

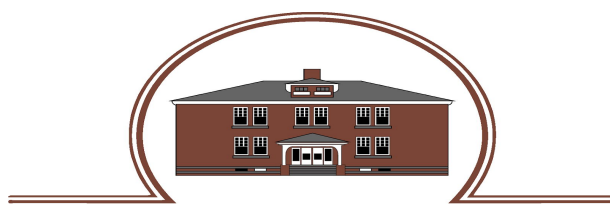
**Barre City Elementary & Middle School
Spaulding High School**

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 Communications Committee
TBD - Chair, TBD - V. Chair, Sonya Spaulding, Guy Isabelle, Alice Farrell - Members

DATE: April 30, 2020

RE: BUUSD Communications Committee Meeting
May 7, 2020 @ 5:30 p.m. via Zoom Conference
Link: <https://us04web.zoom.us/j/76704717825?pwd=dVJBnHBzeGs3aE9rMDlkK2pvRktxZz09>
Meeting ID: 767 0471 7825
Password: 017705

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. Approval of Minutes
 - 5.1. Meeting Minutes of February 11, 2020
6. New Business
7. Old Business
 - 7.1. FY2021 Budget Follow-up
 - 7.2. Mission, Vision, and Strategic Goals
 - 7.2.1. Portrait of a Graduate
 - 7.3. Logo/Branding
8. Other Business

9. Items for Future Agenda
10. Next Meeting Date: June 4, 2020 at 5:30 pm
11. Adjournment

BOARD/COMMITTEE 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 COMMUNICATIONS COMMITTEE MEETING BUUSD Central Office – First Floor Conference Area February 11, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Anthony Folland, Chair - (BC)
Guy Isabelle – (At-Large)
Sonya Spaulding - (BC)

COMMITTEE MEMBERS ABSENT:

Rebecca Kerin-Hutchins, Vice-Chair - (BT)

OTHER BOARD MEMBERS PRESENT:

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Josh Allen, Communications Specialist

GUESTS PRESENT:

1. Call to Order

The Chair, Mr. Folland, called the Tuesday, February 11, 2020 BUUSD Communications Committee meeting to order at 5:36 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 January 2, 2020 BUUSD Communications Committee Meeting

The Committee agreed by consensus to approve the Minutes of the January 2, 2020 BUUSD Communications Committee meeting.

5. New Business

None.

6. Old Business

6.1 Annual Report

A draft copy of the 'BUUSD 2020 Annual Report to the Community' was distributed. The Committee reviewed the document. Mr. Allen advised that most of his requested changes have been made by the vendor. Once the document has been finalized, it will take a little over a week to starting printing and get the reports into people's homes. Annual Reports will be delivered to every residential home in 'Barre', and 300 extra copies will be printed for distribution at other places.

6.2 Budget Promotion

Mrs. Spaulding has the list of events that Mrs. Kerin-Hutchins created. The list is mainly sporting events. Mrs. Spaulding has obtained a copy of Mrs. Akley's list that was used for community outreach during Act 46. Mrs. Spaulding will amend the budget outreach list to include other events. The list will be circulated for Board Member sign-up. Board Members should commit to attend some of the events and service club meetings. Mrs. Spaulding also suggested that Board Members attend 'Meet and Greet' events at various venues, such as Espresso Bueno. Mrs. Spaulding has developed a list of venues and Mr. Allen has prepared half sheets for distribution at such functions. Mr. Isabelle suggested that the Annual Report be e-mailed to entire service club memberships if possible. The Annual Report should also be sent to State Representatives and Senators. Mrs. Spaulding has also listed the Exit Survey on the sign-up sheet. A rough draft of the Exit Survey will be presented at next week's Board meeting. The Exit Survey should also be available on-line. Mrs. Spaulding will bring a copy of the sign-up sheet to the Board meeting. Mr. Isabelle would like to focus the discussion more on budget promotion than on the Exit Survey. Mr. Isabelle suggested that perhaps students could assist with the Exit Survey. Mr. Allen will contact Brenda Waterhouse and Margo Austin regarding outreach to students to assist with the

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Exit Survey as part of their Community Service Graduation Requirement. It was noted that the vote is three weeks from today and it is important to assure that the Annual Report is distributed as soon as possible. The Committee agreed that Mr. Allen should request that a few minor changes be made and that the vendor proceed with printing and mailing the Annual Report.

Mr. Allen would like to use some funding for Facebook ads. The Committee agreed that Mr. Allen should proceed with this option as the cost is minimal and the Facebooks ads will reach many individuals.

Mrs. Spaulding and Mrs. Akley will post information on Front Porch Forum and will include links to the video and the budget page.

Mr. Allen has reviewed Barre Town data and advised that three times the number of voters turn out for the Primary Election. Mr. Allen does not have data for Barre City.

Mr. Pandolfo advised regarding legal posting (in the newspaper) of the Warning, ballot, and Special Article for the SEA property.

Mr. Isabelle suggested that Mr. Pandolfo may be able to get a guest editorial spot in the Times Argus.

Mr. Isabelle believes early voting is very important. It was agreed that message blasts should be sent to all staff and parents.

It was suggested that Mr. Ferland, as part of morning announcements, should encourage 18 year old students to register to vote and vote by absentee ballot. This information should also be put in the Tide Pride (daily bulletin). This information should also be shared with CVCC students and staff.

Mrs. Spaulding advised of possible questions for the Exit Survey, including how individuals voted and why they voted the way they did. Mr. Isabelle reiterated that he would prefer to focus discussion on budget promotion rather than the Exit Survey.

Other budget promotion discussion includes; use of 'lawn signs'. Mrs. Spaulding has the signs used last year, and will discuss sign placement at the Board meeting.

It was discussed and agreed that the electronic message board at SHS should also be used for budget promotion.

Mr. Allen will have more 'half sheet' budget promotion documents printed. Copies will be available for Board Members at the next Board meeting.

6.3 Mission, Vision & Strategic Goals – Barre Education Coalition

Mrs. Spaulding advised that she has spoken with a representative from Portrait of a Graduate and obtained pricing information; Full package/services (including travel expenses) \$25,000 - \$32,000, low end "Portrait Lite" (a semi-virtual option) \$17,000 - \$18,000, and a one day kick-off service \$3,500 - \$5,000. Mr. Pandolfo suggested reaching out to independent consultant, Sue McCormick to see if she has any advice or could assist. Mr. Pandolfo also suggested that Dave Baker be contacted regarding creative funding ideas. Mr. Isabelle suggested that the Board consider postponing the project until after a new Superintendent is hired. Mrs. Spaulding will forward a copy of the proposal document to Tina Gilbert, for inclusion in the Board packet.

6.4 Logo/Branding

Mr. Allen reported that Ms. Chamberlin approves of CVCC students working on the logo/branding project. Additionally, Mr. Allen advised that Ms. Chamberlin provided additional information relating to the CVCC branding/logo project, which included the use of a firm from the Burlington area, Place Creative Company. Ms. Chamberlin felt the process was unifying and a morale booster. Exactly what is being requested needs to be defined prior to CVCC students doing the work. Mrs. Spaulding reiterated her desire to rename the district. Renaming of the district is not very probable at this time.

7. Other Business

In response to a query regarding recently received information relating to the "Best of Barre" designation received by the BUUSD, it was noted that this is probably not a legitimate award and appears as though it is an attempt to obtain funds.

Mr. Isabelle circulated a copy of the CVCC Annual Report that he received in the mail. The mailing list for this document is not known. Mr. Isabelle will check with Ms. Chamberlin to find out who the CVCC Annual Report is mailed to.

8. Items to be Placed on Future Agendas

- FY2021 Budget Follow-up
- Mission, Vision & Strategic Goals
- Logo/Branding

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9. Next Meeting Date

The next meeting will be held on Thursday, **March 19, 2020** at 5:30 p.m., in the BUUSD Central Office in the First Floor Conference Area.

10. Adjournment

The Committee agreed by consensus to adjourn at 7:23 p.m.

Respectfully submitted,

Andrea Poulin

A Vermont Portrait of a Graduate

Audience: Superintendents, Curriculum Directors, Principals, Teachers

Well-Being, Learner Agency, Communication, Critical Thinking and Problem Solving, Global Citizenship and Academic Proficiency are described within a [Vermont Portrait of a Graduate](#) (PoG) as key attributes that our students will need to be successful in career, college and life. At this time, broadening our lens regarding the critical cognitive, personal, and interpersonal skills and abilities that students should be able to demonstrate upon graduation seems to be particularly important. This Vermont Portrait was developed collaboratively by over three hundred students, community members and educators. It can be used as a tool for reviewing and refining proficiency-based graduation requirements, as well as a guide for making programmatic decisions. Supervisory Unions and Districts are welcome to adopt the VT PoG as is, or refine it to reflect their local context. The VT AOE also realizes that some school systems already have PoGs in place. The goal of these documents is to clearly articulate to students, educators, families and community members the expectations for each and every Vermont graduate.

Contact: Sigrid Olson at sigrid.olson@vermont.gov



Vermont Portrait of a Graduate

Learner Agency

1. Students take ownership of their own learning.
2. Students develop their own voice and the ability to use it in a variety of settings.
3. Students have high expectations for themselves and see themselves as lifelong learners.

Global Citizenship

1. Students recognize that our world is increasingly complex and interdependent.
2. Students understand and exercise their rights and responsibilities within a democratic society.
3. Students study a non-native language and understand the importance of learning about other cultures.

Academic Proficiency

1. Students understand essential concepts in academic domains and apply this knowledge in authentic situations.
2. Students ask questions effectively to acquire knowledge.
3. Students acknowledge their growth and identify possibilities for continued learning.

Well-Being

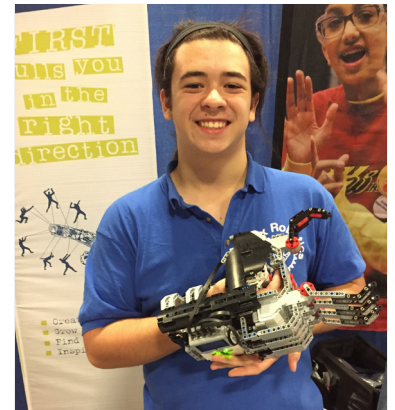
1. Students develop strategies and interpersonal skills to manage stress, promote mental health and cultivate positive relationships.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.
3. Students have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives.

Critical Thinking & Problem Solving

1. Students use inquiry to solve real-world problems with innovation, creativity and curiosity.
2. Students participate in a collaborative problem-solving and decision-making process.
3. Students evaluate information critically.

Communication

1. Students communicate effectively using oral, written and nonverbal (body language) strategies.
2. Students communicate through a variety of media and create a positive digital footprint.
3. Students take into consideration multiple points of view.



A Vermont Portrait of a Graduate

Learner Agency

1. Students take ownership of and drive their own learning.
 - a. Act with focus, engagement, and perseverance.
 - b. Develop self-awareness through reflection.
 - c. Collaborate to identify strategies for meeting proficiencies.
2. Students develop their own voice and the ability to use it in a variety of settings.
 - a. Take a stand for themselves and others.
 - b. Think independently.
 - c. Use evidence and experience to inform decisions.
3. Students have high expectations for themselves and see themselves as lifelong learners.
 - a. Set goals and take action to achieve them.
 - b. Work with others to achieve a common goal.
 - c. Identify areas for lifelong learning, and connect those to college, career, and life goals.

Global Citizenship

1. Students recognize that the world is increasingly complex and interdependent.
 - a. Ask probing questions that encourage inquiry around relevant issues.
 - b. Explain how choices and actions impact themselves and others.
 - c. Learn from and work collaboratively with others in a spirit of mutual respect.
 - d. Examine local and world issues using tools, data, and cultural information to propose balanced or unbiased solutions to issues.
2. Students understand and exercise their rights and responsibilities within a democratic society.
 - a. Explain their own point of view on current issues.
 - b. Contribute to the enhancement of community life.
 - c. Respect diversity and seek to understand different perspectives.
 - d. Communicate in ways that foster a respectful exchange of ideas and support conflict resolution.

Contact Information:

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

Sigrid Olson, Student Pathways Division, sigrid.olson@vermont.gov

Pat Fitzsimmons, Student Pathways Division, pat.fitzsimmons@vermont.gov

3. Students study a non-native language and understand the importance of learning about other cultures.
 - a. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics through a second language.
 - b. Communicate through a second language in written and spoken words.
 - c. Express curiosity about the history and lived experiences of others.
 - d. Examine diversity in social, cultural, political and historical contexts.

Academic Proficiency

1. Students understand essential concepts in academic domains and apply this knowledge in authentic situations.
 - a. Summarize important ideas and core processes that are central to a discipline.
 - b. Explain the connections among essential ideas of various disciplines.
 - c. Use knowledge and skills to solve meaningful problems or respond to important questions.
2. Students ask questions effectively to acquire knowledge.
 - a. Develop questions to access relevant information.
 - b. Use questions to develop a deeper understanding of a concept or topic.
 - c. Use questions to understand another person's perspective.
3. Students document their growth and identify possibilities for continued learning.
 - a. Revise work based on feedback from teachers, peers, and community members.
 - b. Reflect critically on learning experiences, processes and solutions.
 - c. Demonstrate persistence to achieve goals.

Communication

1. Students communicate effectively using oral, written, and nonverbal (body language) strategies.
 - a. Convey information clearly.
 - b. Listen to understand another perspective.
 - c. Ensure that others feel heard and understood.
2. Students communicate through a variety of media and create a positive digital footprint.
 - a. Communicate information and ideas to multiple audiences using a variety of media.
 - b. Understand that a digital footprint is created as a result of online activity.
 - c. Set boundaries with the use of technology and social media, and act in ways that are safe, legal, and ethical.
3. Students take into consideration multiple points of view.
 - a. Voice their own opinions in a respectful manner.
 - b. Refine their opinions and ideas based on new information.

- c. Listen closely to decipher meaning, including knowledge, values, attitudes and intentions.

Critical Thinking and Problem Solving

1. Students use inquiry to solve real-world problems with innovation, creativity, and curiosity.
 - a. Acquire, process, interpret, synthesize, and critically analyze information to make informed decisions.
 - b. Transfer what they have learned from one situation to another.
 - c. Use technology to support and enhance the critical thinking process.
 - d. Design projects, take risks, and use failure as an opportunity to learn.
2. Students participate in a collaborative problem-solving and decision-making process.
 - a. Are open to changing their minds based on new information.
 - b. Adapt to varied roles, responsibilities and contexts.
 - c. Accept and respond to feedback effectively.
3. Students evaluate information critically.
 - a. Determine the credibility of a source
 - b. Apply criteria to determine if information is valid, applicable, or correct.
 - c. Evaluate the relevance, point of view, or potential bias of information sources.

Well-Being

1. Students develop strategies and interpersonal skills to manage stress, promote mental health, and cultivate positive relationships.
 - a. Understand their own needs and access support to meet those needs.
 - b. Believe that their abilities can be developed through dedication, hard work, access and opportunity.
 - c. Act with empathy and care for others.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.
 - a. Exercise and eat a balanced diet to maintain or achieve good health.
 - b. Participate in a variety of activities to promote strong mental and physical health.
 - c. Understand that different forms of media can promote and detract from well-being.
3. Students have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives.
 - a. Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
 - b. Use a career plan to develop personal income potential.
 - c. Apply reliable information and systematic decision-making to personal financial decisions.