

**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

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

MEMORANDUM

TO: Barre Unified Union School District Curriculum Committee
TBD - Chair, TBD - V. Chair, Members: Victoria Pompei, Alice Farrell, Tim Boltin

DATE: April 22, 2020

RE: BUUSD Curriculum Committee Meeting
April 28, 2020 @ 5:30 p.m. via Zoom
Join Zoom Meeting
<https://zoom.us/j/5123259106?pwd=RIJqMFhKQIRaQWJWJWJWjBnT3ovdEFBdz09>
Meeting ID: 512 325 9106
Password: 9LztvX

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law

AGENDA

1. Call to Order
2. Organize
3. Additions/Changes to Agenda
4. Public Comment
5. Review/Approval of Meeting Minutes
6. New Business
 - 6.1. Review and discuss [Continuity of Learning Plan](#)
7. Old Business
 - 7.1. Revise [work plan](#) for remainder of the year
8. Other Business
9. Items for Future Agenda

10. Next Meeting Date: May 26, 2020; 5:30 pm

11. Adjournment

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

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 11th and 12th 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 11th grade students, but is now being administered to students in 9th 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

Continuity of Learning Plan Tool

Please use this template to document your SUs/SDs plan. You may use the Continuity of Learning (COL) Reference document which has questions to consider and related resources for each Essential Element to inform the design of your plan. If you would like assistance from your education colleagues at the Agency of Education, please check the box for help, and we will gladly work to assist you.

Communication

Essential Element		
1. Describe your communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.	Person(s) Responsible	Help?
PreK : <ul style="list-style-type: none"> ● Focus on social-emotional needs and connecting with students. ● Engage in a live circle/morning meeting with each class, either 1:1, small or whole group, one time or more per week as directed by administration. ● Offer common learning expectations and common platforms for early literacy and early math skills ● Post a menu of new, self-paced learning opportunities, based on the VELs, each week for families (ie; read alouds, language/math activities, gross/fine motor activities, songs with movements) ● Students and families at the prek level should plan to engage in 30 minutes of learning activities per day (for example, 15 minutes adult-directed, 15 minutes child-led with adult participating in play or activity) ● Establish “classroom hours” each day for families to ask clarifying questions etc regarding learning tasks. ● Establish daily communication with family, by at least one Prek staff member, in order to mark attendance. This could be facilitated by a classroom teacher, special educator, or paraeducator. 	PreK Teachers	<input type="checkbox"/>

Contact Information:

If you have questions about this document or would like additional information, please contact:

Heather Bouchey, Deputy Secretary of Education at heather.bouchey@vermont.gov

<p>BTMES:</p> <ul style="list-style-type: none"> • Student contact - via Surveys, emails, zoom mtgs, phone calls, google classroom • Student / family communication - via newsletters, letters, website, emails, FB, mail • Internal communications - via department meetings, leadership meetings, internal communications (emails, google docs, google spreadsheets) 	<p>Teachers, Admin</p>	
<p>BCEMS</p> <ul style="list-style-type: none"> • Student Contact-Email, Phone Contact, virtual meetings, instructional and communications videos, Class Dojo, Google Classroom, Seesaw • Family Contact- principal video updates, newsletters, website, email, • Internal Communication- plg/department meetings weekly, leadership team meetings weekly, collaborative documents 	<p>Teachers, Admin</p>	
<p>SHS:</p> <ul style="list-style-type: none"> • Student contact - via Surveys, emails, zoom mtgs, phone calls, google classroom • Student / family communication - via newsletters, letters, website, emails, FB, mail, drop box (at school) • Internal communications - via department meetings, leadership meetings, internal communications (emails, google docs, google spreadsheets) • Materials specific to programs are available for pick up at the office, mailed (with return postage), or delivered to homes. Technology repairs are communicated through helpdesk. 	<p>Teachers, Admin</p>	
<p>CVCC:</p> <ul style="list-style-type: none"> • Teachers reach out to students and/or family daily. • Teachers communicate with the School Counseling Coordinator (SCC). • SCC connects with individual students and families, including students not active • Special Education Coordinator maintains connection with teachers and sending school case managers to support regular student and parent/family communication. • In addition to teacher contact, parents/guardians are contacted by letter regularly by administration. Staff to staff on Slack.com, email and video chat. • Administration remains connected to the CTE Division of the AOE regarding end of year assessments, IRCs and other performance based assessments that are required by the AOE. 	<p>Teachers, Admin, School Cnslg.Coord Spec. Ed. Coord</p>	
<p>BUUSD:</p>		

<ul style="list-style-type: none"> District-wide communications sent every M/W/F to staff, families and community through Infinite Campus Messenger system, Facebook, webpage, and Front Porch Forum. 	Superintendent	
--	----------------	--

Structures for Student Success

Essential Element		
2. Describe how you will establish consistent expectations of teachers, in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins and feedback loops for students.	Person(s) Responsible	Help?
<p>BTMES PreK-8:</p> <ul style="list-style-type: none"> Learning expectation and common platforms for subjects that allow it. Weekly outlines and menus for each grade level. (Curriculum Expectations BTMES School Roles and Expectations) Focus on standards as defined in conjunction with curriculum leaders. Learning tasks and lessons to fall within 1-3 hours/day total depending on student grade level. Classroom hours for assistance <p>BCEMS PreK-8:</p> <ul style="list-style-type: none"> Weekly Open office hours, daily communication via email/connected apps, weekly check ins with families via virtual meetings or phone calls 1-3 hours of academics daily depending on grade level. <p>SHS:</p> <ul style="list-style-type: none"> Learning expectations outlined with the leadership team. Includes weekly outlines for each course and set office hours, as well as flexible additional support. Triage standards and performance indicators remaining in each course - focus on required standards and performance indicators. Learning tasks, lessons and assessments outlined to be 2-3 hrs/ day total. <p>CVCC:</p> <ul style="list-style-type: none"> Teachers available to students/families 8 am - 2 pm every school day. Teachers provide learning and assessment, including daily communication and feedback loop opportunities. 	<p>Curriculum Leaders, Teachers, Leadership Teams</p> <p>Curriculum Leaders, Teachers, Leadership Teams</p> <p>SHS Leadership Team</p> <p>Admin, Team Leaders</p>	<input type="checkbox"/>

<ul style="list-style-type: none"> • Priorities focused on individual and collective student gaps in program proficiencies. • Teachers have an assigned administrator and are separated into 3 teams with co-leaders of each team, for purposes of support and accountability, 		
<p>3. Describe your system/structure for ensuring that all students, especially those struggling, get support (academic, social/emotional, or technology/material needs) in a timely fashion.</p>	<p>Person(s) Responsible</p>	<p>Help?</p>
<p>PreK:</p> <ul style="list-style-type: none"> • Teachers and special education case managers will establish regular, daily contact with families using a mode that works for families (ie; email, text, phone call, Zoom, Class Dojo, Facebook, Instagram etc). This may be different for each family and should be determined based on family need and access. • Teachers, under the guidance of special educators, will modify activities for students based on accessibility by providing alternative methods to meet the goals set forth in their learning opportunities. • Teachers and/or case managers will connect families who are in need to additional services for support on a case by case basis (ie; mental health, nutrition, technology, etc) <p>BTMES:</p> <ul style="list-style-type: none"> • Technology support via phone, email, helpdesk, or Zoom. • Teachers and Case Managers work collaboratively together (Case Managers invited as Co-Teachers on Google Classroom to assist in appropriate modifications for students who need support). • Interventionists along with support staff provide opportunities for support (academic/social-emotional) • School Counselors check in with students they work with and communicate with classroom teachers. • Teachers communicate with case managers, interventionists, school counselors and/or administration if students are not responding or are in need of more supports. <p>BCEMS:</p> <ul style="list-style-type: none"> • Teachers reporting student needs to support teams, counselors and specialists working with students remotely, technology team working to get and keep everyone connected to virtual classrooms. • Special Education case managers check in and support students on their caseloads, as well as work collaboratively with teachers. • Counselors and Behavior Specialists check in with designated at-risk students and communicate with teachers. 	<p>PreK teachers and special education case managers</p> <p>Tech Integrationist, Teachers, Case Managers, Admin</p> <p>Tech Integrationist, Teachers, Case Managers, Admin</p>	<p><input type="checkbox"/></p>

effectiveness of our remote learning plan. Additionally, the percentage of students who receive support through intervention services and or through special education services will also be evaluated and monitored.

Evidence of learning will be collected on Google Classroom and online platforms (Zearn, Khan Academy, Raz Kids, Spelling City).

Technology based learning platforms are used to monitor progress (growth), provide individual learning based on each students' personal levels, provide practice with new learning, provide teachers with a tool that allows them to target specific lessons for individual learners in order to differentiate instruction.

Math: Zearn and Khan Academy

Literacy: Raz Kids, Spelling City

Grade level teams meet frequently or daily to discuss learners. Leadership teams will meet bi-weekly to discuss progress for the school as a whole.

SHS: We will evaluate the effectiveness of our remote learning by:

- The percentage of students making progress according to the standards and performance indicators selected for the remainder of the year being as monitored by teachers. Remote learning expectations are outlined for students, parents and teachers in the attached [document](#).
- The percentage of students "attending" daily, as reported by advisory teachers and/or other staff. [Attendance procedures](#) will be monitored by administration.
- The percentage of students that earn a pass with distinction, pass or incomplete as defined by [grading](#) outline for this year.
- The progress that is reported by our teachers via email communication to parents. Teachers will communicate progress every three weeks, per our schedule. April 6th [Progress](#); May 4th and May 27th [Progress](#). Academic progress will be monitored by teachers. The names of students not meeting

SHS Leadership Team

<p>learning experiences tailored to the interests of individual children. Teachers will have the opportunity to identify critical proficiencies and corresponding learning activities during their weekly collaborative planning time.</p> <p>Each grade level team will select one or two broad proficiencies in literacy, math, and STEM. Learning activities will be proficiency based and long term that incorporate literacy, math, and STEM learning. Activities will be discovery and inquiry based and within the parameters of what families can do at home. Examples will include, cooking activities, outdoor and gardening activities, using recyclable materials and observable activities.</p> <p>Grade level teams will work together in PLC's to review student work to identify areas of need and success which will drive the choice of specific learning proficiencies in conjunctions with district learning standards. This is a work in progress.</p> <p>Teachers are working off of the same year long curriculum and standards documents they have used since August. They are actively meeting to determine which standards, lessons, and activities lend themselves more readily to remote learning in conjunction with our curriculum specialists, coaches, and interventionists. They are meeting in grade level teams and in a cross disciplinary team. They are getting feedback from paraeducators and central office administrators.</p> <p>SHS:</p> <ul style="list-style-type: none"> Students will have an amended curriculum to focus upon the essential performance indicators and standards remaining for each course / department. The leadership team will meet twice a week and departmental PLCs will meet at least weekly - reviewing lessons, assessments and student progress. <p>CVCC:</p> <ul style="list-style-type: none"> With assistance of the STEM coordinator, teachers documented completed proficiencies at the beginning of remote learning, using it to guide their focus, and to update progress until completion. Special Education Coordinator, Tech Integrationist, and STEM and Literacy Coordinators work with individuals and groups of instructors to adapt learning activities to a remote learning model. 	<p>SHS Leadership Team</p> <p>Teachers, Spec.Ed.Coordinator, Tech Integrationist, and</p>	
--	---	--

<ul style="list-style-type: none"> Administration remains connected to the CTE Division of the AOE regarding end of year assessments, IRCs and other performance based assessments that are required by the AOE. 	STEM & Literacy Coords.	
<p>7. Describe your process to create opportunities for teachers and staff to work collaboratively or in teams around curricular design and support of students, and to ensure continuity in case of staff illness.</p>	Person(s) Responsible	
<p>BTMES PreK -8:</p> <ul style="list-style-type: none"> Teachers and curriculum leaders will collaborate on standards identified. Interventionists will serve as backup in the case of sickness. Grade level/Dept. teams will meet weekly to support, plan and reflect. EST/504/IEP case managers will collaboratively create accommodations, modifications, and supports as needed. Case managers will be listed as co-teachers in Google Classrooms as needed. Interventionists assigned to grade levels to fill in if a staff member suffers from a long term illness, and if needed, redistributing students to other classes in the grade level. <p>BCEMS PreK-8:</p> <ul style="list-style-type: none"> Teachers, student support team and interventionists will collaborate through PLGs and shared google documents at least once but up to three times a week. Teachers, student support team and interventionists will collaborate through PLGs and shared google documents at least once but up to three times a week. Interventionists assigned to grade levels to fill in if a staff member suffers from a long term illness, and if needed, redistributing students to other classes in the grade level. <p>SHS:</p> <ul style="list-style-type: none"> Teachers and departments will collaborate on curricular design. Department chairs will oversee this work for alignment and in the case of sickness. EST / 504 / IEP case managers will coordinate accommodations, modifications and supports with teachers. <p>CVCC:</p> <ul style="list-style-type: none"> Teachers continue work in their existing teams, holding regular video chat meetings, in addition to weekly full staff meetings. 	<p>ILT Team, Teachers, Admin, Case Managers</p> <p>ILT Team, Teachers, Admin, Case Managers</p> <p>SHS Leadership Team</p> <p>Teachers, Admin, Spec.Ed.Coordinator, Tech Integrationist, and STEM & Literacy Coords.</p>	<input type="checkbox"/>

<ul style="list-style-type: none"> Using slack.com teachers collaborate using defined “channels” including #projects which are an opportunity for teachers to brainstorm and develop collaborative projects. 		
<p>8. Describe your plan to support and provide professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.</p>	<p>Person(s) Responsible</p>	<p>Help?</p>
<p>SHS:</p> <ul style="list-style-type: none"> Teachers in departments coordinate curriculum and assessments, as well as supports for students. Departments will meet at least weekly. Leadership team meets at least twice a week. <p>CVCC:</p> <ul style="list-style-type: none"> On slack.com teachers access the #learningresources channel to share ideas and links to remote learning tools, many of these resources have built-in tutorials for informal learning, teachers support each other in resource use Additional support provided by the Tech Integrationist. The Tech Integrationist is also a VTVLC instructor and provides support for teachers to use google classroom. Resources are accumulated in a google drive for continued reference. <p>BCEMS/BTMES PreK-8:</p> <ul style="list-style-type: none"> Technology integrationist working to support teachers and staff to ensure all staff are able to provide effective remote digital learning. Technology expert on each team to support teachers with questions. Continued access to professional development as is outlined in teacher contract for professional development opportunities. 	<p>SHS Leadership Team</p> <p>Teachers Tech Integrationist</p> <p>Teachers Tech Integrationist</p>	<p><input type="checkbox"/></p>

Ensuring Accessibility

<p>Essential Element</p>		
---------------------------------	--	--

9. Describe how you will ensure the provision of FAPE.	Person(s) Responsible	Help?
<p>Special Education Department:</p> <ul style="list-style-type: none"> • Special Education Staff and related service providers have worked with IEP teams including parents and guardians to create Distance Learning plans that move from Maintenance of Learning to Continuity of Learning beginning April 13th. • All students on IEPs will continue to receive services according to their Distance Learning Plans, unless parents decline. • Special Educators are working with general education teachers to ensure that students with disabilities have the necessary accommodations and modifications to access the instruction provided to all students. • Initial special education evaluations and Re-evaluations will be conducted according to the guidance provided by the VT AOE. • Initial and Annual IEP meetings will continue to be conducted via remote platforms in order to adhere to required timelines. • Special Education staff will continue to work with local mental health partners to coordinate supports and services for students and families as needed. <p>SHS:</p> <ul style="list-style-type: none"> • Special ed. department will outline the supports necessary for students. Teachers will collaborate with case managers. • 504 and EST case managers will monitor student performance and need for assistance. Teachers will collaborate with case managers. 	<p>SPED Department</p> <p>EST Coordinator, Special Ed. Dept.; Counselors</p>	<input type="checkbox"/>
10. Describe how you will address adherence to FERPA.	Person(s) Responsible	Help?
<p>BUUSD:</p> <ul style="list-style-type: none"> • Guidelines for staff and families around online meetings with students have been established and in place. • The BUUSD Digital Resources webpage outlines the approved lists of Edtech products, services and apps that our teachers use in the classrooms. • Apps and Edtech products that are in use, are vetted to ensure they are compliant with federal, state and local laws. 	<p>IT Director</p>	<input type="checkbox"/>

<ul style="list-style-type: none"> • Special Education Coordinator maintains connection with teachers and sending school case managers to assure implementation of IEPs to include adapting of IEPs to the remote learning environment. • Spec.Ed. Coordinator has teacher level access to teachers' google classrooms, keeping case managers connected with content and activities to assure equitable access. • School Counseling Coordinator supports 504 learners through regular communication with teachers, and provides support of students, keeping teachers informed of other potential barriers to access. <p>English Language Learners (BUUSD):</p> <ul style="list-style-type: none"> • ELL teachers have contacted ELL students and families and set up times to meet with them multiple times per week ,helping them get onto zoom when necessary so they can access their classes online. ELL teachers are on their students' classroom's google classroom assignments, and check with them about these assignments and support them where they need the help. Teachers are also dropping off for the younger students their folders with lesson plans and connecting with them to check in and review anything that needs extra work. <p>Homeless (BUUSD):</p> <ul style="list-style-type: none"> • Homeless Liaison Assistant has reached out to families and will continue to reach out on a regular basis, offering supports and sharing information. <p>Title I (BUUSD):</p> <ul style="list-style-type: none"> • Our Title I schools are Schoolwide (SWP), so supports are provided though all other practices above, with many of the title-funded staff providing support. 	<p>Administrators</p> <p>ELL Teachers</p> <p>Homeless Liaison & Assistant</p>	
---	---	--

□

Curriculum Committee FY20 Annual Work Plan

(revised based on September 2019 Curriculum Committee feedback; revised 12.11.19 due to cancelled Nov meeting)

Month	Focus	Potential Collaborators/Presenters in addition to members of Curriculum Committee
September	Annual work planning Big picture of curriculum development and oversight	
October	Career Center and Technical Education Presenters provided with this guidance on presentations	Penny Chamberlin, CVCC Director Steve McKinstry, CVCC Instructor
November 26 @ SHS	Cancelled	
December 11 @ SHS	Review PK-12 math curriculum, assessment data (SBAC, PSAT, screeners, diagnostic assessments, etc.), current programs and approaches used to support instruction Review revised work plan	Venus Dean, K-8 Math (with coaches and interventionists as VD identifies) Erin Carter, SHS Math Department Chair
January 28 @ BT	Review PK-12 literacy curriculum, assessment data (SBAC, PSAT, screeners, diagnostic assessments, etc.), current programs and approaches used to support instruction	Lindy Johnson, K-8 Curriculum Coordinator (Literacy coaches or interventionists as identified by LJ) Sue Brennan, SHS English Department Chair
February 25 @ SHS	Review PE and Wellness curriculum, assessment data, current programs and approaches to support instruction; YRBS and nurses office data. Review arts and music curriculum and related data Review co-curricular, field trips, enrichment, and other major programming tied to the curriculum	Sarah Chap, Health and Wellness Curriculum Leader and PK-12 PE teachers Lorna Corbett, PK-Nurse Curriculum Leader PK-12 music and art teachers and curriculum leader Building administrators, Athletic Director, and/or club advisors
March 24 @ BC	Social Studies/History curriculum and assessment practices World Language curriculum and assessment practices Review PK-12 science curriculum and assessment data	Stefanie Kingzett, Social Studies Curriculum Leader and history teachers World language teachers Sam Mishkit, SHS Department Head Jessica Roy, Elementary Science

		Curriculum Leader, Tim Sanborn, Middle School Science Curriculum Leader
April 28 @ BT	Work-Based Learning, Personalized Learning and Personalized Learning Plans, Flexible Pathways to Graduation Continuous Improvement Plan drafts review	Administrators, Director of Guidance, Work-Based Learning Coordinator and Flexible Pathways Coordinator
May 26 @ SHS	Social Emotional Learning (SEL) curriculum and behavior data; review of school-based program implementation <ul style="list-style-type: none"> - PBIS: positive behavioral interventions and supports - RC: responsive classroom - DD: developmental designs 	School administrators, school counselors, behavior teams, social workers, etc.
June 23 @ BC	Integrating technology across the curriculum Reflect on year	Emmanuel Ajanma, Dir. of Technology Technology Integrationists
July	No Meeting	

Curriculum Committee Purpose:

- to understand the current state of PK-12 curriculum development and student assessment results within the BUUSD in order to inform and educate the full Board and other Board committees
- 30,000 foot view of the end results (student outcomes) produced by our current curriculum and instruction practices
- advocate for all PK-12 BUUSD students' best interests and pose questions for administrative, finance, and curriculum teams to address through their ongoing work