

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

June 25, 2020 at 5:30 p.m.
Via Video Conference

Click this link to join the meeting remotely:

<https://zoom.us/j/93275751878?pwd=OVdzbU9ZS0tqMU8vdW43OW4vOHNXdz09>

Meeting ID: 932 7575 1878

Password: zw50cd

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. 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 - May 28, 2020
 - 4.2. Retreat Minutes - June 11, 2020
5. Reports to the Board
 - 5.1. Central Office Report
 - 5.2. Building Reports
 - 5.2.1. SHS
 - 5.2.2. CVCC
 - 5.2.3. BCEMS
 - 5.2.4. BTMES
 - 5.3. Committee Reports (5:30 pm via Zoom conference)
 - 5.3.1. Communications Committee: Met June 4, 2020; **Next Meeting:** July 2, 2020
 - 5.3.2. Finance Committee: Met June 2, 2020; **Next Meeting:** July 7, 2020
 - 5.3.3. Facilities/Transp. Committee: Met June 8, 2020; **Next Meeting:** August 10, 2020
 - 5.3.4. Policy Committee: **Next Meeting:** September 21, 2020
 - 5.3.5. Curriculum Committee: Met June 25, 2020; **Next Meeting:** August 25, 2020
 - 5.3.6. Negotiations Committee: **Next Meeting:** TBD
 - 5.3.7. Regional Advisory Board (RAB)
 - 5.4. Financials
6. Current Business
 - 6.1. CVCC Feasibility Study Architecture Team Presentation
 - 6.2. Resign/Retire/New Hire **[ACTION]**
 - 6.3. RFP Approvals **[ACTION]**
 - 6.4. Annual Designation of Truant Officers **[ACTION]**
 - 6.5. Annual Designation of HHB Report Recipients **[ACTION]**
7. Old Business
 - 7.1. School Closure Update
 - 7.2. Summer Project Update
 - 7.3. SEA Update
 - 7.4. Vision, Mission & Strategic Goals

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

Reminder:

Next BUUSD Board Meetings: July 9, 2020 at 5:30 pm via Zoom Conference
July 23, 2020 at 5:30 pm via Zoom Conference

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

Via Video Conference - Zoom
May 28, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Tim Boltin (BC)
Emel Cambel (BC)
Giuliano Cecchinelli (BC)
Alice Farrell (BT) – arrived at 5:37 p.m.
Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:

Gina Akley (BT)

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent
Stacy Anderson, Co-Director of Special Services
Penny Chamberlin, Director Central Vermont Career Center
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Jennifer Nye, BTMES Principal
Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus David Wells, Incoming Superintendent James Carpenter Jesse Carpenter

As the meeting was held via video conferencing, a roll-call vote was taken for each action item. Each Board Member was individually polled and voted to approve all motions that are listed as unanimously approved.

1. Call to Order

The Chair, Mr. Malone, called the Thursday, May 28, 2020, Regular meeting to order at 5:32 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

Add two items for Executive Session:

10.2 Discussion or Consideration of Records or Documents That Are Exempt From the Public Records Laws

10.3 Employment of Employees

5.1.4 – Policy Committee Report – The next meeting should be listed as September 21, 2020

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the Agenda as amended.

3. Public Comment for Items Not on the Agenda

None.

4. Approval of Minutes

4.1 Approval of Minutes – May 14, 2020 Regular Meeting

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the Minutes of the May 14, 2020 Regular Meeting.

5. Reports to the Board

5.1 Committee Reports

5.1.1 Communications Committee

The next meeting is Thursday, June 4, 2020 at 5:30 p.m. via video conference.

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5.1.2 Finance Committee

The next meeting is Tuesday, June 2, 2020 at 5:30 p.m. via video conference.

5.1.3 Facilities & Transportation Committee

The next meeting is Monday, June 8, 2020 at 5:30 p.m. via video conference.

5.1.4 Policy Committee

Minutes from the May 18, 2020 meeting were distributed.

The next meeting is Monday, September 21, 2020 at 5:30 p.m.

5.1.5 Curriculum Committee

The Committee met on May 26, 2020. Discussion included social/emotional supports and student assessments for the start of the next academic year.

The next meeting is Tuesday, June 23, 2020 via video conference.

5.1.6 Negotiations Committee

There was a negotiation session on 05/26/20. The session lasted four hours and did not result in a joint statement.

The next meeting date is to be determined.

5.1.7 Regional Advisory Board

The next meeting date is to be determined.

5.2 Financials

There is nothing new to report since last meeting. For future meetings, this item should not be added to the Agenda for the second Board meeting of the month.

6. Current Business

6.1 School Closure Update

Mr. Pandolfo provided clarification relating to waivers for the end of school year. Original information was not clearly defined by the State. It was announced that schools could not have less than 175 school days. Some districts will have less than 175 student days because they have received waivers and don't have to make up snow days. This waiver does not impact the BUUSD. The BUUSD is not making up snow days, but still has 177 student days. The original calendar was for 180 student days.

Board Members should have received the most recent Legislative update. Nothing has been decided yet, but at this time it does not appear that there will be a significant change to the Yield Rate. It is not known where school funding will be gotten. The State may use a 'claw back' method to take back COVID Relief funds from districts. There are currently many different ideas being considered. The Education Fund deficit is currently approximately \$155,000,000 and will probably not change significantly.

Mr. Pandolfo provided an update on the status of contracted service agreements, advising that the BUUSD has been in contact with all of the organizations that it contracts with. Most organizations have been agreeable to charges based on services provided. It was noted that because of the COVID emergency, contracts are invalidated. There is one service provider that is not willing to negotiate. Mr. Pandolfo has been working with all districts that have been impacted by this situation, and has brought in legal counsel to assist with resolution. This matter is now a Superintendent contractual level issue. Mr. Pandolfo advised that we are stewards of the public's funds and we cannot spend funds that do not benefit public school students. We need documentation that services were provided to students before spending the funds. We do believe that we should be receiving reimbursement for funds that were spent for services. The worst case scenario is that we pay for services we don't receive, and we don't get reimbursement for it. Best case scenario is that we pay for services that we receive and that we receive all of the reimbursement we are due for those services. In response to a query regarding the service provider, Mr. Pandolfo advised that the information would be shared in Executive Session (possible legal action). In response to a query regarding COVID funding for service providers, Mr. Pandolfo advised that he is unsure how COVID Relief applies to those entities. Mr. Pandolfo advised that everyone is currently in a difficult fiscal situation, and that everyone needs to share in the burden. In response to a query, Mr. Pandolfo advised that 'provision of service(s)' has been defined.

On a motion by Mrs. Spaulding, seconded by Emel Cambel, the Board unanimously voted that this matter should be added to the Agenda for discussion in Executive Session, under Agenda Item 10.4 Contracts.

Mr. Pandolfo advised that we continue to receive guidance from the State on a daily basis. Some of the guidance received this week pertains to end of year graduation activities. There will be a virtual prom collaborative through VPR. This information has been shared with all families of seniors. There are very specific guidelines on how students may participate. It needs to be recognized, that this is a very different year for students. There was a request to consider holding graduation at Thunder Road for SHS or possibly a tri-school event. Mr. Pandolfo advised regarding his response, that though he appreciates being contacted regarding this, the school is

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not able to hold a public event such as that. The district has plans being formulated based on State guidelines, and the plans include staying on school grounds (as in tradition). The BUUSD does not control what individuals plan outside of the BUUSD. Mr. Pandolfo believes some individuals are moving forward with the plan and are making sure that it is not advertised as a school sanctioned event and are being very clear that the guidelines and social distancing restrictions are very important. Mr. Pandolfo has communicated that each time this event is communicated it should be announced that it is not a school or district event. The communication that went out today, includes a short paragraph, describing the event, clarifying that it is not a school event, and advising of contact information for those involved (in an effort to avoid high school staff being contacted). Mr. Pandolfo reiterated that he felt it was best to put out information, making it clear that this is not a school or BUUSD event. The BUUSD is not sanctioning or criticizing the event, but rather is informing the public of the events planned at SHS and of the event planned by others.

Mrs. Waterhouse advised regarding the two separate graduation events planned for SHS. The first option is an in-person graduation at SHS, which allows for an individual student and one car of family members. Family members are not allowed to step out of their vehicle. The 'ceremony' will take place in front of the SHS auditorium, at ten minute intervals, and will occur over a three day span. The second option is for Mrs. Waterhouse to personally deliver the diploma and gift to each student at their home.

The virtual graduation is something the school is currently in the process of creating, with a vendor. Aspirations is paying for this 'event'. The virtual graduation will include all of the speeches, the class song, as well as the senior picture of each graduate. The virtual graduation link will go live on Saturday, June 20, 2020 at 11:00, which is the time that graduation would have been held. Community members, students and families are encouraged to log in at that time so they can experience the graduation. The link will remain available thereafter for viewing, but folks are encouraged to watch the link at 11:00 so there is a shared experience.

For 8th grade Step-up, BCEMS and BTMES are holding something similar. At BTMES, cars can pull up in front of the building and the students' TAs will be in attendance. Families will stay in their cars. Only the student will get out to pick up their certificate. If students are not able to come to the school, administrators will go to the students' homes. BTMES at school ceremonies will occur on 06/04/20 and 06/05/20. BCEMS ceremonies will occur on 06/11/20 and 06/12/20. Mr. Hennessey advised that the BCEMS event is almost identical to the one planned for BTMES. Mr. Hennessey advised that much effort has gone into making sure the event is special and honors the students. Mr. Hennessey advised that he and Ms. Pearson have worked closely to plan these events.

CVCC will livestream their graduation on 06/09/20 at 5:30 p.m. Ms. Chamberlin and Mr. Griggs will be following a similar script that has been used in the past. Various videos, pictures, statements, and expressions of thanks will be included. Scholarships and awards will also be presented. Links can be found on the CVCC website and have been sent to all of the families. On June 10th and 11th, from 1:00 p.m. to 5:00 p.m. students will be received at the CVCC entrance, where they can come in and receive their graduation packet and scholarship checks and awards.

Mr. Pandolfo advised that Mr. Wells has begun forming a COVID Team to begin planning for the start of the next school year. Guidelines are being reviewed. The BUUSD received more information today and expects to receive additional information regarding what specifically needs to be done to begin the school year. At the present time, it is not known what the start of the year will look like.

Mr. Wells has spoken with the Administrative Teams and the Association, regarding forming a committee of key stakeholders. Mr. Wells anticipates that the committee will take two directions, 1) Logistics and Safety, and 2) Academics. The first meeting will take place on Wednesday, 06/03/20 and Mr. Wells will present a report to the Board at the next meeting.

6.2 Resignations/Retires/New Hires

Letters of resignation from Kacey Abbriano (BCEMS PE teacher and Athletic Director) and Sherry Singer (BCEMS Math Lab Interventionist - retirement) were distributed. Mr. Pandolfo provided a brief overview of the resignations, noting that Sherry Singer is retiring.

On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to accept the resignations of Kacey Abbriano and Sherry Singer (retirement).

The resumes and BUUSD Notification of Employment Status Forms for Margaret Lippo-Dippen (BCEMS Social Studies), Larkin Brown (BCEMS ELL), Leah Greenberg (BTMES grade 2), Kamila Bohacova-Henne (BTMES grade 3 - 4 loop ELA) and Nicholas Capozzi (JROTC Instructor) were distributed. Mr. Pandolfo advised that Margaret Lippo-Dippen has rescinded her acceptance. Mr. Pandolfo provided a brief overview of the remaining candidates and answered questions from the Board. It was noted that Don Singer will stay on in the ROTC Program on a per diem basis until Nicholas Capozzi arrives, and will remain for a little longer to assist with the transition.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the hiring of Larkin Brown, Leah Greenberg, Kamila Bohacova-Henne, and Nicholas Capozzi.

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6.3 Intra-District Transfers

Mr. Pandolfo advised that there were a total of 9 requests for transfers (not nine families). Mr. Pandolfo can approve six of the requests, but cannot approve the other three at this point in time. This item will be discussed further in Executive Session under Agenda Item 10.2, as discussion includes student records/details of families.

7. Old Business

7.1 SEA Update

Mr. Pandolfo advised that the closing on the property was held on 05/22/20, and the District is now the owner of the property. We are moving forward, with architect Dave Laurin working on the design and permitting. Hole boring has started. The design team is continuing discussion, planning for the initial construction of the 'primary' building which is focused on serving high school students, but being designed appropriately, so that an addition can be easily accommodated. The shed on the property may be moved or sold. VSBIT is being consulted regarding use of the barn structure. Brief discussion was held regarding surveys of the property and acreage, and of an easement on the property and how that has impacted changes to the design. Mr. Derner has reached out to Mr. Allen to meet early next week regarding sharing information with the public. Mrs. Anderson will review the communication piece to make sure it contains language that is legal and adheres to confidentiality laws. Mrs. Anderson advised that the building is being planned for specific programs, planning for the students we currently serve (at the high school level), and simultaneously looking at how we can include some middle school students, either immediately or soon after we open the building.

8. Other Business/Round Table

Mrs. Spaulding advised that she has heard from Susan Holson regarding the Mission/Vision/Strategic Goals contract, and that the expense for the contract will be deferred until FY21.

Mr. Pandolfo provided an update to the information relating to Letters of Intent that had not been returned. At the last meeting, there were many that were not returned. Presently almost all of the letters have been returned (approximately 94). The BUUSD is not obligated to fill the open positions that resulted from non-responses, but the BUUSD does need to continue to provide required services.

Mrs. Anderson advised that extended school-year services for IEPs that qualify will be provided remotely this summer.

Some individuals may meet COVID related qualifications, due to health reasons, that would exempt them from returning to work. The health exemptions may cause a staff shortage (teachers and para-educators). The BUUSD will need to determine the best way to provide education and services in the fall. There is much to be figured out over the summer, including risk management relating to falling short of employees vs over staffing in anticipation of employees who may not return. There are also risks that some students will not return in the fall due to COVID concerns. It's important for the Board to understand the difficult situation that is being presented. Mr. Pandolfo advised that Mr. Wells is aware of the situation and is putting thought into how it should be resolved.

The Board held brief discussion regarding the Retreat scheduled for 06/11/20. It was agreed that the Retreat will be broken into two 2 ½ hour segments; 2:30 p.m. – 5:00 p.m., and 6:00 p.m. – 8:30 p.m. After brief discussion it was agreed that Mr. Pandolfo and Mr. Wells will be in attendance for the entire Retreat. An Administrative meeting will need to be rescheduled. Mrs. Gilbert will send out an agenda. Administrators are not expected to attend the Retreat.

Mr. Malone thanked Mr. Pandolfo for his services, noting that he started as Superintendent during Act 46, and is departing during the COVID-19 Pandemic. Both of these items are monumental undertakings.

Mrs. Anderson thanked Mr. Pandolfo for his years of service and, speaking for Administrators, echoes Paul's sentiment. Mr. Pandolfo has been through much during his years as Superintendent and has gone above and beyond to support and provide guidance to administrators and the District.

Mr. Isabelle thanked the Kiwanis Club for Pro Merito Society Awards to seniors.

Mr. Isabelle advised that he recently read an editorial that claimed SHS was not a competitive school. Mr. Isabelle disagrees with what is stated in the editorial and believes the writer needs to pay attention to facts.

Ms. Chamberlin is looking forward to presenting an update on the CVCC re-visioning project.

Mrs. Marold is pleased to be down to a handful of open positions.

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9. Future Agenda Items

The next meeting is a Board Retreat on Thursday, June 11, 2020. The Retreat will be broken into 2 segments with a one hour break; 2:30 p.m. – 5:00 p.m. and 6:00 p.m. – 8:30 p.m. The meeting will be held via Zoom Conference.

The next Regular Board Meeting will be held on Thursday, June 25, 2020 at 5:30 p.m. via Zoom Conference.

June 25, 2020 meeting agenda items:

- Central Office Report
- Building Reports
- Committee Reports
- Resignations/Retirements/New Hires (action item)
- School Closure Update
- Re-visioning of CVCC
- Revenue Anticipation Note (action item)
- RFP Approvals (summer projects) (action item)

10. Executive Session as Needed

10.1 Labor Relations Agreements

10.2 Discussion or Consideration of Records or Documents That Are Exempt From the Public Records Laws

10.3 Employment of Employees

10.4 Contracts

Four items were proposed for discussion in Executive Session:

Labor Relations Agreements, Records or Documents That Are Exempt From the Public Records Laws, Employment of Employees, and Contracts.

On a motion by Mrs. Pompei, seconded by Mrs. Farrell, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion (10.1 Labor Relations Agreements and 10.4 Contracts) would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board unanimously voted to enter into Executive Session, with Mr. Pandolfo (10.1 – 10.4), Mr. Wells (10.1 – 10.4), and Mrs. Marold (10.1 only) in attendance, at 6:50 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 Mr. Isabelle, seconded by Mrs. Farrell, the Board unanimously voted to exit Executive Session at 8:21 p.m.

11. Adjournment

On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 8:21 p.m.

Respectfully submitted,

Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT BOARD RETREAT MEETING

Via Video Conference
June 11, 2020 - 2:30 p.m. – 8:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT) – departed meeting at 4:50 p.m., rejoined the meeting at 7:10 p.m.
Emel Cambel (BC)
Giuliano Cecchinelli (BC) – arrived at 2:38 p.m.
Alice Farrell (BT) – arrived at 2:38 p.m.
Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:

Tim Boltin (BC)

ADMINISTRATORS PRESENT:

John Pandolfo, Superintendent

GUESTS PRESENT:

David Wells, Incoming Superintendent

As the meeting was held via video conferencing, a roll-call vote was taken for each action item. Each Board Member was individually polled and voted to approve all motions that are listed as unanimously approved.

NOTE: Minutes are written utilizing numbering from the legally warned Agenda. Numbering on the internal meeting agenda differs.

1. Call to Order

The Chair, Mr. Malone, called the Thursday, June 11, 2020, Board Retreat meeting to order at 2:36 p.m., which was held via Video Conference (Zoom).

2. Additions and/or Deletions to the Agenda

Add 9.1 Approval of RFP for BCEMS Bus Loop Project
Add 9.2 Approval of Recommendation for Revenue Anticipation Note
Agenda Items 9.1 and 9.2 will be discussed immediately after Agenda Item 3 – Public Comment

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the Agenda as amended.

3. Public Comment for Items Not on the Agenda

None.

4. Board Concerns and Issues

The Board discussed various Board Concerns and Issues, including the following:

- A. Anticipated needs to open and meet any requirements for COVID-19, i.e. long-range digital thermometers, PPE supplies, door attendants, criteria for requests by individual students for continued online instruction, staff requests for LOA or alternative schedules due to high risk factors, public information about COVID activities, etc.
- B. Short and long-term plans to follow-up on needs addressed in AOE report.
- C. Methods of sharing best practices between buildings.
- D. Growth in employee tuition letters.

5. Finance Concerns

The Board discussed various Finance Concerns including the following:

- A. Anticipated budget reforms for FY2022 and beyond: personnel, programs, facilities, SPED, contracted services, and student to staff ratios.
- B. Initial guidance for FY2022

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C. Initial Board thoughts going into the Mission and Vision work.

The Board agreed to add Agenda Item 8D – Discussion of a Black Lives Matter Statement (Agenda Item 5D on the internal meeting agenda).

6. Dinner Break

The meeting adjourned at 5:00 p.m.

The meeting resumed at 5:32 p.m.

7. Administrative, Staffing, Equity Among Buildings and Programs

The Board discussed Administrative, Staffing, Equity Among Buildings, and Programs including the following:

- A. Taking a serious look at switching to highly qualified staff and few para-educators.
- B. Substitute teacher overages. A spreadsheet of substitute usage was displayed for discussion purposes.
- C. Employee suggestion program.
- D. Board/Administration relations and the most effective way to conduct our work, including representation at Board meetings.

8. Student Issues

The Board discussed Student Issues, including the following:

- A. Student Representation on the Board. **The Board agreed that designated Student Representatives are not needed at this time. The Board agreed that Student Voice should be added as a standing agenda item.**
- B. The Board's role in implementation of the VSBA plan for Mission, Vision, and Strategic Goals.
- C. Initial Board thoughts going into the Mission and Vision work.
- D. Black Lives Matter Statement Discussion. Policy D32 - Selection of Instructional Materials and Sensitive Issues was displayed. Policy C10 – Policy On The Prevention of Harassment, Hazing and Bullying of Students was also displayed. A portion of a statement from Secretary French was read. A document titled 'What does it mean to "Be A Light?"' was displayed. This document refers to a middle school assignment. **The Board agreed that Mrs. Akley, Ms. Cambel, and Mrs. Pompei will collaborate on writing a Statement from the Board, and send it out for review by all Board Members. The Board Statement will begin with an opening statement, and will contain information pertaining to policies D32 and C10. Curriculum relating to this issue will be added to the next Curriculum Committee Agenda.**

9. Superintendents – Current and Future

Board members were offered the chance to

Board Members individually expressed their gratitude to Mr. Pandolfo for his years of service, which began under A46 and is ending during a pandemic. Mr. Pandolfo has accomplished much in his tenure as superintendent, and has provided great leadership, which has been recognized not only within the District, but statewide. Mr. Pandolfo was presented with an envelope containing a letter from the Board. Mr. Malone read a copy of the letter being presented: "Please accept this gift as a token of our appreciation for your dedicated service to the school district and our community. Your wisdom, knowledge, and energy has been a great benefit to us all and your preens will be missed by faculty, staff, and Board Members alike. We wish you continued success and much happiness in your next venture. With heartfelt thanks from a grateful Board". Mr. Pandolfo thanked the Board for their continued support over the years. Mr. Wells thanked Mr. Pandolfo for his supportive role in assisting him in the transition to Superintendent of the BUUSD. Board Members welcomed Mr. Wells and advised of their confidence in his abilities, and of their support of him in the role of Superintendent of the BUUSD.

9.1 Approval of RFP for BCEMS Bus Loop Project

A document titled 'BCEMS' Bus Loop Project was distributed. Brief discussion was held including budgetary concerns vs safety concerns. It was noted that this RFP is for Phase 1. Phase 2 may need to be delayed.

On a motion by Mr. Cecchinelli, seconded by Mrs. Farrell, the Board voted 6 to 2 to accept the Superintendent's recommendation and agreed to contract with K. Bellavance Landworks and Hauling.

Mrs. Akley, Ms. Cambel, Mr. Cecchinelli, Mrs. Farrell, Mr. Isabelle, and Mr. Malone voted for the motion Mrs. Pompei and Mrs. Spaulding voted against the motion.

9.2 Approval of Recommendation for Revenue Anticipation Note

A document titled 'FY21 Revenue Anticipation Note Comparison 6/11/20' was distributed. Brief discussion was held.

On a motion by Mrs. Farrell, seconded by Mr. Cecchinelli, the Board unanimously voted to accept the Superintendent's recommendation and agreed to contract with Community Bank for the Revenue Anticipation Note.

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10. Adjournment

On a motion by Mrs. Pompei, seconded by Mrs. Akley, the Board unanimously voted to adjourn at 8:23 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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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

June 25, 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. As this is my last report, I want to reiterate how grateful I am to have worked with all of the boards, community members, families, students and staff in Barre. I have always felt welcomed, appreciated and supported here.
- b. I want to also state for the record that I believe David Wells will do a great job as my successor and appreciate the hard work he has already put in.
- c. The board packet includes the long-awaited and somewhat extensive guidance on planning for school opening in the fall, which will be discussed in item 7.1 on the agenda for this meeting.
- d. I have communicated with Scott Cameron regarding negotiations, and David has been involved in much of that discussion. Scott heard from the Association that they agree we are officially at impasse for both Para-Educator and Teacher negotiations, and we await official positions (proposals) from the Association as we plan for mediation.
- e. Our school end-of-year celebrations have gone as well or better than anticipated,

2. Curriculum, Instruction and Assessment

- a. **COVID Planning Team:** I am helping to lead the Teaching and Learning Subcommittee of the COVID planning team. After just receiving AOE guidance on school reopening, we have countless questions to answer and much creative problem solving to do as a district to be safely ready for students in the fall. I have been participating in many valuable webinars about planning for school reopening.
- b. **Grant Update:** Preparing the Consolidated Federal Grant application is a feat! This application encompasses significant programs and positions particularly for our Title I schools Spaulding and Barre City, but grant investments support our whole district in key ways we would not be able to accomplish without the CFP grant. After many meetings, cost estimates, consulting with the independent schools we are required to offer funds to, a required data inventory, and putting many puzzle pieces together, our application is close to ready. Soon after finishing the CFP application, I will move on the BEST/Act 230 and McKinney Vento applications also due at the end of June.
- c. **Year End and Another Beginning:** The end of the year is all about closing out one year while having a foot in planning the next. There have been many meetings with administrators, coaches and coordinators, and the Instructional Leadership Team. From a template for the K-8 narrative end of year reports to a menu of June PD options for paras and BIs to planning for next year's teams, we are living in two worlds. I'll be

soon turning my attention to new teacher orientation (likely to be remote) and a curriculum team retreat in no time.

- d. **Trauma-Transformed Practices:** A five-part, 12.5 hour webinar series with Dave Melnick on Trauma-Transformed Practices concluded on June 9. We had from 20-45 participants live in each session and countless participating through viewing the recorded webinars. This is deep, essential work for our district to continue engaging in, especially as we focus on the social-emotional learning needs of students returning to school after the pandemic.
- e. **Recommended Reading:** Interested in understanding culturally-responsive teaching methods? I am currently reading and recommend Zaretta Hammond's *Culturally-Responsive Teaching and the Brain*.

3. Communications:

- a. I've been heavily involved with many end of the year events and projects, whether it be doing photography, videography, slideshow creating, and much more. Lately that's been taking up most of my time.
- b. I have joined the COVID-19 Planning Team where I will be working with the rest of the members communicating the great work that they'll be doing. Communication will need to be done timely, and we'll have both internal and external communication that we will be working on. The plan at the moment is to expect weekly updates from the team.
- c. This will be my first summer in this position, so I am building a list of projects that are easier to complete over the summer when school is not in session, like migrating external websites under our own spauldinghs.org umbrella, and doing a large information update to the websites come July 1.

4. Business Office:

- a. Mudgett, Jennett & Krogh-Wisner, P.C. will start the FY20 audit on July 7-9, they will be returning September 14-18. The business office team will be busy closing books for FY20 and getting everything set up in preparation for FY21.
- b. I have been involved in conversations with the AOE, VSA, VSBA, and JFO around the education fund deficit, COVID-19 Relief Funds, and Elementary and Secondary School Emergency Relief Funds. Collaboratively we are working to develop a strategy to financially assist school districts with their response to COVID-19 utilizing the CRF and ESSER federal funds. This strategy will include using a portion of these funds to fill "the hole" in the education fund. The education fund deficit projected in April/May was approx. 150 million, projections have decreased to approx. 106 million as of June 15th. More to follow as the plan develops and as the AOE legal team and JFO get clarification on the allowable uses of these federal funds.
- c. Working with VSBIT's legal counsel, we have updated our contract templates to incorporate language that protects the district should another outbreak and or closure occur. I believe there will be guidance from the AOE which we will also incorporate into our contract procedures. I've recommended that we take it slow and refrain from entering into agreements until we have a more clearly developed plan for the fall.
- d. We were notified by VEHI that the July dental premium will be waived due to closure of dental offices. This results in a savings of approximately \$10,900 for employees and \$11,700 for the district. We have reached out to our employees to let them know about this good news.
- e. Summer Food Service started on June 15, with 4 open sites serving meals to children 18 and under throughout Barre City. In addition we have been approached by the SOV to feed our homeless community at area hotels/motels.
- f. Jamie and I have developed several RFPs for large facility projects taking place this spring and summer. In addition, at the June 11th Board retreat, the RAN was approved. The district will be well positioned, with sufficient cash flow, to start the new school year.

5. Special Education:

- a. We continue planning for Remote Extended School Year Services (ESY). Services will begin for some students during the week of June 29th and during the week of July 6th for other students. Services end July 31. Thank you to the many special educators, SLPs and district teachers who

are providing remote services this summer. Many who have previously not done so in the past, have offered and agreed to work this summer in an effort to provide as much continuity of service as possible to our students with special needs

- b. We are beginning to draft our FY 21 IDEA-B and IDEA-B Pre-K Applications as we await the notification of our FY 21 grant allocations which, as of this writing we have not received.
- c. Special education hiring is mostly complete for the 2020-21 school year, with the exception of the 2 School Psychologists positions for SHS and BTMES. We continue to advertise for these difficult to fill positions.
- d. We look forward to welcoming Jon Strazza as our new Assistant Director on July 1.

6. Technology:

- a. **Chromebooks Return:** Students are returning all the school-issued devices the week of June 15. The tech team, building administrators, and volunteers are working to collect and organize these devices as they come in. We gave out more than a thousand Chromebooks and iPads to help support remote learning. Below is the breakdown of the collection process:
 - i. SHS: Since we have a 1:1 Chromebooks program at the high school, the students will get to keep their Chromebooks with them over the summer.
 - ii. CVCC: Students at the Career Centre returned their Chromebooks the week of June 8. All of the devices that were signed out by students were all returned to the school.
 - iii. BTMES & BCMS: Families/students are still returning Chromebooks, iPads, and chargers at this point.
- b. **Required training:** I have updated our [annual mandatory training for the 2020-2021 school year](#). The training contains information on FERPA; Harassment, Bullying, and Hazing; Reporting Child Abuse to DCF; Use of Restraint and Seclusion; Act one (child sexual abuse); Bloodborne Pathogens; VOSHA - Protecting the Safety and Health of Workers. All BUUSD employees are required to complete this training at the start of every school year.
- c. **Online Meeting Platform for next school year:** We will be using only Google Meet for all our video conferencing and online meetings for the upcoming school year. The following factors precipitated this decision:
 - i. Zoom is likely to revert the free accounts to its pre-pandemic Basic Plan feature. The Basic Plan has a 40 minutes time limit on meetings with three or more total participants. If you need group meetings to last longer than 40 minutes, you have to get a paid subscription.
 - ii. End-to-end encryption will no longer be enabled in Zoom's free version, which is a security concern.
 - iii. Google Meet is free, encrypted for security, and integrates with other G Suite for Education products.
- d. **Devices to support ESY Services:** We are working with the Special Ed department to ensure that students who are receiving ESY services this year have the technology tools they need. We will redeploy Chromebooks and iPad to help support this program.
- e. **Remote Learning Reflection:** With COVID-19, school closures, and remote learning, the technology team worked hard to meet the unique needs of our schools. As we prepare for our summer work, we are also reevaluating how things went. We will be using this [reflection protocol](#) to consider the successes and challenges of our response to BUUSD's emergency school closing plans.
- f. **Students Internet Activities During Remote Learning:** Here are some interesting data showing students' activities during remote learning:
 - i. [Internet Overview](#)
 - ii. [Top Activities](#)

7. Early Education:

- a. The early education programs at both middle & elementary schools have been holding off on offering new slots to children on our waitlists pending final guidance from the Agency of Education on potential limits on allowable group sizes. Staff are planning to open up placement by the 19th of June, anticipating that there will be more clarity of expectations at

that time. Families on the waitlist will learn over the summer whether their child will be offered a space in our public prek programs or if their child will remain on the waitlist for future openings.

- b. We now have online registration up and running for PreK-8 students at both schools. This has allowed us to get ahead of the paperwork that needs to be in place prior to the start of the school year while still adhering to the health and safety guidelines set forth by the Governor's Office.
- c. Early education programs at both schools moved to the online developmental screening tool, Ages and Stages, in order to meet Child Find requirements during the school closure. The response from families was positive and this may be a tool we continue to use moving forward as it is more efficient to process and easier for families to complete than the paper version we've used in the past.
- d. Act 166: Continue to support the community childcares, in-house programs, and families in registration and establishing . Results of the 19-20 family surveys haven't been shared to this group. Please see this [link for more information](#).

8. Human Resources:

- a. As we wind down the hiring season we are preparing for the next step in the employment process, onboarding. We will begin onboarding new professional staff (30 so far) in the beginning of July. This year we have made much of the process paperless and online. Our new superintendent and our assistant director of special services were very patient test cases.
- b. We encourage movement within the district and encourage employees to explore internal opportunities when a better fit, or a new experience is desired. Seventeen employees transferred to other positions within the district for the 2020-21 school year.
- c. It should be noted that two of these employee transfers moved from classified to certified, professional level positions. One is coming from a paraeducator role and one from a permanent substitute role. They have done the hard work gaining the education and experience to be promoted into certified, professional level positions.
- d. Stay Home Stay Safe Orders: because school is now not in session, the Agency of Commerce and Community Development has given us direction that we can now work under the same guidelines of a municipality. This means that we may now begin returning critical, year round employees back to our offices. We are working through this in a staggered manner so that we can ensure our adherence to the Governor's orders and the ACCD, AOE and Department of Labor guidelines.
- e. Now that many employees are returning to work, we expect that we will see requests for leave from employees that are unable to return for various reasons relating to the coronavirus. The Families First Coronavirus Response Act (in effect until 12/30/20) in specific instances requires us to provide paid leave.

Of note is the eligibility for the FFCRA that includes parents of children who no longer have daycare/a place of care as a result of closures from COVID. A place of care is defined as "a physical location in which care is provided for your child. The physical location does not have to be solely dedicated to such care. Examples include day care facilities, preschools, before and after school care programs, schools, homes, summer camps, summer enrichment programs, and respite care programs".

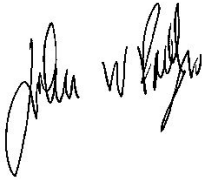
We expect some of our employees to be dealing with closed camps, etc. We believe that a vast majority of these requests can be accommodated with telework. For those employees who cannot be accommodated, the FFCRA leave would apply. This link will provide more information about our requirements to provide paid leave.

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave#:~:text=The%20Families%20First%20Coronavirus%20Response,reasons%20related%20to%20COVID%2D19.>

9. Facilities:

- a. All of the custodial and maintenance staff are back to work as of 5/20/20. Routine repairs and maintenance work is being performed. All of the BUUSD buildings have select entrances for entering and exiting the buildings. Each entrance has a sign in sheet that everyone must use. The sign in sheets will note who/when/where a person enters the building. Each person is stating they do not have symptoms of COVID 19, have not been exposed to a person who has tested positive for COVID 19 and does not have a temperature of 100.4 or higher. A touchless infrared thermometer has been provided at each of these entrances for individuals to use to check their temperature upon arrival.
- b. Projects are being bid for the summer 2020 season. This work has been delayed due to the pandemic crisis. Bids are being sought for projects such as: **BCEMS - Bus Loop Project, BTMES - Canopy Removal Project, SHS/CVCC - Underground Heating Lines Project.**
- c. Work is expected to be completed on all projects prior to the start of school in late August. Various other smaller projects are also on the list for this summer - classroom and hallway flooring(all buildings) , Victalic fitting repair (BCEMS), small section of roof replacement (BTMES), parking lot expansion at BUUSD building and routine repairs and maintenance.
- d. Work has begun with the BUUSD wide COVID 19 Safety Committee and incoming superintendent David Wells. We are addressing the concerns and needs, as we know it now, of what we think the school day will look like in the Fall. This work will continue throughout the summer months to prepare for the start of the new school year.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John Pandolfo", written in a cursive style.

John Pandolfo

Superintendent of Schools

on behalf of the Barre UUSD Central Office Administrative Team



Spaulding High School

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

Luke Aither
 Assistant Principal

Brenda Waterhouse
 Principal

Jim Ferland
 Assistant Principal

June 25, 2020
 Principal's Report

Athletics:

Coaches were asked to nominate some of their athletes in which they could see them as future leaders of their teams. The student athletes recommended by their coaches are invited to attend the National Student Leadership Summit, which will be held virtually on July 20th – 22nd from 12:45 PM - 2:20 PM each day. Because it is virtual there is no cost for the student or the school. The students invited are: Jacob Allen, Madeline Benoit, Camden Boucher, Marcel Brault, Misha Cambio, Grady Chase, Steven Corbett, Emma Cushman, Matt Durgin, Theresa Hoar, Eamon Hogan, Camden Kelley, Payton Lamberti, Sage MacAuley, Taite Magoon, Jamison Mast, Katelyn McIver, Rebecca McKelvey, Emily Morris, Molly Parker, Madison Pembroke, Halle Pletzer, David Poulin, Emily Poulin, Addie Reil, Emily Grace Spaulding, Zach Stabell, and Ethan Touchette.

Students & Community:

- Please see the attached Newsletters ([May 12](#), [May 19](#), [May 22](#), [June 8](#))
- Spaulding High School has been nominated for Outstanding OVX Group this year! The Tobacco Prevention and Control Team would like to recognize your group for the commitment and hard work demonstrated this year. Kudos to Dawn Poitras and her student team (Grace Berry, Aliyah Elliott, Emma Lee, Jada MacDonald, Jonathan Maurice, Leena McCall, Rebecca McKalvey, Willem Pontbraind, Jenna Sawyer, Jasmine Sayah, Miranda Walbridge, and Porter Walbridge) for their outstanding work.
- We are in the process of finishing out the 2019-20 school year. A survey was distributed by Jess Barewicz, Director of Curriculum, for feedback about the Covid-19 experiences from the perspective of students, parents and staff. We anticipate using the feedback in our planning for the 2020-21 school year. There are many unknowns still with what the guidelines will be for the coming fall.
- The 127th graduating class of Spaulding High School will have individualized private ceremonies to mark their having met all graduation requirements and receive their diploma. Many thanks to all of those that have helped in the many events to celebrate our students' accomplishments. Congratulations and best wishes to our graduates.

Spaulding High School

June 2, 2020

A Message from the Principal

The final days of the 2019-20 school year are approaching quickly. Our teachers have sent out our last progress reports and we are encouraging our students to persevere in these final days and close the year out strong. We all want our students to be successful - and we have many supports in place to assist them at this time of year. We know that some students have fallen behind in their coursework, assessments and meeting the amended proficiencies and standards, so we encourage reaching out to teachers and counselors for support. We can not stress enough that we are here to support our students, so do not hesitate to reach out with questions.

We will continue to send messages out throughout the summer, as guidance becomes available from Governor Scott and the Agency of Education (AoE). There are still many unknowns as we plan for the 2020-21 school year. We are incredibly anxious to be back at Spaulding and face to face with our students. Until then, please be safe!

A Message for Seniors

As our days are now numbered in the single digits, we are busily preparing for the end of the 2019-20 school year. We want to remind our seniors that all coursework needs to be submitted by 3 PM on June 12th, and that all graduation requirements need to be completed as of that time. We know some students may be struggling to finish those final expectations, so please reach out to teachers and counselors for support.

We are in the process of finalizing our message for seniors to be featured on WCAX next week - please keep an eye open for the tribute to seniors across the state. We are also putting the last touches on our virtual graduation video, and the link will be shared on our website at 11 AM on June 20th. The video includes the student speeches and class song, along with other elements of our traditional graduation. I encourage everyone to watch together and help celebrate our seniors, even if it is while physically distancing.

Our planning around the individual graduation ceremonies continues. Project Graduation will be helping to make this a special event with the decorations and support of a professional photographer, Mark Ouimet (also a parent and community member), from Jostens. Mark has been our official photographer at SHS graduations for years, and we are happy to have him participate in our 127th graduation. Seniors and their parents will be receiving an email within the week providing more details about graduation sign up times, but we are happy to note that we will be permitted to have two vehicles per graduate. Again, there will be an option for those that can not participate in the individual/private ceremony. The dates for the individual/private ceremonies will be June 17th-19th.

Please take note of the banners on main street, provided by the Barre Partnership, and the display in the former Homer Fitts building store front. We want to thank the community for their support for our seniors and helping us celebrate them in a variety of ways.



Scholarship Awards

Spaulding High School is incredibly fortunate to have a robust scholarship program, as managed by the Scholarship Trust. Our scholarship committee considers the financial needs of our students and the requirements of the various scholarships, while also attempting to have as many of our students benefit from those resources. Now, more than ever, scholarships can be a pivotal factor in students pursuing their post-secondary endeavors.

This year, our students will be receiving an email notification of their award(s) during the week of June 1st. A formal letter will follow in the graduate's package to be received with their diploma. A list of the scholarships and recipients, along with the graduation program, will be included in the package.

We want to thank all of those that have contributed to our scholarships. These generous donations assist our students greatly.

Lunch Accounts for Seniors

We have determined that if there is a senior who has \$10 or less remaining on their meal account and they have a sibling in the Barre District, we are going to transfer those funds to the siblings' meal account. If they do not have a sibling, a check for the remaining balance will be sent to the seniors. Any meal account with more than \$10 we will automatically be mailed to the senior. Checks will be mailed out by the end of June. If you have questions, please contact Ashley Young at ayounbsu@buusd.org.

Returning Books, Materials, Chromebooks, etc...

Typically, before students leave us for the summer, we collect textbooks and other materials. Given the remote learning that is ending our school year, we have not been able to collect these materials directly from the students. We are requesting that students return school materials to our drop box, located at the main entrance of SHS. Chromebooks should be kept by those students that are going to be returning as SHS students in the fall. Current seniors can either return or purchase their chromebooks for \$10; for those interested in purchasing their device, they need to contact the help desk to arrange payment and so that the settings can be released. Please contact helpdesk@buusd.org.

Preparing for 2020-21

While we prepare to close out one school year, we are also preparing for the next. We typically provide incoming freshmen with course schedules (in their draft form, but which are subject to change) during Step Up Night in late May. This information will be sent out later in the summer, along with upper classmen schedules, and our summer mailing.



**DIRECTOR CTE BYTES**

- ❖ **CVCC 2020 Awards Ceremony** will be live streamed on June 9, 2020 at 5:30 p.m. See the website for links to view it live or to see a recorded version after June 9th!
- ❖ Here is a list of plans Senior students have shared for the 2020 student yearbook!. Enjoy this good news in the midst of an unusual year. **After Graduation, CVCC seniors plan to:** Go to college to become a registered nurse, Return to CVCC to complete their Cosmetology hours, Take business courses and start a photography business, Work at Huntington Homes, Travel to Greece, Work in VT as a Cosmetologist, Complete a 2nd year of electrical apprenticeship, Study Computer Science in college, Work for Benoit, Work at Indigo Salon, Go on a road trip, Get an associates degree in art, Work to save money for college, Move to a city, Go to CCV and then transfer to a more expensive college, Get a bachelor's in pre-law, Figure out a career while getting a degree at St Michael's, Attend a culinary college program, Go to Southern Maine Community College for Plumbing, Get a Bachelor's and maybe then a Masters in nursing, Go to community college in California, Start an electrical apprenticeship, Study Computer Science at Champlain, Go on an epic canoe trip, Attend Sterling College, Work at Poulin Auto, Go to VTC for Automotive, Gap year and then go to college for outdoor rec, Work at Malone Properties, Return to CVCC for Baking
- ❖ Work is underway to close the Bake Shop location. A silent auction of a few pieces of equipment will happen the last week of May with the final movement of furniture and other equipment the first week of June.
- ❖ Students are busy applying for their CVCC Scholarships through an electronic form. New this year!
- ❖ Several full staff workshops occurred. Some with Lavallee-an Architect team helping CVCC dig deeper into what student interest/ access looks like, industry needs, and how CVCC can bridge that gap.
- ❖ **Team Leaders** met on May 26, 2020 to review **scholarship applications** and have determined awards and scholarships that will be awarded this year.
- ❖ Postcards to potential students were posted, labeled and mailed out with coordinating schedules and roles. (To meet Covid safety requirements)
- ❖ **2020-2021 Admissions** - we are planning to open in the Fall of 2020 with 180 students. We have included enrollment reports with this newsletter.
- ❖ **Feasibility Study and Needs Assessment - Phase 1.** The Re-Envisioning Team and Lavallee Architects will present their results of Phase 1 to the BUUSD Board on June 25, 2020.

PROGRAM HIGHLIGHTS

BAKING ARTS: Please find below the link to the spreadsheet for all the items that the Baking Arts program has donated to the BUUSD school lunch program.

<https://docs.google.com/spreadsheets/d/1JLfHGtE1xeTiNCoLQ75aFICJLXZwc9SC9o9NY6lFqo4/edit?usp=sharing>

STAFF HIGHLIGHTS

AMANDA GARLAND: Is maintaining CVCC community lab spaces, doing the work students would have otherwise completed, including: *opening the city's three community garden spaces: rototilling, amending soil, and marking plots where needed. *trellis maintenance of 100 raspberry plants at Elmwood Community Garden site. *hanging Emerald Ash Borer Study traps for the state (those purple triangular boxes in Ash trees) *working with local manufacturer to create and install steel tree guards for the trees CVCC students and the city planted on Main Street *orchard maintenance, observations, weeding, and fencing work at three school sites. *pollinator garden maintenance on city property. *community relations based on all projects on hold!

IT AWARDS TEAM: This year the CVCC staff have been very focused on the Awards Ceremony for CVCC students. **MATT BINGINOT and the IT Team** have been busy putting together staff and student videos to have a live and pre recorded Awards ceremony for others to watch. This way students are still participating and they will have something in the end to keep. A video of the first ever Virtual CVCC Awards Ceremony 2020!

Although this newsletter is light, it is heavy with attention to how CVCC Staff can meet student needs emotionally, socially, and academically right now. Trying to keep systems as normal and routine as possible.

Submitted by: CVCC Administrative Assistant
05.27.2020

UPCOMING EVENTS: End of Year Awards Ceremony



Barre City Elementary & Middle School

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

50 Parkside Terrace
 Barre, VT 05641

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

06/18/2020

Dear Barre Unified Union School District Board,

We would like to lead off this final report of the 2019-20 school year with some really great news! The 2020 BCEMS 8th Grade Step Up Celebration and Ceremony was just a tremendous success for all! Students and families of the Peak and Ujamaa teams joined their teachers over the course of two beautiful evenings to celebrate and honor their experience at Barre City and "step up" to 9th grade at Spaulding High School. The mini ceremonies were personal, intimate, and celebratory, focusing on each student's strengths and talents in a way that is very challenging to replicate in a large, traditional ceremony. For those families who chose, we've also been able to offer an identical ceremony at people's homes, and those have been equally well received!

The Step Up Ceremonies were a true team effort, and, like so many other things these last three months, they required an incredible degree of flexibility and quick "outside the box" thinking on everyone's part! Particular thanks are due to BCEMS Building/Facilities Coordinator **John Walker** and his crew. The guys set up a truly beautiful staging area on the north side of our parking lot overlooking the soccer field and the Green Mountains -- it was a spectacular backdrop for the event, and everyone was able to get perfect pictures and video footage of their child's time on stage. You all have every reason to be proud of the Barre City community as we all came together to make these ceremonies the best they could be!

A few other updates:

Remote Learning Wrap Up! After a hugely successful effort to get chromebooks and tablets in the hands of our kids, it's now time to get them back! All devices will be tuned up and cleaned over the summer so we can have them ready to return to students in the fall. Like so many other things, device return has been another example of people coming together to help make the process go smoothly. The BCEMS Tech Team, **Dan Lagerstadt, Mike Martin, and Rob Stalling**, have been at the ready since early March to make remote learning go as smoothly as possible for all of us -- their work has been absolutely crucial and indispensable!

In a report we shared in March, we let you know how much Math Coach and Coordinator **Venus Dean** stepped up to take the lead in the early and very challenging weeks of providing child care to essential workers in the area. Well, we'd also like to share how valuable Venus has been in taking the lead on creating the end of year reporting we're providing for students and families. These narrative based reports are going to provide families with the best possible summary of how students have performed and thrived in the highly unusual and challenging environment remote learning has been for all of us. Venus has done the hard behind the scenes work developing the reports while being available and making sure teachers had all the information they needed. Thank you Venus!

Meal Service Over 600 children and families in Barre continue to be supported by the meal program we are providing. This means that we deliver over 4,000 meals to students each week! Thanks to **Aladdin** and the many volunteers from the entire community who continue to step up day after day! You have much to be proud of with the success of this program! It has truly been a shining light in our community during these very challenging times.

Our new **Restorative classroom** is really taking shape. We have worked hard to get the logistical aspects taken care of. We are happy to announce that **Denise Latshaw**, teacher, and **Maureen Morey**, behavior specialist, will be collaborating to meet the needs of some of our youngest learners, better.

As always, we want to thank all of you and the community at large for your support in helping our students, families, and staff get through this pandemic together! This support is very much appreciated.

Respectfully, Chris and Hayden

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



Building Report

June 11, 2020

Barre Town Bobcat: Make sure to check out Instagram's newest celebrity account; @barretownbobcat_official! Each week our Bobcat is out in the community and our students are having a great time trying to catch our bobcat on camera!



Looping: Attached is the letter that was shared with all families in grades 2 and 3 as it relates to looping for next school year.

Remote Learning: Friday, June 12 marks the official last student day of the 2019-2020 school year. A HUGE thank you to our families, staff and community for supporting one another along this historical journey. A survey for families will soon be shared (if it hasn't already) in an effort to capture real-time data of what worked and what didn't work. Your honest feedback will guide what our next steps might look like, should we find ourselves learning remotely at any point next school year.

Retirement: This year we will celebrate the retirement of the following Barre Town teaching staff:

Annette Bisson-Rossi

Dianna Martel

Suzanne LeCours

Brent White

Anyone is welcome to send a card to BTMES (Card Shower %: Include staff members name) by June 12--to share a special memory or to provide best wishes.

Student belongings and return of school property: On Monday, June 16th and Tuesday, June 17th all Barre Town families will be able to pick up any personal items left at school and at the same time they are asked to return the following:

- Technology devices and charging cords
- Library books
- Early Book Center books
- Texts and borrowed books
- Band instrument (including recorders)

8th Grade Step Up Nights: On Thursday, June 11th and Friday, June 12th we will hold our 8th grade drive-in step up nights. Students will arrive at an hour time slot by TA and will drive through with the 8th grade students being the only person to get out of their vehicle. Students will receive their certificates and awards as applicable following all AOE guidelines.

Barre Town Middle and Elementary School
70 Websterville Road
Barre, Vermont 05641
802-476-6617 FAX 802-479-5723

May 11, 2020

Dear BT families in second and third grades,

We hope this letter finds you well and healthy during this interesting Spring. As we continue to work together to navigate through the current uncharted waters due to the coronavirus, we are also looking down the road to the next school year. Looping is a system that has been discussed for some time now. What is looping? "Looping refers to the practice of a teacher or team, remaining with the same group of students for more than one school year." With all the uncertainties that we are facing, we want to be able to provide our students and families with as much consistency as possible.

We are excited to announce that the time is right to loop in grades 3 and 4. What does this mean for your child?

Current second-grade students: As we move to 3rd/4th looping, 2nd graders will enjoy the benefit of looping when they stay together during the next two years. Students in second grade will have the same team for the 2020-2021 and 2021-2022 school year. Fourth-grade teachers are already planning and scoping out what the start of the third grade will look like; which will be diving into components of the current second-grade curriculum. Student classrooms will be in the current fourth-grade environments. Again, providing consistency will be key, now more than ever, as we continue to plan and create learning experiences both in-person and potentially continue to do so remotely.

Current third-grade students: The third-grade teachers will be teaching fourth grade next school year. This means that your child will be working with the same team of teachers for the 2020-2021 school year. Classrooms will remain the same. Meaning, when the green light is provided and students are able to physically return to the classroom, they will be returning to the learning environment that they left.

Our teachers are very excited to be able to have two solid years with our students and families through these unusual times in education. We will re-evaluate near the middle of the two-year cycle to determine where things stand as it relates to continuing with another two-year cycle or going back to one team for one year.

Please don't hesitate to reach out to me or to your child's homeroom teacher with any questions or celebrations that you might have as it relates to looping.

Respectfully,

Jennifer W. Nye BTMES
Co-Principal
jnyebte@buusd.org

DRAFT

BARRE UNIFIED UNION SCHOOL DISTRICT COMMUNICATIONS COMMITTEE MEETING

Via Video Conference – Zoom

June 4, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Alice Farrell, Chair - (BT)

Sonya Spaulding, Vice-Chair - (BC)

Guy Isabelle – (At-Large)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Josh Allen, Communications Specialist

OTHER BOARD MEMBERS PRESENT:

Paul Malone

1. Call to Order

The Chair, Mrs. Farrell, called the Thursday, June 4, 2020 BUUSD Communications Committee meeting to order at 5:32 p.m., which was held via Video Conference (Zoom).

2. Additions and/or Deletions to the Agenda

Delete Agenda Item 6.1.1 Portrait of a Graduate

3. Public Comment

None.

4. Approval of Minutes

4.1 Meeting Minutes of May 7, 2020

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

5. New Business

5.1 Budget Process Communication

Mrs. Spaulding advised that the BUUSD should try to continue maintaining a level of engagement over the summer months. Areas that could be promoted include; the SEA Project, and Summer Meals. It will be important to remain in the public with positive information. Mrs. Spaulding encouraged Committee Members to 'brainstorm' other ideas of things that the BUUSD should promote to the public. Mr. Allen advised that although there is a freeze on spending, he still has money in the Communications Budget, because only about half of the budget was utilized for FY21 budget promotion. Promotion can be performed at no cost on Front Porch Forum and Facebook. Mrs. Spaulding advised that it might be advantageous to promote informational items as well, e.g. bus schedules, and dates for summer packet mailings, though this information will not be available until after COVID reopening plans are finalized. Much is subject to change given the COVID-19 situation and the hiring of a new Superintendent. Mrs. Farrell reiterated the need to maintain a positive theme when promoting the BUUSD. Mr. Isabelle believes there are still a lot of outlier pieces to the FY21 budget, many pieces that will need to be connected, and he believes it will be interesting to watch budget votes from other districts. The BUUSD Board is fortunate that their budget vote was in March, prior to COVID-19. Mr. Malone advised that Barre Town tax bills are being mailed on 08/02/20, and it is anticipated that there will be a tax increase of approximately 13%.

5.2 Communication of the "New Normal" for Re-opening of Schools

The Committee will need to receive output from the COVID Planning Team to complete this endeavor. Mr. Allen provided a brief overview of the COVID Planning Team's work, advising that there have been 2 subcommittees formed; 1 - Protections for Students and Staff, and 2 - Teaching and Learning (academics). Mr. Allen advised that representatives from each subcommittee will report information to him. In response to a query regarding Remote Learning surveys, it was noted that parent, student and staff surveys will be conducted. Mrs. Spaulding would like to see that the surveys are promoted well so that parents who don't have an e-mail address on file with the BUUSD, will still be able to participate. It was noted that the Curriculum Committee agreed that paper copies of the parent and student surveys will be distributed wherever meals are being delivered. This distribution is in addition to the regular venues for survey promotion. Mr. Allen advised that the COVID Planning Team is responsible for the planning of three different scenarios; Traditional (on-site) Learning, Remote Learning, or a Hybrid version that includes both traditional and remote learning.

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In response to a query regarding anticipated announcements from the State, Mr. Allen advised that both he and Mr. Pandolfo receive e-mails of all releases from the State, and share the information on a specified schedule. Anything of an urgent nature is shared on the day it is received. Mrs. Farrell advised that the Committee will wait for Mr. Allen to provide guidance and information.

6. Old Business

6.1 Mission, Vision, and Strategic Goals

Mrs. Spaulding advised that there is not much new to report at this time. The project will be funded by the FY21 budget. Mrs. Spaulding advised that she is in the process of contacting businesses for funding of the project. Mrs. Spaulding will draft a letter to be used with businesses, and requested that Committee Members consider approaching businesses with which they have a personal relationship. Mrs. Spaulding advised of the businesses she plans to approach. Another area in which to explore funding is Work Based Learning Partners, as they have an existing relationship with Spaulding High School. No additional information has been received from Winton Goodrich. Mrs. Spaulding advised that she will also be discussing the Mission, Vision, and Strategic Goals project at the Board Retreat. The conversation will include fund raising and selection of individuals (stakeholders) for the various information gathering forums. Mr. Malone advised that Tina Gilbert will be e-mailing the Retreat Agenda very soon.

7. Other Business

Mr. Isabelle advised that someone should be communicating a 'note of thanks' to businesses that contributed to graduation events for the Class of 2020. He is unsure who might be doing this, but wants assurance that it will occur. It is important to acknowledge and thank area businesses for their efforts, including banners. In response to a query from Mrs. Spaulding, Mr. Malone advised regarding distribution and recognition of scholarship awards, which will be given to students along with their diplomas. There is also a large list which documents all of the scholarships and recipients. Mr. Malone asked Mr. Allen to publish something that recognizes the students, and to post the information publicly. Mr. Allen will obtain the list of scholarship recipients from Mrs. Waterhouse or Mr. John Lewis. Mrs. Spaulding asked Mr. Allen to post something on-line to honor all of the 2020 SHS graduates (Facebook or some other type of social media). Mr. Allen advised that SHS will have a 4 minutes piece on WCAX next week. Mr. Allen produced a slide show of the graduates using pictures from 2016 through 2020. Once the piece is aired live, there will be a link available on-line. Mr. Allen will be present and taking pictures at all three days of graduation as well as attending and photographing all the 'home' graduations. The virtual graduation, which includes pictures, will also include a song and 5 speeches. The end goal has been to make the 2020 graduation as normal as possible. It was noted that students will receive individual notes from their teachers (as has been done in the past), and all of their locker contents will also be given to them at graduation. Each student has a ten minute timeslot for graduation. Mr. Malone queried regarding personnel within the schools that could be used for a larger Communications Team. Mr. Allen has much work and has had to turn down some assignments. Would it be possible to add one full time individual, or two individuals that could split the additional work and assist on larger projects, so that Mr. Allen can focus on critical projects? Mr. Malone would like to expand more in the area of communications. It was noted that budget constraints will most likely not allow for addition of staff, but it might be possible to incorporate some of the work into Work Based Learning, and/or have Graphic Design/Digital Media Arts students assist. Candidates for this work would need to have flexible schedules. Brief discussion was held regarding the departure of Superintendent, John Pandolfo.

8. Items to be Placed on Future Agendas

- Budget Process Communication
- Communication of the "New Normal" for Re-opening of Schools
- "Communications Department"

Logo/Branding – (May be delayed until after completion of Mission/Vision/Strategic Goals Statement)

9. Next Meeting Date

The next meeting will be held on Thursday, July 2, 2020 at 5:30 p.m., via Video Conference.

10. Adjournment

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

Respectfully submitted,
Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT FINANCE COMMITTEE MEETING

Via Conference Call (Zoom)

June 2, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Sonya Spaulding (BC) - Chair
Victoria Pompei (BT) – Vice Chair
Emel Cambel (BC)

COMMITTEE MEMBERS ABSENT:

Gina Akley (BT)

OTHER BOARD MEMBERS PRESENT:

Paul Malone

ADMINISTRATORS PRESENT:

Stacy Anderson, Co-Director of Special Services – joined at 5:36 p.m.
Penny Chamberlin, Director Central Vermont Career Center
Hayden Coon, BCEMS Principal – joined at 6:36 p.m.
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Lisa Perreault, Business Manager
Brenda Waterhouse, SHS Principal

PUBLIC MEMBERS PRESENT:

David Delcore – Times Argus

David Wells, Incoming Superintendent (joined at 5:40 p.m.)

1. Call to Order

The Chair, Mrs. Spaulding, called the Tuesday, June 2, 2020 BUUSD Finance Committee meeting to order at 5:30 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

Add 5.4 American Gift Funds Contribution to After-school Programs

3. Public Comment

None.

4. Approval of Minutes

4.1 May 5, 2020 BUUSD Finance Committee Meeting Minutes

The Committee agreed by consensus to approve the Minutes of the May 5, 2020 BUUSD Finance Committee meeting.

5. New Business

5.1 Summer Projects RFP Updates

A document titled 'BUUSD FY21/21 RFP Schedule, Facility Projects, etc...Spring/Summer 2020, June 2, 2020' was distributed. Mrs. Perreault advised that the Revenue Anticipation Note will be presented for approval at the next Board meeting. The recommendation is to contract with Community Bank as they have offered the highest net yield rate.

UPS Technology Back-up - Mr. Ajanma and Mrs. Perreault met today regarding the RFP that was sent out. Some responses have been received. Additional information will be provided later in June.

BTMES Canopy Removal – The RFP went out today. There are 4 contractors interested in bidding on this project. A recommendation will most likely be presented for approval at the July Board meeting.

Fuel Acquisition – Mrs. Perreault advised that usually around this time of the year, RFPs go out for fuel oil, propane, and wood chips. The BUUSD is currently under a 2 year contract (with Catamount - \$64/ton) for wood chips. Mrs. Perreault has reached out to Irving,

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and may not go out to bid for fuel oil and propane this year given the fact that we are receiving such a good rate.. Last year only one vendor submitted a proposal for propane (Irving). Last year we went out to bid and only one vendor responded. Based on public bid law, a contract may be renewed if the price is below the consumer price index. As of yesterday, the price was \$1.55 gal.

Mrs. Perreault will recommend that the Board stay with Irving and that an RFP not go out. In response to a query, Mrs. Perreault advised that she is not sure if propane can be purchased through FMDA. The BUUSD has not bought propane through FMDA in the past and Mrs. Perreault does not know if they still purchase propane. Mrs. Perreault will check into this matter.

Electric Buses - There is currently a 10 month wait for new buses. The new buses are most likely delayed until spring of 2021. Mrs. Perreault has been holding weekly meetings on this matter and has been in constant contact with STA. The RFP has been delayed due to concerns from STA Corporate Office.

Closing of Bake Shop - Ms. Chamberlin advised that the silent auction for Bake Shop and Culinary Program equipment netted \$6,000. These funds will be used for plumbing associated with moving equipment to the Lunch Box. Mr. Evans and Mr. Young (BUUSD electrician) are performing the electrical work involved with the move. Movers will be coming to transfer equipment from the Bake Shop to the Lunch Box on Thursday. CVCC anticipates being completely out of Sidewalk Village by 06/19/20.

SHS Underground Piping – Mr. Evans has reached out to vendors. The RFP is in progress.

In response to a query, Mrs. Perreault advised that Mr. Derner has not contacted her regarding any equipment that may need to be purchased as part of the SEA Project.

5.2 Food Service Update

A document titled 'BUUSD Food Service Report – June 2, 2020' was distributed. Mrs. Pompei advised that she understands the food distribution (during COVID school closure) is set to end on 06/12/20, and queried regarding meals for the summer. Mrs. Perreault advised that there is not enough funding to continue the meal program the way it is currently run under COVID. Mrs. Perreault advised that BCEMS typically runs a summer food program, and will continue with that program this summer. The summer meals program is run a bit differently than what has been done recently. Buses will not be delivering meals, but rather meals are distributed at various sites throughout the area. In Barre City, anyone 18 years old or younger can pick up food at one of the various locations. There is an application that needs to be revised for the BUUSD to run this program. The lunch program has been reconciled from 07/01/19 – 03/17/20, and there is a \$60,000 profit under the current fixed price contract. These funds can be used to maintain/improve kitchens, and student related activities (teaching healthy food habits, etc.) Some additional money has also been made during the COVID school closure meal deliver program (anticipated to be approximately \$50,000). Mrs. Perreault, and Ms. Young, will meet with a food service provider representative, Monica Tolman (Aladdin) on 06/03/20 to hold discussion regarding closure of the current food program (school closure meal deliveries) and on what the food program will look like for July and August. Regarding next year's meal program, Mrs. Perreault advised that there is constant information being provided by the AOE and the AOE is still working on waivers and some sort of financial relief. At this point, the BUUSD is trying to stay informed regarding State guidelines. Mrs. Spaulding is concerned that there will be unanticipated expenses related to serving meals to students under new COVID related guidelines. Mrs. Perreault is hopeful that CARES funding might assist with those charges. Mrs. Spaulding is very impressed with the number of meals that have been served and that a profit was made. Mrs. Perreault was involved in some of the meal delivery runs and advised that families were very appreciative of this program.

5.3 Efficiency Studies (Administrative Offices, Custodial, and FMDA-SWISH Info.

An untitled document showing comparisons of 'central office' staffing for multiple districts was distributed.

Administrative Offices –

Mrs. Perreault advised of the document pertaining to administrative structure to assist with advising about roles in the various schools' administrative offices as well as the Central Office. This document may assist with explaining budgetary differences. It was noted that the BTMES Assistant Principal position remains open, and there is no intent to fill it at this time. An alternate method will be utilized for this position, and it will be reconsidered in January (when newly licensed individuals become available). Mr. Malone queried regarding whether BTMES had considered having a Dean of Students. Mrs. Nye advised that some discussion has been held with the Superintendent and it has been decided to proceed as previously discussed, elevating two behavior specialists (one middle school, one elementary school). Ms. Chamberlin advised that she does not plan to fill the vacant receptionist position, office staff will take over the responsibilities. Discussion was held regarding the Substitute Coordinator position and how it is filled differently at each school. Mrs. Nye advised that BTMES was not able to successfully fill the position of sub coordinator, so they are using a different model. Multiple individuals assist with substitute coordination at BTMES. Mr. Hennessey stressed that substitute coordination is very challenging. BCEMS currently has a full time sub coordinator, but is looking to restructure next year, most likely to a structure similar to BTMES. Mrs. Waterhouse advised that SHS had difficulty keeping the full time sub coordinator position filled and has also restructured how sub coordination is performed. Mrs. Perreault and administrators answered various questions regarding placement of employees within each school's staffing structure, as not all three are configured the same. Discussion was held regarding SPED Administration. There will be only one SPED Director next year. There will be two Assistant Directors.

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One para-educator position will not be filled. Filling the administrative assistant position is yet to be determined. Mrs. Anderson provided a historical overview of the changes to SPED administration over the past few years. Time will be spent over the summer to determine if there is a need to hire to fill that position (administrative assistant). Mrs. Anderson provided an overview of the structuring of the SPED administrators for FY21. Mrs. Spaulding would like some time spent on identifying similarities and differences in structures, and would like to see what could be done more efficiently and mindfully, exploring how other schools are operating. Mrs. Perreault advised that there has been discussion regarding the benefits of having more joint budget development sessions for FY22. Mrs. Nye believes that since the merger, there has been much more coordination between the schools. In response to a query regarding the Act 166 Coordinator, it was noted that the BUUSD is the fiscal agent/coordinator for this position, and does receive some reimbursement from other districts.

Custodian –

An untitled document, listing custodial staff for each building was distributed. Mrs. Perreault advised that there are custodians and maintenance personnel. There is one lead-maintenance individual at each school building. BTMES and BCEMS have 1 or 2 maintenance personnel (each), and SHS has one maintenance individual.

Mrs. Pompei advised of building square footage discussed at the previous meeting, and advised regarding some custodial/maintenance information she obtained using Google. Mrs. Pompei advised that she has found information that advises that one custodian (in an eight hour day) should maintain 25,000 – 31,000 square feet. Mr. Evans had recommended adding one custodian to SHS and BCEMS, but has been discussing not filling those positions. The addition of these custodians was approved in the budget. Mrs. Nye advised that 6 or 7 years ago, VSBIT performed an audit which included the number of custodians that should be in the buildings. Mrs. Nye is wondering if the information they provided is still relevant, or has been updated. It was noted that BTMES has more carpet than the other buildings, which may contribute to the higher budget amount. BTMES is in the process of replacing carpet with tile. Mrs. Waterhouse noted that SHS custodial staff also maintain the Central Office and the Wall Street Complex. Mrs. Spaulding would like to see industry standards relating to custodial work. Mrs. Waterhouse advised that SHS numbers this year are a bit off due to replacing a 40 year employee with a new “first year” employee. Mrs. Spaulding queried regarding any discussions being held relating to being more creative when hiring. Mr. Wells asked if the Committee would like Mr. Evans to prepare some type of report for a future meeting. Mrs. Spaulding supports this idea, as the BUUSD is on the verge of big budget issues. Mrs. Spaulding believes folks should ‘think outside the box’, identifying ways in which the BUUSD could save money. Mrs. Perreault advised that one person has left and their position has not been filled. Mr. Malone would like to use an industry standard to determine staffing, and hopes that doing that would result in cost savings. Ms. Pearson cautioned that the Committee needs to consider elevated levels of cleaning because of COVID. Student population (pre-school vs high school) can also impact cleaning requirements/protocols and needs. Mrs. Perreault advised regarding an additional variable; exterior grounds. It was agreed that Mr. Evans and the Facilities Committee need to be involved in long term planning and possible restructuring.

FMDA – SWISH Information –

Three documents were distributed; a document titled ‘Background on FMDA from Chris Locarno’, A copy of the FMDA RFP, and a document titled ‘FMDA Bylaws (Established 2010) As amended and approved by the membership on May 20, 2019’. Mrs. Perreault advised the FMDA has been working hard to obtain the best/deals. With SWISH the BUUSD is receiving the best deals and the best quality of required “green cleaning” products. SWISH also provides training in the use of products, proper techniques for use of machinery/products, instruction on use and maintenance of machinery, provides maintenance on machinery, and provides required MSD’s, Material Safety Data sheets for every product used by the BUUSD. This year’s RFP process was delayed due to COVID, but SWISH was recently awarded the contract. Mrs. Perreault advised that the BUUSD’s SWISH representative, Leon Beede, is very knowledgeable and provides excellent service. Mrs. Pompei feels there should be better communication between the three buildings, and going forward, feels that the schools need to install the most effective SWISH products, rather than the ones currently being used. Brief discussion was held regarding ‘preferred’ products. Mrs. Spaulding suggested having a preferred list for SWISH (similar to the arrangement with WB Mason). Since a preferred list was put in place at WB Mason, she feels that purchasing is working more consistent and believes has been more cost effective. Mrs. Pompei believes dispensers should be replaced with dispensers that use the most cost effective products. Mrs. Perreault would like to get all building ‘leads’ together for discussion and coordination. Mrs. Spaulding queried whether or not SWISH will replace dispensers for free. Mr. Malone suggested that it may be beneficial to do a certain amount of ‘stockpiling’ in preparation for next year. Mr. Malone questioned purchases he is seeing while there is a freeze on spending. Mrs. Perreault advised that some COVID related items had to be ordered, and that some of the items that are arriving may have been on back-order. It was also noted that summer cleaning is ramping up and we need to be sure that we get all of the supplies we need. Mrs. Pompei queried how COVID expenses are justified. Mrs. Perreault advised that no clear guidance was received regarding what will be considered reimbursable under COVID. No approved list of approved COVID supplies has been provided to the BUUSD. Mrs. Perreault provided a brief overview of coding for COVID supplies/services, advising that administrators are trusted to code qualifying items appropriately for identification later. Mrs. Spaulding will contact Mr. Cecchinelli regarding Facility Committee items discussed during this meeting.

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5.4 American Gift Funds Contribution to After-school Programs

Mrs. Perreault advised that she received a call from Lyman Amsden, who is on the Board of the American Gifts Funds. American Gift Funds has very generously contributed thousands of dollars for after-school programs (FY19 \$140,000 and FY20 \$70,000). The first donation funded two after-school program sessions in FY19. Total expenditures for the FY19 program were \$35,790. Due to COVID closure, there is currently no after-school program. Mr. Amsden advised that he wants to use \$80,000 of the funds received by the BUUSD, to help support the Barre City pool project (which had a shortfall of \$100,000), and has instructed Mrs. Perreault to send \$80,000 of the American Gift Funds to Barre City to be used on the pool project. The BUUSD still has a balance of \$81,000 and next year, American Gift Funds will contribute another \$70,000, for a balance of \$151,000.

Mr. Malone provided some historical information regarding American Gift Funds contributions. The Scholarship Trust fund used to receive three \$10,000 scholarships. Those scholarships stopped when AGF began funding the after-school program. This year, the Scholarship Trust received two \$10,000 scholarships from AGF. The Scholarship Trust Fund Board met yesterday (06/01/20).

6. Old Business

6.1 FY20 Projections

BUUSD Fund Balances – June 2, 2020

BUUSD FY20 Year-end Projection Report – June 2, 2020

BUUSD Expense Report – dated May 20, 2020

CVCC FY20 Year-end Projection Report – dated – June 2, 2020

CVCC FY20 Budget – dated 05/20/20

BUUSD Revenue Report (CVCC) – dated 05/20/20

Mrs. Perreault reported that the year-end projections have not changed since last month. The deficit is listed as \$833,000, but there are some reserves. The BUUSD came into the year with a negative fund balance of \$316,000, but the BUUSD does have the tax stabilization fund and Capital funds, as well as holding back \$200,000 for FY21. Essentially, the deficit is on the budget vs expenses, vs revenues. The deficit is really a \$74,000 deficit because we have funds to off-set the negative amount. It is wise to look for savings in FY21, which will also help in FY22. Mrs. Perreault wants the Committee to understand that even though there is a deficit listed, the BUUSD will not have a negative balance in its checking account. Mrs. Spaulding is concerned that next year there will be a big deficit and there will be no money in the fund balance. Mrs. Perreault advised that this year there was a significant increase in the budget because we budgeted realistically for positions we felt were really needed. In the past, budgets were cut because the Boards were looking for a specific budget increase target that resulted in an unrealistic budget. Though this year's budget was built appropriately, we are looking for some savings in anticipation of the FY22 budget, which we believe will be problematic.

Mrs. Spaulding is concerned that the deficit is mainly caused by SPED expenses, and hopes that in the future we can be more creative in how SPED services are delivered, so that the costs will be lower. Mrs. Spaulding is also concerned that disruptions caused by COVID, may result in additional issues with students, resulting in greater expenses. Mr. Malone also reiterated that SPED costs are high and there seems to be no upper limit on SPED expenses. Mrs. Anderson reiterated that the goal of the SEA project, is to lower the need for expensive 'out-placement programs'. At the same time, for the lower grades, discussions are being held regarding restorative classroom programs as well as other options for social and emotional needs, with the long term goal, to lessen the need for outplacements and more expensive supports. Mr. Coon advised that as the result of some changes, money is being saved, but it is hard to track. Some new programs may have resulted in keeping student in-house, but other expenses are also increasing. Mrs. Spaulding is concerned that spending freezes impact regular education only, so any cuts impact regular education, never SPED. Mr. Wells advised that he believes that as SPED is consolidated under the BUUSD, there will be more opportunities to look at uniform approaches and share 'best practices', instead of each individual school being their own LEA. This approach may lead to services that are better for students and result in cost savings. Uniform approaches to behavioral issues will also be beneficial and may also help reduce the number of out of district placements.

6.2 FY21 Budget

Two documents were distributed; a document titled 'BUUSD Budget Cut Considerations (dated 01/02/20) and a document containing anticipated staffing needs for BTMES and BCEMS. Mrs. Perreault provided a brief overview of the Budget Cut Considerations document, advising of some possible district wide and special education reductions. This document is the beginning of what has been being discussed. There could be as many as 8 professional positions that administrators are considering not filling. This research is just the beginning of where administrators are identifying potential savings.

Mrs. Spaulding asked that all directors look for possible savings. Mrs. Nye advised that BTMES has continued with the freeze on supplies, including supplies for next year (FY21). Fall requisitions are on hold. Everything is frozen for now. Mrs. Spaulding reiterated that we must be careful on what we spend.

In response to a query, Mrs. Perreault advised that the BUUSD's COVID related expenses will be covered, but the BUUSD does not have its allocation yet. The intent of CARES money is to cover COVID expenses, though we do not know how much money will be received or when it will be received.

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Mrs. Pompei queried regarding possible sale of personal printers. Mrs. Nye advised that the plan was to send the printers to ReStore as they did not have much value. Mrs. Perreault advised that a few printers may be kept as back-ups.

The Committee reviewed the Anticipated Staff Reports. Clarification was provided regarding coding (SLP – Speech/Language Pathologists, CM – Case Managers, L – Literacy, and M – Math). Mrs. Pompei was hoping to see more of a breakdown of BIs and Para-educators by grade level. Discussion was held regarding COVID restrictions on class size and how that will impact the number of classes. BIs, paras, and other specialists will add to the classroom counts. The Committee questions how this may impact the school day in general (longer days, to hold more classes?). There are also many questions relating to transportation of students, and the possibility of needing to hire additional staff. At the present time, there is not enough guidance from the State to be able to make those decisions. Mr. Wells shares those concerns relating to planning for the opening of school during the COVID crisis, and advised regarding the planning committee that is being formed. Mr. Malone advised that his main concern is funding.

7. Other Business

None.

8. Items for Future Agendas

Mrs. Spaulding queried regarding the necessity of having an Athletic Director at each school and the possibility of restructuring this area. Mrs. Spaulding will create a list of specific questions related to non-custodial supply purchasing, and forward the list to administrators so that they may perform research prior to the August meeting.

In response to a query, Mrs. Marold advised that there are many different substitutes and positions to put them in. Mrs. Pompei would like Mrs. Marold to provide information regarding the different reasons teachers are requesting substitutes.

Future Agenda Items:

- Summer Projects Update
- Efficiency Studies;
 - Custodial Responsibilities and Shifts
 - Custodial Supply Purchasing (**August**)
 - Efficiency in coordinated supply purchases/procedures (non-custodial) (**August**)
 - BCEMS Athletic Director – Possible Restructuring
 - Substitutes – How Are They Being Utilized
- FY20 Projections
- FY21 Budget
- FY22 Budget Development (**August**)
- Solar Management for FY20 (**September**)

9. Next Meeting Date

The next meeting is Tuesday, July 7, 2020 at 5:30 p.m.

10. Adjournment

The Committee agreed by consensus to adjourn at 7:46 p.m.

Respectfully submitted,
Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT FACILITIES AND TRANSPORTATION COMMITTEE MEETING BUUSD Central Office – First Floor Conference Area June 8, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

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

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Hayden Coon, BCEMS Principal
Jamie Evans, Facilities Director
Scott Griggs, CVCC Assistant Director

GUESTS PRESENT:

1. Call to Order

The Chair, Mr. Cecchinelli, called the Monday, June 8, 2020 BUUSD Facilities and Transportation Committee meeting to order at 5:37 p.m., which was held via video conference (Zoom).

2. Additions and/or Deletions to the Agenda

5.1 Swish Representative – FDMA Buyers Group – buyers group should be labeled “FMDA” (Facilities Maintenance and Directors Association)

3. Public Comment

None.

4. Approval of Minutes

4.1 Approval of Minutes – May 11, 2020 BUUSD Facilities and Transportation Committee Meeting

The Committee agreed by consensus to approve the Minutes of the May 11, 2020 BUUSD Facilities and Transportation Committee meeting.

5. New Business

5.1 Swish Representative – FMDA Buyers Group

Mr. Evans advised that he has been in discussions with Mrs. Perreault and it was noted that SHS wasn't, until recently, in the FMDA Buyers Group. Mrs. Perreault is working with Chris Locarno to make sure that SHS and the Central Office are part of the Buying Group and will receive the same prices as the other schools in the district. After that issue is finalized, discussion can begin relating to any other issues that may have been identified. Mr. Cecchinelli queried regarding different levels of buying in bulk. It is believed that anyone in the buyers group will receive the same price for the specified items. FMDA is a statewide buying group, and any school that joins the group should receive the same pricing. Mr. Isabelle queried regarding how the BUUSD would proceed if they wanted to leave the buying group and go out to bid solo. Mr. McMichael advised that FMDA did go out to bid for products. It was noted that at the previous Finance Committee, it was announced that SWISH won the most recent bid for FMDA.

6. Old Business

6.1 Summer Projects Update

BCEMS Bus Loop – This project went out to bid and bids were due last Thursday. Six contractors were invited to bid, of which, three came to the site visit. Of the three that attended the site visit, two submitted bids and one declined to bid. The recommendation to hire a specific contractor will be presented to the Board at their next meeting.

BTMES Canopy – A site visit was held last Friday. Six contractors were invited to attend. Three contractors participated in the site visit. Bids are due one week from Friday (06/12/20).

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SHS Underground Heating Pipes – All of the necessary information has been obtained. An RFP is being crafted.

In response to a query regarding bidders for projects, Mr. Evans advised that some contractors bid on multiple projects, some bid on only one. Bidding is related to the type of work that contractors do, so not all would be qualified to do the work on all projects.

6.2 SEA Project Update

Mr. Evans and Mr. Derner are in daily contact with architect David Laurin, and meet with him twice a week. The Project Team meets once per week. The closing for the purchase of the property has been completed. Building design is ongoing and is proceeding well. It is anticipated that by 06/15/20, plans will be ready to be presented to the Barre City Design Review Board. Contractors who wish to bid on the project need to be pre-qualified, which means that only contractors who meet required standards will be 'qualified' and allowed to bid.

In response to a query, Mr. Evans provided an overview of how the BUUSD determines which contractors to reach out to for specific jobs. It was noted that contractors are generally solicited based on prior work and recommendations. Bidders must fulfill bidding requirements. Mr. McMichael advised that most 'jobs' are posted publicly so most contractors are advised regarding upcoming jobs. Mr. Isabelle would like to know more about the process. Mr. Evans advised that there is no formal process, but the BUUSD does follow statute, which requires proof that at least three bids are solicited. Typically, three or more contractors bid on projects. Mr. Isabelle queried regarding any possible buried underground debris that may be present due to a house fire that occurred years ago. Mr. Evans advised that it is his understanding that the fire debris was trucked off site and he is not aware of any buried debris.

6.3 Electric Bus Update

Mr. Evans advised that the RFP for buses was delayed due to language that needed to be fine-tuned. Mrs. Perreault had advised that STA Corporate offices wanted some language changed. Grant monies are still available for the purchase of the buses. Mr. Evans advised that power charging stations cannot be installed until the charging requirements are known. Different types of buses may have different charging requirements.

7. Other Business

In response to a query regarding removal of brush by the riverbed (at SHS), Mr. Evans advised that brush removal was completed to clean up the area and to improve the view of the student parking lot.

8. Items to be Placed on Future Agendas

Mr. Evans advised that in July he will receive bids for the SHS and BTMES projects. The BCEMS Bus Loop bids have been received, and he believes the low bid is in the \$40,000 range. Mr. Evans will send to Committee Members, a summary of bids along with his recommendations. Committee Members should contact Mr. Evans if they have any concerns.

9. Next Meeting Date

The July 13, 2020 meeting is cancelled.

The next meeting will tentatively be held on Monday, August 10, 2020 at 5:30 p.m.

10. Adjournment

The Committee agreed by consensus to adjourn at 6:03 p.m.

Respectfully submitted,

Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT
CURRICULUM COMMITTEE MEETING
 Via Video Conference - Zoom
 May 26, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

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

COMMITTEE MEMBERS ABSENT:

Alice Farrell (BC)

ADMINISTRATORS PRESENT:

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

OTHER BOARD MEMBERS PRESENT:

COMMUNITY MEMBERS PRESENT:

1. Call to Order

The Chair, Mrs. Pompei, called the Tuesday, May 26, 2020, BUUSD Curriculum Committee meeting to order at 5:32 p.m., which was held via video conference (Zoom).

2. Additions and/or Deletions to the Agenda

Delete 8.1 Debriefing of Remote Learning – this item will be on the June Agenda
 Discuss Agenda Item 5.2 out of order – before Agenda Item 5.1

3. Public Comment

None.

4. Approval of Minutes - April 28, 2020 Meeting

The Committee agreed by consensus to approve the minutes of the April 28, 2020 BUUSD Curriculum Committee Meeting.

5. New Business

5.1 Review Draft Survey for Families on Remote Learning

A document titled 'Remote Learning Family Survey' (draft survey) was distributed (via a link). Mrs. Barewicz advised that the draft survey is a "mash-up" of a survey provided by the Great Schools Partnership and other area schools and also includes input from individuals. The survey was displayed. The start-up of school may involve some remote learning, so it will be important to receive input from parents. The current learning was an emergency situation, but if remote learning is used in the fall, it can be more planned out and intentional. Mrs. Barewicz provided a brief overview of the draft survey.

Mrs. Pompei suggested adding a question such as "Do parents feel the work being assigned is meaningful? It was agreed that this type of question should be added.

Mrs. Pompei suggested that a notation be added to the beginning of the survey, advising that a separate survey should be completed for each child in the family. The Committee agreed to this addition.

Mrs. Pompei also suggested that a question be added regarding software applications. Parents should respond regarding software applications that were useful, and those that didn't work well for their student(s). The Committee agreed that this information would be helpful and should be added to the survey.

The instructional leadership team will review the survey and provide their input on Monday (06/01/20). Surveys will be distributed more towards the end of the school year. There will also be a survey for teachers and support staff, to receive feedback on what they feel would assist with remote learning/teaching.

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It was agreed that a Student Survey should also be created.

Mrs. Nye suggested distributing paper copies of student/parent surveys with the meals that are being delivered. The Committee agreed to this additional form of survey distribution. The student survey will have a submission deadline of 06/10/2020.

5.2 Discussion: Meeting Social and Emotional Needs Remotely

Mr. Aither displayed a presentation titled 'BUUSD Curriculum Committee Presentation Guidelines'. Mr. Aither introduced himself and advised regarding his tenure at SHS (currently in his 7th year as Assistant Principal, and previously 3 years as a Behavioral Specialist). Mr. Aither began his presentation with an overview of the curricular area of Social and Emotional learning, advising that it is a soft skill that is always developing. There is no specific course on this topic, but rather there are various units included in courses (K-12), as well as targeted interventions. Content meets students 'where they are'. Curriculum is sometimes driven by outside factors, including; trauma, socio-economic factors, life experiences, and social media. The Vermont AEO considers Social/Emotional skills as transferable skills and have identified 5 specific skills, the two most important ones being (#2) Self Direction and (#4) Responsible and Involved Citizenship. Mr. Aither advised regarding various curricular components that are in place. S/E skills are taught in units in various courses, including; Grade 9 Wellness, Grades 11 – 12 Health, Grade 10 - iGen Citizenship (a companion course to Driver's Ed), and Core Values Education (The CoVE – a Special Education Program – available only to those on IEPs). The CoVE program is an intervention level program. iGen Citizenship includes HHB topics (Hazing, Harassment, and Bullying). Mindfulness Morning Meditation is also available. Mindfulness Morning Meditation is continuing during remote learning. Intervention level supports (for when an issue has occurred) are comprised of 'reflective discussions' (facilitated discussions), 'restorative practices', and use of 'Honor Code' (by Everfi – an online interactive program sponsored by Norwich University). Intervention level supports may involve many different individuals, including; administrators, guidance, the ACCESS Coordinator, Student Assistance Professionals, EST Case Managers, school social workers, special educators, and therapists. The Honor Code software is used to educate students who have been involved in, or leaning towards, behavior that involves hazing, harassment, or bullying. The software educates students from three perspectives; those who have experienced bullying, those who have bullied someone else, and those who have been bystanders. The ACCESS Program is an intentional focused space used to help students identify the reasons for specific behaviors, and assist students with devising plans to help them overcome disruptive behaviors. Mrs. Waterhouse advised that the SHS ACCESS Program, which was implemented a number of years ago, has been very successful, and other entities have approached SHS seeking information related to setting up similar programs in other schools. Distance Learning supports include; guidance, special educators, the school social worker, EST case managers, administrators, advisors, and teachers. SHS is providing resources to families (phone numbers for various types of assistance) and reporting concerns to DCF and/or the police (when students have been out of contact for more than 10 days). Mrs. Waterhouse advised that the school receives alerts when a student who is signed into their Google account, makes any form of concerning statement(s) or searches. These alerts go directly to cell phones and e-mail alerts are also sent.

Mr. Aither advised regarding the Youth Risk Behavior Survey, which assists with identifying possible risky types of behavior that students are engaging in. The survey, which is taken every two years, is anonymous. Mr. Aither advised regarding some of the statistics learned from the survey taken 2 years ago.

Mrs. Waterhouse advised that she is working with the Curriculum Director regarding providing training to faculty members on the topic of supporting LGBT students.

Mr. Aither advised regarding statistics that indicate there is a strong correlation linking trauma and adverse childhood experiences (ACES) to long term health issues and age of death. Discussions are being held regarding how to mindfully and intentionally deliver this information to students. There is also encouraging information that indicates positive relationships with teachers, staff, and other caring adults, can help students lessen or overcome issues related to ACES.

Mr. Aither advised regarding 'Character Play Book' for students in grades 7 – 9 and 'Mental Wellness Basics' for grades 8 – 12. It was noted that these two programs are not sponsored, and are not free for the school to use. These programs are at a 'cost per license'.

It was noted that there is trauma related to COVID, and that students who were in crisis before COVID, are having a more difficult time. The media has been reporting a rise in domestic violence issues. As students are not physically at the school, it can be difficult to identify those that may be suffering from domestic violence or other issues. For many students, school was their safe space, a place where they were supported, warm and fed. School has been 'an escape'. Administrators and staff are very concerned with student welfare during remote learning, and it will be challenging to prepare students to return to school.

Mr. Hennessy reiterated the concern for student welfare, advising that he has been performing wellness checks on students for the past two weeks. Mr. Hennessy has been performing wellness checks at homes and today, spent 45 minutes with students at Currier Park,

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where some middle students have been congregating and getting into some trouble. The behavior teams have been meeting to discuss students who have 'disappeared'. Currently, student welfare is the priority over academics.

Mrs. Nye agrees with the information that has been shared thus far. Mrs. Nye advised that a behavior intervention called CICO (check-in/check-out) was used for only a handful of students in March. Currently the list of students using this intervention has quadrupled. Some students are experiencing issues at home, which has been contributing to their lack of attendance. Staff and administrators will need to discuss how to support these students upon their return in the fall. Mrs. Waterhouse advised that there are many administrators and staff who are not trained in managing these types of issues. Mrs. Nye advised that there are Dave Melnick training sessions (videos) that staff can watch. Mr. Melnick is a licensed clinical social worker with NFI. His training relates to trauma informed practices and anyone can join and watch the videos. Training with Mr. Melnick had been previously scheduled, but weather and COVID prevented it from occurring. Mrs. Barewicz reiterated need to train staff to deal with the stress.

Mrs. Waterhouse advised that she recently received an e-mail regarding a conference titled 'Psychological Trauma in the Age of CORONA Virus'. This conference will be led by Dr. Bessel van der Kolk, the author of the book "The Body Keeps the Score". Mrs. Waterhouse advised that she has read the book and it is one of the most impactful books surrounding trauma. She plans to attend the conference.

Mrs. Pompei asked if Dave Melnick video training can be required as part of mandatory employee training. Mrs. Barewicz advised that training is being planned for para-educators during the last week of school and the Dave Melnick videos are one of the options and can be made mandatory.

Mr. Hennessey advised that BCEMS has set up remote learning using Developmental Design (for building relationships and community building). Students check in with staff daily (as part of remote learning) and staff have continued morning meetings. under remote learning. the Behavior Team has a drop-in feature (The Bull Dog Den) for students who are struggling. Kids are using this voluntary feature. Teams are holding discussions on who needs to be checked in on. Check-ins involve Mr. Hennessey, Mr. Coon, Behavior Support staff, Officer Fleury, and sometimes DCF. BCEMS continues its connections with WCMH.

Mrs. Nye advised that BTMES uses Responsive Classroom and PBIS for elementary students for purpose of connecting with the classroom community. The various (staff) grade level groups meet twice a week, with support staff also attending some of the meetings. The social media alert software is also in place for BTMES and BCEMS. It was noted that the meal delivery sites are very helpful in checking in with students, and the recently started Bobcat Sighting activity has been very well received.

5.3 Review Assessment Plans for Start of School Year

Literacy and Math Assessment Calendars for 2019 were distributed. Mrs. Barewicz reported that the BUUSD has a good, solid local assessment system was in place. Staff and administrators are comfortable with the system. Next steps involve having teachers come together with curriculum leaders regarding timing of assessments. There will most likely be a lot of assessments in pre-k through 8, though assessments work differently at the high school level. At SHS, staff know the pre-requisites, and will embed some of the prerequisite work into the next class. Because of the transient population and different feeding schools, the high school, has to some degree, always had to meet the needs of students 'where the students are at'.

Mrs. Pompei queried regarding any modifications that need to be made to the assessment schedule, which is dated for 2019. Mrs. Barewicz advised that typically, the assessment plan doesn't change much year to year. She hasn't assembled the team yet to identify any specific targets, but feels the assessment plan is very solid and robust. Mrs. Barewicz advised that her greatest concern is with assessing social/emotional needs. Mrs. Pompei queried regarding any plans to test before school starts or as soon as students get into school. Mrs. Barewicz advised that she believes the first few weeks will focus on reconnecting with students and being supportive. No new learning is planned for the first few weeks.

Mr. Hennessey advised that some parents are concerned regarding academics and are questioning whether their children should be held back a grade. Mr. Hennessey is advising elementary school parents know that all students suffered some academically, and there is no need to keep students back.

Mrs. Nye advised that it will be "all hands on deck" to perform student assessments. Mrs. Barewicz reported that with COVID causing school closure, some Special Education evaluations were not able to be completed. Those evaluations will need to be performed as soon as possible. Also, at this point, not enough is known about any summer services. Mrs. Nye advised that face masks will most likely impede testing. Mrs. Waterhouse reported that she has been meeting with area principals, discussing the possible impact of only allowing a limited number of students into the building at the beginning of the school year.

6. Old Business

None.

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7. Other Business

None.

8. Items for Future Agendas

In response to a query, it was noted that the Youth Risk Behavior Survey Results are usually presented to the Board (in early fall). This item will not be added as a future agenda item.

Future Agenda Items:

- Debriefing of Remote Learning
- Remote Learning Survey Results (Staff and Student)

9. Next Meeting Date

The next meeting is Tuesday, June 23, 2020 at 5:30 p.m. via Video Conference (Zoom).
No meeting will be held in July.

10. Adjournment

The Committee Agreed by consensus to adjourn at 6:45 p.m.

Respectfully submitted,
Andrea Poulin

BARRE UNIFIED UNION SCHOOL DISTRICT - FY20 YEAR END PROJECTION REPORT - June 2, 2020

| | Location | Account Number / Description | Adopted Budget | Y-T-D Expenses | Encumbrances | Year-end Projection | BALANCE | Narrative |
|----|----------|-------------------------------------|----------------------|--------------------|--------------------|------------------------|--------------------|-----------|
| | | | 7/1/2019 - 6/30/2020 | 7/1/2019 - 5/20/20 | 7/1/2019 - 5/20/20 | 7/1/2019 - 5/20/20 | 7/1/2019 - 5/20/20 | |
| 1 | BTMES | 1101 DIRECT INSTRUCTION - PRESCHOOL | \$455,748 | \$355,712 | \$97,757 | \$455,000 | \$748 | |
| 2 | BTMES | 1101 DIRECT INSTRUCTION | \$4,183,972 | \$3,314,298 | \$913,312 | \$4,215,000 | -\$31,028 | |
| 3 | BTMES | 1102 ART | \$104,163 | \$81,103 | \$22,427 | \$104,000 | \$163 | |
| 4 | BTMES | 1103 INTERVENTION | \$71,186 | \$54,462 | \$16,265 | \$71,000 | \$186 | |
| 5 | BTMES | 1104 ENGLISH SECOND LANGUAGE | \$38,762 | \$28,780 | \$8,616 | \$38,000 | \$762 | |
| 6 | BTMES | 1105 FAMILY & CONSUMER SCIENCES | \$50,199 | \$38,216 | \$11,430 | \$50,000 | \$199 | |
| 7 | BTMES | 1106 WORLD LANGUAGE | \$72,936 | \$55,465 | \$16,265 | \$72,000 | \$936 | |
| 8 | BTMES | 1108 MUSIC | \$147,345 | \$111,898 | \$31,415 | \$144,000 | \$3,345 | |
| 9 | BTMES | 1109 PHYSICAL EDUCATION | \$157,384 | \$101,761 | \$34,369 | \$137,000 | \$20,384 * | |
| 10 | BTMES | 1110 TECH ED | \$36,179 | \$26,180 | \$7,926 | \$35,000 | \$1,179 | |
| 11 | BTMES | 1501 CO-CURRICULAR | \$69,600 | \$63,890 | \$0 | \$63,890 | \$5,710 | |
| 12 | BTMES | 2120 GUIDANCE | \$147,470 | \$111,359 | \$34,239 | \$146,000 | \$1,470 | |
| 13 | BTMES | 2131 HEALTH | \$162,264 | \$121,795 | \$36,118 | \$160,000 | \$2,264 | |
| 14 | BTMES | 2141 BEHAVIOR SUPPORT | \$78,487 | \$68,025 | \$16,399 | \$84,500 | -\$6,013 | |
| 15 | BTMES | 2220 LIBRARY | \$147,555 | \$116,219 | \$28,758 | \$145,000 | \$2,555 | |
| 16 | BTMES | 2410 PRINCIPALS OFFICE | \$621,363 | \$499,777 | \$38,260 | \$550,000 | \$71,363 * | |
| 17 | BTMES | 2491 DUPLICATING | \$33,520 | \$40,640 | \$9,020 | \$50,000 | -\$16,480 * | |
| 18 | BTMES | 2580 TECHNOLOGY | \$100,000 | \$98,468 | \$0 | \$99,000 | \$1,000 | |
| 19 | BTMES | 2610 FACILITIES | \$1,186,551 | \$1,045,220 | \$87,290 | \$1,135,000 | \$51,551 * | |
| 20 | BTMES | 2660 SCHOOL RESOURCE OFFICER | \$50,000 | \$4,885 | \$0 | \$4,885 | \$45,115 * | |
| 21 | BTMES | 2716 CO-CURR TRANSPORTATION | \$25,000 | \$2,597 | \$0 | \$2,597 | \$22,403 * | |
| 22 | TOTAL | 1020 BARRE TOWN SCHOOL | \$7,939,684 | \$6,340,750 | \$1,409,866 | \$7,761,872 | \$177,812 | |
| 23 | SHS | 1101 DIRECT INSTRUCTION | \$963,220 | \$786,136 | \$209,815 | \$965,000 | -\$1,780 * | |
| 24 | SHS | 1102 ART | \$133,321 | \$109,412 | \$27,709 | \$137,250 | -\$3,929 | |
| 25 | SHS | 1104 ENGLISH SECOND LANGUAGE | \$11,677 | \$8,593 | \$2,447 | \$11,500 | \$177 | |
| 26 | SHS | 1105 FAMILY & CONSUMER SCIENCES | \$144,239 | \$89,236 | \$15,634 | \$105,000 | \$39,239 * | |
| 27 | SHS | 1106 WORLD LANGUAGE | \$262,279 | \$173,474 | \$51,598 | \$225,100 | \$37,179 * | |
| 28 | SHS | 1108 MUSIC | \$137,021 | \$106,910 | \$26,553 | \$134,000 | \$3,021 | |
| 29 | SHS | 1109 PHYSICAL EDUCATION | \$103,749 | \$85,489 | \$24,721 | \$110,500 | -\$6,751 | |
| 30 | SHS | 1111 ENGLISH | \$522,758 | \$389,847 | \$113,407 | \$504,000 | \$18,758 * | |
| 31 | SHS | 1112 MATH | \$501,483 | \$427,143 | \$121,147 | \$549,000 | -\$47,517 * | |
| 32 | SHS | 1113 SCIENCE | \$459,280 | \$299,369 | \$79,576 | \$380,000 | \$79,280 * | |
| 33 | SHS | 1114 SOCIAL STUDIES | \$383,381 | \$302,311 | \$87,640 | \$391,000 | -\$7,619 | |
| 34 | SHS | 1115 BUSINESS ED | \$70,808 | \$55,050 | \$15,269 | \$71,000 | -\$192 | |
| 35 | SHS | 1116 WORK BASED LEARNING | \$148,274 | \$143,225 | \$42,233 | \$186,000 | -\$37,726 * | |
| 36 | SHS | 1117 DRIVER'S ED | \$77,427 | \$65,515 | \$15,782 | \$82,000 | -\$4,573 | |
| 37 | SHS | 1118 PHOENIX PROG | \$132,355 | \$116,690 | \$35,533 | \$153,000 | -\$20,645 * | |
| 38 | SHS | 1301 TECHNICAL EDUCATION | \$1,099,924 | \$980,329 | \$0 | \$981,000 | \$118,924 * | |
| 39 | SHS | 1401 ATHLETICS | \$464,638 | \$362,574 | \$19,215 | \$382,000 | \$82,638 * | |

| | | | | | | | |
|----|----------------------------------|--------------------------------------|-------------|-------------|-------------|-------------|--------------|
| 40 | SHS | 1501 CO-CURRICULAR | \$70,600 | \$75,336 | \$480 | \$76,000 | -\$5,400 * |
| 41 | SHS | 2120 GUIDANCE | \$464,246 | \$351,215 | \$89,758 | \$435,000 | \$29,246 * |
| 42 | SHS | 2131 HEALTH | \$114,276 | \$83,736 | \$35,867 | \$120,000 | -\$5,724 |
| 43 | SHS | 2190 JROTC | \$92,295 | \$165,018 | \$24,879 | \$190,000 | -\$97,705 * |
| 44 | SHS | 2220 LIBRARY | \$127,516 | \$125,638 | \$24,775 | \$151,000 | -\$23,484 * |
| 45 | SHS | 2410 PRINCIPALS OFFICE | \$633,635 | \$532,216 | \$51,792 | \$610,000 | \$23,635 * |
| 46 | SHS | 2580 TECHNOLOGY | \$90,000 | \$80,869 | \$0 | \$81,000 | \$9,000 |
| 47 | SHS | 2610 FACILITIES | \$1,181,566 | \$1,004,133 | \$59,822 | \$1,120,000 | \$61,566 * |
| 48 | SHS | 2660 SCHOOL RESOURCE OFFICER | \$50,184 | \$32,457 | \$0 | \$32,457 | \$17,727 |
| 49 | SHS | 2711 TRANSPORTATION | \$90,000 | \$62,730 | | \$62,730 | \$27,270 * |
| 50 | SHS | 2716 CO-CURR TRANSPORTATION | \$37,000 | \$1,989 | \$0 | \$1,989 | \$35,011 * |
| 51 | SHS | 5020 LONG TERM DEBT | \$231,000 | \$229,621 | \$0 | \$229,621 | \$1,379 |
| 52 | TOTAL 1276 SPAULDING HIGH SCHOOL | | \$8,798,152 | \$7,246,261 | \$1,175,652 | \$8,477,147 | \$321,005 |
| 53 | BCEMS | 1101 DIRECT INSTRUCTION - PRESCHOOL | \$476,963 | \$331,415 | \$92,308 | \$425,000 | \$51,963 * |
| 54 | BCEMS | 1101 DIRECT INSTRUCTION | \$4,205,195 | \$3,302,506 | \$870,968 | \$4,175,000 | \$30,195 * |
| 55 | BCEMS | 1102 ART | \$140,456 | \$109,278 | \$31,472 | \$139,000 | \$1,456 |
| 56 | BCEMS | 1103 INTERVENTION | \$139,698 | \$103,104 | \$29,908 | \$133,000 | \$6,698 |
| 57 | BCEMS | 1104 ENGLISH SECOND LANGUAGE | \$37,749 | \$28,751 | \$8,567 | \$37,800 | -\$51 |
| 58 | BCEMS | 1105 FAMILY & CONSUMER SCIENCES | \$73,259 | \$54,478 | \$16,166 | \$71,000 | \$2,259 |
| 59 | BCEMS | 1106 WORLD LANGUAGE | \$45,022 | \$36,584 | \$10,920 | \$48,000 | -\$2,978 |
| 60 | BCEMS | 1108 MUSIC | \$119,194 | \$93,330 | \$26,723 | \$121,000 | -\$1,806 |
| 61 | BCEMS | 1109 PHYSICAL EDUCATION | \$172,855 | \$142,185 | \$41,579 | \$184,000 | -\$11,145 * |
| 62 | BCEMS | 1110 TECH ED | \$55,573 | \$44,164 | \$11,550 | \$56,000 | -\$427 |
| 63 | BCEMS | 1120 READING RECOVERY | \$75,679 | \$29,041 | \$8,567 | \$38,000 | \$37,679 * |
| 64 | BCEMS | 1401 ATHLETICS | \$35,380 | \$37,321 | \$0 | \$31,321 | \$4,059 |
| 65 | BCEMS | 1501 CO-CURRICULAR | \$10,500 | \$5,910 | \$5,910 | \$4,000 | \$6,500 |
| 67 | BCEMS | 2120 GUIDANCE | \$299,475 | \$231,470 | \$61,586 | \$293,000 | \$6,475 |
| 68 | BCEMS | 2131 HEALTH | \$131,582 | \$95,122 | \$28,260 | \$124,000 | \$7,582 |
| 69 | BCEMS | 2140 PSYCHOLOGICAL SERVICES | \$50,000 | \$46,056 | \$24,207 | \$50,000 | \$0 |
| 70 | BCEMS | 2141 BEHAVIOR SUPPORT | \$453,453 | \$357,996 | \$98,142 | \$455,000 | -\$1,547 |
| 71 | BCEMS | 2220 LIBRARY | \$167,610 | \$97,217 | \$19,068 | \$117,000 | \$50,610 * |
| 72 | BCEMS | 2410 PRINCIPALS OFFICE | \$521,946 | \$440,850 | \$38,381 | \$480,000 | \$41,946 * |
| 73 | BCEMS | 2580 TECHNOLOGY | \$92,000 | \$69,632 | \$0 | \$69,632 | \$22,368 * |
| 74 | BCEMS | 2610 FACILITIES | \$1,082,157 | \$1,150,586 | \$57,705 | \$1,200,000 | -\$117,843 * |
| 75 | BCEMS | 2660 SCHOOL RESOURCE OFFICER | \$75,900 | \$56,193 | \$0 | \$56,193 | \$19,707 |
| 76 | BCEMS | 5020 LONG TERM DEBT | \$72,480 | \$72,071 | \$0 | \$72,071 | \$409 |
| 77 | TOTAL 1381 BARRE CITY SCHOOL | | \$8,534,126 | \$6,935,260 | \$1,481,987 | \$8,380,017 | \$154,109 |
| 78 | BUUSD | 2490 EARLY ED ADMIN. | \$105,798 | \$100,231 | \$8,445 | \$109,000 | -\$3,202 |
| 79 | BUUSD | 2711 TRANSPORTATION | \$1,280,362 | \$1,052,087 | \$262,237 | \$1,315,000 | -\$34,638 * |
| 80 | BUUSD | 2212 CURRICULUM | \$353,963 | \$289,749 | \$49,057 | \$338,800 | \$15,163 * |
| 81 | BUUSD | 2311 BOARD | \$266,071 | \$251,975 | \$0 | \$260,000 | \$6,071 |
| 82 | BUUSD | 2313 REVENUE ANTICIPATION NOTE INTER | \$102,000 | \$0 | \$0 | \$108,000 | -\$6,000 |
| 83 | BUUSD | 2320 SUPERINTENDENT | \$274,901 | \$256,654 | \$16,573 | \$275,000 | -\$99 |

| | | | | | | | |
|-----|---|---------------------------------|--------------|--------------|-------------|--------------|--------------|
| 84 | BUUSD | 2510 BUSINESS OFFICE | \$531,882 | \$470,444 | \$39,218 | \$512,000 | \$19,882 * |
| 85 | BUUSD | 2560 COMMUNICATION SPECIALIST | \$73,388 | \$54,459 | \$5,204 | \$61,000 | \$12,388 * |
| 86 | BUUSD | 2570 HUMAN RESOURCES | \$224,264 | \$223,155 | \$15,585 | \$240,000 | -\$15,736 * |
| 87 | BUUSD | 2580 TECHNOLOGY | \$1,010,938 | \$1,020,397 | \$163,985 | \$1,170,000 | -\$159,062 * |
| 88 | BUUSD | 2610 FACILITIES | \$230,862 | \$222,767 | \$18,281 | \$240,000 | -\$9,138 |
| 89 | BUUSD | 2711 TRANSPORTATION | \$47,500 | \$21,565 | \$8,640 | \$32,000 | \$15,500 * |
| 90 | BUUSD | 1201 SPEC ED DIRECT INSTR | \$8,903,945 | \$7,543,069 | \$1,984,794 | \$9,440,000 | -\$536,055 * |
| 91 | BUUSD | 1202 SPEC ED ESY | \$60,445 | \$90,869 | \$0 | \$90,869 | -\$30,424 * |
| 92 | BUUSD | 1204 GAP PROGRAM - SEA | \$177,187 | \$222,055 | \$69,482 | \$293,000 | -\$115,813 * |
| 93 | BUUSD | 1205 ACT PROGRAM - SEA | \$87,958 | \$102,020 | \$30,492 | \$135,000 | -\$47,042 * |
| 94 | BUUSD | 2131 PT | \$33,105 | \$29,411 | \$5,206 | \$35,000 | -\$1,895 |
| 95 | BUUSD | 2140 PSYCHOLOGICAL SERVICES | \$393,292 | \$426,475 | \$113,925 | \$535,000 | -\$141,708 * |
| 96 | BUUSD | 2151 SPED SLP - SPEECH LANG | \$800,673 | \$620,192 | \$197,374 | \$810,000 | -\$9,327 |
| 97 | BUUSD | 2160 SPED OCCU THERAPIST | \$228,544 | \$159,564 | \$58,014 | \$218,000 | \$10,544 * |
| 98 | BUUSD | 2490 SPECIAL EDUCATION ADMIN. | \$485,647 | \$545,213 | \$47,911 | \$595,000 | -\$109,353 * |
| 99 | BUUSD | 2711 TRANSPORTATION | \$291,991 | \$336,199 | \$21,879 | \$345,000 | -\$53,009 * |
| 100 | BUUSD | 1204 GAP PROGRAM-SEA Non Reimb. | \$73,739 | \$38,871 | \$11,331 | \$50,500 | \$23,239 * |
| 101 | BUUSD | 1214 ECSE DIRECT INSTR | \$363,112 | \$189,774 | \$53,479 | \$243,500 | \$119,612 * |
| 102 | BUUSD | 1215 ECSE ESY DIRECT INSTR | \$11,275 | \$5,908 | \$0 | \$5,908 | \$5,367 |
| 103 | BUUSD | 2610 SEA UTILITIES | \$0 | \$4,881 | \$2,050 | \$6,200 | -\$6,200 |
| 104 | TOTAL 3097 BARRE UNIFIED UNION SCHOOL DISTI | | \$16,412,842 | \$14,277,984 | \$3,183,162 | \$17,463,777 | -\$1,050,935 |
| 105 | GRAND TOTAL | | \$41,684,804 | \$34,800,254 | \$7,250,667 | \$42,082,813 | -\$398,009 |

REVENUE- FY20

| | Account Number / Description | Adopted Budget | Y-T-D Revenue | Year-end Projection |
|-----|------------------------------|----------------------|---------------------|---------------------|
| | | 7/1/2019 - 6/30/2020 | 7/1/2019 -5/20/2020 | |
| 106 | TUITION PRESCHOOL | \$0 | \$8,342 | \$8,342 |
| 107 | TUITION-SECONDARY | \$200,000 | \$159,500 | \$159,500 |
| 108 | INTEREST REVENUE | \$55,000 | \$102,782 | \$110,000 |
| 109 | FACILITY RENTAL | \$5,000 | \$6,250 | \$6,250 |
| 110 | MISC REVENUE | \$15,000 | \$18,464 | \$15,664 |
| 111 | GATE RECEIPT REVENUE | \$0 | \$14,025 | \$14,025 |
| 112 | COBRA INS. REVENUE | \$5,000 | \$12,009 | \$12,009 |
| 113 | VSBIT GRANTS/INS REVENUE | \$0 | \$80,604 | \$80,604 |
| 114 | AP EXAM FEES - REVENUE | \$0 | \$6,242 | \$6,242 |
| 115 | JROTC REVENUE | \$0 | \$51,262 | \$85,000 |
| 116 | EDUCATION SPENDING | \$32,689,276 | \$17,550,466 | \$32,689,276 |
| 117 | CITY OF BARRE EDUCATION TAX | \$0 | \$4,897,845 | |
| 118 | TOWN OF BARRE EDUCATION TAX | \$0 | \$6,483,365 | |
| 119 | TRANSPORT STATE AID | \$530,000 | \$559,538 | \$559,538 |
| 120 | DRIVERS EDUCATION | \$12,000 | \$142 | \$142 |
| 121 | HIGH SCHOOL COMPLETION | \$11,000 | \$0 | \$1,000 |

| | | | | |
|-----|-----------------------------------|-----------------|-----------------|--------------|
| 122 | VT DEPT PUBLIC SAFETY GRANT - REV | \$0 | \$7,351 | \$7,351 |
| 123 | FUND BALANCE APPLIED | \$200,000 | \$0 | \$200,000 |
| 124 | SPED EXCESS COST TUITION | \$10,000 | \$0 | \$5,000 |
| 125 | SPEC ED MAINSTREAM BLOCK | \$860,893 | \$650,000 | \$650,000 |
| 126 | SPED INTENSIVE REIMB | \$5,541,000 | \$5,091,866 | \$5,200,000 |
| 127 | SPED EXTRA ORD. | \$850,000 | \$235,027 | \$600,000 |
| 128 | SPED ECSE | \$200,635 | \$200,635 | \$200,635 |
| 129 | SPED STATE PLACED | \$500,000 | \$253,808 | \$425,000 |
| 130 | CVCC ASSESSMENT | | \$169,938 | \$169,938 |
| 131 | INDIRECT ADMIN. REIMB. | | | \$26,000 |
| 132 | ERATE | | \$10,075 | \$10,075 |
| 133 | SOLAR REBATE | | \$7,887 | \$7,887 |
| | GRAND TOTAL | \$41,684,804.00 | \$36,577,423.00 | \$41,249,478 |
| | BUUSD SURPLUS/(DEFICIT) | | | -\$833,335 |

| LINE | NARRATIVE-5/20/20 |
|------|-------------------------------------|
| 133 | 9 Offsets sub wages |
| 134 | 16 Assist. Principal |
| 135 | 17 Wages |
| 136 | 19 Construction Services |
| 137 | 20 Lack of BTPD officers |
| 138 | 21 School Closure |
| 139 | 23 Tuition/Contracted Serv. |
| 140 | 26 Salary |
| 141 | 27 Salary |
| 142 | 30 Salary |
| 143 | 31 Salary |
| 144 | 32 Salary |
| 145 | 35 Benefits |
| 146 | 37 Benefits |
| 147 | 38 Enrollment |
| 148 | 39 Salary/Benefits-School Closure |
| 149 | 40 School Closure |
| 150 | 41 Contracted Services |
| 151 | 43 Reimbursed by DOD |
| 152 | 44 Para Wages-Benefits |
| 153 | 45 Contracted Services/Supplies |
| 154 | 47 Cust. Wages-ConstructionServices |
| 155 | 50 School Closure |
| 156 | 51 School Closure |
| 157 | 53 Para Wages-Tuition |
| 158 | 54 Salary/Wages |
| 159 | 61 Salary |

| | | |
|-----|----|--------------------------|
| 160 | 63 | Salary |
| 161 | 71 | Salary/Wages |
| 162 | 72 | Para wages/Postage |
| 163 | 74 | Roof |
| 164 | 79 | Riders-BT Midday Run |
| 165 | 80 | Salary/Wages |
| 166 | 84 | Contracted Services |
| 167 | 85 | Salary |
| 168 | 86 | Tuition/Contracted Serv. |

Central Vermont Career Center
FY20 Year-end Projections
June 2, 2020

| | | FY19 BUDGET | YTD Expenses | Encumb. | <i>Total Projected Expenses</i> | OVER/ UNDER BUDGET |
|----|------------------------------------|------------------------|-------------------------|----------------------|--|-----------------------------------|
| | ACCOUNT DESCRIPTION | 7/01/19-6/30/20 | 7/1/19-6/2/20 | 7/1/18-6/2/20 | 7/1/19-6/2/20 | PROJECTED |
| 1 | 1200 Special Educaiton Instruction | \$75,404.00 | \$56,209.00 | \$16,749.00 | \$73,000.00 | \$2,404.00 |
| 2 | 1300 Tech Ed Instruction | \$1,813,051.00 | \$1,323,349.00 | \$302,240.00 | \$1,652,000.00 | \$161,051.00 |
| 4 | 1410 Co-Curricular | \$20,055.00 | \$6,715.00 | \$359.00 | \$7,200.00 | \$12,855.00 |
| 5 | 2120 Guidance Services | \$61,732.00 | \$48,940.00 | \$14,238.00 | \$63,200.00 | (\$1,468.00) |
| 6 | 2130 Health Services | \$25,076.00 | \$18,551.00 | \$5,926.00 | \$25,000.00 | \$76.00 |
| 7 | 2212 Staff Support Services | \$1,639.00 | \$2,711.00 | \$0.00 | \$2,711.00 | (\$1,072.00) |
| 8 | 2220 Library Services | \$27,142.00 | \$21,537.00 | \$4,008.00 | \$26,000.00 | \$1,142.00 |
| 9 | 2225 Technology | \$17,500.00 | \$22,885.00 | \$0.00 | \$22,885.00 | (\$5,385.00) |
| 10 | 2310 School Board | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11 | 2321 Office of the Superintendent | \$169,938.00 | \$169,938.00 | \$0.00 | \$169,938.00 | \$0.00 |
| 12 | 2410 Director's Office | \$502,618.00 | \$467,026.00 | \$65,471.00 | \$532,000.00 | (\$29,382.00) |
| 13 | 2490 School Resource Officer | \$8,500.00 | \$7,125.00 | \$0.00 | \$7,125.00 | \$1,375.00 |
| 14 | 2523 RAN Interest | \$8,500.00 | \$0.00 | \$0.00 | \$8,000.00 | \$500.00 |
| 15 | 2600 Facilities | \$214,974.00 | \$220,560.00 | \$23,623.00 | \$240,000.00 | (\$25,026.00) |
| 16 | 2711 Transportation | \$22,400.00 | \$330.00 | \$250.00 | \$550.00 | \$21,850.00 |
| 17 | 5100 Bond Debt | \$51,384.00 | \$45,665.00 | \$0.00 | \$45,665.00 | \$5,719.00 |
| 18 | GRAND TOTAL | \$3,019,913.00 | \$2,411,541.00 | \$432,864.00 | \$2,875,274.00 | \$144,639.00 |

FY20 Revenue/Year-end Projection

| Account Description | FY20 BUDGET | YTD Revenue | Total Projected Revenue | |
|---------------------------------------|----------------|----------------|-------------------------|---------------------|
| | 7/1/19-6/30/20 | 7/1/19-6/2/20 | 7/1/19-6/30/20 | |
| 22 CVCC Tuition - Sending LEAs | \$1,019,129.00 | \$988,942.00 | \$988,943.00 | |
| 23 CVCC Tuition - Student/Parents | \$5,000.00 | \$21,420.00 | \$21,420.00 | |
| 24 Business- Misc. Rev. | \$0.00 | \$116.52 | \$116.00 | |
| 25 Cosmetology - Salon Rev | \$8,500.00 | \$3,228.00 | \$3,228.00 | |
| 26 Culinary - Lunch Box Rev | \$8,500.00 | \$1,303.00 | \$1,303.00 | |
| 28 Building Trades - Constr. Rev | \$0.00 | \$0.00 | \$0.00 | |
| 29 Auto Tech - Garage -Auto Repairs | \$0.00 | \$9,067.00 | \$9,067.00 | |
| 30 Digital Media - Graphic Rev | \$0.00 | \$0.00 | \$0.00 | |
| 31 Bake Shop - Sales Rev | \$5,000.00 | \$4,246.00 | \$4,246.00 | |
| 32 Award-Donation | \$0.00 | \$0.00 | \$0.00 | |
| 33 Sale of Assets | \$0.00 | \$0.00 | \$0.00 | |
| 34 State VT Ed Support Grant | \$1,260,259.00 | \$1,222,892.00 | \$1,260,259.00 | |
| 35 VT Tuition Reduction Rev | \$507,078.00 | \$492,043.00 | \$507,006.00 | |
| 36 VT Salary Asst. COOP Coord. | \$19,600.00 | \$10,896.20 | \$10,896.00 | |
| 37 VT Salary Asst. Guid. Coord. | \$28,073.00 | \$28,681.50 | \$28,073.00 | |
| 38 VT Salary Asst. 50% VOC DIRECT. | \$58,774.00 | \$90,488.40 | \$90,488.00 | |
| 39 VT Salary Asst. 35% VOC Assist. Dl | \$0.00 | \$0.00 | \$0.00 | |
| 40 Insurance Proceeds | \$0.00 | \$0.00 | \$0.00 | |
| 41 PRIOR Yr. Carry-forward | \$100,000.00 | \$0.00 | \$100,000.00 | |
| 42 SOLAR REBATE | \$0.00 | \$0.00 | \$0.00 | |
| 43 Facility Rental | \$0.00 | \$0.00 | \$0.00 | |
| | \$3,019,913.00 | \$2,873,323.62 | \$3,025,045.00 | \$5,132.00 |
| 44 CVCC PROJECTED SURPLUS (DEFICIT) | | | | \$149,771.00 |



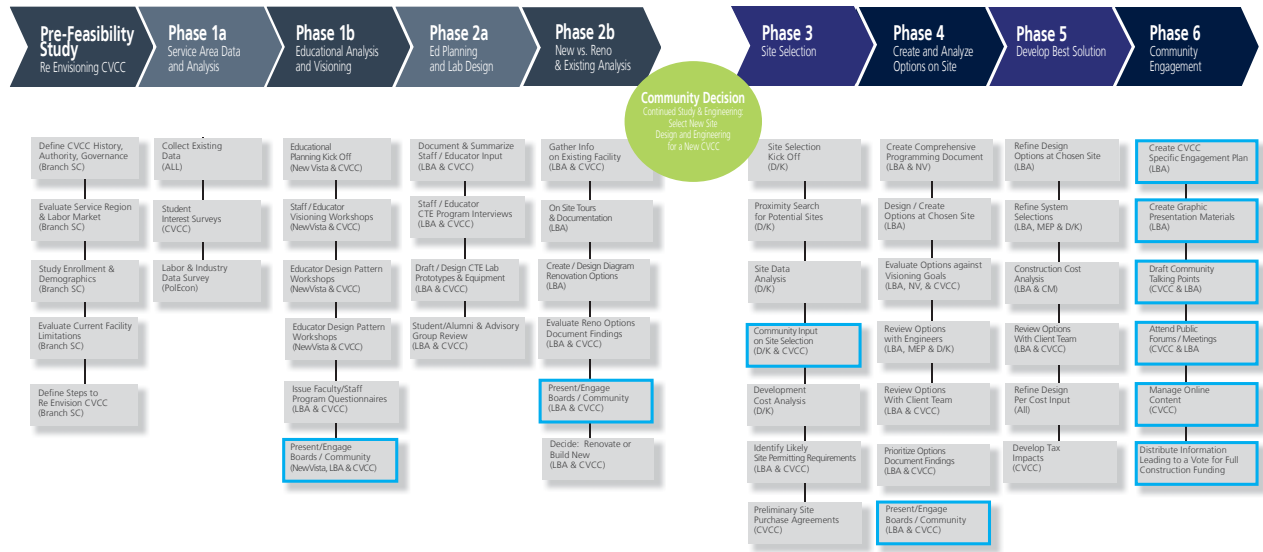
LAVALLEE | BRENSINGER ARCHITECTS

AGENDA

Overview of Process
Pre-Feasibility Study Recap
Labor/Industry Analysis
Visioning / Planning Outcomes
Next Steps

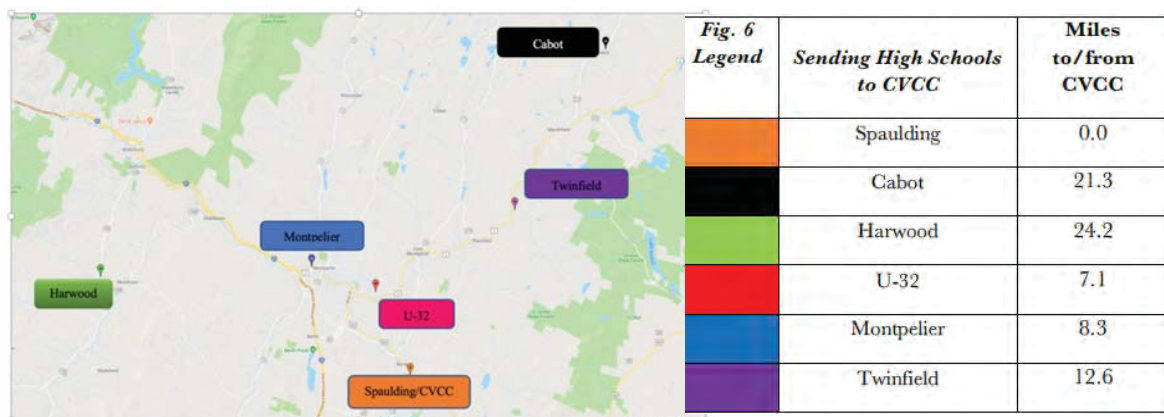


LAVALLEE | BRENSINGER ARCHITECTS



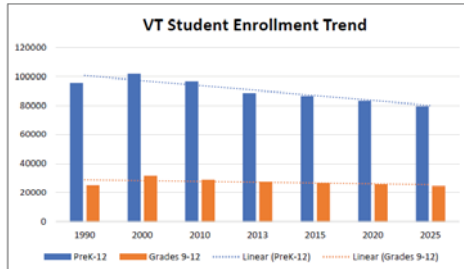
LAVALLEE BRENSINGER ARCHITECTS

PRE-FEASIBILITY STUDY FINDINGS



- Centralizing CTE offerings can be a cost-effective strategy for delivering advanced training because centers can enroll sufficient numbers of students to generate economies of scale.

PRE-FEASIBILITY STUDY FINDINGS



| CVCC Enrollment History by Sending School | | | | | |
|---|------------|------------|------------|------------|------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Cabot | 6 | 3 | 3 | 5 | 2 |
| Chelsea | 1 | 0 | 0 | 0 | 0 |
| CVCC (adults) | 3 | 4 | 3 | 1 | 2 |
| Harwood | 8 | 16 | 14 | 18 | 26 |
| Hazen | 1 | 1 | 0 | 1 | 0 |
| Home School | 0 | 0 | 2 | 1 | 2 |
| Montpelier | 7 | 5 | 6 | 8 | 17 |
| Northfield | 2 | 2 | 2 | 2 | 2 |
| Peoples | 0 | 0 | 0 | 0 | 1 |
| Spaulding | 66 | 81 | 65 | 40 | 46 |
| Twinfield | 9 | 9 | 10 | 7 | 13 |
| U32 | 18 | 27 | 36 | 31 | 25 |
| Websterville Christian | 0 | 0 | 0 | 0 | 1 |
| Whitcomb | 1 | 0 | 0 | 0 | 0 |
| Williamstown | 8 | 2 | 2 | 9 | 7 |
| | | | | | |
| Total Enrollment: | 130 | 150 | 143 | 123 | 144 |

PRE-FEASIBILITY STUDY FINDINGS

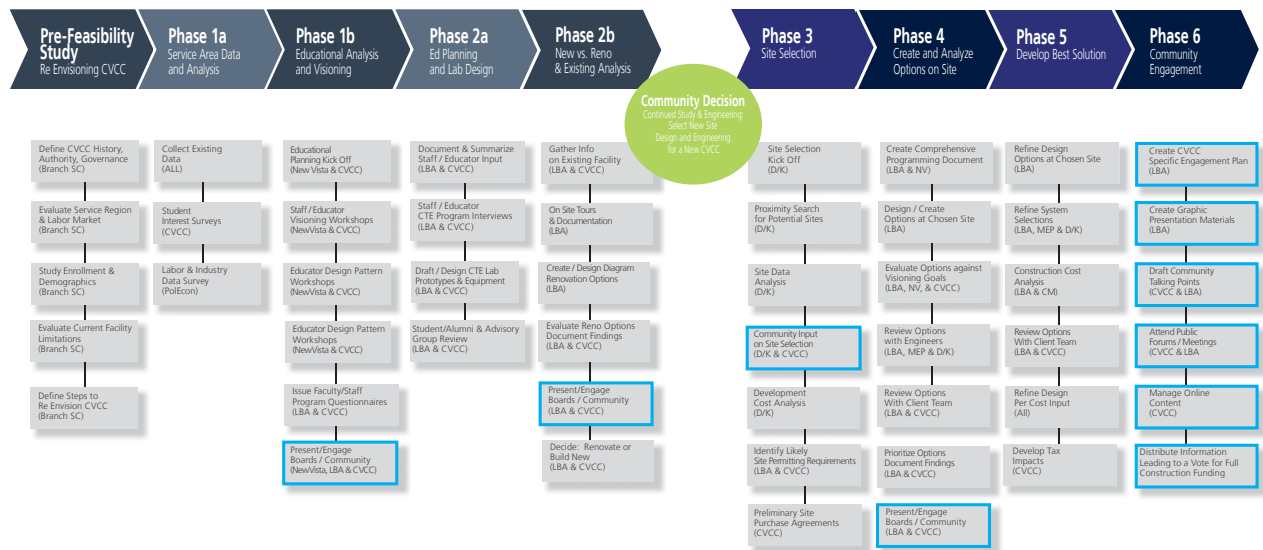
| | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------------------------|------------------|------------------|------------------|
| <u>CENTER OF SIMILAR SIZE</u> | <i>Announced</i> | <i>Announced</i> | <i>Announced</i> |
| Central VT Career Center | \$ 13,250 | \$ 13,469 | \$ 14,527 |
| Burlington Tech. Center | \$ 19,085 | \$ 19,417 | \$ 18,832 |
| Green Mountain Tech. (Lamoille) | \$ 15,359 | \$ 15,415 | \$ 17,488 |
| Randolph Tech. | \$ 15,313 | \$ 14,647 | \$ 16,639 |
| Stafford Tech. (Rutland) | \$ 13,893 | \$ 14,447 | \$ 15,457 |

PRE-FEASIBILITY STUDY FINDINGS

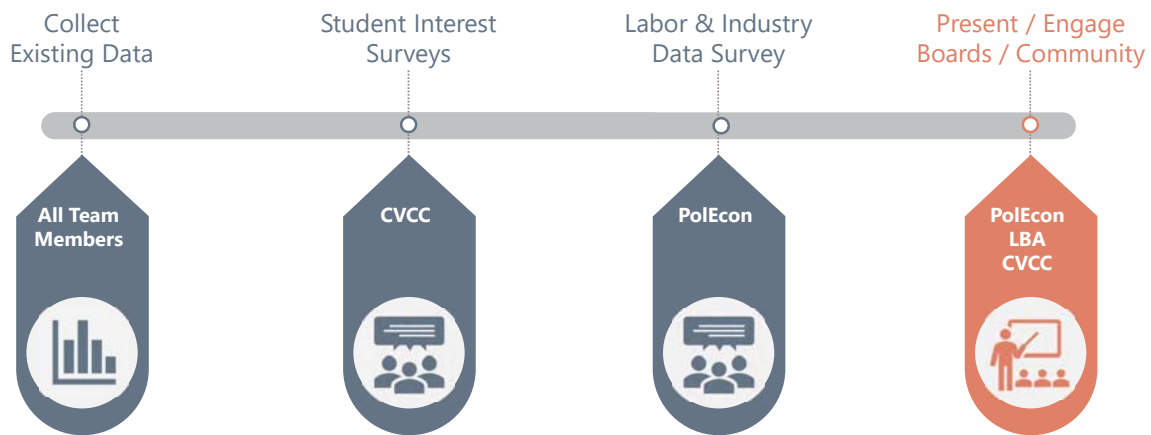
- CVCC's space for its current programming is inadequate and less than ideal
- Program adjustments and expansion are constrained by the current aging facility.
- CVCC currently operates in a bit of silo.
- A re-envisioned CVCC has the opportunity to be a catalyst in bringing together vital threads in the region to weave a rich and purposeful educational and workforce development tapestry
- Recommended next steps

CENTRAL VERMONT CAREER CENTER

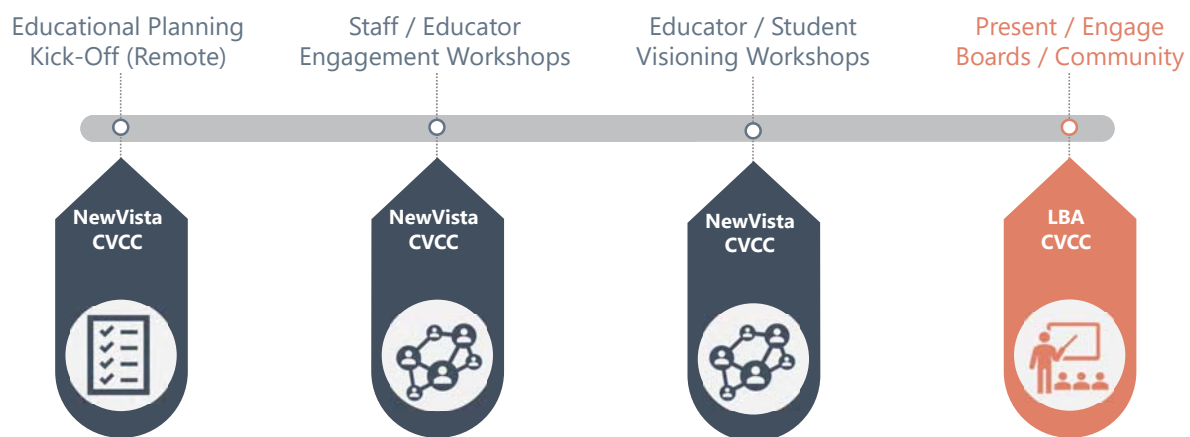
June 5, 2020



TASK 1 – SERVICE AREA DATA & ANALYSIS



TASK 1 – EDUCATIONAL ANALYSIS & VISIONING



Labor/Industry Analysis



The CVCC Can Play a Larger Role in Helping the Regional Economy Address its Economic and Workforce Challenges

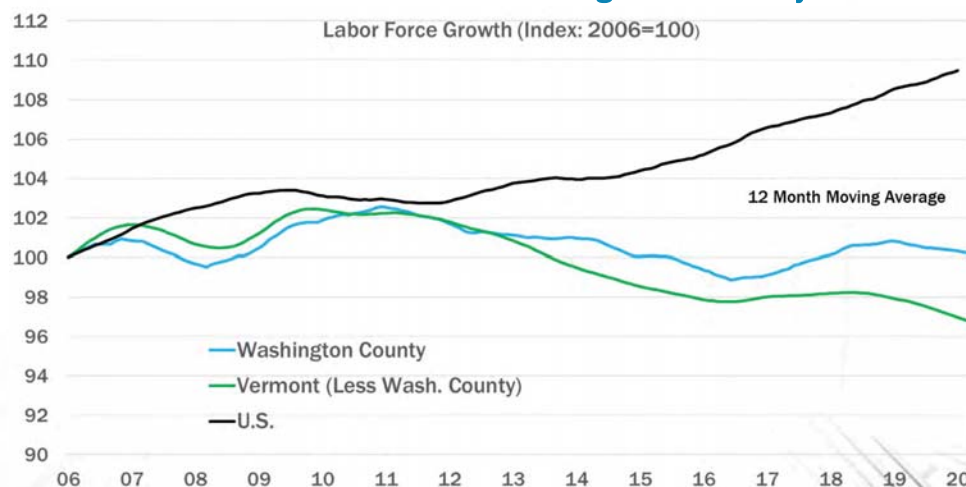
Presentation the to the BUUSD Board
June 25, 2020

PolEcon Research
Dover, NH

Key Themes

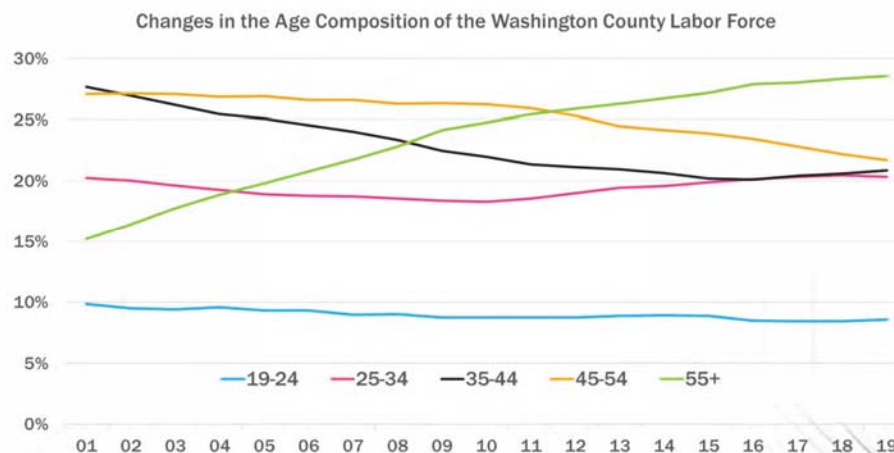
- Slow population and labor force growth means the region must maximize the skill level and productivity of all working age individuals and must better match them to industry needs.
- Even without substantial net job growth there will be labor needs and job opportunities for youth because of many workers leaving (retiring) from the labor force.
- The regional labor market has become less efficient – more workers commute out of the county for work.
- CVCC programs align well with projected industry employment growth in Vermont...
- But there are important industries that have grown in the county that were, and are, not projected to grow in VT. CVCC should look to support and form partnerships with them.
- The regional economy appears to have a “comparative advantage” in several industries that employ large numbers of workers in Washington County. CVCC can play a critical role in the region by providing education and training that supports key occupations in these industries.
- There are skills that employers increasingly request and that cut across and are not specific to individual occupations, CVCC can support the regional economy by incorporating education and training for these skills.
- CVCC can play an expanded role in increasing the educational attainment and skills of the regional workforce and in matching skills with the unique labor demands of regional industries.

Slow Population and Labor Force Growth is the Fundamental Challenge Facing the Region's Economy – Maximizing Skills and Matching Worker Skills to Labor Demand is Essential if the Region's Economy is to Grow

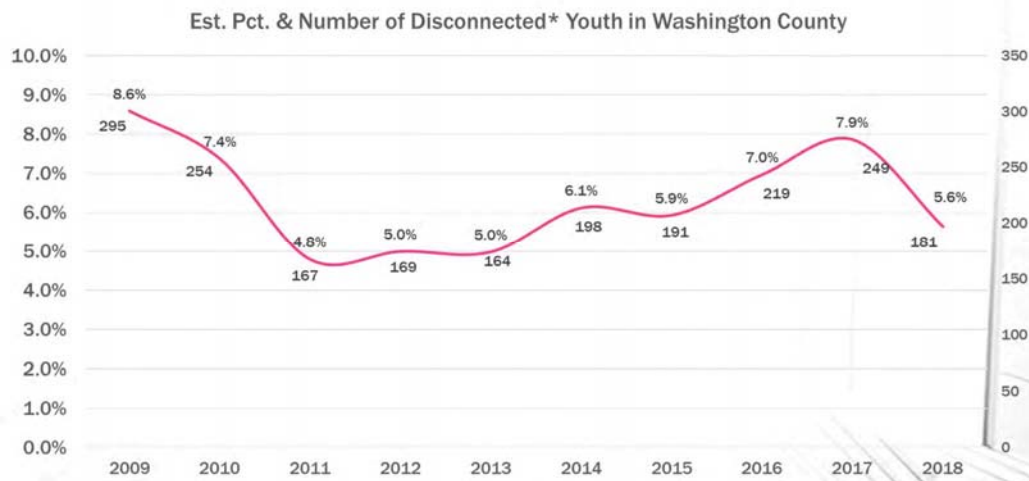


Creating Jobs is Not the Greatest Challenge - Jobs Will Be Available and Unemployment Relatively Low Even With Slower Economic Growth Because of Very Slow Labor Force Growth and the Need to Replace Workers.

The Pct. of Employees in Washington County Age 55+ Has Nearly Doubled Since 2001. The Good News – Early Career Workers (25-34) Has Increased Slightly, But the Number of Young Workers Has Declined

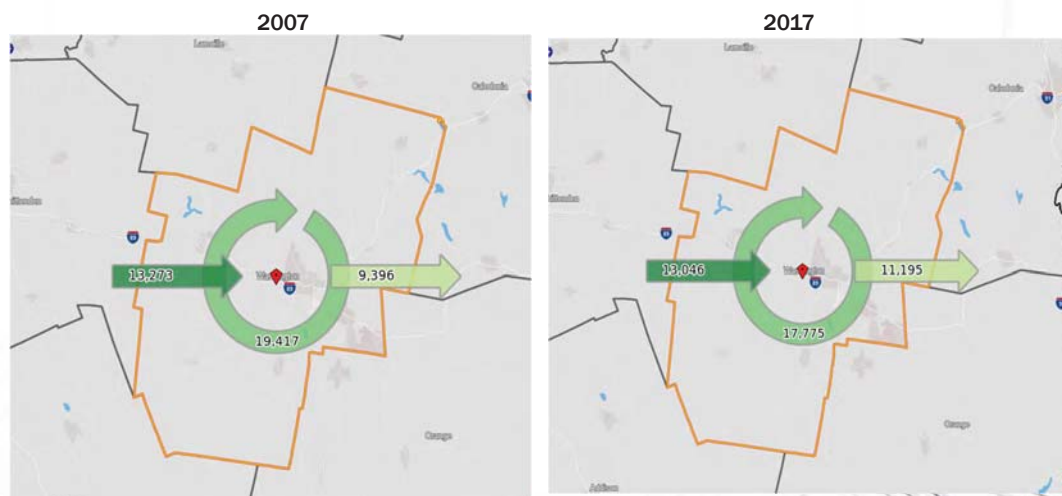


Washington County Has a Smaller Pct. of “Disconnected Youth” Than Most Counties But With Slow Labor Force Growth and Fewer Young People Entering the Labor Force it is Critical for the Region to Get All “Connected”

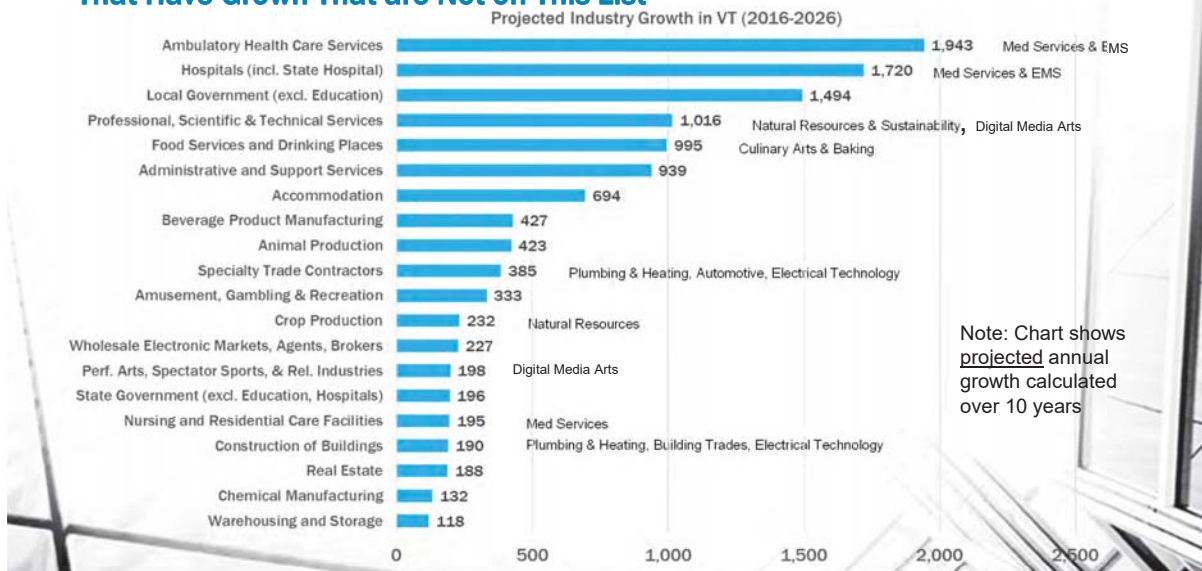


* Disconnected Youth represents the percentage of youth who are between the ages of 16 and 19, who are not enrolled in school and who are unemployed or not in the labor force. Source: U.S Census Bureau “American Community Survey.”

More Workers Who Live in Washington County are Commuting Out of the County for Work (up 6%). The Labor Regional Labor Market is Less Efficient



CVCC Programs Align Well With Industries Projected to Add the Most New Jobs in Vermont Over a Decade – But There are Key Regional Industries That Have Grown That are Not on This List

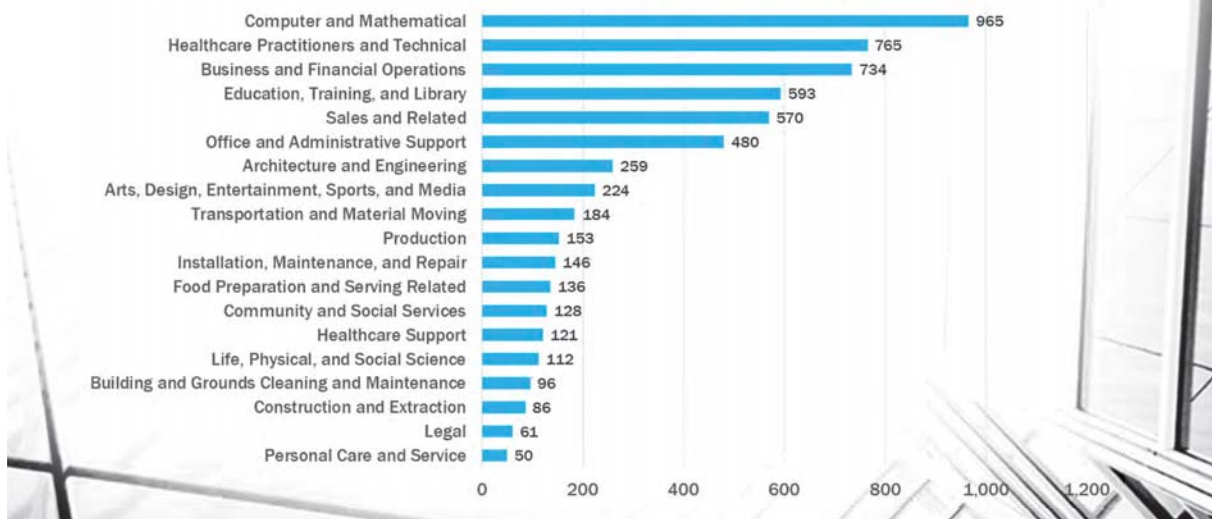


Industries With the Most Job Postings in the Region are Not Necessarily Industries Projected to Grow the Most in Vermont

| Industry Sector | 2016 Job Postings | Industry Sector | 2019 Job Postings |
|--|-------------------|--|-------------------|
| Health Care and Social Assistance | 1,522 | Finance and Insurance | 1,942 |
| Finance and Insurance | 1,022 | Public Administration | 1,115 |
| Public Administration | 729 | Educational Services | 792 |
| Professional, Scientific, and Technical Services | 495 | Health Care and Social Assistance | 790 |
| Educational Services | 405 | Manufacturing | 510 |
| Transportation and Warehousing | 390 | Professional, Scientific, and Technical Services | 362 |
| Manufacturing | 382 | Retail Trade | 266 |
| Retail Trade | 346 | Admin. & Support Waste Mgmt. Services | 165 |
| Accommodation and Food Services | 269 | Information | 161 |
| Information | 192 | Accommodation and Food Services | 154 |
| Admin. & Support Waste Mgmt. Services | 167 | Transportation and Warehousing | 128 |
| Wholesale Trade | 104 | Real Estate and Rental and Leasing | 106 |
| Agriculture, Forestry, Fishing and Hunting | 102 | Construction | 74 |
| Other Services (except Public Administration) | 102 | Other Services (except Public Administration) | 50 |
| Real Estate and Rental and Leasing | 60 | Utilities | 39 |
| Construction | 35 | Wholesale Trade | 26 |

CVCC Programs are also Represented in Broad Occupational Groupings that are in Demand in the Regional Economy

Top Occupational Grouping Job Postings in Washington County 2019

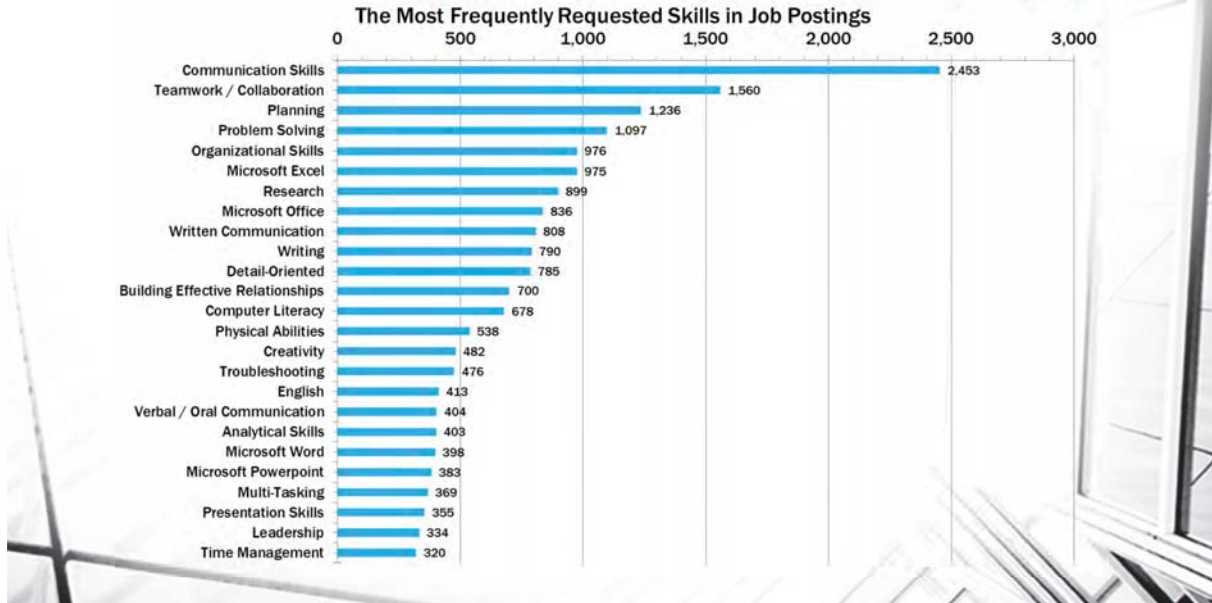


Many Specific Occupations and Career Paths in Demand in the Region are Supported by CVCC Programs But There are Additional Opportunities

Occupations With the Most Job Postings in Washington County 2019



The CVCC Can Also Support the Regional Economy by Providing Education and Training in Core Skills Requested by Many Employers



Conclusion

CVCC can play a larger role in helping the region and VT, its citizens and its industries, address the need for quality employment opportunities and a quality workforce.

Given its ability to adapt offerings to local market needs, its ongoing engagement with youth, and potentially with more non-baccalaureate adults, the CVCC can play a larger role in providing skills and training to workers in the region and help overcome the challenges of slow labor force growth and labor market polarization.

Visioning / Planning Outcomes



June 25, 2020

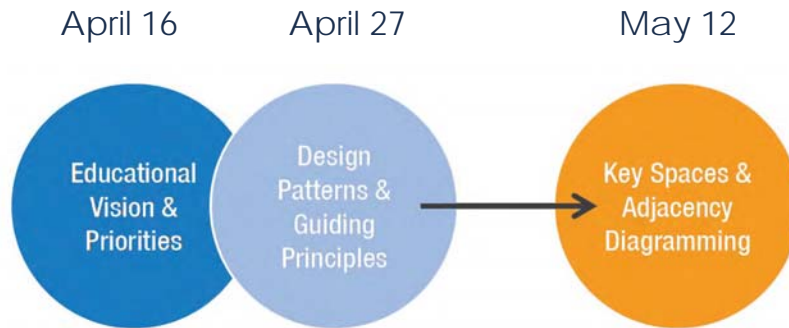


RE-ENVISIONING
CAREER AND TECHNICAL
EDUCATION IN CENTRAL
VERMONT:

EXPLORING OPTIONS
FOR REDESIGN AND
RENOVATION

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THE VISIONING PROCESS



LAVALLEE BRENSINGER ARCHITECTS



DEVELOPING A NARRATIVE

- Shared language
- Educational and design priorities
- Exploration of needs and goals
- Program development and optimization of space template
- Key spaces and desired adjacencies



LAVALLEE BRENSINGER ARCHITECTS



CVCC GUIDING PRINCIPLES

1. Real World Education

- o Project and Problem Based Learning
- o Extension of Learning Outside the Classroom
- o Real World, Business and Industry Connections
- o Partnerships with Secondary and Post-Secondary
- o Technology Integration

2. Small Learning Community

- o Career Pathway Communities and Connections
- o Relationship Building and Empathic Engagement
- o Heart of the School for Center-Wide Gatherings
- o Student Responsibility and Citizenship
- o Social Skill Building

3. Health and Wellness

- o Student and Staff Wellness
- o Natural Light and Healthy Air Quality
- o Outdoor Connections and Access
- o Outdoor Labs, Classrooms and Gathering Spaces
- o Welcoming and Secure

4. Personalization

- o Universal Design and Access
- o Individual Exploration and Learning
- o Transparency and Visible Learning
- o Explore, Create, Learn

5. Adaptability and Flexibility

- o Ability to Expand and Grow
- o Varied Spaces for Individual, Small Group and Large Group Learning
- o Open Campus

6. Community Access and Engagement

- o School as Community Resource
- o Separate Entrance for Students and Community
- o Workforce Development Training Center (Adult Ed)
- o A Storefront for Businesses
- o Revenue Generating Opportunities

7. Sustainability

- o Net Zero Building
- o Energy Efficiency (Solar Panels, Wind, Geothermal)
- o Building and Property as a Learning Tool
- o Local/Renewable Materials and Businesses
- o Industrial Look to Showcase Building System



Priorities

Educational

Architectural

Community

PRIORITIES

- A Place You Want to Be
- Innovation and Inspiration
- Public/Community Access
- Career Clusters
- Thermal Comfort
- Equity
- Safety



LAVALLEE BRENSINGER ARCHITECTS



PRIORITIES

- Up to Date Labs
- Separate Classroom and Lab Spaces
- Improved Technology
- Sustainability
- Flexible, Student-Centered Spaces
- Gathering and Eating Space
- Collaboration and Quiet Spaces



LAVALLEE BRENSINGER ARCHITECTS



PRIORITIES

- Outdoor Spaces and Connectivity
- Community and Industry Connections
- College Connections
- Storage
- Bathrooms
- Plant Life



LAVALLEE | BRENSINGER ARCHITECTS



Future Ready

Portrait of a Graduate

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

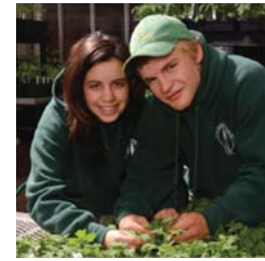
1. Students develop strategies and interpersonal skills to manage stress, promote mental health and cultivate positive relationships.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.
3. Students have the 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.



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Envisioning 21st Century Schools

CVCC PORTRAIT OF A GRADUATE

Academic and Technical Proficiency

- Academic and Technical Knowledge
- Effective Communication
- Ability to Access, Acquire, Assess and Apply Information
- Career Skills and Career Cluster Experience
 - Technical Knowledge
 - Experience and Exposure
 - Perspective and Confidence

Innovative & Critical Thinking

- Critical Thinking and Problem Solving
- Ability to Reason and Think Logically
- Flexibility and Agility
- Imagination and Adaptability
 - Solution focused flexible thinking
 - Originality
- Creativity and Curiosity
 - Self-Reliance
 - Self-Guided Learning
 - Looking for answers beyond the school day
 - Thinking outside the box

Employability & Professionalism

- **Work Ethic**
 - Commitment to Quality Work
 - Motivation and Reliability
 - Determination and Persistence
- **Timeliness and Ability to Multi-task**
 - Efficiency
 - Responsibility
- **Safety and Sanitation Awareness**

Citizenship & Collaboration

- Personal, Community, and Global Responsibility
- Diversity and Inclusion
 - Exposure and Respect
 - Kindness and Empathy
 - School Community, Society and Culture
- Community Engagement and Civic Responsibility
- Economic & Cultural Awareness
- Ethics and Identity
 - Digital citizenship
 - Teambuilding

Social Emotional Awareness & Well Being

- Self-Awareness and Efficacy
- Confidence and Respect
- Open Mindedness and Flexibility
- Judgement and Decision Making
- Personal and Emotional Wellness
 - Self-Care
 - Resiliency

Lifelong Learning

- Proactive Learning, Motivation and Agency
- Growth Mindset
 - Learning How to Deal with Failure
 - Ability to Accept Constructive Feedback
- Leadership and Preparedness
- Readiness for Challenges
- Informed Thinking
- Financial Readiness



newvistadesign
Envisioning 21st Century Schools



Design Patterns

New School Design Patterns

- Modular Clusters of Labs and Classrooms and Career Pathways
- Ease of Connections Between Labs and Classrooms
- Modular and Adjustable Furniture

Neighborhood and Career Clusters

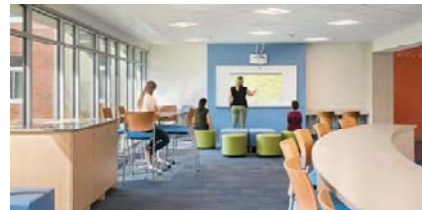


New School Design Patterns

- Heart of School Shared Commons Spaces that Build Community
- Informal Presentation Areas / Learning Stairs
- Open Areas for School Collaboration
- Shared Spaces Adjacent to and Separate from Labs



Extended Learning and Gathering Hubs



New School Design Patterns

- Outdoor Learning and Gathering Spaces
- Interior Courtyard that Required Less Security and Allows for More Freedom
- Open Campus
- Green Spaces



Indoor/Outdoor Connections



New School Design Patterns

Sustainability

- Net Zero Building
- Natural Light Throughout
- Building as Teacher
- Students See Workings of School
(As Visible as Possible)



New School Design Patterns

Community Use and Access

- Community Resource
- Access That Can be Blocked Off or is
Separate from Classrooms
- Storefronts for Programs and
Businesses
- Access to Gathering Area



New School Design Patterns

Industry Simulation

- Workplace Simulation Areas
- Accessible Businesses and Programs



New School Design Patterns

Branding and Identity

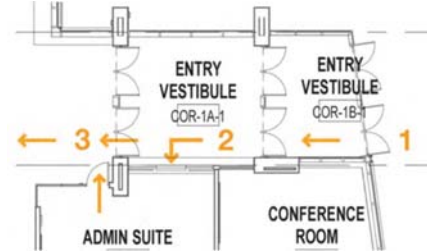
- Branding of Technical Areas/Career Clusters
- Outside Branding and Mural
- Names of Programs and Spaces Clearly Visible
- Identify with Vermont Community Being Served



New School Design Patterns

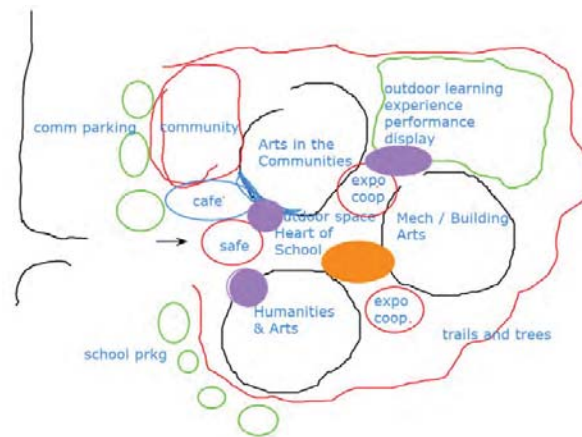
Safety and Security

- Secure Entry
- Ease of Supervision (no blind spots)
- Wayfinding and Streetscapes

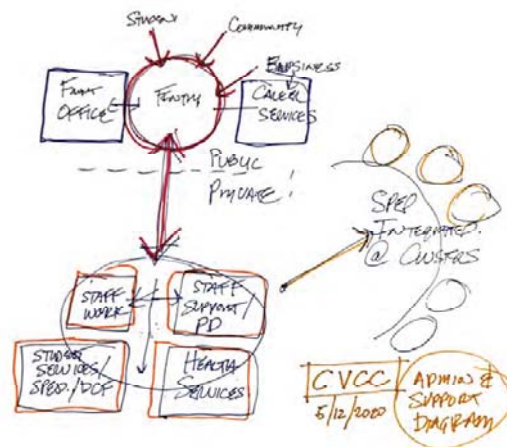


Faculty Ideas and Adjacency Diagrams

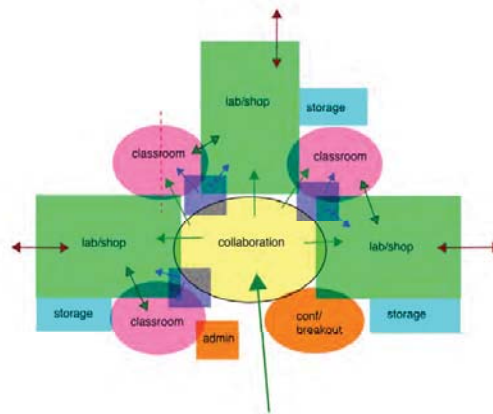
WHOLE SCHOOL ADJACENCY DIAGRAMS



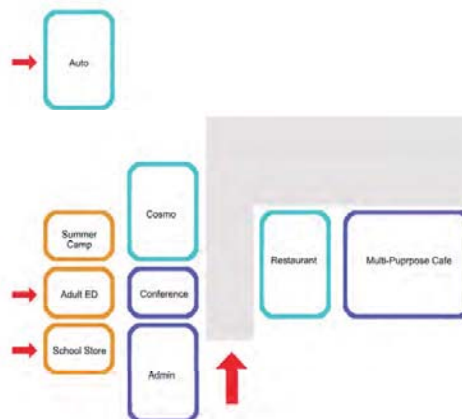
ADMIN AND SUPPORT ADJACENCY DIAGRAM



CAREER CLUSTER ADJACENCY DIAGRAM



COMMUNITY ACCESS ADJACENCY DIAGRAM





Guiding Principles

CVCC GUIDING PRINCIPLES

1. Real World Education

- o Project and Problem Based Learning
- o Extension of Learning Outside the Classroom
- o Real World, Business and Industry Connections
- o Partnerships with Secondary and Post-Secondary
- o Technology Integration

2. Small Learning Community

- o Career Pathway Communities and Connections
- o Relationship Building and Empathic Engagement
- o Heart of the School for Center-Wide Gatherings
- o Student Responsibility and Citizenship
- o Social Skill Building

3. Health and Wellness

- o Student and Staff Wellness
- o Natural Light and Healthy Air Quality
- o Outdoor Connections and Access
- o Outdoor Labs, Classrooms and Gathering Spaces
- o Welcoming and Secure

4. Personalization

- o Universal Design and Access
- o Individual Exploration and Learning
- o Transparency and Visible Learning
- o Explore, Create, Learn

5. Adaptability and Flexibility

- o Ability to Expand and Grow
- o Varied Spaces for Individual, Small Group and Large Group Learning
- o Open Campus

6. Community Access and Engagement

- o School as Community Resource
- o Separate Entrance for Students and Community
- o Workforce Development Training Center (Adult Ed)
- o A Storefront for Businesses
- o Revenue Generating Opportunities

7. Sustainability

- o Net Zero Building
- o Energy Efficiency (Solar Panels, Wind, Geothermal)
- o Building and Property as a Learning Tool
- o Local/Renewable Materials and Businesses
- o Industrial Look to Showcase Building System



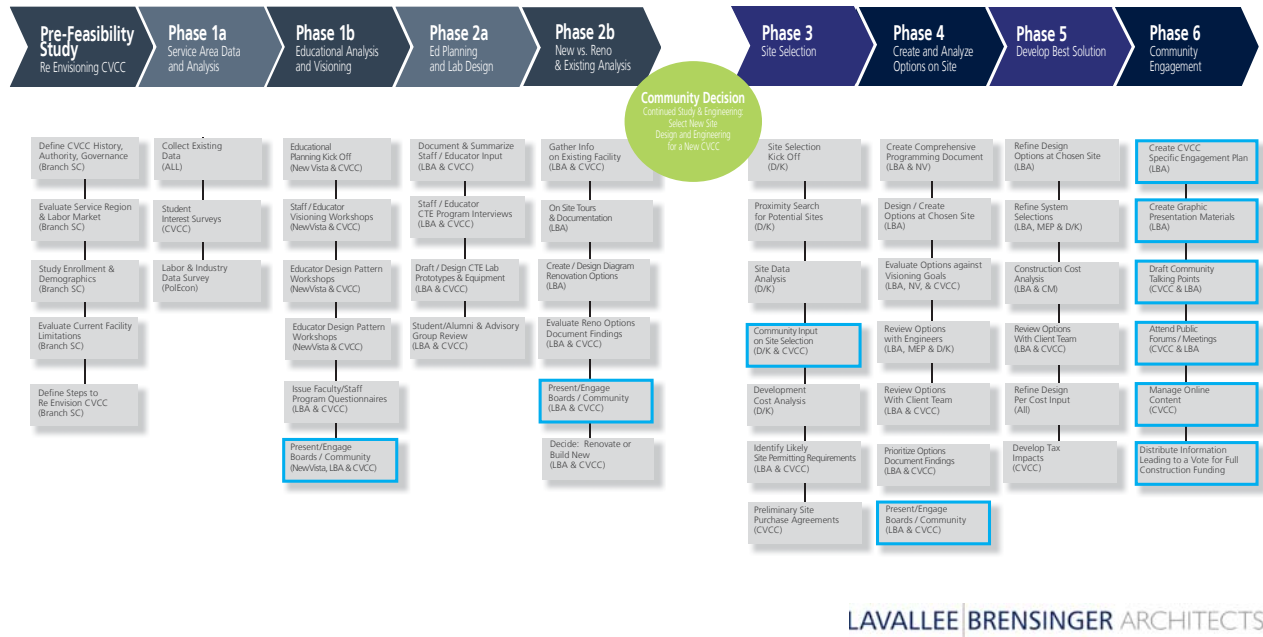


Q&A

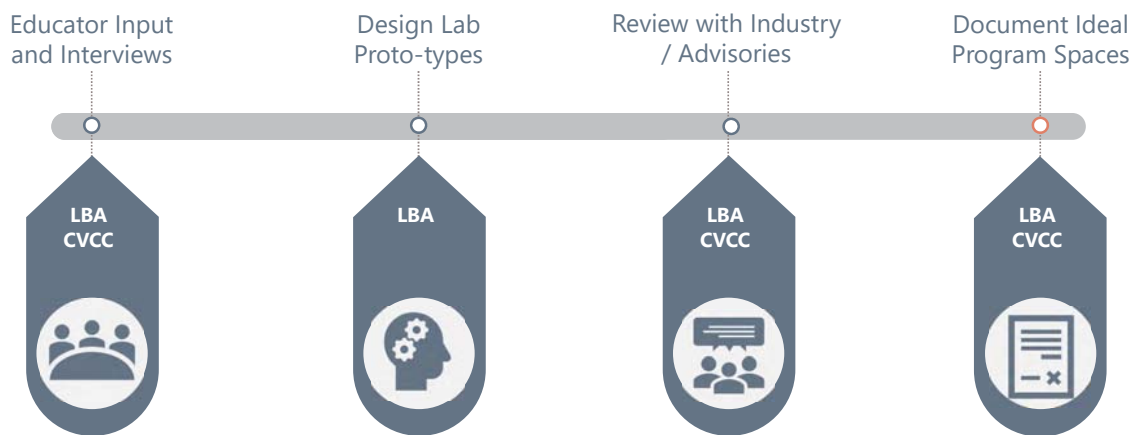
Next Steps



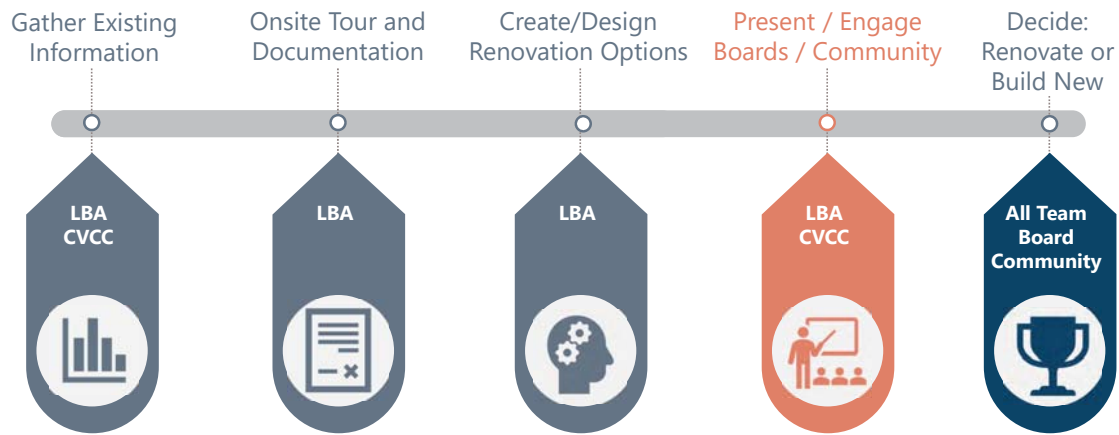
LAVALLEE|BRENSINGER ARCHITECTS



TASK 2 – EDUCATION PLANNING & LAB DESIGN

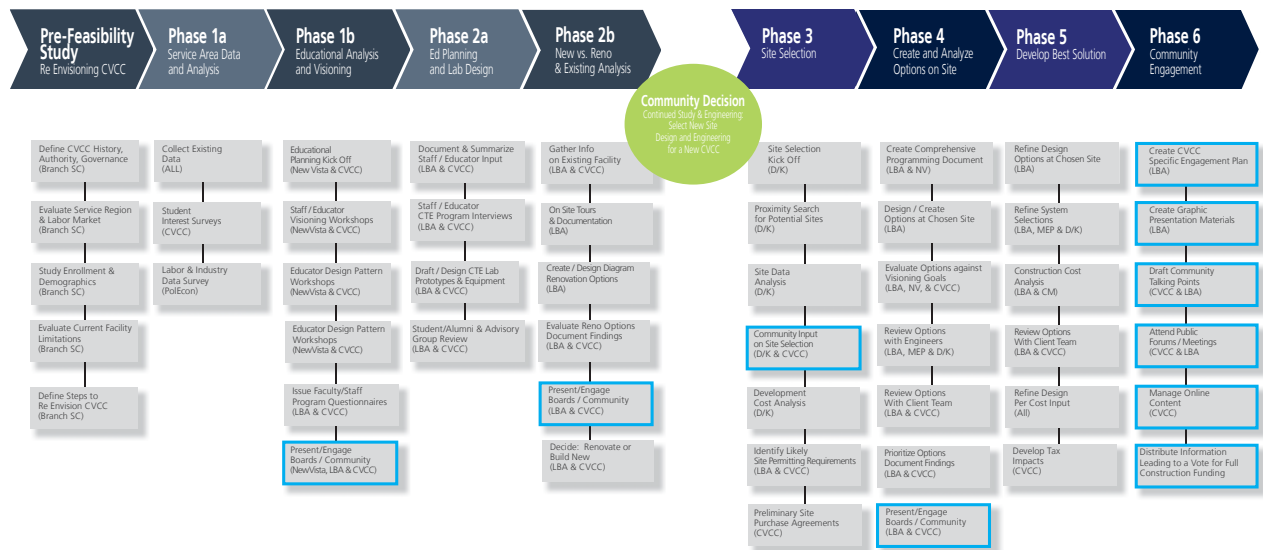


TASK 2 – NEW V. RENO ANALYSIS



CENTRAL VERMONT CAREER CENTER

June 5, 2020



BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

5/19/2020

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: Margaret Lippo-Dippen Location: BCEMS

Submission Date: May 18, 2020 Administrator Action/Checklist Complete: ☒ Y ☐ N

Position: Social Studies Teacher Grade (If Applicable): 5/6

Endorsement (If Applicable): ☐ Hourly-Non Exempt ☐ Salary-Exempt

Hours Per Day: Scheduled Hours: a.m. to p.m.

Account Code:

Replacement? ☒ Y ☐ N

If Yes, For Whom? Heather Harrison Cathy Blake Salary Rate: \$ 55,768
61,607.00

Administrator Approval: Christopher Hennessey Signature Date:

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

Total Years of Experience: 13+ Step: 13 Salary Placement: \$ M30

Hourly Rate: \$ N/A Salary Rate: \$ 68,907 (FY20) Seniority Date:

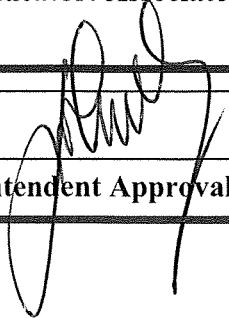
Contract Type: ☐ Teacher ☐ Para ☐ Replacement ☐ Interim ☐ Offer/Non-Contracted Letters
☐ AFSCME ☐ N/A

Days Per Year: 190 Salary: \$ 68,907 (FY20) Contract Days: 190

Teacher: AOE Endorsement: ☒ YES ☐ NO → IN Renewal process

If No, Required: ☐ Provisional ☐ Emergency ☐ Apprenticeship

Para-Educator: Associates Degree ☐ YES ☐ NO (If NO) → ParaPro ☐ YES has passed ParaPro
☐ NO will need to take ParaPro



Superintendent Approval Signature

5/21/20

Date

Margaret M Laro-Dippen

Foster Rd. East Montpelier, Vermont 05651
802-497-4927 peggydippen@gmail.com

Education

Springfield College

Springfield, Massachusetts

Master of Education

Major: Masters of Education, **Minor:** Focus in Social Studies

GPA: 3.900

Attended August 1998 to May 1999

Degree conferred May 1999

Transcript

(included)

Springfield College

Springfield, Massachusetts

Bachelor of Science

Major: Math, Science, Technology, **Minor:** Elementary Education

GPA: 3.700

Attended September 1993 to May 1997

Degree conferred May 1997

Experience

Lac du Flambeau Public School

Oct 2019 - Present

Grade 6 Science/ELA Teacher

Lac du Flambeau, WI

I began the day co-facilitating a homeroom advisory group. I co-taught the Read 180 ELA program with a special educator, three sections of 6th grade science solo, and then one elective for students in grades 7/8 two times during the year.

Reason for leaving: Divorce - moving back home

Supervisor: Dr. Larry Ouimette (715-588-3838)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Lac du Flambeau Public School

Jul 2017 - Jun 2018

Grade 5 Classroom Teacher

Lac du Flambeau, WI

Taught all subjects to a self-contained 5th grade classroom

Reason for leaving: Moving out of state

Supervisor: Dr. Larry Ouimette (715-588-3838)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Hiawatha Elementary School

Aug 2015 - Oct 2015

Grade 3 Teacher

Essex Junction, VT

Grade 3 Long Term Substitute - Bridges mathematics, Lucy Calkins reading and writing workshops

Reason for leaving: Long term substitute position

Supervisor: Thomas Bochanski (802-878-1384)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Cambridge Elementary School

Jul 2014 - Jun 2015

Grade 5 Science and Language Arts

Jeffersonville, VT

Responsible for teaching science and writing to three fifth grade classes while working on a three member 5th grade team, and teaching reading to my homeroom

Reason for leaving: Became engaged to a resident doctor and moved to the Burlington area

Supervisor: Mary Anderson (802-644-8821)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Milton Town School District

Oct 2013 - Jun 2014

Grade 3/4 & 5 Long Term Substitute

Milton, VT

After returning from teaching overseas in Adana, Turkey, I completed the 2013-2014 school year in Milton teaching Language Arts to three fifth grade classes and teaching all subjects for a grade 3/4 classroom.

Reason for leaving: Temporary position

Supervisor: Mary Jane Stinson (802-893-3215)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Bridport Central School

Aug 2012 - Jul 2013

Grade 3 Teacher

Bridport, VT

Responsible for the social, emotional, and academic growth of a third grade class

Supervisor: Kathleen, Kilbourne (802-758-2331)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Vergennes Union Elementary School

Jul 2009 - Jun 2012

Grade 5 LA & Grade 5/6 Science

Vergennes, VT

~Responsible for the reading and writing curriculum implementation to fifth graders on a 5/6 team

~Worked closely with Sue Biggam and Loralyn LeBlanc from UVM with the Bridging Project

~Co-leader of the PBiS team

~Developed units and taught science for grades 5 & 6

Supervisor: Mr. Sanford Bassett (802-877-3761)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Richmond Elementary School

Nov 2004 - Jun 2009

Third Grade Teacher

Richmond, VT

- Grade 3 classroom teacher
- Implementation of the Investigations math program

Supervisor: Lauren Wooden, Principal (802-434-2461)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Addison Central Supervisory Union

Aug 2003 - Jun 2004

Fifth/Sixth Grade Teacher

Weybridge Elementary School

- Taught a self-contained, 5/6 classroom, implementing the Connected Math series and Open Court Reading

Supervisor: Christina Johnston (802-545-2113)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Lebanon School District

Aug 2000 - Jun 2003

Third & Sixth Grade Teacher

Hanover Street School, Leb, NH

- Grade three teacher of social and academic curriculum
- Implemented Open Court Reading and Saxon Mathematics
- Team taught two sixth grade classes with a rotating schedule in all subject areas
- Journeyed on a sixth grade trip to New York City and Montreal overnight with curriculum integration

Supervisor: Dr. Jeff Spiegel ((603)448-2945)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

The South Royalton School

Aug 1999 - Jun 2000

Fifth Grade Teacher

South Royalton, VT

- Responsible for the instruction of a comprehensive language arts and social studies program for a grade 5 homeroom, and the instruction of visiting grade 5 classes in mathematics using Math Land and the Carolina Biological science programs

Supervisor: Shaun Pickett (802-763-7740)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Orange East Supervisory Union

Aug 1997 - Jun 1998

Fourth/Fifth Grade Teacher

Newbury Elem., Newbury, VT

- Diagnosed, directed, and assessed the learning of students in a grade 4/5 combined classroom – implemented the Every Day Math program
- Coordinated sleepover at the Montshire Museum of Science that reinforced school curriculum

Supervisor: John Sanborn ((802) 866-5621)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

5/27/20

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

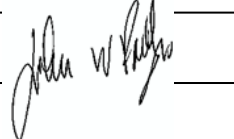
| | | | |
|------------------------------|--|--|--|
| Name: | AMANDA DENTON | Location: | BARRE TOWN |
| Submission Date: | 5/26/2020 | Administrator Action/Checklist Complete: | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| Position: | SPECIAL EDUCATOR | Grade (If Applicable): | ELEMENTARY |
| Endorsement (If Applicable): | | <input type="checkbox"/> Hourly-Non Exempt | <input type="checkbox"/> Salary-Exempt |
| Hours Per Day: | 7.5 | Scheduled Hours: | a.m. to p.m. |
| Account Code: | 101-3097-51-21-0-1201-51110 | | |
| Replacement? | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | | |
| If Yes, For Whom? | JENNIFER FARNSWORTH | Salary Rate: | \$ 47,495.00 |
| Administrator Approval: | STACY ANDERSON via email | Signature Date: | 5/26/2020 |

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

| | | | | | |
|----------------------------------|---|------------------------------------|---|---|---|
| Contract Complete Date | | Offer Letter Complete Date | | DOH | |
| Total Years of Experience: | 0 | Step: | 1 | Salary Placement: | \$ B |
| Hourly Rate: | \$ NA | Salary Rate: | \$ 38,930 (FY20) | Seniority Date: | |
| Contract Type: | <input checked="" type="checkbox"/> Teacher | <input type="checkbox"/> Para | <input type="checkbox"/> Replacement | <input type="checkbox"/> Interim | <input type="checkbox"/> Offer/Non-Contracted Letters |
| | <input type="checkbox"/> AFSCME | <input type="checkbox"/> N/A | | | |
| Days Per Year: | 190 | Salary: | \$ 38,930 (FY20) | Contract Days: | 190 |
| Teacher: AOE Endorsement: | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | PENDING FOR VERMONT | | |
| If No, Required: | <input type="checkbox"/> Provisional | <input type="checkbox"/> Emergency | <input type="checkbox"/> Apprenticeship | | |
| Para-Educator: Associates Degree | <input type="checkbox"/> YES | <input type="checkbox"/> NO | (If NO) → ParaPro | <input type="checkbox"/> YES has passed ParaPro | <input type="checkbox"/> NO will need to take ParaPro |

Superintendent Approval Signature



6/3/20

Date

Amanda Denton

PO Box 303 South Barre, Vermont 05670
914 967-1917 adentbce@u61.net

Education

Granite State College

Concord, New Hampshire
Teacher Certification Program

Major: General Special Education K-12, **Minor:** English

GPA: 3.960

Credit Hours: 134

Attended January 2015 to April 2020

Degree conferred April 2020

Transcript

(258KB)

Experience

Barre City Elementary and Middle School

Aug 2005 - Present

Core Paraprofessional grades 3/4
Barre VT

- Planned, prepared and delivered differentiated, high-interest lessons, rooted in research-based practices, to students with diverse academic, physical and behavioral needs.
- Provided in-class support for students entitled to accommodations ranging from assistive technology to simple redirection.
- Monitored progress through running records to determine and document advancement toward I.E.P goals.
- Worked collaboratively with special educators, related service providers and administration to problem-solve and provide valuable, meaningful and productive learning opportunities for students with disabilities.
- Acquired extensive literacy content knowledge through exposure to language-based reading programs, professional development, coursework and modeling by the highly accomplished educators of Barre City Elementary and Middle School.

Reason for leaving: I have completed a teacher preparation program.

Supervisor: Christine Grzebian (8024766541)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Link to Professional Portfolio

This portfolio was created to display/store essential learning artifacts created throughout my coursework in the School of Education at Granite State College.

<https://sites.google.com/view/adentoneportfolio/home?authuser=1>

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

05/27/20

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

| | | | |
|------------------------------|--|--|--|
| Name: | Brandon Morris | Location: | CVCC |
| Submission Date: | May 23, 2020 | Administrator Action/Checklist Complete: | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| Position: | Teacher/Electrical Technology | Grade (If Applicable): | 11 & 12 |
| Endorsement (If Applicable): | Apprenticeship License | <input type="checkbox"/> Hourly-Non Exempt | <input checked="" type="checkbox"/> Salary-Exempt |
| Hours Per Day: | 7.5 | Scheduled Hours: | 7:35 a.m. to 3:05 p.m. |
| Account Code: | 102-5002-31-31-0-1308-51110 | | |
| Replacement? | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | | |
| If Yes, For Whom? | Jeremi Lyford | Salary Rate: | \$ 45,549 |
| Administrator Approval: | Penny Chamberlin | Signature Date: | 5/23/2020 |

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

| | | | | | |
|----------------------------------|---|----------------------------|------------------|-------------------|-------|
| Contract Complete Date | | Offer Letter Complete Date | | DOH | |
| Total Years of Experience: | 7 Industry | Step: | 1 | Salary Placement: | \$ BA |
| Hourly Rate: | \$ NA | Salary Rate: | \$ 38,930 (FY20) | Seniority Date: | |
| Contract Type: | <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Para <input type="checkbox"/> Replacement <input type="checkbox"/> Interim <input type="checkbox"/> Offer/Non-Contracted Letters <input type="checkbox"/> AFSCME <input type="checkbox"/> N/A | | | | |
| Days Per Year: | 190 | Salary: | \$ 38,930 (FY20) | Contract Days: | 190 |
| Teacher: AOE Endorsement: | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO | | | | |
| If No, Required: | <input type="checkbox"/> Provisional <input type="checkbox"/> Emergency <input checked="" type="checkbox"/> Apprenticeship | | | | |
| Para-Educator: Associates Degree | <input type="checkbox"/> YES <input type="checkbox"/> NO (If NO) → ParaPro <input type="checkbox"/> YES has passed ParaPro <input type="checkbox"/> NO will need to take ParaPro | | | | |

Superintendent Approval Signature 

Date 6/3/20

Brandon Lee Scott Morris

395 Farwell st Barre , Vermont 05641
8022792424 brandonmorris573@yahoo.com

Education

Vermont Technical College

Randolph, Vermont
Vocational/Occupational Degree

Major: Electrical Apprenticeship
Attended August 2012 to May 2016
Degree conferred May 2016

Experience

Collins Electric

Sep 2013 - Present

Journeyman Electrician
Barre, VT

- Laying underground raceway
- Fire alarm system, troubleshoot and install
- Fiber optics system install
- CAT5 cable install
- Residential and commercial electrical install and maintenance
- Lighting installation for Vermont Efficiency (CAPSTONE)
- Change street lights for City of Barre
- Crosswalk meter installation and maintenance for City of Barre
- Installation of solar panels within solar fields

Outcomes: Saved the business time, money, and resources by efficiently completing each job in a timely manner and providing the best customer service to each individual.

Supervisor: Scott Collins (8028390111)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Brandon Morris Resume

Brandon Morris

395 Farwell St, Barre, VT, 05641 | 802.279.2424 | brandonmorris573@yahoo.com

OBJECTIVE To expand my knowledge in education while implementing the skillset and regulations within the electrical field. High attention to detail and time management while working on the basis of professionalism. Strong interpersonal and communication skills.

SKILLSComputer: Microsoft Word, Excel, PowerPoint.

Certifications-

- Journeyman electrician license – March 2019
- ?License number- EJ-06898
- CDL Class B License – November 2017
- OSHA 10 Hour certification - June 2013

EDUCATIONVermont Technical College, Randolph, VT April 2016

- Completion of four years in the Vermont Electrical Apprenticeship Program.

Spaulding High School, Barre, VT June 2013

Barre Technical Center

- Residential Electrical – completed June 2013 – acquired the skill through mentoring and hands on work to pull wire, hook up and mount electrical devices.
- Building Trades – completed June 2012 –assisted in the building of an entire office building/residence for the Battered Woman's Shelter, which included everything from wiring, framing, sheet rocking, insulation, flooring, trim work, painting, siding and installing windows and doors.

RELEVANT

EXPERIENCE Collins Electric, Barre, VT September 2013-present

Journeyman electrician

- Laying underground raceway
- Fire alarm system, troubleshoot and install
- Fiber optics system install
- CAT5 cable install
- Residential and commercial electrical install and maintenance
- Lighting installation for Vermont Efficiency (CAPSTONE)
- Change street lights for City of Barre
- Crosswalk meter installation and maintenance for City of Barre
- Installation of solar panels within solar fields

Outcomes: Saved the business time, money, and resources by efficiently completing each job in a timely manner and providing the best customer service to each individual.

REFERENCES

- Scott Collins – Owner, Collins Electric (802) 839-0111
- Randy Drury – Family Friend and CAPSTONE (802) 279-7820

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

6/8/2020

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

| | | | |
|------------------------------|--|--|--|
| Name: | Aliza Benoit | Location: | BCEMS |
| Submission Date: | 6/8/2020 | Administrator Action/Checklist Complete: | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| Position: | Nurse | Grade (If Applicable): | |
| Endorsement (If Applicable): | | <input type="checkbox"/> Hourly-Non Exempt | <input checked="" type="checkbox"/> Salary-Exempt |
| Hours Per Day: | 7.5 | Scheduled Hours: | 8:05 a.m. to 3:35 p.m. |
| Account Code: | | | |
| Replacement? | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | | |
| If Yes, For Whom? | Wendy Lazarz | Salary Rate: \$ | 45,549.00 |
| Administrator Approval: | Hayden Coon | Signature Date: | 6/8/2020 |

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

| | | | | | |
|----------------------------------|---|------------------------------------|---|---|---|
| Contract Complete Date | | Offer Letter Complete Date | | DOH | |
| Total Years of Experience: | 3 | Step: | 4 | Salary Placement: \$ | B |
| Hourly Rate: \$ | N/A | Salary Rate: \$ | 43,894 (FY20) | Seniority Date: | |
| Contract Type: | <input checked="" type="checkbox"/> Teacher | <input type="checkbox"/> Para | <input type="checkbox"/> Replacement | <input type="checkbox"/> Interim | <input type="checkbox"/> Offer/Non-Contracted Letters |
| | <input type="checkbox"/> AFSCME | <input type="checkbox"/> N/A | | | |
| Days Per Year: | 190 | Salary: \$ | 43,894 (FY20) | Contract Days: | 190 |
| Teacher: AOE Endorsement: | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | Pending | | |
| If No, Required: | <input type="checkbox"/> Provisional | <input type="checkbox"/> Emergency | <input type="checkbox"/> Apprenticeship | | |
| Para-Educator: Associates Degree | <input type="checkbox"/> YES | <input type="checkbox"/> NO | (If NO) → ParaPro | <input type="checkbox"/> YES has passed ParaPro | <input type="checkbox"/> NO will need to take ParaPro |

 Superintendent Approval Signature

6/10/20 Date

Aliza Benoit

4 Lincoln Street Sanford , Maine 04073
8024772860 benoit.aliza@gmail.com

Education

Norwich University

Northfield , Vermont
Bachelor of Science

Major: Nursing

GPA: 3.840

Attended August 2013 to May 2017

Degree conferred May 2017

Experience

Wentworth-Douglass

Pediatric Registered Nurse
Dover, New Hampshire
Please see attached resume.

Sep 2018 - Present

Supervisor: Lauren Adams (603-742-5252)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Northeast Rehabilitation Hospital

Registered Nurse
Portsmouth, NH
Please see attached resume

Feb 2018 - Sep 2018

Supervisor: Melissa Loader (6035015500)

Experience Type: Other, Full-time

It is **OK** to contact this employer

York Hospital

Registered Nurse
York, ME
Please see attached resume

Jul 2017 - Feb 2018

Reason for leaving: Job improvement

Supervisor: Lisa Brosnan (2073634321)

Experience Type: Other, Full-time

It is **OK** to contact this employer

University of Vermont Medical Center

Nurse Extern
Burlington

May 2016 - Aug 2016

Please see attached resume

Reason for leaving: Externship ended

Supervisor: Lisa Emerson (8028470000)

Experience Type: Other, Summer

It is **OK** to contact this employer

Barre City Elementary and Middle School

Jun 2012 - Jun 2017

Substitute Teacher

Barre, VT

Please see attached resume

Reason for leaving: Moved out of area - obtained degree in nursing and started my nursing career elsewhere.

Supervisor: Wanda Trapanier (8024766540)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

6/9/20


To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

| | | | |
|------------------------------|--|--|--|
| Name: | Alexandra Washburn | Location: | Spaulding High School |
| Submission Date: | June 9, 2020 | Administrator Action/Checklist Complete: | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| Position: | Health Teacher | Grade (If Applicable): | 9-12 |
| Endorsement (If Applicable): | Health/Phys Ed/FACS | <input type="checkbox"/> Hourly-Non Exempt | <input checked="" type="checkbox"/> Salary-Exempt |
| Hours Per Day: | 7.5 | Scheduled Hours: | 7:35 a.m. to 3:05 p.m. |
| Account Code: | 101-1276-31-11-0-1105-51110 | | |
| Replacement? | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | | |
| If Yes, For Whom? | Jamie Blondin | Salary Rate: \$ | 46,425.00 |
| Administrator Approval: | Brenda Waterhouse, Principal | Signature Date: | 6/9/2020 |

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

| | | | | | |
|----------------------------------|---|------------------------------------|---|---|---|
| Contract Complete Date | | Offer Letter Complete Date | | DOH | |
| Total Years of Experience: | 5 | Step: | 6 | Salary Placement: \$ | M |
| Hourly Rate: \$ | N/A | Salary Rate: \$ | 53,043 (FY20) | Seniority Date: | |
| Contract Type: | <input checked="" type="checkbox"/> Teacher | <input type="checkbox"/> Para | <input type="checkbox"/> Replacement | <input type="checkbox"/> Interim | <input type="checkbox"/> Offer/Non-Contracted Letters |
| | <input type="checkbox"/> AFSCME | <input type="checkbox"/> N/A | | | |
| Days Per Year: | 190 | Salary: \$ | 53,043 (FY20) | Contract Days: | 190 |
| Teacher: AOE Endorsement: | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | → Pending | | |
| If No, Required: | <input type="checkbox"/> Provisional | <input type="checkbox"/> Emergency | <input type="checkbox"/> Apprenticeship | | |
| Para-Educator: Associates Degree | <input type="checkbox"/> YES | <input type="checkbox"/> NO | (If NO) → ParaPro | <input type="checkbox"/> YES has passed ParaPro | <input type="checkbox"/> NO will need to take ParaPro |



Superintendent Approval Signature

6/15/20

Date

Alexandra Xenia Washburn

19 Glenham Street West Roxbury, Massachusetts 02132
8022910924 alexandra.washburn71@go.cambridgecollege.edu

Education

Cambridge College

Boston, Massachusetts

Master of Education

Major: Skills Based Health Education & Social Emotional Learning, Initial Licensure Program

Attended September 2015 to June 2020

Degree conferred June 2020

Transcript

(15KB)

Assumption College

Worcester, Massachusetts

Bachelor of Arts

Major: Sociology, **Minor:** Anthropology and Peace & Conflict Studies

Attended September 2006 to May 2010

Degree conferred May 2010

Transcript

(870KB)

Experience

Brookline Public Schools

Aug 2019 - Present

Health Teacher

Brookline, MA

?Create and teach health education curricula, that focus on skills and content, to 7th-8th grade students in accordance to National Health Education Standards & MA Health Curriculum Frameworks

?Implement Michigan Model and Get Real Curriculum: A Comprehensive Sexual Health Education

?Teach standards based Physical Education to 3rd grade students

?Modify lessons, materials, and assessments to make curriculum accessible to all students, including English Learners and students with disabilities

?Maintain productive lines of communication with students, parents, and colleagues concerning both the academic and social progress of all students

?Use a variety of informal and formal methods of assessments to measure student learning and growth

?Establish and maintain standards of student behavior conducive to a safe and effective learning environment where differences are respected

?Adjust practices based on data from the Center for Disease Control

?Provide distance learning educational services Spring 2020 via Canvas, Google Classroom, Zoom, and Google Meet; created recorded instruction in support of distance learning

Reason for leaving: All pre-professional status teachers and Wellness teachers are laid off and not guaranteed positions in the fall due to the economic crisis caused by the COVID-19 pandemic. I am also interested in relocating back to Vermont to be closer to family.

Supervisor: Principal Jennifer Buller ((617) 879-4400)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

City of Boston Parks & Recreation Department

Apr 2013 - Nov 2019

Park Ranger

Boston, MA

- Educate park visitors and local community about unique features of Boston parks, park history, local wildlife, and environmental issues
- Enforce laws, city ordinances, park regulations and policies in city parks
- Prepares documentation on park incidents, park conditions, and constituent requests
- Coordinate public safety related matters involving permitted events within the parks
- Provide investigation of complaints, medical and emergency assistance such as CPR, First Aid, searching for lost children, and directing emergency services through the park
- Correspond with Boston Police, EMS and other emergency services as needed

Reason for leaving: I relocated to Brookline, MA so was no longer able to keep this position due to no longer being a Boston resident and was ready to move on. I greatly enjoyed working for the Boston Park Rangers for several years.

Supervisor: Chief Survillo (617-635-7383)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Acushnet Public Schools

Aug 2016 - Jul 2019

Health Teacher

708 Middle Rd, Acushnet, MA

? Taught health education curricula to 5th-8th grade students in accordance to National Health Education Standards and MA Health Curriculum Frameworks.

? Modified lessons, materials, and assessments to make curriculum accessible to all students

? Provided students with informative feedback in a timely manner

? Implement Positive Behavioral Interventions & Supports (PBIS)

? Participated in IEP, Staff, Curriculum & Wellness Committee meetings

? Adhered to all District policies and regulations and supports district initiatives

Reason for leaving: Interested in new opportunities closer to home.

Supervisor: Michelle Silvia (508-998-0265)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

FA Day Middle School

Sep 2015 - Jun 2016

Health & Adapted Physical Education Teacher (.77)

Newton, MA

• Taught standards-based health and physical education curriculum, that focus on skills and content, to middle school students

• Instructed small group Adapted PE classes and provides support to students in general education PE class

• Modified health and PE lessons, materials, and assessments to make curriculum accessible to all students and meet the diverse needs of students

• Created and implemented Adapted PE goals in IEP, measure progress towards objectives and ensure accommodations are made

• Obtained and created specialized PE equipment to further support the needs of students

• Attended IEP meetings and wrote progress reports regarding students' participation and progress

towards adapted PE goals

- Regularly communicated with students, parents, and colleagues concerning both the academic and social progress of all students
- Used informal and formal methods of assessments to measure student learning
- Provided students with corrective and informative feedback in a timely manner
- Received formal training and experience in implementing the Get Real Curriculum: A Comprehensive Sexual Health Education for middle school students
- Established and maintained standards of student behavior conducive to a safe and effective learning environment where differences are respected

Reason for leaving: Offered a full time teaching position.

Supervisor: Brian Turner (617-599-9100)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Ottoson Middle School

Feb 2014 - Sep 2015

Teacher Assistant

Arlington, MA

- Provided academic support to students with special need in small group classes and in inclusive general education settings
- Assisted in the implementation of each student's individualized Educational Plan and in making special education modifications to curriculum
- Assisted teachers in preparing for classroom activities and in classroom management by promoting a classroom environment conducive to learning and provides for the social and emotional growth of the students
- Redirected students to focus on task and use appropriate social behavior through behavior management strategies
- Collaborated with Social Worker, ABA Therapist, Occupational Therapist, and Speech Therapist to use strategies to assist students and assessment of student progress and collects data on student learning goals

Reason for leaving: Obtained a teaching job position.

Supervisor: Cheryl Luongo (781-316-3744)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Key Program

Jan 2011 - Mar 2013

Residential Caseworker

Methuen, MA

- Provided crisis intervention, informal counsel, conflict resolution, and behavioral management working directly with DCF referred teens in residential treatment
- Facilitated group therapy and life skills education, specifically in areas of Drug Awareness, Preparing Adolescents for Young Adulthood (PAYA), Wellness and assisting Clinician with running Dialectical Behavioral Therapy (DBT)
- Maintained client files, documentation of clients' behavior, complete weekly progress reports specific to treatment plan and writing incident reports as needed
- Planned and lead recreational activities, schedule and coordinate transportation for clients to attend school, court, visits with family, and all other appointments

Reason for leaving: Interested in new career opportunities.

Supervisor: Chad Folley (978-682-7475)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Park Instructor for Watertown Recreation Department

- Organized recreational activities, such as sports, yoga, games, and crafts for children in Watertown's Parks Programs
- Facilitated social interaction and positive team behavior

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

6/12/20

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

| | | | | | | |
|------------------------------|--|--|--|-----------|--|------|
| Name: | Charles "Chas" Legge | Location: | BCEMS | | | |
| Submission Date: | June 12, 2020 | Administrator Action/Checklist Complete: | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | | | |
| Position: | Physical Education | Grade (If Applicable): | 5-8 | | | |
| Endorsement (If Applicable): | 3-08 | <input type="checkbox"/> Hourly-Non Exempt | <input type="checkbox"/> Salary-Exempt | | | |
| Hours Per Day: | | Scheduled Hours: | | a.m. to | | p.m. |
| Account Code: | | | | | | |
| Replacement? | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | | | | | |
| If Yes, For Whom? | Jay Baitz | Salary Rate: | \$ | 49,520.43 | | |
| Administrator Approval: | Chris Hennessey | Signature Date: | June 12, 2020 | | | |

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

| | | | | | |
|----------------------------------|---|------------------------------------|---|---|---|
| Contract Complete Date | | Offer Letter Complete Date | | DOH | |
| Total Years of Experience: | 4 | Step: | 5 | Salary Placement: | \$ |
| Hourly Rate: | N/A | Salary Rate: | \$ | Seniority Date: | |
| Contract Type: | <input checked="" type="checkbox"/> Teacher | <input type="checkbox"/> Para | <input type="checkbox"/> Replacement | <input type="checkbox"/> Interim | <input type="checkbox"/> Offer/Non-Contracted Letters |
| | <input type="checkbox"/> AFSCME | <input type="checkbox"/> N/A | | | |
| Days Per Year: | 190 | Salary: | \$ | Contract Days: | 190 |
| Teacher: AOE Endorsement: | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | | | |
| If No, Required: | <input type="checkbox"/> Provisional | <input type="checkbox"/> Emergency | <input type="checkbox"/> Apprenticeship | | |
| Para-Educator: Associates Degree | <input type="checkbox"/> YES | <input type="checkbox"/> NO | (If NO) → ParaPro | <input type="checkbox"/> YES has passed ParaPro | <input type="checkbox"/> NO will need to take ParaPro |

Superintendent Approval Signature

Date

Charles Charles Legge

1035 Essex Road Williston, Vermont 05495
8028710485 clegge67@gmail.com

Education

Lyndon State College

Lyndonville, Vermont

Bachelor of Education

Major: Physical Education, **Minor:** Athletic Coaching

GPA: 3.150

Credit Hours: 131

Attended August 2010 to December 2014

Degree conferred December 2014

Essex High School

Essex High School, Vermont

GPA: 2.800

Attended August 2006 to June 2010

Degree conferred June 2010

Greenville College

Greenville, Illinois , Illinois

Master of Education

Major: Coaching Education

GPA: 3.670

Credit Hours: 12

Attended August 2019 to Present

Transcript

(60KB)

Experience

U32 Middle & High School

Nov 2019 - Present

JV-B High Basketball Coach

Montpelier, Vermont

Supervisor: Hank Van Orman ((802) 229-0321)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Milton High School

Aug 2019 - Present

Varsity Assistant Coach

Milton, Vermont

Supervisor: Marcel Choquette (802-893-5400)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

U32 Middle & High School

Physical Education Teacher

Montpelier, Vermont

Aug 2019 - Present

Supervisor: Steven Dellinger-Pete ((802) 229-0321)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer

Essex High School

Varsity Ultimate Frisbee Coach

Essex Junction, Vermont

Mar 2015 - Present

Supervisor: Jeff Goodrich (N/A)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer

Richford Elementary School

Physical Education Teacher

Richford, Vermont

Aug 2017 - Jun 2019

Supervisor: Beth O'Brien ((802) 848-7453)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer

Milton Middle School

Long Term Physical Education Teacher

Milton, Vermont

Jan 2017 - Jun 2017

Supervisor: Becky Day (802.893.5400)**Experience Type:** Public School, Part-timeIt is **OK** to contact this employer

Milton Middle School

Middle School Boys Basketball Coach

Milton, Vermont

Dec 2015 - Feb 2017

Supervisor: Mike Jabour (802-893-5400)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer

Milton High School

JV Assistant Football Coach

Aug 2015 - Nov 2016

Supervisor: Mike Jabour (802-893-5400)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Lyndon State College

Lyndon State Rugby Coach

Lyndon, Vermont

Aug 2011 - May 2013

Supervisor: Chris Ummer (N/A)

Experience Type: Other, Part-time

It is **OK** to contact this employer

Certifications

First Aid Certified

AED Certified

CPR Certified

NFHS Concussion Certified

NFHS Fundamentals of Coaching Certified

Restorative Practice Certified

CoachUp Certified

Teaching & Coaching Philosophy

As I write this it is in the view point of both a physical educator and sports coach. I believe both of my occupations coincide with each other. I define philosophy is something that holds true to what someone believes in due to life experiences and lessons learned through the years.

I believe the purpose of being a physical education teacher and sports coach is teaching, guiding, and preparing my students to be better citizens in and outside of class and to improve their health and sports skills along the way. I believe in order for this goal to be achieved I need to be the best role model and leader. I want students to be able to get through a sports season or physical education class and say to themselves, "Wow I want to be like that guy." I want students to see me as someone who is caring, thoughtful, truthful, and understanding. I believe that as a teacher and coach we need to treat the students as actual human beings. I believe that the students need good role models and leaders and I want to exemplify that. I forgive students when they have wronged me and I also ask for forgiveness when I get to angry. I want the students to know that I see the best of each student and athlete that walks into the gym and onto the field. Everyone comes from different backgrounds, stories, life experiences, and I need to be there as a teacher and coach to make sure the students are welcomed with open arms without judgment.

I believe that as teachers and coaches we need to work together, to collaborate with each other, and to work as a unit. We need to be on the same page in terms with grading and making academic plans for individual students in the teaching realm, and so forth. For coaches we need to be on the same page for policies, offense and defense strategies, substitution plans, and so on. I believe as a teacher and coach I need to reach out to the school community and beyond. I make an attempt to go to school plays and other school sports to show that I care for the community of the students. I believe as a teacher and

coach I need to strive to gain more knowledge and grow in my profession. The reason why I am taking my MAE in coaching is to grow in knowledge and to have the best practices possible in my tool belt. I want to better myself so that my athletes and students would get the best experience and learning possible. I believe that I need to make an effort to go to as many professional development courses and seminars as possible. I believe this shows that I am serious about my profession and wanting to be a better role model and leader.

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

06/12/20

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: Erin Casab

Location: BCEMS

Submission Date: 6/12/2020

Administrator Action/Checklist Complete: ☐ Y ☒ N

Position: BCEMS Music- Elementary

Grade (If Applicable):

Endorsement (If Applicable): Music

☐ Hourly-Non Exempt ☐ Salary-Exempt

Hours Per Day: 7.5

Scheduled Hours: 8:05

a.m. to 3:35 p.m.

Account Code:

Replacement? ☒ Y ☐ N

If Yes, For Whom? James Weselcouch

Salary Rate: \$ 45,549.00

Administrator Approval: Hayden Coon

Signature Date: 6/12/2020

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

Contract Complete Date

Offer Letter Complete Date

DOH

Total Years of Experience:

0

Step:

1

Salary Placement: \$

B

Hourly Rate: \$ N/A

Salary Rate: \$ 38,930 (FY20)

Seniority Date:

Contract Type:

☒ Teacher

☐ Para

☐ Replacement

☐ Interim

☐ Offer/Non-Contracted Letters

☐ AFSCME

☐ N/A

Days Per Year:

190

Salary: \$

38,930 (FY20)

Contract Days:

190

Teacher: AOE Endorsement:

☒ YES

☐ NO

Penalties

If No, Required:

☐ Provisional

☐ Emergency

☐ Apprenticeship

Para-Educator: Associates Degree

☐ YES

☐ NO

(If NO) → ParaPro

☐ YES

has passed ParaPro

☐ NO

will need to take ParaPro

Superintendent Approval Signature

Date 6/17/20

Erin Casab

237 Sunderland Woods Rd Colchester, Vermont 05446-5888
8025982931 erincasab@gmail.com

Education

University of Vermont

Burlington, Vermont

Bachelor of Music

Major: Music Education

GPA: 3.000

Attended August 2016 to May 2020

Degree conferred May 2020

Transcript

(56KB)

Experience

University of Vermont

Choral Music Intern

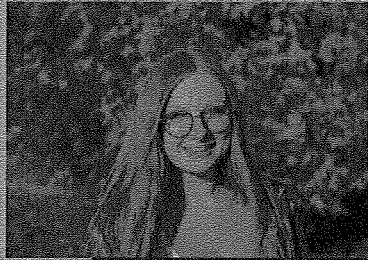
Colchester School District, Vermont

Jan 2020 - Mar 2020

Supervisor: Melissa Towle (8022645700)

Experience Type: Student Teaching, Full-time

It is **OK** to contact this employer



237 Sunderland Woods
Colchester, Vermont 05446



(802) 598-2931



erincasab@gmail.com

MUSIC ACCOMPLISHMENTS

National School Choral Award- Given to two high school seniors who have made great achievements in their music careers, chosen by their choir teacher.

Held the highest score in the state of VT for Alto (voice part) for 2015 All-State Music Festival auditions.

Contributed as a judge for the 2020 All-State Music Festival auditions.

ERIN CASAB

Experienced vocalist & multi-instrumentalist

EDUCATION

University of Vermont (UVM), Burlington, VT

- Bachelor of Science degree in Music Education
- GPA 3.0

EDUCATION EXPERIENCE

January 2020–March 2020

Teaching Intern, Choral, Colchester High School, Colchester, VT

- Taught music to high school students, along with 4th & 5th graders.
- Designed lesson plans to fit students and classes.

Spring Semester 2017–Fall Semester 2019

Music Director, Collegiate A Cappella, The Cat's Meow, UVM

- Taught a cappella music to peers and designed concerts for 3 years
- Elected by Cat's Meow members for several consecutive semesters
- Arranged music for a cappella groups to sing.

WORK EXPERIENCE

July 2017–November 2018

Cashier, Sales Associate, TJMAXX, South Burlington, VT

- Assisted customers at the register and fitting room.
- Organized the store by replenishing inventory.

2011–2017

Babysitter, Private Families, Colchester, VT

- Watched children ages 4-12 years old for several families for six years.
- Cared for children by cooking, cleaning, and doing fun activities.

April 2015–October 2015

Hostess, Texas Roadhouse, Williston, VT

- Provided professional customer service to all patrons in a fast-paced restaurant.
- Helped servers with to-go orders to maintain quality service during busy times.

PROFESSIONAL DEVELOPMENT

2016, 2017, 2018

Vermont Music Educators Association Conference, Burlington, VT

February 5th, 2020

Inservice Day for Trauma, Colchester, VT

March 2nd, 2020

Professional Development Session, Colchester, VT

BUUSD FY20/21 RFP Schedule, Facility Projects, etc... Spring/Summer 2020, June 16, 2020

6.3

| | Contractors Invited to BID | Contract/Contacts | Funding Source | Superintendent's Recommendation Board Approved |
|---|--|---|---|---|
| 1) FY21 Revenue Anticipation Note | Community Bank- 1.79% -- 2.24% Community National- 2.05% -- 2.27% Peoples-Declined UnionBank-1.55% -- 1.75% | Hope Crifo Highest net yield- Community Bank | | Community Bank Documents to be approved at June 11 meeting |
| 2) Bond Anticipation Note (BAN)-4/3/20 | Community Bank-\$2,000,000 Approved 5/19 | Hope Crifo | Interest paid 1/31/21 | Board approved March |
| 3) SHS Underground Heat Pipes | Cooper Mechanical, Inc. Vermont Mechanical, ARC Mechanical | RFP sent June 12 | FY21 General Fund | |
| 4) SHS Water Storage Project | Cooper Mechanical, Inc.-\$62,619 Alliance Mechanical-\$97,000 Vermont Mechanical-Declined to bid ARC Mechanical-Declined to bid | In progress-Complete by June 1 | FY20 General Fund Construction Services | Board approved Feb 23 |
| 5) SHS Auditorium | Audio-Video Corp. - Dark Star Production The AV Company | | FY21 General Fund | |
| 6) BTMES Canopy | EF Wall- Lajeunesse Const.- Dubois Const.- | RFP sent May 28 | FY21 General Fund Construction Services | |
| 7) BTMES Generator | | | Town of Barre | |
| 8) BCEMS Bus Loop | Capital Earthmoving-\$63,900 K. Bellavance-\$41,500 J. Hutchins, Inc.-Decline Walker Const, Dale E. Percy,Dubois Const- | RFP sent – Three vendors attended mandatory site visit. | FY21 General Fund Construction Services | Board approved June 11 |
| 9) Bake Shop Move | Completed move | | FY21 CVCC Budget | |
| 10) SEA | Purchased property May 22- In progress--permitting process, design, survey. 6-8 vendors have requested documents. | RFP prequalification – Bid opening June 24, 2020 | Closed on property 5/22 BAN-BOND | |
| 11) SHS UPS- Technology Backup | Researching data-appropriate vendors/proposals | | | |
| 12) Electric Buses | Agreement between VEIC/STA/BUUSD finalize. Weekly check in meetings. Install chargers this summer or maybe delay until fall. RFP near completion. | Delayed until Spring 2021 | BUUSD \$2,500- Electric Pole/Light Installation VEIC/STA chargers \$700,000 | |

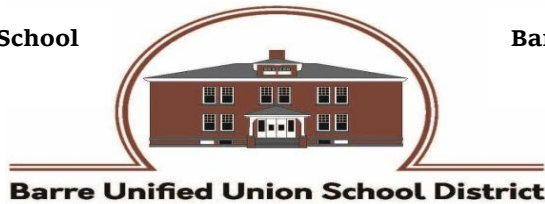
**Barre City Elementary & Middle School
Spaulding High School**

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



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
Early Education Director

Jamie Evans
Director of Facilities

Josh allen
Communications Specialist

SHS Auditorium AV System Upgrade – Summer 2020

| | |
|-------------------------|-------------------|
| Audio-Video Corporation | \$72,069 * |
| Dark Star | DECLINE |
| The AV Company | DECLINE |
| PSAV | DECLINE |

***Superintendent's Recommendation: Audio-Video Corporation**



Audio-Video Corporation

FED ID #14-1426006
213 Broadway
Albany, NY 12204

Phone: (518) 449-7213 Fax: (518) 449-1205

Billing Address

Barre Unified Union School District
Accounts Payable
120 Ayers Street

Barre VT 05641
USA

| Copy | | | SALES QUOTATION | | |
|-----------------|--|-------------------------|-----------------|------|--|
| Document Number | | Document Date | | Page | |
| 13873 | | 03/10/20 | | 1/8 | |
| Customer No. | | Provisional No. | | | |
| c17784 | | X-19742MG | | | |
| Your Contact | | Payment Terms | | | |
| 81 Josh Coli | | Pending Credit Approval | | | |

Delivery Address

Emmanuel Ajanma
Barre Unified Union School District
Spaulding High School
155 Ayers Street
Suite 1
Barre VT 05641

SPAULDING HIGH SCHOOL AUDITORIUM PRESENTATION SYSTEM

Currency: \$

| | Description | Quantity | Contract Pricing | Price | Total |
|-----|---|----------|------------------|-----------|-----------|
| 001 | Pro L1070UNL Laser Projector 7000 Lumens WUXGA No Lens White Item Code: V11H940920 Manufacturer: Epson | 1 | | 4,800.00 | 4,800.00 |
| 002 | Middle Zoom Lens #3 for Pro G7000 and L1000 Series (ELPLM10) Item Code: V12H004M0A Manufacturer: Epson | 1 | | 1,404.00 | 1,404.00 |
| 003 | XXL PROJECTOR CAGE Item Code: PG4A Manufacturer: Chief | 1 | | 849.00 | 849.00 |
| 004 | AVSG Mount Package Item Code: AVSG_MOUNT_PACK Manufacturer: AVC | 1 | | 250.00 | 250.00 |
| 005 | Da-Lite Custom Screen, 110"x176", 72" Black Drop with Built-In LVC Item Code: AVSG_MISC_EQUIPMENT Manufacturer: AVC | 1 | | 10,299.00 | 10,299.00 |
| 006 | Custom Screen Shipping and Handling Item Code: AVSG_LOGISTICS Manufacturer: AVC | 1 | | 701.00 | 701.00 |

Audio-Video Corporation

FED ID #14-1426006
213 Broadway
Albany, NY 12204
USA

Copy**SALES QUOTATION**

Document Number

Document Date

Page

13873**03/10/20****2/8**

Currency: \$

| | Description | Quantity | Contract Pricing | Price | Total |
|-----|--|----------|------------------|-----------------|-----------------|
| 007 | 10.1 in. Touch Screen Black Smooth Item Code: TSW-1060-B-S Manufacturer: Crestron | 2 | | 1,464.00 | 2,928.00 |
| 008 | Tabletop Kit for TSS-10 and TSW-1060 Black Smooth Item Code: TSW-1060-TTK-B-S Manufacturer: Crestron | 2 | | 152.50 | 305.00 |
| 009 | 3-Series® 4K DigitalMedia™ Presentation System 350 with AirMedia® Item Code: DMPS3-4K-350-C-AIRMEDIA Manufacturer: Crestron | 1 | | 6,500.00 | 6,500.00 |
| 010 | DigitalMedia 8G+® 4K60 4:4:4 HDR Receiver and Room Controller with Scaler Item Code: DM-RMC-4KZ-SCALER-C Manufacturer: Crestron | 1 | | 1,125.00 | 1,125.00 |
| 011 | Wall Plate DigitalMedia 8G+® Transmitter 200 Black Textured Item Code: DM-TX-200-C-2G-B-T Manufacturer: Crestron | 1 | | 875.00 | 875.00 |
| 012 | DigitalMedia 8G+® Transmitter 201 Item Code: DM-TX-201-C Manufacturer: Crestron | 1 | | 810.00 | 810.00 |
| 013 | 10-Port Gigabit PoE Smart Switch Item Code: SG250-10P-K9-NA Manufacturer: Cisco | 1 | | 339.00 | 339.00 |
| 014 | Fixed I/O DSP with 12 analog inputs 8 analog outputs 8 channels configurable USB audio and 32 x 3 Item Code: TesiraFORTE DAN AI Manufacturer: Biamp | 1 | | 1,889.00 | 1,889.00 |

Audio-Video Corporation

FED ID #14-1426006
213 Broadway
Albany, NY 12204
USA

Copy**SALES QUOTATION**

Document Number

Document Date

Page

13873**03/10/20****3/8**

Currency: \$

| | Description | Quantity | Contract Pricing | Price | Total |
|-----|--|----------|------------------|----------|----------|
| 015 | Cardioid-18 Gooseneck Condenser Microphone Attached Preamp with XLR Shock Mount Flange Mount Sn Item Code: MX418/C Manufacturer: Shure | 1 | | 185.00 | 185.00 |
| 016 | Dual Digital Wireless Receiver with internal power supply 1/2 Wave Antenna and Rack Mounting Hardwa Item Code: ULXD4D-H50 Manufacturer: Shure | 1 | | 2,231.00 | 2,231.00 |
| 017 | Digital Wireless Bodypack Transmitter with Miniature 4-Pin Connector Item Code: ULXD1-H50 Manufacturer: Shure | 1 | | 392.00 | 392.00 |
| 018 | Microflex® Cardioid Lavalier Microphone Item Code: WL185 Manufacturer: Shure | 1 | | 93.00 | 93.00 |
| 019 | Handheld Transmitter with BETA 58A® Microphone Item Code: ULXD2/B58-H50 Manufacturer: Shure | 1 | | 498.00 | 498.00 |
| 020 | Digital Console for Live and Studio with 40 Input Channels Item Code: M32R LIVE Manufacturer: Midas | 1 | | 2,200.00 | 2,200.00 |
| 021 | 16 Input, 8 Output Stage Box Item Code: DL16 Manufacturer: Midas | 1 | | 962.00 | 962.00 |

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13873**03/10/20****4/8**

Currency: \$

| | Description | Quantity | Contract Pricing | Price | Total |
|-----|--|----------|------------------|----------|----------|
| 022 | Kobra-KK102 I, 100cm-long, variable beam stainless steel line array element with 16x2" cones - BLACK Item Code: KK102 I Manufacturer: K-Array | 4 | | 1,799.00 | 7,196.00 |
| 023 | Wall bracket with ball and socket joint (advanced model) in BLACK Item Code: K-WALL2 Manufacturer: K-Array | 4 | | 191.00 | 764.00 |
| 024 | Hardware to connect 2 Kobras, Pythons and Kayman (even mixed configurations) Item Code: K-JOINT2 Manufacturer: K-Array | 2 | | 280.00 | 560.00 |
| 025 | Dual channel amplifier with PowerLight technology, 775 watts/ch at 8Ω, 1250 watts/ch at 4Ω Item Code: PLX3602 Manufacturer: QSC | 2 | | 1,329.00 | 2,658.00 |
| 026 | 15" Bass Reflex Subwoofer Item Code: VRX915S Manufacturer: JBL | 2 | | 1,039.00 | 2,078.00 |
| 027 | Set of Three M10 x 35mm Forged Shoulder Steel Eyebolts (priced and ships as a PACK of 3 bolts) Item Code: 229-00009-01 Manufacturer: JBL | 2 | | 29.00 | 58.00 |
| 028 | SUBWOOFER MOUNT PACKAGE Item Code: AVSG_MOUNT_PACK Manufacturer: AVC | 1 | | 300.00 | 300.00 |
| 029 | AVSG Miscellaneous Cables Connectors and Hardware Item Code: AVSG_MISC_CABLES Manufacturer: AVC | 1 | | 1,750.00 | 1,750.00 |

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13873**03/10/20****5/8**

Currency: \$

| | Description | Quantity | Contract Pricing | Price | Total |
|-----|--|----------|------------------|------------------|------------------|
| 030 | AVSG Wallplate Package | 1 | | 90.00 | 90.00 |
| | Item Code: AVSG_WALLPLATE_PACK | | | | |
| | Manufacturer: AVC | | | | |
| 031 | AVSG Rack Package | 1 | | 1,200.00 | 1,200.00 |
| | Item Code: AVSG_RACK_PACK | | | | |
| | Manufacturer: AVC | | | | |
| 032 | x-19742MG AVSG Installation Setup and Training | 1 | | 12,000.00 | 12,000.00 |
| | Item Code: AVSG_INSTALLATION | | | | |
| | Manufacturer: AVC | | | | |
| 033 | x-19742MG AVSG Custom Programming | 1 | | 1,680.00 | 1,680.00 |
| | Item Code: AVSG_PROGRAMMING | | | | |
| | Manufacturer: AVC | | | | |
| 034 | AVC Customer Care Agreement Year 1 | 1 | | 2,100.00 | 2,100.00 |
| | Item Code: AVSG_CCA_YEAR_1 | | | | |
| | Manufacturer: AVC | | | | |
| 035 | Subtotal | | | | 72,069.00 |
| 036 | SUBWOOFERS WILL MOUNT AT SAME LOCATION OF UNUSED SPEAKERS | | | | |
| 037 | MOTORIZED SCREEN TO BE INSTALLED BY OTHERS | | | | |
| 038 | POWER, CONDUIT AND DATA NEEDS PROVIDED BY OTHERS | | | | |
| 039 | | | | | |

Shipping Type: **Deliver & Install**Quotation Subtotal: **\$ 72,069.00**Total Before Tax: **\$ 72,069.00**Total Tax Amount: **\$ 0.00****Total Amount: \$ 72,069.00**

Quotation Valid Until: 04/10/20

Subject to Shipping & Handling and Sales Tax if Applicable

Audio-Video Corporation

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Albany, NY 12204
USA

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13873**03/10/20****6/8**

Currency: \$

EQUIPMENT WARRANTY:

All standard manufacturer's equipment warranties apply. Service and technical support provided through Audio-Video Corporation's Certified Full Service Facility. Extended (multi-year) Customer Care Service agreements available – please contact your Account Representative for more information.

ASBESTOS STATEMENT:

Current asbestos regulations require written verification that your environment is either asbestos free or abatement procedures will be completed prior to our on-site work.

NOTE:

Client to provide 120VAC power and IP Network connectivity at equipment locations where required.

PAYMENT TERMS REQUESTED:

- 25% Deposit with Hard Copy Purchase Order
- 65% to be Invoiced Upon Equipment Delivery, Net 20
- 10% to be Invoiced Upon Completion, Net 20

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13873**03/10/20****7/8**

Currency: \$

**THIS QUOTATION DOES NOT CONSTITUTE A SALES ORDER UNLESS SIGNED BY YOU, OUR CLIENT.
SEE TERMS AND CONDITIONS OF SALE ATTACHED.**

Accepted By**P.O. No.****Signature****Date**

Ship-to Address:
(if different than above)

Credit Card Info:
(if applicable)

TERMS AND CONDITIONS OF SALE

AUDIO-VIDEO CORPORATION, (SELLER) and the purchaser of the items covered by this Sales Order whose name appears on the reverse side hereof, (BUYER), agree that the following Terms and Conditions of Sale shall be applicable to this transaction, except as specifically superseded or amended by a typed statement in the body of this Quotation/Sales Order.

- 1. GENERAL** - The terms and conditions of this contract constitute the entire agreement and supersede all previous agreements between the parties. No provisions of purchase orders will prevail in conflict with these terms unless agreed to in writing by an Agent of **AUDIO-VIDEO CORPORATION**. This agreement shall be interpreted and governed by the laws of the State of New York, U.S.A. Buyer agrees that it may be served in the State of New York and appoints the Secretary of the State of New York as his agent to accept Service of Summons.
- 2. DELIVERY** - Unless shown to the contrary within the body of this Quotation/Sales Order, all products are shipped F.O.B. Shipping Point of origin and BUYER shall pay all freight and delivery charges. Any special or non-customary handling charges by a carrier shall also be the responsibility of the BUYER. Damage and risk of loss of any nature after delivery shall be at BUYER'S sole risk. SELLER shall not be liable for any default or delay that, for any reason whatsoever, interferes with or impedes production or delivery of the products ordered. All promises of delivery are made in good faith and SELLER shall be diligent in its efforts to fulfill them. SELLER shall not, in any event, be liable for costs or damages for failure to meet the estimated delivery date whether reasonably foreseen or otherwise.
- 3. CREDIT** - Notwithstanding the terms stated herein, SELLER may either accelerate or withhold shipment, or both, at anytime that BUYER is in default or in the event that BUYER'S credit becomes unacceptable to SELLER'S credit department.
- 4. PAYMENT** - Payment shall be as provided on this Quotation/Sales Order. BUYER agrees to pay 1 % per month interest on all amounts not paid when due. BUYER also agrees to pay any and all expenses incurred by **AUDIO-VIDEO CORPORATION** in the collection of past due amounts.
- 5. SECURITY - AUDIO-VIDEO CORPORATION** shall have the right, in addition to all other rights it may possess to withhold shipment in whole or in part, to recall goods in transit or to repossess all goods which might be stored with **AUDIO-VIDEO CORPORATION** for the BUYER'S account without the necessity of taking any other proceedings in the event of BUYER default(s) or adverse credit reason(s). The foregoing shall not be construed as limiting in any manner the rights or remedies available to **AUDIO-VIDEO CORPORATION** because of any default(s) of the BUYER under the applicable Uniform Commercial Code as in force and effect.
- 6. PRICES** - The prices quoted herein and/or and supplementary schedules, unless otherwise indicated, do not include installation or any sales, use, excise, or similar taxes levied by the United States, or any state in local subdivision thereof, or other governmental agency. BUYER covenants and agrees he shall pay either to SELLER or to the applicable governmental authority any such taxes in the amount applicable to the product or the transactions described in this instrument, and in the event of failure to do so, BUYER agrees to hold SELLER harmless from any claim, cost or expense as a result of failure to make such payment.
- 7. ERRORS** - SELLER reserves the right to correct clerical and typographical errors as well as any errors (of omission or commission), or misstatements by any **AUDIO-VIDEO CORPORATION** representative consistent with good business practice.
- 8. CUSTOM BUILT EQUIPMENT** - BUYER'S acceptance of the proposal and the receipt of BUYER'S down payment at **AUDIO-VIDEO CORPORATION**, Albany, N.Y. headquarters will constitute authorization to **AUDIO-VIDEO CORPORATION** to begin procurement of raw materials and fabrication for custom-built equipment. Materials procurement and/or fabrication shall not commence until the down payment, in the amount specified herein, has been received at **AUDIO-VIDEO CORPORATION**, ALBANY, N.Y.
- 9. CANCELLATION** - Cancellation of this order by BUYER shall obligate BUYER to pay a fifteen percent (15%) cancellation charge, plus all expenses incurred in commitments made by SELLER and all unrecoverable costs incurred by SELLER.
- 10. RETURN OF GOODS** - Acceptance of goods for return shall be made only with prior written authorization by SELLER and in accordance with SELLER'S standard policy relevant to restocking charges.
- 11. BREACH** - In the event of Breach of BUYER or termination of the contract by SELLER as a result of BUYER'S credit position, SELLER shall be entitled to recover loss of profits, termination or cancellation charges and all other damages obtainable under the Commercial Code of the State of New York and costs of collection including reasonable attorney's fees. Interest shall be awarded and paid at the rate of 12% per annum or the highest legal rate in the state of jurisdiction, whichever is lesser.
- 12. WARRANTY** - Any product supplied or service performed by **AUDIO-VIDEO CORPORATION** is warranted in regard to workmanship for the period provided in the equipment manufacturer's warranty. NO OTHER WARRANTY OR GUARANTEE EXPRESSED OR IMPLIED INCLUDING ANY WARRANTY AS TO MERCHANTABILITY OR FITNESS FOR ANY PURPOSE IS MADE UNLESS THE SAME IS SPECIFICALLY SET FORTH WITHIN THE BODY OF THIS QUOTATION / SALES ORDER. Insofar as equipment manufactured and/or fabricated by **AUDIO-VIDEO CORPORATION**, the liability of **AUDIO-VIDEO CORPORATION** shall be limited to written warranty policy specifically set forth within the body of this Quotation/Sales Order.
- 13. CLAIMS** - Claims for defective goods must be made within 30 days after receipt of shipment. Shipment is made at BUYER'S expense and risk and all claims for merchandise damage in shipment, or for undelivered merchandise must be made with the forwarder by the consignee. SELLER will not be responsible for shortages that are not reported within 10 days after receipt of shipment. SELLER shall have no liability for repair or replacement of equipment damaged in shipment or damaged as determined in the judgment of SELLER by neglect or misuse, willful or otherwise.
- 14. DAMAGES** - BUYER specifically agrees that SELLER shall not be liable for any damages, injury, loss of profit, delays or any other consequential or prospective loss or damage suffered through use of the equipment purchased herewith, or by reason of the equipment's failure to perform. BUYER further agrees that in any event, recovery against SELLER or the equipment manufacturer shall be limited to repayment of the purchase price upon return of equipment or to repair and replacement of defective parts, but such recovery shall not exceed the purchase price of the equipment unless otherwise stated in the body of this Quotation / Sales Order.
- 15. CONSTRUCTION** - In the event any provisions of this agreement is not enforceable, all other terms and provisions of this agreement, nevertheless shall remain in full force and effect.

Title 16 Education**Chapter 25 ATTENDANCE AND DISCIPLINE****§ 1125 Truant officers****§ 1125. Truant officers**

(a) A school board shall annually appoint one or more truant officers and record their appointments with the clerk of the school district on or before July 3. State police, sheriffs, deputy sheriffs, constables and police officers shall be truant officers ex officio.

(b) Truant officers shall receive remuneration for time actually spent in performance of their duties and shall be allowed their necessary expenses incurred in connection therewith. (Added 1969, No. 298 (Adj. Sess.), § 73.)

The Vermont Statutes Online

Title 16 : Education

Chapter 009 : School Districts

Subchapter 005 : Harassment, Hazing, And Bullying

(Cite as: 16 V.S.A. § 570a)

§ 570a. Harassment

(a) Policies and plan. The harassment prevention policy required by section 570 of this title and its plan for implementation shall include:

(1) A statement that harassment, as defined in subdivision 11(a)(26) of this title, is prohibited and may constitute a violation of the public accommodations act as more fully described in article 2 of this subchapter 5.

(2) Consequences and appropriate remedial action for staff or students who commit harassment. At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints.

(3) A procedure that directs students, staff, parents, and guardians how to report violations and file complaints.

(4) A description of the circumstances under which harassment may be reported to a law enforcement agency.

(5) A procedure for investigating reports of violations and complaints. The procedure shall provide that, unless special circumstances are present and documented by the school officials, an investigation is initiated no later than one school day from the filing of a complaint and the investigation and determination by school officials are concluded no later than five school days from the filing of the complaint with a person designated to receive complaints under subdivision (7) of this subsection. All internal reviews of the school's initial determination, including the issuance of a final decision, shall, unless special circumstances are present and documented by the school officials, be completed within 30 days after the review is requested.

(6) A description of how the school board will ensure that teachers and other staff members receive training in preventing, recognizing, and responding to harassment.

(7) Annual designation of two or more people at each school campus to receive complaints and a procedure for publicizing those people's availability.

(8) A procedure for publicizing the availability of the Vermont Human Rights Commission and the federal Department of Education's Office of Civil Rights and other appropriate State and federal agencies to receive complaints of harassment.

(9) A statement that acts of retaliation for the reporting of harassment or for cooperating in an investigation of harassment are unlawful pursuant to 9 V.S.A. § 4503.

(b) Independent review.

(1) A student who desires independent review under this subsection because the student is either dissatisfied with the final determination of the school officials as to whether harassment occurred or believes that, although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem shall make such request in writing to the headmaster or superintendent of schools. Upon such request, the headmaster or superintendent shall initiate an independent review by a neutral person selected from a list developed jointly by the Secretary of Education and the Human Rights Commission and maintained by the Secretary. Individuals shall be placed on the list on the basis of their objectivity, knowledge of harassment issues, and relevant experience.

(2) The independent review shall proceed expeditiously and shall consist of an interview of the student and the relevant school officials and review of written materials involving the complaint maintained by the school or others.

(3) Upon the conclusion of the review, the reviewer shall advise the student and the school officials as to the sufficiency of the school's investigation, its determination, the steps taken by the school to correct any harassment found to have occurred, and any future steps the school should take. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution.

(4) The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records.

(5) The costs of the independent review shall be borne by the public school district or independent school.

(6) Nothing in this subsection shall prohibit the school board from requesting an independent review at any stage of the process.

(7) Evidence of conduct or statements made in connection with an independent review shall not be admissible in any court proceeding. This subdivision shall not require exclusion of any evidence otherwise obtainable from independent sources merely because it is presented in the course of an independent review.

(8) The Secretary may adopt rules implementing this subsection. (Added 2011, No. 129 (Adj. Sess.), § 12, eff. May 11, 2012; amended 2013, No. 34, § 10; 2013, No. 92 (Adj. Sess.), § 72, eff. Feb. 14, 2014.)

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

CODE: C 10

1ST READING: 5/9/2019

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

Designees Revised 6/25/2020

POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS

I. Policy

The Barre Unified Union School District (BUUSD) ¹(hereinafter “district”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the district to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the district to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The district shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

The model procedures are expressly incorporated by reference as though fully included within this model policy. The model procedures are separated from the policy for ease of use as may be required.

II. Implementation

The superintendent or his/her designee shall:

¹Throughout this model policy and the related procedures, “district” shall apply to independent schools and should be substituted as appropriate. References to the superintendent shall equate to “head of school” or “headmaster” as appropriate, with regard to independent schools. Where language suggests a “district” will take action, it shall be the superintendent, the head of school, the headmaster or his/her designee

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See model procedures on the Prevention of Harassment, Hazing and Bullying of Students).
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an equity coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the designated employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the district's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

III. Constitutionally Protected Speech

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the first amendment of the U.S. constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

IV. Definitions. For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - (a.) Is repeated over time;

- (b.) Is intended to ridicule, humiliate, or intimidate the student; and
- (c.)(i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
- (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

B. "Complaint" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

C. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

D. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

E. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.

F. "Equity Coordinator" is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the district and for coordinating the district's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The equity coordinator is also responsible for overseeing implementation of the district's *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to designated employees.

G. "Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **"Student"** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

I. “Notice” means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. “Organization” means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

K. “Pledging” means any action or activity related to becoming a member of an organization.

L. “Retaliation” is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. “School administrator” means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the district’s equity coordinator.

N. “**Student Conduct Form**” is a form used by students, staff, or parents, to **provide, in written form, information about inappropriate student behaviors** that may constitute hazing, harassment and/or bullying.

APPENDIX A

Designated Employees:

The following employees of the BUUSD have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

BUUSD Office:

Name: **David Wells**
 Title: **Superintendent**
 Contact Information:
802-476-5011 x1017
dwellbsu@buusd.org

Barre Unified Union School District
120 Ayers St
Barre, VT, 05641

BCEMS:

Name: **Pierre Laflamme**
 Title: **Assistant Principal**
 Contact Information:
802-476-6541 x4320
plafbce@buusd.org

Name: **Kristin Morrison**
 Title: **Behavior Specialist**
 Contact Information:
802-476-6541 x4142
kmorrbce@buusd.org

Barre City Elementary & Middle School
50 Parkside Terrace
Barre, VT, 05641

BTMES:

Name: **Erica Pearson**
 Title: **Co-Principal**
 Contact Information:
802-476-6617 x6309
epearbte@buusd.org

Name: **Bill Waller**
 Title: **Behavior Specialist**
 Contact Information:
802-476-6617 x6289
wwallbte@buusd.org

Name: **Alice Harding**
 Title: **Behavior Specialist**
 Contact Information:
802-476-6617 x6181
ahardbte@buusd.org

Barre Town Middle & Elementary School
70 Websterville Rd
Barre, VT, 05641

CVCC:

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A STRONG AND HEALTHY START

Safety and Health Guidance for Reopening Schools, Fall 2020

Issued by the Vermont Agency of Education and the Vermont Department of Health

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Introduction

COVID-19 presents novel and unprecedented challenges to our society. The pandemic is placing our economic system, our system of government and every sector and area of human life under great stress, and forcing us to raise to the challenge in new ways.

Education is no exception. Educating students, ensuring they make progress, and safeguarding their health, welfare and nutrition has been made vastly more difficult by the presence of the virus. In Vermont, COVID-19 forced the rapid dismissal of schools in March 2020, followed by a period of maintenance of learning, while we worked as an education system to stand up a Continuity of Learning structure. Our education community has worked incredibly hard and risen to the challenge in truly inspiring ways.

The lessons we have learned from these experiences indicate that we need to resume in-person instruction of students as soon as safely possible, while continuing to strengthen our Continuity of Learning systems and our ability to be nimble and move quickly to respond to future outbreaks of the virus.

The following guidance is drafted with this in mind. It is one of several sets of guidance our agencies will release in the coming weeks, intended to help School Districts and Supervisory Unions (SU/SDs) and independent schools prepare to reopen school in the Fall of 2020. This document is focused on safeguarding student and staff health while operating in-person instruction.

Much has changed in three short months. We expect that the situation will continue to evolve as the pandemic progresses, and we continue to learn more about this virus. This document was developed with the input and feedback of Vermonters who are infectious disease experts, practitioners of pediatric medicine, public health experts, and education professionals. It is our best judgement based on the information we have now. However, we expect to update this document as new information becomes available, and will note in text where new and updated information is provided.

Sincerely,

Daniel M. French, Ed.D.
Secretary of Education

Mark Levine, M.D.
Commissioner, Vermont Department of
Health

Background and Objectives

This document provides health guidance to school administrators and school personnel as they plan and implement the reopening of schools for the 2020-21 School Year in the context of COVID-19. Because we continue to learn more about COVID-19 and the conditions surrounding the situation are continually evolving, this guidance will be periodically updated as new information becomes available. This document is one of a series of Strong and Healthy Start guidance documents that the Agency of Education (AOE) is developing in conjunction with partner agencies and stakeholders.

The objectives of this health guidance for schools during the coming year are to:

1. Decrease risk of individuals infected with COVID-19 from entering the school building through effective public health prevention
2. Decrease transmission of COVID-19 among staff and students through effective public health measures
3. Quickly identify individuals with COVID-19 and put containment procedures in place to minimize the impact on students, staff and education
4. Ensure that the special needs of students with physical, emotional and behavioral concerns are thoroughly addressed in a fair and equitable manner
5. Communicate regularly with staff, students, families and the community to provide assurances that schools are working to keep students and staff safe and healthy
6. Ensure that COVID-19 health guidance safeguards an equitable educational experience for all students

You will see a number of references to guidance for Steps II and III¹ throughout this document, in accordance with CDC guidelines. These steps, as they pertain to schools, are defined as:

- Step I: Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.
- Step II: Schools are open for in-person instruction with enhanced physical distancing measures and for children who live in the local geographic area only.

¹ Vermont is using the following metrics to determine what Phase (Step) it is in:

- Indicators based on symptoms:
 - (1) Downward trajectory of influenza-like illnesses (ILI syndrome) reported within a 14-day period; AND,
 - (2) Downward trajectory of COVID-like syndromic cases (i.e., COVID-like illness or CLI syndrome) reported within a 14-day period
- Indicators based on cases:
 - (3) Downward trajectory of documented COVID-19 cases within a 14-day period; OR
 - (4) Downward trajectory of positive tests as a percent of total tests within a 14-day period (concurrent with a flat or increasing volume of tests)
- Indicators for hospital readiness:
 - (5) Capacity to treat all patients without utilization of crisis care standards; AND
 - (6) Robust testing program in place for at-risk healthcare workers, including antibody testing

- Step III: Schools are open for in-person instruction with distancing measures. Restrict attendance to those from limited transmission areas (other Step III areas) only.

We have made the decision to start schools at Step II, with the exception of school bus transportation (see [Buses and Transportation](#)), in order to ensure that schools are prepared in the event of an increase in community-wide spread of COVID-19. The decision to move from Step II to III (and if necessary, back to Step II) will be made based on the epidemiological evidence (metrics) at the regional level and in coordination with the AOE and the Health Department.

Please note: The COVID-19 situation continues to evolve very rapidly – so the information we are providing in this guidance may change. It is expected that there will be edits and updates to this guidance as new information becomes available.

The Vermont Department of Health and the Agency of Education would like to thank the following individuals and organizations for their contributions to this guidance and all they do every day on behalf of students, families and schools:

- Jeanne Collins, Vermont Superintendents Association
- Jay Nichols, Vermont Principals Association
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- Sophia Hall, RN, Vermont School Nurses Association
- Jeff Fannon, Vermont—National Educational Association
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- Heather Bouchey, Ph.D., AOE Deputy Secretary
- Ted Fisher, AOE Director of Communications and Legislative Affairs
- Patsy Kelso, Ph.D., State Epidemiologist
- Breena Holmes, MD, Vermont Department of Health
- Ilisa Stalberg, Maternal and Child Health Deputy Director

COVID-19 Coordination and Training

Each school or SU/SD or independent school should establish a COVID-19 Coordinator to establish, review and implement health and safety protocols. The COVID-19 Coordinator should be a school nurse or other health professional qualified to interpret guidelines and ensure they are implemented to the best standard of practice. A workgroup should be established to review and implement health and safety protocols. The workgroup should

consist of administrators, teachers, paraeducators, custodians and other critical school staff who work with and around students and have knowledge to contribute to the safe and healthy reopening of schools.

All employers must provide training on details of standard operating procedures to their employees. All employees, including those already working, must complete a mandatory training on COVID-19 health and safety requirements. Training completion must be documented. VOSHA has developed training for this purpose. As described in the Governor's order, employers may choose to adopt an additional training program that meets or exceeds the VOSHA-provided standard, or additional policies and procedures that are applicable to the employment environment and employees' duties, which shall not be less restrictive than those developed by VOSHA.

The VOSHA training may be accessed on the [Vermont Department of Labor website](#).

Since we expect to see an influx of influenza cases starting in the fall, it is also recommended that schools consider setting up a school-located immunization clinic in partnership with the Vermont Department of Health. This infrastructure may eventually prove extremely useful for coronavirus vaccination as well when such vaccines become widely available.

Student and Staff Health Considerations

Health Screenings

All students and staff must have a Daily Health Check at the **first point of contact**, as described below. SU/SDs and independent schools should determine the best method to conduct this Daily Health Check. Students who are arriving by bus should have the screening prior to/upon boarding the bus to reduce potential spread of the virus. Schools should ensure that students arriving by bus who have already been screened, are not "mixing" with students arriving by other means who have not yet been screened.

Daily Health Check:

- Ask the following questions:
 1. Have you been in close contact with a person who has COVID-19?
 2. Do you feel unwell with any symptoms consistent with COVID-19?
For example, have they had a cough, temperature, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?
- Conduct temperature screening, using the protocol provided below.

Guidance for younger students: Schools will need to work with parents/caregivers to answer these questions when students are too young or otherwise unable to answer.

Students who answer either of the above questions affirmatively or have a temperature greater or equal to 100.4°F must be returned to their parent/caregiver as soon as possible. SU/SDs and independent schools should work with school nurses to determine a plan for when a student

appears unwell or becomes ill at school. Please see [Building Considerations / Modifications](#) regarding isolation rooms in the school building.

Schools must communicate with parents/caregivers about this requirement so that plans can be put in place if students do not pass the Daily Health Check upon boarding the bus or upon entry to the school.

During cold weather months, schools should set up indoor locations for Daily Health Checks, which conform to the first point of contact.

Temperature check protocol: *Temperature checks should occur upon entrance and near sink/hand sanitizer station. A non-contact thermometer is strongly recommended.*

- Wash hands
- Wear a facial covering, eye protection and a single pair of disposable gloves
- Check each child's temperature
- If performing a temperature check on multiple students, ensure that a clean pair of gloves is used for each child and that the thermometer has been thoroughly cleaned in between each check. *If disposable or non-contact thermometers are used and the screener did not have physical contact with a child, gloves do not need to be changed before the next check. If non-contact thermometers are used, they must be cleaned routinely. Follow instructions provided by the manufacturer for any device used.*
- Remove and discard gloves in between students

School Staff

The following guidance applies to school staff, as well as contractors.

The following individuals might be at higher risk for severe illness from COVID-19. **If you have staff members or teachers age 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should avoid in-person contact in which physical distancing cannot be maintained.**

Based on what we know now, those at higher risk for severe illness from COVID-19 are:

- [People 65 years and older](#)
- People of all ages with [underlying medical conditions, particularly if not well controlled](#), including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised, including those undergoing cancer treatment, bone marrow or organ transplantation, and those with immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and/or other immune weakening medications
 - People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Stay Home When Sick: Exclusion/Inclusion Policies

Schools should coordinate decision-making around a student's care with the family, school nurse and the family's healthcare provider if there are specific health concerns, chronic disease, or complex social or emotional dynamics in the home.

Students who arrive from out-of-state must follow ACCD and Health Department guidance around quarantine before returning to school, which includes travel out-of-state at any point during the school year. More information is available on the [Vermont Department of Health's COVID-19 travel site](#).

Students and staff will be **excluded from in-person school activities**, if they:

- Show symptoms of COVID-19, such as a cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell
- Have been in close contact with someone with COVID-19 in the last 14 days
- Have a fever (temperature higher than 100.4°F)
- Have a significant new rash, particularly when other symptoms are present
- Have large amounts of nasal discharge in the absence of allergy diagnosis

If above signs and symptoms begin while at school, the student (or staff member) must be sent home as soon as possible. Keep sick students separate from well students and limit staff contact as much as reasonably possible, while ensuring the safety and supervision of the sick student(s) until they leave.

- Students and staff should be excluded from school until they are no longer considered contagious.
- Students and staff with fever greater than 100.4°F and no specific diagnosis should remain at home until they have had no fever for 24 hours without the use of fever-reducing medications (e.g., Advil, Tylenol).
- Materials, toys and furniture touched by the student who is sent home should be thoroughly cleaned and disinfected.

Healthy students and staff with the following symptoms/conditions **are not excluded from in-person school activities**:

- Allergy symptoms (with no fever) that cause coughing and *clear runny nose* may stay if they have medically diagnosed allergies and follow medical treatment plans.
- Well-controlled asthma

Cases of COVID-19 in School

If COVID-19 is confirmed in a student or staff member:

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#); wait 24 hours or as long as practical before beginning cleaning and disinfecting to allow droplets to settle.

- Open outside doors and windows and use ventilating fans to increase air circulation in the area.
- Clean and disinfect all areas such as offices, bathrooms, common areas and shared electronic equipment used by the ill persons, focusing especially on frequently touched surfaces.
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- Participate in contact tracing as requested by the Health Department.
- Communicate with staff and parents/caregivers with general information about the situation. It is critical to maintain confidentiality.

Decisions about school closure should be made based on guidance from the Agency of Education.

Anyone diagnosed with COVID-19 should self-isolate according to [guidelines](#) set forth by the Vermont Department of Health.

If a staff person or student has been identified as a [close contact](#) to someone who is diagnosed with COVID-19, they should self-quarantine: stay home. Please refer to the [Health Department's website](#) for what it means to be in close contact and for instructions for [isolation, quarantine, and self-observation](#).

Students with Special Health and Educational Needs

Ensuring the physical, emotional and psychological safety of every student must be a priority for all reopening plans. That means systematically considering the heightened risks facing our most vulnerable students and the staff who support them, including but not limited to those with compromised immune systems, impulse control issues, or other behavioral issues or disabilities who cannot follow public health guidelines. As they already do, schools will need to engage in thoughtful planning with families and experts supporting these students.

In these cases, the focus should be on what is reasonable and appropriate in the school building, including the following:

- It may be necessary to plan for transitioning students between options of remote learning, blended learning, virtual learning, and/or alternating or parallel waves of each.
- School practices should account for special education regulatory guidance, CDC public health guidance, and federal/state guidance, as well as school operations.
- Schools should prioritize mental health and social-emotional supports for vulnerable students.
- Schools should ensure all students regardless of ability have physical access to the facilities required for safeguarding (i.e. sinks/sanitizing stations).
- There will be supplemental guidance developed from shared experience in supporting the types of learners who are unable to comply with public health requirements.

School nurses will play an essential role related to high risk populations of students, including those with special health needs. In these cases, a team-based approach to care is recommended

to assess risk to this population. Teams include the school nurse, the student's health care provider, IEP team members, parents/caregivers, teachers and paraprofessionals as appropriate and develop shared goals within and across settings to achieve care that is safe, effective, patient-centered, timely, efficient and equitable. As a health care team member, school nurses connect students and their families to the medical home and can support coordination of care.

Schools that provide residential programming should conform with forthcoming ACCD guidance on overnight camps, colleges, universities and other residential programming.

School Day Considerations

Buses and Transportation

In general:

- A Daily Health Check must be conducted on all students, prior to boarding the bus (see Health Screenings for more detail). The adult (bus driver or bus monitor) who is conducting the Daily Health Check must wear a facial covering, eye protection and gloves.
- It is recommended that an additional adult (bus monitor) ride the bus to support the required health screening. This bus monitor must also wear a facial covering.
- Sick students should not get on the bus. See Stay Home When Sick for more detail.
- Bus drivers are required to wear facial coverings while transporting students.
- All students are required to wear facial coverings on the bus (with noted exceptions in [Facial Coverings and Personal Protective Equipment](#)).
- Cohort students by age on the school bus (younger students in the front, middle-age students in the middle, older students in the back).
- Assign seats for students on the school bus.
- Alternatives to bussing to reduce the number of students riding the bus include:
 - Encourage parents/caregivers or other designated adults to transport their children, whenever possible, to minimize the number of students on the bus.
 - Encourage students to walk or bike to school, if it is safe to do so.

Cleaning and disinfecting:

- Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator.
- Drivers and monitors/additional adults should wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.
- All buses must have an adequate supply of hand sanitizer.
- If there is a known or suspected case of COVID-19 that has been transported, please follow [CDC Guidance](#).

If Vermont is at Step III at the beginning of the school year, schools and districts may elect to follow Step III recommendations for bussing should they so choose, even though Step II restrictions will be recommended for all other operations initially.

Step II Guidance:

- Create physical distance between students and on school buses (for example, seating students one child per seat, every other row).
- Stagger drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.
- Create more bus stops to minimize the number of students waiting together.

Step III Guidance:

- Students should be spaced out for the number of riders.
- Promote physical distance between students at bus stops.

Drop-Off and Pick-up / Arrival and Departure

The following procedures must be in place:

- Signs must be posted at all entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.
- Hand sanitizing stations must be set up at the entrance of the facility or the entrance process could be rerouted through a different entrance nearest the sink, so that students can sanitize/wash their hands before they enter, or immediately upon entry into the facility.
- Assign students to use different entrances at arrival and departure times.
- Stagger arrival and drop off times.
- Students should go directly to their assigned classroom once they have completed all required screening.
- Parents/caregivers should not be allowed to enter the building with the student. Parents/caregivers should drop off their child outside and leave as soon as their child has safely entered the building to avoid congregating.
 - Preschool classrooms may need to identify a separate entrance and exit given the age of the student so the parent/caregiver may briefly walk the child into the classroom and leave.
 - In the first few days of return to school, the parents/caregivers of younger students and students with anxiety may escort their children to the classroom in coordination with the school.
 - If a parent/caregiver needs to talk with school personnel, they should make arrangements to do so in advance.
 - All parents/caregivers who enter the school building must wear a facial covering, be screened upon entry (screening questions and temperature check) and must leave immediately upon completing drop-off.
- Individuals who are self-quarantining due to close contact with a COVID-19 positive individual should not do drop-off or pick-up.

Hand Hygiene

Schools must put the following procedures into practice to ensure effective hand hygiene:

- All students, staff and contracted service providers should engage in hand hygiene at the following times:
 - Arrival to the facility
 - After staff breaks
 - Before and after preparing food or drinks
 - Before and after eating, handling food or feeding students
 - Before and after administering medication or medical ointment
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluid
 - Before and after handling facial coverings/face shields
 - After handling animals or cleaning up animal waste
 - After playing outdoors
 - Before and after playing with sand and sensory play
 - After handling garbage
 - Before and after cleaning
 - Prior to switching rooms or locations
- Provide plenty of hand lotion to support healthy skin for students and staff.
- Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available (monitor for ingestion of hand sanitizer among young children). Steps for proper handwashing can be found on the [CDC website](#).
- After assisting students with handwashing, staff should also wash their hands.
- Place posters describing handwashing steps near sinks. [Developmentally appropriate posters](#) in multiple languages are available from CDC.

Facial Coverings and Personal Protective Equipment

All staff and students are required to wear facial coverings while in the building, as well as outside where physical distancing cannot be maintained. CDC recommends facial coverings in settings where other physical distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Adults doing drop-off and pick-up should wear facial coverings. Instructions for making, wearing and washing facial coverings can be found on the [CDC website](#). PreK students require special consideration regarding age and child development.

The following stipulations are for students, as well as staff, where applicable:

- Facial coverings are developmentally appropriate when children can properly put on, take off, and not touch or suck on the covering.
- Students who have a medical or behavioral reason for not wearing a facial covering should not be required to wear one. These decisions should be made in partnership with the health care provider and school nurse.

- Students/staff should not wear facial coverings while sleeping, eating or swimming (or when they would get wet).
- Facial coverings with ties are not recommended for young children as they pose a risk of choking or strangulation.
- Facial coverings may be removed during outdoor activities where students and staff can maintain physical distancing and have ready access to put them back as needed when activity stops.
- Staff may take off their facial covering in select circumstances when physical distancing cannot be maintained, such as when a parent/caregiver is hearing impaired and reads lips to communicate. It is also recommended to use facial coverings with clear plastic windows to support communication when there is ongoing contact with individuals who are hearing impaired.
- The use of clear facial shields for students and adults is allowable as long as they meet all of the health guidance of the Vermont Department of Health. Face shields should extend below the chin and to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.

Additional guidance regarding Personal Protective Equipment (PPE) for school nurses and other health professionals in the school building is forthcoming. This guidance will be posted on the [Vermont Department of Health website](#). School nurses will need to determine appropriate PPE based on the care and tasks required.

Operational and Facilities Considerations

Cleaning and Disinfecting

Schools must engage in frequent thorough cleaning each day. All staff should be trained in proper cleaning and disinfecting. **At a minimum, common spaces and frequently touched surfaces and doors should be cleaned and disinfected at the beginning, middle and end of each day.** Schools shall continue to follow regulations regarding cleaning, sanitizing and disinfecting.

- Clean and disinfect frequently touched objects and surfaces such as:
 - All surfaces, especially where students eat
 - Bathrooms
 - Frequently used equipment including electronic devices
 - Door handles and handrails
 - Items students place in their mouths, including toys
 - Metal and plastic playground equipment
- Specifically, regarding shared bathrooms, bathroom use should be kept to the groups that are already in cohorts together. Schedule restroom breaks to avoid overcrowding.
- Toys that cannot be cleaned and sanitized should not be used, including items such as soft toys, dress-up clothes and puppets.
- Unnecessary cloth furniture should be removed from the classroom and other spaces.

- Students' books, art supplies and other paper-based materials such as mail or envelopes, are not considered high risk for transmission and do not need additional cleaning or disinfection procedures.

The following products may be used for disinfecting:

- Diluted household bleach solutions
- Alcohol solutions with at least 70% alcohol
- Most common EPA-registered household disinfectants
- See [List N: Disinfectants for Use Against SARS-CoV-2](#) (Environmental Protection Agency)

Group Size, Integrity of Group/Cohort/Pod, Physical Distancing and Modified Layouts

Physical distancing in order to reduce the frequency of close contact between individuals is still the single most effective way to slow the spread of the coronavirus. General principles to promote physical distancing and reduce viral spread:

- Students must be kept in groups, not to exceed the maximum number allowed by state guidance, including teachers and staff.
- Install physical barriers in reception areas and employee workspaces where the environment does not accommodate physical distancing.
- Students standing in line should be spaced apart (consider tape marks on the floor).
- Limit sharing of materials:
 - Keep each student's belongings separated from others' and in individually labeled containers, cubbies or areas. Used items should be taken home each day and cleaned.
 - Ensure adequate supplies to minimize sharing of high touch materials (art supplies, lab equipment, computer equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
 - Do not share electronic devices, toys, books, musical instruments, games or learning aids.

Step II Guidance:

- Whenever feasible, keep classes together to include the same group of students each day, and keep the same teachers and staff with the same group each day. This will need to be addressed differently to meet the education needs of high school (and maybe middle school) students.
- Restrict mixing between groups.
- Space seating/desks and bedding (head-to-toe positioning) to at least 6 feet apart.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Require students to stay in an assigned section of the school yard as opposed to mingling with other classes.
- Close the staff/teacher's lounge.

- Hold virtual meetings with students, families and staff.
- Rearrange employee workstations to ensure they are separated by six feet.

Step III Guidance:

- Consider keeping classes together to include the same group of students each day.
- Continue to space out seating and bedding (head-to-toe positioning) to 6 feet apart, to the extent possible.

Additional strategies to consider:

- Move classes outdoors.
- Minimize students and employees traveling to different buildings; staff and students should wear facial coverings and avoid congregating during these transitions.
- Broadcast in-class instruction to multiple rooms to allow students to spread out.
- Implement a homeroom stay where the teachers rotate, as opposed to the students.
- Only allow supervisors and staff who are required for instruction to be in the classrooms.
- Discourage the use of attendance awards or perfect attendance incentives for students.
- Plan activities that do not require close physical contact between multiple students.
- Rearrange furniture to avoid clustering in common areas.

Communal Spaces, Large Group Activities and Public Use of Schools

General guidance (Step II and Step III):

- Large group activities must conform to the maximum number allowed by current state guidance.
- School sponsored or school supported before- and after-school programs may continue, but attendance records must be kept.
- Libraries can be opened if physical distancing can be achieved (no congregating) and restricted to one consistent cohort of students (pods). If the library cannot be opened or must be closed, schools need to work with librarians and officials to find alternative ways to ensure their students' access to library materials.
- Fire and safety drills must continue to occur according to state regulations. Administrators and school safety teams must develop protocols to do this safely in the context of this guidance and for physical distancing of staff and students.
- Outdoor recess space where students can keep physical distance may be opened.
- Group activities with the potential to generate increased respiratory droplets and aerosols should be avoided. This includes activities such as singing (e.g. choir, glee club, a cappella groups, musical theater, etc.) and music that involves woodwind or brass instruments.
- School-sponsored/associated events and extracurricular activities (sports, theater, etc.) may occur in accordance with parameters outlined by the Governor.
 - Guidance on organized sports can be found on the [ACCD's Restart website](#).
- Students may use playground equipment only under the following conditions:

- Plastic and metal playground equipment must be cleaned frequently and routinely over the course of each day.
- The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people (e.g., handrails, benches); make sure disinfectant has thoroughly dried before allowing children to play.
- Staff should continue to reinforce physical distancing during playground play.
- Hand washing/sanitizing stations must be set up on the playground.
- The public may use school grounds, but may not use school buildings, including restrooms. Signs should be posted about wearing facial coverings and physical distancing. Schools should also be aware that they might come back in the morning to find empty sanitizer dispensers.
- The Secretary of State's office has [issued guidance on local elections](#), including use of facilities.

Step II Guidance:

- Communal spaces such as gymnasiums and cafeterias should be closed for their intended use; these spaces, however, may be used as an extension of the classroom to allow for physical distancing.
- Limit school-sponsored/school-associated gatherings, events and extracurricular activities to those that can maintain physical distancing, support proper hand hygiene and restrict attendance of those from higher transmission areas.

Step III Guidance:

- If possible, keep communal use spaces, such as cafeterias and gymnasiums, closed. However, these spaces may be used for their intended purposes in smaller groups, staggering use, and cleaning and disinfecting between uses.

Volunteers, Visitors, Field Trips

Schools must implement the following requirements for Volunteers, Visitors and Field Trips:

- No outside visitors and volunteers except for employees or contracted service providers for the purpose of special education or required support services, as authorized by the school or district.
- Field trips are only allowed if the program is able to maintain all health guidance, as well as guidance from the [Agency of Commerce and Community Development](#), as it relates to public outdoor spaces and pools.
- Minimize parent/family visits and require them to occur only in the school office.
- Post maximum occupancy numbers on doors.
- Restrict the number of people in the school building that are not students or staff to a minimal number and ensure that someone is assigned to enforce the rules.

Building Considerations/Modifications

Guidance for operating and modifying school buildings:

- Hand sanitizing stations must be set up at the entrance of the facility, or the entrance process could be rerouted through a different entrance nearest the sink, so that students can sanitize/wash their hands before they enter, or immediately upon entry into the facility.
- Open additional entrances for drop-off and pick-up.
- Make hallways or entrances one-way, when possible.
- Water fountains may be used with frequent cleaning.
- Prior to the restart of schools, all buildings must secure two separate areas (Clean and Isolation) to serve the school population.
 - A Health Office should serve as the school's clean office space to accommodate medication administration, triage students, health screenings, etc.
 - The school must have separate isolation spaces (the area must be structured with a door and must allow for ventilation to the outside) to serve as an extension of a Health Office to accommodate symptomatic students and staff. Isolate symptomatic students/staff as soon as possible. Set up separate, well-ventilated triage areas and place student/staff with suspected COVID-19 in an isolation room with the door closed.
- Add signage to clearly mark all closed areas.
- Place (tape) markings at all entrances so distancing is easy to establish.
- With regard to ventilation and HVAC, follow these recommendations:
 - Prior to re-occupancy, ensure school ventilation system is properly cleaned and meets all required operating standards per manufacturer.
 - Prior to re-occupancy, operate HVAC systems in occupied mode for a minimum period of one week while assuring the outside air dampers are open.
 - Encourage staff to provide additional outside time and open windows frequently when air conditioning is not being used. Do not open windows and doors if they pose a safety or health risk (e.g., risk of falling, noise or triggering asthma symptoms).
 - Ensure ventilation systems operate properly and increase circulation of outdoor air.
 - The following modifications to building HVAC system operation should be considered, as recommended by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE):
 - Increase outdoor air ventilation (disable demand-controlled ventilation and open outdoor air dampers to 100% as indoor and outdoor conditions permit).
 - Improve central air and other HVAC filtration to MERV-13 (ASHRAE 2017b) or the highest level achievable. Change filters every 3-4 months.
 - Keep HVAC systems running longer hours (24/7 if possible, but a minimum of two hours prior to occupancy and through the duration of occupancy). Keep bathroom exhaust fans operating 24/7 on school days.

Ensure staff understand the importance of ventilation fans – they must run all day.

- Add portable air cleaners to classrooms. Use HEPA or high-MERV filters with due consideration to the clean air delivery rate (AHAM 2015).
- Maintain temperature and humidity as applicable to the infectious aerosol of concern. Typically temperature should be maintained between 68-78°F and humidity between 40-60%.
- Take appropriate precautions when servicing HVAC Systems and replacing filters (wear appropriate personal protective equipment (PPE), bag and dispose of filters in regular trash, immediately wash hands with soap and water or use an alcohol-based hand sanitizer).
- Where feasible, the school nurse's office/isolation room should have:
 - Dedicated HVAC system
 - Dedicated restroom (ideal)
 - Exhaust directly outdoors
 - Maintain negative pressure to adjoining spaces
 - Nurse office suite design should follow health care facilities design practices as described in standards such as ASHRAE Standard 170 and other applicable guidelines and design information.
- For more information see [ASHRAE Epidemic Taskforce Schools & Universities](#)

Food Services Guidance

Because of the lifelong impacts on health and learning caused by malnutrition, it is important to ensure that students have uninterrupted access to adequate nutrition through the food service program, no matter whether the school is in Step I, II or III. This is particularly important because the ongoing economic impacts of COVID-19 may mean that many more children are currently facing food insecurity at home. Current information suggests that food and food packaging are not known sources of COVID-19 transmission. School Food Service staff receive regular food safety training and are already knowledgeable about preventing foodborne illness. Ask for their input when designing food service models.

Communicate to households that school meals programs are a safe and nutritious source of food, and make [school meals applications](#) available to households throughout the year to ensure that households with changing economic circumstances are aware of this form of assistance. Because households are especially likely to be facing food insecurity this year, consider [referring households to additional forms of food assistance](#), such as 3SquaresVT and WIC. Consider offering free meals to all students ("Universal Meals") using [Provision 2](#) or the [Community Eligibility Provision](#). Because of temporarily higher rates of household poverty this year, this may be more financially achievable for the SU/SD than in prior years.

General Guidance (Step I, II, and III):

- Continue to follow all food safety requirements in the [Vermont Food Code](#). Have food service staff conduct frequent self-audits to ensure that these practices are being followed. Key areas to check include:

- Correct dishwasher temperatures for sanitization
- [Employee handwashing](#)
- [Cleaning and sanitizing surfaces](#)
- Procedures for employees to calling in sick or doing non-food related duties when sick
- HACCP plans may need to be adjusted to include new procedures.
- Consider how the kitchen receives deliveries of food and supplies. Often, delivery drivers enter the school through the kitchen entrance, so may not be subject to normal visitor procedures. In some cases, it may be usual practice for the delivery driver to bring food directly into the walk-in refrigerator or freezer. These are small spaces frequently entered by kitchen staff. Work with kitchen staff and vendors to determine the safest way to handle deliveries. If the vendor will now deposit deliveries outside of the entrance, consider investing in dollies or having other staff members assist kitchen staff with moving deliveries into the kitchen to avoid workplace injuries.
- Evaluate kitchen workstations and modify them to allow for physical distancing.
 - If the kitchen is small, move workstations into the cafeteria/gym, if the cafeteria/gym is not in use.
 - Face workstations away from each other, such as towards the wall instead of toward the center of the room.
- If there is a large food service staff, consider having the staff work in shifts during the day to reduce transmission opportunity. In Step I, consider two-week rotations with one shift working for two weeks, and the other shift staying at home.
- Consider methods for ensuring food service continuity if food service staff become sick or need to quarantine.
 - This could include setting up coverage from other schools within the SU/SD, or even setting up a reciprocal agreement with a neighboring SU/SD to provide meals.
 - The school could look into purchasing a supply of shelf-stable meals to be available in the event that food service staff need to stay home.
- Ensure that food service substitutes have food safety training. Free web-based food safety training is available at any time from the [Institute for Child Nutrition](#). Child Nutrition Programs also recommends these [very basic training videos on hygiene, temperature control and sanitization](#) from Iowa State University Cooperative Extension.

Step I:

- Continue providing access to meals to students when the school building is closed, using the Summer Food Service Program during an unanticipated school closure. The AOE will be applying for USDA waivers to allow meal service to continue as it did in Spring 2020. These methods included:
 - Sending meals home with students on the last day of school for days when school is not in session (short-term closures)
 - Delivering meals to residences or bus stops
 - Providing meals for pickup

- The AOE has issued [extensive health and safety guidance](#) on providing meals using these distribution methods.
- School food service staff are already very familiar with how to handle this situation. Discuss with them what additional resources they will need to be able to continue providing meals under this scenario.

Step II:

- With cafeterias closed, students should be offered school meals in their classrooms. If it is not feasible to provide service directly to classrooms, grab-and-go meal carts could be placed in dispersed locations for students from nearby classrooms to collect their meals in small groups. Or, students may go to the cafeteria classroom by classroom to collect their meals and return to their classroom to eat. If that method is used, sanitize all high touch surfaces in between groups.
- Food safety practices should be followed when serving perishable meals in the classroom. The best option is to serve meals immediately. However, if the meals will not be served immediately, hot holders and coolers should be used to keep hot foods hot and cold foods cold.
- Plan for sanitization of eating areas, such as desks or tables. Classroom teachers may need to be provided with appropriate supplies for sanitizing desks and tables.
- Additional trash and janitorial services may be necessary when serving meals in the classroom.
- Meals should not be self-serve.
- Meals should be unitized, or an advance ordering system can be used to allow student choice about meal components. Advance ordering could be done through a paper pre-order system in a smaller school, or web-based ordering systems are available from some food service software vendors.
- Food Service Programs may need to purchase additional equipment to package meals efficiently for delivery to classrooms. Many types of packaging systems are available. Speak to other food service programs, particularly those that have experience offering breakfast in the classroom or summer meals, about which equipment works best for them.
- Ideally, a designated staff member or student should place meals on students' desks, to avoid students congregating to collect their meals from one location.

Step III:

- While students may return to eating in the cafeteria, consider maintaining meals in the classroom if it is working well.
- Meals should not be self-serve. Staff members can serve students, or pre-portioned items could be provided for students to choose from.
- If students are eating in the cafeteria, assign seating so students eat with their classmates and do not mingle with other classes. If the building has multiple cafeterias or common areas where students may eat, consider consistently assigning classrooms to one area or the other to reduce interaction between cohorts.

- Take steps to ensure social distancing when students are waiting to receive their meals.
- Stagger the classrooms going through the line or cafeteria to reduce interactions and number of students waiting at one time.
- If pin numbers are used, have a staff member enter the pin number on behalf of students.
- If student ID cards are handed in to count meals, sanitize the cards in between uses.
- Engineering controls such as sneeze guards should be installed in the cafeteria.

For both Step II and Step III:

- If staggered student schedules are used to reduce the number of students in the building at any one time, ensure that schedules allow students access to both breakfast and lunch. This may mean following Step I options for providing meals to students at home.
- Napkins and silverware should be provided directly by staff, not for individuals to grab.
- Pre-portion condiments and remove bulk condiment dispensers.
- Allow time for students to wash their hands prior to and after eating.
- Adults assisting students with their food should wash their hands before handling the student's plate or lunch box, and wash or use hand sanitizer between the handling of the next student's lunch box. This includes staff helping students open milk cartons or peel fruit.
- Prohibit or limit food-sharing activities. Unless further guidance on how to operate share tables safely is issued by AOE and the Health Department, schools should discontinue the use of share tables for unwanted foods.
- Vending machines, drinking fountains and water bottle fillers should be frequently sanitized. Determine which staff members in the school will be responsible for this, particularly for vending machines and drinking fountains that are not operated by the food service program.
- Additional COVID-19 guidance for food service programs can be found on the [Agency of Education's COVID-19 webpage](#). The School Nutrition Association's [Thought Starters in Reopening Schools for SY2020-21](#) is another good tool for thinking through all aspects of school food service during COVID-19.

Additional Considerations

Social-Emotional Health of Staff and Students

In general:

Schools will coordinate with families, school staff, and community and State resources to assess and assist in the psychological and emotional recovery of staff and students:

- In partnership with mental health partners, develop and implement universal social and emotional screenings in order to identify students who need support.
- Recognize that all students have had different experiences from COVID-19 and not everyone in the school will be in the same place. Be prepared to validate that some students are disappointed, some had fun, some are grieving, some are exhausted from

added responsibilities at home, some have experienced trauma and some preferred remote learning and are reluctant to return.

- Establish a process, including community, social services and mental health partners, to help identify and provide support to students or staff at potentially higher risk for significant stress or trauma from COVID-19. This should involve triage to see who needs crisis intervention and support. Consider:
 - Those who have experienced a death
 - Those with significant disruptions to their lifestyle (food insecurity, financial insecurity)
 - Those with a history of trauma and chronic stress or pre-existing mental health problems
 - Those with exposure to abuse and neglect
 - Those who have experienced significant anxiety, depression and/or suicidal ideation
- Develop a referral system for individuals who need targeted supports and/or community services.
- Develop strategies and supports for students, families and staff members for each phase of recovery (before reopening, immediately after reopening and long-term support).
- Develop social emotional supports for the potential of schools re-closing and/or a need to stay home and isolate due to exposure to the virus or becoming infected with the virus.
- Teach students how to screen themselves, take care of themselves and protect themselves during COVID-19.
- Explain, in a developmentally appropriate way, to students why school looks different and how changes are linked to individual, family and community safety.

Addressing Staff Needs:

Schools recognize that the social emotional health and well-being of staff is important to the social emotional health and well-being of the students and their families:

- Identify community resources available to support school staff.
- Increase communication efforts to ensure school staff are aware of the district's employee wellness benefits (e.g., employee assistance programs, mental health and wellness insurance coverage, FMLA).
- Work with human resources to determine procedures for staff to take sick leave due to COVID-19 concerns for themselves and/or their family.
- Establish system-wide approaches to address secondary traumatic stress and compassion fatigue (e.g., tap in, tap out; buddy classrooms; boundary setting; self-care).

Addressing Family Needs:

Schools understand that families will need support to feel comfortable sending their children back to school and to help implement the new guidelines during COVID-19:

- Ensure that all efforts to engage and communicate with families are culturally sensitive. Ensure all written and oral communications are available in easily accessible formats, with multiple languages and translation services upon request.
- Provide activities to help families feel comfortable sending their children back to school such as:
 - Back-to-school open houses at the school or in the community, with the ability to ask questions, meet teachers and request opportunities to talk with school employed mental health staff, with appropriate COVID-19 precautions in place.
 - A dry run of getting to school before school starts.
- Engage families to get a better understanding of their concerns regarding student needs and ways to collaborate to support a successful re-entry plan.
- Work with families to identify those who may need assistance with food, clothing and other basic needs.
- Determine and communicate procedures for schools conducting home visits.

Communication Systems

Schools should have clear, consistent and regular communication with staff, students, families and community members during this time, including changes to policies and operations, such as health screenings, drop-off/pick-up, classroom arrangements, etc.

Communications should include:

- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering in visible areas for students and staff to view.
- Employee handbooks and student handbooks should include information on how to recognize the signs of infection and directives not to come to school if sick.
- Basic information on COVID-19 and measures families can take to stay safe when not at school.
- Clear direction in student handbooks on when to keep a student home and the process for notifying the school.
- Communicate your expectations for modeling respiratory etiquette, physical distancing, wearing facial coverings, refraining from touching their face, staying home when sick and supporting employees who need to take care of sick family members.
- The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations.
- Information on trauma-informed practices and helping students cope with stress and tragedies (see section on social emotional health).
- Availability of community resources, including:
 - Mental health resources
 - Food security

- Medical/dental providers
- Health insurance
- Economic aid
- Housing assistance
- Prepare communications to the public sharing the practices that the school is implementing to keep staff, students and community members healthy.
- Identify a school nurse leader for the SU/SD or independent school who is or works closely with the COVID-19 Coordinator. That nurse can develop consistent health forms for enrollment, illness, COVID-19 notices and return to school consistent across all schools in the SU/SD or independent school.
- Use all communication channels available to you, including direct communications (face-to-face, letters), electronic communications (your program's or school's website or social media pages), and remote parent meetings to share updates.
- Ensure all communications are culturally and linguistically appropriate as well as accessible for individuals with disabilities.
- Intentionally and persistently combat stigma. Misinformation about coronavirus and COVID-19 can create fear and hostility that hurts people and makes it harder to keep everyone healthy. We are stronger as a community when we stand together against discrimination. Take advantage of these [resources from the CDC](#) to prevent, interrupt and respond to stigma.

Contact Tracing

Role of the Health Department

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore are at higher risk of becoming infected themselves, can help prevent further spread of the virus. A contact tracing team from the Vermont Department of Health calls anyone who has tested positive for COVID-19. They ask the patient questions about their activities within a certain timeframe – to help identify anyone they have had close contact with. (Close contact means being closer than 6 feet apart for a long time while the person was infectious.) Those contacts might include family members, classmates or coworkers.

When there is a confirmed case of COVID-19 in the school, a member of the contact tracing team will reach out to the case to identify close contacts. The contacting tracing team will also reach out to school administration to determine next steps regarding exposure to students and staff. If there is a cluster of cases in the school, the Health Department will work with school administrators to address and mitigate the situation.

Role of Schools

Take measures so that persons exposed can be more easily traced:

- Use assigned seating for each class.
- Take attendance for every class and include all staff/contractors who were in the classroom

- Use sign-in sheets for in-person meetings to document attendees.
- Keep accurate records of any persons other than students and staff that enter the building, their reason for being there, names of the people they came within 6 feet of and the locations in the building they visit.
- Provide a name and contact number for the COVID Coordinator or school or SU/SD leadership when a family has a positive COVID-19 case to the family so they can notify the coordinator in off hours and share with contact tracing team.
- Staff should be encouraged to keep a daily list of other people they are in close contact with. As the state reopens, Vermonters should consider keeping a contact journal. If you do get sick, this will make it easier to get in touch with those people, and so they can take proper precautions to prevent further spreading of the coronavirus.

Health Resource for Schools

Schools should reach out to their school district school nurse leadership or COVID-Coordinator/Workgroup with any questions. Additionally, the Vermont Department of Health has public health nurses available to schools and child care programs to answer health related questions from 8 a.m. to 3 p.m. Monday through Friday. Call: **802-863-7240**, select the option for **“Schools and Childcare Providers.”** After hours there will be a mailbox to leave a message and Health staff will return your call the following business day.

Resources

General questions about COVID-19? **Dial 2-1-1**

[Vermont Department of Health COVID-19 site](#)

- [Schools, Child Care and Summer Programs page](#)
- [Child Safety Fact Sheet](#)
- [Coping with Family Stress During COVID-19](#)

[Vermont Agency of Education COVID-19 Guidance for Vermont Schools](#)

[Help Me Grow Vermont](#)

[CDC Guidance for Schools and Day Camps](#)

[Let's Grow Kids: Coronavirus Resources](#)

[Vermont Federation of Families for Children's Mental Health COVID-19 Resources](#)

[Vermont Health Connect](#)

[National Association of School Nurses Coronavirus Disease 2019 Resources](#)

[National Association of School Psychologists COVID-19 Resource Center](#) (including guidance for social-emotional health during reopening)

[Parent and Caretaker guide for helping families cope with COVID 19](#)

[Just For Kids: A Comic Exploring The New Coronavirus](#)

[Talking to Children About COVID-19 \(Coronavirus\) - A Parent Resource](#) ([English Resource](#))

[Talking to Children About COVID-19 \(Coronavirus\) - A Parent Resource](#) ([Spanish Resource](#))

Summer Projects list:

- **BCEMS - Bus Loop project**

Approved by the school board to move forward. Cost of project \$41,500

- **BTMES - Canopy Removal Project**

Conducted contractor site visit on June 5, 2020, bids due on June 19, 2020.

- **SHS/CVCC - Heating Lines Project**

Contractor site visit scheduled for June 22, 2020, bids will be due by July 6, 2020.

- **BUUSD - Parking Lot Expansion**

Work is scheduled to begin on June 22, 2020.

Thanks,
Jamie

Sea Project -

Progress continues with the design of the SEA building. The final design of mechanical systems, interior/exterior lighting, kitchen layout, stormwater watershed, color scheme of building exterior and other details are being finalized. The initial design plan is scheduled to go to the Barre City DRB (Design Review Board) for review June 19, 2020.

Barre Unified Union School District

VSBA Strategic Planning Proposal

Presented by: Winton Goodrich

Leadership Development Consultant

May 7, 2020

Strategic Plan Development Process and Timeline

| <i>Date</i> | <i>Activity</i> | <i>Outcome</i> |
|--|---|--|
| <i>(The process and timeline has been developed with the assumption that all meetings and forums will be completed using virtual Zoom technology.)</i> | | |
| May 7 | VSBA meet with the School Board Communications Committee | Incorporate Committee feedback and prepare revised planning process for School Board consideration. |
| May 14 | Communications Committee present proposal to School Board | If the Board decides to move forward with the VSBA proposal, then authorize a budget and empower a Design Team and Feedback Groups that will work with the VSBA consultant to develop the strategic plan. |
| Sept. 3 | Consultant meet with the Communications Committee | Identify and invite internal and external stakeholders to serve on the Design Team and Feedback Groups. |
| Sept. 24 | Consultant and Design Team meeting #1 | Prepare planning process and materials for Feedback Forum Series. Design Team will decide whether to invite different or the same members for each constituent Feedback Group. If the same, the process will involve around 50 stakeholders – If different members for each constituent Forum, then roughly 150 school and community members will participate in the more formal part of the plan development process. |
| Oct. 1 | Design Team meeting #2 | Prepare Google Form survey questions designed to gather feedback from citizens regarding 21 st Century student competencies. Finalize planning for Feedback Forums. Citizens who respond to Google survey will increase participant numbers beyond the 50/150 contributors identified above. |
| Oct. 6 | <u>Forum Series #1.A</u> - Host separate <u>Teacher/Staff</u> and <u>Parent</u> virtual Feedback Forums | Collect feedback from internal and external stakeholders using the Stop-Start-Continue visioning activity. (<i>"What should the Schools Stop, Start, or Continue doing to prepare students who will become contributing members of society, skillful workers, and life-long learners?"</i>) |
| Oct. 7 | <u>Forum Series #1.B</u> - Host separate <u>Student</u> and <u>Business</u> | Collect feedback from internal and external stakeholders using the Stop-Start-Continue visioning |

| | | |
|---------|--|--|
| | <u>Leader</u> virtual Feedback Forums | activity. (<i>“What should the Schools Stop, Start, or Continue doing to prepare students who will become contributing members of society, skillful workers, and life-long learners?”</i>) |
| Oct. 8 | Forum Series #1.C - Host separate <u>Administrator</u> and <u>Non-Profit/Community Leader</u> virtual Feedback Forums | Collect feedback from internal and external stakeholders using the Stop-Start-Continue visioning activity. (<i>“What should the Schools Stop, Start, or Continue doing to prepare students who will become contributing members of society, skillful workers, and life-long learners?”</i>) |
| Oct. 9 | Post Google Form survey and invite all students, teachers, staff, administrators, School Board members, parents, business leaders, non-profit/community leaders, and citizens to share their student competency priorities | Encourage all school and community stakeholders to contribute student competency priorities for incorporation within the strategic plan. Deadline for submission – Oct. 20. Make survey link available on school web sites and invite citizens to participate by communicating information posted on facebook and related social media, Front Porch Forum, newspapers, and school newsletters. Consider school robo-call to all parents. (<i>Follow the protocol – “Three to Eight to Motivate!” Means the more times and ways citizens are encouraged to participate, the more likely they will make a final commitment to do so.</i>) |
| Oct. 13 | Design Team meeting #3 | Begin to shape vision and mission based on the Stop-Start-Continue information collected at Feedback Forums. |
| Oct. 14 | Forum Series 2.A - Host separate <u>Teacher/Staff</u> and <u>Parent</u> virtual Feedback Forums | Collect feedback from school and community stakeholders using the SOAR activity. (<i>What are the Schools’ <u>Strengths</u>, <u>Opportunities</u>, <u>Aspirations</u> and intended <u>Results</u> as perceived by school and community stakeholders?</i>) |
| Oct. 15 | Forum Series 2.B - Host separate <u>Student</u> and <u>Business Leader</u> virtual Feedback Forums | Collect feedback from school and community stakeholders using the SOAR activity. (<i>What are the Schools’ <u>Strengths</u>, <u>Opportunities</u>, <u>Aspirations</u> and intended <u>Results</u> as perceived by school and community stakeholders?</i>) |
| Oct. 16 | Forum Series 2.C - Host separate <u>Administrator</u> and <u>Non-Profit/Community Leader</u> virtual Feedback Forums | Collect feedback from school and community stakeholders using the SOAR activity. (<i>What are the Schools’ <u>Strengths</u>, <u>Opportunities</u>, <u>Aspirations</u> and intended <u>Results</u> as perceived by school and community stakeholders?</i>) |
| Oct. 20 | Survey deadline for Citizen Feedback on student competency priorities | Consultant analyze and prepare Google Form data for Oct. 22 Design Team review. |
| Oct. 22 | Design Team meeting #4 | Begin to shape development of strategic plan goals based on information received from the SOAR activity |

| | | |
|--|---|--|
| | | collected at the Feedback Forums. Integrate student competency feedback received from citizen submission on the Google Form. |
| Oct. 26 | <u>Forum Series 3.A</u> - Host separate <u>Teacher/Staff</u> and <u>Parent</u> virtual Feedback Forums | Share evolving strategic plan goals and collect feedback from school and community stakeholders using the <u>21 and 30 Education Trends</u> activity. |
| Oct. 27 | <u>Forum Series 3.B</u> - Host separate <u>Student</u> and <u>Business Leader</u> virtual Feedback Forums | Share evolving strategic plan goals and collect feedback from school and community stakeholders using the <u>21 and 30 Education Trends</u> activity. |
| Oct. 28 | <u>Forum Series 3.C</u> - Host separate <u>Administrator</u> and <u>Non-Profit/Community Leader</u> virtual Feedback Forums | Share evolving strategic plan goals and collect feedback from school and community stakeholders using the <u>21 and 30 Education Trends</u> activity. |
| Nov. 3 | Design Team Mtg. #5 | Continue development of strategic plan goals based research from sources such as <u>30 of the Most Popular Trends In Education For 2020</u> and <u>A Guide to Twenty-One Trends for the 21st Century: Out of the Trenches and into the Future.</u> |
| Nov. 9 | Design Team meeting # 6 | Integrate citizen feedback on student competency priorities within the strategic plan development. |
| Nov. 12 | School Board meeting | Provide the School Board with planning progress update and solicit feedback on evolving goals. |
| Nov. 16 | Design Team meeting #7 | Incorporate student competency priorities and School Board feedback into the evolving strategic plan. |
| Nov. 19 | Design Team meeting #8 | Meet with administrators to share draft strategic plan goals and begin to develop measurable indicators of progress. Align strategic plan goals with any Vermont Agency of Education School Improvement deliverables. |
| Dec. 1 | Design Team meeting #9 | Finalize strategic plan goals and indicators of progress. Create five year implementation template. |
| Dec. 3 | Design Team meeting #10 and the Communications Committee | Present strategic plan final draft to the Communications Committee for feedback and prepare Dec. 10 School Board presentation. |
| Dec. 10 | Design Team meeting #11 and Communications Committee meet with the School Board | Present strategic plan for School Board adoption. |
| Dec. 11 | Press Release | Inform all school stakeholders and community members regarding the completion of the School District strategic plan. Thank everyone who participated. |
| The VSBA strategic planning contract culminates with the delivery of the strategic plan and the five year implementation template to the School Board at the December Board meeting. | | |
| <u>The VSBA contract fee is \$6,800.</u> This fee is all inclusive of travel and/or related expenses. The contract | | |

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|---|--|--|
| assumes that the School District will provide technology and communications support to the Design Team, Feedback Groups, and the consultant and that Central Office staff will print any materials, if requested. | | |
| Spring, 2021 | Administrative team annual work session | Administrators develop annual work plan based on strategic planning goals and indicators of progress. |
| Quarterly | School Board receive quarterly strategic plan implementation updates from the Superintendent | School Board monitor progress on implementation of strategic plan goals and accomplishment of prescribed milestones. |
| Spring, 2022 | Administrators assess annual strategic plan implementation progress and report year 1 outcomes to the School Board | Make necessary strategic plan adjustments and develop year 2 administrative work plan. |

Design Team Member Roles and Expectations

Team Representatives:

- 1 = School Board Member
 - 1 = Community Member or Non-profit Leader
 - 1 = Elementary Parent
 - 1 = High School Parent
 - 1 = High School Student
 - 4 = Teachers (Barre Town, Barre City, Spaulding, CV Career Center)
 - 1 = Elementary Administrator
 - 1 = High School Administrator
 - 1 = Business Leader
- 12 Total Members

Expectations:

1. Fulfill a short-term civic responsibility for the Barre Schools and Community.
2. Participate in eleven Zoom virtual planning meetings from September 24th through December 10th.
3. Represent your Design Team member constituency and yourself by sharing ideas about the future direction for Barre Schools.
4. Process and analyze feedback from school and community stakeholders.
5. Work as a Team member to develop a five-year strategic plan for the Barre UU School District.

Feedback Group Roles and Expectations

Group Roles:

- Ideal Feedback Group size is 8 individuals.
- The Communications Committee and Design Team will work collaboratively to select Feedback Group members who represent a balanced view for the constituency they serve.
- Each constituency Feedback Group will meet three times using Zoom virtual meeting technology.
 - Recommended that different Feedback Group members will participate in each of the Forum Series.
- Each meeting will last approximately one hour.
- Group members will provide feedback on topics identified in the Plan Development Process outlined above.

Expectations:

1. Participate in one Feedback Group meetings in October and/or November.
2. Meeting will be conducted using Zoom virtual technology.
3. Respond to a variety of different questions at Group meeting.

4. Work with the Feedback Group and the consultant to develop possible consensus points.

Sample School Board motion to undertake the strategic planning process:

“The School Board agrees to contract with the Vermont School Board Association, **in the amount of \$6,800**, for the purpose of facilitating the development of a five year strategic plan for the Barre Unified Union School District. The process will generally follow the VSBA proposal outline, presented to the School Board on May 14, 2020.”

Barre Strategic Plan Development “Design Team”

Three Design Team representatives should be selected from each of the Barre City, Barre Town, Spaulding, and Central Vermont Technical Center Schools. It is recommended that one administrator from each school shall serve on this committee. The second member from each school should be a teacher or staff member. The third school representative may be any employee, PTA president, parent, or School Board member.

[illegible]