

# Addendum for Board Meeting

August 27, 2020

August 21, 2020

Erica Pearson  
Principal  
Barre Town Middle and Elementary School  
70 Websterville Road  
Barre, VT 05641

Dear Ms. Pearson,

This letter is to inform you that I will be resigning from my position as Middle School P.E. teacher at BTMES effective immediately.

This was a difficult decision for me to make, as I care so deeply about each and every one of our students. I am so grateful for the opportunities you provided for growth as a teacher and collaboration with some incredible colleagues.

I have chosen to accept a position outside of education entirely, and will be the Director of the Waterbury Food Shelf going forward.

I wish you all the best in this challenging year, and know our paths will cross again down the road.

Warmly,

*Danielle Kehlmann*

Dani Kehlmann  
[Danielle.Kehlmann@gmail.com](mailto:Danielle.Kehlmann@gmail.com)  
(954)547-4915

# BARRE UNIFIED UNION SCHOOL DISTRICT

## NEW HIRE NOTIFICATION FORM

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

Date Received by Central Office:

8/24/20

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

Name:  Location:

Submission Date:  Administrator Action/Checklist Complete:  Y  N

Position:  Grade (If Applicable):

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?  Salary Rate: \$

Administrator Approval:  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:  Step:  Salary Placement: \$

Hourly Rate: \$  Salary Rate: \$  Seniority Date:

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

Days Per Year:  Salary: \$  Contract Days:

Teacher: AOE Endorsement:  YES  NO

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

# Carter Semple

23 Hayward St., Apt #4 Shelburne, Vermont 05401  
202-365-0176 [cartersemple@gmail.com](mailto:cartersemple@gmail.com)

## Education

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### Ohio State University

Columbus, Ohio

Bachelor of Arts

**Major:** History

**GPA:** 2.870

Attended December 2004 to August 2007

Degree conferred August 2007

### Transcript

(750KB)

## Experience

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### Hunt Middle School

Aug 2019 - Present

Permanent Building Sub

Burlington, VT

--Provides instructional coverage when teachers are not in attendance

--(Aug-Oct) Provided long term instruction in French classroom.

--(Nov-Feb) Girls B Team Basketball Coach

**Reason for leaving:** Still working here, but would like to have my own classroom again for the 20-21 School Year

**Supervisor:** Mattie Scheidt (202-365-0176)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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### Imagine South Vero Charter School

Aug 2016 - Jun 2019

6th Grade World History Teacher

Vero Beach

•Develop standard based lessons and assessments for 6th Grade Social Studies.

•Implement inquiry centered instruction that involve cooperative, technological, and experiential learning.

•Effectively manage and instruct six classes of up to 28 students each.

•Differentiate instruction based on assessment data and learning differences.

**Reason for leaving:** I am relocating to Vermont.

**Supervisor:** Lauren Porier / April Perez ((772) 567-2728)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**Vero Beach Elementary School/Indian River County School District**

Jan 2016 - Jun 2016

Roaming Substitute Teacher

Vero Beach, Florida

(Feb – March) Taught Social Studies at Vero Beach High School and Sebastian River Middle School

(March – June) Took over K-5 classrooms in need of short-term teacher leads at VBE, a title one elementary school where 90% of students qualified for free or reduced lunch fees.

**Reason for leaving:** It was temporary employment**Supervisor:** Cindy Emerson ((772) 564-4550)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer

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**Center City Public Charter School**

Jul 2015 - Dec 2015

2nd/3rd grade lead ELA teacher

Washington DC

- Lead ELA teacher in a departmentalized 2nd grade classroom of 22 students and 3rd grade classroom of 26 students.
- Planned and delivered differentiated instruction, based on academic standards, student assessment data, and curriculum.
- Established positive relationships with parents through conferencing, phone calls and texts.
- Implemented routines and structures that provided an effective learning environment.

**Reason for leaving:** Family Reasons**Supervisor:** Brandy Tyson (202-234-1093)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer

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**E.L. Haynes Public Charter School**

Jul 2014 - Jul 2015

Capital Teaching Resident (Pre-K 3/4)

Washington DC

- Responsible for lesson planning using E.L. Haynes and Common Core Standards.
- Worked with Lead Teacher as a Co-Team in the classroom of 22 students, sharing classroom responsibilities.
- Teaching responsibilities included whole/small group instruction on literacy, math, science and social-emotional development

**Reason for leaving:** It was a year long teaching residency program**Supervisor:** Tanisha Jones (202-415-4645)**Experience Type:** Public School, Full-timeIt is **OK** to contact this employer

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**First Home Care**

Dec 2013 - Jun 2014

Community Support Worker

Washington DC

Managed a caseload of 20 youth clients from under-served communities, with a mental health diagnosis. In accordance with treatment plans, directly assisted clients with symptom management and coping skills.

**Reason for leaving:** Was accepted in Capital Teaching Residency program

**Supervisor:** Cindy Cota (202-737-2554)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**Bartlett Regional Hospital**

Jul 2012 - Jul 2013

Tobacco Cessation Coordinator

Juneau, Alaska

- Developed and managed a \$116,000 tobacco cessation outreach grant.

- Provided cessation counseling to hospital inpatients, high school youth, rural native communities, and the public at large.

**Reason for leaving:** My position was grant funded and the grant had ended.

**Supervisor:** Dianne Bigge ((907) 796-8422)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**AmeriCorps Vista**

Jul 2011 - Jul 2012

Teens Against Tobacco Use Coordinator

Juneau, Alaska

- Designed and implemented tobacco presentations at elementary schools, high schools, substance abuse rehabs and community centers throughout Southeast Alaska.

- Assisted with the management of retreats for at risk youth.

**Reason for leaving:** It was a 1 year term of service.

**Supervisor:** Coleen Felkl ((907) 463-3755)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

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**The National Kidney Foundation**

Mar 2009 - Jan 2011

Administrative Assistant

Washington DC

- Recruited, managed and organized 1000 volunteers to assist in the Foundation's largest annual event, the Chili Cook off, an event attended by 30,000 people.

- Assisted Director of Development with stewardship of major gifts, fundraising events, and scheduling.

**Reason for leaving:** I was laid off as a result of financial cutbacks.

**Supervisor:** Lisa Taylor ((202) 244-7900)

**Experience Type:** Other, 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](mailto:hr@buusd.org))

Date Received by Central Office:

8/26/20

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

Name: Micky Strachota Location: BTMES

Submission Date: 8/26/20 Administrator Action/Checklist Complete:  Y  N

Position: 8th grade SS - 1 yr. Grade (If Applicable): 8th

Endorsement (If Applicable): pending MA license - will need VT license  Hourly-Non Exempt  Salary-Exempt

Hours Per Day: 7.5 Scheduled Hours: 8 a.m. to 3:30 p.m.

Account Code: \_\_\_\_\_

Replacement?  Y  N

If Yes, For Whom? covering Ben Feld while teaching VA due to COVID Salary Rate: \$ \_\_\_\_\_

Administrator Approval: [Signature] Signature Date: 8/26/20

**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: 1 Step: MA Salary Placement: \$ 44,770.00

Hourly Rate: \$ \_\_\_\_\_ Salary Rate: \$ \_\_\_\_\_ Seniority Date: \_\_\_\_\_

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

Days Per Year: \_\_\_\_\_ Salary: \$ 44,770.00 Contract Days: \_\_\_\_\_

Teacher: AOE Endorsement:  YES  NO pending MA license - Transfer VT

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

[Signature]  
Superintendent and/or HR Director Approval Signature

8/27/20  
Date

# Micky Michael John Strachota

116 Thornton St., Apt. 3 Roxbury, Massachusetts 02119  
413-345-0734 [mickystrachota@gmail.com](mailto:mickystrachota@gmail.com)

## ***Education***

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### **Boston College**

Chestnut Hill, Massachusetts

Master of Education

**Major:** Curriculum and Instruction, Secondary History

**GPA:** 3.870

Attended June 2019 to June 2020

Degree conferred June 2020

### **Clark University**

Worcester, Massachusetts

Bachelor of Arts

**Major:** Community, Youth, and Education Studies

**GPA:** 3.720

Attended August 2014 to May 2019

Degree conferred May 2019

**Transcript**

(198KB)

## ***Experience***

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### **Somerville High School**

Jan 2020 - Present

Student Teacher

Somerville, MA

oTeach three periods of 9th grade College Prep and Honors U.S. History i

oCreate and teach original and modified lessons, coordinating units with other 9th grade history teachers

oHighlights include: lessons on free market versus government regulation; unit on race, slavery, and resistance; whole class discussions about the social construction of race

**Supervisor:** Dave DiPietro (617-625-6600)

**Experience Type:** Student Teaching, Full-time

It is **OK** to contact this employer

### **Neighborhood House Charter School**

Aug 2019 - Dec 2019

Teaching Fellow

Dorchester, MA

oServed as a teaching assistant in 9th grade history and biology classrooms, focused specifically on working with students with special needs

oActed as an advisor for a group of 10 students

**Supervisor:** Jahmeelah Bai-Grandson (617-825-0703)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**Breakthrough Greater Boston**

Jun 2017 - Aug 2018

Teaching Fellow, Social Studies  
Somerville, Cambridge, MA

?Taught middle school social studies at Breakthrough, a summer academic program for students from low income communities

?Created and taught original social studies curriculum and acted as an advisor for five middle school boys

?Served as a member of the Teacher Advisory Team, supporting Breakthrough teachers and administrators

**Supervisor:** Jennie McDonald-Brown (617-349-6647)**Experience Type:** Other, SummerIt is **OK** to contact this employer

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**In Our Own Words Poetry and Art Club**

Jan 2017 - May 2018

Instructor

Clark University, Worcester, MA

?Facilitated a joint Clark University-Worcester Public Schools after-school poetry and art club for youth ages 12 to 17

?Focused on providing a space for multilingual youth to express their ideas and experiences through poetry, art, and theater

?TA'd the undergraduate course that ran the after-school club

**Supervisor:** Sarah Michaels (NA)**Experience Type:** Other, After school/EveningIt is **OK** to contact this employer

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**Hiatt Center for Urban Education, Clark University**

Jan 2017 - May 2019

Teaching Assistant

Worcester, MA

?Served as an Undergraduate Teaching Assistant in: Youth Participatory Action Research, Spring 2019, Dr. Jie Park; Social Justice Participatory Research, Spring 2018, Dr. Sarah Michaels; Complexities of Urban Education, Spring 2017, Dr. Eric DeMeulenaere

**Supervisor:** Jie Park, Sarah Michaels, Eric DeMeulenaere (NA)**Experience Type:** Other, Part-timeIt is **OK** to contact this employer

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**Pioneer Valley Performing Arts Charter Public School**

Jan 2016 - Jun 2016

Teaching Assistant

South Hadley, MA

?During college gap year, assisted a high school history teacher in planning and facilitating classes

?Highlights included: a unit on African colonization and resistance, weekly Honors discussion lunches

?Organized and led summer and vacation theater camps for middle and high school aged youth

?Coached actors and non-actors as they wrote, rehearsed, directed, and performed short plays and full-length musicals

**Supervisor:** Jim Cox, Mike Arquilla (NA)  
**Experience Type:** Public School, Part-time  
It is **OK** to contact this employer

***Elizabeth D. Hodder Award for Excellence in Teaching***

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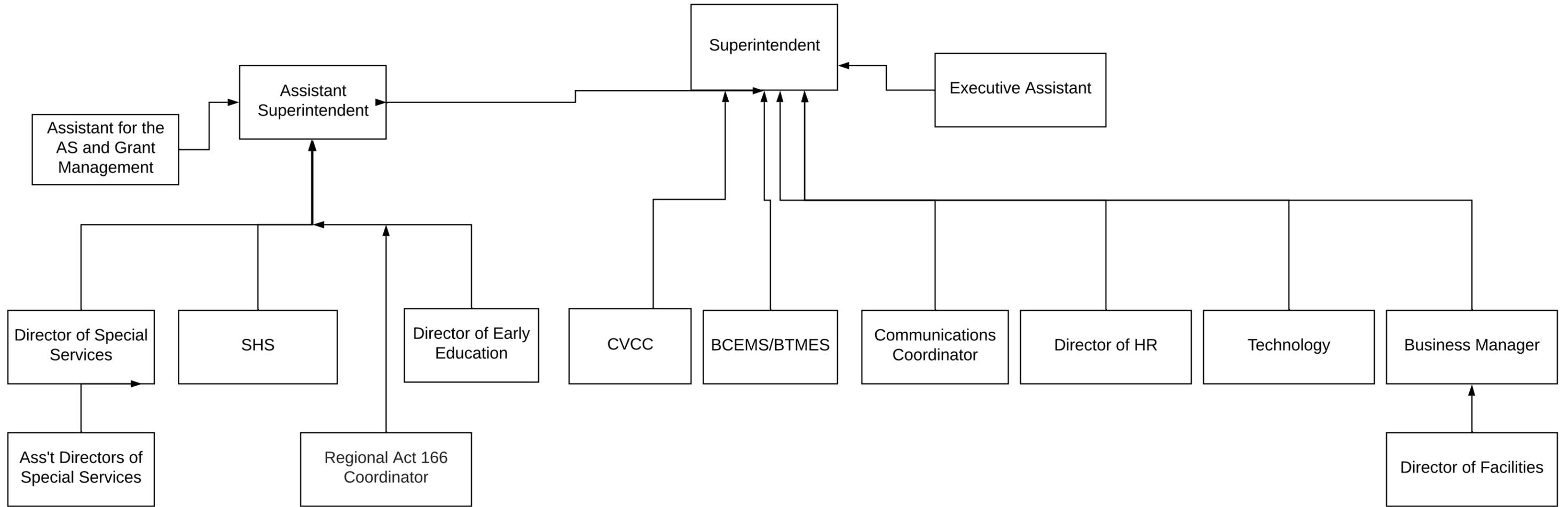
I was the 2018 recipient of the Elizabeth D. Hodder Award for Excellence in Teaching at Breakthrough Greater Boston's Somerville campus. The award is given "to a returning teacher who has demonstrated a clear commitment to becoming a classroom teacher, who is passionate about closing the achievement gap, and who is a leader in the Breakthrough teaching community."

***Community, Youth, and Education Studies Theoretical Impact Award***

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I was the 2019 recipient of Clark University's Theoretical Impact Award, which recognizes education scholarship that deepens theory through practice.

BUUSD Central Office



**Vermont Sub Rates**

<b>School District</b>	<b>Teachers</b>	<b>Licensed</b>	<b>Licensed LT</b>	<b>Para</b>	<b>Nurse</b>
Bradford (OESU)	\$82.35 for 7.5hrs		on scale		\$120.00/day
BUUSD	\$14/hour	\$15/hour	\$204/scale	\$14/hour	\$145.00
Central VT SU	\$100.00				
Essex (EWECUUSD)	\$126.00			\$126/eay	\$260/day
Hazen (OSWSU)	\$100.00		on scale		\$100/\$75 EPSDT
HUUSD	\$120.00		\$208.78	\$120.00	\$25/hr
Milton	\$93.75	\$100.00	Over \$91/scale	\$12.50/hr	\$20.00/Hour
Montpelier (MRSD)	\$115.00		scale		\$125.00
Orleans Central SU	\$110.00		on scale	\$11.75/hr	\$100 RN \$80 LPN
Oxbow (OESU)	\$82.35		on scale		\$120/day
Plainfield/Cabot (Calendonia)	\$13 - \$15				Contract
Randolph (OSWUUSD)	\$90.00	\$90.00	on scale	\$75/day	\$125/day
South Burlington	\$125.00		\$189 base	\$125.00	\$200.00
St. Johnsbury (SJSD)	\$13 - \$15			no subs per hr	\$25/hr
Thetford (OESU)	\$82.35		on scale		\$100.00
Waits River (OESU)	\$82.35		on scale		\$125.00
Wash Central	\$100.00		on scale	\$100.00	\$100 on scale

Updated 8/24/20

## Business Office Proposal – Efficiency Consideration 8/27/20

With the recent resignation of a staff accountant in the business office, I would like to propose the following efficiency consideration.

I would like to consider a reduction in the current 3 staff accountant positions to 2 staff accountants sharing payroll and accounts payable responsibilities as well as other miscellaneous tasks assigned by the business manager. Each staff accountant would receive a \$1.00/hr increase effective September 21, 2020. Increase Senior Accountant wage also by \$1.00/hr to acknowledge increase in work load and food service responsibilities. These increases would align with other school business/finance offices in Vermont.

An annual line item for consultative services \$10,000 (\$30-\$50/hr) would remain in the budget while transitioning and implementing E-finance until it is determined the business office work load is stable and appropriate. Consultative line item could potentially be reduced or eliminated in 2024.

### **Proposal estimate:**

Staff Accountant Salary/Benefits:	\$65,000
Reassignment Increase:	(\$7,500)
Budgeted Consultant:	(\$10,000)
<b>SAVINGS:</b>	<b>\$47,500</b>

REOPENING PLAN FOR  
BARRE UNIFIED UNION SCHOOL DISTRICT



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## INTRODUCTION

This Facilities Reopening Plan describes the Operational and Facilities Considerations and actions to be taken by the Barre Unified Union School District (BUUSD) in order to provide a healthy and safe environment for students, employees, staff, and visitors to return to and begin reusing our facilities. This plan presumes that the decision to return to school facilities and any restrictions or guidelines for doing so have been made by an appropriate authority, and thus it is focused on the facilities-related aspects of planning for and executing that return.

## COVID-19

This plan was developed in response to the COVID-19 pandemic. COVID-19 is a respiratory disease caused by a coronavirus called SARS-CoV-2.

## Considerations, Mandates and Guidelines

The basis of the content in this plan are considerations provided by the Centers for Disease Control and Prevention (CDC) and mandates and guidelines issued by Vermont Governor Philip B. Scott, the Vermont Agency of Education, and the Vermont Departments of Health and Labor. Because these considerations, mandates and guidelines may be updated as circumstances change, links to key sources of information are provided in Appendix A. Following the *Plan-Do-Check-Act* process described next, this plan will be updated by the District as needed if new information is provided by these entities or other relevant sources.

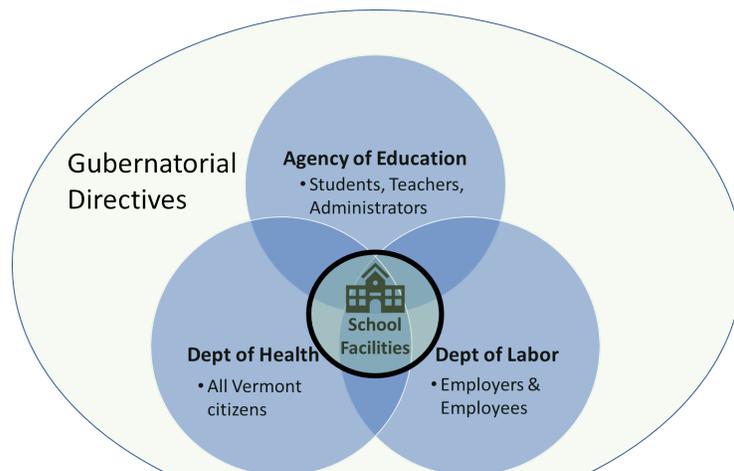


Figure 1: Intersection of Vermont Guidelines

## The Planning Process

This Reopening Plan helps with planning for pre-opening and re-entry to schools that have been mostly or completely unoccupied. As the plan is implemented and facilities are more actively used, adjustments to the plan may be needed. The process for planning, executing, and continuously improving reopening plans and procedures will follow the *Plan-Do-Check-Act* cycle as described in Figure 2.

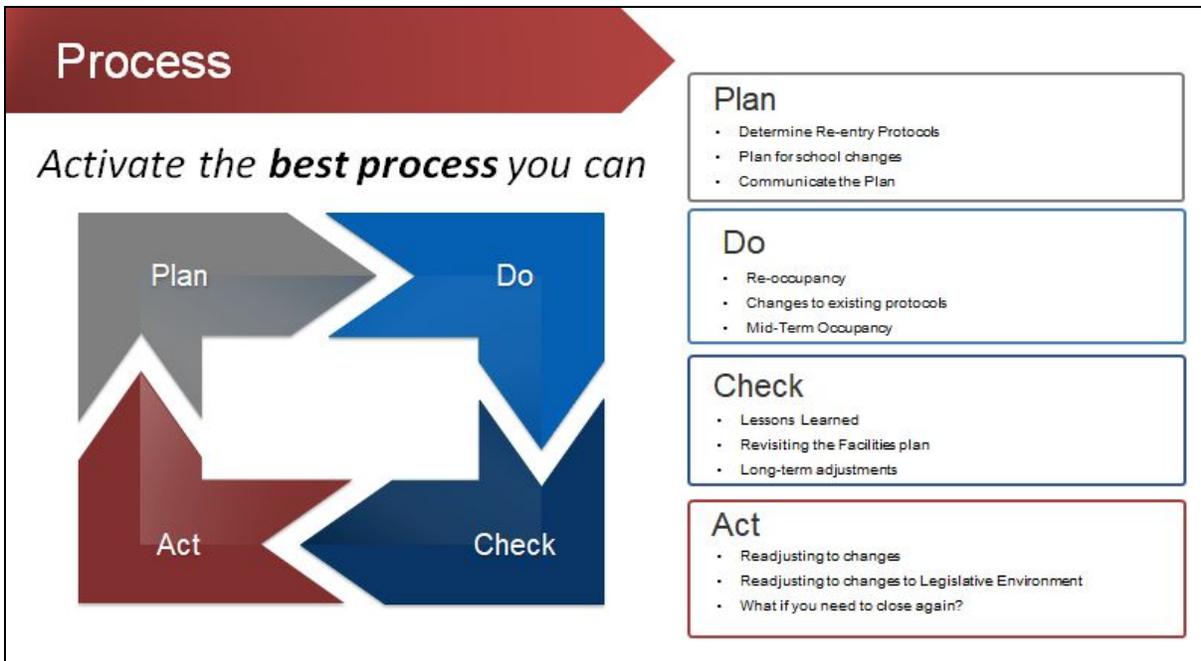


Figure 2: The Planning Process

**Step I, II and III definitions**

You will see a number of references to guidance for Steps II and III 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.
- 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.

## **School Day Considerations**

### **Bussing**

BUUSD will conduct a survey in the summer to gauge bus ridership. Families will be required to sign up for bus transportation. Families who are able to transport their own children will be encouraged to do so.

Bus monitors will conduct a Daily Health Check for each student which includes a temperature check. Students having a temperature over 100.0 degrees or who show symptoms of COVID-19 will not be allowed on a school bus and will be sent home with a parent or guardian. A caregiver must remain with their student until they complete their health screening and board the bus. Siblings of an identified student will also not be allowed on the school bus to help prevent virus spread.

Monitors will be assigned to each bus with thorough training on safety protocols. School nurses will provide each bus monitor with names of students who have known allergies for that bus. This information is considered CONFIDENTIAL.

The bus monitor who is conducting the Daily Health Check must wear a facial covering, eye protection and gloves.

Attendance must be kept for bus riders

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).

Seats will be assigned. Family groups then class groups. Groups with younger children will ride in the front. STA will create these seat assignments.

Bus will load from the back to the front.

PM bus routes will be run in reverse order so students in the front of the bus leave first.

Students will go to and from regular stops rather than different stops each day.

Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator. STA will clean the bus after each run.

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.

## **Drop-Off and Pick-Up**

School staff will conduct a Daily Health Check, including a temperature check when students arrive at school. Students having a temperature over 100.0 degrees or who show symptoms of COVID-19 will not be allowed at school and will be sent home with a parent or guardian. A caregiver must remain with their student until they complete their health screening and board the bus. Siblings of an identified student and students riding in the same vehicle will also not be allowed at school to help prevent virus spread.

All individuals at drop-off and pick-up locations must wear face coverings before they leave their vehicle and enter school grounds.

Post signs at all entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.

Set up hand sanitizing stations at the entrances or direct students to a nearby sink.

Assign students to use different entrances at arrival and departure times.

Stagger arrival and drop off times. Building principals will communicate this to STA.

Transportation Coordinators and/or building administration will communicate building specific plans with STA and BUUSD.

Direct students to their assigned classroom once they have completed all required screening.

A caregiver must remain present with their student until the student has completed their health screening.

Parents/caregivers of PreK-12 students will not be allowed to enter the building. With the exception of the parents of PK students who are legally entitled to services.

Individuals who are self-quarantining due to close contact with a COVID-19 positive individual should not do drop-off or pick-up.

## **PPE for Students and Staff**

### **STAFF LEVELS OF PPE:**

LEVEL 1: Face covering (instructional staff, support staff, office staff)

LEVEL 2: Face covering, face shield (staff who are in close contact with students - taking temps, etc -- including PreK, K, possibly 1st, individuals feeding students, extras for BIs and paras who need this level as needed) Smocks will also be available for individual staff who require physical contact with students. (ie, changing students, etc.)

LEVEL 3: N95, face shield, gown or smock, and gloves (Nurses, Custodial Staff)

## **PPE for Students and Staff:**

### **Requirements for Instructional Staff**

- Face coverings are required for all staff
    - Must cover the nose and mouth
      - Bandanas are NOT acceptable
      - Cloth face coverings that cover the nose and mouth, tie behind the ears, or back of the head.
      - Two layers of fabric is considered ideal
      - Gators, Dickies, buffs, balaclavas, etc. are acceptable
  - Display posters with visual of the BUUSD minimum standard
  - BUUSD will supply 1-2 face coverings to staff. Instructional Staff can also bring their own as long they meet the District minimum standard.
  - If staff want a face covering that is above the BUUSD minimum standards that we have set, then they would need to purchase their own.
  - Face shields may be used for instruction if an employee is also wearing a face covering.
  - Instructional Staff will not be required to wear gowns/ gloves unless they are in close contact with students ie: nurses, Some special education staff, behavior staff, teachers who have students with special needs
  - Staff who will be in regular close contact with students or will be in any other higher risk situations will use LEVEL 2 or LEVEL 3 PPE as described above.
  - Staff who may want additional PPE should address this with their building principal.
  - Special Education Staff, Related Service Providers or Interventionists who have a need for students to see their entire face or need to see a students entire face should bring this request to their direct supervisor and the COVID-19 Coordinator.
- 
- Cloth face coverings provided to employees by the district will be cleaned and returned. Employees who have been provided face shields due to the nature of their assignment will be given supplies to clean their own face shield.
  - PPE that supports learning (hearing, facial expressions, lip reading, etc) will be provided to employees based on their assignment.
  - BUUSD will purchase PPE if it is specialized equipment ie: shields, clear face coverings.
  - Staff requirements for the use of PPE may be modified in accordance with the ADA law as long as staff and student safety is maintained.

### **Maintenance Staff**

Maintenance staff performing routine duties can use LEVEL 1 PPE plus gloves.

Maintenance staff cleaning areas where COVID-19 may be present will use LEVEL 3 PPE

## **Students**

All students will be required to wear facial coverings unless there is a specific documented exemption. Plans will be devised for cases where there is an exemption.

- Students will be allowed to wear their own face coverings if it falls within the approved styles. Students must be able to put their face covering on and take it off by themselves.
- The district will provide and maintain (clean) face coverings for any student who has not supplied their own.

District supplied face coverings will be made available at the first point of contact for any student who needs one.

District supplied face coverings will be collected at the last point of contact. Building exit for those taking their own transportation home and the school bus for students taking district transportation.

## **CLEANING ROUTINES AND HVAC MAINTENANCE**

### **Cleaning**

BUUSD Schools will engage in frequent thorough cleaning each day. Common spaces and frequently touched surfaces will be cleaned before the start of school each day and will be frequently cleaned during the school day.

BUUSD staff will be trained in proper cleaning and disinfecting.

See APPENDIX B for further cleaning information.

### **HVAC Maintenance**

Building HVAC systems have been inspected and will continue to be inspected regularly to ensure they are working properly.

HVAC air filters are being changed twice as often as we previously have.

HVAC systems will be run 24 hours per day Monday through Friday to provide additional ventilation.

Individual HEPA filtration systems will be placed in nursing stations and COVID-19 isolation rooms.

Personal fans should only be used if they are blowing air out of an open window. This helps remove stale air from a room. Personal fans may not be used to blow air around the inside of a room because this can spread virus particles beyond the recommended six foot distance.

## **Responding when a case of COVID-19 is identified**

Students or staff displaying COVID-19 symptoms will be sent home and asked to check with their primary care physician. The Vermont Department of Health will notify the district if a student or staff member tests positive. We will cooperate with the Department of Health as they conduct the appropriate notifications of individuals who have been in contact with the person infected. BUUSD will use the advice of the Department of Health in order to make decisions around closing classrooms, sections of buildings or schools if needed.

## **Building and Schedule Modifications**

- Traffic flow
  - Transitions will be conducted maximizing social distancing as much as possible.
  - Students will walk single file close to the wall
  - When possible, staff will transition and student groups will stay in the same classroom
  - Staff will transition with students unless class scheduling or other duties prohibits this. Staff will monitor hallway traffic during transitions where they cannot leave their station.
  - There will be increased transition times in between classes for the HS
  - Lockers and locker rooms will not be used.
  - Allied Arts schedules to be modified to provide enough consistent time (for example, same special weekly or quarterly specials) at the elementary and middle school levels.
  
- Desk spacing and direction, Collaborative spaces
  - Space students 3-6' apart for grades PK-4 and 6' apart for grades 5-12 or provide barriers or other distancing measures. Classroom occupancy with distancing will be determined.
  - Seat students so they are facing forward (or are not facing each other)
  - Provide signage to designate spacing in classrooms.
  - Use larger alternate spaces for large groups of students. (e.g. larger classrooms or gym or cafeteria spaces)
  - Prohibit sitting on carpeted floors.
  - Upholstered furniture, items made of cloth, area rugs, and similar furniture THAT IS UNNECESSARY will need to be stored in the school and/or personal items will need to be taken home. (e.g. Upholstered, school provided, staff seating can remain. Upholstered furniture such as a couch or area rug brought from home shall be removed from the classroom or office.)

- Locker rooms will not be utilized during Phase II.
  - At SHS, one of the two Nurse's exam rooms will become an isolation room.
  - At BC, one of the two Nurses' offices will be turned into an isolation room (a backup is the conference room).
  - At BT, an office by the Nurse's office will be turned into an isolation room.
  - Bathroom use will be modified to adhere to social distancing guidelines
- **Amenities; food service, break rooms**
    - Students will eat lunch in their classrooms.
    - Students will not eat in the science labs at SHS. These advisories will be moved to another open location.
    - When possible, representatives from each class will pick up lunches from the cafeteria and bring them back to the classroom.
    - Students and staff will be allowed drinks with lids, in appropriate classrooms.
- **Playing fields and playgrounds**
    - Students will have outside time in pk-8. Recess/outside time will be on the fields with appropriate social distancing.
    - Students who can maintain social distancing will not be required to wear a face covering.
    - Play structure will not be utilized during Phase II
    - PE teachers can advise recess monitors on no contact games.

## **Athletics**

- [Frequently Asked Questions for Fall Sports](#) (SHS)
- [Frequently Asked Questions for Fall Sports](#) (BCEMS)
- [Frequently Asked Questions for Fall Sports](#) (BTMES)

## **Daily Schedules:**

To start the school year, the Barre Unified Union School District will open in a hybrid learning model that includes both in-person and remote learning. BUUSD will also offer a 100% virtual model of instruction for

grades K-8 through a collaboration with VTVLC. Students in grades 9-12 will have access to 100% virtual instruction through flexible pathways developed with school staff.

### Hybrid Learning Model

- Students will be broken into one of two groups with each attending in-person classes two days a week and learning remotely three days a week.
- The district is making every effort to group families together whenever possible.
- Students across all grades will be learning remotely on Wednesdays. We will use this day to offer individualized support to students, allow our faculty and staff to engage in professional planning and learning as needed, and to allow our custodial team the flexibility to provide a mid-week clean of our buildings with fewer people inside.
- A mailing has been sent out to **preschool** families offering a placement into one of two sessions. This mailing also describes this program and associated deadlines.

Please be aware that the following group assignments are preliminary and are subject to change based on additional unforeseen guidance from the Vermont Agency of Education, Vermont Department of Health or as necessary to best support the health and safety of our students and employees and the operational needs of our district.

#### For Students in Grades K-8 at BCEMS & BTMES

- Students with last names starting with the letters **A - K** will be assigned to **Group A** and will attend school in-person on Monday and Tuesday (hours 8:30 AM to 2:00 PM) and will engage in remote learning on Wednesday, Thursday and Friday.
- Students with last names starting with the letters **L - Z** will be assigned to **Group B** and will attend school in-person on Thursday and Friday (hours 8:30 AM to 2:00 PM) and engage in remote learning on Monday, Tuesday and Wednesday.
- If you would like to request a waiver for your student to be re-assigned to the other group, please indicate this request on the BUUSD Reopening Choice Form. We will honor these requests to the greatest extent possible, but cannot guarantee enrollment in a particular group.

#### For SHS Students in Grades 9-12

- Students with last names starting with the letters **A - K** will attend school in-person on Monday and Thursday (Classes from 8:15 AM to 11:25 AM) and will engage in remote learning on Tuesday, Wednesday and Friday. Students will be assigned to specific groups on these days related to their course of studies.
- Students with last names starting with the letters **L - Z** will attend school in-person on Tuesday and Friday (Classes from 8:15 AM to 11:25 AM) and will engage in remote learning on Monday, Wednesday and Thursday. Students will be assigned to specific groups on these days related to their course of studies.

- If you would like to request a waiver for your student to be re-assigned to the other group, please indicate this request on the BUUSD Reopening Choice Form. We will honor these requests to the greatest extent possible, but cannot guarantee enrollment in a particular group.

#### For CVCC Students

- Students attending the Central VT Career Center will participate in in-person sessions:
- Monday, Tuesday, Thursday and Friday from 8:22 a.m. to 12:00 p.m. with Wednesdays being slated for remote learning, additional planning time and full building cleaning.
- We are able to have all students participate each day due to being able to meet social distancing requirements.
- **We ask that no students drive (parking will not be available on campus until further notice)** and only ride the busses or get dropped off by parents in order to be pre-screened and allow for a more efficient entry into the building and into classes. Please plan to enter the main CVCC Entrance. Any student who drives themselves will need to go through the screening process each morning upon arrival.
- Our fully remote option is available to families who wish to participate, please call 476-6237, ext. 1191 for more information or email Jennifer Luck-Hill at [Jluckcvcc@buusd.org](mailto:Jluckcvcc@buusd.org). This option will be supervised by our Online Teaching Specialist and STEM Educator in collaboration with Program Instructors. Every CVCC student will be provided a Chromebook for their use during remote learning sessions.
- See our website at [cvcc.org](http://cvcc.org) for additional information and please read this document in its entirety to understand our opening of school protocols.

## Appendix A – Vermont School COVID-19 Resources

### VT Agency of Education

A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020:  
<https://education.vermont.gov/sites/aoe/files/documents/edu-vdh-guidance-strong-healthy-start-school-health-rev-20200617.pdf>

COVID-19 guidance for Vermont Schools: <https://education.vermont.gov/covid19>

### VT Department of Health

COVID-19 guidance: <https://www.healthvermont.gov/response/coronavirus-covid-19>

Current Activity:

<https://www.healthvermont.gov/response/coronavirus-covid-19/current-activity-vermont>

Schools and Childcare Programs:

<https://www.healthvermont.gov/response/coronavirus-covid-19/schools-and-child-care-programs>

Guidance for Childcare Programs, summer programs, and afterschool programs:

<https://www.healthvermont.gov/sites/default/files/documents/pdf/COVID19-Health-Guidance-for-Child-care-Afterschool-Summer-Programs.pdf>

## **VOSHA**

Required Training for Employees (includes mandates):

<https://labor.vermont.gov/vermont-occupational-safety-and-health-administration-vosha>

## **Office of Governor Phil Scott**

State Response and Resources: <https://governor.vermont.gov/covid19response>

Restart Vermont: Phased Re-Openings: <https://governor.vermont.gov/covid19response#Restart>

Work Smarter & Work Safer:

<https://governor.vermont.gov/sites/scott/files/documents/ADDENDUM%2012%20TO%20EXECUTIVE%20ORDER%2001-20%20.pdf>

Play Smarter & Play Safer:

<https://governor.vermont.gov/sites/scott/files/documents/ADDENDUM%2013%20TO%20EXECUTIVE%20ORDER%2001-20.pdf>

Be Smart, Stay Safe:

<https://governor.vermont.gov/sites/scott/files/documents/ADDENDUM%2014%20TO%20EXECUTIVE%20ORDER%2001-20.pdf>

## **Agency of Commerce**

COVID-19 Resource Center: <https://accd.vermont.gov/covid-19>

Ask a Question: <https://accd.vermont.gov/covid-19/ask-a-question>

Resources for Businesses: <https://accd.vermont.gov/covid-19/business>

Updates on Be Smart, Stay Safe:

<https://accd.vermont.gov/news/update-new-work-safe-additions-stay-home-stay-safe-order>

Restart Vermont Resources: <https://accd.vermont.gov/covid-19/business/restart>

Re-opening and Training Plans: <https://accd.vermont.gov/covid-19/business/restart/plans>

Because these considerations, mandates and guidelines may be updated as circumstances change, please review the latest guidance as you prepare your Plan. Following the Plan-Do-Check-Act process described earlier, update the Plan as needed if new information is provided by these entities or other relevant sources.

Additional references are also available at:

Centers for Disease Control and Prevention	<a href="http://www.cdc.gov">www.cdc.gov</a>
Association of School Business Officials International	<a href="http://www.asbointl.org">www.asbointl.org</a>
The School Superintendents Association	<a href="http://www.aasa.org">www.aasa.org</a>
U.S. Environmental Protection Agency	<a href="http://www.epa.gov">www.epa.gov</a>

## Appendix - B - School Cleaning Information



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)



VERMONT

DEPARTMENT OF HEALTH  
AGENCY OF EDUCATION  
DEPARTMENT FOR CHILDREN AND FAMILIES

Health Guidance for Childcare  
and Summer Programs (June 1, 2020)

Childcare and summer programs should engage in frequent thorough cleaning each day. At a minimum, common spaces, such as kitchen or cafeterias, and frequently touched surfaces and doors should be cleaned and disinfected at the beginning, middle and end of each day. Licensed or registered childcare and summer programs shall continue to follow regulations regarding cleaning, sanitizing, and disinfecting.

1. Clean and disinfect frequently touched objects and surfaces such as:

- All surfaces especially where children eat
- Bathrooms
- Frequently used equipment including electronic devices
- Door handles and handrails
- Items children place in their mouths, including toys
- Playground equipment to the best of your ability

2. Specifically, regarding shared bathrooms:

- Whenever possible, assign a bathroom to each group of 25 people.
- If there are fewer bathrooms than the number of groups, assign which groups will use the same bathroom. For example, bathroom A is assigned to groups 1, 2 and 3; and bathroom B is assigned to groups 4 and 5.
- Bathroom sink areas including faucets, countertops and paper towel dispensers need to be cleaned after each group has finished.

3. Toys that cannot be cleaned and sanitized should not be used, including items such as soft toys, dress-up clothes, and puppets.

4. Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Children's bedding is required to be stored separately. This may be in individually labeled bins, cubbies, or bags. Cots

and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.

5. Do not shake dirty laundry; this minimizes the possibility of respiratory droplets spreading through the air.

6. Children's 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.



New *Work Safe* Additions to the Be Smart, Stay Safe Order (June 5, 2020)

Cleaning related:

- All businesses must follow Vermont Department of Health and CDC guidelines.
- Employees required to wipe down their area prior to leaving – or – there shall be cleaning of the area at regular intervals throughout the day.
- Hand washing facilities and/or hand sanitizers shall be immediately available at entrances of designated common area or room.
- All common spaces and equipment, including bathrooms, frequently touched surfaces and doors, tools and equipment, and vehicles must be cleaned and disinfected at the beginning, middle, and end of each shift and, when possible, prior to transfer from one person to another.



Considerations for Schools (May 19, 2020)

- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- If transport vehicles (e.g., buses, maintenance vehicles, driver's education vehicles) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators (later in this section of the plan).
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaning and disinfection products, including

storing products securely away from children. Use products that meet EPA disinfection criteria.

- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- If someone gets sick, close off areas used by a sick person and do not use these areas until after cleaning and disinfecting. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.



Cleaning and Disinfection for Community Facilities (April 1, 2020)

*Cleaning and Disinfection After Persons Suspected/Confirmed to Have COVID-19 Have Been in the Facility:*

*Timing and location of cleaning and disinfection of surfaces*

At a school, daycare center, office, or other facility that does not house people overnight:

- Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls, and ATM machines) used by the ill persons, focusing especially on frequently touched surfaces.
- If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

*Personal Protective Equipment (PPE) and Hand Hygiene:*

- The risk of exposure to cleaning staff is inherently low. Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.
  - Gloves and gowns should be compatible with the disinfectant products being used.
  - Additional PPE might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean your hands after removing gloves.
  - If gowns are not available, coveralls, aprons or work uniforms can be worn during cleaning and disinfecting. Reusable (washable) clothing should be laundered afterwards. Clean hands after handling dirty laundry.
- Gloves should be removed after cleaning a room or area occupied by ill persons. Clean hands immediately after gloves are removed.

- Cleaning staff should immediately report breaches in PPE such as a tear in gloves or any other potential exposures to their supervisor.
- Cleaning staff and others should clean hands often, including immediately after removing gloves and after contact with an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
- Follow normal preventive actions while at work and home, including cleaning hands and avoiding touching eyes, nose, or mouth with unwashed hands.

### **Appendix - C - Facts to Know about COVID-19**

- Everyone is at risk of getting COVID-19.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness, unrelated to chronic condition:
  - Fever greater than 100.4
  - Chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches (unrelated to sports or working out)
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.
- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.

- Wear a mask that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol based hand sanitizer that contains at least 60% alcohol.
- Stay home if you are sick, except to get medical care.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.

Regional Calendar  
Barre Unified Union School District  
2020-2021 Calendar

7/22/2020  
**Changes**

= Student Day  
 = Staff Day

**August**

M	T	W	Th	F
3	4	Flex	Flex	Flex
Flex	Flex	Flex	Flex	Flex
Flex	Flex	Flex	Flex	Flex
Flex	Flex	SD	SD	SD
SD				
Student Days 0				
Staff Dev. Days 4				
1 Flex, 5 SD				

**September**

M	T	W	Th	F
SD	SD	SD	SD	SD
V	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Student Days 21 26				
Staff Dev. Days 5				

**October**

M	T	W	Th	F
			1	2
5	6	7	8	9
V	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Student Days 21 46				
Staff Dev. Days 0.5				

**November**

M	T	W	Th	F
2	3	4	5	6
9	10	SD	12	13
16	17	18	19	20
23	24	V	V	V
30				
Student Days 17 63				
Staff Dev. Days 1				

Conferences will occur after school during October or November and will count for 0.5 Staff Dev.

**December**

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	V	V	V
V	V	V	V	
Student Days 16 79				
Staff Dev. Days 0				

**January**

M	T	W	Th	F
				V
4	5	6	7	8
11	12	13	14	15
SD	19	20	21	22
25	26	27	28	29
Student Days 19 98				
Staff Dev. Days 1				

**February**

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
V	V	V	V	V
Student Days 15 113				
Staff Dev. Days 0				

**March**

M	T	W	Th	F
V	V	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	SD
29	30	31		
Student Days 20 133				
Staff Dev. Days 1.5				

Conferences will occur after school during February, March, or April and will count for 0.5 Staff Dev.

**April**

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
V	V	V	V	V
26	27	28	29	30
Student Days 17 150				
Staff Dev. Days 0				

**May**

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
V				
Student Days 20 170				
Staff Dev. Days 0				

**June**

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Student Days 15 177				
Staff Dev. Days 0				

Make up student days\*\* June 22-28  
 Staff Development Day follows last student day  
**Students:** 177 days  
 89 days before Jan 18, 91 days after Jan 18  
**Teachers:** 177 student days plus 13 SD  
**Paras:** 177 student days plus 8 SD listed below;  
 8/31, 9/1, 9/2, 9/3, 9/4, 11/11, 1/18, 3/26

**V** Student Vacation  
**SD** Staff Development - No school for students

**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**

<b><i>Date</i></b>	<b><i>Activity</i></b>	<b><i>Outcome</i></b>
<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 <sup>st</sup> 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	<u>Forum Series #1.C</u> - 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	<u>Forum Series 2.A</u> - 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’ Strengths, Opportunities, Aspirations and intended Results as perceived by school and community stakeholders?</i> )
Oct. 15	<u>Forum Series 2.B</u> - 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’ Strengths, Opportunities, Aspirations and intended Results as perceived by school and community stakeholders?</i> )
Oct. 16	<u>Forum Series 2.C</u> - 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’ Strengths, Opportunities, Aspirations and intended Results as perceived by school and community stakeholders?</i> )
Oct. 20	Stop-Start-Continue survey deadline for citizen feedback on student competency priorities	Consultant prepare Google Form data for Oct. 22 Design Team review and analysis.
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 Stop-Start-Continue 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 stakeholder information received from the three Feedback Forum series and citizen Google survey responses. Align evolving strategic plan with Vermont Agency of Education priorities.
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 strategic plan 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 the 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.		

**The VSBA contract fee is \$6,800.** This fee is all inclusive of travel and/or related expenses. The contract 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 Google Meet virtual planning meetings from September 24<sup>th</sup> through December 10<sup>th</sup>.
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 Google Meet 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 Google Meet 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 and modified at the August 27, 2020 School Board meeting.”