

BARRE UNIFIED UNION SCHOOL DISTRICT  
BOARD MEETING

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

February 20, 2020  
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. Meeting Minutes - January 23, 2020
  - 4.2. Special Meeting Minutes - January 27, 2020
  - 4.3. Special Meeting Minutes - February 4, 2020
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: February Meeting Cancelled  
**Next Meeting:** March 16, 2020 at 5:30 pm, Central Office
    - 5.3.2. Curriculum Committee: January 28, 2020 Meeting Minute  
**Next Meeting:** March 24, 2020 at 5:30 pm, BCEMS “James Taffel” Library
    - 5.3.3. Finance Committee: February 4, 2020 Meeting Minutes  
**Next Meeting:** March 10, 2020 at 5:30 pm, Central Office
    - 5.3.4. Facilities & Transportation Committee: February 10, 2020 Meeting Minutes  
**Next Meeting:** March 9, 2020 at 5:30 p.m., Central Office
    - 5.3.5. Communications Committee: February 11, 2020 Meeting Minutes  
**Next Meeting:** March 5, 2020 at 5:30 p.m., Central Office
    - 5.3.6. Negotiations:  
**Next Meeting:** TBD
    - 5.3.7. Regional Advisory Board: Met February 10, 2020  
**Next Meeting:** May 4, 2020 at 4:00 pm at CVCC
  - 5.4. Financials
6. Current Business
  - 6.1. Presentation
  - 6.2. Resign/Retire/New Hire **[ACTION]**
  - 6.3. Field Trip Approvals **[ACTION]**
  - 6.4. Bid Recommendation Approval SHS Water Storage Project **[ACTION]**
7. Old Business
  - 7.1. Budget Communication
  - 7.2. Superintendent Search Update

7.3. Vision, Mission & Strategic Goals

7.3.1. Portrait of a Graduate

8. Other Business/Round Table
9. Future Agenda Items
10. Executive Session
- 10.1. Negotiations
11. Adjournment

**Reminder:**

Next BUUSD Board Meeting: March 12, 2020 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  
January 23, 2020 - 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)  
Anthony Folland (BC)  
Guy Isabelle (At-Large)

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

Rebecca Kerin-Hutchins (BT)

#### **ADMINISTRATORS PRESENT:**

John Pandolfo, Superintendent  
Luke Aither, SHS Assistant Principal  
Josh Allen, Communications Specialist  
Stacy Anderson, Co-Director of Special Services  
Penny Chamberlin, Director Central Vermont Career Center  
Jason Derner, Alternative Education Administrator  
Jim Ferland, SHS Assistant Principal  
Chris Hennessey, BCEMS Principal  
Carol Marold, Human Resources Director  
Jennifer Nye, BTMES Principal  
Erica Pearson, BTMES Principal  
Lisa Perreault, Business Manager  
Brenda Waterhouse, SHS Principal

#### **GUESTS PRESENT:**

|                   |                            |                 |                 |                   |
|-------------------|----------------------------|-----------------|-----------------|-------------------|
| Video Vision Tech | Dave Delcore – Times Argus | Geneva Beede    | Brendan Eaton   | Christine Ferrant |
| Lori Hébert       | Susan Holson               | Annette Rhoades | Heather Slayton |                   |

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

The Chair, Mr. Malone, called the Thursday, January 23, 2020, Regular meeting to order at 5:31 p.m., which was held at Barre Town Middle and Elementary School in the Library.

#### **2. Additions and/or Deletions to the Agenda**

Add 5.5 CVCC Needs Assessment RFP Recommendation  
Add 5.6 Superintendent Search  
Add 9.3 Negotiations (under Executive Session)

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

#### **3. Public Comment**

Heather Slayton addressed the Board. Mrs. Slayton wanted to provide clarification regarding the profit and use of PTO fund raisers/funds. Mrs. Slayton advised that the profit for the 2018 – 2019 year was \$7,000 and that not much of the profit was used to support field trips. Mrs. Slayton proceeded to advise the Board regarding numerous programs and items that profits were used for.

#### **4. Approval of Minutes**

##### **4.1 Approval of Minutes – January 9, 2020 Regular Meeting**

On a motion by Mr. Boltin, seconded by Mrs. Pompei, the Board voted 7 to 0 to approve the Minutes of the January 9, 2020 Regular Meeting. Mr. Isabelle abstained.

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## 5. Current Business

### 5.1 FY21 BUUSD Annual Meeting Warning

A document titled 'Barre Unified Union School District Annual Meeting Warning for March 2, 2020' was distributed. Mr. Pandolfo advised the Board, that as previously discussed, the Board is required to hold an annual meeting, the Warning for this meeting is attached and being presented for approval. Mr. Pandolfo advised regarding various ways to proceed in the future, including consideration of not holding an annual meeting. Mr. Pandolfo provided an overview of what is accomplished at the Annual Meeting, including; election of officers, stipends for Board Directors, and approval of authorization to borrow funds. The Board may wish to consider having all of the Annual Meeting action items decided by Australian ballot, though this does create some additional work (those wishing to be officers of the Board would need to complete petitions and collect signatures from registered voters).

**On a motion by Mr. Isabelle, seconded by Mrs. Pompei, the Board unanimously voted to approve the Barre Unified Union School District Annual Meeting Warning for March 2, 2020 as presented.**

### 5.2 FY21 Budget and Warning

Four documents were distributed; a copy of an undated letter to the RAB Board from Penny Chamberlin regarding alternative reductions to the CVCC FY21 Budget, a document titled 'BUUSD Board requested alternative reductions CVCC January 23, 2020', a copy of a letter from David Laurin, Architect, to Jaime Evans (dated 01/13/20), and a draft of the Superintendent's Report to the community, which includes a document titled 'Why do Barre Town and Barre City have different Homestead Education Tax Rates? – The Common Level of Appraisal!'.

Discussion started with Article III of the Warning (CVCC Budget). The Board was reminded that previous discussion resulted in passing the CVCC budget, and that tonight's discussion relates to what needs to be cut from the CVCC budget to arrive at the approved amount. The Board will be reviewing an alternate scenario being presented by Ms. Chamberlin. Ms. Chamberlin proceeded to provide an overview of how she arrived at the original proposal, identified as Proposal "A" (elimination of one Literacy Coordinator, a Culinary Lab Assistant, and the Human Services Program, and combining the Baking Arts Program with the Culinary Arts Program). The alternative scenario, identified as Proposal "B" involves eliminating the CVCC Permanent Substitute, STEM Educator (including payroll taxes & insurance), and the Electrical/Plumbing Lab Assistant. It was noted that there has been difficulty filling the lab assistant position (over the past 5 years). Mr. Boltin, who is a baker, is very concerned with the proposed closing of the Baking Arts Program, and advised that he has hired two very good employees who completed the program. In response to a query, Ms. Chamberlin advised that she believes the costs associated with modifying the 'Lunch Box' as SHS, will be covered by income generated from the sale of Baking Arts equipment currently installed at the off-site location. Additionally, Ms. Chamberlin advised that baked goods could be delivered utilizing a van, and further advised that she does not believe the "Lunch Box" will lose much revenue as a result of combining the two programs. Mr. Malone noted that many community members are concerned that the Human Services and Baking Arts Programs will be closed, and are of the belief that once programs are cut, they will never come back. It takes approximately 18 to 24 months to start up a program. Mr. Folland expressed concern over the potential loss of the STEM Coordinator and the Literacy Interventionist positions. Ms. Chamber advised that those positions were aligned over the past few years, to assist students with meeting proficiency. Mrs. Akley reiterated her concern that once programs are gone, they do not come back, citing the need for jobs in the area, and the lengthy ramp up time (should CVCC wish to reinstate the programs). Mr. Cecchinelli queried Ms. Chamberlin regarding what she would eliminate if the CVCC budget did not pass (items identified as proposal B?). Ms. Chamberlin believes that if the budget is not passed, she will need to perform additional research prior to identifying additional cuts. Ms. Chamberlin advised that the proposed budget cuts were fiscal decisions, not personal decisions. Mrs. Pompei acknowledged the fiscal portion of the proposed cuts, but queried if the cuts were socially responsible given the massive shortage of child care and behavioral interventionists. Mr. Isabelle believes work based learning has had a negative impact on CVCC enrollment. Mrs. Spaulding thanked Ms. Chamberlin for providing the alternative scenario, and recognized the difficulties involved, working with the RAB Board to draft a budget, that is to be approved by a different Board (the BUUSD Board). Mrs. Spaulding supports proposal A.

**On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board voted 7 to 1 to approve proceeding with "Proposal A". Mrs. Pompei voted against the motion.**

Discussion was held regarding Article IV (Bond Vote for acquisition and rehabilitation of property to house the Spaulding Educational Alternatives Program). Mr. Pandolfo advised he has received additional information from architect Dave Laurin, who estimates it will cost more than the current warned amount (\$2,000,000). The Board approved the warned amount at the last meeting. Mr. Pandolfo suggested that the Board consider changing the amount to reflect an additional \$50,000 or \$75,000, and if so, approve amending the warning as such. Lengthy discussion was held, including discussion of; the impact of increasing the bond amount, the cost analysis, which shows a much lower cost per pupil \$33,711, versus outplaced students (usually a minimum of \$85,000), The current rent paid to EF Wall (\$85,000 annually), current Special Education reimbursement, the negative impact that Act 173 will have on Special Education reimbursement (the BUUSD will not have enough money to cover all of the students who require out-placement), the benefits of bringing out-placed students back in-house when possible, cost savings, improved control over education and re-



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introduction back into the mainstream (when possible), the proposed operational date (academic year 2021 – 2022), students who are currently receiving lesser services (because out-placement facilities are at capacity and no longer accepting new students), increased capacity to add programs, including individualized programs, with an in-house alternative program, concern that multiple large projects are being contemplated at the same time (CVCC needs assessment/possible relocation and the Alternative Program proposal), the extensive search for available real estate that meets the needs of the project, concerns of increasing the bond amount, the possibility of eventually accepting tuition paying students from other districts, parental concerns relating to current special education programs, services, and hiring of staff (now and for a new facility), and the age/grade of students who will attend the new program (high school, and possibly some 8<sup>th</sup> graders in the future). It was noted, that even with the bond, housing students in-house results in a lower cost per pupil than we currently pay. Mrs. Akley is very comfortable with the proposal and believes it is well thought out. One additional correction to the Warning (changing ‘six’ to ‘five-thirty’) was noted.

**On a motion by Mr. Cecchinelli, seconded by Mr. Folland, the Board voted 6 to 2 to increase the amount in Article IV of the Warning to \$2,750,000, and to approve the amended Barre Unified Union School District Warning For March 3, 2020 Vote.**

**Mrs. Akley, Mr. Boltin, Mr. Cecchinelli, Mr. Folland, Mr. Malone, and Mrs. Pompei voted for the motion. Mr. Isabelle and Mrs. Spaulding voted against the motion.**

Mrs. Spaulding advised that she received a budget communication e-mail from Mrs. Kerin-Hutchins. Mrs. Kerin-Hutchins sent out a sign-up spreadsheet, and hopes that all Board Members will sign up to attend events for the purpose of budget promotion. Mrs. Spaulding advised that the current spreadsheet contains mainly sporting events. Mrs. Spaulding will update the spreadsheet with additional events and send out a new copy.

Mr. Pandolfo shared a copy of the letter that was sent to Barre City and Barre Town to be included in their respective town and city Annual Reports. Mr. Allen will be incorporating some of that information into the BUUSD Annual Report. The information will also be posted on the budget web page. Mr. Allen continues to work on the BUUSD’s Annual Report and will share a draft at a later date. The Budget report is also being worked on and is almost ready to go to the printer.

## **5.3 Discussion of Mission, Vision & Strategic Goals**

A document (packet) titled ‘Portrait of a Graduate’ was distributed. A document titled ‘Beginning Process to Identify BUUSD Shared Values’ was distributed. A document titled ‘Common Values Held by Educators of Barre Unified Union Supervisory District’ was also distributed. Mrs. Akley provided a brief overview of previous ‘training’, and advised that she believes ‘Portrait of a Graduate’ is a great place to start for the development of the BUUSD’s Mission, Vision, and Strategic Goals. Mrs. Spaulding read from one of the distributed documents and advised that she does not believe there is a cost for school districts to use Portrait of a Graduate. Mrs. Spaulding will confirm whether or not there would be a charge associated with the BUUSD utilizing the software. Mrs. Akley does not believe work on the Mission, Vision, and Strategic Goals can be accomplished at this evening’s meeting, and suggested that a separate meeting be scheduled, for the sole purpose of working on this initiative. Mrs. Spaulding will conduct the research relating to costs associated with the software and this item will be added to the next Board Agenda, so that its use can be discussed and potentially approved by the Board.

## **5.4 Field Trip Approvals**

Two documents, both titled ‘Barre City Elementary and Middle School Field Trip Application’ were distributed.

**On a motion by Mr. Boltin, seconded by Mrs. Spaulding, the Board unanimously voted to approve the field trips as presented.**

## **5.5 CVCC Needs Assessment RFP Recommendation**

A document titled ‘Central Vermont Career Center Needs Assessment Services and Technical Assistance RFP Comparison-Recommendation – BUUSD Board – January 23, 2020’ was distributed. Mr. Pandolfo advised regarding the RFP process and his recommendation that CVCC contract with Lavallee Brensinger Architects for the Needs Assessment and Technical Assistance for the Central Vermont Career Center. It was noted that funding for the needs assessment was previously approved.

**On a motion by Mrs. Spaulding, seconded by Mr. Folland, the Board unanimously voted to approve the Superintendent’s recommendation to contract with Lavallee Brensinger Architects.**

## **5.6 Superintendent Search**

Two documents were distributed; a document titled ‘Superintendent Candidate Screening Committee Charge’, and a document titled ‘Superintendent Search Timeline’. Mr. Malone advised that he and Mrs. Spaulding initiated some of the work to assist with starting the process, and wish to proceed by getting Board approval on the process and the involved stakeholders/participants. They have spoken with the VSBA, regarding how the process should work and who should be involved as part of the Screening Committee. The Screening Committee is planned to be comprised of 13 individuals; 4 building administrators (one from each of the 4 schools – principals and the CVCC Director), the Teachers Union President, 2 Board Members (1 from the Town and 1 from the City), 2 Central

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Office professionals, 2 parents (1 from the Town and 1 from the City), and 2 community members (also with 1 from the Town and 1 from the City).

Mrs. Spaulding advised of two items that need to be discussed. The first item is to send a letter to the AOE, requesting permission to begin a Superintendent Search. Mr. Malone has a copy of the letter and will be looking for Board authorization to sign and submit the document. The second item for the Board to discuss is the possibility of having/hiring someone to assist with the Superintendent Search process. Mrs. Spaulding advised that Susan Holson, from the VSBA is in attendance at this evening's meeting, and can speak to the Board. The Board may wish to decide if they wish to work with the VSBA for the search. Mr. Malone advised regarding some of the information contained in the letter to the Agency of Education.

**On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board unanimously authorized the Board Chair to sign the letter to the Agency of Education requesting that the BUUSD open a Superintendent Search.**

Susan Holson and Carol Marold were invited to join in the discussion. Mrs. Marold provided a brief overview of part of the process, including; requesting permission to begin a search, looking for a consultant, and formation the Screening Committee. Mrs. Marold advised that inquiries have gone out regarding possible interest in serving on the Screening Committee

Ms. Holson advised that the Board has several items to address prior to the Screening Committee beginning operation. One item is to approve the charge and scope of the committee. The charge must be in place before the committee begins functioning. The Board must write a job description, and then using portions of the job description, write a job posting. The Board will also approve the Screening Committee, and set a deadline. The consultant would post the job on School Spring and other appropriate places. The committee would screen applicants and decide who to hold initial interviews with, hold interviews, vet candidates, and then present a list of final candidates and their credentials to the Board. At that point, the Board takes over the hiring process. The Board will hold interviews, hold site visits, and community interactions. The entire process should take three months, and the Board should begin as soon as possible. Ms. Holson believes the next step is for this Board to hold a work session to assure that all of the correct pieces are in place so that the Screening Committee can move forward. Discussion was held regarding contracting with VSBA, including working with consultant Michael Deweese, who assisted with the last Superintendent Search. Ms. Holson suggests that she and Mr. Deweese work together to assist in the process. Mrs. Spaulding queried regarding the Board having some direct discussion with Mr. Deweese. Ms. Holson advised that the proposal on the table is for her to be the lead and that communication with Mr. Deweese go through her. Mrs. Spaulding would like some of Mr. Deweese's expertise and knowledge readily available to the Board. Mrs. Spaulding believes it's important to have someone who has already held a superintendent's position advise on certain issues/questions. Mrs. Holson queried regarding how communications with VSBA and/or Mr. Deweese will take place. Ms. Holson advised regarding current superintendent openings that she is aware of and/or working on. The VSBA has not been contacted for all openings. Ms. Holson did caution that Mr. Deweese is currently putting some geographic parameters on where he will work. The Board discussed the use of a paid consultant for the purpose of assisting with the Superintendent search. The cost for utilizing VSBA for search assistance is \$8,500. The cost of utilizing VSBA for search assistance and the new Superintendent's first year evaluation is \$9,000. Ms. Holson advised that VSBA highly recommends that Boards evaluate superintendents once a year.

**On a motion by Mrs. Pompei, seconded by Mr. Folland, the Board unanimously voted to utilize a VSBA consultant to assist the Board with the Superintendent Search, at a cost of \$8,500.**

**On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to accept the Charge of the Committee as presented.**

The Board discussed selection of Board Members for the Screening Committee, and who may wish to volunteer. Ms. Holson advised that due to possible 'balance of power' issues, the Board may wish not to have Board Members on the Screening Committee. Ms. Holson believes best practice is not to have Board Members on the Screening Committee, though it is not uncommon for that to occur. Ms. Holson expressed concern that Board Members on the Screening Committee can influence decisions prior to candidates being presented to the full Board.

**On a motion by Mrs. Pompei, seconded by Mr. Boltin, the Board voted 6 to 0 to appoint Mr. Folland and Mr. Malone to work on the Screening Committee. Mr. Folland and Mr. Malone abstained.**

After brief discussion, it was agreed that the Board should hold a work session as soon as possible to finalize the outstanding items such that the Screening Committee can commence as soon as possible. It is estimated that the meeting should take approximately one hour. The Board agreed to meet on **Monday, January 27, 2020 at 7:30 p.m. at the BUUSD Central Office.** Ms. Holson will check with Mr. Deweese regarding his availability to attend.

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## 6. Old Business

None.

## 7. Other Business / Round Table

Mrs. Spaulding suggested that the Board consider holding two board meetings per month. Mr. Malone believes two meetings per month will be necessary for the foreseeable future.

Mrs. Pompei queried regarding information relating to possible cuts to the budget, in the event the budget does not pass.

Mr. Pandolfo advised that administrators stand behind the approved budget, and that the approved budget is what is necessary to educate students in this community. Cuts would possibly result in unfairness in equity between educating BUUSD students versus other students around the state. If the budget is defeated, cuts will be necessary in the areas of personnel, infrastructure, and safety. Any cuts would be detrimental to education quality, would be difficult to recover from, and would most likely, not be consistent across the buildings. It would be premature to publicize possible details at this time. Publicizing any possible reductions raises concerns relating to employee morale and culture. Mr. Pandolfo would not like employees to find out about possible budget cuts through a Board meeting. Administrators have performed the requested work to try to identify some cuts, but discussion would be more appropriate at a future Finance Committee meeting. Mrs. Spaulding thought that the reason for hearing some of the possible cuts, would be to educate community members, so that they would vote for the budget to avoid cuts that they don't want to see. Mr. Pandolfo advised that at this point, everything is "on the table" and that community members should be aware that anything may be cut. Mr. Pandolfo stressed that discussion relating to cutting items and prioritizing cuts is a very difficult endeavor. Mr. Pandolfo reiterated that to release information this early would be very damaging to personnel. Mr. Boltin stressed that everyone should be aware that the budget increases are not from the Board, and that folks should talk with their legislators regarding legislation that has had such a financial impact on the budget.

Mr. Folland advised that due to work and family commitments, he will not be running for re-election. Mr. Folland thanked everyone for his time on the Board, advising that it has been a pleasure to work with amazing administrators and a great group of board members.

## 8. Future Agenda Items

In addition to the regular action items;

- Discussion of Mission, Vision & Strategic Goals - Portrait of a Student

## 9. Executive Session

### 9.1 Personnel

### 9.2 Administrator Evaluations

### 9.3 Negotiations

Items proposed for discussion in Executive Session include a Personnel Matter and Administrator Evaluations.

**On a motion by Mrs. Spaulding, seconded by Mrs. Akley the Board unanimously agreed to find that premature general public knowledge of the item (Negotiations) proposed for discussion would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.**

**On a motion by Mrs. Pompei, seconded by Mr. Boltin, the Board unanimously voted to enter into Executive Session, with Mr. Aither, Ms. Chamberlin, Mr. Ferland, Mr. Hennessey, Mrs. Nye, Ms. Pearson, and Mrs. Waterhouse in attendance for Agenda Item 9.1, and Mr. Pandolfo in attendance for Agenda Items 9.2 and 9.3, at 8:23 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. Spaulding, seconded by Mr. Boltin-, the Board unanimously voted to exit Executive Session at 11:34 p.m.**

## 10. Adjournment

**On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 11:35 p.m.**

Respectfully submitted,

*Andrea Poulin*



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## BARRE UNIFIED UNION SCHOOL DISTRICT SPECIAL BOARD MEETING

BUUSD Central Office  
January 27, 2020 - 7:00 p.m.

### MINUTES

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

Paul Malone (BT) - Chair  
Sonya Spaulding (BC) – Vice-Chair  
Victoria Pompei (BT) – Clerk  
Giuliano Cecchinelli (BC)  
Guy Isabelle (At-Large)

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

Gina Akley (BT)  
Tim Boltin (BC)  
Anthony Folland (BC)  
Rebecca Kerin-Hutchins (BT)

#### **ADMINISTRATORS PRESENT:**

John Pandolfo, Superintendent  
Carol Marold, Human Resources Director

#### **GUESTS PRESENT:**

Dave Delcore – Times Argus                      Mike Deweese                      Susan Holson                      Pat McAskill

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

**The Chair, Mr. Malone, called the Monday, January 27, 2020, Special meeting to order at 7:07 p.m., which was held at the Barre Unified Union School District Central Office.**

#### **2. Additions or Deletions with Motion to Approve the Agenda**

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

#### **3. Public Comment for Items not on The Agenda**

Mrs. McAskill advised regarding her review of the BUUSD web site that shows 37 employees listed as BUUSD staff members. Mrs. McAskill queried regarding whether any of those employees are listed under the Teacher Master Agreement, and in additional posed questions related to employee salary increases. Mr. Pandolfo advised that some of the employees (examples were given) are listed under the Teacher Master Agreement, that increases have not been given yet, though monies have been allocated in the draft budget (for salary increases), and that it is possible that different staff members receive increases of differing percentage amounts.

#### **4. Executive Session**

##### **4.1 Superintendent Evaluation**

The Superintendent's Evaluation was proposed for discussion in Executive Session.

**On a motion by Mrs. Spaulding, seconded by Mr. Cecchinelli, the Board unanimously voted to enter into Executive Session at 7:16 p.m. under the provisions of 1 VSA section 313 to discuss the item proposed for discussion.**

**On a motion by Mrs. Spaulding, seconded by Mr. Cecchinelli, the Board unanimously voted to exit Executive Session at 7:37 p.m.**

#### **5. Old Business**

##### **5.1 Superintendent Search**

Two documents were distributed; a document titled 'Barre Unified Union School District Position Description – Position: Superintendent', and a document from Susan Holson titled 'Barre Unified Union School District – Superintendent Search – SchoolSpring Job Posting'. Mr. Pandolfo advised that VSBA and the Search Committee were helpful when he was hired for the position of Superintendent, and he has no doubt that there is a candidate who can step in to the district to fill the position. The Committee reviewed the Superintendent's job description that was revised for the 2019 – 2020 school year. Mr. Malone provided an overview of the Screening Committee's make-up, as discussed at the BUUSD Board meeting. Community members will be solicited to join the Committee. Screening Committee positions will be advertised on Front Porch Forum and Facebook. The deadline for

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applications/letters of interest is Monday, February 3, 2020. Mrs. Spaulding will be writing the solicitation for community members. Mr. Allen, Mrs. Spaulding and Mrs. Pompei will distribute the solicitation electronically as appropriate. A Special Meeting of the Board will be held on Tuesday, February 4, 2020 at 5:00 p.m., for the purpose of appointing community members to the Screening Committee. Ms. Holson advised that the entire process should take three months. Final interviews of candidates will take place on Tuesday, May 12, 2020 at a time and place to be determined. The final interview date will be listed on the job posting. The Board reviewed and revised, as discussed, the job posting provided by Ms. Holson. The revised job posting will be posted to SchoolSpring.

## **6. Adjournment**

**On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to adjourn at 8:55 p.m.**

Respectfully submitted,

*Andrea Poulin*

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## BARRE UNIFIED UNION SCHOOL DISTRICT SPECIAL BOARD MEETING

BUUSD Central Office – First Floor Conference Area  
February 4, 2020 - 5:00 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)  
Guy Isabelle (At-Large)

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

Anthony Folland (BC)  
Rebecca Kerin-Hutchins (BT)

#### **ADMINISTRATORS PRESENT:**

Carol Marold, Human Resources Director

#### **GUESTS PRESENT:**

Dave Delcore – Times Argus

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

The Chair, Mr. Malone, called the Tuesday, February 4, 2020, Special meeting to order at 5:03 p.m., which was held at the BUUSD Central Office in the First Floor Conference Area .

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

None.

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

#### **3. Public Comment for Items Not Listed on the Agenda**

None.

#### **4. Old Business**

##### **4.1 Superintendent Search**

Three documents were distributed; an e-mail from Susan Holson (dated 02/03/20), a document titled ‘Superintendent Search Committee – Interested Community Members – Possible Committee Members for Superintendent Search 2020’, and a document titled ‘BUUSD Superintendent Search Committee Contact List’ (dated 02/04/20). Mrs. Spaulding advised that she previously e-mailed Board Members, the list of interested candidates as well as the letters of interest. The Committee started discussion on Barre City candidates and it was noted that response was low. Mrs. Marold advised that she could try to reach out to more candidates. The Board agreed that additional outreach is not viable given the limited timeframe. Discussion was held regarding switching Mr. Folland from a Barre City Board representative, to a Barre City parent representative. Mr. Malone cautioned that if Mr. Folland is switched to a parent representative, there may be discord that there is no Barre City Board representative on the Committee. Mr. Boltin volunteered to join the Search Committee as a Barre City Board representative. The Committee held brief discussion on the candidates for the position of Barre City Community Member representative.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to reconsider the 01/23/20 Board vote for appointment of BUUSD Board representatives to the Superintendent Screening Committee.

On a motion by Mrs. Pompei, seconded by Mrs. Akley, the Board unanimously voted to appoint Mr. Boltin and Mr. Malone as Board representatives to the BUUSD Superintendent Screening Committee.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to appoint Mary Bowers as the Barre City Community representative, and Anthony Folland as the Barre City Parent representative (for the BUUSD Superintendent Screening Committee).

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Brief discussion was held regarding the candidates for the position of Barre Town Parent representative.

**On a motion by Mrs. Pompei, seconded by Mr. Boltin, the Board unanimously voted to appoint Molly McFaun as the Barre Town Parent representative on the BUUSD Superintendent Screening Committee.**

Discussion was held regarding the candidates for the position of Barre Town Community representative.

**On a motion by Mr. Malone, seconded by Mr. Boltin, the Board voted 3 to 3 to appoint Matt Mulligan as the Barre Town Community Representative on the BUUSD Superintendent Screening Committee. The motion did not pass.**

**Mr. Boltin, Mr. Malone, and Mrs. Spaulding voted for the motion. Mrs. Akley, Mr. Cecchinelli, and Mrs. Pompei voted against the motion. Mr. Isabelle abstained.**

**On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board voted 6 to 1 to appoint Carlotta Perantoni as the Barre Town Community Representative on the BUUSD Superintendent Screening Committee.**

**Mrs. Akley, Mr. Boltin, Mr. Cecchinelli, Mr. Isabelle, Mrs. Pompei, and Mrs. Spaulding voted for the motion. Mr. Malone voted against the motion.**

The Board expressed their appreciation to all the individuals that applied.

Mrs. Spaulding will notify all candidates of the BUUSD Board's decision.

Discussion was held regarding Ms. Holson's e-mail which proposes shortening the length of the search process. After brief discussion it was agreed that the search process timeline could be shortened and that the final interview date will be set for Tuesday, April 7, 2020. (It has been confirmed that the final interview date was not set at the January 23, 2020 Board meeting). There is no previous vote to reconsider.

**On a motion by Mrs. Spaulding, seconded by Mrs. Akley, the Board unanimously voted to set the final interview date as Tuesday, April 7, 2020 and that the job posting will be updated to reflect this date.**

Mrs. Marold will see that the job posting is amended to reflect the final interview date.

## **5. Adjournment**

**On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 5:37 p.m.**

Respectfully submitted,  
*Andrea Poulin*



**Barre City Elementary & Middle School  
Spaulding High School**

**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



**Barre Unified Union School District**

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[www.buusd.org](http://www.buusd.org)

**John Pandolfo**  
Superintendent of Schools

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

**Barre Town Middle & Elementary School  
Central Vermont Career Center**

**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

February 20, 2020

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. We are very focused on promoting the FY21 budget in preparation for the March 3 vote. Josh and the Communications Committee have been working very hard. We are reaching out to all stakeholders including students, staff, community, municipal government, service groups, and more through email, word of mouth, social media, and attendance at events.
- b. Five members of our staff attended a statewide symposium on Proficiency-Based Learning organized jointly by the Vermont Principals Association, Vermont Superintendents Association, and the Vermont Curriculum Leaders Association. Focus areas were: (1) communication/community engagement; (2) transcripts and reporting; (3) instruction/design of learning; and (4) grading consistency. It felt like this was a productive step in statewide coordination that is much needed to improve cohesion on PBL among systems, set long term goals, and prepare to dispel common myths that will likely be relayed to the General Assembly. VSA and VPA have put out statements of support for PBL that are attached. I would note that the reason our organizations came together to stage this event is in response to the lack of capacity of the AoE to offer the necessary support to the field in implementing this (and other) initiatives.
- c. Speaking of the General Assembly, the Legislative Session is moving into full swing. We are still hopeful that the Ed Committees will maintain focus on following and supporting the several initiatives they have already put into place, including improving Act 166 (Universal PreK), Act 173 through considering the weighting study and supporting implementation. As mentioned above, the AoE continues to struggle to adequately support the field in many of these areas.
- d. As you have seen in other updates, we continue to negotiate bi-weekly with the teachers and para-educators through the Interest-Based Bargaining process. At our last session, we began discussing economics and the impact on the budget of health insurance and other factors, and how all of those factors influence our perspective at the negotiation table.
- e. We have also begun negotiations with the AFSCME (custodian/maintenance) unit. We have now traded proposals and are hopeful we can reach agreement relatively quickly of the handful of issues on the table.
- f. We have cancelled the Policy Committee meeting again this month. VSBA has still not updated their policy manual, nor responded to some of the questions we have asked about legal references, etc. This is largely due to their transition to new leadership and staff, as well as their capacity to manage everything on their plate which includes engaging in the Legislative Session and supporting Superintendent searches.
- g. Lastly, I would like to restate what some of our administrators have shared in the recent past. We continue to do everything we can to address student issues and parent concerns. Our staff and administrators work really hard under often challenging conditions. As student and societal needs continue to become more intense, so do the situations and challenges we deal with. Our building (and central office) administrators are able to resolve most of these issues, but certainly not all situations result in the district and the family seeing eye to eye, and some of these come to your attention. We absolutely understand and respect that parents need to advocate for their children, and we truly try to partner with parents in all cases, but sometimes the difference in perspectives is simply too great. Unfortunately, staff and administrators are often treated disrespectfully face to face, on social media, or in other ways. It is imperative that our staff understand they are supported by their board; not blindly supported, but also

not blindly assumed to be in the wrong. Parents who come with complaints often have a very narrow perspective. This is one reason we have put procedures in place; to ensure issues are aired in a manner which respects all involved.

## 2. Curriculum, Instruction and Assessment

- a. Jess on Maternity Leave: My leave begins late January/early February. A team of amazing people at Central Office will help keep the administrative moving in my absence. I'll be checking email once per week to keep approvals and big projects moving forward as best I can.
- b. February 7 and March 20, 2020 Inservice Days, now rescheduled to March 20 and June 19: The focus of these two days will be working and learning with Dave Melnick of NFI on Trauma-Transformed Schools.
- c. Follow-Up to 1.20.20 Inservice Day: Everyone displayed such hard work and hearty engagement on Monday, January 20, 2020! There was such rich and data-informed discussion in groups that will continue to inform our work developing our Continuous Improvement Plans (CIP) which tie to our grant investments. A draft of the district CIP will be developed through late winter using the district-wide input from November and January's inservice days as well as feedback cycles with school-based leadership teams, the Instructional Leadership Team, the district Administrative Team, and the Curriculum Committee.
- d. Celebrate Our PLG Facilitators: Many PLG facilitators stepped up to lead small groups at January's inservice with phenomenal results! While each group personalized the process a bit to their needs and their data, that is the best way to keep the work real. Having our own homegrown facilitative leaders work with groups of teachers, administrators, and paras together can't be matched in what it says about our collaborative culture of shared leadership. Another huge thank you to everyone who stepped into such meaningful and murky inquiry together about how to improve student outcomes!
- e. Integrated Field Review Update: John and Jess were provided with an early draft of the Integrated Field Review Report from our October 29, 2019 for initial review prior to the AOE's final draft. The official report should be returned to us very soon! We are very eager to share widely. Many of the findings relate to work we have already prioritized and/or know it is time to focus additional attention on. Many commendations are a result of years of collective efforts to strengthen so many different aspects of education for our students. Overall, the report provides affirmation and confirmation of where we have been and where we will go together to keep improving teaching and learning for Barre students.

## 3. Communications:

- a. Budget Communication: As I write this I have a first draft of the report complete and I am making revisions. By the time you read this I should be further along in the project, but as of now, everything seems to be hitting my projected timeline as planned. In addition to this, I have been working on other budget communication projects and building our new budget webpage which is [buusd.org/budget](https://buusd.org/budget)
- b. Crisis Communications: I have joined the Crisis Team at Central Office and I have been working on crisis communication templates that can be used for a variety of situations such as fires, lockdowns, power outages, threats, weather, etc. My goal is to share these at our district-wide Crisis Team meeting on March 11 to provide assistance and consistency across all of our messaging.
- c. Census: Myself and John Pandolfo attended the 2020 Census Complete Count Training at Capstone Community Action on January 13. We each worked in groups on brainstorming ideas for community outreach. Our groups targeted outreach to children under 18 in school districts as a way to reach the whole family, and also targeted Head Start Centers to reach families with children under 6 who often go uncounted. We were also provided with curriculum for all age levels that we can share with staff.
- d. In The Schools: I've had a steady stream of requests from staff to have me attend various school events so we can share them with the community. So far I've found time to be able to attend and fulfill almost all requests!

## 4. Business Office:

- a. Back in January Michael Carr from the Child Nutrition Division of the Agency of Education conducted a procurement review of the FY19 BSU Food Service Program. Ashley Young was instrumental in preparing for and facilitating this audit. While Michael was impressed with how the Business Office has successfully maintained financial records and over-see of the program, he did acknowledge the District's need for a full time Food Service Supervisor to adequately manage and monitor the program at the level the Agency of Education Child Nutrition Division expects. The Business Office appreciated the feedback we received in the final review document from Michael and we will be working to fill in the gaps ensuring the program is successful. We also will continue to closely monitor the terms of the contract with Aladdin, the BUUSD's Food Service Management Company.
- b. It is that time of the year when we report exposures for the annual VSBIT insurance renewal for FY21. The Multi-Line Program is going to be extremely active this year attempting to obtain quotes from multiple reinsurance carriers in an effort to secure the best terms and pricing in the face of this hard insurance market. I will be attending a member meeting on March 16 to get updates. In addition, we recently learned that Laura Soares, President and CEO is retiring. Laura recently informed the VSBIT Board of her intention to retire at the end of 2020. The VSBIT Board is planning to have Laura's replacement hired and on the job by mid-summer. That would then allow for about six months of mentoring between Laura and her replacement.

- c. At the March 10th finance meeting I will provide information regarding the SEA bond/bond anticipation note and year end projection reports. Josh Allen has done great work highlighting the proposed FY21 Budget information on the website.

5. Special Education:

- a. We learned in late December that Sharon Jacobs, Middle School Special Educator at Barre City School has been nominated for a National Life Changer of the Year Award. In addition, Sharon received a letter from Governor Philip Scott, commending her for her excellent work as an educator. Congratulations to Sharon!
- b. During the afternoon of the January 20th professional development day, special educators spent time in curriculum work in the areas of math, ELA and alternative education instruction. Additionally, a group of 8th and 9th grade special educators convened to continue their work on program alignment and transition for our 8th grade to 9th grade students on IEPs. Paraeducators and Behavioral Interventionists at Barre Town School met with Ken Kramberg of Vermont PBIS to learn more about de-escalation and relationship building skills and Paraeducators and Behavioral Interventionists at Barre City School spent time engaged in learning about Developmental Designs. In addition, 17 support staff were trained in Handle With Care techniques that afternoon.
- c. SEA- The SEA continues to grow as we accept new students who need the support we offer. We are currently over our capacity of 30 and we are continuing to receive referrals/ applications.
- d. As we head toward spring, we will begin planning for Extended School Year services as well as staffing and program adjustments for the 2020-2021 school year.
- e. We recently met with Special Ed Directors from the Washington Central Unified Union School District and Montpelier/Roxbury School District to start the conversation of developing a collaborative program to meet the transitional needs of our 18-22 year old students as they move from school based to adult based services. We will be reaching out to existing transition programs in the Burlington area in order to see how those programs work.

6. Technology:

- a. Staff wifi update: The network team has worked hard to ensure that our staff wifi is more reliable and secure. There were a few changes made to the login process. Staff members are now required to type in their full email address (including @buusd.org) and their email password when accessing the staff wifi. Those who logged in earlier without @buusd.org, would now need to "forget the network" on their phone and repeat the login process. [Here is the documentation on how to login if you need it.](#)
- b. Microsoft Online available to all staff and students: BUUSD is a G Suite for Education district, but teachers or students who are Microsoft fans and would love to use Microsoft Office products sometimes in the classroom, can now do so. Office 365 Education is available to all staff and students for free. All they need to do is sign up with the school email address, and they are good to go. Online access to the following Office products are available: Word, Excel, PowerPoint, OneDrive and others.
- c. Classroom digital content use survey: In an effort to continue to seek out more ways to support our learning community, I am soliciting feedback from teachers about their classroom digital content usage. The survey allows them to share their viewpoint on the challenges they face with using digital tools in the classrooms. They will be able to share their thoughts on some of the following: how they use technology to facilitate learning, obstacles they face while using technology, challenges they encounter when identifying and requesting digital tools, and so on. By participating in the 10 minutes survey, teachers are helping ensure that their voices are heard as we continue to grow and improve the technology available at our schools. [Here is the survey link.](#)

7. Early Education:

- a. On January 20th, preschool teams attended a training with Rebecca Webb, WWSA Act 166 Coordinator, to learn new strategies for streamlining data collection and documentation utilizing the Teaching Strategies GOLD Assessment system. The training provided valuable teaming time for both general and special educators to connect on how to best support each other through the assessment and data collection process.
- b. It may seem early, but PreK and Kindergarten teams at both schools are beginning to talk about how to best support students as they transition from preschool to kindergarten in the fall. This includes thinking about support for our public prek students as well as those for children who attend partner centers in the community. Some ways we support these children are through holding cross-grade team meetings, scheduling observations, and coordinating classroom visits to name a few. Kudos to our Prek and Kindergarten teaching teams for juggling all of these responsibilities while maintaining focus on their current students' growth and evolving needs.

8. Human Resources:

- a. Hiring season is upon us. We are starting to post open positions on the buusd.org employment page. Our new internal transfer procedure can be found at: <https://resources.finalsite.net/images/v1578929072/bsuvtorg/ilkep8yt2dunhfkoouhh/BUUSDInternalTransfers.pdf>
- b. We tested our first remote call with the district administrative support group. Meetings are held monthly with this group to share any new and/or pertinent HR information. The in person meetings have been productive, and we look forward to offering the option of a remote access for those who are unable to attend in person.

This group has been great to assist with open enrollment communication, new form roll-outs and keeping people informed on the latest HR news/projects, etc.

- c. The central office continues to improve our onboarding process, with a goal of making it more time-efficient for all and also not losing applicants in the market for positions outside our district. We now have the ability to obtain a buusd email for our new employees shortly after hire instead of after the onboarding was completed. This allows us to move a good portion of the onboarding information online. New employees will receive their buusd emails shortly after hiring. They will be prompted by emails to complete mandatory training, ALICE training, AESOP training, review mandatory notices, etc. This process is quite lengthy. We hope that the new process will break it up into more manageable pieces. Many of those pieces can be completed at the employee's convenience in their own homes. We are hoping it cuts the "in person" orientation time in half. Insurance/new hire paperwork and a warm welcome to the district will still be handled in person.
- d. Leslie Babic, Tina Gilbert and Emmanuel Ajanma have done amazing work to integrate systems between HR, Tech and the Superintendent's office. The new tracking system for new employees is impressive.

9. Facilities:

- a. The weather has been pretty cooperative so far this winter, knock on wood! Buildings are doing well, staff are keeping busy cleaning the winter mess that's being brought inside. Early preparations are underway for several projects at all of the BUUSD buildings for the 2020 summer vacation break. The list of projects are:
  - 1) **BCEMS** - redesign/reconstruct the bus loop entrance at the main front building entrance. The reconstruction of the bus loop will provide a safer entrance for students while doubling the amount of visitor parking and bringing the handicap parking closer to the entrance.
  - 2) **BTMES** - removal of the front canopy entrance structure to alleviate safety concerns. The recommendation to remove the structure was made by professional engineers during their assessment of the structure. Installation of two charging stations for two electric buses are also on the projects list.
  - 3) **SHS/CVCC** - replacement of underground heating supply lines leading to the gymnasium portion of the building are needed. This became apparent after testing proved positive that leaking is occurring throughout the entire length of the piping.
  - 4) **BUUSD** - installation of gravel material will be installed for the parking area behind the rear of the building. Excavation, drainage and placement of crushed ledge material will make for a much improved parking area for year round use.
  - 5) **SEA** - work continues on the design and budgeting process for the construction of a new building to house the SEA program.

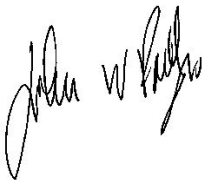
Research, planning, budgeting and the bidding process are many of the steps involved for the list of projects for the 2020 summer vacation break.

A positive note to share with the BUUSD community is with our efforts to be a good neighbor to the world by composting. By working with *Grow Compost Of Vermont* we have diverted 137,600 pounds of food scraps in the local landfills! "This is the equivalent to providing electricity to 5 homes for a year, or preventing 5,574 gallons of gasoline from being used, or sequestering carbon equivalent to 47 acres of forestland" according

to

*Grow Compost Of Vermont*. This composting report is for the 2019 calendar year.

Respectfully submitted,



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



## Vermont Superintendents Association

2 Prospect Street, Suite 2, Montpelier, VT 05602 (802) 229-5834 \* (802) 229-4739 FAX

Jeffrey D. Francis, Executive Director E-mail: [jfrancis@vtvsa.org](mailto:jfrancis@vtvsa.org) <http://www.vtvsa.org>

To: Whom it May Concern  
Regarding: Support for Proficiency-Based Learning  
February 11, 2020

The Vermont Superintendents Association (VSA) is committed to moving proficiency-based learning (Vermont's Education Quality Standards, Series 2000) forward in all of Vermont's public schools.

VSA endorses the Vermont Principals' Association's (VPA) November 8 Statement supporting proficiency-based learning (attached to this statement) and adds:

VSA supports full implementation of proficiency-based learning and respects the work that has been done in Vermont schools to build systems that facilitate student learning and mastery of skills. Furthermore, VSA recognizes the variability in implementation across the state and advocates for continued support for those systems facing challenges with implementation.

VSA recognizes that negative public perception may impede the forward movement of proficiency-based learning efforts and could influence the Vermont General Assembly to consider changing course.

It is important to acknowledge that school systems have persisted in this work despite a lack of coherence and state guidance and support. Interrupting progress and momentum at this time could be detrimental to Vermont's students and undermine the efforts of schools thus far.

VSA will continue to support the school communities engaged in this challenging and worthwhile work. The implementation of a strong proficiency-based learning framework state-wide requires intentional collaboration among state associations. VSA is committed to working with VPA, Vermont Curriculum Leaders Association, and others to continue toward a high-quality education system that supports all of Vermont students equitably.

Respectfully,

The Vermont Superintendents Association





## Supporting Learners & Leaders

Vermont Principals' Association  
Two Prospect Street, Suite 3  
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To: Whom it May Concern  
Regarding: Support for Proficiency Based Learning  
November 8th, 2019

The Vermont Principals' Association fully supports proficiency based learning and the corresponding proficiency based graduation requirements as outlined in [Vermont's Education Quality Standards](#) (Series 2000). This year, 2019-2020, is an important year for proficiency based learning. Schools and school leaders around the state join together as many seniors from the class of 2020 complete their final year of high school within their given schools' proficiency based learning systems.

While there is variance in methods, timelines, systems, and reporting strategies, the fundamental gains of proficiency based learning are universal. At its core, proficiency based learning is naming a guaranteed and viable curriculum (what students will learn), and inviting students into the process of how gains will be measured (how learning will be known). This two-part core of proficiency based learning is crucial to not only understanding the work of proficiency based learning, but also as the core of quality teaching and learning.

The naming of proficiencies (standards) means building upon the longstanding knowledge regarding the importance of identifying vital skills throughout content areas. By focusing on content-related *skills* and centering transferable skills, student-learning is modernized to better match the current learning landscape. That landscape requires more adaptable skills versus singular knowledge of searchable content. In support of the need to evolve, the 2016 *Future Skills Report* conducted a comprehensive and wide-ranging research and literature review which illustrates the need for schools to develop transferable skills among students. "For their part, educational institutions at the primary, secondary, and post-secondary levels, must realize that their current structures are largely the products of technology infrastructure and social circumstances of the past. The landscape has changed and they now must consider how to adapt quickly in response."<sup>1</sup>

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<sup>1</sup> Fidler, Devin. 2016: Future Skills: Update and Literature Review. Prepared for ACT Foundation and The Joyce Foundation, Institute for the Future.  
[http://www.iftf.org/fileadmin/user\\_upload/downloads/wfi/ACTF\\_IFTF\\_FutureSkills-report.pdf](http://www.iftf.org/fileadmin/user_upload/downloads/wfi/ACTF_IFTF_FutureSkills-report.pdf)

With articulated, skill-based proficiencies in a given learning experience and the corresponding rubrics to clearly and consistently measure gains in demonstrated proficiency, students can be more involved in their learning. These steps give students the chance to measure themselves against the standard instead of only against other students or having to guess what a given teacher might have in mind.

Proficiency based learning also provides schools more ability to build diverse and equitable opportunities for students to fully realize the powerful learner-agency within the Flexible Pathways Law (Act 77). When transferable skills and corresponding content skill-based proficiencies are named as the graduation requirements, it affords students/schools the flexibility necessary to meet those requirements in personalized and dynamic ways.

The work of understanding this change, updating antiqued systems and mindsets, and communicating with stakeholders is challenging. With any significant change there is bound to be strife and resistance. The VPA supports the school communities engaged in this work and is squarely behind the sound principles of proficiency based learning as outlined in Vermont's Educational Quality Standards as well as the administrators engaged in leading the complex and important work of implementation.

Sincerely,

The Vermont Principals' Association



# Certificate OF ENVIRONMENTAL STEWARDSHIP

**Barre Supervisory Union**  
**diverted 137,600 pounds of food scraps from disposal in 2019.**

Diverting 137,600 pounds of food scraps is the equivalent\* to



providing **electricity to 5 homes** in a year, OR



preventing **5,574 gallons of gasoline** from being used, OR



sequestering carbon equivalent to **47 acres** of forestland.

*Your efforts help protect Vermont's environment by reducing greenhouse gases and mitigating climate change, extending the life of Vermont's landfill, and building organic soils used by home gardeners, landscapers, farmers, and possibly your business or school!*

*On behalf of all of us at Grow Compost, thank you for being a critical part of the food cycle!*



February 2020

date

\* Greenhouse gas emissions reductions and energy savings benefits were calculated using the U.S. EPA's Waste Reduction model.





# 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](http://www.shsu61.org)

Luke Aither  
 Assistant Principal

Brenda Waterhouse  
 Principal

Jim Ferland  
 Assistant Principal

January, 2020  
 Principal's Report

## Athletics:

### Winter Sports:

- **Girls Hockey**- Currently have a 5-0 record, sitting in 1<sup>st</sup> in D3. They are the Middlebury tournament champions with a 3-2 overtime win; **Camryn Bell** scored the game winner with 14 seconds left in the overtime. Camryn was athlete of the week for the Times Argus (week of December 22<sup>nd</sup>), and was on the ballot for player of the week for the Burlington Free Press (week of December 22<sup>nd</sup>).
- **Boys Hockey**- Currently have a 3-1 record, sitting 4<sup>th</sup> in D1. They are coming off a huge win over BFA 1-0. **Grant Otis** was on the ballot for player of the week for the Burlington Free Press (week of December 22<sup>nd</sup>).
- **Varsity Girls Basketball**: Are adjusting well to the new coach Tanya MacAuley. Currently 1-3 playing a metro schedule, with a win over Colchester 49-37.
- **Varsity Boys Basketball**: Are currently 1-3. They defeated BFA 65-59. They have been competitive playing in a tough metro schedule. They have had 2 games postponed thus far due to weather.
- **Indoor Track**: They have competed in 3 meets this season. Boys have finished 1<sup>st</sup> in all of them. On Saturday, December 28<sup>th</sup>, **David Poulin** broke the school record with 10 minutes and 18.46 seconds for the 3000m run. The previous record was held by **Taite Magoon** set on December 29, 2018 with 10 minutes and 29.91 seconds. Girls have finished 4<sup>th</sup>, 7<sup>th</sup> and 5<sup>th</sup> respectively in the 3 meets.
- **Wrestling**: Traveled to Whitehall, NY on December 20<sup>th</sup> – 21<sup>st</sup>. They finished with 3 wins and 4 losses in the Whitehall Duals Tournament. **Carter Dickinson** went 7-0, **Colton Perkins** 7-0, **Nick Pierce** 6-1, and **Matt Durgin** 5-2 over the course of the weekend! On December 27<sup>th</sup> – 28<sup>th</sup> they traveled to North Berwick, ME to compete in the Noble Holiday Tournament. SHS had 3 finalists: **Carter Dickinson**, **Nick Pierce** and **Ryan Glassford**. **Carter Dickinson** was named the male athlete of the week for the Times Argus (week of December 22<sup>nd</sup>). The team has a few more out of state day

tournaments this season. January 4<sup>th</sup> @ Keene, NH. January 18<sup>th</sup> @ Pelham, NH Gionet Memorial Tournament. January 18<sup>th</sup> @ Southern New Hampshire Quad Tournament. February 1<sup>st</sup> @ Franklin County Duals in Franklin, MA. February 8<sup>th</sup> @ Plymouth Invitational in Plymouth, NH.

#### **Other Athletic Notes:**

- Spaulding's Emily Poulin got nominated for Burlington Free Press's Athlete of the week!!

#### **Students & Community:**

- Please see the attached February [Newsletter](#).
- Spaulding High School is proud to announce that **Jacob Washburn** has been accepted into the GW Plastics' Apprenticeship Program for the Summer of 2020. This is the first for WBL STEM programming with various partners in manufacturing and training through the Generator, a leading makerspace in Vermont. We wish him well as he embarks on his career pathway.
- As an Aspirations School, we have been invited to engage with legislatures on Wednesday, February 12<sup>th</sup>, thus giving students the opportunity to tour the statehouse, sit in on House Committee work, and engage in conversation with their local representatives. This is an annual event and will be all day.
- Post-Secondary Night will be held on March 10<sup>th</sup> (weather day will be March 12<sup>th</sup>) from 6:30 PM to 8 PM. This event is open to all students and parents to explore college options, training and apprenticeship programs/opportunities, military service opportunities, and flexible pathways.
- Thirty-six members of the drama club and chorus traveled to NYC for a whirlwind weekend. Students attended two (and in some cases three) Broadway musicals, did a musical theater workshop with a team from Beetlejuice the Musical, and toured the beautiful Radio City Music Hall. Some also toured NBC Studios, where they bumped into cast members from Saturday Night Live, shopped on Fifth Avenue, and wandered through Central Park, where they crashed a marriage proposal at the Bethesda Fountain. On our last day, we took a boat to the Statue of Liberty and Ellis Island and visited the 9/11 Memorial before heading home. They both started and ended the trip with a very boisterous rendition of "Glory to Spaulding."
- 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 each implementation, we seek feedback and ways to improve our system. The Call Back Day is reserved as a final opportunity to reassess at the end of the semester if a student has a few performance indicators to complete and has attended their Office Hours (see the January [Newsletter](#) for more information).

After a semester of implementation, we have sent out several surveys to staff and students to solicit feedback and gather data. Although this system of support is still relatively new, the data indicates that students are more aware of deadlines and are utilizing their academic time more effectively. We are awaiting some data reports to fully review the comparison of student performance for this past semester compared to previous years, as well as analyzing student performance for those that attended Office Hours. Although we are encouraged by our initial semester, we will continue to refine our system in support of meeting the needs of our students.

### Student of the Week

- **Richard Torre** (nominated by Alicia Tosi) *He is such a friendly and kind young man. It is a pleasure to have him in class.*
- **Abigail Stacy** (nominated by Michelle LaFrancis) *I nominate Abigail Stacy for Student of the Week. Not only is she a WBL Bumblina, but also an office aide. She is interning at Head Start and she is beginning to step into the toes of an empathetic teacher. She interacts with students with great needs and in one case, began talking.*
- **Camden Kelly** (nominated by Sam Loesch) *'m nominating Camden Kelley. Camden is not a surprising choice as she excels academically and takes on a lot of extracurricular activities, but she still needs to be specially recognized. New this year, Camden is the President of the Interact Club; planning for and leading weekly meetings. Camden also regularly attends the weekly community breakfasts and urges other members to attend; she has shown inspiring leadership skills and continues to grow in this role. Camden should also be recognized for her adherence to the new PAS system. Camden is proficient or exemplary in most of her classes but struggles in Math. Her PAS is always up to date with which standards she needs to complete and details her plans to improve; she is regularly in her teacher's advisory to get extra help. Camden is a true asset to her peers at Spaulding and an exemplary high school student.*
- **Emma Proteau** (nominated by Tracy Bonoyer) *I have been substituting in John Lewis's sociology class this week and have had the pleasure of watching the class dynamic unfold. Emma, leading by her actions, is consistently one of the first students to start her work. While she is a little shy in front of the whole class, she openly shares her ideas in small group discussions. She carries herself with a quiet confidence and is kind to all her classmates. Yesterday in class, when I asked the students to get into small groups, there was one student, generally more aloof, who hung back and did not join a group. Emma gently invited him to join theirs, and a huge smile spread across his face. It was a very small gesture but speaks highly of Emma's character.*

### Athlete of the Week

- **Katelyn MacIver** (nominated by Tanya MacAuley) *She is the hardest worker on our team. She never gives up and always gives her all during every practice and game. She always has a smile and is positive no matter how much playing time she gets.*
- **Conner Magoon** (nominated by Chad Burke) *The boys hockey team would like to nominate Conner Magoon for Athlete of the Week. Conner is a great kid off the ice, and very hard-working player on the ice. He scored our 5th goal against South Burlington in dramatic fashion. Conner outskated players from both teams to a loose puck just inside the offensive zone, was tripped up but was able to elude a diving goaltender at the top of the faceoff circle...as he fell flat on his stomach, he was able to guide the puck into the net with his stick. The goal was a credit to the work ethic Conner brings everyday.*
- **Madison Ashford** (nominated by Nashanda Mcgee-Browman) *Madison has an exceptional work ethic in practice and in games. She always gives everything she has. Madison helps her team by playing two-way basketball, on defense she is continuously defending the opposing team's point guard. On offense she plays*

*the point guard and shooting guard positions. In last week's games she came up with game winning plays, she saved two balls from going out of bounds and made two mid-range shots to seal the victory.*

- **Grady Chase** (nominated by Jesse Willard) *He was the CVTS player of the game against U-32. As a sophomore he is stepping up as a leader on a strongly opinionated team.*
- **Rebecca McKelvey** (nominated by Dave Lawrence) *Rebecca is one of a group of talented freshmen who have led a resurgence for Spaulding girls hockey. She has one of the strongest and more accurate shots in the league. Last week she had 5 goals and 1 assist in wins over Lyndon and Hartford for the undefeated Tide.*

### **Staff Person of the Week**

- **Michael Emmons** (nominated Mya Violette) *Michael Emmons should be recognized for all of the work he has been doing to try to make the wifi better in our classrooms. He is immediately responsive to zendesk requests, follows up almost daily, and is always pleasant and patient when dealing with the stress of the wifi. While students and faculty are clearly getting irritated with the issues, Michael seems to be taking it all in stride and doing his best to alleviate what he can.*
- **Gretchen Singer** (nominated John Lewis) *Gretchen did a great job subbing for me this week. She not only executed my sub plan but was also able to find her way around my arcane filing system to provide materials to a new student. It's comforting to know that I can come back to school and take up where I hoped the class would be.*
- **Mary Reardon** (nominated by Isabelle Wightman) *I would like to nominate Mrs. Reardon for Staff Person of the Week. She is always encouraging and knows how to teach while being supportive.*



# Spaulding High School Newsletter

February 2020

## Luminaria Event – February 15, 2020

The SHS National Honor Society is collaborating with Vermont Relay for Life to host a Luminaria Event to honor those people in our community whose lives have been impacted by cancer. A Night of Hope is set for Saturday, February 15, 2020, from 7:30 PM to 9:30 PM at the B.O.R. The event will take place following the SHS Girls' and Boys' Hockey games that day. Our currently undefeated (12-0) girls' team takes on Harwood/Northfield at 3:30 PM followed by our boys' team going against Colchester at 5:30 PM.

The luminaria bags are being sold for \$5 each. Donations of all amounts are also welcome. The bags can be decorated to specifically honor a donor's loved one(s). A walking track in the B.O.R. parking lot will be created by the illuminated bags, following the games. Soup and bread will also be sold during this time.

Please join the community for this special night. If interested in purchasing a luminaria bag or make a donation, please contact Michelle LaFrancis at [mlafrshs@buusd.org](mailto:mlafrshs@buusd.org) or Jim Ferland at [jfershs@buusd.org](mailto:jfershs@buusd.org). All proceeds will be donated to the American Cancer Society for the Central Vermont Relay for Life.

## SHS' Food Pantry – Expansion and Support!

Earlier this fall, SHS started a Food Pantry, with support from the Vermont Food Bank. The food pantry is available for all students during the school day and includes snack items, as well as items that can be brought home for meals (for example: pasta and cereal). Seeing the need within our own school community, our staff and student organizations have also been adding items. Through the process, the need for health and beauty items, such as deodorant, female hygiene products and shampoo, also became an evident need.

As our pantry grows and the need becomes more apparent, discussion ensued at the January BUUSD Facilities and Transportation committee meeting; whereby school board member, Tim Boltin, invited SHS administration to present the high school's evolving Food Pantry program at the Central Vermont Crossroads BNI Chapter weekly meeting. The Crossroads BNI is a group of small business owners who support each other and their communities through the sharing of expertise, experience, and community involvement. One result of this meeting was an offer to donate foods and toiletries as well as entertain future discussion about how to integrate fresh produce and meals to high school students on a regular basis. The group was extremely supportive and generous, and we look forward to furthering our relationship with them. Anyone who would like more information, or would like to make donations to the Spaulding Food Pantry can contact Luke Aither at [laithshs@buusd.org](mailto:laithshs@buusd.org). Through everyone's kind donations, we are a true community supporting our own in need.

## Community Forum

The SHS Community Forum will be held on Wednesday, February 5<sup>th</sup> at 5:30 PM in the cafeteria. This month, there will be continued discussion about the organization of a SHS Booster's Club. Future topics or questions can be directed to Jim Ferland at [jferlshs@buusd.org](mailto:jferlshs@buusd.org).

## **Burdett Awards for Quarter Two**

The Robert M. Burdett Memorial Award was named after Robert M. Burdett, a former assistant principal and principal at Spaulding High School (1971-1979). It is presented to students who contribute to the positive atmosphere of the school based on their regular attendance, friendly demeanor, cooperative behavior and earnest desire to do their best. Mr. Burdett was known to be a champion of the “unsung hero”, and this recognition continues to honor the good citizens of the student body. Mr. Burdett believed, as we do, that this core of earnest, hardworking students forms the backbone of Spaulding High School and that they will become, in time, the nucleus of their communities and of our country. The award is based on nominations from teachers and staff at SHS based upon several categories: Unsung Hero, Good Citizen, Exceptional Perseverance/Resilience and Exceptional Growth/Improvement.

Our quarterly recognition of our award recipients has been expanded to invite the families of the recipients. We had approximately fifty family members join us for a light breakfast and awards ceremony on January 24<sup>th</sup>. The recipients of the second quarter Burdett Awards are:

|                   |                      |                  |                   |
|-------------------|----------------------|------------------|-------------------|
| Zane Arthur       | Teagan Atkins-Leslie | Tasia Avery      | Anna Bailey       |
| Nicholas Barcomb  | Francesca Barney     | Chesnee Barney   | Lillian Beun      |
| Katherine Blakely | Emma Boulanger       | Alan Burnor      | Dante Carrasco    |
| Kayla Clouse      | Ethan Codling        | Kailey Craig     | Steven Derouchie  |
| Jaidyn Deyo       | Emily Dion           | Annie Duprey     | Maggie Duprey     |
| Matthew Durgin    | Dylan Dusablon       | Destini Feccia   | Allyson Felch     |
| Camryn Fewer      | Sage Frost           | Abigail Geno     | Lyndsey Giroux    |
| Myria-Ann Guyette | Madison Henderson    | Zoey Henry       | Alexis Huckins    |
| Claire Isabelle   | Aliyah Jewett        | Sage Johnson     | Hailey LaFaille   |
| Jacob Lamphere    | Alyssa Larivee       | Autumn Lewis     | Briona Litchfield |
| Kaden Luster      | Riley Madison        | Taite Magoon     | Anna Mayo         |
| Raymond McCuen    | Emily Morris         | Kaiden Morse     | Conner Neddo      |
| Mason Otis        | Lillian Parker       | Madison Pembroke | Micholas Pierce   |
| Ezme Quittner     | Samantha Reed        | Mykala Rieder    | Nathan Romeo      |
| Devon Surprenant  | Brian Sweeney        | Matthew Tacey    | Natalie Taylor    |
| Jennah Thompson   | Ariana Thurber       | Richard Torre    | Seaira Turner     |
| Abigail Violette  | Taylor Wheatley      | Carson White     | Justice Womers    |

## **VSAC Counselor – New Face, Same Support!**

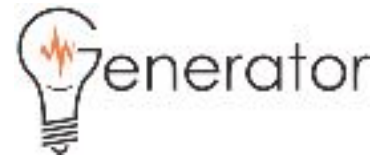
We want to wish a warm and encouraging “Welcome to Spaulding” to Chelsea Martin, who was recently hired as VSAC’s Talent Search Counselor. As part of her role, she will be working with Spaulding Students. The Talent Search is a VSAC-sponsored program for college-bound students who are either first-generation college-bound students or who experience some level of poverty. This free service provides additional college counseling, as well as additional access to college visits, amongst other things. If interested in more information about Talent Search, please reach out to your student’s school counselor.

We also want to thank Clark Amadon, who began working for VSAC’s Talent Search Program at SHS in 1998, and wish him well in his retirement.

## **School-Wide Assembly – Building Community!**

Our next school-wide assembly is February 21<sup>st</sup>. Our assemblies celebrate the talents of students and staff, as well as provide us an opportunity to come together as a whole school community. We encourage all students to attend.





## 2019-2020 Programs



**At Generator, we believe in the power of art, technology, and inquiry to foster collaboration and create opportunities for learning by doing—through testing and failure, through persistence and iteration. We believe that, no matter what field of application, this practice helps students of all ages and distinctions discover and cultivate creative confidence.**

Within its own walls, Generator offers more than two hundred classes and workshops each year centered upon a variety of tools, technologies, and techniques for all levels of ability and experience. Taught by highly experienced maker professionals, these programs serve hundreds of Vermonters—but our connection to our community certainly doesn't stop there.

Through the generous support of our donors, Generator continues to grow its impact through unique outreach programs—built upon innovative STEM curricula, operating both throughout and beyond Chittenden County, designed to make modern maker technologies and entrepreneurial education accessible for all.

Funding support is used to develop and refine curricula, to train instructors, to collaborate with educational institutions and industry partners in the delivery of instruction to students, and to support the acquisition of certificates of value that validate and esteem the education our students acquire through these programs.

## Design Lab



creates opportunities for children and teens to explore science, technology, engineering, and mathematics (STEM) careers through hands-on projects and design-thinking methodology. Through a series of weekly workshops, students are exposed to advanced fabrication techniques as they work to develop solutions for real-world community challenges. In the last year,

Design Lab has served more than 450 participants through partner nonprofit organizations including the King Street Center, Spaulding High School, the Governor's Institute of Vermont, and the Vermont Refugee Resettlement Program.

## JumpStart

is a nine-week business bootcamp created in collaboration with LaunchVT to equip early-stage entrepreneurs with essential business savvy. Under the mentorship of experienced industry professionals, the members of each cohort receive technical classes, tool access, interactive and expert-coached weekly meetings, and a public lecture series featuring industry professionals. Topics of study include market analysis, business formation, product design, brand development,



revenue generation, intellectual property protection, and financial management. Participating entrepreneurs leave with sophisticated analyses of their businesses and the opportunities that lie ahead of them. Now entering its third year, the program has graduated twelve startups and attracted over six hundred attendees to its public lecture series!

## JumpStart Collegiate

is a version of our early-stage entrepreneurship incubator specifically curated for students and recent alumni of programs in higher-education. Our most recent cohort included student entrepreneurs from the University of Vermont, Champlain College, Middlebury College, and Saint Michael's College. Though this edition of the program has no lecture series attached, participants in this program do receive the benefits associated with the standard JumpStart program and, additionally, free housing at Champlain College.



## JumpStart: Business of Art



is a version of our early-stage entrepreneurship incubator designed to meet the unique challenges faced by emerging artist-entrepreneurs as they work to build financially sustainable artistic practice. Participants in this program receive the benefits associated with the standard JumpStart program. The public lecture series features art world professionals and topics include

finances for artists, the retail gallery market, and how to work with non-profit art spaces.



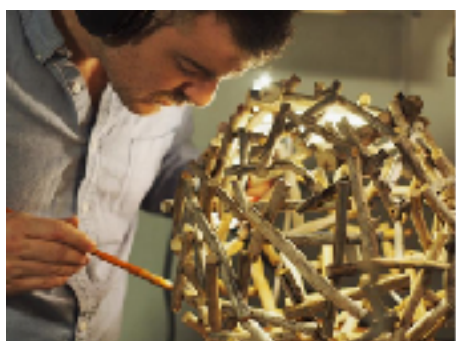
## Maker Mentors



leverages Generator's culture for collaboration and service by connecting members, teaching staff, and friends of Generator with mentees in grades 7 through 10 who are keen on developing their own maker skills. This program is intended to culminate in paid internships that nurture workplace skills relevant for STEM careers. In its pilot year, Maker Mentors will support twenty-four mentor-mentee pairs from established local mentorship programs, five Generator member-

mentee pairs structured for deeper dive into maker techniques, and two summer-long paid student internships here at Generator. Across the program's first three years, we intend, under the direction of to serve one hundred twenty-five mentor-mentee pairs.

## Maker-in-Residence



is a two-month residency that supplies innovators and inventors with support and resources to realize new projects. Last year's eight resident makers explored the mineralogy of pipe organs, created an easy-use paper-making machine to support artists based in third-world nations, and created a mobile, modular architectural structure for use as a micro-shop, cafe or living structure.

## Pitch It Fab It

is a fast and interactive pitch session designed to boost budding entrepreneurs with solid engineering pushes and prototyping capacities. Contestants are challenged to communicate in ultra-brief form the opportunity they intend to seize, the core elements of their proposed solution, and initial iterations of or plans for their prototype. Ideas selected by the University of Vermont Instrumentation Modeling Facility be awarded up to \$5,000 in materials and services to develop a working prototype of their project. To date, Pitch It Fab It has selected six winners.



## Reckless Ideas



is an eclectic free-to-the-public lecture series featuring innovative, interdisciplinary thinkers who are giving life to big ideas in our local ecosphere. This series, created in collaboration with the Vermont Complex Systems Center and Champlain College's Emergent Media Center, has attracted nearly seven hundred attendees to ten lectures with topics ranging from autonomous robots to the similarity of the spread of political ideas and viruses and from diffractometry analysis of pipe organs to the Internet of Things.

## Spark

invites female-identifying high-school students to practice human-centered design and modern fabrication methods while inventing technologies that solve real-world problems. Designed to encourage girls to pursue careers in entrepreneurship and technology, Spark culminates in a day-long event featuring pitches by project teams, invention demonstrations, and interactive workshops. In the pilot year, three student teams from Spaulding



High School, Winooski High School, and the Lund Center received over 675 hours of mentorship and coaching. The Spaulding High School team was invited to a national invention and entrepreneurship competition at Stanford University in Palo Alto, California, where they presented their invention—Beta Band, an EKG Field Kit to support personalized recovery for student athletes who have suffered concussions.

## AMP

is designed to equip select high-school students with the skills to program and operate advanced manufacturing equipment that will qualify them for historically hard-to-fill high-paying jobs here in Vermont. Through two years of collaboration with Spaulding High School, our Advanced Manufacturing Program—AMP for short—has ushered nearly thirty students through advanced-manufacturing and design-thinking workshops and

into internships with local manufacturers. We plan to expand the program to include three more schools and a total of more than fifty students in the 2019–2020 school year.





# Generator 2018

*Generator is a combination of artist studios, classroom, and business incubator at the intersection of art, science, and technology. We provide tools, expertise, education, and opportunity – to enable all members of our community to create, collaborate, and make their ideas reality.*

## Generator expands to over 11,500 sq. ft!

2018 was an amazing and successful year at Generator. In partnership with Champlain College we added 3,000 sq. ft. of creative making "Flex Space," welcomed over 500 members, and served over 2,500 people in Chittenden County and beyond through classes, workshops, and free events.



**95** free community meet-ups and workshops in 2018



**360** teens explored careers in technology, science & engineering in our new DesignLab Program

**8** Vermont businesses launched  
11 new jobs

**510** members in 2018

**252** skill building classes serving over 715 learners in 2018

**\$27,350** in tool training and membership scholarships benefiting 116 individuals in 2018

**480** attendees of the Reckless Ideas innovators lecture series' inaugural year

**30** "Maker-in-residence" graduates

**464** entrepreneurs participated in JumpStart - Launch VT collaboration, free public lectures

**4** colleges teaching classes out of Generator: Champlain, UVM, CCV & St. Michael's

**32** non-profit partners



**4** members are now employed at Beta Air's flying car project thanks to advanced manufacturing experience at Generator

Generator to be featured in Vermont PBS Documentary to air in summer 2019



Since 2014

We believe in the power of human creativity, innovation and imagination. Generator is a safe, inclusive, sustainable, and energetic environment which nurtures collaboration, idea exchange and the education of all those it supports.

As a member-driven space for creativity and fabrication, Generator operates an open work environment organized around seven shops: rapid prototyping, electronics, augmented/virtual reality, jewelry, woodworking and metal working, surrounded by common build spaces, leasable studios and a Learning Lab with design workstations.

#### Highlighted Success Stories:

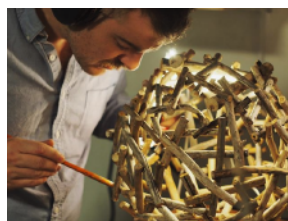
#### Inspirational Success: The Young Women of Spark!



Teams of teenaged girls from Spaulding High School in Barre, Winooski High School and the Lund Center participated in Generator's new Spark program. This weekly, mentor-driven program engages girls in STEM careers and the design process as

they invent solutions to community problems over the course of an entire school year.

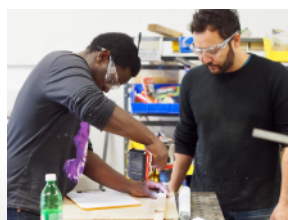
#### Entrepreneurship Success: Clay Mohrman



Through the JumpStart program, Clay was able to turn his passion for creating light sculptures into a sustainable business. From bookkeeping to branding to finance strategy, he learned how to establish a solid foundation and launch what has rapidly become

an exciting new enterprise with growing sales and a bright future. Operating out of a Generator studio has provided him with access to tools and mentors that have helped him win recognition around the state and get his work on display far and wide.

#### Educational Success: Ali Hussein



Having heard about Generator from a teacher, Ali, a high school senior with a passion for designing and making things, came to check it out. He's since learned to create 3D computer models and operate a CNC mill, a laser cutter, a 3D printer, and a host of woodshop tools. By

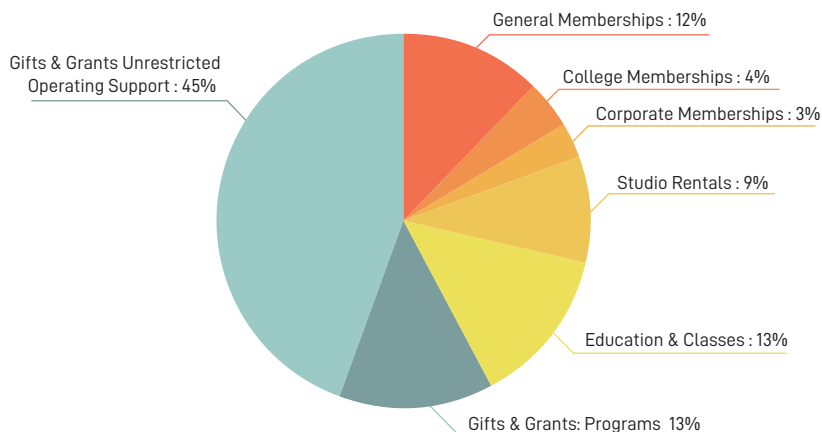
year's end, with some help from Generator Operations Director Elliott Katz, he was nearing completion of a new portable podium (made from local hardwoods) for Burlington mayor Miro Weinberger and completing applications to college engineering programs.

## Annual Operating Revenues & Expenditures

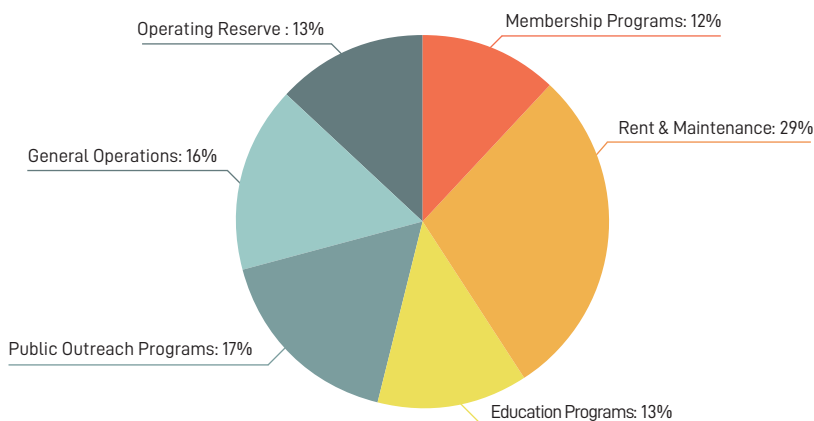
Fiscal Year Ending June 30, 2018

Total Sources : \$573,400

Earned Income 42%  
Contributed Income 58%



Total Uses : \$573,400



Scholarships & Supplements : \$161,100

Members currently pay 50% of the cost of membership

Generator became home to "the first permanent indoor drone racing track in the USA" and received national buzz.



Since 2014

generatorvt.com





## Barre Town Middle & Elementary School



### Building Report February 20, 2020

**100th Day of School:** Our 100th Day of School took place on Wednesday, February 5. So much fun was had by all--especially when we also celebrated Global Day of Play (think board games, cup stacking, outside play--no technology screens) and World Read Aloud Day!

**Band Concert:** Congratulations to our 4th graders who held their first band concert in a packed gym two weeks ago. So brave and so proud! The next debut will take place near the end of Quarter 4, joining them will be third graders playing the recorders!

**Donation:** A HUGE thank you to our local STAPLES store on the Barre Montpelier Rd. for supporting BTMES. Customers were very generous in donating school supplies to help support our students!

**February Newsletter:** Be sure to check-out the February Family Newsletter which has lots of exciting information!

**February Vacation:** Flooring and tile work will be done over the February vacation. (Carpet replacement in the A-wing hallway and tile work on the stairwell.)

**Grant:** BTMES is the recipient of a School Zero Waste Grant in the amount of \$437.38 from Central Vermont Solid Waste Management District. This money will be used for reusable grab-and-go-containers which will replace the plastic containers that are thrown away on a daily basis.

**Great Schools Partnership:** Our consultant, Jean H., is working in our District this week. Her check-ins every 4-5 weeks helps to support our PLG (Professional Learning Groups) facilitators and teams across our schools.

**Scholastic Book Fair:** BTMES will be hosting its first ever Scholastic Book Fair next month. The goal is that this will be set-up in the front lobby, to be available to anyone visiting the school. Profits from the fair will help support the purchase of books for all ages of learners... from our Linda Redmond Early Book Center to our Library.

**Snow Day:** Our snow day on Thursday, February 6, 2020 was a welcome time for our custodial department to do a deep cleaning of the school building to help get rid of as many germs as possible! Illness has hit the community with an increase in absences.

**Upcoming Dates/Events:**

|  |  |
|--|--|
| Friday, February 14:                   | 7th and 8th Grade Dance - 6-8pm, Crowley Gym |
| Monday, February 24 -Tuesday, March 3: | February Vacation/Town Meeting Holiday       |

# Barre Town Middle and Elementary School

## February 2020 Newsletter

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



### Dear BTMES Families:

Our school will celebrate the power of reading at the upcoming Scholastic Book Fair. You are invited to help our school create a culture of reading, build our school libraries **and** you'll have the opportunity to shop and select books with your child for your home library! A portion of all the proceeds will go back to our school. Your support makes a difference!

Book Fair Dates: **March 13<sup>th</sup> – March 19<sup>th</sup>**

### NEW In-School and Online Shopping Options!



**Book Fair eWallet**, our new digital payment option, allows your student to shop the Fair cash-free.

**Can't make it to the Book Fair?** Shop *The Scholastic Store*<sup>TM</sup> online to choose from over 6,000 products!



The characters. The book choices.  
The awesomeness.

Visit our homepage to access eWallet or shop online: <https://www.scholastic.com/bf/btmes>

**See you at the Book Fair!** Until then, happy reading!

Sincerely,

Jennifer Nye and Erica Pearson



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## Field Trips

Want to volunteer or chaperone a field trip?

In compliance with the BUUSD policy and procedure for volunteers and/or chaperones, background check and fingerprinting will need to be completed for anyone interested in volunteering at the school or attending field trips. For your convenience, you can pick up a copy of the policy and volunteer application at our front office.

Feel free to call 476-6617 ext. 6306 and we can also send one home with your child!



### Inside this issue:

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| Crops by Kids and Other Events and Happenings | 8     |
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# PTO News —Parent Teacher Organization

## Logo Gear /Bookstore

Beginning this year, Bookstore and Logo Gear will be available at evening concerts. We do accept checks made out to BTMES PTO. We are excited for this new opportunity for folks to have access to this outside of school hours.



## Box Tops

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 as 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.



## Meadow Farms Fundraiser

For anyone that sold enough items making them eligible for Get Air passes, please know that although they were out of coupons at the time product was mailed, they have come in to us. Please ask your child for them as they are being sent directly home with them.

## Turnover Within PTO



Eventually we all move on. Some of us have been doing this for more years than we can remember, have kids aging out of the school or are simply too busy to continue on PTO. There are openings! If you have a knack for finances, minute taking or fundraising, please consider joining us. Officer positions are voted in by the current PTO. We will need a short letter of interest if you would like to be considered for one. Letters for the following positions will be accepted through March 5. You can email a letter or leave it at the front office marked "PTO". Please help continue to provide so many great programs, supplies and experiences for our kids!

- Treasurer: keep a month to month accounting of cash flow to be shared at each meeting, balance the checkbook, collect receipts for purchases and pay bills/reimbursements for approved requests.
- Secretary: take and distribute meeting minutes, develop notes home re: events, sales and opportunities, manage FB and Instagram, and write the newsletter insert.
- Fundraiser: collaborates with PTO members and administration to identify and implement yearly fundraising plans. Coordinate with fundraising company around implementation, marketing and finalization of fundraising. This includes collecting and reviewing/confirming orders, payment and other necessary information for events. Being available to field family questions and find solutions to any issues that may come up during or after fundraisers is valuable.

Please know if you would like to join as a non-officer member, we are always happy to have you!

Watch for more information regarding the Scholastic Book Fair as PTO will host a parent shopping night during our March meeting, details TBA.

We would love to see you at a meeting. They are held the third Tuesday of each month in the library at 6pm. Our April meeting falls during break so we will meet the second Tuesday in April at 6 in the library. If you would like to contact us, or email a letter of Interest, please feel free to email at [ptobte@buusd.org](mailto:ptobte@buusd.org).





## Flu Information

# The Flu:

## A Guide for Parents



Influenza (also known as flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that between 6,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.

## What parents should know

### How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at high risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

### How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

### What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.



## Protect your child

### How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year. Flu shots and nasal spray flu vaccines are both options for vaccination.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at high risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at high risk for serious flu complications, but too young to get a flu vaccine.)
- Pregnant women should get a flu vaccine to protect themselves and their baby from flu. Research shows that flu vaccination protects the baby from flu for several months after birth.
- Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

### Is flu vaccine safe?

Flu vaccines are made using strict safety and production measures. Millions of people have safely received flu vaccines for decades. Flu shots and nasal spray flu vaccines are both options for vaccination. Different types of flu vaccines are licensed for different ages. Each person should get one that is appropriate for their age. CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

### What are the benefits of getting a flu vaccine?

- **A flu vaccine can keep you and your child from getting sick.** When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about half.
- **Flu vaccines can keep your child from being hospitalized from flu.** One recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.



- **Flu vaccine can prevent your child from dying from flu.**  
A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with high risk medical conditions and by nearly two-thirds among children without medical conditions.
- **Flu vaccination also may make your illness milder if you do get sick.**
- **Getting yourself and your child vaccinated also can protect others** who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

### What are some other ways I can protect my child against flu?

In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.

Stay away from people who are sick as much as possible to keep from getting sick yourself. If you or your child are sick, avoid others as much as possible to keep from infecting them. Also, remember to regularly cover your coughs and sneezes, wash your hands often, avoid touching your eyes, nose and mouth, and clean surfaces that may be contaminated with flu viruses. These everyday actions can help reduce your chances of getting sick and prevent the spread of germs to others if you are sick. However, a yearly flu vaccine is the best way to prevent flu illness.

### If your child is sick

#### What can I do if my child gets sick?

**Talk to your doctor early if you are worried about your child's illness.**

Make sure your child gets plenty of rest and drinks enough fluids.

If your child is 5 years or older and does not have a long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at high risk of serious flu complications. Call your doctor or take your child to the doctor right away if they develop flu symptoms.

#### What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs, you should go to the emergency room:

- Fast breathing or trouble breathing
- Bluish lips or face
- Ribs pulling in with each breath
- Chest pain
- Severe muscle pain (child refuses to walk)
- Dehydration (no urine for 8 hours, dry mouth, no tears when crying)
- Not alert or interacting when awake
- Seizures
- Fever above 104°F
- In children less than 12 weeks, any fever
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions



This list is not all inclusive. Please consult your medical provider for any other symptom that is severe or concerning.

#### Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder, and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at high risk of serious flu complications who get flu symptoms. Antivirals can be given to children and pregnant women.

#### How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

#### Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid spreading flu to other children or caregivers.

#### When can my child go back to school after having flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C)\* or higher.

\*Many authorities use either 100 (37.8 degrees Celsius) or 100.4 F (38.0 degrees Celsius) as a cut-off for fever, but this number can vary depending on factors such as the method of measurement and the age of the person.



## Message from the Middle School Counselor

To Parents/Families of 8th Graders:

I wanted to take this opportunity to make you aware of some upcoming plans and important dates that will prepare you and your student for their transition to high school. The upcoming events are as follows:

**\*Barre Town - Freshman Year Course Registration Meetings**  
**Wednesday, March 25th and Thursday, March 26th**

Barre Town Middle and Elementary School Library  
(Appointments will be made ahead of time. Stay tuned for more information)

**\*Open House for New Students at Spaulding High School**  
**Thursday, May 21st**

Time TBD, Spaulding High School Auditorium

You will be getting more information about these events in the coming weeks.

Additionally, you should know that during the third quarter, all of the 8<sup>th</sup> grade students will be receiving direct instruction from me regarding transitioning to high school during their health class. During this 2-3 week period, we will focus mainly on Spaulding High School; answering any and all questions about high school, reviewing courses offered, and developing a Freshman-year schedule.

The transition from Barre Town to high school can be a confusing one for students and parents/guardians alike. Please feel free to contact me at [sgoodbte@buusd.org](mailto:sgoodbte@buusd.org) or 476-6617, ext. 6240, with any questions you may have.

Sincerely,

Sarah Goodrich  
Grades 5-8 School Counselor



A cartoon illustration of a young boy with brown hair, wearing a green tank top and blue shorts, running towards the left. He is wearing black and yellow sneakers. His right arm is bent with his hand near his chest, and his left arm is bent with his hand near his hip. His legs are in a running stride.

Middle School Families—  
Order your yearbooks online today via  
[www.YBPay.com](http://www.YBPay.com)

The cost is only  
**\$21.50!**

8th Grade Parents—  
please submit your student's baby photos!  
<https://forms.gle/jwxadrmc7rAGNox9>

Order your  
Barre Town  
Middle School  
Yearbook  
Today!!

[www.YBPay.com](http://www.YBPay.com)  
Yearbook ID Code:  
**1968820**

\*Yearbook design varies by school. © Lifetouch National School Yearbook, Inc. 75874 © 2019



# News From the Art Department

Congratulations to the following students whose work was selected for the Barre Unified Union Art Show! This exhibit will be showcased in the Milne Room at the Aldrich Public Library. The entire school community is invited to join us for an opening reception on Tuesday, February 18th from 5:30-6:30 p.m. The show runs through March 27th. (A snow date is scheduled for 2/20.) See you there!



Ms. Leeds and Mr. Pope

## **Kindergarten:**

Joshua Audet, Paige Bliss, Myles Douglas, Max Duquette, Izzy Elwert, Sofiah Foley, Henry Jenner, Renee Kpessé, Parker Link, Valentina Morris, Aria Pacetti, Brooklyn Parker, Torah Spaulding, Camden Taylor, and Jaxon Trombley

## **Grade 1:**

Addison Bisson, Cameron Fortier, Ben George, Ryan Holbrook, Corbin Larrabee, Elyssa Lynds, Kinley McGowan, Suri Munukka, Sam Ray, and Grace Usle

## **Grade 2:**

Jaxon Chase, Colton Corbett, Peyton Dubois, Aya Duranleau, Cora Estes, Zachary Larrabee, Brandon Meredith, Elliot Robtoy, Caleb Shatney, and Will Tremblay

## **Grade 3:**

Silas Croteau, Isabella Dodge, Quinn Healey, Brooke Hutchins, Lydia Lemieux, Callum Lord, Justin Semprebon, Scarlett Stickney, and Braxtin Willis-Maxfield

## **Grade 4:**

Cassidy Collins, Tori Crease, Levi Laramore, Josh Packer, Mia Padilla, Celsey Podgwaite, India Schoenig, and Jon Sicard

## **Grade 5:**

Tanner Arsenault, Abbey Glassford, Tessa Lambert, Kennedy Lantagne, Ace MacRitchie, Rowan Moran, Kaya Moulton, Chase Nadeau, Mason Smith, Kamryn Soffen, and Isabelle White

## **Grade 7:**

Isabelle Lobb and Isabella Cecchinelli

## **Grade 8:**

Avery Bellavance, Ashley Morrison, and Aubrey Cheney

## Crops by Kids



We have certainly had interesting winter weather- I love the sunshine and shadows on the snow in February. It is staying lighter a bit later every day.

One way to enjoy these winter days is to plan your garden space and get your seed orders in. As you may know, we went with High Mowing seeds last year, and will continue with them again this year. Your seed orders support necessary purchases for our school/community garden.

If you haven't received an order form and would like one, email [dcurtbte@buusd.org](mailto:dcurtbte@buusd.org). There are also a few forms near the sign in/sign out sheets at the front of the office.

We want to support your gardening needs, and we'd like you to support ours.

The deadline for all orders is **Monday, February 17, 2020**. The orders must be at the school by the end of the day on Monday.

You may remember that this fall the second graders who participated in the Garden Club, discovered a strange vegetable and called it pumpcumber. We thought it was a newly cross-pollinated vegetable between a pumpkin and a cucumber. According to the literature this is impossible. I wrote an article for the Master Gardener newsletter to see what other Master Gardener's thoughts or experiences have been. Stay tuned.

Happy Gardening (or at least planning)

Deb Curtis, Garden Coordinator, [dcurtbte@buusd.org](mailto:dcurtbte@buusd.org)

## Other Events and Happenings

Barre Community Baseball/Softball

**DO YOU WANT TO PLAY BASEBALL  
OR SOFTBALL?**

**REGISTER NOW**

Online: [www.barrecommunitybbsb.com](http://www.barrecommunitybbsb.com)

Register in person:

February 12th & 13th 5:30-7:30 (at the  
Barre Auditorium)

February 20th & 21st 5:30-7:30 (at Barre  
City Elementary School)

**PROGRAMS FOR AGES 4-15  
JOIN THE FUN, REGISTER TODAY!**

# February

| Monday   | Tuesday                               | Wednesday | Thursday                                 | Friday  |
|----------|---------------------------------------|-----------|--|---|
| 3        | 4                                     | 5         | 6  | 7 Staff Development Day - <b>No School for Students</b> |
|          |                                       |           | Winooski Valley Music Festival           |   |
| 10       | 11 PTO Bookstore 7:30am-12:00pm—Lobby | 12        | 13 BUUSD Board Mtg, SHS Library — 5:30pm | 14  |
| 17       | 18 PTO Meeting, Library 6:00 p.m.     | 19        | 20                                       | 21  |
| 24       | 25                                    | 26        | 27                                       | 28  |
| Vacation |                                       |           |  |   |



# March



| Monday               | Tuesday                               | Wednesday | Thursday   | Friday   |
|----------------------|---------------------------------------|-----------|--|--|
| 2                    | 3                                     | 4         | 5  | 6  |
| Vacation             |                                       |           |  |  |
| 9                    | 10 PTO Bookstore 7:30am-12:00pm—Lobby | 11        | 12 BUUSD Board Mtg, —5:30pm  | 13 Scholastic Book Fair                                  |
| 16                   | 17 PTO Meeting, Library 6:00 p.m.     | 18        | 19 Preschool Screening/Open House Parent/Student/Teacher Conferences<br>Early Dismissal for Students | 20 Staff Development Day - <b>No School for Students</b> |
| Scholastic Book Fair |                                       |           |  |  |
| 23                   | 24                                    | 25        | 26   | 27   |
| 30                   | 31                                    |           |  |  |





## FEBRUARY 2020 INDUSTRY EDUCATION



### DIRECTOR CTE BYTES

- ❖ 01-03-2020 CVCC Student applications were due. Laurie Morvan, the registrar, has been busy compiling applications for the program teachers in preparation for the sending school interview and shadow days.
- ❖ 01-07-2020 Lyle Jepson from VTC formally congratulated Jeremi Lyford on achieving and completing the Teacher Preparation Program
- ❖ 01-07-2020 Wendy handed out PATH Sleep Journals to CVCC Staff that she obtained through a grant she wrote.
- ❖ 01-13-2020 CVCC Online School store opens for round 2
- ❖ 01-17-20 Quarter 2 Awards. 52 students received perfect attendance recognition.
- ❖ 01-17-20 Teacher were handed nomination forms for students who have met the requirements based on grades and attendance to qualify for National Technical Honor Society nomination.
- ❖ 01-20-20 All staff in-service. EAP from PATH presented on Conflict Resolution: problem solving. The second half of the day focused on proficiencies and student digital portfolios.
- ❖ 01-22-2020 Wendy Clark and Cheryl Zanleoni attended a PATH conference
- ❖ 01-27-2020 to 01-31-2020= Team leaders and Scott Griggs attended an SREB training in Alabama
- ❖ 01-30-2020 CVCC hosted a Perkins V Public Forum meeting at the request of the AOE. This public meeting was catered by Culinary Arts.
- ❖ CVCC yearbook plans are in full swing. The goal is to populate the yearbook with ads to help drive down the cost per pupil for a yearbook.
- ❖ Technical directors are working together to collaborate on drafting a Perkins V grant Comprehensive Needs Assessment.

**Out of State FIELD TRIPS=3** (all trips are supported via Associated/Fund Raised money)

**In state trips: 2**

**Construction Trade Show:** Boston, MA – February 6<sup>th</sup> (one day): 3 programs attending: Building Trades, Plumbing and Electrical. Approximately 12 people (2 staff and 10 students) – free of charge and a bus is provided.

**Cosmetology 2:** FBLA Spring Conference - March 16 & 17, overnight (7 students, 2 of which are adults, and 1 instructor)

**SkillsUSA:** Burlington, VT-April 6-9 Yearly trip <http://www.skillsusa.vermont.org/> (Approximately 20 students)

**Building Trades Program Trip:** Louisiana – Hurricane Relief Work – April 9-17, 2020. 3 staff and 12 students attending.

**Cosmetology II Trip:** May 30-June 2, 2020 Hair Show in Orlando, FL (7 students, 2 of which are adults, and 1 instructor)

### PROGRAM HIGHLIGHTS

*There were 3 local field trips in January. A few others were cancelled due to weather.*

**Automotive:** Automotive has been working hard on their electrical and vehicle diagnostic unit. Students have been diving deep into the fascinating world of Automotive wiring and testing. Automotive has also been gently taking apart an ambulance body to be rebuilt in the EMS Program.

**Baking Arts:** Quarter 2 newsletter link from baking arts: <https://www.smores.com/xf4sw>

**Building Trades:** Students in building trades are working diligently to earn money to support their community service project in Louisiana. The students put together a raffle and spaghetti dinner to help fund their trip. The students created their own flyer, advertised the event, and will be serving patrons 02-07-2020 that have come to support them.

**Cosmetology 1:** Cosmetology 1 has had some wonderful visits from two guest speakers. The owners of Soulful Healing and Serenity Wellness Salon. The Guest speakers taught the class some grounding exercises encouraging them to maintain self-care for themselves and positive networking practices to help ensure a long healthy career in the industry. Cosmo 1 has also continued to work with the community giving haircuts to some guests from the Barre Project Independence. We are looking forward to our field trip on February 6<sup>th</sup> to participate in "The Vermont Entrepreneurs ...Connecting Communities" where students will sharpen their critical thinking skills, creativity, and do some networking with Vermont's leading business owners. Cosmetology 1 has worked very hard in their curriculum already earning five of their IRC's this year!

**Culinary Arts:** Culinary Arts came out of the gates strong by earning their safety and sanitation Industry Recognized Credentials to begin their kitchen training. In November students prepared 12 turkeys for the Washington County Youth Services Bureau, went to the Skills USA Fall Leadership conference, baked rolls for the annual community holiday dinner that is held at SHS in December and have had numerous caterings and luncheons serving the community ...including a group of school board members and legislators. Culinary Arts students have assisted fellow CVCC staff with fundraising events and have many future caterings scheduled...including one for the AOE.

**Electrical Technology:** Will be starting the Apprenticeship mock testing to get ready for the final exam. Students have completed the Hand Conduit Bending unit and will be doing multiple conduit projects in the next few weeks to reach proficiency.



## STUDENT HIGHLIGHTS

What did you do last summer? If you were **Remy Maas from DMA II**, you spent the summer of 2019 at the California College of the Arts (CCA) in Oakland California. Remy entered the Graphic Design pre-college program at CCA where he earned 3 college credits in 4 weeks! Each day was filled with information and practical experience that will be a prep for his future career in graphic arts. Classes were held from 9 AM- 6 PM each day and filled with art history, lessons in new software and the production of multiple projects each week. Projects were critiqued by professionals in the industry. At the end of the course, the students set up an art gallery and had a professional showing of their work. "This was a total immersion into what the industry is all about." said Remy. Remy took the initiative to pursue funding sources for this experience. Remy applied for and was granted a VSAC Aspirations scholarship as well as a Merit-based scholarship by CCA. What is Remy doing now? While continuing to develop his skills in DMA II, this experience has prompted him to continue his secondary pathway by starting a Drawing I college-level course at CCV this semester.

**Paolo Rovetto from DMAII** recently filled the role of Director for an important film project entitled "Creep". Filming and editing took more than three weeks and the Director had to juggle scheduling, filming, editing and safety. "This allowed me to take on a leadership role which was a great experience and something I really wanted to do" says Paolo. He got to see that film production has many moving parts and can sometimes be a scheduling nightmare. The experience mirrored professional film development and many decisions had to be made "on the spot", because time is money when it comes to movie making. Once finished, the film can be viewed on the DMAII Vimeo page.

**Upcoming events: 02-06-20 parent/teacher conferences, 02-07-2020 Building Trades Spaghetti dinner and Shed Raffle Drawing. RAB Meeting Monday, February 10th, 2020 at 4:00 p.m. in the Medical Professions Program with presentations by both Medical Professions and Emergency Services. 03-19-20 Spring Open House, 03-26-2020 NTHS ceremony @ 5:30. Event was moved to the gym due to the auditorium being unavailable.**

### Quarter

1

### Awards



### Accuplacer Award

### Recipients



If you have any further questions or comments please contact

**Penny Chamberlin**  
Director  
802.476.6237  
ext. 1138

**Scott Griggs**  
Assistant Director  
802.476.6237  
ext. 1045

Respectfully Submitted **1.21.2020** by : Administrative Assistant



# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING Barre Town Middle and Elementary School Library January 28, 2020 - 5:30 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Victoria Pompei, Chair (BT)

#### COMMITTEE MEMBERS ABSENT:

Gina Akley, Vice-Chair (BT)

Tim Boltin (BC)

Anthony Folland (BC)

#### ADMINISTRATORS PRESENT:

Penny Chamberlin, Director (CVCC)

Chris Hennessey, Principal (BCEMS)

Brenda Waterhouse, Principal (SHS)

#### STAFF MEMBERS PRESENT:

Sue Brennan

Lindy Johnson

#### 1. Call to Order

The Chair, Mrs. Pompei, called the Tuesday, January 28, 2020, BUUSD Curriculum Committee meeting to order at 5:35 p.m., which was held at the Barre Town Middle and Elementary School Library

#### 2. Additions and/or Deletions to the Agenda

None.

#### 3. Public Comment

None.

#### 4. Approval of Minutes - December 11, 2019 BUUSD Curriculum Committee Meeting

The Committee agreed by consensus to approve the minutes of the December 11, 2019 BUUSD Curriculum Committee Meeting.

#### 5. New Business

##### 5.1 PK – 12 Literacy Curriculum and Assessment Presentation and Discussion

A document titled BUUSD Curriculum Committee Presentation – SHS English Department (dated 01/28/20) was distributed. Sue Brennan, SHS English Department Chair addressed the Committee. Ms. Brennan provided an overview of her experience (as SHS English Department Chair since 2012), and in other various capacities at SHS which includes working as a classroom teacher, and being an Advisor for both Drama Club and Vermont Young Playwrights. Ms. Brennan advised regarding teaching staff; eleven teachers and one individual for AP Language and intervention. The staff list includes World Language instructors as well as Humanities instructors. English department standards are based on the Common Core State Standards, with five standards being assessed at each grade level (reading, writing, speaking/listening, presentation, and language). Ms. Brennan provided examples of standards scoring criteria and examples of performance indicators. The department has been working to standardize grading practices. It was noted that literacy skills require repeated practice prior to assessment and that literacy skills “spiral” and are continually built upon. Performance indicators assessed in grades 9 and 10, are reassessed in grades 11 and 12, with increased expectations for level of complexity. Ms. Brennan advised regarding course progression for grades 9 and 10. Courses offered in grade 9 include classes with imbedded honors, an intervention course, and Read 180 (a Flexible Pathways program). Read 180 supports reading, but writing skills are being added to assist with helping students meet the writing standards. Tenth grade courses include sophomore English with an embedded honors option, as well as the sophomore English intervention course. Course progression through 11<sup>th</sup> and 12<sup>th</sup> grade includes weighted options; AP courses and Community College of Vermont Courses (taught at the high school), Seminar options (which vary from year to year), and intervention options. It was noted that students who attend early college, are not included in the SHS student count. For the CCV classes, students must pass the class to get high school (and college) credit. With AP classes, there is a fee for tests, and not all colleges will accept the credits. It is hoped that every core area will eventually have CCV courses taught at the high school. Teachers must meet CVC requirements and be accepted to teach. Ms. Brennan provided an overview of the highlights of improvements that have been made over time, including; the introduction of Seminar choices, development of the literacy team, curriculum mapping (to Common Core), development of close readings and common writing prompts, proficiency-

# DRAFT

based instruction and grading, professional development (with Great Schools Partnership), introduction of embedded honors, Flexible Pathways, and the recent implementation of the Humanities Team approach. Ms. Brennan provided an overview of interventions currently in place, and advised regarding enrichment opportunities for students who excel. Ms. Brennan provided additional information relating to professional development including; literacy work with Joey Hawkins (grant funded), the Writing Revolution study group (vertical teaming with middle school teachers), and work with Great Schools Partnership. Ms. Brennan advised regarding individual staff members' professional development (accomplished and in progress). Ms. Brennan provided a brief overview of assessment scores (PSAT and SBAC), advising that SHS is on par with the state average for SBAC assessments. SBAC was previously administered to 11<sup>th</sup> grade students, but is now being administered to students in 9<sup>th</sup> grade (only) for ELA. Ms. Brennan advised regarding possible summer work (for ELA curriculum), and her belief that the budget is sufficient for most ELA needs, but that she would like to see funding for relevant field trips. Ms. Brennan advised that Humanities, intervention, and Junior-Senior Pathways are areas of focus for curriculum improvement. In response to a query regarding determining proficiency in writing skills, Ms. Johnson advised that she does not feel that SBAC assessments are a good way to determine proficiency. Ms. Johnson believes local assessments are the best way to assess writing skills/proficiency. Brief discussion was held regarding students who are not meeting proficiency, and the 'next steps' for those students. The Committee was advised that though some students need to repeat a course, many times, students are provided with interventions that allow them to improve and become proficient on the limited set of standards on which they are not proficient.

Three additional documents were distributed; a copy of the literacy presentation, a copy of the BUUSD Literacy Assessment Calendar for 2019, and a document titled Renaissance Star Screening Report – Star Reading Enterprise Assessment (generated on 02/28/20). Lindy Johnson, Literacy Curriculum Coordinator for grades Pre-K – 8 introduced herself to the Committee, and advised regarding her experience at the BUUSD. Ms. Johnson advised regarding literacy personnel, advising of interventionists at both BCEMS (5) and BTMES (3.5). It was noted that at BCEMS, four of the positions are grant funded. Two Coach positions were added for the 2019 – 2020 academic year, one which is grant funded, one which is a combination of grant funding and local funding. Literacy Interventionists see students in small groups, Coaches work with teachers to support strategies based on goals set by the teachers. Time is also spent in classrooms and working one-on-one in meetings with teachers. Literacy curriculum is based on Common Core State Standards. The Common Core Standards provide clear and consistent learning goals to assist students with learning what is expected at each grade level. If students become proficient in each of the grade level standards, it is expected that they will be prepared for college, career, and life. Curriculum is designed to ensure that students learn each of the standards as they progress through the grades. Common Core ELA Standards encompass reading, writing, speaking & listening, language, and range, quality, and text complexity. Ms. Johnson advised regarding how curriculum is based for the different grades levels; Pre-K curriculum is guided by Vermont Early Learning Standards (VELS), Lucy Calkins Units of Study in Reading and Writing are used in grades K – 8 to assist students with achieving proficiency of the Common Core Standards. Each Lucy Calkins unit provides learning targets, instructional sequences, and assessments. Lower grades, K – 2 focus on guided reading small group instruction to assist students learn the fundamentals of reading. Grades 3 – 8, use a workshop model that involves more conferencing and collaborative reading, with only some small reading group instruction. Foundational skills for K – 1 include print concepts and phonological awareness. Phonics and fluency is included in grades K – 5. Types of writing skills include opinion/argumentative, informational, and narrative. Writing curriculum includes components for organization, editing, revising, and use of technology. Curriculum also includes researching topics, citing evidence, and summarizing in written work. Speaking and listening skills are addressed through many content areas, and includes; collaborative discussions, responding, presenting, and morning meetings. Meeting language standards involves teaching of conventions of grammar and usage, both spoken and written. Vocabulary instruction involves many components, some of which are comprehension, affixes, prefixes, and context clues. Literacy assessment involves many types of assessments; formative, summative, local, and SBAC. SBAC tests are computer adapted assessments. Because SBAC assessments are performed on computers, results may not always be accurate, as a student may be very proficient at reading and writing, but have difficulty using computers. It is believed that local assessments provide a better picture of student progress. In addition to SBAC assessments, another large scale assessment is performed using Star 360. This assessment is new for the 2019 – 2020 academic year and is replacing Gates-McGinitie. Ms. Johnson provided an overview of the Renaissance Star Reading Report document, which showed results based on one classroom, and results on a student. Committee Members were provided with a brief overview of the Assessment Calendar that outlines the assessment schedule by grade. Ms. Johnson reiterated that middle school teachers are collaborating with high school teachers and Joey Hawkins to learn instructional techniques. Summer Reading Book Clubs seem to be popular, with students choosing from a selection of books. Many staff, not just teachers, participate in the Summer Reading Book Clubs. Ms. Johnson reported on recent professional development, and would like professional development for Literacy Coaches. Math Coaches attended training last year, but there was no funding for Literacy Coaches to attend.

## **6. Old Business**

### **6.1 Ongoing Feedback on Curriculum Presentations – as needed**

None.

## **7. Other Business**

None.



# DRAFT

**8. Items for Future Agendas** – see Annual Work Plan  
Physical Education and Wellness

**9. Next Meeting Date**

The next meeting date is to be determined.

**10. Adjournment**

**The Committee Agreed by consensus to adjourn at 7:11 p.m.**

Respectfully submitted,

*Andrea Poulin*



# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT FINANCE COMMITTEE MEETING BUUSD Central Office – First Floor Conference Area February 4, 2020 - 5:30 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Sonya Spaulding (BC) - Chair  
Victoria Pompei (BT) – Vice Chair  
Gina Akley (BT)

#### COMMITTEE MEMBERS ABSENT:

Anthony Folland (BC)

#### OTHER BOARD MEMBERS PRESENT:

Guy Isabelle  
Paul Malone

#### ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent  
Josh Allen, Communications Specialist  
Stacy Anderson, Co-Director of Special Services  
Chris Hennessey, BCEMS Principal  
Donald McMahon, Co-Special Services Director  
Erica Pearson, BTMES Principal  
Brenda Waterhouse, SHS Principal

#### COMMUNITY MEMBERS PRESENT:

Dave Delcore – Times Argus Ben Matthews Pat McAskill

#### 1. Call to Order

The Chair, Mrs. Spaulding, called the Tuesday, February 4, 2020 BUUSD Finance Committee meeting to order at 5:40 p.m., which was held at the BUUSD 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 –

##### 4.1 Meeting Minutes - January 7, 2020 BUUSD Finance Committee Meeting

The Committee agreed by consensus to approve the Minutes of the January 7, 2020 BUUSD Finance Committee meeting.

#### 5. New Business

##### 5.1 FY20 Year-end Projection

Five documents were distributed; the BUUSD FY20 Year-end Projection Report (dated 02/04/20), the BUUSD Expense Report (dated 01/20/20), the BUUSD Revenue Report (dated 01/20/20), the BUUSD Expense Report (for CVCC – dated 01/20/20), and the BUUSD Revenue Report (for CVCC – dated 01/23/20). Mrs. Spaulding and Mrs. Pompei advised regarding line items they had questions on, including; wages for printing services, the BTMES Assistant Principal vacancy, CVCC enrollment, the BCEMS Counselor position, bus riders, and contracted services. A question relating to an overage in spending for roof construction will be forwarded to the Business Manager. Mr. Pandolfo advised that there is some Medicaid reimbursement for services provided by Green Mountain Behavior Consulting, but not for services provided by Washington County Mental Health. Mrs. Pompei expressed concern that the BUUSD is only 100 days into the academic year, and the percentages reported as 'left to spend' seem low (BTMES 5.28%, SHS 15.94%, BCEMS 4.58%, and CVCC -6.82%). Mr. Pandolfo advised that the Business Manager is very conservative with her projections. Mrs. Waterhouse advised that administrators are very cognizant of the bottom line and work to keep the schools within budget. Mr. Pandolfo advised that rising Special Education expenses are very difficult on the budget and hopes that the proposed land purchase will help stem expenses in the future.

# DRAFT

## 6. Old Business

### 6.1 FY21 Budget

A document titled 'BUUSD Budget Cut Considerations – FY2020' was distributed. The document identifies, by school, a prioritized list of items that may be considered for reduction in the future. The Committee discussed the list in order, by school. Mr. Pandolfo provided an overview of the document, advising that he does not like the options being presented, advising they impact academics and safety. It is troubling to think about lowering the amount spent per pupil when the BUUSD already has the lowest cost per pupil in the state. It was noted that if the BUUSD were to tuition out its students, the cost per pupil would be greater. Mr. Pandolfo queried why athletics were not considered for reduction. Mrs. Spaulding queried regarding the impact of cutting the hockey program, and whether or not students would be allowed to play for another school. Mrs. Waterhouse advised that students could potentially play at another school, but only if those teams have open spots. If students were to play hockey for a different school, the difficulties surrounding transportation need to be considered. The loss of a Pre-K Classroom at BTMES would significantly lower the number of students who could attend pre-k (one classroom holds two classes per day (one in the morning and one in the afternoon)). In response to a query regarding why the BCEMS SRO isn't on the list of proposed reductions, Mr. Hennessey advised that the BCEMS SRO position is integral given the needs of the Barre community. Concern was raised regarding the possible impact of the loss of Technology Integrationists at SHS and BTMES. Discussion was held regarding the proposed elimination of Spanish at the middle schools, and the impact it may have on students wanting to pursue a language at the high school. Mrs. Spaulding advised she has spoken with community members regarding the CVCC budget cuts (already in the budget), and that she struggles with the reductions, but noted that they do not impact a great number of people. It was noted that administrators have been very cautious in creating the list of possible cuts and that respectful discussions have been held with staff that would be impacted by the presented reductions. Mr. Pandolfo advised that teacher contracts are due out on April 1<sup>st</sup>, and queried regarding when RIF notices should be sent out. Mr. Malone voiced concern that it will be hard to attract families/students if too much is cut. Brief discussion was held regarding the loss of the tax incentive (from a forced merger, rather than a voluntary merger). It was noted that in the past, the BUUSD negotiated well for the benefits settlement; but that the recent State negotiated benefits settlement has caused much of the budget increase.

### 6.2 Communication Plan

A document titled 'How would this proposed increase affect you?' was distributed. Mr. Allen advised that the Annual Report is being developed as planned and that a final draft will be available in the next few days. The Budget page is live on the website. A budget video will also be put on-line. Brief discussion was held regarding starting a FAQs section on the website. Mrs. Spaulding has been receiving a number of questions from community members. It was agreed to start a FAQs section. The Communications Committee meets next Tuesday (02/11/20) where additional discussion will be held. Committee Members were encouraged to keep promoting the budget. It would be beneficial to have Front Porch Forum and Facebook promotion by Board Members. Mrs. Spaulding advised that the Board Member sign-up sheet (for budget promotion) needs to be updated, as more venues should be added. It was suggested that Board Members visit senior centers and attend service club meetings. The Committee believes it might be beneficial to have a half-sheet handout that can be distributed at various events/venues.

### 6.3 Update on SEA Property

There is no new information to report at this time.

## 7. Other Business

None.

## 8. Items for Future Agendas

- FY20 Year-end Projection
- April Meeting Date
- FY21 Budget/Exit Surveys
- Warrant Discussions – to be added as an ongoing agenda item

## 9. Next Meeting Date

The next meeting will be held on Tuesday, **March 10, 2020** at 5:30 p.m., at the BUUSD Central Office in the First Floor Conference Area.

## 10. Adjournment

**The Committee agreed by consensus to adjourn at 7:07 p.m.**

Respectfully submitted,

*Andrea Poulin*

# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT FACILITIES AND TRANSPORTATION COMMITTEE MEETING BUUSD Central Office – First Floor Conference Area February 10, 2020 - 5:30 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Giuliano Cecchinelli, Chair - (BC)  
Victoria Pompei – (BT)

#### COMMITTEE MEMBERS ABSENT:

Tim Boltin, Vice Chair - (BC)  
Guy Isabelle – (At-Large)  
Andrew McMichael – (BC Community Member)

#### ADMINISTRATORS PRESENT:

Luke Aither, SHS Assistant Principal  
Jamie Evans – Facilities Director

#### GUESTS PRESENT:

Dave Delcore – Times Argus                      Pat McAskill

#### 1. Call to Order

The Chair, Mr. Cecchinelli, called the Monday, February 10, 2020 BUUSD Facilities and Transportation Committee meeting to order at 5:35 p.m., which was held at the BUUSD 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

##### 4.1 Approval of Minutes – January 13, 2020 BUUSD Facilities and Transportation Committee Meeting

The Committee agreed by consensus to approve the Minutes of the January 13, 2020 BUUSD Facilities and Transportation Committee meeting.

#### 5. New Business

##### 5.1 Amberbox

A document titled ‘AMBERBOX Gunshot Detection’ was distributed. Mr. Aither advised that Barre City Police Chief Tim Bombardier contacted him regarding a proposal for the schools. In addition to the document that was distributed, Mr. Aither advised that there are some maps ‘in-house’, but those are not available for this meeting. The AMBERBOX system has the ability to identify where in the buildings gunshots were fired. Mr. Aither noted that he advised Chief Bombardier that the BUUSD currently does not have funding to purchase this system, but that he would present the information to the Facilities/Transportation Committee. Chief Bombardier was advised that if grant funds were available, the BUUSD may consider the system. Price quotes are included in the documentation (SHS: \$22,320, including a yearly software service fee of \$4,500, and BCEMS: \$23,560, including a yearly software fee of \$4,750). Mr. Aither advised that there may be other firms that also sell this type of item. It was reiterated that if no grant funding is available, installation of this system is not a viable option.

##### 5.2 Review Sports Transportation Cost for Each School

BCEMS and BTMES provided STA with sports schedules. Stacy at STA has not had the time to gather this information yet. This item will be added to next month’s agenda.

##### 5.3 Review Draft Survey (with Map) for Parental Interest in Busing High School Students

A document titled ‘Transportation Survey Questions’ was distributed. Mr. Aither provided an overview of the draft survey, noting that the map that will accompany the survey is not available yet. The map, when devised, will provide for stops that are outside of a one mile radius of the school. The draft survey contains questions for parents and questions for students. The Committee discussed the draft survey, noting that it is probably important to modify question #7 to indicate that there will be adult supervision (a bus rider) on each bus. The draft will be updated to include a question relating to students’ participation in Band, Chorus, or other activities.

# DRAFT

An additional student question will be added pertaining to how students travel home from SHS. Mr. Aither advised that the current survey presumes no changes to schedules. In response to a query regarding why Band and Chorus are held prior to the start of other academic classes, Mr. Aither advised that years ago, when Band was moved to be held during the academic day, enrollment in the course fell sharply. It is believed that students needed to take more academic courses during the regular student day, so they did/could not enroll in Band. The Committee also agreed that a question relating to sports (all seasons) should be added to the survey. Mr. Aither will present a revised draft survey (with map) at a future meeting.

## 6. Old Business

### 6.1 Electric Bus Update

Mr. Evans advised that though it cannot be guaranteed, he is hopeful that the new buses can be built and ready for the start of the 2020/2021 academic year. Regardless of whether or not the buses are ready, the charging stations will be installed at BTMES prior to the start of the 2020/2021 academic year.

### 6.2 Generator Update

Mr. Evans advised that he met with Jack Mitchell last week, and reiterated that the BUUSD has no money available for the purchase of a generator. Mr. Mitchell advised that the Barre Town Selectmen have agreed to pay for the cost of the generator and for its installation. Mr. Evans advised that the town is willing to share (50/50) the fuel costs and yearly maintenance/inspection costs. The cost to the BUUSD under the sharing proposal is approximately \$2,300 annually (\$1,500 for fuel and \$800 for maintenance/inspection). Mr. Evans reiterated that the amounts presented this evening are estimates, not firm amounts. The generator proposed for installation is a Tier II generator, which allows for BTMES to be used as a shelter environment. This generator could not be used for energy curtailment. Energy curtailment requires a Tier IV generator. Mr. Evans advised that the Town of Barre would draft an agreement for review. Mr. Evans will be meeting with Town and generator representatives in the near future. Mr. Evans believes the recent progress is very promising news. Mr. Evans clarified that if the Red Cross requests to use BTMES as a shelter, BTMES has the option to deny the request. It is hoped that the generator can be installed over the summer of 2020. Mr. Evans advised that the original estimate for the generator was \$135,000, with an additional \$25,000 for installation. Mr. Evans will provide additional information at a future meeting. In the future, after additional discussions are held, this item will be presented to the full BUUSD Board for official approval.

### 6.3 Lead Testing Update

Mr. Evans advised that the BUUSD is 98% complete on lead testing. BCEMS retested 3 taps, all of which tested good. BTMES retested 5 taps; 3 tested good, 2 tested at or slightly above the limit. One of the sinks is in a classroom which has two sinks. The sink that did not test well will be removed. The second sink that didn't test well is in a maintenance room and has not been used for drinking water. The maintenance sink will also be removed. Mr. Evans will report the 'corrections' to the Agency of Natural Resources and will update the website. All of the lead testing work is essentially done. After all is finalized, Mr. Evans will be receiving some sort of certificate or letter confirming that the BUUSD has completed all lead testing and remediation.

### 6.4 Project Update

Mr. Evans advised that there was nothing new to report, and proceeded to provide an overview of planned projects. Mr. Evans cautioned that these planned projects would be completed providing the budget is adequate. BTMES projects include removal of the canopy and roof, as well as installation of the power/charges for the electric buses. A copy of a drawing of the new BCEMS bus loop was distributed. Mr. Evans provided an overview of the BCEMS bus loop drawing, advising that visitor parking will be doubled, and that parking for those with disabilities will be right at the entrance to the building. Dewolfe Engineering has started the permitting process, which involves Act 250 and Storm Water Run-off permits. It was noted that the project will not have a significant impact on the amount of impervious surface at BCEMS. Mr. Evans has been in touch with the architect for the project and notes that the Act 250 permit process can be lengthy. It is hoped that the bus loop project can be completed in the summer of 2020. Parking by the garden will remain in place. The main project for SHS is the replacement of underground heating piping, and the SEA property purchase (if approved by the voters). Mr. Evans reiterated that the status of the planned projects is budget dependent.

## 7. Other Business

At this time, there are no updates relating to the SWISH accounts.

A copy of a Certificate on Environmental Stewardship was distributed. The BUUSD diverted 137,600 pounds of food scraps from disposal in 2019. It was noted that Grow Compost of Vermont needs to update their records from 'Barre Supervisory Union', to Barre Unified Union School District'. Concern was raised that given the amount of compost, there appears to be a lot of wasted food.

Mrs. Pompei advised that she would like Storage Space added to a future agenda because she would like the Committee to become more familiar with space availability in the buildings. Mrs. Pompei believes it would be beneficial to tour each room and office in each of the schools to see if space is being optimally utilized. Mr. Aither provided a brief overview of space utilization at SHS, noting that there is always a need for more meeting space. Mr. Aither noted that storage needs most likely vary between high school and the elementary/middle schools. It was suggested that the building tours take place when school is not active. Mr. Evans suggested that

# DRAFT

information be obtained regarding current use and historical (prior) use. Mr. Evans believes that administrators will advise that they do not have much 'wasted space'. Mr. Evans will have building floor plans e-mailed with the Committee's Agenda packet.

There is currently no update from Friends of the Winooski regarding the status of the Storm Water Run-off project at BTMES, or for the planning phases for Storm Water Run-off remediation at BCEMS or SHS.

## **8. Items to be Placed on Future Agendas**

- Storage Space
- Review Sports Transportation Costs for Each School
- Review Draft Survey (with Map) for Parental Interest in Busing High School Students
- Generator Update
- Electric Bus Update – **(not for March Agenda)**

## **9. Next Meeting Date**

The next meeting is Monday, March 9, 2020 at 5:30 p.m., at BTMES and will include a tour of the building and the boiler room.

## **10. Adjournment**

**The Committee agreed by consensus to adjourn at 6:28 p.m.**

Respectfully submitted,  
*Andrea Poulin*





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)



**DRAFT**

Regional Advisory Board Meeting

Minutes

4:00 p.m.

February 10, 2020

**Medical Professions Program**

**Board Members Present:** John Pandolfo (Barre Unified Union School District Superintendent), Flor Diaz-Smith (Washington Central SU Board Member), Steven Dellinger-Pate (U-32 Principal), Sharon O-Connor (Cabot School Board Member), Patrick Healy (Twinfield UHS Board Member), Jeff Norway (Norway Electric), Ian Arnold (Northfield Savings Bank), Ken Jones (VT Agency of Commerce), Penny Chamberlin (CVCC Director)

**Guests Present:** Tracy Taylor (Medical Professions Instructor) and Carl Matteson (Emergency Services Instructor)

Welcome and introductions - Chairman, John Pandolfo welcomed all members and our two presenters at 4:03 p.m.

John and Penny introduced our two presenters for the evening - Tracy Taylor (Medical Professions Instructor) and Carl Matteson (Emergency Services Instructor). Both instructors shared program content and their methods of delivery for their students, this included volunteer/community projects, job shadowing and ride-along opportunities. Data was shared about all student's post-secondary options and successes. Discussion ensued around industry shortages in the medical fields and how CVCC is marketing our programs and providing materials to our greater community and region.

The group discussed how CVCC could bring more students on board to get introductory exposure to our programs, similar to exploratory tech programs but focused on each career cluster. Discussion followed regarding space available for this model and the hope that the Feasibility Study will provide insight into options we will have in the future.

The RAB board is pleased to see the medical programs looking positive with over 30 applications between the two programs for next year.

On a motion by Flor and second by Jeff, the December 2, 2019 Meeting Minutes were accepted as presented.

Penny and John updated the board on the FY/2021 Budget. Discussion ensued around future reductions if needed. The goal is not to impact students if possible. For next year, the board is asking that we send out the Budget Flyer to all members and schools so it can be included in every sending school's Budget Packets and online. Penny will note this for the future.

The final meeting for this year will be on May 4, 2020 hosted by Clifton Long in the Plumbing & Heating Program.

Penny briefly covered updates. The first meeting of the Feasibility Team will be on Feb. 13<sup>th</sup> to review the timeline and process for the work. More to come!

**Open House is on March 19th from 5:30-7:30 p.m.** – sharing of student projects and E-portfolios! All are welcome!

With no other business to come before the board, a motion was made and seconded to adjourn at 5:25 p.m.

Respectfully submitted,  
Penny Chamberlin  
Director

**BUUSD FY20 EXPENSE REPORT SUMMARY - February 13, 2020**

|                                      | <b>Adopted Budget</b>   | <b>Y-T-D<br/>Expenses</b> | <b>Encumbrances</b>     | <b>Y-T-D Total</b>      | <b>Balance</b>        |
|--------------------------------------|-------------------------|---------------------------|-------------------------|-------------------------|-----------------------|
|                                      | <b>7/1/19-6/30/20</b>   | <b>7/1/19-2/12/20</b>     | <b>7/1/19-2/12/20</b>   | <b>7/1/19-2/12/20</b>   | <b>2/12/2020</b>      |
| <b><i>1020 BTMES TOTAL</i></b>       | <b>\$ 7,939,684</b>     | <b>\$ 4,306,865</b>       | <b>\$ 3,255,207</b>     | <b>\$ 7,562,072</b>     | <b>\$ 377,612</b>     |
| <b><i>1276 SHS TOTAL</i></b>         | <b>\$ 8,798,152</b>     | <b>\$ 4,809,927</b>       | <b>\$ 2,771,912</b>     | <b>\$ 7,581,839</b>     | <b>\$ 1,216,313</b>   |
| <b><i>1381 BCEMS TOTAL</i></b>       | <b>\$ 8,534,126</b>     | <b>\$ 4,818,085</b>       | <b>\$ 3,388,944</b>     | <b>\$ 8,207,029</b>     | <b>\$ 327,097</b>     |
| <b><i>3097 CENTRAL SERV.</i></b>     | <b>\$ 3,174,063</b>     | <b>\$ 2,125,681</b>       | <b>\$ 1,001,745</b>     | <b>\$ 3,127,426</b>     | <b>\$ 46,637</b>      |
| <b><i>3097 TRANSPORTATION</i></b>    | <b>\$ 1,327,862</b>     | <b>\$ 807,504</b>         | <b>\$ 662,596</b>       | <b>\$ 1,470,100</b>     | <b>\$ (142,238)</b>   |
| <b><i>3097 SPECIAL EDUCATION</i></b> | <b>\$ 11,910,917</b>    | <b>\$ 6,723,018</b>       | <b>\$ 6,215,709</b>     | <b>\$ 12,938,728</b>    | <b>\$ (1,027,811)</b> |
| <b><i>GENERAL FUND TOTAL</i></b>     | <b>\$ 41,684,804</b>    | <b>\$ 23,591,081</b>      | <b>\$ 17,296,112</b>    | <b>\$ 40,887,194</b>    | <b>\$ 797,610</b>     |
| <br><b><i>5002 CVCC</i></b>          | <br><b>\$ 3,019,913</b> | <br><b>\$ 1,733,695</b>   | <br><b>\$ 1,072,979</b> | <br><b>\$ 2,806,675</b> | <br><b>\$ 213,238</b> |



*Spaulding High School  
School Counseling Office*

155 AYERS STREET SUITE 1 · BARRE VT 05641-4300  
TEL: 802-476-6411 · FAX: 802-479-4535

*Ry Hoffman, Director of Guidance*

*Brenda Waterhouse, Principal*

*Counselors  
Laurie E. Berryman, Ed. D  
Susan Chickering  
Emily Graham  
Margaret Portelance*



January 16, 2020

Dear John,

It is with cautious optimism, sadness and trepidation and that I submit this letter of resignation as of June 30, 2020. Having spent the majority of my life working as a School Counselor it is time for me to give way to other important demands and to branch out and explore new paths and/or directions.

Two years ago I reduced my work week to 80% to help with the care of my elderly parents when my father had a bleed in his brain and "came home to die". He has now turned a corner, staying very much alive but my parents share adjoining hospital beds in their modified living room with 24-hour care. Though bedridden at 91 and 93, they are still cognitively capable and the time we have together doing crossword puzzles or visiting is precious to me. Being available to them is my priority.

Having been in this profession for 37 years, 27 of which have been at Spaulding, it is incredibly hard for me to say goodbye. Not just to the students and parents with whom I have been working but also to my colleagues and the teachers and administration with whom I have worked so closely for so long. There will be a large hole in my life which I truly have no idea how I will ever fill.

I have always loved working with people of all ages, but I have been drawn to teenagers in particular. I have no idea what my next chapter will be but I expect that I will likely continue to work in a helping profession whether it be volunteer or not. I am becoming excited about the possibilities that lie ahead but I have to admit I am also afraid of the unknown.

My grown children (27, 30, and 32) live in Idaho and Oregon and I look forward to spending more time with them at some point, as well as spending more time with my recently retired husband, not to mention taking daily walks with our dog Chester who is always overjoyed to romp.

I want to extend a warm thank you to everyone for enriching my life and allowing me to learn and grow with and among all of you. I will miss Spaulding and everything it has been for me very much.

Sincerely,

A handwritten signature in cursive script that reads 'Susan H. Chickering'. The signature is fluid and extends to the right.

Ms. Susan H. Chickering

Cc: Brenda Waterhouse



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

From: **Mary Alice Osborne** <mosbobce@buusd.org>

Date: Mon, Jan 13, 2020 at 9:29 AM

Subject: Letter of Resignation

To: Hayden Coon <hcoonbce@buusd.org>, Chris Hennessey <chennbce@buusd.org>

Dear Chris and Hayden,

It's been a great and challenging adventure working here at BCEMS this year. I want to give you plenty of time to find a new librarian so I am letting you know now that I will not be returning next school year. Thank you so much for the opportunity to make a difference in students' lives!

Sincerely,  
Mary Alice

--

Mary Alice Osborne  
Library Media Specialist  
Barre City Elementary and Middle School

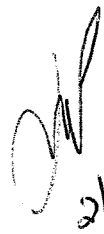
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John Pandolfo, Superintendent  
Barre Unified Union School District  
120 Ayers Street  
Barre, VT 05641

February 10, 2020

  
2/10/20

Dear Mr. Pandolfo;

Please accept this letter as my resignation from the position of Co-Director of Special Education for the Barre Unified Union School District effective June 30, 2020. It has been my pleasure to serve 12 years as the Director and now as the Co-Director of Special Services for the educational community of Barre. I have functioned in this capacity longer than past Directors who have served since the position's conception in 1975 with the passage of PL 94-142 guaranteeing a free appropriate public education to each child with a disability.

Over the past 12 years we have had many accomplishments such as but not limited to the recruitment and hiring of competent special educators; implementation of the A.C.T/G.A.P. programs (now S.E.A.) that addressed the needs of students who would have been educated in tutorials or out-side-programs. We developed an exceptional Life Skills program that meets the educational, social/emotional needs of our most vulnerable population. When I started in 2008, Spaulding High School was outsourcing most of these students to out of district programs costing thousands of dollars. As a result of our hard work we are now able to deliver a continuum of services to our students and families throughout the District.

We continually worked throughout the BUUSD on compliance and quality issues regarding the special education process by providing training in the Vermont Special Education Rules and Regulations that included the proper use of state forms and correctly completing special education documentation. The direct results were seen in the quality of I.E.P.s and Special Education Evaluations which positively impacted student educational performance.

It has also been my honor to have worked over the past 12 years with three extremely competent Building Based Special Services Coordinators one of which is now a Co-Director of Special Services for the BUUSD. These three individuals have supported their respected school's administration and teaching staff by guiding them through the special education rules with fidelity.

In closing I want to wish you the best.

Don





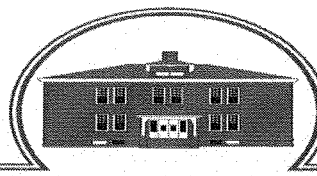
**Barre City Elementary & Middle School**  
**Spaulding High School**

**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



**Barre Unified Union School District**

120 Ayers Street, Barre, VT 05641

Phone: 802-476-5011

Fax: 802-476-4944 or 802-477-1132

[www.buusd.org](http://www.buusd.org)

**John Pandolfo**

Superintendent of Schools

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

**Barre Town Middle & Elementary School**  
**Central Vermont Career Center**

**Carol Marold**  
 Director of Human Resources

**Emmanuel Ajanma**  
 Director of Technology

**Lauren May**  
 Early Education Coordinator

**Jamie Evans**  
 Director of Facilities

**Joshua Allen**  
 Communications Specialist

## BID COMPARISON FOR SHS WATER STORAGE PROJECT

| CONTRACTOR                      | PROJECT COST    |
|---------------------------------|-----------------|
| Cooper Mechanical, Williston    | \$62,619        |
| Alliance Mechanical, Essex Jct. | \$97,000        |
| Vermont Mechanical, Williston   | Declined to bid |
| ARC Mechanical, Bradford        | Declined to bid |

**Superintendent's Recommendations: Cooper Mechanical - \$62,619**



## **Budget Tab – Website (buusd.org)**

### **Important links to FY21 Budget Information**

[FY21 Budget Page](#) (Message from the Superintendent)

[Frequently Asked Questions](#)

[2020 Annual Report](#) (Attached)

[FY21 Budget Flyer](#)

[FY21 Budget Sheet](#)

Signed Warnings: [Annual Meeting and Budget Vote Warnings](#)







# 2020 ANNUAL REPORT TO THE COMMUNITY



# VOTING DAY

There is no deadline to register to vote.  
You can register ahead of time or at the  
polls on the day of the vote.

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## **VOTING DAY – TUESDAY**

**MARCH 3 – 7:00 AM TO 7:00 PM**

City Resident Voting Location:

Barre Civic Center Auditorium

Town Resident Voting Location: Barre

Town Middle & Elementary School

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## **Busy or out of town?**

### **Vote early!**

Vote early at the Town or City Clerk's  
Office Monday through Friday during  
business hours, or go online to the  
My Voter Page and request a ballot  
be mailed to you:

[www.mvp.sec.state.vt.us](http://www.mvp.sec.state.vt.us)





# FROM THE SUPERINTENDENT . . .

## WELCOME TO THE BARRE SCHOOLS!

As we enter the most challenging budget season in our recent history, I want to help you understand the progress we've made in building a school district of which we can all be extremely proud. We continue to do more than nearly any other district with the dollars we have; and I hope we all agree that an investment in our schools is an investment in the future of our community.

This is my fifth report as the Superintendent of Schools in Barre, but my first as the Superintendent of the newly formed Barre Unified Union School District (BUUSD). In our first year as a merged district, our operations have gone as smoothly as we could have possibly hoped. Our board has shown a commitment to work together for all our children and is embarking on an effort to define our vision, mission, and strategic goals as a merged district. We now operate under a single set of policies. Our administrators, teachers, and support staff have deepened the collaborative efforts that existed in our supervisory union structure, but now have fewer constraints as a single district.

Educating its students is one of the most important responsibilities of any community, and Barre – year after year – has met that responsibility in true 'Barre Pride' fashion. Unfortunately, the world is changing, and educating our students has become a costly endeavor. We have been fiscally responsible for so long, keeping our average spending increase over the past six years to only 3%, which includes this year's 11% increase. We have always found a way to do more with the dollars we have, and while we will continue to do so, we are also faced with certain realities – many of them beyond our control – that we cannot ignore.

Between the impact of health care premium increases, a statewide negotiated health care cost-sharing settlement, Common Levels of Appraisal decreasing in the city & town, a slight student enrollment decrease of one percent, and budgeting for negotiated wage increases, the combination of these increases puts us at an estimated increase as high as 16.3 cents, with none of this increase earmarked for new programs and services to directly benefit our students. These increases are almost entirely beyond our control.

To give you some perspective on our fiscal responsibility, the tax rate increases described above would put Education Spending per Equalized Pupil at \$15,074 in Barre. This is still a whopping 12% below the FY21 predicted Vermont average of \$17,133. In fact, if we proposed a budget that was equivalent to the predicted statewide average, we'd be asking you to spend an additional \$4.9 million dollars. Even with this broad gap between our budget and the statewide average, we are still delivering the quality education that is going to send our community's children on the right path to ensure success, all without spending an additional \$4.9 million dollars to make it happen. We truly are doing more with the dollars we have.

While it is necessary to discuss the challenges of this year's budget, I would much prefer to share the great features of our schools. To the right, you will see examples of cost-effective initiatives we have put in place for our students that we will go into in greater detail in this report.

I thank you for your support of our schools – and students – over the years, and for taking the time to carefully consider how doing so is an investment in the future of Barre.

John Pandolfo, Superintendent,  
Barre Unified Union School District

## ADVANCEMENTS IN TECHNOLOGY

Over the past several years we have gradually increased the use of technology in our classrooms. As digital literacy is a critical 21st century skill that our students need in order to succeed in a rapidly advancing technological world, we have planned intentionally to develop our capacity as a school system to meet this need. In this report, you will read about how we now have 1 to 1 devices in place for our high school and middle school students.

## GIVING BACK TO OUR COMMUNITY

One of the things that we should be most proud of about our school system is the number of staff who grew up in our community, came through our school system, and now work to educate our next generation. This is the ultimate contribution to our community. In this report, you will read about how we are teaching all of our students to give back through the newly implemented community service graduation requirement.

## EXPANDING ALTERNATIVE EDUCATION

All students are guaranteed the right to a Free Appropriate Public Education. Our students with the highest needs are as deserving of a quality education as all other students. These students can also have the highest impact on our budget. In this report, you will read about how we are trying to provide a better education for a lower cost to some of our students with the highest needs, and how we are asking you to make an investment in that process.

## SCHOOL SAFETY - ALICE

Nothing means more to us than the safety of our students. In this report, you will read about the investments we have made and the steps we have taken to ensure our facilities, staff and students are prepared to handle different situations which might put our school community in harm's way.





## ALUMNI NOTES



### MARY JANE MAGNAN

Class of 1980

My years in the Barre School system were some great years! It was a friendly and comfortable atmosphere where I made many lasting friendships. Scholastically, the Barre Schools provided me with a strong background to go on to college and succeed. Between classes and sports, I learned a lot about team building and leadership from the teachers and coaches. Some of these I have maintained a friendship throughout all these years. The Barre Schools gave me the foundation to achieve what I wanted, which was to stay and be part of this community, and to continue the family business as the second generation of Richard J Wobby Jewelers.

## INVESTING IN OUR STUDENTS

### GIVING BACK TO OUR COMMUNITY

New this year, Community Service is now a requirement to graduate from Spaulding High School. Students are now required to complete 10 hours of community service per year they attend high school, maxing out at a total of 40 hours. We believe community service is an integral part of students' learning experiences and offers meaningful opportunities for students to engage with individuals of their communities on a deeper level and understand the true concept of giving back. Part of our mission is to enable students to become respectful, responsible, knowledgeable, confident, healthy, and ethical global citizens. Encouraging students to become proactive members of the Barre community is an important component of being a member of society. Developing a deeper understanding of

the workings and infrastructure of our community is the first step in making a difference. This is a difference each of our students are capable of making.

### SCHOOL SAFETY – ALICE

Nothing means more to us than the safety of our students. We've taken steps to prepare and plan to mitigate all threats including human-caused emergencies such as crimes of violence. For years, "lockdown-only" policies and training were the norm in emergency situations and that is simply not enough anymore. All BUUSD staff and students have been trained through the ALICE program, which teaches strategies based on human biology, behavioral research, and past events to empower individuals to keep themselves safe. ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate, but strategies don't necessarily happen in that order. As each situation is different, and every location, area, or threat is unique, ALICE trains people to make the best decision for themselves, in that moment. These options are not specific or unique to schools, so the skills are relevant to everyday life. BUUSD administration and trainers differentiate training to be mindful of students' ages and emotional comfort, so lessons for our preschool students look very different than lessons for our high school students. We are in our second full year of ALICE, and are continuously evaluating and improving our practices in this area.





## ALUMNI NOTES



**TIERNEY ROUTHIER**  
Class of 2011

Barre Schools set me up for where I am today by being in the Cosmetology program at the Barre Technical Center (now known as the Central Vermont Career Center). The program gave me the education, license, and skills to become a hairstylist and open up my own salon, Granite City Styles! I became a licensed stylist at the age of 18 and started my business at the age of 21. I am thankful for the opportunity of learning and becoming successful from Spaulding High School.

### ADVANCEMENTS IN TECHNOLOGY

Our students today are digital natives. Technology is woven into their lives and we embrace that. Thanks to your continuous years of supporting our schools, we were successfully able to implement 1:1 Chromebooks for our high school and middle school students. In middle school, students are assigned a Chromebook that stays at school, but at the high school level, students take their Chromebook home with them to complete assignments and to use for studying. Beyond Chromebooks, BCEMS has a new interactive wall in their gymnasium sending their Physical Education program into the new decade. BTMES now has a large green-screen wall for making immersive video content so students can develop their video editing skills. The whiteboard is almost extinct in today's classrooms and we are rolling with the changes by introducing new interactive touch-panels that our staff and students have been thrilled with so far. Technology has completely transformed the learning experience

in schools and it has empowered our students to be more creative and connected.



### EXPANDING ALTERNATIVE EDUCATION

In this district, our students with the highest needs are as deserving of a quality education as all other students, but they also have the highest impact on our budget. We have done well with educating these students within our own schools as much as possible, and only send them to outside placements when we do not have the capacity to meet their needs here. Outside placements are far more expensive and the quality of education is less within our control. Currently we receive reimbursement from the state

to assist with a portion of these high outside placement costs, but soon ACT 173 will do away with reimbursements. In anticipation of this, we are proposing to open our own facility where we can better meet the needs of our current students, decrease the number of students we send to outside placements, and generate revenue by serving students from surrounding communities. Currently, we pay \$85,000 a year in rent for a space that does not suit our children's needs and to expand programming we would need to rent more space. For a marginally higher cost per year, we are looking to purchase property so your tax dollars are being spent towards an investment in district assets, rather than in rent. This will allow us to increase the number of students we can serve, immediately offsetting the increased cost, as well as continuing to save money down the road ahead while providing a higher quality in-house education.







On January 9th, the Barre Unified Union School District School Board approved a budget of \$48,479,968 for fiscal year 2021. The approved budget represents an increase of 11% over the current year's spending plan. This translates to an estimated educational tax increase of 10.7% in Barre City and 11.3% in Barre Town when calculated in the state formula. An approval by voters would permit the school board and administrators to support student needs, advance academic planning, and maintain the district's facilities and grounds used by students and the Barre community.

Since the majority of this year's increases to our spending plan are out of our control and impacting most districts, we still are spending much less per equalized pupil than the other districts in the surrounding area.

Our proposed budget is still a **whopping 12% below** the statewide average cost per equalized pupil. If we asked for you to spend the equivalence to the statewide average on our 2,390 students, we would be asking you to spend another **\$4.922 million dollars**.

## HOW WOULD THIS PROPOSED INCREASE AFFECT YOU?

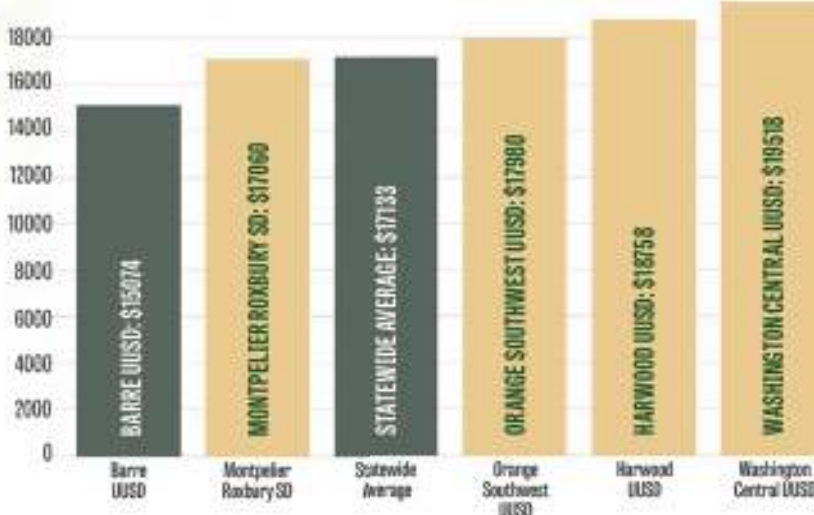
| ASSESSED PROPERTY VALUE | FY2020 CURRENT YEAR |         | FY2021 PROPOSED BUDGET |         | ANNUAL INCREASE |       | INCREASE AS A MONTHLY RATE |            |
|-------------------------|---------------------|---------|------------------------|---------|-----------------|-------|----------------------------|------------|
| \$100,000               | \$1,300             | \$1,492 | \$1,437                | \$1,659 | \$137           | \$167 | \$11.42/mo                 | \$13.91/mo |
| \$200,000               | \$2,600             | \$2,984 | \$2,874                | \$3,312 | \$274           | \$328 | \$22.83/mo                 | \$27.33/mo |
| \$300,000               | \$3,900             | \$4,476 | \$4,311                | \$4,977 | \$411           | \$501 | \$34.25/mo                 | \$41.75/mo |
| \$400,000               | \$5,200             | \$5,968 | \$5,748                | \$6,636 | \$548           | \$668 | \$45.66/mo                 | \$55.66/mo |

Barre City - Blue • Barre Town - Green

For a Barre City home with an assessed value of \$100,000, the homeowner would pay an additional \$137 per year, or \$34.25 each tax installment.

For a Barre Town home with an assessed value of \$100,000, the homeowner would pay an additional \$167 per year, or \$41.75 each tax installment.

## SPENDING PER EQUALIZED PUPIL BY DISTRICT



THE  
BUDGET



## HOW DOES VT PROPERTY TAX CREDIT WORK?

Vermont Property Tax Credit is a form of tax assistance which allows homeowners to pay property taxes based on their income, rather than the value of their home.

Approximately 52% of Barre homeowners will receive property tax assistance in 2020, so for most Barre homeowners, you won't actually pay the full amount you see in the table to the left.

## WHY DOES BARRE TOWN HAVE A HIGHER TAX RATE THAN BARRE CITY?

Barre Town has a higher tax rate than Barre City because Barre Town has a lower Common Level of Appraisal (CLA). This is due to Barre City's assessed home values being closer to market values than Barre Town's assessed home values. CLA exists to make sure that a Barre Town and Barre City homeowner pay the same amount of total property taxes if their homes have the same market value. Since Barre Town has a lower CLA, their tax rate needs to be higher to reflect the true market value. At the end of the day, both residents from Barre City and Barre Town that own an equally valued home, pay an equal amount of property taxes to the state.

## UNDERSTANDING THE BALLOT ON TOWN MEETING DAY

### Ballot

Instructions: To vote, fill in the oval ☐ to the right of your choices, like this: ☒  
Use black pen or marker. Do not use pencil.

Shall the voters of the school district approve the school board to expend **\$48,479,968**, which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that the proposed budget, if approved, will result in education spending of \$15,074 **per equalized pupil**. This projected spending per equalized pupil is **11% higher** than spending for the current year.

**\$48,479,968**

**\$48,479,968** operates a total of 5 buildings, and provides transportation and education for over 2,300 students.

### PER EQUALIZED PUPIL

When calculating spending per student, Vermont uses "equalized pupils" rather than an actual headcount. The formula gives less weight to pre-kindergarten pupils and extra weight to students in secondary schools, those from economically deprived backgrounds, and those whose first language is not English. The principle behind the weighting is that it costs more to educate students in certain categories. Source: Public Assets Institute

### 11% HIGHER

11% is the percentage increase as compared to the FY20 budget.







Barre Unified Union School District  
120 Ayers St, Barre, VT 05641  
buusd.org | 802.476.5011

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

-----  
*Barre Unified Union School  
District partnered with USPS  
to deliver these reports for  
only \$.09 a household.*

*For continuous updates on the proposed budget, please visit our budget webpage at [buusd.org/budget](http://buusd.org/budget)*



**BUUSD Superintendent Search Committee Update-March 2020**

The work for the Superintendent Search Committee has begun. Our kick-off committee meeting was February 10th. Carol Marold, was elected chair and parent member from Barre Town, Molly McFaun was elected secretary.

Preparatory committee meetings with VSBA consultant Susan Holson, are scheduled for February 17 and March 9. We plan to conduct screening interviews with first round candidates on March 23 and March 24. The committee will be prepared to present 1-3 candidates to be considered by the board. Board interviews are scheduled for April 7.

With the help of Josh Allen, we have developed a Superintendent's Search page on the BUUSD website. (<https://www.buUSD.org/resources/superintendent-search>) This page includes a community input question which will soon be advertised on school websites and Front Porch Forums.

Prepared by: Carol Marold  
February 12, 2020





PROPOSAL FOR:

## Portrait of a Graduate

**PRESENTED TO: Barre Unified Union School  
District, VT**

February 10, 2020

# Battelle forKids

Realizing the power and  
promise of 21st century  
learning for every student



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## EXECUTIVE SUMMARY

Every school system is unique, but they are all connected by a shared aspiration: that all students have an educational experience preparing them to be effective lifelong learners and contributors.

Now more than ever, that experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21<sup>st</sup> century skills our young people need to thrive in this complex, rapidly changing world.

Many school systems across the country have engaged the broader community in developing a Portrait of a Graduate that articulates the community's aspirations for its students.

Locally developed, but globally positioned, the Portrait of a Graduate serves as a North Star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders by answering critical questions such as:

- What are the **hopes, aspirations, and dreams** that our community has for our young people?
- What are the **skills and habits of mind** that our children need for success in this rapidly changing and complex world?
- What are the **implications for the learning experiences** we provide in our school systems?

Battelle for Kids' Portrait design process is built around these central inquiries. The following proposal will describe the process to develop the experiences and Portrait design that help to answer these questions.

# OVERVIEW

It is with pleasure that Battelle for Kids (BFK) offers this proposal to partner with Barre Unified Union School District on the creation of its Portrait of a Graduate.

## Work Stream 1: Plan

Since a good beginning predicts a good ending, the Plan work stream is critical to the engagement's success. BFK will begin by facilitating a **District Leadership Orientation Meeting**. During this two-hour face-to-face meeting, BFK will review district's expectations, commitment, and conditions for success, clarifying how we will engage and discuss key considerations for the identification of Design Team members.

At the District Leadership Orientation meeting, BFK will also share the **Portrait Communication Toolkit** which will include resources the District Leadership Team will need throughout the engagement to keep the Portrait Design Team and broader community aware of overall progress.

Following the District Leadership Orientation meeting and identification of Design Team members, BFK will deliver the **Project Charter**. Informed by the scope of work and orientation meeting, the charter will outline the Portrait design process, including key decision-makers and stakeholders, key messages, timing, and success criteria.

Throughout the engagement BFK will support the District Leadership Team through **bi-weekly phone calls** to review the overall strategic direction of the engagement and build the district's capacity.

*Note: All timelines can shift based on actual start date and ground-level realities.*

| Milestone/Deliverable                         | Description   | Est. Timeline                           |
|---|---|---|
| District Leadership Orientation Meeting       | A two-hour face-to-face meeting designed to orient the District Leadership Team | March 2020                              |
| Portrait of a Graduate Communications Toolkit | Resources for communicating with internal and external stakeholder groups       | March 2020                              |
| Project Charter                               | A guiding document outlining the Portrait design process                        | March 2020                              |
| Ongoing Counsel and Capacity Building         | One-hour bi-weekly phone calls with BFK   | Every 2 weeks starting with Orientation |

## Work Stream 2: Activate

The Portrait design process involves a sustained community conversation leading to shared agreement about a unique community-owned picture of what graduates need for success. The proposed process in this work stream will guide the foundational development of your unique Portrait of a Graduate.

During the Activate work stream, BFK will facilitate **Portrait Design Team Meeting #1**. This meeting will orient the Design Team through an overview of the Portrait process. Facilitators will introduce the Design Team members to the tools and resources they will be using along the way, discuss the overarching questions that will be guiding the work, and facilitate a discussion on the landscape shifts that necessitate this educational transformation. Following Design Team Meeting #1, Portrait Design Team members will submit their suggested competencies through an online tool.

| Milestone/Deliverable           | Description  | Est. Timeline     |
|---------------------------------|--|-------------------|
| Portrait Design Team Meeting #1 | Facilitation of a 2.5–3 hour face-to-face meeting to kick off the Design Team work | <i>March 2020</i> |

## Work Stream 3: Create

The Create work stream involves three meetings in which the Portrait Design Team will initiate, design, and develop their desired Portrait.

During **Portrait Design Team Meeting #2**, BFK will facilitate discussion around what competencies are needed by young people to address the changes in society identified in Design Team Meeting #1 and support the district in prioritizing these for the district's unique local context. Using the data submitted between the first two meetings, the Design Team will engage in consensus building in small groups on 5–6 competencies and generating ideas for Portrait visuals.

The focus of **Portrait Design Team Meeting #3** is reaching consensus on competencies, description statements, and visuals. Based on outcomes of previous meetings and information gathered throughout the engagement, BFK will share the draft competencies, description statements, and three visuals. Additionally, the Portrait Design Team will engage in the important work of considering how the Portrait will be actualized in the district.

During **Portrait Design Team Meeting #4**, BFK will present a draft designed Portrait with competencies and description statements. District Leadership will share any community feedback to augment the important work of the Portrait Design Team and to assist the team in finalizing the Portrait. The Design Team will finalize their recommendations around how the

Portrait can become actualized in the district and identify local assets that support educators' cultivation of competencies for students.

| Milestone/Deliverable           | Description   | Est. Timeline     |
|---------------------------------|---|-------------------|
| Portrait Design Team Meeting #2 | Facilitation of a 2.5–3 hour face-to-face meeting around necessary competencies   | <i>April 2020</i> |
| Portrait Design Team Meeting #3 | Facilitation of a 2.5–3 hour face-to-face meeting to reach consensus on competencies, description statements, and visuals                               | <i>May 2020</i>   |
| Portrait Design Team Meeting #4 | Facilitation of a 2.5–3 hour face-to-face meeting to finalize the recommended Portrait and recommendations for how it can be actualized in the district | <i>June 2020</i>  |

## Work Stream 4: Adopt

The Adopt work stream culminates the district's efforts and moves the Portrait into implementation success. Once the Portrait Design Team has completed their work, BFK will provide a **Portrait Summary Report** which will help the district in documenting roles involved and capturing the process, outcomes, landscape shifts results, any community feedback results, and next steps for successful implementation.

To finalize the engagement, BFK will facilitate a **District Leadership Team Portrait Process Close Out**. During this meeting BFK will prepare the District Leadership Team for next steps (e.g., board approval) and considerations for how to align the district's strategic priorities to the Portrait of the Graduate. The district will be encouraged contribute to the national movement by sharing their work as an example with other districts on [PortraitofaGraduate.org](https://PortraitofaGraduate.org).

| Milestone/Deliverable                          | Description  | Est. Timeline    |
|--|--|------------------|
| Portrait Summary Report                        | Including key process, outcome, landscape shift, and community feedback results, as well as next steps   | <i>June 2020</i> |
| District Leadership Portrait Process Close Out | Facilitation of one-day face-to-face session with the District Leadership Team to close out the engagement and prepare for success in next steps | <i>June 2020</i> |

## Getting to Success – Network Membership (Optional)

The successful Portrait of a Graduate requires successful implementation. Join over 200 districts who are working to implement their Portrait in our EdLeader21 network of national leaders.

Member benefits include a 10% discount on BFK services as well as the following:

- **Vision and Strategy**
  - 3-Year Roadmap
  - Portrait of a Graduate Working Groups & Getting Started Guide
  - STEP21
  - Portrait of a Graduate Communications Getting Started Guide (Available Fall 2018)
  - Workshops, Keynotes and Webinars
  - Strategy Sessions
- **Implementation Tools and Resources**
  - 4Cs Rubrics
  - Stakeholder Toolkits
  - 7 Step Resource Guides
  - Student Outcome Resource Documents
  - Common 4Cs Performance Assessment
  - 4Cs Performance Assessment Bank
- **Professional Learning**
  - Learn effective techniques for 4Cs teaching and learning at members-only regional professional learning days
  - Engage in workshops and webinars with national education thought leaders, such as Tony Wagner, Yong Zhao, Barbara Chow, and Daniel Pink
- **Networking and Collaboration**
  - Engage with hundreds of forward-thinking education leaders at the members-only Annual Event (one free registration)
  - Connect and share with fellow members from across the country in an exclusive online community, the new Collaboration Platform
  - Collaborate with colleagues on key issues in education through professionally managed working groups

## Recommended Services (Optional): Community Session Facilitation & Community Survey

To help inform the efforts of the Portrait Design Team prior to meeting #4, BFK can conduct **Community Survey Vetting and Analysis** and **Community Focus Groups**. BFK recommends face-to-face facilitation of two focus group sessions that bring together community members in a design environment that actively demonstrates the benefits of the Portrait. These sessions help inform the community about the district's Portrait of a Graduate work and, through deep engagement, foster a continued sense of community and district partnership, giving them the opportunity to provide feedback. Survey vetting and analysis includes creating a survey to enable participation from more stakeholders unable to attend the community focus groups,

supporting communications, administration, data analysis, and report generation. The report will be provided to the District Leadership Team.

| Milestone/Deliverable                      | Description  | Est. Timeline   |
|--|--|-----------------|
| Community Session Co-Facilitation          | Face-to-face facilitation of two community vetting focus group sessions                                    | <i>May 2020</i> |
| Community Survey Administration & Analysis | Including survey creation, supporting communications, administration, data analysis, and report generation | <i>May 2020</i> |



## COST OF SERVICES

Following are cost estimates for the services and solutions to support this engagement. The proposed budget reflects all services and deliverables described within this proposal, which can be revised should Mashpee Public Schools decide not to move forward with specific deliverables. Estimates are subject to change should the scope be modified. More information is available upon request.

| Portrait of a Graduate  |          |
|---|----------|
| Work Stream 1: Plan   |          |
| <ul style="list-style-type: none"> <li>District Leadership Orientation Meeting</li> <li>Portrait of a Graduate Communication Toolkit</li> <li>Project Charter</li> <li>Ongoing Counsel and Capacity Building</li> </ul> |          |
| Work Stream 2: Activate   |          |
| <ul style="list-style-type: none"> <li>Portrait Design Team Meeting #1</li> </ul>   |          |
| Work Stream 3: Create   |          |
| <ul style="list-style-type: none"> <li>Portrait Design Team Meeting #2</li> <li>Portrait Design Team Meeting #3</li> <li>Portrait Design Team Meeting #4</li> </ul>   |          |
| Work Stream 4: Adopt  |          |
| <ul style="list-style-type: none"> <li>Portrait Summary Report</li> <li>District Leadership Portrait Process Close Out</li> </ul>   |          |
| Total   |          |
| Services Total: (includes up to 6 trips)  | \$34,500 |
|   |          |
| EdLeader21 Membership   | \$4,000  |
| Combined Services Total: Portrait & Membership (includes discount)  | \$36,040 |



| Optional Recommended Services  |         |
|--|---------|
| <ul style="list-style-type: none"> <li>Community Session Co-Facilitation</li> </ul>              |         |
| Subtotal:  | \$5,000 |
| <ul style="list-style-type: none"> <li>Community Survey Administration &amp; Analysis</li> </ul> |         |
| Subtotal:  | \$2,000 |

## ABOUT BATTELLE FOR KIDS

Battelle for Kids (BFK) is a national not-for-profit organization committed to collaborating with school systems and communities to **realize the power and promise of 21st century learning for every student.**

Our team of experienced educators alongside communications, technology, and business professionals innovates and partners with school systems to offer an educational experience that prepares all students to become lifelong learners and contributors in an ever-changing world.

We advance our mission by strengthening the **coherence**, **capacity**, and **connections** school systems and communities need to redefine learner success and accelerate the design and implementation of 21st century learning systems for all students. A systems approach ensures equitable access to rigorous 21st century learning systems for every student, regardless of where they live, what school they attend, or to which classroom they are assigned.



Our approach involves the **entire school community**—educators in partnership with students, parents, businesses, and other community leaders—to ensure **enduring impact in schools.**