intelligence, cybersecurity, virtual reality, data privacy, gamification, digital citizenship, social media, digital media, design thinking, and global collaboration. [Visit the online conference schedule for more details.](#) We are excited to have a team from our district attending the conference scheduled for November 14-15, 2019.

Staff Wifi Network:

The network team has continued to fix the staff wifi network to correct issues encountered by some staff members with connectivity. Please be sure to run an iOS or Android software update on your cell phones so you can connect more easily to the network. Also, note that we are expected to connect only our cell phones. If you want to connect any other type of device, please let us know.

E-rate:

We are working with our E-rate consultant to prepare our FY 21 E-rate application. With E-rate funding, we have continued to improve our technology infrastructure over the years strategically. We have completed the paperwork and submitted it to the consultant for review. We hope to fill the USAC 470 form as soon as we complete this preparation process.

Montpelier/Roxbury District Tech Team Visit:

On Tuesday, November 5th, we will host the Montpelier/Roxbury school district's technology team. During the visit, we will share and learn from one another on several topics ranging from 1:1 Chromebooks program, technology hardware and software, etc. We are happy to collaborate and network with our neighboring school districts.

G Suite for Education in the Classroom:

- [EDU in 90 Episodes](#) - Catch up on the latest EDU in 90 episodes to learn more about apps for [portfolios](#) and presentations, ideas for [Google Sites](#), and more [updates](#).
- The latest Future of the Classroom report from Google ([Resource link](#))
- 45 ways to use G Suite for Education in the classroom ([Resource link](#))
- Training videos delivered to your inbox for 8 weeks on Drive, Doc, Classroom, Forms, Slides, Sheets, Drawings and Gmail ([Resource Link](#))

Course Reimbursement Reminders

- ✚ Please use the new version posted on our website, [Course Approval Form](#)
- ✚ Form must have your administrator's signature or it will be returned.
- ✚ **A printout of information about the course needs to be attached to your form.**
- ✚ If you receive an invoice please send it to the central office right away.
- ✚ If a course is cancelled after submitting request please let Tina Gilbert know.
- ✚ Please turn in grades reports once your course is complete.

**Thank you for your help in making
this process work!!**

RECEPTIONIST

*In everything
GIVE THANKS
with a grateful heart*

Thank you all for all you do!

CVCC's Open House
Will be held on
December 5th from
5:30-7:30 pm!
Visit the programs
and tour the Center!

Upcoming PATH Opportunities

***2020 PATH Adventure Joy Ride** Registration is OPEN & FREE! Go to www.tomypath.com

- Receive a FREE GIFT when you sign up! (trucker cap, athletic socks, or unisex short sleeve t-shirt)
- Select other COOL GIFT items for a small fee! (unisex baseball shirt; women's v-neck short sleeve shirt; women's pullover hoodie; men's full zip hoodie)
- Qualify for these great PRIZE drawings:
 - Grand Prize -- \$2500!!
 - Second Place Prize -- Three winners receive a YETI Hopper Backpack Cooler!
 - Third Place Prize -- Three winners receive a KitchenAid Stand Mixer!

***SPINNING with April Clark 4:15-5:00pm (\$40)**

Wednesdays October 23rd - December 4th (skips November 27th)

@ Granite City Group Fitness in Barre

***Stuffed Squash Cooking Workshop with Hailey Cohn of Satori Foods**

5:00-6:30pm (\$5)

Wednesday November 6 @ Spaulding High School, room 10

***BSU Family Skate! (FREE)**

January 11, 5:30-6:30 p.m. - BOR, Barre

PATH tab link: <https://www.buUSD.org/departments/human-resources>

- Complete Healthy Life Survey: Earn 50 PATHpoints between November 2019 and March 2020.

Building Coordinators – BCEMS: Diana Flood, Jessica Maurais, Ian Thomas; **SHS:** Beth Bicknell, Jesse Carpenter, Sarah Chap; **CVCC:** Wendy Clark, Cheryl Zandleoni; **BTMES:** Laura Thygesen, Jessie Casavant, Amy Robertson; **BUUSD:** Ashley Dunlea



	<p>BTMES Farmer's Market & Harvest Dinner</p>		<p>CVCC Adult Education Fall Classes http://www.cvcc.org/cvcc-adult-education.html</p>
	<p>BCEMS Annual Walk Run Fun 2019</p>		

Upcoming Calendar Events

- November 4 (date change) – BUUSD Facilities and Transportation Committee – 5:30 pm – Central Office
- November 5 – BUUSD Negotiations Committee – 4:30 pm – Central Office
- November 6 (date change) – BUUSD Communications Committee Meeting – 5:30 pm – Central Office
- November 11 – Staff Development Day
- November 12 – BUUSD Finance Committee Meeting - 5:30 pm - Central Office
- November 14 – BUUSD Board Meeting – 5:30 pm – SHS Library
- November 18 – BUUSD Policy Committee Meeting – 5:30 pm – Central Office
- December 11 (change from November 26) – BUUSD Curriculum Committee Meeting – 5:30 pm – SHS Library
- November 27-29 – November Break



Spaulding High School

155 AYERS STREET, SUITE 1
 BARRE, VERMONT 05641-4300
 TEL: 802-476-4811 • FAX: 802-479-4535
 Website Address: www.shsu61.org

Luke Aither
 Assistant Principal

Brenda Waterhouse
 Principal

Jim Ferland
 Assistant Principal

November, 2019
 Principal's Report

Athletics:

- **Golf**-(14 participated in golf) Metro championships were held on Sept 26th, due to poor course conditions and the rain, they only played 9 holes. We finished 6th out of the 12 teams. On Oct 2nd we competed in the D1 sectionals @ Stowe Country Club and finished 6th and that finish qualified them to compete in the D1 State Championships. The D1 State Championships were held at Quechee Country Club on Oct 10th and Coach Jordan Blais reported that it was "not our best day, but it was a gorgeous day and we will take the positives from this year and look forward to the future".
- **Cross Country**-(25 participated in cross country) On Oct 19th, they competed in the NVAC (Northern Vermont Athletic Conference) Championships where Emily Poulin finished in 5th place and Emma Cushman finished in the top 25 for division II girls. The boys' team finished in 2nd place with Taite Magoon in 2nd place, David Poulin in 3rd, Jake Darling in 8th, and Matthew Toborg in 9th.

In addition, Taite and David are now ranked 21st and 25th in the entire state (all divisions) going into the state championship at Thetford that was held on Oct 26th. The boys' team finished 4th out of 15 teams. Our top 5 finished 12th, 15th, 17th, 29th, 49th. The girls finished 10th overall and our top runner finished 18th.

- **Field Hockey**-(34 participated in FH) Finished the season with an 8-3-2 record and found themselves seeded 5th in the D2 bracket. They received a bye in the first round(top 6 teams received a bye). The second round we traveled to #4 Burr & Burton in Manchester, VT to play on their turf field. It was a beautiful day for a game and halftime the score was 0-0, final score was Burr & Burton 3 Spaulding 0.

Morgan Mast made the Twin State team. Which is the Vermont vs New Hampshire game that takes place in June @ UVM.

Capital Conference 1st Team (Capital is the conference in which we compete in)
 Morgan Mast
 Madison Henderson

Capital Conference 2nd Team

Zoe Tewksbury
Abigail Stacy

Capital Conference Honorable Mention
Samantha Donahue
Isabella Bevins

- **Girls Soccer**-(37 kids participated in girls' soccer) Finished 4-9 on the season. We received the 13 seed in the D1 bracket. We traveled to Mt. Anthony who was the 5 seed; we lost the game 4-1 but fought hard the entire game.

Lake Conference 1st Team:
Cassie Graves
Lauren Allen

Lake Conference 2nd Team:
Halle Pletzer
Camryn Fewer
Jenna Hallstorm

All State- (All Star team selected from the entire state in Division 1)
Cassie Graves
Lauren Allen

Cassie Graves made Twin State team (Vermont vs New Hampshire)
Lauren Allen is an alternate on the Twin State team
Game date, time and location are TBD.

- **Boys Soccer**-(30 participated in boys soccer)- Finished the season 0-14. I spoke to coach a week before playoffs and asked about the tournament. I could tell by the body language and the team's demeanor that they were defeated by their season. I asked coach to do a check in about whether or not they wanted to enter the tournament. The team decided not to enter the tournament.

1st Team Lake Division Taylor D'Agostino
2nd Team Lake Division Levi Hilton VanOsdall
Honorable Mention Grant Otis & Gus Han

- **Football**-(40 participants) Finished the season with a 2-6 record and qualified for the D2 football tournament. We traveled to U32 for the field round football playoff game. We lost 41-16.

Players that made the North/South football team. (North/South is a football game where the northern schools play the southern schools):

Jackson Pierson
Ethan Benoit
Jacob Washburn

Chris West
Hunter Chase

Our football staff will be the coaches for the North team. The North practices will be held here at Spaulding Sunday November 10th-Friday Nov. 15th. The game is scheduled for Nov 16th @ Castleton State University.

Football Community Events from this season:

Graniteville Playground build

Tatums Totes backpack fundraiser w/cub scouts

Visited city/town councils, school board

Military and First Responder appreciation nights

In-house leadership talks. Some speakers were Gov. Phil Scott, Ex-UVM AD Rick Farnham, Barre City Mayor Lucas Herring

Other Athletic Notes:

- Brenda and I spoke at length about the review process for our coaches. We have gone to an online version called Coach Evaluator. This gives me the ability to make a note in real time and for the coach to get feedback in real time via the app on a phone. This is similar to administrators across the district using Teachpoint for professional walkthroughs and observations. We used the standards for coaches to create the evaluation template in the Coach Evaluator. In this process, we also reviewed coach evaluation tools used by other high schools (U32 and Mt. Abe). The student feedback questions are being built into a template on this app and are a slight modification to the survey questions asked before, but better aligned with the professional standards that we are evaluating the coaches by. We also made a survey for parent feedback as well. As soon as these are completed in the Coach Evaluator tool (set up on their end), we will be sending these out.
- There was a student athlete leadership conference in South Burlington on Nov 4th and 5th. 3 boys and 3 girls attended. Maddie Benoit, Addie Riel, Katelyn MacIver, Jamison Mast, Colby Berard, and Jake Darling.
- Winters Sports Info Night and Coaches Meeting: November 12th
- November 20th hockey will begin.
- Dec 2nd basketball, wrestling, indoor track all begin.
- Varsity Baseball coaching position is currently open and is posted on schoolspring.
- Any changes to athletic schedules you can find on the athletic calendar online and pop pages stating the changes as well.

Students & Community:

- Community Forums will now be held on the first Tuesdays of the month from 7:00 AM – 8:00 AM. The feedback of previous forums had been that evenings were difficult and busy times for families. Thus, by offering an early morning time, we are hoping for

better access for our families. The forums will be held in the auditorium with light refreshments, and parking will be available between the gym and auditorium area. The forums are designed to provide opportunities for discussions, questions and information to be shared. Our next forum will be November 5th and the topic of discussion will be about vaping and school procedures. Next month's discussion topic will be community service.

- Please see the attached November Newsletter. The monthly newsletter highlights a variety of topics including up-coming events, educational programs, student and/or staff achievements, and school community updates.
- In the September [Newsletter](#), the new Office Hours and Plans for Academic Success (PAS) system was outlined. Students that had earned a Below or Unsatisfactory in their academic courses received an email, along with their parents, indicating that they would need to work on their plan. The teachers worked closely with the students needing to make a plan, receive support and complete work. Parents should have received a follow-up plan for each course their child needed to work on.

After two implementations, we continue to seek feedback and improve our system. There were several logistical matters that we adjusted for after the first implementation and a slight schedule change to address lunch after the second implementation. Our data comparing the first and second implementation of PAS has us optimistic that this support is impacting students in a positive academic manner. However, we are awaiting more data over time before making any conclusions. What we have noted is it appears that students have been better utilizing their advisory support time. I will be continually updating the board through the year.

- WBL200 Students have begun their Career Safe Online Modules, which raises awareness about workplace safety and they will make connections to their placement. For WBL300 Students, they find themselves gaining particular insight on a career cluster while adopting new skills in the workplace. Many students have begun their placements and they are learning about professional conduct in the workplace.
- On October 16th, we implemented PSAT tests to 9th, 10th and 11th graders. We had 155 9th graders (90%) and 288 10th/11th graders (91%) take the PSATs. Seventeen students were called in excused by parents and five students came to school, but because of when they came, it was too late to admit them to the test. The students and their parents will receive a detailed report about their individual performance, and, for upperclassmen, look at their growth from the previous year. We find that by implementing the PSATs for all underclassmen, that we not only receive information about their academic performance but that it helps message to students and families earlier in their academic career to consider post-secondary aspirations.
- On October 21st and 22nd, Spaulding High School welcomed a group of Middlebury College students to the school. The college students were prepared to share their international experience and perspective (some being international students, and others having studied abroad) in classrooms throughout the day. This will be the fifth year we have welcomed the student group. Many thanks to Olga Benoit for organizing this event and helping to facilitate student questions around cultural diversity.

- *On October 16th nine choral singers and five jazz instrumentalists from SHS traveled to Harwood Union High School for the annual Winooski Valley Fall Music Festival auditions. They joined about 140 other students from central Vermont who performed and received feedback from area music teachers that acted as judges for the night.*

Students began preparing for these auditions in September. Choral students perform their auditions in duets or quartets, as well as singing a short section as a solo. Jazz instrumentalists perform solo pieces and are also required to sight-read and improvise with a rhythm section.

This is a completely optional opportunity for our students and is in addition to their responsibilities as members of the Spaulding performing groups. The Spaulding music department would like to commend all of the students that challenged themselves with this opportunity. They were excellent representatives and ambassadors for our school and community. We feel really fortunate and proud to have supported these students through their preparation and the audition process. While not all of the students were accepted into the festival ensembles this time around, they all should feel really proud of their performances.

Congratulations to the following students for their auditions!

Chorus: *Natalie Allen, Brandon Brunner, Jack Dodd, Grace Hardaker, Lily LaCroix, Abigail Lindhiem, Kai Morse, Emily Grace Spaulding, Charlotte Young.*

Jazz: *Ezra Bernier, Blake Bliss, Will Poirier, Noah Rubel, Ethan Touchette*

In addition to the students chosen based on Wednesday's auditions, there are students that will be participating in the Festival Wind Ensemble and Concert Band based on their teacher's nomination. In total there will be 26 students representing Spaulding High School at this year's Music Festival!

We would like to express our gratitude to the Spaulding High School administration, John Pandolfo and the BUUSD board for their ongoing support of our students and the music department. We would not be able to offer this enriching growth opportunity to our students without their flexibility and support.

Many Thanks!

Spaulding High School Music Department

Bobby Booth

Instrumental Director

Rebecca Elgood

Choral Director

Staff:

- Bobby Booth, our band teacher, has been nominated for the LifeChanger award. LifeChanger of the Year is an annual program sponsored by National Life Group that recognizes and rewards K-12 educators and school employees across the country. The program celebrates those who are making a significant difference in the lives of students by exemplifying excellence, positive influence and leadership. Bobby is a 2000 graduate

of SHS, a teacher at SHS since 2006 and was the UVM Teacher of the Year in 2011. Bobby has done an incredible job building relationships with his students.

- Thanks to Michelle LaFrancis for securing a grant to further expand the opportunities of our students. The proposal for *Advanced Manufacturing Day: Expose, Educate, & Experience* was selected to receive a sub-grant in the amount of \$2,000.

Student of the Week

- **Grace Isham** (nominated by Sara Jacobs) *She is always so positive in every interaction and goes the extra mile to make sure she is meeting or above the standards! Even with missing class for early sports dismissals or having to reassess a few times, she maintains her positive attitude and never gives up!*
- **Tyler Boutin** (nominated by Karine Marineau) *He has such a positive attitude and energy in class. He does all the practice work (less than 10% of my class does this), works hard, and helps his peers. He asks great questions and is always engaged and ready to answer questions. Today in the last 5 minutes of class he could have been laying low with friends, but instead he was at the promethean board listening and focused on the words of a French song we were just doing for fun.*
- **Analie Choquette** (nominated by Katie Whitcomb) *Analie always comes into advisory with a determination, whether that's a determination to complete work or socialize depends on the specific day. Friday, during Band C, she came up to me and told me she said something in the cafeteria that she regretted and she wanted to go apologize to a student. And on Monday, Analie came in and noticed a new student had joined us and immediately introduced herself and invited the student into the card game that the rest of the class was playing. She told the new student that our advisory is like a family, and that they may bicker, but they have fun. Analie has consistently showed that she is a compassionate and caring individual in and outside of the classroom. She's open to her peers and reflecting on her interactions with them, and I believe she should be recognized for that.*
- **Grace Hardaker** (nominated by Jesse Willard) *Grace has been working really hard staying on top of difficult statistics concepts. Grace asks really good questions during class to further her understanding and often, the conversations her questions start, lead to better understanding for the rest of the class as well. There are also many times someone will have a question about an assignment which Grace answers before I finish up with other students. Having Grace in class makes my life a lot easier.*
- **Kayla Clouse** (nominated by Peggy Portelance) *Kayla is a senior, new to our school. Being a new student is always a challenge, but to come in as a senior is even more challenging with trying to fit into well established friendship groups and school protocols. Kayla walks around school with a smile on her face, is engaging in her classes and is not afraid to reach out for support or to ask questions. We are happy to have Kayla as part of our SHS student community.*
- **Courtney Silk** (nominated by Jesse Willard) *In the beginning of the year Courtney was really struggling with her confidence and the material; to the point of tears quite frequently. This week we are finishing up a new unit and she is ahead of everyone else in the review and is helping her classmates with problems they are having trouble with.*
- **Naomi Cambio** (nominated by Sarah Chap) *Naomi is one of the kindest students I've ever had! She always has a smile on her face in class and is 100% willing and eager to work with any classmate. She makes her peers feel valued and respected through her kind and inclusive nature. When a peer isn't following classroom expectations, she's even able to delicately redirect them to prevent them from having to have the dreaded conversation with the teacher! She's such a rockstar!*

Athlete of the Week

- **Nick Norwood** (nominated by Bob Lamb) Nick is an extremely hard worker who always shows up everyday, on-time, ready to go. He exemplifies what I as a coach am looking for a student athlete. He is always respectful, hardworking and leads by example. Not only is Nick a great athlete, he is very actively involved with any community oriented event the football program is involved with.
- **Sage MacAuley** (nominated by Emily Loughlin) Sage has been a dynamic force on offense for the JV girls team this season. So far she has scored in every game and she has scored 14 out of the 17 goals for the team this year.
- **Brady Lamberti** (nominated by Jordan Blais) Brady shot a career best 82 at the state qualifier at Stowe Country Club on 10/2/19 to lead Spaulding to a 6th place finish and earn a berth in the State Tournament at the Quechee Club. Brady has been a steady player all season long and his efforts have paid off. This is the first time Spaulding has qualified for states as a team in a few years (not sure exactly how many).
- **Taite Magoon** (nominated by Don Singer) Taite Magoon is ranked 21st in the state going into the state championship. He also finished in 2nd place in Saturday's NVACC Championship. The top 25 runners qualify for the New England Championship at Hartford, Connecticut on November 9th. Spaulding hasn't had a cross country runner qualify for the New England Championship in the 15 years I've been here.

Staff Person of the Week

- **Katie Whitcomb** (nominated by Ellison Fortin) I nominate Ms. Whitcomb for Staff Person of the week because she is always cheerful and enjoys having us!
- **Karine Marineau** (nominated by Gaby Matthews) I have a nomination for staff person of the week, Mrs. Marineau. She has put so much work into helping me keep up with class. I am currently away in California for my mom's surgery and she is kind enough to make sure I have a way to be in class!
- **Olga Benoit** (nominated by Nora Duane) Olga is a strong advocate for not only her EST students but all students who come to the Tide Pool for extra help. She and the Tide Pool team have created a welcoming and supportive place for students to come to not only get help, but to start being self advocates. Olga supports her students, while at the same time holds them to high standards.
- **Barbara Strong** (nominated by Katie Whitcomb & Alicia Tosi) My classroom neighbors, including Barb Strong, were all extremely supportive of my first night of parent-teacher conferences. They all continuously checked in with me leading up to the night, gave me help planning what to say when talking about a student who has been underperforming in the classroom or displays difficult behavior. They also checked in throughout the conferences when we had time to make sure conversations were going well and to see if they could help me further. Barb also helped support my confidence in teaching and relationship to students in the classroom by telling me what parents had to say after meeting with me. & She nurtures her students and her colleagues every day. I could not teach without her support!
- **Sandra Wetzel** (nominated by Katie Whitcomb & Andrew Stacy) My classroom neighbors, including Sandra Wetzel, were all extremely supportive of my first night of parent-teacher conferences. They all continuously checked in with me leading up to the night, gave me help planning what to say when talking about a student who has been underperforming in the classroom or displays difficult behavior. They also checked in throughout the conferences when we had time to make sure conversations were going well and to see if they could help me further. & One time we were playing Jeopardy and she made everyone feel included and made it very engaging. For a teacher to get everyone in the classroom engaged and learning about the subject on a daily basis is very hard to do. For her, to do this daily takes a lot of determination and commitment. After that lesson, everyone learned more about the subject than we would have if we just silently did book work. Mrs. Wetzel realizes this and makes learning fun! She also let me be Alex Trebek and gave me a costume to be like him.

Spaulding High School Newsletter

November, 2019

Athletics – Fall Season Comes to a Close & Winter Season Approaches!

Our fall athletic season comes to a close with varying levels of success. Whether a personal best, team success or overcoming challenges, athletics is far more than wins and losses. We are proud of all of our student athletes and their sportsmanship. We look forward to the up-coming winter season. There will be a parent and student information meeting on November 12th at 6:00 PM. Any questions about athletics can be directed to Natalie Soffen, Athletic Director, at nsoffshs@buusd.org.

The 2019 Vermont Parent Survey on Youth Substance Use

Ann Gilbert, Central Vermont New Directions Coalition, Montpelier asked us to share information from the Vermont Department of Health. They are requesting input to help identify gaps and shape healthy messaging in the future.

This [survey](#) is being conducted by Pacific Institute for Research and Evaluation in partnership with ADAP at the Vermont Department of Health and is **designed for Vermont parents with children in grades 6-12**. The purpose of the Vermont Parent Survey on Youth Substance Use is to assess parents' knowledge, attitudes and beliefs related to youth substance use, parental monitoring behaviors, and awareness of the Parent Up campaign and other prevention messages and activities.

Any questions about the survey can be directed to Amy Livingston at 802-652-4111 or amy.livingston@partner.vermont.gov.

Integrated Field Review – Update

On Tuesday, October 29th the BUUSD had a visiting team of educators, administrators and representatives from the Agency of Education. The visiting team reviewed evidence of our work, observed classes, toured buildings and conducted panel groups with each of the following: parents, students, staff and administrators.

I want to thank all of those that participated in the IFR and providing your voice and perspective to the overall process.

At Spaulding, we feel that we had a lot of positive things to highlight in our work towards Academic Proficiency, Personalization, Safe Healthy Schools, High Quality Staffing and Investment Priorities. We also recognize that we are continuously trying to improve in all areas. We look forward to the feedback we will be receiving in a few weeks.

If you would like more information about the IFR, please contact Brenda Waterhouse, Principal, at bwateshs@buusd.org or Jessica Barewicz, Director of Curriculum, at jbarebsu@buusd.org.

Community Forum

The community forums are held on the first Tuesday of each month. Due to some feedback about time of day we had previously held our forums, we are trying a morning time for better accessibility for parents. The forum will be 7:00 AM to 8:00 AM in the Auditorium. Parking is available by the entrance to Pendo field – please look for signs. Parents may enter at the auditorium entrance. Light refreshments will be available.

Our topic for discussion for this month will be about Vaping. Next month's topic will be about Community Service. Suggestions for future topics are always welcome and may be submitted to Jim Ferland, Assistant Principal, at jferlshs@buusd.org.

Winooski Valley – A Great Opportunity!

On October 16th, choral singers (Natalie Allen, Brandon Brunner, Jack Dodd, Grace Hardaker, Lily LaCroix, Abigail Lindhiem, Kai Morse, Emily Grace Spaulding, Charlotte Young) and jazz instrumentalists (Ezra Bernier, Blake Bliss, Will Poirier, Noah Rubel, Ethan Touchette) from SHS traveled to Harwood UHS for the annual Winooski Valley Fall Music Festival auditions. They joined about 140 other students from central Vermont who performed and received feedback from area music teachers that acted as judges for the night.

Students began preparing for these auditions in September. Choral students perform their auditions in duets or quartets, as well as singing a short section as a solo. Jazz instrumentalists perform solo pieces and are also required to sight-read and improvise with a rhythm section.

This is a completely optional opportunity for our students and is in addition to their responsibilities as members of the Spaulding performing groups. The Spaulding music department would like to commend all of the students that challenged themselves with this opportunity. They were excellent representatives and ambassadors for our school and community.

In total there will be 26 students representing Spaulding High School at this year's Music Festival! Questions about Winooski Valley or the SHS music program, please contact Bobby Booth, Band Instructor, at rbootshs@buusd.org or Rebecca Elgood, Choral Instructor, at relgoshs@buusd.org.

Veggie Van Go Comes to SHS!

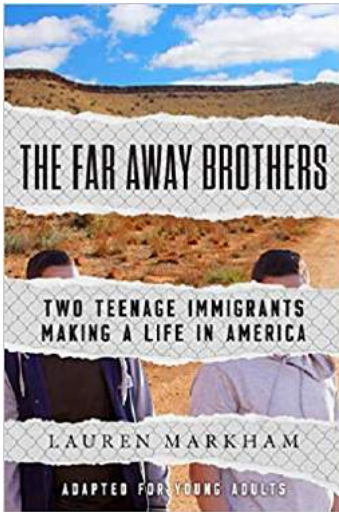
We are excited to welcome Veggie Van Go to Spaulding! Fresh produce and vegetables will be made available to any students and parents from 7:30 AM – 8:30 AM on the third Tuesday of each month. Last month, we had cauliflower, corn, apples and squash – all free for the taking. Unfortunately, we do not know in advance what produce and fruit will be available, but we encourage families to stop by in the morning and grab the fresh options, along with learning about recipes incorporating such options. Parking will be identified near the entrance of Pendo Field, and there is a short walk to the exterior of the cafeteria. If there are questions or handicap needs, please feel free to contact Brenda Waterhouse, Principal, at bwateshs@buusd.org for more details.

Food Pantry

Along with Veggie Van Go, the Vermont Food Bank is supporting our school community with a food pantry located at SHS. The food pantry is open to all students, and provides a variety of staples. The options vary, but currently we have options such as jars of peanut butter, pasta, tomato sauce, canned fruits and vegetables, cereal, etc. Students can access the food pantry between 8:00 AM and 3:00 PM in the front office. If you have questions about the food pantry, please contact Brenda Waterhouse, Principal, at bwateshs@buusd.org.

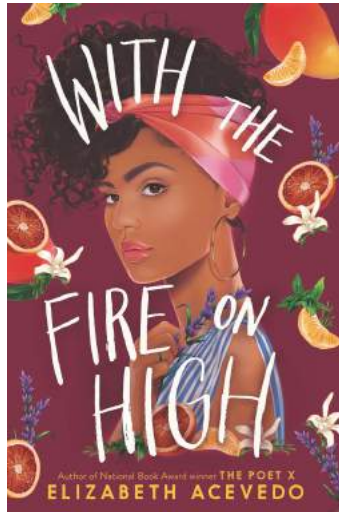


New Arrivals: Top Picks



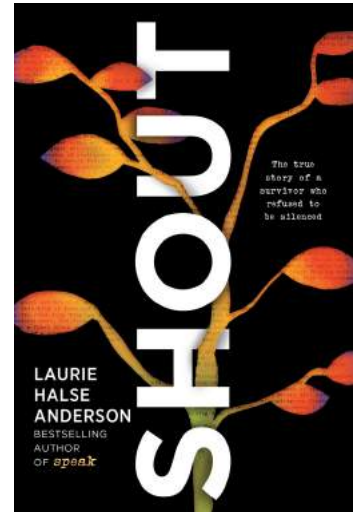
THE FAR AWAY BROTHERS

This true story follows the immigration of identical twin brothers who escape El Salvador's violence to build new lives in California-- fighting to survive, to stay, and to belong.



WITH THE FIRE ON HIGH

With her daughter to care for and her abuela to help support, high school senior Emoni Santiago has to make the tough decisions, and do what must be done. The one place she can let her responsibilities go is in the kitchen.



SHOUT

Searing and soul-searching, the author of *Speak* (Laurie Halse Anderson) writes this important memoir as a denouncement of our society's failures and a love letter to all the people with the courage to say #metoo and #timesup.

LIBRARY RENOVATION FINALLY COMPLETE!

by Ms. Smith (Librarian)

The sound of hammers, the groans of book movers, the sore hands from re-shelving, and the anticipation of reopening are over! The duration of the renovation is complete and the library looks and smells like new. The purpose of the renovation was not only to create a more modern space, but to also stay true to Spaulding's traditional values. I wanted to open up the Library, generate more flexible seating, and provide a specific collaborative area...

(Continued on page 2)



Pictured: the Libraries' new circulation desk.

LIBRARY RENOVATION FINALLY COMPLETE!

(Continued...)

...for teacher and community member use. It's been a long process from conception to reality and the results have been positive and rewarding for all of us here in the Library. It did indeed take a village to reconstruct the Library; from students, the Library staff, faculty, and Spaulding's amazing custodial staff.

Below in pictures, you will see the various phases and people who helped make this a reality.

Phase I - The Layout: *Fall 2017 to Spring 2019*

Architectural design created with help from Michael Pope at Barre Town School. We had many different designs and they all had to fit into my vision. I think we did a pretty good job!



Phase II - Prepping for the Renovation: *2018 School Year to the Spring of 2019*

Preparing the Library required analyzing/evaluating the collection and making tough choices on what books to keep and what to recycle or re-purpose. Libraries need to balance the influx of new materials with the need to keep titles with high interest and relevant research value. This process took most of the 2018 school year into the fall of 2019.



Phase III - Packing Up the Library: *Spring of 2019*

To say this was a labor-intense process is an understatement. It took student volunteers, the Library staff and our SHS's substitute staff HOURS to sort and fill 130 bright orange bins, remove old technology,

and cover those aspects of the library that couldn't be moved. We still ran out of the bins and had to stack books onto tables in the e-classroom.



Phase IV - The Physical Renovation: *Summer of 2019*

We tore down the old circulation desk, blew a hole in the wall, tore up the old carpet, painted the walls, and put in the new carpet.



Phase V - Putting it all back in: *Beginning of the 2019-2020 School Year*

It took an entire library, custodial, and sub staff to put everything back in order. Starting in late August, we finally were able to open the doors to the library in the second week of September. Who knew that putting away books could be so exhausting? Of course, we had to forget ONE bin which required another round of shifting in the fiction section.



Phase VI - The final results: *Fall 2019 until Now*

The new space is open, bright, and very inviting. We have a beautiful new window to the hallway, booths with tables for students to snack and socialize, tall tables, beanbags, and tall chairs to help with flexible seating as well as new whiteboards and a projector for collaboration. Our beautifully crafted new circulation desk is the centerpiece with an incredible SHS logo that ties it all together. We are all proud of our hard work and the students have really gravitated towards the new space!



Phase VII - The Little Details: *Going Forward*

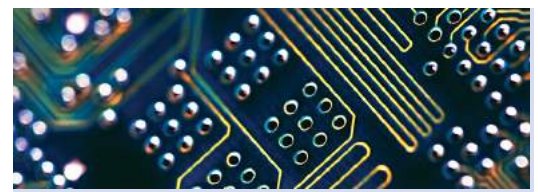
As we move forward, we will continue to reuse and re-purpose books removed from the collection and fundraise for new movable furniture, an up-to-date audio/visual room, and a stage for presentations. Thank you all for your support and encouragement. Come and see us, relax, and enjoy!



LIBRARY NEWS & EVENTS

ALTERNATE SUMMER READING PROGRAM

- **Summer Reading Book Group Discussions** took place on September 11th and were a big success!! Thank you once again to everyone who volunteered to lead a discussion group!
- In the event a student picked up a summer reading book but did not do the assignment, OR a student did not ever pick up a book, there is an alternate assignment prepared for them. They should see their English teacher to take care of this, or Mrs. Brennan in Room 216 to sign out an alternate book and receive paperwork.



TECH DECK

The *Library Chromebook Loaner Cart* is up and running! Students who are currently without a Chromebook, or who are experiencing issues with their current one, can now visit the library to check out a temporary loaner for use during the school day. Here are some borrowing guidelines to keep in mind:

1. Students will need to fill out a quick Google form prior to checking one out (see Mrs. Gaboriault at the circulation desk).
2. Loaned Chromebooks are due back no later than 3:15 PM to the library, the same day as checkout.
3. Students are **NOT** allowed to take loaners home overnight, as they are only for use during the school day.
4. We strongly recommend students visit during morning block to sign one out, instead of waiting until they reach a class where one is needed.
5. These will be fully charged each morning - *we will not be loaning chargers.*
6. Loaners are subject to the same *Acceptable Use Policy* as any other laptop or computer throughout the school.



LIBRARY NEWS & EVENTS

(Continued...)

NATIONAL VOTER REGISTRATION DAY

- National Voter Registration Day was Tuesday, September 24th 2019.
- The League of Women Voters of Vermont set up shop in the Library during Advisory in order to recruit students who are eligible to register to vote and explain the registration/voting process.
- Students who are going to be 18 years old by November 2nd can register to vote in time for fall 2019 elections and the presidential elections of 2020.
- If someone was unable to register to vote on Tuesday **there is still time!** **CLICK HERE** for more information about registering to vote online, or to fill out an application and register by mail.

NEW PROJECTOR IN MEETING AREA

- A brand new projector and surround sound have been recently installed in the meeting area of the Library!
- The meeting area of the Library is the perfect place for:
 - Group Presentations
 - Video-Conferences
 - Viewing movies
 - and much more!
- Sign up to reserve the meeting area down in the Library.

Pictured: the meeting area of the Library



MINDFULNESS CORNER~



Pictured above: our latest bulletin board

"LIFE STARTS ALL OVER AGAIN WHEN IT GETS CRISP IN THE FALL."

— F. SCOTT FITZGERALD

.....

The Young Adult Library Services Association (YALSA) has just announced the 2019 Teens' Top Ten Titles. Come see us in the Library to check them out!

1. **#MurderTrending** by Gretchen McNeil.
 2. **Wildcard** by Marie Lu.
 3. **The Cruel Prince** by Holly Black.
 4. **Thunderhead** by Neal Shusterman.
 5. **Children of Blood and Bone** by Tomi Adeyemi.
 6. **The Prince and the Dress-maker** by Jen Wang.
 7. **American Panda** by Gloria Chao.
 8. **Batman: Nightwalker** by Marie Lu.
 9. **Speak: The Graphic Novel** by Laurie Halse Anderson and Emily Carroll.
 10. **The Poet X** by Elizabeth Acevedo.
-



Barre City Elementary & Middle School

Hayden Coon, PK-4 Principal
 Christopher Hennessey, 5-8 Principal
 Office (802) 476-6541
 Fax (802) 476-1492

50 Parkside Terrace
 Barre, VT 05641

Pierre Laflamme, PK-8 Assistant Principal
 Counselors (802) 476-7889
 Nurse (802) 479-6920

November 7, 2019

Dear Barre Unified Union School District Board,

As you all know, Friday, November 1 was a very interesting and unexpected day in Barre and all around Vermont! We would like you all to know that our office staff availed themselves incredibly well on this most unexpected of days when normal lines of communications suddenly weren't available.

Here at Barre City, we got word around noon that both Spaulding and Barre Town were going to need to dismiss all of their students due to the power outages in the area. Our generator allowed us to thankfully get through the day, but the rumor mill kicked into high gear with what seemed like hundreds of people calling in to our office almost immediately wondering what was going on. It was kind of crazy!! But, our team of **Andra Holbrook, Doreen Lane, and Kerry Stabell** kept calm and acted in a totally professional manner throughout the whole afternoon answering all of these calls. We also found out that we were going to need to get our buses up to Barre Town right away to ensure a safe and orderly dismissal for the Barre Town kids, and Bus Coordinator **Nancy LeBlanc** gave her all to make sure that happened for them. While all of this was happening, our internet went down throughout the district, and phone communication was erratic at best. Of course, we still had all of our normal stuff to deal with, including the dismissal of over 900 children! IT and Information Systems Specialist **Rob Stalling** stepped in right away to assist the office in making sure all of our students were dismissed safely and efficiently with all of our systems down.

Ultimately, it felt mighty good to know that our whole community was in such good hands when a really oddball "emergency" came out of nowhere to knock us off our game. A potentially chaotic and overall bad day turned out the exact opposite due to the professionalism and preparedness of our office staff and tech staff. In these days of ever complicated and intense safety drills, we should never take this degree of professionalism for granted!

A Few Updates and Announcements

Lighting was recently installed on the elementary school staff parking lot on the south end of the building. Thanks to **John Walker** and his team for getting this done before Daylight Savings kicked in! The new light makes for a much safer exit for staff who will be heading home in the dark.

Redefined behavior response and discipline procedures have been put into place at the elementary level and are included as part of this packet.

Our new school buses have arrived, and they look great!. Though the cameras are not yet installed, the seatbelts are redesigned and are much more effective.

Three Behavior Specialists on the elementary team attended the first part of a Functional Behavior Assessment training late last month. This is a crucial training as we work to increase our internal capacity and decrease our reliance on outside agencies for behavioral needs.

The BSU Admin team and other relevant staff spent two days this month joining attorney Heather Lynn in a valuable training on the latest concerning Hazing, Harassment, and Bullying. This training helped our designees and investigators to better understand the timelines and the process of defining and remedying scenarios of disrespect that rise to the level of HHB. Assistant Principal **Pierre LaFlamme** and Counselors **Sandra Cormier** and **Alex Wawrzyniak** led a training based on this new information with our middle school faculty this week.

The elementary faculty have been enjoying the new EdCamp format for their faculty meetings. Behavior Specialist **Amanda Rigatti** facilitated a group working on learning techniques to work with escalated children, and Pre School teacher **Lara Merchant** led a group on trauma informed practices. We also invited para-professionals to attend these trainings, and those who attended found it to be a very valuable experience.

Community News

The Walk Run Fun! event was a fantastic day for everyone! The weather held out for us, and the students raised over \$25,000 to support classrooms engaging in experiential learning opportunities! This is an enormously successful fundraiser, and we thank the Barre City PTO for their hard work and incredible organizational skills – our faculty and staff genuinely appreciate the support!

Respectfully,

Hayden and Chris

“Doing Whatever It Takes to Ensure Success for Every Child”

Dear Barre City Families,

It is hard to believe it is already Halloween and the holiday season will soon be upon us. **Please do not send your child dressed in a Halloween costume, or with candy after Halloween.** This can be very distracting to students and often causes for many students to miss out on important learning.

In the short time we have been in school, we have many things to celebrate. In October, we participated in Fire Safety Week. This included firefighters from Barre City joining our students for lunch, as well the Barre Town Fire department visiting the second grade.

On October 25th Superintendent John Pandolfo joined our Students of the week for their celebratory breakfast. This week's student winners were Lauren, Alex, Sophina, Eilee and Sienna.



Please keep the trading cards at home. Pokemon, Baseball, etc. please do not send cards to school with your child.

Before sending treats to school for celebrations such as birthdays etc. Please make sure you check in with the teacher. There are often allergies in the class you need to know about.

Upcoming Events

*November 5: PTO Meeting
November 8: Bingo Night
November 11: NO School- Inservice
November 14: First grade Math Night
November 19: Barre Writing Contest
November 27, 28, 29- Thanksgiving Break
December 11: 3rd Grade Concert*



Thank you all for the great support during the Walk Run Fun Fundraiser.

Students on the left running and sporting their hats that all students received for the event.



On October 16 first graders had the opportunity to participate in their own circus. Troy Wunderle visited and had students and staff practice many skills that Circus Smirkus focuses on in their camps. This was an amazing opportunity for our entire first grade! Special thanks to Andrea Bixler and the entire first grade team for working to make it such a special event for our students.

As a reminder, please let the office know of any transportation changes before 12:00pm on the day of the change.

Thank you for your continued support!

Hayden Coon
Barre City Elementary School Principal

BCEMS Elementary Behavior Management Procedures 2019/2020

Definitions:

Level One Behaviors: When a student fails to follow the Class or School Wide Social Contract. Behaviors which diminish the learning environment and distract students from learning but do not rise to the level of aggression or targeting. Some examples would include: off task behavior, not completing assignments, breaking classroom norms, not following directions etc.

Level Two Behaviors: When a student is intentionally disrespectful to the teacher, self or peers. Some examples would include inappropriate language, inappropriate voice tones, pushing, aggressive language, leaving class, aggressive voice tones etc.

Level Three Behaviors: When a student is intentionally harmful to self or others. Level three behaviors include students who leave or attempt to leave the school building without permission. Additionally any conduct that is inappropriately sexualized or involves tobacco, alcohol, drugs or weapons. An Administrator (or in some cases guidance counselor) will need to meet with the student before they are able to return to class.

Pass Plan: Each teacher will be given a set of laminated red and yellow cards with the teachers name on them.

Yellow pass: This classifies as a warning for the student. When a student goes to the planning room with a yellow pass, the planning room will log the visit as a data point, but no write up will be submitted by the teacher or tracked by the planning room. The planning room should be notified by a phone call that the student is on their way to the planning room. The teacher may choose to communicate the incident with the parents. Students can receive multiple yellow passes in the same day. When this occurs, the classroom teacher should make a phone call home.

Red Pass: This is an official write up. The planning room should be notified by a phone call that the student is on their way to the planning room. The teacher will notify the parent through either email or phone call to let them know of the incident, and give a completed documentation form to the planning room before leaving for the day. The planning room will mail the write up home. If the child received a red pass for aggressive behavior, they will need to meet with an administrator before returning to class.

Students In Crisis: When a student escalates in a classroom or common space and causes extreme disruption (targeting students, yelling, destruction of school property) the student will spend a minimum of 1 hour outside of the classroom, but may warrant administrative action. The interventions this student receives may look different, but are based on supporting the student to regulate their body and their mind. Before returning to class they will need to complete any restorative action necessary to resolve the scenario. (ie picking up a mess)

All reports of Hazing, Harassment and Bullying will be investigated and actions will be taken based on the findings of the formal investigation.

Classroom Behavior Management

Level 1 Behaviors

First Instance: Quiet Place in Quiet Space in Classroom

Second Instance: Tab out in Quiet Space in Buddy Classroom (5 minutes)

Third Instance: Yellow Pass to Planning Room (15 Minutes)

Fourth Instance: Red Pass to Planning Room (30 minutes)

A student can serve multiple tab outs in a day or class time, this teacher should use their judgement as to moves through the progression of discipline.

Level 2 Behaviors

First Instance: Yellow pass to Planning Room (15 minutes)

Second Instance: Red Pass to Planning Room (30 minutes)

Level 3 Behaviors

First Instance: Red Pass to Planning Room. Students must meet with an administrator before returning to class.

The planning room will document “yellow pass” students, but will not mail anything home or communicate home. If a student serves a “yellow pass” it is best practice for the teacher to contact home via email or a phone call.

The planning room will report home a “red pass”. This will go in the mail and will take a couple of days. The teacher (classroom, allied arts, special educator etc.) shall report to the parents via phone or email any time they give a red pass before they leave the school that day.

Please do not contact parents about school discipline unless you are actively involved with the specific instance.

Administrative Actions for Level 3 incidents:

First Incident: Student will spend a minimum of 2 hours of in school suspension in room 118, not including the meeting with the administrator and parent phone call.

Second Incident: Student will serve a full day, in school suspension in room 118.

Third Incident: Student will be out of the classroom until the Student’s Support Team can meet with the parents and create or amend a support plan for the child.

If actions such as a suspension or in-school-suspension are taken, administration (or delegated specialist or counselor) will send an email to the student's Teacher, Special Educator, grade level School Counselor, Kate Hawley (specials), the behavior specialist, and the parent when appropriate.

Hallway and Lunchroom Response to Level 1 behavior:

First Instance: Verbal reminder to student/switch spot

Second Instance: Fix it on the spot: Teacher checks in with student in the moment

Third Instance: Repeated infractions in the same hallway passing/lunch despite teacher redirection-
Yellow pass to planning room.

Recess Management of Level 1 Behavior

First incident: Verbal Warning from recess supervisor watching that area.

Second incident: Two minutes out. Standing directly next to the recess supervisor.

Third incident: Five minutes out. Standing directly next to the recess supervisor.

Fourth incident: Remainder of recess out, as well as following days recess. The classroom teacher will let the grade level teachers know when a student loses recess for a day.

Level Two and Three behaviors will use same pass system. The Classroom teacher on duty will issue the pass and inform the students homeroom teacher for parent notification.

Recess supervisors are expected to be spread out and in eye contact of one another. The teacher on recess duty should have their emergency bag and will be stationed near the picnic tables. Recess monitors are not to be on cell phones or having conversations with others on recess supervision.

Barre Town Middle & Elementary School

Building Report
November 14, 2019

Firefighters: Local firefighters visited Kindergarten classrooms to showcase fire prevention and to help build community engagement.

Goals: Professional staff have submitted a goal that they will focus on this year, based on either their team PLG goal OR from the BTMES CIP (Coordinated Improvement Plan).

Music Field Trip: Members of the Senior Chorus traveled to Dartmouth to see the performance of “The Magic Flute”. For more information visit: <https://hop.dartmouth.edu/events/magic-flute>

PBIS Celebration: The ping-pong balls have reached the goal line! Of the two choices (dance party or popsicles) our Prek - 4 students chose to celebrate with having a popsicle!

PTO Fundraiser: At the time of writing this email, we are just shy of meeting the fundraising goal of \$20,000.00!

Report Cards: Quarter 1 report cards will be sent home with students on Friday, November 1. Families are encouraged to reach out to teachers with any questions. Accompanying the report cards will be the *Report Card Companion Guide*, a document to help families understand the report card and performance relative to our current expectations.

Student Conferences: Many families were able to take part in parent-teacher conferences that occurred last month where goals were shared and beginning of the year data was presented. March 19, 2020 is the next “official” date for parent-teacher conferences.

Technology: We are pleased to announce that we will soon be re-distributing our chromebooks so that each homeroom and TA will have their own set of chromebooks so that every student in grades 2 through 8 will have access to a device when they need one.

Youth Environmental Summit: On November 1st, a group of 7th grade students will be joining Mrs. Merrill at the Barre Auditorium to The **Youth Environmental Summit (YES)** is an annual conference for middle and high school students (grades 6-12). YES is an opportunity to learn about environmental issues and get involved in local communities. The mission of YES is to inspire, encourage, and prepare youth for a life of environmental responsibility, service and leadership by increasing awareness and knowledge of environmental issues and fostering leadership skills. At YES, participants engage in hands-on workshops, action-inspiring discussions, networking with environmental professionals and like-minded peers, and much, much more!

Calendar of Events:

Wednesday, November 27 - Sunday, December 1: November break



BARRE TOWN MIDDLE AND ELEMENTARY SCHOOL

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Barre, VT 05641
(802)476-6617
FAX: (802)479-5723
btmes.org

November 2019



BTMES Blackout of 2019



Last Friday, November 1, was the "perfect storm"...literally. With strong winds and large quantities of rain in the forecast, we were confident that the day would run as "usual". Before 8:30 arrived, the lights had flickered a few times, with nothing to report being out of the ordinary. The day went on as planned with the exceptions of having recess inside due to the extreme winds, enacting our emergency lights "just in case" and reminding staff that flashlights were in each of the emergency backpacks that each homeroom has.

Around 11:15 is when the power went out again...and stayed out and continued to stay out, we immediately sprung into action to contact STA regarding buses and drivers, to make sandwiches to ensure that all students had lunch before going home, a robo-call was made to families and contacts, moving students to locations that had a bit more light, and ensuring our students that they were safe.

We have received information from families commending us on our quick response along with constructive feedback as to what we can do better next time. In short, we welcome all feedback. The only thing that could have made things flow a bit easier was to have modern technology working. With no internet, no landline phones, and cell towers down, communicating with all of you was rather tricky.

A HUGE shout-out to the BTMES staff who went above and beyond to make a tricky situation one that many of our students will never forget. In fact we're told that last Friday's blackout just might be the first one in our school's history...and hopefully, the last! Kudos to our students who showed the BTS Way (**B**e Respectful, **T**ake Responsibility, **S**tay Safe) each and every moment that we were in the dark. And a thanks to all of our families for your patience, understanding and help as we work together to ensure that when/if such an event ever happens again, we'll be smarter based on what we now know!

With much gratitude,
Erica and Jen
BTMES Co-Principals



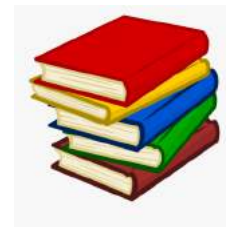
Picture Retakes

Wednesday, November 13

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Crops by Kids	5
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Library News

Reading Is An Investment



Barre Town Middle and Elementary school is one of over 140 Vermont elementary schools participating in a statewide program called Reading is an Investment. The goal of the program is to teach elementary-aged children personal finance concepts. The program is managed by the Vermont State Treasurer's Office. Participating schools are sent three new books each year that highlight a specific personal finance theme. Through lessons and activities in the school library and personal reading, students are introduced to basic financial concepts. The 2019-2020 personal finance theme is "Make a Plan to Spend, Save, and Share."

There are two parts to this program- personal reading and school instructional activities. You have the opportunity to help your child complete a reading log that will then be entered into a drawing for a \$250 college savings account. Last year, a record 6,688 students statewide completed logs and entered the drawing. Twenty prizes will be awarded this year. In order to complete a reading log, a student must read three books from a recommended money reading list and complete additional free reading requirements. Students in grades K-4 will begin their reading logs in their library classes, and complete them at home. The reading logs and recommended money reading list are available through our school library. You also may print a reading log and reading list by going to www.MoneyEd.Vermont.gov. The deadline to complete a reading log and mail it into the State Treasurer's Office is March 15, 2020.

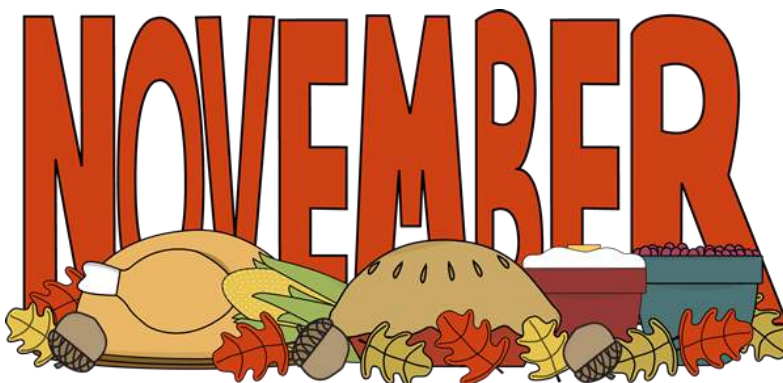
The titles and authors for the 2019-2020 school term are: ***The Four Money Bears*** by Mac Gardner, ***It's Not Fair*** by Caryn Rivadeneira, and ***The Squirrel Manifesto*** by Ric and Jean Edelman.

If you have any questions, please reach out to Nicole Fuller, Librarian at x5401 or nfullbte@buusd.org

Thank you!

Unloading PreK and Kindergarten Children From The Bus

We want to send a reminder regarding the new expectation for unloading our youngest students, those in prekindergarten and kindergarten. The parent or caregiver must meet the child at the bus steps upon arrival. The bus monitors will not leave the bus. We understand that this may be different than you have experienced in the past, but it is necessary for student safety.





David Stefaniak Memorial
Holiday Food and Gift Drive
2019

The planning for the David Stefaniak Memorial Holiday Food and Gift Drive is now underway. Our goal is to provide food, winter clothing and gifts for Barre Town families who need a bit of help this holiday season.

Years ago, Barre Town parent, David Stefaniak, brought community attention to the needs of some of our families and friends for assistance, particularly at Christmas time. Since David's death, volunteers have continued his work allowing his efforts to live on.

If you are **a family in need** and are not participating in another community holiday program, please contact the school's coordinators, Bridgett Apfel or Kim Benson, **prior to November 12, 2019**. Our goal is to provide a winter clothing item and a toy for each child who attends our school. *****Please know that there will be changes coming to this program next year. You may need to be prepared to utilize outside agencies in the future for gift drive support. *****

If you are **willing and able to help**, we would really appreciate your support by adopting a family or individual child. We welcome donations of food, money, and holiday gifts if you are unable to adopt a family. If your family, friends or business would like to donate, please contact the holiday drive coordinators, Kim Benson or Bridgett Apfel at 476-6617 by November 12th.

Thank you for reaching out to families in our community in this wonderful holiday season!



Coming Soon!!



Beginning in December, Barre Town will be placing a tree in our lobby to create a Blanket Tree in conjunction with our David Stefaniak Holiday Drive, for children in need.

We are looking for new, unused blankets and throws which will be given to our students and families in our gift drive. Please send any donations to school with your student or deliver to the front office att: Kim Benson.

Thank you for your support!!



**NO SCHOOL
FOR
STUDENTS**

Monday, November 11
due to the
Staff Development Day

PTO News



Thanks so much to everyone that worked so hard to make our fall fundraiser a massive success! And thanks to Mrs. Nye and Ms. Pearson for being such great sports! Because we far exceeded our sales goal they will be duct taped to the wall in special assemblies November 9! How exciting!

We would like to extend a special thank you to Chris Ghiringhelli, Tina Lunt, Bridgett Apfel, Kim Benson, Betsy Pearce and Lori Robinson for all the extra support they always lend us in these endeavors.

Please look at your receipts when you shop at Hannaford. They are running their Hannaford Helps Schools campaign. If you receive the coupon with your receipt you can place it on the display at the end of register 2 in a slot labeled for BTMES. We recently received a check, the large copy of which you can see in our lobby.



Box Tops are changing! We have raised quite an impressive amount of money for several years thanks to all of your clipping Box Tops from the products you purchase. As always, we are happy to receive any you might have. Clipping, checking the expiration date and sending them in to be placed in the Box Tops Box has been a wonderful success and we are grateful. The format is changing. Soon all Box Tops points will be printed on your store receipts, rather than on the product you buy. You can go online and set up your own account to enter the points. There is a place to choose your school when you register. Once registered, you get instructions for how you can scan or take a photo of the receipt to submit the Box Tops. We are also happy to take your receipts and enter them for you. If you choose to do this, please just continue to send them in to be placed in the Box Tops Box.

We would love to see you at a meeting. They are held the third Tuesday of each month in the library at 6pm.

Heather Slayton, PTO

The Box Top program is changing!

Box Tops that need to be cut out are being replaced by the kind that remind you to scan and submit your receipt. Instead of cutting out Box Tops, you can now use your smartphone to scan your receipt!



The Barre Town PTO will continue to collect and submit Box Tops that are sent to school.

We will now also collect receipts from anyone that doesn't have a smartphone.



Please add the Box Tops for Education App to your smartphone (Available for Android and iPhone).

Register your account and choose: "Barre Town School District" as your school.

After shopping, tap the "scan" button and take a series of pictures to capture your entire receipt. After you have captured the entire receipt, hit "submit". The app automatically detects the items that qualify and adds \$ to the Barre Town School account.

Crops by Kids



Most of the Crops by Kids garden has been "put to bed" for the season but not all. A few crops are still growing. The spinach, lettuce and kale, although diminished, they are still available to eat. The asparagus ferns have not turned brown enough to be cut down yet. The kiwi is ready to pick. Feel free to take some.

Many of the beds had been cleaned and the weeds taken away. Mrs. Thygesen's PE classes cleaned some of the beds and composted the crops. Mrs. Moran's students planted garlic from the bulbs harvested this spring. Thanks go to Mrs. Wiggins for taking the water fountain to her house for winter. This garden is truly a student, faculty and community garden!

This fall, due to weather and other circumstances, the some of the fall Garden Club had to be postponed. We will try again in the spring.

Interesting facts about Siberian kiwi (also known as hardy kiwi)

Baby kiwi fruit are small berries, just shy of the size and similar in shape to a grape, with a razor thin fuzz-free smooth skin. The exterior of the fruit is more vibrant than a common kiwi fruit, the color of muted green with hints of purple and brown. The skin, a less than protective peel to its flesh, is a mouthful of bright and zesty lime green flesh studded with black micro seeds and a barely opaque cream center. Baby kiwi fruit are a rather delicate fruit and post-harvest quality can deteriorate quickly.



Hardy kiwi berry vines bear fruit similar to the kiwifruit found in grocery stores, only its skin is smooth, and the fruit is much smaller and sweeter.

Taken from <https://www.specialtyproduce.com>

- Kiwi is a leader in vitamin C, potassium, and folate. Just one serving of kiwi has 240% of the recommended daily value of vitamin C!
- Kiwi is a potassium superstar! It boasts more than a banana. It's the perfect recovery food for endurance athletes.
- Looking to boost your fiber intake? Kiwi can help with that too! Just two kiwi has more fiber content than a bowl of bran cereal. It tastes better too!
- Additionally, kiwi contains important antioxidants, zinc, magnesium, lutein, and vitamin E.
- It is fat-free, low-carb, and has a low glycemic index of only 52. You can always feel good about choosing kiwi!

Log on to Pinterest for recipes!

Happy Gardening....

Deb Curtis, Garden Coordinator, dcurtbte@buusd.org

Boys and Girls Basketball Tryouts

7th and 8th Graders,

Our basketball informational night will be held Wednesday, November 13 at 6:30 pm in the Barre Town cafeteria. All student athletes and their parents or guardians are encouraged to come. We will go over season expectations and schedules as well as meet the coaches and answer any questions you may have. Our first practices, which will be tryouts if needed, are listed below.



Tryouts for boys and girls are as follows:

Monday, Dec. 2	Tuesday, Dec. 3	Wednesday, Dec. 4
2:45-4:15 8th Girls 4:15-5:45 7th Boys 5:45-7:15 7th Girls 7:15-8:45 8th Boys	2:45-4:15 8th Girls 4:15-5:45 7th Boys 5:45-7:15 7th Girls 7:15-8:45 8th Boys	2:45-4:15 8th Girls 4:15-5:45 7th Boys 5:45-7:15 7th Girls 7:15-8:45 8th Boys

Other Events and Happenings

Barre Town Ski & Board Program

2019-2020 Sugarbush Ski Program for Barre Town Staff, Families and siblings – (5 Sundays from noon – 4:00 pm). The tentative dates are as follows: Jan 5, 12, 26 and Feb 2, 9. This program has something to offer for ages 6 and older and all levels of experience! Sign yourself and/or your kids up for 5 lessons. Don't need lessons? Put your kids in the lessons; purchase a ½ day pass for yourself and ski with the other parents/guardians! **DEAD-LINE FOR ENROLLMENT IS NOV 20, 2019**

Product	1/2 Day Rate Per Person
Lift Ticket	\$140
Lift Ticket and Rentals	\$190
Lift Ticket & Clinic	\$235
Lift Ticket, Rental & Clinic	\$260
Clinic only (w/season pass)	\$130
Rental only	\$110
Sugar Xpress Media Fee	\$5



Discounted Season Ski Passes

Not interested in the ½ day ski pass or lessons? Get a PASS at a discounted rate!

2019/20 Season Pass Rates:

PRICES GOOD UNTIL 12/1/19 – prices increase on 12/2/19

Value Pass – (Mt Ellen...Lincoln Peak early season and late season)

Adults (40-79) \$599

Youth (7-18) \$279

College \$279

Boomer Pass (65-89) - \$139

Premium Pass – All Mountain (Lincoln Peak and Mt. Ellen)

Adults (40-64) \$1049

Senior (65-79) \$749

Silver Senior (80-89) \$229

Age 90 & Up – Free

Child (6 & Under) \$40

Youth (7-18) \$399

For 30s (30-39) \$599

For 20s (19-29) \$399

College \$359

Double Major—\$399 (includes unlimited skiing at Mad River Glen)

CONTACT MARY RUBALCABA AT 802-522-4470—

mary_rubalcaba@yahoo.com OR KRISSY BELLAVANCE AT

krisseyb@bellavancetrucking.com or 802-249-8784 to sign up!

Hope to see you on the mountain.

November

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11 Staff Development Day - No School for Students	12 BSUUD Finance Mtg 5:30pm Supervisory Union	13 Student Picture Retakes	14 BUUSD Board Mtg, SHS Library 5:30pm	15
18 BSUUD Policy Mtg 5:30pm Supervisory Union	19 PTO Meeting, Library 6:00 p.m.	20	21	22
25	26	27	28	29
		VACATION		



December

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10 Winter Concert Gr 5-6 6:00pm	11 Winter Concert Gr 7-8 6:00pm	12 BUUSD Board Mtg, SHS Library 5:30pm Snow Date for Winter Concert 6:00pm	13
16 BSUUD Policy Mtg 5:30pm Supervisory Union	17 PTO Meeting, Library 6:00 p.m.	18	19	20
23	24	25	26	27
		VACATION		
30	31	Jan 1, 2020	2 Back to School	3
	VACATION			

155 Ayers Street, Suite #2
Barre, VT 05641

(802)-476-6237 (phone)
(802)-476-4045 (fax)

www.cvtcc.org



"Education that works."

Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1045)

Stefanie Seng
School Counseling Coordinator (ext. 1156)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



November 2019 Board Report
Central Vermont Career Center
Penny Chamberlin, Director

1) **OSHA 10- General Industry Training Results:**

Session #1

Building Trades	13 students certified*
Electrical Technology	6 students certified*
Plumbing & Heating	9 students certified*

Session #2

Exploratory Technology	13 students certified
Medical Professions	6 students certified*
Natural Resources	4 students certified*

Session #3

DMA II	10 students certified**
Cosmetology II	1 student certified
Emergency Services	4 students certified**
Human Services	6 students certified**

*Remainder of program class had been previously certified

**Program Instructor also certified

Subjects Covered:

Intro to OSHA	Hazard Communication	Personal Protective Equipment
Electrical	Exits/Emergency/Fire Protection	Walking and Working Surfaces
Machine Guarding	Ergonomics	Bloodborne Pathogens
Lock Out/Tag Out	Fall Protection	Materials Handling

Notable Highlights:

4 new programs included this year (DMA II, Cosmetology II, Emergency Services, Human Services)
69 students certified, 3 CVCC Instructors certified

- 2) **Parent/Teacher** conferences were held on Thursday, October 10th. We had over 60 parents attending conferences.
- 3) **Literacy** strategies being used across programs include but are not limited to: close reads, interactive and collaborative writing to include revision with proofreading and editing, use of graphic organizers such as KWLs, text summaries, essay writing to include writing college essays, and research writing.
- 4) **Cosmetology 1** students assisted in the preparations for Central Vermont Home Health and Hospice (CVHHH) Annual "Seasons of Change" Fashion Show Models. First-year cosmetology students were in charge of sanitation, safety, assisting the stylist with tool preparation, products, as well as the models, comfort before they took the stage the evening of October 4th. This event is one of CVHHH largest annual fundraisers. This was Central Vermont Career Centers sixth year volunteering we are always honored to be part of such an incredible event!
- 5) Students in the **Natural Resources and Sustainability Program** at the Central Vermont Career Center wrote a proposal to the City of Barre in hopes of transforming a blighted area into a perennial garden that supports pollinators such as butterflies, hummingbirds, and bees! The city approved the plan, and assisted with pulling the old Juniper roots from the site. Through research, planning, and meeting industry professionals such as Jacqueline Abts of the Jailbranch Greenhouse, students filled the space on South Main Street with perennials and bulbs that will be in their full glory next spring!"
- 6) **Human Services** students have successfully earned the following certifications:
 - American Red Cross - Adult/Pediatric CPR / First Aid and AED
 - State of VT - Mandated Reporter Training
 - FEMA - Effective Communication

Four students are enrolled in the Community College of Vermont "Introduction to Human Services" course taught on-line and offered to CTE Human Services throughout the state.

All students are visiting Barre Garden nursing home residents and have enjoyed doing various activities with residents including, Bingo, exercises, reading the newspaper with residents and chaperoning a trip to Tunbridge Fair on Senior Citizen Day. All students will start a series of job shadows in the BUUSD preschool classes which will run the end of October and through November. We appreciate the willingness of the BUUSD preschool teachers to open up their classrooms.

- 7) The **Baking Arts Program** had a 100% pass rate for the **ServSafe Managers** Certification. The content for this intense certification was delivered over four weeks with students having opportunities to practice the safety and sanitation skills, as well as participating in the annual kitchen inspection by the Department of Health and Human Services by the State of Vermont (health inspector). Students have been practicing and demonstrating their knowledge around the creaming process with the production of a variety of cookies and bars that will be used to fulfill orders for upcoming catering events. The students will be introduced to yeast dough and the twelve steps of the process when producing yeast dough. Our first

Friday Bake Sale is scheduled on Friday October 18 from 10-11:30 at the bakeshop located at 136 N Main St, Barre, VT.

- 8) **Career Day** sponsored by the Career Pathways PLG: On November 4th, 2019 Central Vermont Career Center will be hosting a Career Day. Over 45 businesses will be attending to speak with students about job opportunities within their companies, what technical skills, education and employability skills are need to be successful in their industry. Businesses will meet with program instructors related to their industry to talk about curriculum and new industry trends. Each business will then present for about 10 minutes followed by a question and answer time. It is a great way for the students and employers to network and make connections.
- 9) **Regional Advisory Board (RAB)**: The Regional Advisory Board will meet on the following dates from 4:00-5:30 p.m. - Dec. 2 in Exploratory Tech; Feb. 10 in Medical Professions & Emergency Services and May 4 in Plumbing and Heating.
- 10) **Current vacancies:** We are in need of lab assistants who have some experience in industry, heavy trades preferred. We encourage area bus drivers to apply – the schedule could fit into their bus schedules. Hours are 7:30-2:00 p.m. each day.
 - a. Lab Assistant for Electrical and Plumbing – open
 - b. Lab Assistant for Automotive Technology – open
 - c. Permanent Substitute – open
- 11) The proposed **Extended Day for CVCC in 2020-2021 has been postponed** until more data can be collected. A main source of that data will be from the Feasibility and Needs Assessment expected to conclude in March of 2021.
- 12) The **Cooperative Education Program** supports strong data for the past five years: 57 students have worked 34,758 hours with 63 businesses earning \$384,241 over the past 5 years! Wayne Tozzi, Co-op Coordinator, also placed students in job shadows for 2,972 hours in over 575 placements over the past 5 years!

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BARRE UNIFIED UNION SCHOOL DISTRICT POLICY COMMITTEE MEETING

Barre Unified Union School District Central Office – First Floor Conference Area
October 21, 2019 – 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Rebecca Kerin-Hutchins, Chair - (BT)
J. Guy Isabelle, Vice Chair - (At-Large)
Andrew McMichael (BC)

COMMITTEE MEMBERS ABSENT:

Giuliano Cecchinelli - (BC)
Jon Valsangiacomo – (BT Community Member)

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Scott Griggs, Assistant Director (CVCC)
Pierre LaFlamme, Assistant Principal (BCEMS)

GUESTS PRESENT:

Dave Delcore – Times Argus

1. Call to Order

The Chair, Mrs. Kerin-Hutchins, called the Monday, October 21, 2019, meeting to order at 5:31 p.m., which was held at the Barre Supervisory Union Central Office in the First Floor Conference Area.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes – September 16, 2019 Policy Committee Meeting

The Committee agreed by consensus, to approve the Minutes of the September 16, 2019 Policy Committee Meeting.

Mr. Pandolfo will be consulting with VSBA and legal counsel regarding clarification on committee attendance and voting.

5. Committee Business

5.1 Review of BUUSD Policy Manual Index

A copy of the BUUSD Policy Manual Index (dated 10/11/19) was distributed. Mr. Isabelle queried regarding how turnover at VSBA may impact policy work at the BUUSD. Sue Ceglowski, who is currently the legal contact for policy work, has accepted the position of Executive Director. Mr. Pandolfo advised that questions will continue to be referred to Ms. Ceglowski, who remains in her current position until sometime in November. Mr. Pandolfo provided an overview of the Policy Manual Index noting that with the exception of B40 (Social/Digital/Online Communications for Staff), all of the listed policies have been adopted by the BUUSD. Mr. Pandolfo provided an overview of the key to highlighted policies:

Blue = New Model Policies that VSBA will be revising.

Red = VSBA deleted policies. VSBA recommends that we also delete these policies.

Green = Model Policies that have been revised by VSBA this year.

Yellow = Model Policy is being developed.

The Committee discussed the policies slated for deletion: B6, D2, and D30;

B6 – HIPPA Compliance (covered by statute) – Policy will be presented for deletion at the November Board Meeting.

D2 – Grade Advancement, Retention, Promotion, and Acceleration of Students (policy is based on ‘credit’ promotion, not proficiency based grading) - Policy will be presented for deletion at the November Board Meeting.

D30 – Field Trips – The VSBA policy is very ‘slim’, with three procedural steps. The BUUSD policy has many more ‘procedural’ components (eight). Mr. Pandolfo provided a brief overview noting that the current BUUSD policy requires Board approval for out of

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state field trips, though SHS has not been subject to this requirement in the past. **The Committee agreed with the Superintendent's recommendation not to make any changes regarding this policy until at least the fall of 2020.**

The Committee discussed the Model Policies that VSBA revised this year;

C9 – Nutrition And Wellness – the BUUSD uses a 'local' policy that was written by the SHAC Committee. Mr. Pandolfo has referred this VSBA policy to the SHAC Committee, who will compare the revised VSBA policy to the 'local' policy. **This policy will be discussed at a future meeting once the SHAC Committee has provided feedback.**

D3 – Acceptable Use of Electronic Resources & the Internet – the current 'local' policy has more "teeth". This VSBA policy has been referred to Emmanuel Ajanma (Director of Technology) for comparison with the 'local' policy. **This policy will be discussed at a future meeting once the Director of Technology has provided feedback.**

F1 – Travel Reimbursement Policy – This policy looks to be the same as the policy we current have in place at the BUUSD. **No action is necessary.**

The Committee reviewed the Model Policy being developed;

B40 (Social/Digital/Online Communications for Staff). Mr. Pandolfo advised that the Model Policy being developed isn't as broad in scope as the policy he was hoping to develop. The Model Policy in development refers only to communication between staff and students. The policy Mr. Pandolfo is developing will include additional areas. Mr. Pandolfo recommends waiting until the Model Policy comes out, adopting the Model Policy, then writing a local policy to cover areas not encompassed by the Model Policy.

The Committee agrees with the Superintendent's recommendation. Mrs. Kerin-Hutchins will keep the policy on the priority list. The Committee continued discussion relating to social media postings, including BUUSD control of 'school and/or classroom', related social media accounts, rights of staff members to have personal social media accounts, grades with access to Google Classroom, and use of personal cell phones for contact with parents. Use of personal cell phones for parental contact is very much discouraged.

5.2 BUUSD-VSBA Policy Comparison

A document titled 'BUUSD-VSBA Policy Comparison (dated 10/11/19) was distributed. Mr. Pandolfo commended Mrs. Kerin-Hutchins for her work on this document. Mrs. Kerin-Hutchins advised that the BUUSD has adopted all required policies. It was noted that the policies highlighted in green are policies in place at the BUUSD for which the VSBA has no required, recommended, or to be considered policies. The Committee may wish to review these policies to assure that the BUUSD wants them to remain in place. Mrs. Kerin-Hutchins queried regarding how much time has elapsed since the Committee reviewed VSBA policies labeled as recommended or to be considered. There are ten policies listed as 'to be considered' that we have no equivalent in place for. Mr. Pandolfo advised that the BUUSD does have policies F21, F23, and F24 in place. These are VSBA recommended policies relating to Non-Instructional Operations. It was suggested that the Committee review (at a future meeting) VSBA 'recommended' policies that are currently not adopted by the BUUSD. Review of these policies should probably be performed as part of the review schedule. The Superintendent recommended starting with a review of Section C (Student related policies) because this is the section the VSBA is starting revisions with. Closer to November, Mr. Pandolfo will check with VSBA to determine what they have completed. The BUUSD does not have a lot of policies in place for Section B (Personnel), but the BUUSD does have systems in place. If Personnel policies need to be implemented, the HR Department needs to be involved. It was noted that there is a philosophy that supervisory unions should have as few policies as possible.

5.3 Consideration of Policies for Deletion

As discussed under Agenda Item 5.1, deletion of the following policies will be presented to the BUUSD Board at their November meeting:

B6 – HIPPA Compliance

D2 – Grade Advancement, Retention, Promotion, and Acceleration of Students

5.4 Proposed Schedule for Review and Revision

- **November – Section C : Students**
- **December – Section D: Instruction & Section E: School-Community**
- **January – Section F: Non-Instructional Operations**
- **February – Section B: Personnel**
- **March - Section A: Board Operations**

Mr. Pandolfo will check with Sue Ceglowksi to see what Model Policies will be in place in time for the November meeting.

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6. Other Business

Mr. Isabelle queried regarding voting at committee meetings, and the ramifications relating to when a quorum of the Board is present at committee meetings. It was suggested that procedures be drafted, including a procedure that committees don't pass motions.

Mr. Pandolfo reiterated that he will be discussing these issues with the VSBA and legal counsel. **This item will be added to a future agenda.**

7. Adjournment

The Committee agreed by consensus, to adjourn at 6:31 p.m.

Respectfully submitted,

Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING Barre Town Middle and Elementary School Library October 22, 2019 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Victoria Pompei, Chair (BT)
Gina Akley, Vice-Chair (BT)
Tim Boltin (BC)

COMMITTEE MEMBERS ABSENT:

Anthony Folland (BC)

ADMINISTRATORS PRESENT:

Jessica Barewicz, Director of Curriculum, Instruction, and Assessment
Penny Chamberlin, Director (CVCC)
Chris Hennessey, Principal (BCEMS)
Jennifer Nye, Principal (BTMES)
Brenda Waterhouse, Principal (SHS)

GUESTS PRESENT:

Timothy Hammond Clifton Long Stephen McKinstry

1. Call to Order

The Chair, Mrs. Pompei, called the Tuesday, October 22, 2019, BUUSD Curriculum Committee meeting to order at 5:38 p.m., which was held at Barre Town Middle and Elementary School in the Library.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Review / Approval of Minutes – September 24, 2019 BUUSD Curriculum Committee Meeting

The Committee agreed by consensus, to approve the September 24, 2019 BUUSD Curriculum Committee Meeting Minutes.

5. Committee Business

5.1 Central Vermont Career Center Presentation

Presenters requested that Committee Members and other attendees review the following sites in advance of the meeting and that they come prepared with questions: vtcte.org and cvtcc.org. Ms. Chamberlin distributed a packet of information relating to CVCC, including; an invitation to the CVCC Open House (Thursday, 12/05/19 from 5:30 p.m. – 7:30 p.m.), the Program of Studies, a sampling of 'rack cards', sample transcripts, Annual Tuition Rates, Industry Recognized Credentials and College Credits, and a document announcing students of the month. Ms. Chamberlin introduced three instructors who will be presenting this evening. Clifton Long (Plumbing and Heating), Stephen McKinstry (Automotive Technology), and Timothy Hammond (Exploratory Technology).

Clifton Long addressed the Committee, advising of the history of his education and experience. Mr. Long provided an overview of the Plumbing and Heating Program, including; class expectations regarding safety and respect, problem solving, authenticity of projects (all projects are functional), transferable skills, on-line portfolios, embedded math, science and literacy, resume writing, interviews with local employers, and industry recognized standards. Additionally, Mr. Long advised that the average age of a plumber in the United States is 59 years old, and advised that there will be many plumbing/heating jobs available in the state for at least the next 10 years. Mrs. Akley relayed her positive experience with a graduate of the CVCC Plumbing and Heating Program.

Mr. McKinstry addressed the Committee, advising of his education and experience. Mr. McKinstry provided an overview of the Automotive Technology Program, including; student expectations on behavior and academics, curriculum (including on-line curriculum), 'live' work, which includes a student run automotive shop, technology requirements in the automotive industry

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(continuously evolving), and starting salaries (approximately \$36,500). Mr. McKinstry provided several handouts including the Rules and Procedures packet, a copy of his Power Point presentation, and examples of on-line curriculum.

Mr. Hammond addressed the Committee, advising of his education and experience. Mr. Hammond provided an overview of the Exploratory Technology Program, advising that this program is for 9th and 10th- grade students. Mr. Hammond advised of his teaching philosophy, curriculum, restorative practices, shadowing in various programs, career exploration, resume creation, embedded math, and literacy curriculum, and life skills. Each year there are approximately 35 applicants. The Program can only accommodate 14 students. Mr. Hammond distributed a packet containing numerous documents relating to the program. Mrs. Akley expressed concern that so many students are turned away from the program, advising that the number of students could possibly double or triple if the program was expanded.

Ms. Chamberlin advised regarding the upcoming feasibility study, which will take a clean look at what the Career Center is doing now, and what additional opportunities would be beneficial to have in the future. The goal is to increase the number of students as well as the number of programs that are offered. Work needs to be done to remove the stigma associated with being a Career Center student.

5.2 Review and provide feedback on ‘BUUSD Curriculum Committee Presentation Guidelines FY20’

This document outlines guidelines for use by staff who will be presenting to the Curriculum Committee. The Committee agreed that the guidelines, as written, are appropriate and should be utilized by presenters. There were no questions from the Committee.

5.3 Review Revised Curriculum Committee FY20 Work Plan

A document titled ‘Curriculum Committee FY20 Annual work Plan (revised based on September 2019 Curriculum Committee feedback)’ was distributed. Mrs. Barewicz provided a brief overview of the document, advising of some modifications. It was noted that ‘pause/reflection’ time needs to be added and that some of the meeting dates will need to be rescheduled/confirmed. Mrs. Barewicz will be sending an exit ticket regarding the meeting.

6. Other Business

None.

7. Items for Future Agendas

As listed on the FY20 Work Plan distributed under agenda item 5.3.

8. Next Meeting Date

The next meeting date is to be determined.

9. Adjournment

The Committee agreed by consensus, to adjourn at 7:18 p.m.

Respectfully submitted,
Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT NEGOTIATIONS COMMITTEE MEETING BUUSD Central Office – Second Floor Conference Area November 5, 2019 - 4:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Gina Akley (BT)
Tim Boltin (BC)
Sonya Spaulding - (BC)

COMMITTEE MEMBERS ABSENT:

Paul Malone (BT)

ADMINISTRATORS PRESENT:

Carol Marold, HR Director
John Pandolfo, Superintendent

GUESTS PRESENT:

None

1. Call to Order

Gina Akley called the Tuesday, November 5, 2019 BUUSD Negotiations Committee meeting to order at 4:35 p.m., which was held at the BUUSD Central Office in the Second Floor Conference Area.

2. Organization of Committee

This item was not necessary and deleted from the agenda.

3. Additions and/or Deletions to the Agenda

There were no changes to the agenda.

4. Approval of Minutes – September 11, 2019 BUUSD Negotiations Committee Meeting

The Committee reviewed the Minutes of the September 11, 2019 BSU Negotiations Committee Meeting, and accepted them as written.

5. Committee Business

5.1 Plan for 2019-2020 Negotiations

On a motion by Mr. Boltin, seconded by Ms. Spaulding, the Committee unanimously found that premature general public knowledge of the items proposed for discussion (deliberation re: planning and strategy related to Labor Relations Agreements) would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.

On a motion by Mr. Boltin, seconded by Ms. Spaulding, the Committee unanimously voted to enter into Executive Session, with the Superintendent and HR Coordinator in attendance, at 4:37 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for negotiation.

The committee held a planning and strategy session to deliberate with regard to issues related to teacher and para-educator negotiations.

On a motion by Mr. Boltin, seconded by Ms. Spaulding, the Committee unanimously voted to exit Executive Session at 5:56 p.m.

7. Other Business

There was no other business discussed

8. Items For Future Agendas

- Plan for 2019-2020 Negotiations

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9. Next Meeting Date

The next meeting will be held on Tuesday, November 19, 2019, at 4:30 p.m. at the BUUSD Central Office in the Second Floor Conference Area.

10. Adjournment

The Committee adjourned by consensus at 6:00 p.m.

Respectfully submitted,
John Pandolfo

**FMCS**FEDERAL MEDIATION &
CONCILIATION SERVICE

Is IBB for Us?: Introduction to Interest- Based Bargaining

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CONCILIATION SERVICE

Traditional Bargaining*

A negotiation strategy that involves holding on to a fixed idea of what you want and arguing for it and it alone, regardless of any underlying interests.

A means for doing whatever you can to maximize your gains, or minimize your when reaching an agreement in a transaction involving an exchange of assets.

"It's my way or the highway"

"Unless you do this, we can't do that"

"Us versus Them"



**Also referred to as positional bargaining, adversarial bargaining, conventional collective bargaining, rights-based collective bargaining, transactional bargaining*


FMCS

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CONCILIATION SERVICE

Interest-Based Bargaining (IBB)*

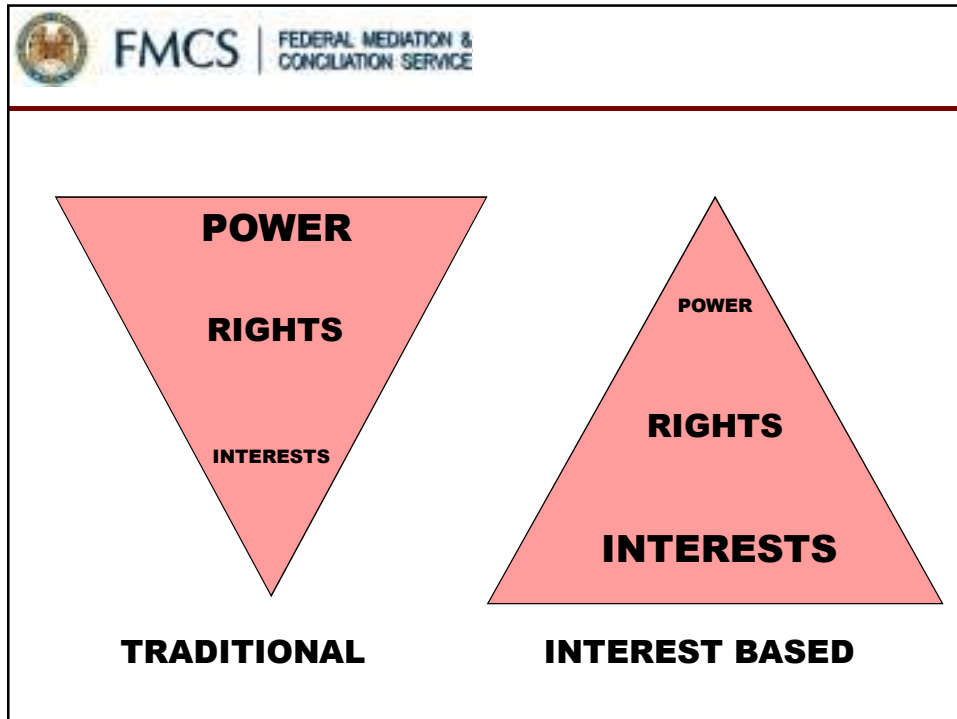
- In IBB, parties collaborate to find a mutually beneficial solution. An approach that focuses on developing mutually beneficial agreements based on the parties' interests.
- Integrative refers to the potential for the parties' interests to be [combined] in ways that create joint value or enlarge the pie. Potential for integration only exists when there are multiple issues involved in the negotiation.

**Also referred to as Integrative Bargaining, Collaborative Bargaining, Bargaining for Mutual Gain and win-win bargaining*


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Traditional Bargaining	Interest-Based Bargaining
Proposals	Issues/problems
Positions	Interests (mutual)
Throwaways and red herrings	Only sincerely-sought issues
Compromise	Collaboration
Limited dialogue in joint sessions	Majority of dialogue occurs in joint sessions
Lengthy caucuses	Very limited to no caucusing
Protection/ownership of information	Open sharing of information
Adversarial WIN-LOSE	Cooperative process; focus on mutual gain
Chief Spokespersons	Input from all participants
Mediation	Facilitation
	May resort to traditional bargaining; may involve mediation.



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**Evaluating Your Compatibility
with the
Interest-Based Process**



Is IBB for us?



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IBB Assumptions/Beliefs


- Both parties have the right to exist
- Both parties have legitimate interests
- Negotiation can enhance the relationship
- Mutual gain is possible
- Mutual trust



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IBB Assumptions/Beliefs

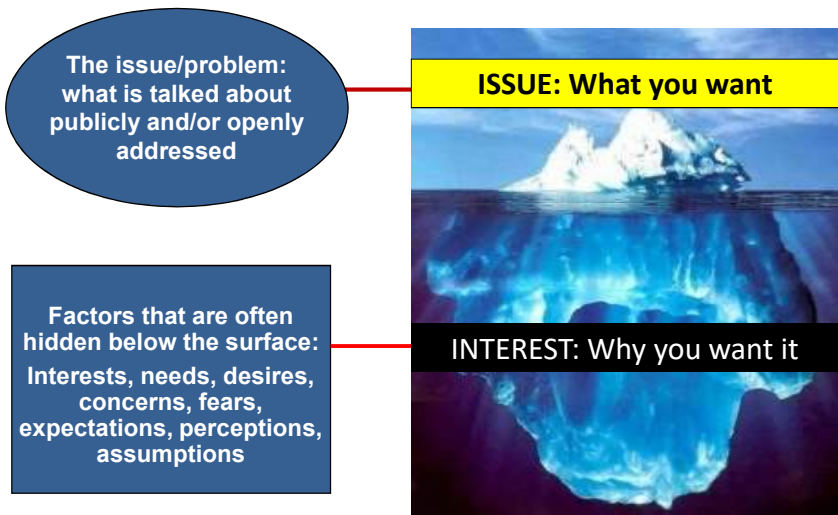
- You can help each other to achieve positive results
- Full disclosure of information is critical
- Option evaluation using objective criteria, not power or strategy
- Expand dialogue with constituents

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IBB Essential Principles

- Focus on issues
- Focus on underlying interests
- Focus on mutual interests
- Evaluate options with objective criteria, not power
- Share Information; transparency
- Share responsibilities

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The issue/problem: what is talked about publicly and/or openly addressed

ISSUE: What you want

INTEREST: Why you want it

Factors that are often hidden below the surface: Interests, needs, desires, concerns, fears, expectations, perceptions, assumptions

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Interest-Based Problem Solving Steps

- Select and focus the issue
- Discuss and list interests
- Generate options (brainstorming)
- Establish an evaluative criteria (FBA)
- Apply the criteria to the options
- Develop the solution
- Reduce the solution to writing

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IBB Components/Techniques

- Facilitation
- Brainstorming
- Consensus decision-making
- Recording (flipcharting or electronic)
- Listening & using active listening
- Joint authorship or shared responsibility for language creation
- Giving and accepting constructive feedback

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www.cvtcc.org



5.3.7
Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1045)

Stefanie Seng
School Counseling Coordinator (ext. 1156)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



Regional Advisory Board Meeting

4:00 p.m.

October 7, 2019

Automotive Technology Program

Board Members Present: John Pandolfo, (Barre Unified Union SD Superintendent), Guy Isabelle (BUUSD Board Member), Deb Taylor (Washington Central SU Superintendent), Flor Diaz-Smith (Washington Central SU Board Member), Libby Bonesteel (Montpelier Roxbury SD Superintendent), Patrick Healy (Twinfield UHS Board Member), Michael Woods (Harwood Unified Union SD Special Ed Director), Ken Jones (VT Agency of Commerce), Ian Arnold (Northfield Savings Bank), Jeff Norway (Norway Electric), Scott Griggs (CVCC Assistant Director) and Penny Chamberlin (CVCC Director)

Guests Present: Kara Maxey (CVCC Bookkeeper), Steve McKinstry (Automotive Instructor)

Chairman, John Pandolfo opened the meeting at 4:02 p.m. by welcoming everyone and introducing all members and guests.

1. Slate of Officers for 2019-2020 were elected by a motion, second and approved (Guy I./Ian A).

Chairman -	John Pandolfo
Vice Chairman -	Michael Woods
Secretary -	Penny Chamberlin
2. Meeting Schedule for 2019-2020 from 4:00-5:30 p.m. (accepted)

Monday, October 7, 2019 (Automotive)
Monday, December 2, 2019 (Exploratory Tech)
Monday, February 10, 2020 (Medical Professions)
Monday, May 4, 2020 (Plumbing & Heating)
3. Program Presentation – Automotive Technology- Steve McKinstry
John Pandolfo introduced Steve. Steve covered multiple topics such as:
 - Online curriculum – Electude
 - Daily Agenda
 - Proficiencies & Assessments
 - Industry Recognized Credentials

Questions and discussion ensued around how students are prepared for the workforce and Steve's expectations. There was also a lengthy discussion around what is expected in the workforce as compared to 10 or 12 years ago. Technology is playing a stronger role today than in the past. Steve shared his scan tools that he uses and how those have been upgraded every two to three years at \$3000 per tool and annual software upgrades.

The presentation concluded with a tour of the shop, discussion around various pieces of equipment; alignment machine (\$60,000), tire changing machines (\$7,000-\$10,000 ea.), student tool boxes with tools (\$4,500 ea.) and how welding is becoming an area of interest for students and in demand from industry.

4. Regional Advisory Board – Technical Education Regulation – John and Penny shared the Title 16 regulations that apply to the duties of a RAB. Discussion ensued around prior recommendations the RAB has made to the governing board (BUUSD) such as a \$75,000 equipment line supported by an equipment replacement plan and most recently the recommendation to move forward with a Needs Assessment and Feasibility Study not to exceed \$25,000. Penny updated the board on the status of the RFP. It has been published and bids are due November 22nd. The study could take up to 12-14 months.
5. On a motion by Ken J. and second by Flor D-S. the Minutes of May 6, 2019 were accepted with one amendment – Mike Woods was listed twice in the Board attendance section. The minutes were accepted with this amendment.
6. Updates and handouts from Director, Penny Chamberlin:
 - New faculty/staff
 - Victoria Everett, Literacy Coordinator (joined us May 2019)
 - Ted Fecteau, Exploratory Tech Lab Assistant
 - Carl Matteson, Emergency Services Instructor

We still have three openings at the Center, two lab assistants (Automotive and a shared position for Electrical and Plumbing) and a permanent substitute position.

- 2019 Announced Tuition Comparison of similar Tech Centers and Sending High Schools
- 2019-2020 Enrollment Data
- Formal announcement that CVCC will be extending its day for 2020-2021. It will run from 8:30-1:45 p.m. based on full acceptance and approval from all sending schools in June 2019. This will impact student support and there will be a need for 1.5 to 2 FTE instructional positions for next year. Discussion ensued related to the students arriving later back to high schools and especially those needing services. Penny is working with CVCC staff on developing a plan and more details will be shared with the RAB at the December meeting.

Deb Taylor asked if they could see a report by gender per program. Penny will have that put together and email out to members. She will be including other profiles as well, such as students on IEP and 504 plans. Jeff asked when do we

know when to close a program? Penny noted that after three years of low enrollment, there needs to be a plan in place. Discussion ensued around closing programs and the challenges with re-opening it if the interest increases. Jeff asked if we know the cost per student per program. Penny said we do have a budget for each program – total cost for operating that program and she can provide that; however, the overhead expenses for services, administration and other center wide costs are not considered in the program cost.

- Professional Development Plan for 2019-2020:
 - Proficiency Work – continued with math/science and literacy assessments and electronic portfolios
 - Project Based Learning
 - Finalize Transcripts & align to E-Portfolios
 - Professional Learning Groups (PLG) established around Student Support, Career Pathways, and Instructional Practices – thru a new Shared Leadership Model, the PLGs are leading staff meetings and professional development days
 - Resiliency and Safe Space Training
 - Technology/Google Classroom/Google Forms for Transferrable Skills and WBL proficiencies
 - NCCER – Construction Trades national curriculum alignment to Graduation Proficiencies
 - Communication, Ownership, Empowerment
- Other handouts shared – sample Transcripts for each program, program syllabi, RFP for Needs Assessment and Feasibility Study, Student of the Month
- **Open House and College Fair is Thursday, December 5th from 5:30-7:00 p.m.**

7. John Pandolfo handed out the Barre Unified Union School District FY21 Budget Development Schedule. The board members asked if they could see a draft before December and Penny will be sending out a draft of the CVCC FY21 budget to RAB members in early November to prepare for a full budget discussion at the December 2nd meeting.

With no other business to come before the board, the meeting adjourned at 5:38 p.m.

Respectfully submitted,
Penny Chamberlin
Director

BUUSD FY20 EXPENSE REPORT SUMMARY - November 12, 2019

	Adopted Budget	Y-T-D	Encumbrances	Y-T-D Total	Balance
	7/1/19-6/30/20	7/1/19-10/30/19	7/1/19-10/30/19	7/1/19-10/30/19	10/30/2019
1020 BTMES TOTAL	\$ 7,939,684	\$ 1,892,684	\$ 5,213,746	\$ 7,106,430	\$ 833,254
1276 SHS TOTAL	\$ 8,798,152	\$ 2,163,593	\$ 4,540,623	\$ 6,704,216	\$ 2,093,936
1381 BCEMS TOTAL	\$ 8,534,126	\$ 2,238,046	\$ 5,473,386	\$ 7,711,432	\$ 822,694
3097 CENTRAL SERV.	\$ 3,174,063	\$ 1,179,533	\$ 1,762,078	\$ 2,941,611	\$ 232,452
3097 TRANSPORTATION	\$ 1,327,862	\$ 89,936	\$ 101,713	\$ 191,650	\$ 1,136,212
3097 SPECIAL EDUCATION	\$ 11,908,913	\$ 2,505,703	\$ 7,656,509	\$ 10,162,212	\$ 1,746,701
GENERAL FUND TOTAL	\$ 41,682,804	\$ 10,069,495	\$ 24,748,055	\$ 34,817,551	\$ 6,865,249
5002 CVCC	\$ 3,019,913	\$ 742,318	\$ 1,779,988	\$ 2,522,306	\$ 497,607



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To: John Pandolfo, Barre Unified Union School District
Cc: Susan Holson, Vermont School Boards Association
From: Susan McCormack, Creative Discourse and Nicole Cabral, Public Agenda
Date: August 27, 2019
Re: Student Dialogue Summary (Updated)

On May 30, 2019, Nicole Cabral and Susan McCormack held three student conversations with a total of forty four students in the Barre school district, including 13 middle school students from Barre City, 15 middle school students from Barre Town, and 16 students from Spaulding High School. Benjamin Merrill, Barre Unified Union School District Communications Specialist, accompanied Nicole and Susan on each school visit.

It is important to keep in mind that this is a small sample of students. However, some clear themes did emerge across all three conversations. These themes may suggest that this is a shared experience among a broad range of Barre students.

Students were invited to talk about the strengths of their schools. Several clear themes emerged.

1. A positive, safe, respectful environment, where diversity is valued is a key interest of students.
2. The range of options available to Barre students, including academics, clubs, activities and sports was seen as a strength by students at all schools.
3. Teachers are seen as a key asset by students at both middle schools.

Students were also invited to consider challenges.

1. While students from all three schools talked about the school environment in a positive light, this also emerged as a key concern. Students cited examples of intolerance, lack of respect, and challenging relationships among students.
2. Students at all schools named similar stressors, including mental health issues, drug use, and difficulties balancing school, family, friends and in some cases work.
3. While some students mentioned challenges related to navigating the demands of school, many of the students we spoke with also articulated the desire for more challenging, engaging, and demanding academic experiences.
4. Several students spoke passionately about school specific challenges.
 - a. The Barre Town students we talked to made a passionate plea to reconsider proficiency based grading. They support proficiency based learning, but feel

strongly that letter grades help them understand more clearly how they are doing, and motivate them to do well.

- b. The Spaulding students we talked with made a passionate plea for better heating and cooling systems for the high school, saying that the classrooms are very uncomfortable, especially in hot weather.

Students were invited to offer their thoughts about the recent merger. Their hopes and concerns centered around four key themes

1. **Budget:** Students see both potential opportunities and challenges with a single budget for the full district. They are hopeful that a single budget could create more fairness and more opportunities across the district. At the same time, students are concerned that a shared budget could lead to cuts in favorite programs, and could also lead to less flexibility. They recognize that different schools may have different needs and want to make sure these needs will be able to be met.
2. **Curriculum:** Students see a possibility for curriculum decisions to increase opportunities across the district and offer similar opportunities to all students. They are also concerned about the potential impacts of the merged district on their curriculum.
3. **Decision-making:** Students believe that the merged district could result in more coordinated, efficient, and better decisions that take multiple viewpoints into account. At the same time, they wonder whether each school will have adequate representation.
4. **Community Impact:** Students believe the merged district will provide opportunities to create greater community unity, and reduce stereotypes that occur across communities. Student comments also suggest that there are strong stereotypes at play in the minds of students. Students worry that problems that affect one community will now need to be managed across communities.

We spoke with the students about opportunities for them to have a meaningful voice and participate in decision-making. Here are a few themes from that discussion

1. The students we spoke with had a wide range of experiences regarding student voice. At one school, students listed many specific opportunities and examples of student led initiatives and student voice. In several schools, students weren't able to offer many examples or opportunities for student voice.
2. At the high school, the students we spoke with felt like the one vehicle for student voice, student council, wasn't accessible to a wide range of students. Students referenced assemblies (which, according to the students, most students leave early) and pep rallies but indicated these were not the kinds of activities that were of interest to them. They would like a stronger voice in school policy and operation. They were pleased to have been asked to participate in this exercise, but did not have confidence that their comments or suggestions would really be heard.

3. All of the students we spoke with expressed an interest in being more informed about important decisions affecting schools or the district. They also expressed confidence in themselves that with the right information and opportunity, they could make a positive contribution to education decisions.
4. All of the groups recommended having student representation on the school board.

Finally, we invited students to share with us one thing they wanted the school board and school leaders to know about these conversations.

1. Themes from all conversations
 - a. Students want to have more of a say about decisions that affect them.
 - b. There is interest in having student representation on the school board
2. Students from Barre City want to see the community “settle differences and be one community” and they are willing to do their part to close the gaps. They want to see equal opportunities across the district
3. Students from Barre Town want the board to know they don’t like proficiency based grading. They also want it to be known that they would like more challenging learning opportunities. Finally, they want the board to know that they liked the process of being asked their opinion during this dialogue without “being swayed by the adults.”
4. Students from Spaulding High School say they are “woefully” uninformed. They want to know more and are mature enough to handle the information. The high school students also put in a plug for the maturity and ability of middle school students to participate in decision-making as well. They want to have a vote, especially about changes to the curriculum (and possibly programs).

We want to let our readers know that it was a privilege to spend the day with your students. All of the students who participated took the opportunity to provide input very seriously. We promised them that school leaders and the board would see their feedback. As one of the high school students noted, *“If they brush off everything we say they will be telling us we don’t matter”*. Our hope is that school leaders will review this feedback, and let students know how the themes from these conversations have informed decisions that are being made, and/or actions that are being taken.

We also hope that this is just the beginning of opportunities for students to have a meaningful voice in the future of the Barre Unified Union District.

On the following pages, please see all student comments from the dialogues, transcribed from the students words, written on chart paper, as well as notes we took.



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FLIP CHART NOTES FROM STUDENT DIALOGUES

Barre City Elementary & Middle School

13 student participants (7th and 8th graders)

What is the best thing your school has going for it?

- We are accepting of others
- Sports
- Everything we have to offer
 - Teen nights
 - Fuel up to play
 - Spelling team
- Teachers
- Safety of kids and staff
 - Emergency drills
- Individual skills/learning plans
- M3

What are the biggest challenges students are facing?

- Judging others diversities
- Stress of balancing school and home life
- Grades
- Scared about how people (peers and teachers) accept you
- Mental health
- Difficult life choices (drugs, alcohol)
- Drama/friendships
- Work load
- Responsibility

What do you want to learn about?

- Visual arts
- Real world skills
 - Taxes
 - Economics
 - Living on your own
 - Life challenges
 - Better cooking
- Sports
- History
- Health medicine

SEP 11 2019

Dear John Pandolfo,

September,9,2019

I want to let you know as the superintendent of the BUUSD that I am retiring from my job as an educator at the end of the 2019 -2020 school year. With this in mind I have reached out to Venus Dean with her offer to drop the Menu math course. I have enclosed a copy of our correspondence so that everyone is on the same page. Thank you for your consideration.

Sincerely,


Jeffrey Blake

Financial Management Questionnaire - BARRE UNIFIED UNION SCHOOL DISTRICT

	Yes	No	Don't know	By whom
Do you know by whom the following is maintained?				
School District Checkbook	X			Business Manager
School District receipts	X			Business Manager
Student Activity Cash/Check receipts	X			Business Manager/Senior Accountant/Bookkeepers
School District payments:	X			
Payroll	X			Payroll Manager-Staff Accountants-Business Manager
Accounts Payable	X			Staff Accountant/Business Manager
Bank Deposit slips	X			Senior Accountant/Bookkeepers
Bank reconciliations	X			Senior Accountant Reviewed by Business Manager
Are the all bank statement and ledger balances reconciled monthly, by whom?	X			Senior Accountant/Reviewed by Business Manager
Does someone other than the treasurer review bank reconciliations?	X			Business Manager
Are checks always written to specified payees and not to cash?	X			
Are financial records maintained in a computerized system?	X			Profund/ADS
Are all payees registered in accounting software?	X			Vendors or Employees
Are all invoices, original, on vendor letterhead or format, with individual invoice number?	X			Reviewed by Board Member
Are all payments recorded and mailed with notation to the associated invoice number?	X			
Does the School District hold current W9 forms for all vendors?	X			Filed in Business Office
Does the same individual open the mail and deposit checks?		X		Receptionist opens mail and records checks/Senior Accountant Deposits
Are pre-numbered checks used for all bank accounts?	X			ADS assigns numbers consecutively
Are unopened bank statements delivered directly to the treasurer as received?	X			Electronic Access
Have you borrowed money from the School District?		X		
Do you know of anyone who has borrowed money from the School District?		X		
Have School Board members attended financial trainings?				There has been training through VSBA
Do the financial accounting personnel take regular vacations?	X			
Have you deposited School District monies anywhere other than a School District account?		X		
Have you deposited any non-School District monies into a School District account?		X		
Is it common practice for staff members to rotate responsibilities or cross train periodically?	X			Staff accountants/payroll share responsibilities
Are student activity receipts deposited within 48 hours of the event?				At least weekly
Have you experienced a theft or embezzlement during the last five years?	X			Student activity funds taken by coach.
Does the School District have written policies and procedures for financial operations?	X			On website and evaluated periodically

	Yes	No	Don't know	By whom
Does each Town and School District official have copies of these policies and procedures?	X			On website
Is there a standard procedure to ensure that gate receipts reflect the event's attendance?	X			Ticket Accountatbility form is required
Is interest in School District accounts apportioned to each account?	X			
Have there been any changes in authorized signatures during the fiscal year?	X			Unified Accounts-Carol Dawes is Treasurer
Has a signature stamp ever been used for any School District account?	X			Treasurer uses signature stamp
Do you have pre-numbered receipt books for cash payments?	X			At SHS
Have you attended trainings on recordkeeping?	X			
Are any School District financial records maintained in manual form?		X		
Do you maintain separate pages, columns or running balances for each fund?	X			
Are checks written by the same individual who approves payments?		X		
Do you participate in any business which does business with the School District?		X		
Does any employee that you know of participate in any organization as a vendor?	X			SHS PE Teacher/CVCC DM Teacher
Have you questioned if the lifestyle of any associate reflects their normal income?		X		
Are bank accounts and fund balances reconciled on a monthly basis?	X			
Does the School District loan money to town employees?		X		

As a signer below, I certify to the best of my knowledge that the answers provided in this self-assessment questionnaire are an accurate representation of the operation of the school district of Barre, Vermont.

Preparer: *Lisa Perreault* Printed Name: Lisa Perreault

Title: Business Manager, BUUSD Date submitted: October 28, 2019

As an official of the BUUSD, I certify that the board has reviewed this questionnaire within two months of receiving it from the superintendent.

Name: _____ Title: _____ Date: _____

Overnight/Out of State Field TripsSHS Wrestling:

- Fri/Sat Dec 20-21, 2019 @ Whitehall, NY leaving at 3:30 on Friday
- Fri/Sat Dec 27/28, 2019 @ Noble, ME leave time is still TBA
- Fri/Sat Feb 28/29, 2020 @ Mt Anthony leave time is still TBA
- Fri/Sat/Sun March 6,7,8, 2020 @ NE Championships the site it TBD

SHS JROTC:

- Oct 4-5, 2019 @ Old Town HS, Old Town, ME (Already took place)
- Nov 1-2, 2019 @ Nokomis HS, Newport, ME (Already took place)
- Apr 25-29, 2020 @ NYC, NY

BARRE UNIFIED UNION SCHOOL DISTRICT # 097 Code: D 30

POLICY

1st READING: 5/9/2019

2nd READING: 6/13/2019

ADOPTED: 6/13/2019

FIELD TRIPS

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to endorse the use of field trips as extensions of classroom experiences.

Implementation

Administration shall develop procedures on field trips to address the following guidelines:

1. Teachers shall submit to the Principal/Director a written request for approval for a field trip.
2. Out of state field trips, and/or overnight field trips require Board approval.
3. Requests will be submitted in a timely fashion
4. Accompanying the request for approval must be information specifying those students who are participating and the basis for their participation. In addition, the report must state specific reference to the curriculum, learning outcomes, the source of payment for the field trip, the method of transportation, as well as commencement and termination times, dates, number of school personnel to attend, number of additional chaperones, method of financing the adult participation, and any other pertinent information.
5. Teachers organizing field trips will be responsible for obtaining signed permission slips from parents, scheduling transportation, and overseeing arrangements with the site of the field trip.
6. Those individuals responsible for the field trip shall submit a list of participants to the school nurse and a principal in a timely fashion so that provisions for any special medical problems and/or precautions can be provided.
7. Field trip costs over and above those normally budgeted for by the BUUSD will be paid for by the student's parents directly and/or through fundraising activities. Funds will exist for any student who desires to attend but is unable to pay the individual cost of travel and accommodations.
8. All chaperones shall comply with Policy D7, Volunteers & Work Study Students.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****CODE: B 6****1ST READING: 5/9/2019
2ND READING: 6/13/2019
ADOPTED: 6/13/2019**

**HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT
COMPLIANCE****1. POLICY**

The Barre Unified Union School District (BUUSD) shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPPA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent, or his/her designee, shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPPA.

Legal References: 45 C.F.R. Subpart C

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

CODE: D 2

1ST READING: 5/9/2019

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

GRADE ADVANCEMENT: RETENTION, PROMOTION, AND ACCELERATION OF STUDENTS¹

Policy

A goal of the Barre Unified Union School District (BUUSD) is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

Definitions

“Acceleration” is the advancement of a student by more than one grade beyond the current grade level.

“Promotion” is the single grade step most students take from year to year.

“Retention” allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the Vermont Framework of Standards and Learning Opportunities as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

Implementation

The principal/director will develop rules to implement this policy that will specify a process for determining the promotion, retention or acceleration of individual students.

Legal Reference(s):

VT State Board of Education Manual of Rules & Practices: §2120.2.2 (b)

Cross Reference: Student Attendance (C 7)

¹SBE Rule 2120.2.2(d). “Each school shall develop and adopt policies on grade advancement.”

DRAFT

Barre UUSD Board Procedure **Public Comment at Board Meetings**

As stated in BUUSD Policy A21; Public Participation at Board Meetings, it is the policy of the Barre Unified Union District Board to encourage public participation at its meetings. The policy states that reasonable rules of participation may be used to insure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner. Such rules may take into consideration such things as length of each speaker's presentation and the number of times each speaker may comment.

Persons Who May Address the Board include:

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

When the number of people wishing to speak is large, the board may authorize the chair to use a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.

The board meeting agenda includes an item for "Public Comment for Items Not on the Agenda". Any person who would like to make brief public comment may use this time for that purpose, while respecting the following guidelines:

- The person commenting will sign the Visitor List managed by the board recorder or clerk.
- The time allotted to each person commenting will be assigned by the chair.
- The person commenting will not hand out any printed materials that have not been previewed by the chair in advance of the meeting.
- The person commenting will use respectful and appropriate language.
- The person commenting will not breach the privacy or other rights of students, parents or school employees.
- If the comment is a complaint against a student, a parent, an employee, a school, or the district, the person commenting shall have already completely followed the board procedure on complaints.
- The chair shall rule out of order any comment to the board which does not follow these guidelines.

For items that are included on the agenda, any person interested in commenting should hold comments until that agenda item is discussed. The chair will ask for public comments on that agenda item before action is taken by the board.

DRAFT

Barre UUSD Board Procedure

Complaints Regarding Students, Parents, Employees, School, or District

As defined in statute, the role of the School Board is to set vision and policy for the district, to prepare and distribute an annual budget, to maintain the schools in good repair, to employ such persons as may be required to carry out the work of the school district. Among other functions, the School Board must act as a quasi-judicial body in certain circumstances related to student and employee conduct and discipline. Because of these statutorily defined duties, it is appropriate that a chain of command is followed for concerns and complaints regarding students, parents, employees, schools, and/or the school district.

Before a concern or complaint is addressed by the school board, it should be brought to the attention of persons as close to the source of the issue as possible, and work up the chain of command as outlined below:

- If the concern relates to a student and at the classroom level, it should be brought to the attention of the classroom teacher. If the concern relates to a student and a common area of the school, it should be brought to the attention of the Homeroom or Advisory Teacher.
- If the concern is not addressed to an appropriate level of satisfaction at that level, and it occurred at Spaulding High School, it should next go to the Department Head.
- If the concern is not addressed to an appropriate level of satisfaction at that level, it should next go to the Building Administrator. This would be the Assistant Principal or Principal, or the Assistant Director or Director at the Central Vermont Career Center. For concerns not resolved to satisfaction at the Assistant Principal or Assistant Director level, they should then go to the Principal or Director.
- If the concern is not addressed to an appropriate level of satisfaction at that level, it should next go to the Central Office Administrator. This might be the Superintendent, or it might be the Directors of Special Education, Early Education, Curriculum, Technology, or Facilities. For concerns not resolved to satisfaction at the Director level, they should then go to the Superintendent.
- For concerns not addressed to an appropriate level of satisfaction by the Superintendent, the Chair of the School Board may be contacted. The Chair can then determine the appropriate next step to address the concern.

FY20 BUUSD Budget Priorities for positions 3/14/2019						
<u>Location</u>	<u>Position</u>	<u>Draft 3 Cost</u>	<u>Draft 3A Cost</u>	<u>Building Priority</u>	<u>Supt Priority</u>	<u>In/Out</u>
BSU-BT	Behavior Specialist/future BCBA	\$60,000	\$60,000	1	1	In
SHS	Work-Based Learning coordinator	\$65,000	\$65,000	1	2	In
BT	Literacy Interventionist - MS	\$55,000	\$55,000	1	3	In
BT	School Resource Officer	\$50,000	\$50,000	2	4	In
BSU	Assistant Director	\$65,000	\$65,000	2	5	In
SHS	Science Teacher	\$65,000	\$65,000	2	7	In
BSU-SHS	Counselor/Therapist	\$60,000	\$40,000	3	9	In
BT	Ed Tech Specialist	\$65,000	\$65,000	6	6	Out
BT	Para-educator	\$22,500	\$22,500	3	8	Out
BT	Para-educator	\$22,500	\$22,500	4	10	Out
SHS	Office-Clerical extended hours	\$25,000	\$25,000	3	11	Out
BT	Office-Clerical extended hours	\$35,000	\$17,500	5	12	Out
BSU-SHS	Reading Specialist	\$60,000	\$0	4	13	Out
	Total	\$650,000	\$552,500			\$400,000
	Savings from Draft 3		\$97,500			\$250,000

FY21 BUUSD DRAFT 1 SUMMARY – November 12, 2019

BUUSD Proposed Budget:

\$45,014,529 an increase of \$3,331,728 or 11%

CVCC Proposed Budget:

\$3,431,556, an increase of \$411,643 or 19%

Location	Budget	Enrollment	Per Pupil
BTMES	\$8,459,709	848	\$9,976
SHS	\$9,299,081	733	\$12,686
BCEMS	\$8,976,363	884	\$7,935
CVCC	\$3,431,556	176	\$19,497
Central Office	\$5,311,542		
Special Ed.	\$12,967,834		

Unaudited Fund Balances

General: (\$316,488)

Tax Stabilization: \$957,961

Capital: \$143,879

Considerations for Special Articles:

- Alternative Program (SEA) Property-\$1,000,000--1,500,000
- Facility Committee – Bond Discussion/\$9,000,000+
- Universal Free Meals - \$1,500,000

Budget line	FY21 BUUSD BUDGET DEVELOPMENT HIGHLIGHTS - NOVEMBER 12, 2019	INCREASE/ (DECREASE)
	DISTRICT-WIDE	
	Salary/Wage increases at (3%-5%) and health benefits (12%)	\$ 2,000,000
	Facility construction lines throughout each budget increased to \$1/sq. ft. from \$.75	\$ 76,700
	Add \$15,000 in each building for kitchen equipment repair, replacement, improvements	\$ 45,000
	Increased snow plow and rubbish removal to reflect new contract/actuals	\$ 26,000
	Equipment is any item over \$5,000, most equip. lines moved to supplies (UCOA)	\$ -
	BARRE TOWN MIDDLE & ELEMENTARY - 8% Increase - \$520,025	
3	Add .5 pre-k substitute	\$ 13,000
17	Add EST, mentor, leadership team stipends to salary line	\$ 25,000
17/44	Move interventionist to 1103, move enrichment teacher to 1101	\$ -
	Add 2 general ed. paraeducators - 1 to support middle school Tier 2 and 1 PBIS	
18	coordinator	\$ 60,000
19	Increase substitute line to reflect actual needs k-8	\$ 14,000
25	Increase course reimbursement for faculty/staff, contractual	\$ 25,000
31	Increase contracted services to support ECO-outdoor classroom	\$ 9,000
78	PE teacher to be hired now, salary line includes benefits	
128	Add 1 general ed. paraeducator in the library	\$ 30,000
163	Duplicating wages-based on actuals	\$ 17,525
171	Move technology equipment to central office technology budget, reduce \$5,000	\$ (100,000)
	Facility-custodian wages/overtime, benefits, snow removal, construction services	
172-197	\$1/sq.ft, kitchen	\$ 36,600
		\$ 117,125
	SPAULDING HIGH SCHOOL - 9% Increase - \$500,928	
200	Add EST, mentor, summer school, leadership team stipends to salary line	\$ 20,000
201	Add 1 general ed. paraeducator to support work-based learning	\$ 30,000
202	Increase substitute lines to reflect actual needs	\$ 25,000
261	Music supplies increased, multi-yr instrument replacement plan	\$ 9,000
283	Increased due to math teacher hired in FY20, previously funded by Medicaid	\$ 75,000
386	Increase guidance contracted services for required AP testing	\$ 17,000
373	Increase co-curricular supplies for mountain bike/ski clubs and spirit events	\$ 8,000
	Move technology equipment to central office technology budget and added	
454	\$25,000 for Art program/lpads/Desktops for total SHS tech. equip \$115,000	\$ (90,000)
471	Move property insurance from facility to central office Board	\$ (75,087)
	Facility-Add 1 custodian to align with industry standards, snow removal,	
455	construction services \$1/sq.ft, kitchen	\$ 79,100
		\$ 94,000

BARRE CITY ELEMENTARY & MIDDLE SCHOOL - 6% Increase - \$442,237

Add 1 teacher to support K-4 specials supporting social needs of the community

504	(health/social emotional/technology)	\$	75,000
504	Add EST, mentor, leadership team stipends to salary line	\$	20,000
489/507	Increase substitute lines to reflect actual needs prek/k-8	\$	49,643
559-573	Increase supply lines in music and tech ed. historically underbudgeted	\$	8,000
	Increase behavior support paraeducator and behavior interventions lines to		
616-617	support actual needs of the district, previously paid by grant funds	\$	100,000
	Facility-Add 1 custodian to align with industry standards, snow removal,		
663-688	construction services \$1/sq.ft, kitchen	\$	70,528
661	Move technology equipment to central office technology budget	\$	(92,000)
		\$	231,171

CENTRAL OFFICE

735	Moved property insurance from SHS and Business Office to Board	\$	110,000
752	Moved software to technology budget	\$	(5,000)
753-756	Moved legal fees and advertising to Board and HR	\$	(9,750)
773	State-wide eFinance contracted by AOE-ADS lic.	\$	(10,000)
776	State-wide eFinance contracted by AOE-ADS lic.	\$	(11,000)
805	Moved AESOP and School Spring to technology software	\$	(15,800)
811	Reflects addition of 1 BT tech integrationist in FY20 and reduction of .5 at CVCC	\$	75,000
814	Reflects addition of 1 technician hired in FY20 and summer help	\$	50,000
834	Included all software upgrades for district	\$	41,000
33/836/837	Moved technology equipment from BT/SHS/BC to Central Office	\$	305,000

\$415.00 moved from buildings	\$	529,450
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SPECIAL EDUCATION

Paraeducator wages were underbudgeted due to unfilled positions at time of

854	budget dev., this line reflects addition of 5 paraeducators	\$	150,000
856	Increased number of Bis based on needs of the students	\$	60,000
880	Increased summer extended school year services based on IEPs	\$	20,000
	ACT/GAP now the SEA Program, includes 4 special educators (1 previously at SHS) 1		
883-909	Bl, .5 Para, 1 Behavior Specialist and 2 general/core teachers (line 969)	\$	289,203
	School psychologist 3, mental health counselors3 (2 at SEA)-no longer need		
913-920	contracted services.		
944	FY20 Added 1 Assistant Director and Director for SEA	\$	75,000
		\$	594,203

CVCC

9	Increase substitute line for additional permanent substitute	\$	38,691
61	Increase due to one-time purchase to improve program	\$	13,000
141	Building trades program change-no house project in FY21	\$	11,500
	Add 1 Flexible Pathways Coordinator in Academic & Assess-formerly Tech.		
211	Integrationist	\$	80,000

296	Increase in technology equipment	\$	34,000
323	Increase for more industry trips	\$	21,800
		\$	198,991

BUUSD Parent / Taxpayer Survey – September/October 2019

Executive Summary

The Board of School Directors for the Barre Unified Union School District took a survey of Parents, Taxpayers, and other Stakeholders in September and October of 2019 for the purpose of allowing community members to share their thoughts and opinions about how, where, and how much the Board spends (or should be spending) on providing educational materials and services to the children of Barre City and Barre Town.

The Board took a similar survey of students within the district, the results of which will be tallied in the near future.

The Parent/Taxpayer survey was made available to residents via email, Facebook, social media, on the district's website, and in print. Printed copies were distributed to various locations around both Barre City and Barre Town, including Town/City Hall, Aldrich Library, and all of the school central offices.

Notification of the survey was provided via email, Facebook, social media, on the district's website, and through communications sent home with students.

As of October 4, the closing date of the survey, 409 respondents had registered their thoughts and opinions on a wide range of issues (reviewed below). Board members will use this information to inform their planning and decision-making as they begin their work as a unified board representing the students of Barre City and Barre Town.

Survey Results: *Note: Because some questions allowed for more than one answer, not all percentages for each question will add up to 100%*

Demographic Questions:

1. A majority of respondents (74%) indicated they are parents of students currently enrolled in the Barre Schools. A smaller number (17%) indicated they are community members with no students in the schools. The remainder of the respondents identified themselves as employees of the school district (8%) or parents of students attending private school (3%).
2. Of those who responded to the survey, a small majority (40%) were parents of students in the Barre Town School; followed by 33% who indicated they were parents of students at Spaulding High School (no town given). A minority of respondents (20%) were parents of students from Barre City. Only 2% of respondents said they were parents of a CVCC student.

3. Of all respondents, a majority (66%) have lived in Barre for more than 6 years, with the greatest percent of respondees (36%) indicating they have lived here for 20 years or more. Newcomers (0-5 years) represented about 21% of survey takers.
4. A significant majority of respondents (89%) reported owning their homes (which puts them squarely in the 'taxpayer' category), with 8.5% indicating they are renters.
5. When asked about their voting record on school elections and budgets, 81% indicated they always (47%) or usually (34%) voted. 15% seldom or never voted, and 6% reported that they were not registered voters.
6. When taxpayers who 'always' or 'usually' voted were asked about their primary motivation for doing so, 73% said they wanted to provide the best education possible for students in the Barre schools; 45% said it was because it is their right to vote; 28% indicated they wanted to keep their taxes low; and 10% said it depended on who was running for a seat on the board.
7. When asked where they most commonly get their information about the schools, voters indicated the following sources (listed in order of most commonly to least commonly):
 - a. Newsletters and communications sent home from school (52%)
 - b. From conversations with neighbors and friends (47%)
 - c. Via email from their students' teachers/administrators (37%)
 - d. From the District's website (36%)
 - e. From the Barre/Montpelier Times Argus (33%)
 - f. From Facebook (31%)
 - g. From other social media (20%)
 - h. From VT Digger (16%)
 - i. From Vermont Public Radio (15%)
 - j. From the Washington World (10%)
 - k. From attending Board meetings (7%)
 - l. From CTVT (6%)
 - m. People who indicated they 'Never' get information (2.5%)

Spending Questions:

Parents and Taxpayers were asked to rate the importance of specific initiatives or programs to the mission of the Barre schools by indicating whether the initiative or program is *Essential*, *Important*, *'Good to Have'*, or *Not Essential*. Respondents were also given the option of selecting 'No Opinion' on the question.

Areas of Spending / % of Taxpayers who feel the expenditures are:

Technology:

Essential to the mission	35%
Important to the mission	45%
Good to have	20%
Not Essential to the mission	2%

After School Programs

Essential	39%
Important'	45%
Good	25%
Not Essential	<1%

Enrichment Programs (e.g. Robotics, etc.)

Essential	37%
Important	49%
Good	13%
Not Essential	2%

Drug and Alcohol Education

Essential	49%
Important	36%
Good	14%
Not Essential	1.5%

Bullying and Harassment Education

Essential	52%
Important	37%
Good	14%
Not Essential	1.5%

Sexual Orientation Education

Essential	22%
Important	26%
Good	27%
Not Essential	23%
No Opinion	3%

Financial Literacy

Essential	52%
Important	37%
Good	11%
Not Essential	1.5%

Advanced Placement Classes (e.g. English, Biology, Calculus)

Essential	50%
Important	39%
Good	10%
Not Essential	1%

Athletic Teams

Essential	42%
Important	39%
Good	18%
Not Essential	3%

The Arts (e.g. band, drama, dance)

Essential	47%
Important	40%
Good	12%
Not Essential	2%

Summer School

Essential	15%
Important	44%
Good	32%
Not Essential	6%
No Opinion	4%

Alternative Education Programs

Essential	33%
Important	40%
Good	18%
Not Essential	4%
No Opinion	6%

Adult Ed Programs

Essential	11%
Important	26%
Good	42%
Not Essential	16%
No Opinion	7%

Remedial Programs

Essential	25%
Important	40%
Good	22%
Not Essential	5%
No Opinion	10%

Overall Satisfaction with Spending Question:

Taxpayers were asked to rate the Board's overall spending on a scale of 1 – 5, with 1 being "too low" and 5 being "too high." The survey altered the question to a Zero to 100 scale. When all of the responses were tallied, the Board received an average rating of "46" – indicating that on average, taxpayers feel their spending is just shy of being right where it should be.

Personal Questions:

The remainder of the survey asked Taxpayers to share their thoughts and opinions with the Board via a number of personal questions. The responses to those questions were voluminous and are available in a separate document. The questions taxpayers were invited to answer were:

1. If you seldom or never vote on school board elections or budgets, why don't you vote?
2. How can we improve how we communicate with you?
3. What are our greatest opportunities as a unified school district?
4. What final remarks would you like to share with us as we begin our work governing the Barre schools?

BUUSD Student Survey – September/October 2019

Executive Summary

The Board of School Directors for the Barre Unified Union School District took a survey of Students in September and October of 2019 for the purpose of hearing their thoughts and opinions about how, where, and how much the Board spends (or should be spending) on providing them with educational materials and services.

The Board took a similar survey of parents and taxpayers within the district, the results of which are now with the Board.

The Student survey was made available to all students via email to their families, Facebook, social media, and on the district's website. Notification of the survey was provided via email to students' families, Facebook, social media, on the district's website, and through communications sent home from school.

As of October 11, the closing date of the survey, 120 students had registered their thoughts and opinions on a wide range of issues (reviewed below). Board members will use this information, along with information gleaned from the parent/taxpayer survey, to inform their planning and decision-making as they begin their work as a unified board representing the students of Barre City and Barre Town.

Survey Results: *Note: Because some questions allowed for more than one answer, not all percentages for each question will add up to 100%*

Demographic Questions:

1. A majority of respondents (91%) indicated they are students at Spaulding High School. A smaller number (7%) indicated they attend Barre Town School and (4%) Barre City School. 27% indicated they attend or have taken classes at CVCC.
2. Of all respondents, a majority (75%) have lived in Barre for more than 6 years, with the greatest percent of respondents (36%) indicating they have lived here for between 16 - 20 (which, given their age, makes sense). Newcomers (0-5 years) represented about 17% of survey takers.
3. A significant majority of respondents (85%) reported that their family owns their own home, with 12% indicating they are renters.
4. When asked where they most commonly get their information about what's going on in the schools, students indicated the following sources (listed in order of most commonly to least commonly):

- a. From their teachers (67%)
- b. From conversations with friends (56%)
- c. From the District's website (29%)
- d. Via social media (21%)
- e. From Facebook (12.5%)
- f. From the Barre/Montpelier Times Argus (10%)
- g. From "Other" (not defined) (9%)
- h. From the radio (5%)
- i. From the Washington World (4%)
- j. From VT Digger (4%)
- k. From attending Board meetings (1.5%)
- l. Students who indicated they 'Never' get information (4%)

Spending Questions:

Students were asked to rate the importance of specific initiatives or programs to the mission of the Barre schools by indicating whether the initiative or program is *Essential*, *Important*, *'Good to Have'*, or *Not Essential*. Respondents were also given the option of selecting 'No Opinion' on the question.

Areas of Spending / % of Taxpayers who feel the expenditures are:

Technology:

Essential to the mission	21%
Important to the mission	43%
Good to have	21%
Not Essential to the mission	4%
No Opinion	14%

After School Programs

Essential	30%
Important'	35%
Good	18%
Not Essential	4%
No Opinion	16%

Enrichment Programs (e.g. Robotics, etc.)

Essential	23%
Important	35%
Good	24%
Not Essential	6%
No Opinion	15%

Drug and Alcohol Education

Essential	28%
Important	26%
Good	26%
Not Essential	9%
No Opinion	13%

Bullying and Harassment Education

Essential	40%
Important	30%
Good	14%
Not Essential	11%
No Opinion	9%

Sexual Orientation Education

Essential	31%
Important	19%
Good	21%
Not Essential	20%
No Opinion	12%

Financial Literacy

Essential	48%
Important	38%
Good	12%
Not Essential	4%
No Opinion	5%

Advanced Placement Classes (e.g. English, Biology, Calculus)

Essential	43%
Important	28%
Good	19%
Not Essential	3%
No Opinion	8%

Athletic Teams

Essential	42%
Important	35%
Good	14%
Not Essential	4%
No Opinion	8%

The Arts (e.g. band, drama, dance)

Essential	37%
Important	33%
Good	15%
Not Essential	7%
No Opinion	11%

Summer School

Essential	11%
Important	33%
Good	29%
Not Essential	16%
No Opinion	13%

Alternative Education Programs

Essential	26%
Important	28%
Good	22%
Not Essential	5%
No Opinion	22%

Adult Ed Programs

Essential	13%
Important	30%
Good	25%
Not Essential	13%
No Opinion	23%

Remedial Programs

Essential	8%
Important	25%

Good	24%
Not Essential	6%
No Opinion	38%

Overall Satisfaction with Spending Question:

Students were asked to rate the Board’s overall spending on a scale of 1 – 5, with 1 being “too low” and 5 being “two high.” The survey altered the question to a Zero to 100 scale. When all of the responses were tallied, the Board received an average rating of “37” – indicting that on average, students feel the Board is not spending quite enough on the schools .

Personal Questions:

The remainder of the survey asked Taxpayers to share their thoughts and opinions with the Board via a number of personal questions. The responses to those questions were voluminous and will be available in a separate document shortly. The questions students were invited to answer were:

1. How can we improve how we communicate with you?
2. What are our greatest opportunities as a Unified School District?
3. What final remarks would you like to share with us as we begin our work governing the Barre schools?

Vision Statement

Vision Statements exist to help to achieve clarification and ownership of the school's overall purpose.

*John Marsh
Total Quality Toolkit*

Vision Statement: Definition

Vision: the ideal destination. It is where the school wants to be. It should be challenging, innovative and forward-looking.

Mission: Definition

Mission: the route to the destination. A particular expression of the vision that is specific to this district given its history, context and circumstances. It is a more practical focus on what the school does and will do than the vision statement.



Source: TopNonprofits

Where are We Now? Vision and Mission

Barre City School Vision

We envision a dynamic PK-8 school that challenges all students and staff to be caring and contributing members of our society, learning to work together in cooperative and productive teams. We strive for high standards of performance, both academically and behaviorally, for all members of our school community. We see an active, busy, hands-on, creative environment where both staff and students are engaged in meaningful learning experiences. The learning experiences should follow a logical progression that is developmentally appropriate and where students can see the connections among the traditional fields of discipline. We want all members of our school community to feel safe, not just safe from physical harm, but free to respectfully express their own individuality.



Where are We Now? Vision and Mission

Barre Town Mission

The Barre Town School community commits itself to providing educational excellence for all its students. To this end we commit ourselves to a planned, continuous, and cooperative school improvement effort. This effort will include a training and development process based on the best practices resulting from current research and encompass the areas of: school leadership, climate, student and program expectations, curriculum and instructional practices, parent and community involvement, student and program evaluation.



Where are We Now? Vision and Mission

Spaulding Mission

- Spaulding High School community's mission is to provide a safe, supportive, and motivating environment to promote the best current methods of teaching and learning.
- We value education and we offer it in a variety of ways to meet the needs of all students, enabling them to become respectful, responsible, knowledgeable, confident, healthy, and ethical global citizens. We are committed to ensuring that all students receive the support necessary to achieve these goals and expectations.



Spaulding Mission Continued

We hold the following beliefs about learning:

1. Students will communicate effectively and creatively using oral and written languages, as well as a variety of media.
2. Students will have a plan for life after high school and will be encouraged to pursue their interests and passions.
3. Students will have access to and learn to use technology effectively and appropriately.
4. Students will meet current state curriculum standards in English, mathematics, science, humanities, history, the arts, physical education, and health.
5. Students will apply a variety of problem solving strategies demonstrating critical, reflective, and creative thinking.
6. Students will exhibit leadership, collaboration, flexibility, and empathy in school activities.
7. Students will understand and practice their rights and responsibilities as citizens and will participate in the democratic process and community service.
8. Students will work to improve the school, the natural environment, and the global community.
9. Students will develop healthy lifestyles, and treat themselves and all others with dignity and respect at all times.



Spaulding Mission Continued

Learning Expectations

1. Students will communicate effectively and creatively using oral and written languages, as well as a variety of media.
2. Students will have a plan for life after high school and will be encouraged to pursue their interests and passions.
3. Students will have access to and learn to use technology effectively and appropriately.
4. Students will meet current state curriculum standards in English, mathematics, science, humanities, history, the arts, physical education, and health.
5. Students will apply a variety of problem solving strategies demonstrating critical, reflective, and creative thinking.
6. Students will exhibit leadership, collaboration, flexibility, and empathy in school activities.
7. Students will understand and practice their rights and responsibilities as citizens and will participate in the democratic process and community service.
8. Students will work to improve the school, the natural environment, and the global community.
9. Students will develop healthy lifestyles, and treat themselves and all others with dignity and respect at all times.





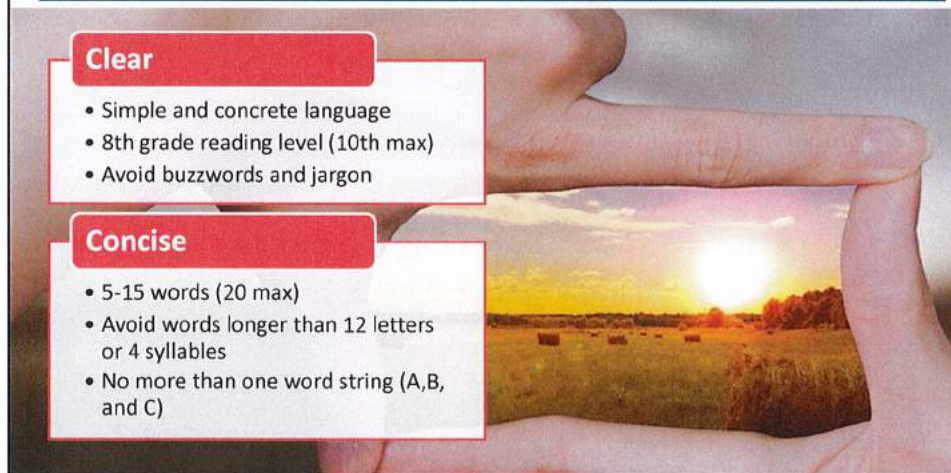
Vision Statement: Guidelines

Clear

- Simple and concrete language
- 8th grade reading level (10th max)
- Avoid buzzwords and jargon

Concise

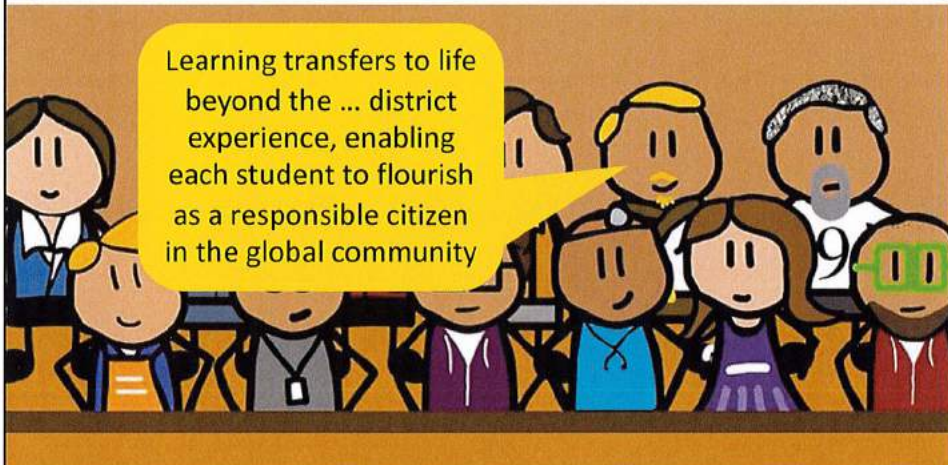
- 5-15 words (20 max)
- Avoid words longer than 12 letters or 4 syllables
- No more than one word string (A,B, and C)



Source: TopNonprofits

Vision Statement: Example

Learning transfers to life beyond the ... district experience, enabling each student to flourish as a responsible citizen in the global community



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Build a Vision: Key Questions

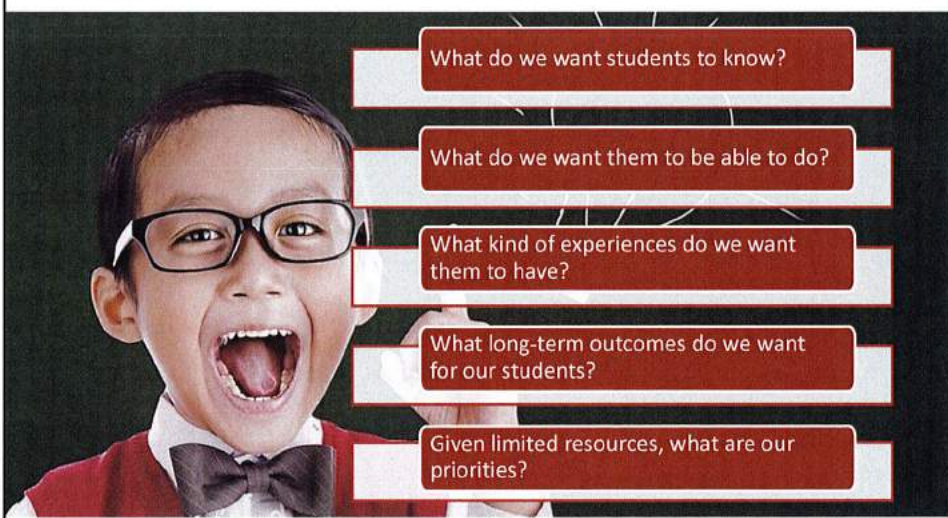
What do we want students to know?

What do we want them to be able to do?

What kind of experiences do we want them to have?

What long-term outcomes do we want for our students?

Given limited resources, what are our priorities?



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Build a Vision: Key Considerations

Focus on Student Learning

Reflect Community Values

Current Educational Research

- Work with administrative leadership and educators

Open Minded

- Don't be limited by the walls of your school or the borders of your town



Build a Vision: Barre Unified Union School District

• Individual Reflection

Given your own experiences as well as the discussion about BUUSD legacy strengths, challenges, and opportunities, legacy district vision and mission statements, and our changing world, take a few minutes to reflect on your vision for BUUSD.

• Small Group Discussion

Pair up with a partner and share your ideas. Identify common themes and write one per sticky note.

• Large Group Discussion

Share ideas. Identify common themes.



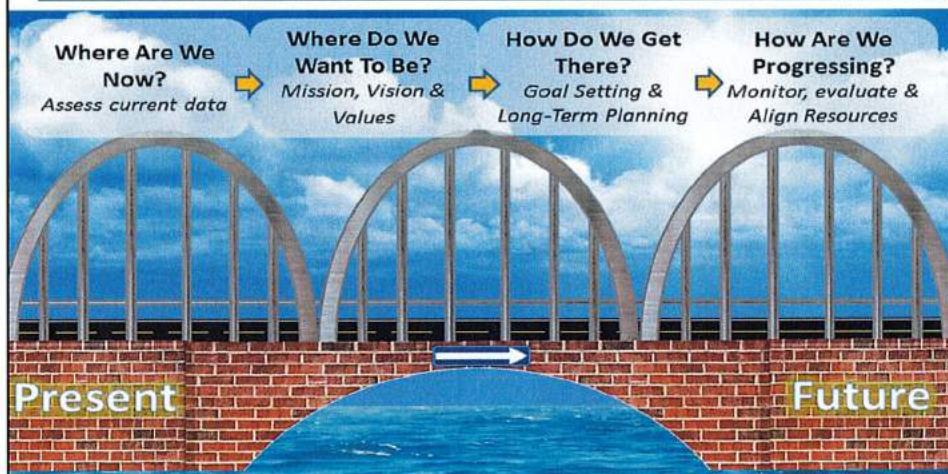
Vision: Engage the Community

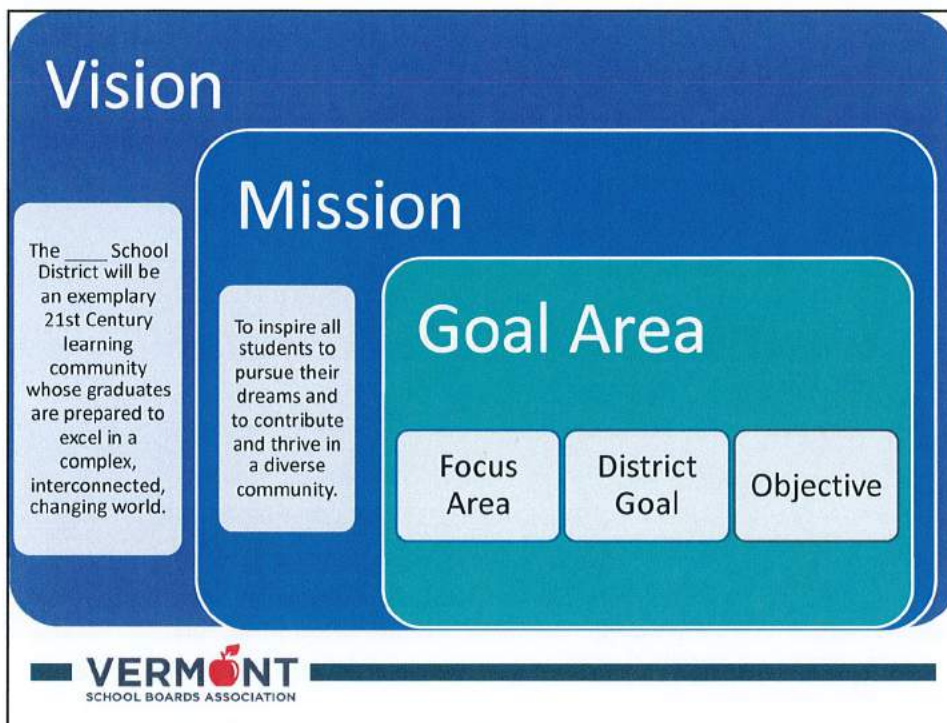
The only visions that take hold are shared visions—and you will create them only when you listen very, very closely to others, appreciate their hopes, and attend to their needs.

*James M. Kouzes and Barry Posner
Harvard Business Review
January 2009*



From Vision to Practice: Setting Goals





Roles in Setting Goals

PROGRESS REPORTING

School Board

- Sets district goals based on areas of high priority

Superintendent and Key Administrators

- Focus goals and establish objectives and action steps

Principals and other Administrators

- Oversee the implementation of objectives and action steps

Teachers

- Carry out objectives and action steps

Goal Statements

Reflect and Embody
Vision and Mission

Realistic: 3-5 Goals

- Time frame
- Available resources

Defined with
Superintendent

- Broad statement of what is to be accomplished

Establishing Strategic Board Goals: Key Questions

Is it within the board's purview?

Is it specific and clear?

Is it measurable?

Is it actionable? Do we need to let go of something else? If so, what?

Is it relevant/consistent with other priorities or must-do items?

Is it time bound?



Types of Goals

Board Goals

- Focused on areas of board operations and procedures
- Designed to increase overall board performance.

District Goals

- Set by the board often in consultation with superintendent
- Provide direction for the district
- Maintain standards
- Target areas of needed improvement or where change is to occur

Superintendent Goals

- Often established by the board in conjunction with the superintendent
- Based on performance as defined in contractual job description
- Sets targets for carrying out district goals.



Example

Goal Area

- Student Achievement

Goal Statement

- The District will ensure all students are college and career ready upon graduation by supporting and advancing academic programs that deliver the knowledge and skills needed in the 21st century to become successful, responsible, and productive citizens.

Board
Work

Indicator

- 60% of third grade students will be reading at or above grade level by 2020 SBAC

Joint
Work

Strategy

- Provide literacy support through staffing and targeted curriculum.

Supt
Work



Establishing Strategic Goals

1

List 3-5 strategic goals (objectives) for the 2019-2020 school year

2

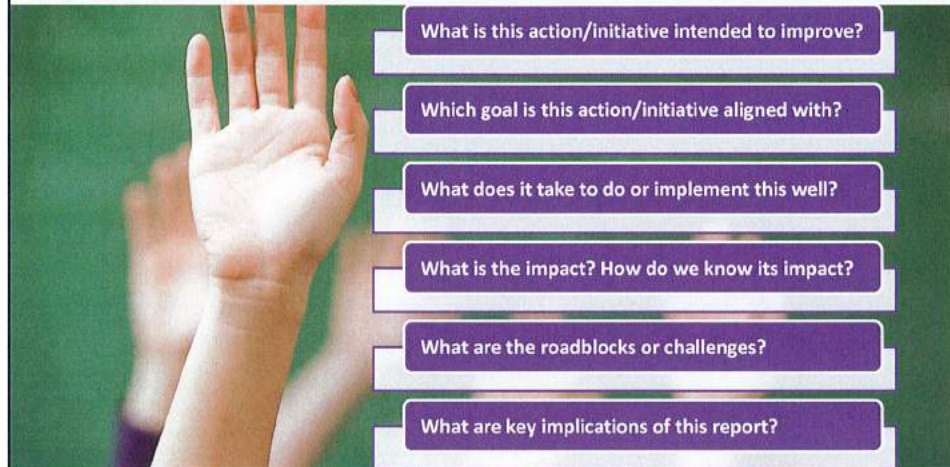
Identify key results or indicators you would look for

3

Identify one source of data you would use to monitor



Monitoring: Questions about Indicators



Accountability for Strategic Goals: Template

VISION STATEMENT:				
Goal Area	Goal Statement	Indicators	Board Role	Administration Role

Accountability for Strategic Goals: Example

VISION STATEMENT: The XXX School District will be an exemplary 21st century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Goal Area	Goal Statement	Indicators	Board Role	Administration Role
Student Achievement	The XXX School District will ensure all students are college & career ready upon graduation by supporting and advancing academic programs that deliver the knowledge and skills needed in the 21 st century to become successful, responsible, and productive citizens	60% of all 3 rd graders demonstrate proficiency or above in English Language Arts SBAC.		
Instruction	The XXX School District will provide exceptional education to all students.	By May 2020, a comprehensive Professional Development plan will be developed to provide all staff with PD on developing and delivering curriculum aligned to new state standards that is rigorous and meets the unique needs of all subgroups		

Monitoring Strategic Goals

Strategic Goal	Reporting Month												
	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Retreat
Instruction												Professional Development Plan	
Student Achievement			Graduation rate		SBAC scores				Co-curricular participation rate				

Who Monitors?



Board?

Committee?

Administration?

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Community Engagement



Collecting Information

- Surveys
- Conversations
- Site-based councils
- Board participation?

Providing Information

- Website
- Newsletters
- Times Argus
- Public Forums

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