

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

September 10, 2020 at 5:30 p.m.

Via Google Meet

Click this link to join the meeting remotely:

Meeting ID: meet.google.com/cin-xvqu-nxm

Phone Numbers: (US)+1 574-213-0746 PIN: 284 712 313#

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. Comments for Items Not on the Agenda
 - 3.1. Public Comment
 - 3.2. Student Voice
4. Approval of Minutes
 - 4.1. Meeting Minutes - August 27, 2020
 - 4.2. Meeting Minutes - September 2, 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 Google Meet)
 - 5.3.1. Communications Committee: Met September 3; **Next Meeting:** October 1, 2020
 - 5.3.2. Finance Committee: Met September 1, 2020; **Next Meeting:** October 6, 2020
 - 5.3.3. Facilities/Transp. Committee: **Next Meeting:** September 14, 2020
 - 5.3.4. Policy Committee: **Next Meeting:** September 21, 2020
 - 5.3.5. Curriculum Committee: Met August 25, 2020 **Next Meeting:** September 22, 2020
 - 5.3.6. Negotiations Committee: **Next Meeting:** TBD
 - 5.3.7. Regional Advisory Board (RAB): **First Meeting:** October 5, 2020, 4:00 pm, via Google Meet
 - 5.4. Financials
6. Current Business
 - 6.1. Resign/Retire/New Hire **[ACTION]**
 - 6.2. SEA General Contractor Recommendation **[ACTION]**
 - 6.3. FY22 Budget Development
 - 6.4. Enrollment Projections
7. Old Business
 - 7.1. School Reopening Update
 - 7.2. Vision, Mission & Strategic Goals
8. Other Business/Round Table

9. Future Agenda Items
10. Executive Session
11. Adjournment

Reminder:

Next BUUSD Board Meetings: September 24, 2020 at 5:30 pm via Google Meet

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 – Google Meet
August 27, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT)
Tim Boltin (BC)
Emel Cambel (BC)
Giuliano Cecchinelli (BC)
Alice Farrell (BT) – joined at 6:00 p.m.
Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Jennifer Nye, BTMES Principal
Lisa Perreault, Business Manager
Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

| | | | | |
|----------------------------|-------------|-------------|-------------------|-----------------|
| Dave Delcore – Times Argus | Venus Dean | Erika Dolan | Anastasia Douglas | Winton Goodrich |
| Susan Holson | Sara Jacobs | Kerri Lamb | Megan Spaulding | |

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, August 27, 2020, Regular meeting to order at 5:31p.m., which was held via video conference – Google Meet.

2. Additions and/or Deletions to the Agenda

Packet documentation labeled 6.2 should read 6.3. Packet documentation labeled 6.3 should be labeled 6.4.

Take Agenda Item 7.2 out of order – this item will be discussed after Agenda Item 5.4

Add 6.5 In-Person Board/Committee Meetings

Add two items for discussion under Executive Session:

10.1 Student Residency Matter

10.2 Negotiations/Labor Relations Agreements

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

3. Comment for Items Not on the Agenda

3.1 Public Comment

None.

3.2 Student Voice

None.

4. Approval of Minutes

4.1 Approval of Minutes – August 13, 2020 Regular Meeting

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Minutes of the August 13, 2020 Regular Meeting.

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5. Reports to the Board

5.1 Committee Reports

5.1.1 Communications Committee

The next meeting is Thursday, September 4, 2020 at 5:30 p.m. No discussion.

5.1.2 Finance Committee

The next meeting is Tuesday, September 1, 2020 at 5:30 p.m. No discussion.

5.1.3 Facilities & Transportation Committee

The next meeting is Monday, September 14, 2020 at 5:30 p.m. No discussion.

5.1.4 Policy Committee

The next meeting is Monday, September 21, 2020 at 5:30 p.m. No discussion.

5.1.5 Curriculum Committee

The Committee met on August 25, 2020. Mrs. Pompei reported that the Committee discussed hybrid and virtual learning options, and the Work Plan for the Curriculum Committee. The Work Plan will require additional discussion at the next meeting.

The next meeting is Tuesday, September 22, 2020 at 5:30 p.m.

5.1.6 Negotiations Committee

The next meeting date is to be determined. The status of negotiations will be discussed in Executive Session.

5.1.7 Regional Advisory Board

The next meeting is Monday, October 5, 2020. No discussion.

5.4 Financials

No discussion.

6. Current Business

6.1 Resignations/Retires/New Hires

A letter of resignation from Danielle Kehlmann was distributed. Mr. Wells advised regarding the letter of resignation. Mrs. Pompei believes it is unprofessional for employees to leave this close to the school year and does not feel that the resignation should be accepted. Mrs. Spaulding queried regarding a possible cut-off date for accepting resignations, and voiced concern that though the BUUSD is bound by contracts, the contracts do not contain any clauses that prevent teachers/administrators from leaving. There is concern regarding hiring qualified personnel this late in the hiring season. Mr. Wells advised that during this difficult time, it is very difficult to hold teachers to contracts, though if circumstances were different, he would try to hold staff to their contracts. Mr. Wells will consult with BUUSD legal counsel to obtain a legal opinion regarding what the BUUSD could win in court should it deny a resignation request and wish to proceed legally. Mrs. Marold advised that there are currently 2 open classroom positions. Mrs. Marold advised that the 'teeth' in contracts, is the stipulation that teachers cannot teach for a period of one year. Mr. Wells advised that today he denied a request from an individual who wanted to resign from the BUUSD to teach in another district.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board voted 5 to 4 to accept the resignation of Danielle Kehlmann. Mrs. Akley, Ms. Cambel, Mr. Cecchinelli, Mr. Isabelle, and Mrs. Spaulding voted for the motion. Mr. Boltin, Mrs. Farrell, Mr. Malone, and Mrs. Pompei voted against the motion.

The resumes and BUUSD Notification of Employment Status Forms for Carter Semple (SHS Social Studies) and Micky Michael John Strachota (BTMES 8th grade Social Studies for a 1 year term to cover for Ben Feld) were distributed. Mr. Wells provided an overview of the candidates, and advised that Mr. Feld will be a Virtual Academy instructor for the 2020 – 2021 academic year.

On a motion by Mr. Isabelle, seconded by Ms. Cambel, the Board unanimously voted to approve the hiring of Carter Semple and Micky Michael John Strachota, with Mr. Strachota's contract being for a term of one year.

6.2 Curriculum Coordinator Position

A document titled BUUSD Central Office (a flow chart) was distributed. Mr. Wells provided an overview of the proposed plan for reorganization of the BUUSD Central Office. The proposal was created after the resignation of the Curriculum Director. Mr. Wells has been working with the Curriculum Coordinator to assure that grants are in place and that Professional Development has been planned. Mr. Wells advised that he also led the new teacher orientation days. Mr. Wells presented the document on screen and advised regarding his recommendation that he believes is more efficient for the district and is designed to save at least \$90,000. The restructure involves hiring an Assistant Superintendent, rather than hiring a Curriculum Director. Mr. Wells would be responsible for

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BCMES and BTMES Curriculum and Professional Development, and those building administrators would report to him. The Assistant Superintendent would be in charge of grant management, Curriculum, assessments, and Professional Development for SHS, and would also oversee the Director of Special Services and the Director of Early Education. In response to a query, Mr. Wells advised that the proposed structure does meet legal requirements. Mr. Wells believes there is a good candidate pool from which this position could be filled. In response to a query regarding where the \$90,000 savings is being realized, it was noted that the savings result from restructuring of the Business Office (reduction of one staff accountant at \$45,000), and a reduction of one assistant in the Special Services Department (this is a position that was unfilled over the summer). Mr. Wells is also anticipating some attrition of assistants in the Central Office. Ms. Cambel clarified that no savings result from creating the new Assistant Superintendent position. The salary for the Assistant Superintendent would be similar to that of the Director of Curriculum, Instruction, and Assessment. It was noted that in the current structure, building principals report to the Superintendent, though this chain of command was not specifically listed in the current organizational chart. Ms. Cambel expressed that she believes the new structure is too administratively heavy, and that the addition of this new title could be concerning. Mrs. Akley expressed concern that the Superintendent would be taking on 50% of the curriculum position, but probably not off-loading 50% of the Superintendent's responsibilities and she is concerned that Mr. Wells will be over-extended. Mrs. Akley also expressed concern that the district was recently merged, and it was the intent to have one individual to oversee and align curriculum pre-k – 12. There is concern that dividing the curriculum responsibilities will have a negative impact on curriculum alignment. Mrs. Spaulding reiterated the concern that prior to alignment, high school was not aligned with elementary/middle school curriculum, and that the necessary alignment is still a work in progress. Mrs. Spaulding queried regarding reverting back to the current structure if the proposed structure is approved, but doesn't work well. Mrs. Spaulding also expressed concern that the one goal of the school is to educate students, and that parsing out the oversight of curriculum to individuals who have multiple focuses (job responsibilities) will be detrimental to curriculum. Mr. Boltin queried regarding the ability to terminate the Assistant Superintendent, and revert back to the current structure by hiring a Curriculum Director. Mr. Wells advised that rather than eliminating the Assistant Superintendent position, he would try to reassign responsibilities. Mrs. Pompei reiterated that plan to hire an Assistant Superintendent is not saving \$90,000. Savings outlined in the new organizational chart are realized from changes to the Business Office. Mrs. Pompei also expressed concern that the Act 166 Coordinator (SPED related), and the Early Education Director will be reporting to the Assistant Superintendent who is responsible for high school curriculum, rather than the Superintendent who is responsible for curriculum for grades pre-k – 8. Ms. Dean is concerned because at the end of the last school year, there was a reduction in curriculum coordinators (from 3 to 2.2), which resulted in reduced concentration on curriculum for the K – 8 level and curriculum progress was halted. Ms. Dean advised that there hasn't been proper communication recently regarding the 8 days of professional development. Ms. Dean is worried that under the proposed structure, curriculum will fall through the cracks, not getting the attention it deserves, and that content leaders will continue to be underutilized. Past practice has involved curriculum coordinators meeting often with the Curriculum Director, and she believes much progress was being made. Ms. Dean is concerned that curriculum would be overseen by an "outside hire", and a Superintendent who is new to the district. Ms. Dean believes that knowledge of BUUSD curriculum and alignment efforts/progress is vital to improving curriculum. Ms. Dean is concerned that aligning middle school with high school will not be successful. Ms. Dean also expressed concern that the Superintendent will have to split his time between superintendent duties and curriculum. Mr. Wells has seen how things fell apart, curriculum wise, and that continuity of work did not happen. Mr. Wells believes curriculum is most important and would like to work as a team to identify goals and make work plans. Continuity and quality of curriculum are paramount and he believes the k – 8 schools need to work more in concert. Mr. Wells advised that he has experience with curriculum and he would like to have someone else focus on Flexible Pathways and proficiencies at the high school level. Mr. Wells advised that the goal is to achieve continuity. Erika Dolan (parent of a 7th grade BTMES student) expressed concern that there is a new superintendent who has not yet been evaluated by the board, and she is concerned that taking on curriculum duties may be too much work. Ms. Dolan clarified that when the Superintendent's (annual) evaluation needs to be performed, he will be evaluated on work that he was not initially hired to do. Mrs. Farrell suggested that the organizational chart be broken down one more layer, including the impact to the individual buildings. Mrs. Spaulding does not want to wait to hire a Curriculum Director. Mrs. Spaulding advised that the Superintendent was hired for the position of Superintendent duties only, not curriculum duties, and she believes the Curriculum Director position needs to be filled. Mrs. Spaulding is concerned that the majority of the work will fall on the curriculum coordinators. Mrs. Spaulding advised that the content of curriculum is of the utmost importance, given the current hybrid learning model. Mr. Malone expressed concern that the BUUSD has gone through 2 Curriculum Directors in 3 years, and he wants to see continuity. Mrs. Pompei agrees that from January on, the BUUSD essentially did not have anyone leading curriculum, and remote learning was highly dependent on curriculum coordinators. Mrs. Pompei has heard that curriculum leadership was lacking, and she believes that the BUUSD needs to heavily concentrate on curriculum. Mrs. Farrell suggested that the Assistant Superintendent title be modified to reflect Assistant Superintendent of Instruction. Ms. Cambel queried regarding how other school districts handle curriculum, advising that she is used to working for a district that had a Director of Curriculum. Ms. Cambel has serious concerns regarding splitting the Superintendent's duties. Ms. Cambel is uncomfortable hiring an Assistant Superintendent who handles roles other than curriculum. Ms. Cambel believes that adding curriculum duties to the Superintendent's role will be overwhelming. Ms. Dean feels this is a large foundational picture to change at the start of the school year and believes it would be beneficial to hire someone in-house, with lots of BUUSD experience, to fill the one-year interim curriculum director position, and later in the year, decide if it should become an Assistant Superintendent position. Ms. Dean advised that she has been interested in the Curriculum Director Position and in serving in that capacity. Mr. Wells noted some other job titles he has considered for the new position, and advised that some other districts do have

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Assistant Superintendents whose main focus is curriculum. Mr. Wells does not believe the current structure mirrors most other districts structures. Mr. Wells advised that the Assistant Director position is flexible, as it is an “At Will” employee position. Mr. Cecchinelli suggested that an executive session be held for additional discussion. Mrs. Poulin cautioned that Executive Sessions must follow open meeting laws and can be held to discuss evaluation of specific employees, but not for general discussion pertaining to organizational structure. Mrs. Akley would like to review additional information prior to making a decision.

The Board agreed to table discussion until a Special Meeting can be held. The Board agreed to hold a Special Meeting on Wednesday, August 2, 2020 at 6:00 p.m. via Google Meet.

6.3 Substitute Rates

A document titled ‘Vermont Sub Rates’ was distributed. In response to a query regarding the number of hours substitutes will be in buildings under COVID learning, Mrs. Marold advised that substitutes spend at most, 7 hours in the buildings per day, but it varies by building. Mrs. Waterhouse advised that with re-opening under COVID guidelines, substitutes will spend a maximum of 3.5 hours per day at Spaulding High School. In response to Mrs. Pompei’s concern that other districts pay substitutes \$100 - \$126 per day, Mrs. Marold advised that during COVID learning, the district may wish to set a minimum number of hours and would try to find full-day work during COVID.

Mrs. Marold advised that raising the hourly rate concerns her because it gets into the para rate, which has been an issue in the past. Mrs. Pompei believes para educators are a totally different issue because in addition to their pay, para educators receive stellar benefits that cost the district much more than their pay. Additionally, para educators are guaranteed full time work. When schools closed due to COVID in March 2020, para educators continued to get paid, while substitutes received nothing. Mrs. Pompei queried regarding prior discussion that long term substitutes are being paid the same rate as newly hired substitutes and that the BUUSD needs to create a better pay scale in order to retain substitutes. Mrs. Pompei advised that permanent substitutes receive higher wages and benefits, but the BUUSD should also be rewarding the loyalty of substitutes who return year after year, by creating a better pay scale to compensate substitutes’ experience. Mrs. Perreault agrees with creating a minimum pay under COVID. Mrs. Marold acknowledges that the BUUSD continues to have difficulty hiring substitutes and that she believes there are still 2 open permanent substitute positions. In response to a query from Mrs. Akley, it was noted that this issue can be revisited any time during the school-year. Rates do not have to be set at the start of the year.

Mrs. Poulin advised that the last increase in substitute pay was in 2016, and that entering the 2020-2021 academic year, makes it the 4th year in which there have been no increases for substitutes. All other employees within the district receive annual increases. Additionally, Mrs. Poulin advised that the increase implemented in 2016 is believed to be the first increase in a decade, and advised that with the January 2021 increase in minimum wage, minimum wage will have increased by \$2.15 since the last increase for substitutes. Mrs. Poulin advised that discussions held in 2016 raised concerns that the BUUSD only increases sub wages when it hits ‘rock bottom’ and can’t find enough substitutes. Mrs. Poulin believes that substitutes play a valuable role within the BUUSD and that more consideration should be given to their wages. Mrs. Poulin noted that teachers have told her that they write more robust sub plans when they know an experienced substitute will be in their room, and that the expectations of what students will achieve are greater when there is an experienced substitute in the classroom. Mrs. Poulin believes longevity and experience should be considered when determining substitute wages. Mrs. Pompei advised that she would like to see substitute rates addressed now. Mrs. Waterhouse advised of an incredible shortage of substitutes at the high school, advised that many substitutes do not want to work at the high school, and she believes there will continue to be a shortage. Because of this, SHS relies heavily on permanent substitutes. Mr. Hennessey advised that BCEMS is also short on substitutes and needs to rely heavily on permanent substitutes and shifting employees around to cover classes. The substitute shortage is a concern everywhere. Mr. Hennessey agrees that it is time to raise wages, and especially for long term subs, he does not believe an increase will assist with hiring substitutes during COVID. Mrs. Nye advised that BTMES is also having to rely heavily on permanent subs, and as they fill open teaching positions, the need for day subs is increasing. BTMES currently has approximately 20 subs available, but usually has many, many more. Mrs. Nye believes that COVID is playing a role in the lack of substitutes, and hopes that more become available when COVID subsides. Mr. Wells believes pay is an issue, and that COVID is also playing a role in the lack of substitutes. Mr. Malone believes increases need to be considered soon. Mrs. Spaulding believes rates should be discussed as part of FY22 budget development, including how to build in different levels based on experience. The more pressing need is addressing the current need and discussing a minimum. Mrs. Perreault suggested that she and Mrs. Marold review this issue over the next few weeks and bring it back to the Board.

6.4 Business Office Proposal

A document titled ‘Business Office Proposal – Efficiency Consideration 8/27/20 was distributed. Mrs. Perreault provided an overview of the proposal, and advised that had Kris Gilbar not submitted her resignation, she would not have been seeking to reorganize the department. Mrs. Perreault advised that with new efficiencies, and having a unified budget/district, it will be possible to perform the necessary work utilizing 2 staff accountants (as opposed to 3). Mrs. Perreault advised that current staff members (Michelle Leeman- lead accounts payable and Ann Baker – lead payroll) are very skilled, and that they will be performing parallel jobs.

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Mrs. Perreault proposes leaving \$10,000 in the budget to bring Kris Gilbar back as a consultant, on an as needed basis. Mrs. Perreault has identified times of the year that are labor intensive. Mrs. Perreault noted that the BUUSD is in the last round of implementing e-finance, and will begin the implementation in July 2021. Implementation involves one year of training and conversion of files. This project is very intensive and is the equivalent of building a system from the ground up. Ms. Gilbar's knowledge and experience will greatly assist with completion of this implementation. No Board action is required to implement the new structure. Mrs. Pompei supports the proposal. There were no objections from the Board.

6.5 In-Person Board/Committee Meetings

As schools are about to re-open for some in-person learning, shouldn't the Board and Committees begin meeting in person? Mrs. Pompei advised that the Agency of Education does not want any 'additional' individuals in the buildings because having additional individuals in the buildings poses an added risk to students and staff. Also, as meetings are 'open meetings', allowing members of the public to attend, there would be an additional risk to students and staff, and social distancing requirements would have to be met.

7. Old Business

7.1 School Re-opening Update

A document titled 'Reopening Plan for Barre Unified Union School District' was distributed. A copy of the 2020-2021 Regional Calendar for the BUUSD (dated 07/22/20) was also distributed. Mr. Wells provided an overview of the re-opening plan that was recently reported to the Curriculum Committee, including increased in-service days (8 prior to re-opening), expectations relating to attendance, academics, and assessment. Learning expectations and requirements will be much more robust than they were under the emergency closure, and include more connections with students. Mr. Wells advised regarding the Virtual Academy, including a wait list. Most of K – 8 students who requested the Virtual Academy were accommodated. Only two families have requested to withdraw from the Virtual Academy. There are only a handful of families that have inquired about homeschooling. VTVLC continues to sort through applications and they may have the flexibility to take on more middle school students, but as of today, they cannot. Mr. Wells will provide an update as more information becomes available. Schools are ready, PPE is on hand and meal distribution is planned. School re-opening videos have been produced. Mr. Allen was lauded for his efforts with this endeavor. In response to a query regarding students who can no longer participate in the hybrid model (e.g. can't wear face coverings or can't meet other safety requirements), Mr. Wells advised that accommodations will be provided, in the same manner that accommodations are provided to students during non-COVID times. Individualized plans will be made to accommodate students, including those with social, emotional, or behavioral concerns/issues. Mr. Wells answered questions from the Board, including protocols when students don't pass the temperature check, isolation rooms, transportation (including possible waivers for older students whose parents who don't/can't wait at bus stop, - safety and liability concerns, documentation of cleaning – Mr. Wells will follow up with Stacy Emerson at STA and new requests for transportation– Mr. Wells will consult with Josh regarding the transportation surveys), students/staff who test positive (or possibly positive), special education, transportation/orientation for younger students, appropriate face coverings (exceptions to, safety, and dress code related), ongoing work of the Re-opening Committee, requests to switch from hybrid to Virtual Academy learning (accommodations are required under 504 and will be provided), expectations on Wednesdays (all virtual day – expectations have been clearly defined to staff), YMCA Childcare (will be opening, but won't be ready at the very start of school), and reasons behind scheduling differences between the high school and the elementary/middle schools. Mrs. Pompei noted that not all information is coming directly to the Board (communication breakdown), and advised that she believes the re-opening videos should have been forwarded to Board Members. Mrs. Pompei queried regarding increasing the capacity of the Virtual Academy by possibly hiring another teacher (Mr. Wells can post an anticipated middle school teacher position). It was noted that the temperature ceiling for non-admittance is 100, not 100.4. This change is necessary due to issues with contactless thermometers. Students who have a temperature close to the temperature limit will continue to be monitored throughout the day. Documentation needs to be updated to reflect the 100 degree limit.

7.2 Vision, Mission, & Strategic Goals

A document titled BUUSD VSBA Strategic Planning Proposal – Presented by Winton Goodrich – Leadership Development Consultant – May 7, 2020 – Strategic Plan Development Process and Timeline, was distributed. Mr. Goodrich provided an overview of the proposal, including discussion of the original timeline. It was noted that the original timeline was crafted such that the project would be completed before budget development was finalized. The Board acknowledges that COVID does have an impact of the project, and that meetings would need to be held virtually rather than in person. There is concern that adding this project's work to those working to open schools during COVID, presents too large of a burden. Lengthy discussion was held regarding possible postponement of the start of this project, extending the timeline of the project, concern that COVID related issues may skew answers, and concern that this project will continue to be postponed indefinitely. School administrators believe the best course of action would be to postpone the project until the spring of 2021, and expressed concern that parents, community members, and staff, are very overwhelmed at this time. The Board agreed to delay the start of the project until January, but the Board should be thinking of possible design team members and be prepared to provide input in November or December. Mr. Goodrich will adjust the timeline accordingly. It was agreed that the Design Team should be expanded to 13 members to assure that there is parental representation from both the City and the Town. Mrs. Farrell suggested the Communications Committee disseminate information regarding this initiative. Mrs. Spaulding would like a firm commitment from the Board that they will not postpone the project start date beyond January.

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8. Other Business/Round Table

Mrs. Farrell advised that it's important that the public know the importance of completing their census. The census can be found at [census.gov](https://www.census.gov). Mrs. Farrell will assist anyone who needs help.

It was noted that SHS will soon be releasing a 'day in the life' school re-opening video.

Mr. Isabelle thanked Mr. Wells and Mrs. Perreault for looking into personnel alternatives for the Central Office.

9. Future Agenda Items

Board Members were advised to contact Mr. Wells with any items they wish to place on the next meeting's Agenda.

10. Executive Session as Needed

10.1 Student Residency Matter

10.2 Negotiations/Labor Relations Agreements.

Items proposed for discussion in Executive Session include a Student Residency Matter and Negotiations/Labor Relations Agreements.

On a motion by Mrs. Spaulding, seconded by Ms. Cambel, the Board unanimously agreed to find that premature general public knowledge of Negotiations/Labor Relations Agreements proposed for discussion, would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.

On a motion by Mrs. Spaulding, seconded by Ms. Cambel, the Board unanimously voted to enter into Executive Session, with Mr. Wells in attendance, at 9:03 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board unanimously voted to exit Executive Session at 9:22 p.m.

11. Adjournment

On a motion by Mrs. Spaulding, seconded by Mrs. Akley, the Board unanimously voted to adjourn at 9:23 p.m.

Respectfully submitted,

Andrea Poulin

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SPECIAL BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Via Video Conference – Google Meet
September 2, 2020 – 6:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT)
Tim Boltin (BC)
Emel Cambel (BC)
Giuliano Cecchinelli (BC)
Alice Farrell (BT)
Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
Carol Marold, Director of Human Resources

GUESTS PRESENT:

Tori Berry Erika Dolan Scott Dolan

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 Wednesday, September 2, 2020, Special meeting to order at 6:01 p.m., which was held via Video Conference – Google Meet.

2. Additions and/or Deletions to the Agenda

Delete Agenda Item 5.1 Student Residency Matter – (Information not received from parent(s)). Agenda item will be kept as a place holder.

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

3. Public Comment for Items Not on the Agenda

None.

4. Current Business

4.1 Curriculum Director Position

Five documents were distributed:

BUUSD Central Office (08/31/20) – organizational flow chart of proposed restructuring
Barre Supervisory Union Organizational Chart – 08/18/20 – organization flow cart of current structure
Shared Curriculum Leadership at BUUSD (08/31/20) – flow chart of proposed curriculum leadership structure
BUUSD Position Description for the position of Director of Curriculum, Instruction & Assessment
BUUSD Position Description for the position of Superintendent

Mr. Wells advised that the main idea is to make the Superintendent’s Office more efficient, review how curriculum is addressed, and save approximately \$90,000. Mr. Wells believes the way curriculum is being addressed, is a shortcoming of the district. There are many pieces of the “curriculum puzzle” in place (curriculum leaders and curriculum coordinators), and much good work has been done, but there has been a lot of transition in the office of the Director of Curriculum, Instruction, and Assessment, and that has left much work undone. It will be important to align both pre-k – 8 schools, as well as align middle school with high school. The main reason for the re-organization is to create an Assistant Superintendent for Instruction. This individual would work hand-in-hand with the Superintendent to oversee pre-k – 12 curriculum.

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The division of the organization chart is to make it less 'flat' and to have some of the Directors and school leaders have a direct line to the Superintendent, and some a direct line to the Assistant Superintendent of Instruction. Mr. Wells believes this structure makes the organization more flexible and stable. Mr. Wells provided a brief overview of the proposed organizational chart, which outlines shared leadership. The shared work includes; guide and facilitate professional leadership groups, reinvigorate the instructional leadership team, provide coaching for teachers, professional development, coordinate assessment, and oversee student intervention. Work involves continuous assessment that informs instruction. A large portion of the work involves assessments at class, school, and district levels. Assessments occur while teaching is occurring and testing to assess progress over time. Assessments should be a continuous feedback loop that informs the process. Another portion of the chart involves feedback. Mr. Wells believes more feedback is necessary. Feedback should be received from parents, students, teachers, community members and the school board.

Ms. Cambel received clarification that the \$90,000 savings is not related to the creation of the Assistant Superintendent of Instruction position, or the elimination of the Director of Curriculum position, but rather is savings resulting for restructuring the Business Office (reduction of one staff accountant), and elimination of one unfilled assistant position under Special Education. Mr. Wells plans to look for other efficiencies and areas for savings. The salary for the proposed Assistant Superintendent of Instruction is similar to that of the Curriculum Director. The assistant to the Assistant Superintendent of Instruction, is not a new position, it is the assistant to the Director of Curriculum position. The Assistant Superintendent of Instruction would be responsible for grant management and would receive help from their assistant for that work.

Mrs. Pompei requested to see an updated Superintendent job description. The job description included in the packet is for the existing duties of the Superintendent. A new job description will be necessary to assist with the Board's evaluation of the Superintendent. Mrs. Pompei asked for confirmation that the position is a 'one year' position that would be up for contract renewal (with Board approval) in April 2021. Mr. Wells advised that was not his plan. Mr. Wells advised he believes a one year contract, with requirement to reapply, would dissuade candidates.

Mr. Wells advised that the Superintendent and Directors are 'at will' employees and that the Superintendent and Board's ability to sever those contracts is much more liberal than those covered under the Master Agreement. Mr. Wells advised that the length of the contract offered for this position would be long enough to assess if they were 'up to the job', and to find a replacement if necessary. Mr. Wells believes the superintendent's job description is very broad and may need to be revised to be more specific to the needs of the district. Mrs. Pompei reiterated a community member's concern that without an accurate job description, it will be very difficult for the Board to evaluate his performance. Mrs. Pompei queried how a job can be posted or filled when there isn't a job description defining the job.

Mrs. Spaulding queried regarding whether there were any other districts of the same size that don't have a Curriculum Director. It was noted that the Virtual Academy falls under the responsibility of the Superintendent. Mrs. Spaulding advised that after reviewing the job descriptions included in the packet, she is concerned how one person can do both jobs. Mrs. Spaulding is concerned that the Superintendent's work on curriculum will cause other job responsibilities to go undone. Mrs. Spaulding is concerned that the job description is already full and that adding to that will be detrimental. Mr. Wells advised that he wants more of a hand in the coordination of curriculum. Mr. Wells believes that when one individual is responsible for all of curriculum (pre-k – 12), they generally focus on either the high school portion or the elementary/middle school portion, and that one of the grade categories does not receive the attention it needs.

Mrs. Akley queried regarding the possibility of hiring an individual (for Assistant Superintendent of Instruction), who could pivot into the role of full time Curriculum Director, should the Board deem that curriculum responsibilities are taking too much of the Superintendent's time. Mrs. Spaulding questioned the ability of someone who specializes on high school curriculum, pivoting into a role that also encompasses grades pre-k – 8. Mrs. Akley conveyed that she views hiring an Assistant Superintendent of Instruction as a 'Plan B', and that the District should look for a qualified individual to fill the position of Curriculum Director.

Mr. Wells advised that whoever is hired for the new position needs to have experience in high school curriculum and also needs to hold, or be eligible for a Superintendent's license.

Mr. Malone queried whether or not this new structure poses any hardships. Mr. Wells believes the new structure makes the Central Office more flexible and will assist with his work.

On a motion by Mr. Boltin, seconded by Mr. Isabelle, the Board voted 7 to 2 to approve the proposed restructuring of the Central Office, including changes to responsibilities for the position of Superintendent, creation of a new position; Assistant Superintendent of Instruction, and elimination of the position of Director of Curriculum, Instruction & Assessment. Mrs. Akley, Ms. Cambel, Mr. Isabelle, Mr. Boltin, Mrs. Farrell, Mr. Malone, and Mrs. Pompei voted for the motion. Mr. Cecchinelli and Mrs. Spaulding voted against the motion.

DRAFT

5. Executive Session

~~5.1 Student Residency Matter~~

6. Adjournment

On a motion by Mr. Isabelle, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 6:39 p.m.

Respectfully submitted,

Andrea Poulin

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

Lisa Perreault, SFO
Business Manager

Stacy Anderson, M.Ed.
Director of Special Services

Annette Rhoades, M.Ed., CAGS
Jon Strazza, MS.Ed.
Assistant Directors of Special Services

Jamie Evans
Director of Facilities



Barre Unified Union School District

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www.buusd.org

David Wells, M.Ed.
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, MAT
Director of Technology

Lauren May, M.Ed.
Director of Early Education

Rebecca Webb, M.Ed.
Act 166 Regional Coordinator

Josh Allen
Communications Specialist

September 10, 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. Progress toward reopenings schools reached its conclusion during staff inservice on the 26th of August through the 4th of September. Teachers were engaged in a variety of activities including technology training, curriculum development and a special session with Annie O'Shaughnessy of St. Michael's College who helped teachers and paraeducators learn the skills of creating restorative and engaging online spaces while also taking care of themselves and their students.
- b. The Barre Virtual Academy is fully staffed and ready to begin instruction with over 270 students. We have partnered with the Vermont Virtual Learning Cooperative (VTVLC) who is now offering a K-8 program option for students. The VTVLC provides the district with the structure, platform, training and curriculum in order to create a consistent high-quality educational experience for full-time 100% virtual learners. Barre Virtual Academy students and their families will be engaged in a variety of introductory activities during the first week of school and will begin working on grade level content on September 14th.
- c. The position of Assistant Superintendent for Instruction has been posted on SchoolSpring. I thank the Board and greater school community for the input and support that was given towards this important change for our administrative organization. Carol Marold is coordinating this search and is forming a selection committee to include a representation of district principals and central office directors. It is my hope that I will be able to bring a candidate to the Board for confirmation at its meeting on September 24th.

2. Communications:

- a. Reopening Communication: Most of my time is still being spent on Reopening Communication. This past month we released a lot of information to help prepare families for the beginning of school. I've been working with administrators to develop Frequently Asked Questions pages, A Day in the Life pages, and I also shot and edited videos for Spaulding High School and Barre Town Middle & Elementary School to help give families the much needed visual of what school will look like. Huge thank you to Heather Harrison at Barre City Elementary & Middle School for working with Hayden & Chris to develop their video. As school begins, I see our communications being frequent and timely as people start settling in.
- b. Budget Communication: I am in the beginning stages of developing our budget communication for next spring. I am going to have to adjust what I did last year to account for the new rise in

absentee voting. I need to get the main communication out earlier than last year. Ideally, it would be printed & mailed out immediately after the budget gets warned.

- c. Times Argus: I have four full-page ads secured in the Times Argus for this coming school year. They will be released on Fridays, October 23, January 15, March 12, and May 7. Once school begins I will be working on gathering material for the October 23 issue.

3. Business Office:

- a. Budget Development-Meetings have been scheduled with building administrators and directors. At the meeting on Thursday night, we are hoping that the board will share their goals and provide parameters to help guide our work over the next few months.
- b. COVID-19 Funding-**Federal Emergency Management Agency (FEMA) Application** - We just learned about this funding source on August 24, 2020. We are asked to utilize FEMA funds before we access CRF and ESSER funds. FEMA reimburses at 75% with the remaining 25% eligible for reimbursement by CRF. **Coronavirus Relief Fund (CRF) Application**-Submitted on Sept. 2, 2020. To date we have spent \$370,000+ on PPE, cleaning and sanitizing supplies, chromebooks, etc. **Elementary and Secondary School Emergency Relief Fund (ESSER) Grant** –We have been awarded \$1,006,964. Most of which will be used to offset budgeted education spending revenues. Like the CFP grant, we are obligated to share these funds (based on enrollment) with independent schools, St. Monica's/St. Michael's School was allocated \$45,311 and Montessori School of Central VT was allocated \$27,106. We will submit this grant soon and include our entire estimated Virtual Academy costs as well as other COVID-19 "budgeted" expenses.
- c. SEA Update-Budget revisions will be shared at the meeting as well as financing options.
- d. Audit-We are preparing for the auditors who will be present at the central office, September 14th -18th. This will be the first audit of our unified financials.
- e. We recently heard that USDA is extending their Summer Food Program and all Barre children can eat for free! Hooray!!! Breakfast and lunch meal deliveries will take place Monday-Friday, serving student meals for Monday-Saturday, 6 days a week (yes, Saturday included!).

4. Technology:

- a. **Chromebooks Deployment for Virtual Learning Plan:** We have deployed Chromebooks to all the families that signed up for our Virtual Learning Plan for both BTMES and BCEMS. Students from K-8 grades each received a Chromebook, charger, and a bag for the device. The Virtual Learning teaching staff each received a new touchscreen Chromebook, an extra monitor, and other computer hardware to help connect the monitor as a second screen. We have also continued to provide technical support for the Virtual Learning staff and students to get everyone ready.
- b. **1:1 device program for all the students:** We are going 1:1 program for all our K-12 students. We will distribute Chromebooks to all elementary and middle school students as they return to school. High school students also have Chromebooks for each student. There will be no need for students to share devices when in school.
- c. **Safe Schools Training:** BUUSD is now using SafeSchools.com to offer training online for our annual safety training requirements. We assigned four training courses to all staff members, and everyone has received their training links through Safe Schools. The following is the training completion rate among staff members at the moment, and we hope that those who have not completed the training will do so before school reopens:
 - i. VOSHA Safety Training - 92.31%
 - ii. Coronavirus Awareness - 89.42%
 - iii. Coronavirus: Cleaning and Disinfecting your Workplace - 88.85%
 - iv. BUUSD Annual Training - 88.08%
- d. **ALICE Training:** We are continuing to implement the ALICE program, an options-based response to active dynamic threats. All district staff must complete ALICE Basic Certification for Schools as part of the annual BUUSD Mandatory Training. Each building has ALICE certified trainers available to deliver hands-on training and scenarios that illustrate ALICE principles. Staff members were

provided time to complete the ALICE training during the in-service PD. As of today, 56% have completed the training.

- e. **Technology Trainings during in-service days:** The technology team provided numerous training for staff during the in-service PD. These trainings were provided in a Google Classroom format where teachers joined as students and collaborated in the training exercise. We also had a general tech Q&A Google Meet as an in-person follow-up. Teachers received training on the following tech tools:
 - i. Google Classroom
 - ii. Google Meet
 - iii. Screencastify
 - iv. Flipgrid
 - v. SeeSaw
 - vi. WeVideo
 - vii. Freckle
 - viii. Infinite Campus
 - ix. Jamboard
- f. **Internet bill consolidation:** We are consolidating all of our schools' internet bills into one. I am working with our Spectrum representative, and we hope to complete this consolidation soon. Our account will be streamlined with this consolidation, and the E-rate discount (80% discount) will be appropriately applied.

5. Early Education:

- a. The prekindergarten programs at Barre City and Barre Town are finalizing enrollment and getting ready for the first week of preschool, the week of September 14th. Due to COVID-19, we've relied on attrition to reduce class sizes to 10. As time goes on, we will increase capacity as health and safety measures allow.
- b. The Child Development Division released updated Prekindergarten Licensing Regulations, effective September 1, 2020. In response to a year-long effort between the CDD and public school leaders, the new regulations reflect a decrease in some of the duplicity that resulted from dual agency oversight (CDD & AOE). Teams will have the opportunity to review these changes during inservice days and in the leadup to the first days of prek.
- c. Act 166/Universal Preschool: Enrollment continues with community providers. Covid-19 has impacted both the number of community childcares/preschools providing this service and their capacity in terms of numbers of students served. Staffing with a licensed teacher in community sites continues to be an issue that has also increased in difficulty due to Covid-19.

6. Human Resources:

- a. Now that the Virtual Academy is up and running, staffing has been reevaluated to backfill any staffing needs as a result of the transfers to VA. Two positions (BT middle science and BT middle literacy interventionist) are posted and hopefully, will be filled soon.
- b. Although we suspect that some requests will come throughout September and the rest of the school year, we are wrapping up our work on accommodation requests for the opening of school. We were able to accommodate most requests through the needs of the Virtual Academy. Five accommodations were made by simply providing enhanced PPE which allowed the teachers to remain in class. Our teachers and staff have been very flexible and creative and with few exceptions (terminations that the board has already seen, and 3 long term personal leave requests, one reduction in FTE) it seems that we are off to a good start with professional staff.
- c. In early August there were few openings for BI's and Para. We have had a number of paraeducator resignations in the last week and will work with the special services department to get our para recruiting process back up and running.
- d. As David mentions, the Assistant Superintendent posting is live, recruiting has begun, and we look forward to welcoming a new administrator soon!

7. Special Education:

- a. All IEPs are required to be reviewed and updated for the start of the school year to reflect services that will occur under the hybrid or fully remote model. Our staff have been reaching out to parents and guardians to discuss and revise IEPs as required
- b. Virtual Academy - 65 students on IEPs are enrolled in the K-8 Virtual Academy and approximately 30 SHS students have also requested a fully virtual program. Our staff have worked hard to shift caseloads and reach out to families to ensure the continuation of services in the fully virtual modality.
- c. Inservice for Paraeducators and Behavior Interventionists during the week of August 31st focused on understanding our reopening protocols and practices, continued trainings in technology platforms, medicaid reporting requirements, a "get to know your timesheet" session with business office staff and Ergonomics and wellness trainings.

8. Facilities:

- a. Summer projects have gone well this year, it was another busy summer.
- b. SHS/CVCC - Four classroom floor tiles were replaced, painting, clearing of brush along river bank near auditorium and installation of underground heating pipes. The majority of work for the underground heating pipes will be complete for the start of school. Final connection points will be completed within the first week of school, this work won't interfere with classes.
- c. BTMES - Front canopy structure has been removed and sidewalk has been repaired, "A" wing hallway carpeting was removed and floor tiles were installed, painting of interior and exterior walls/doors, repair of asphalt surface near woodchip building and a section of "A" wing roof was replaced.
- d. BCEMS - Carpeting was removed from a section of the 2nd floor hallway and floor tiles were installed, another section of heating pipe Victallic fittings were removed and replaced with welded pipe on lower level of building and reconstruction of the bus loop is complete.
- e. BUUSD - Additional parking has been constructed in the rear of the central office building.
- f. Preparations are ongoing for the start of school related to the pandemic. Additional temporary custodial staff has been hired through Weststaff to help with cleaning/sanitizing our buildings. We've been following guidance set forth by the CDC and the state of Vermont to make our buildings safer for the new school year. Hand sanitizer, touchless thermometers, face coverings, face shields, protective barriers, sanitizing wipes, compost buckets, increased frequency of air filter changes, increased runtime of ventilation systems and many other measures have been put into place for the new school year.

Respectfully submitted,

David Wells

Superintendent of Schools

on behalf of the Barre UUSD Central Office Administrative Team



Spaulding High School

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 BARRE, VERMONT 05641-4300
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 Website Address: www.shsu61.org

Luke Aither
 Assistant Principal

Brenda Waterhouse
 Principal

Jim Ferland
 Assistant Principal

September 10, 2020
 Principal's Report

Athletics:

- Our coaches are excited to start the fall season. We have clear safety guidelines and coaches must complete the Safe School Training. Our fall coach list is:

Varsity Football: Bob Lamb

JV Football: Shawn Harvey

Assistants: Corey Wells, Drew Lamb, Jack Davis, Gabe Aguilar, Brad Herring, Chris West

Varsity Field Hockey: Tabitha Lord

JV Field Hockey: Jaime Marsh

Varsity Girls Soccer: Rob Moran

JV Girls Soccer: John Walker (new hire)

Varsity Boys Soccer: Co Coaches Ben Taylor and Jay Baitz (new hire)

JV Boys Soccer: Jamal Jacobs

Golf: Jordan Blais

Cross Country: Co Coaches Don Singer and Gretchen Singer

- All practices will begin on September 8th. We will continue to follow the VPA guidance; please feel free to visit the [VPA's homepage](#) for the AOE Fall Sports Guidance and VPA COVID19 High School Sports Guidelines.
- Please see our [webpage](#) for more information about practices, safety and our handbook.

Clubs & Activities

A couple weeks ago, a google sheet was sent to all students, so that they could sign up for a club that they are interested in. A survey to all our advisors was also sent out to determine if there was interest in running a remote version of their club. There is a substantial amount of interest from advisors and students to participate in clubs, even if it is remotely for the time being.

School Community:

- Please see the attached Newsletters ([August 21](#), [September 3](#))
- Spaulding High School has received the Global Education Excellence Award for their support of a German exchange student last year. We received a certificate (see attachment) and a banner as part of the acknowledgement. Kudos to the SHS staff for doing such a terrific job supporting all of our students, but especially our exchange students!
- Sarah Chap authored an article about her "Managing Stress and Emotional Wellbeing" unit, which was published in the Journal of Physical Education, Recreation and Dance! This is the top journal for academic writing in the PE field. Sarah says that she is "very honored to have this work published here as part of their "Health Tips" segment". The article can be accessed through this [link](#).
- Please see our [webpage](#) for communications, frequently asked questions and information about what school will look like this fall. This also includes our video that was shared with the board, families and staff.

Spaulding High School Newsletter

August 21, 2020

A Message from the Principal

As our first student day approaches, we know that it is challenging to understand what the hybrid schedule looks like and how remote learning will be different from the spring. We appreciate all of the inquiries about the start of the year and want families to reach out with any questions. To help better understand, below is a "week in the life" of an SHS student:

Monday -

Students in group A-K, attend in person, for blocks 1 & 2 (check in starts at 7:55 AM; dismissal by 11:25 AM).

(Students in group L-Z will be working independently on their classwork from home.)

Block 3 class remote time (1 - 2 PM) for all students.

Block 4 class remote time (2 - 3 PM) for all students.

During remote time (Monday, Tuesday, Thursday & Friday afternoons), teachers will have identified for students what the expectations will be - it may be a full class or small group google meet, discussion board, learning activity to work on, check in with the teacher, Question & Answer, etc.

Tuesday-

Students in group L-Z, attend in person, for blocks 1 & 2 (check in starts at 7:55 AM; dismissal by 11:25 AM).

(Students in group A-K will be working independently on their classwork from home.)

Block 3 class remote time (1 - 2 PM) for all students.

Block 4 class remote time (2 - 3 PM) for all students.

Wednesday-

Students will work independently on Wednesdays. All students will be checking in with their advisory teacher (9 - 9:30 AM), which the advisory teacher will communicate to the students how they will be checking in. Students that are falling behind or struggling will have plans with their teachers on Wednesdays, and students can reach out to teachers for appointments during Office Hours (9:30 - 11:30 AM). Those who are working on flexible pathways will have assigned times to work with their teachers (12 - 3 PM).

Thursday-

Students in group A-K, attend in person, for blocks 3 & 4 (check in starts at 7:55 AM; dismissal by 11:25 AM).

(Students in group L-Z will be working independently on their classwork from home.)

Block 1 class remote time (1 - 2 PM) for all students.

Block 2 class remote time (2 - 3 PM) for all students.

Friday-

Students in group L-Z, attend in person, for blocks 3 & 4 (check in starts at 7:55 AM; dismissal by 11:25 AM)

(Students in group A-K will be working independently on their classwork from home.)

Block 1 class remote time (1 - 2 PM) for all students.

Block 2 class remote time (2 - 3 PM) for all students.

Students will be expected to participate in their learning, whether in person or remote, during regular school hours. Students will be expected to have approximately 30 hours of instruction and learning per week. This hybrid model allows for us to adjust as guidelines change. These are challenging times and we appreciate our families' support and flexibility. If you have questions or concerns, please contact Brenda Waterhouse at bwateshs@buusd.org. Please visit our [website](#) for more information. Please continue to be safe!

Safety Screenings - What Will They Look Like?

Upon arriving to the campus, students will report to their assigned screening entrance (Front Entrance, Auditorium Entrance, or Gymnasium Entrance). They should wait in line, wearing their approved face covering, standing six feet apart to maintain social distancing until they are called to the screening table. A face covering will be available at the entrance for those who need to borrow one for the day. Once at the screening table, students will be asked:

- If they have any of the following symptoms which is NOT related to a currently diagnosed chronic condition (such as allergies): cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea. **Students must be symptom free for 24 hours before they can return to school.*
- If they have been in close physical contact with anyone who has been diagnosed with COVID-19 within the last 14 days. **Students may not attend school until those 14 days have elapsed.*
- If they have a fever over 100 degrees. They will also have their forehead scanned with a surface temperature thermometer. **Students must be fever free for 24 hours before they can return to school.*

No one will be allowed to enter the building without successfully meeting the safety screening. Students will also be screened before being allowed to participate in athletic activities.

If you have questions about our safety screenings or procedures, please contact Luke Aither at laithshs@buusd.org.

Food Service

SHS will be providing grab and go meals on days that students are in the building. Although we will not have the full repertoire of options we are accustomed to, we are committed to nutrition and taste. We also know that many of our students rely upon breakfast and lunch options from school, and having grab & go options for multiple days would be greatly difficult for students to access. Therefore, we are in the process of arranging delivery sites around the Barre area for Spaulding students to access their meals on remote days. These sites have not yet been determined, as we are coordinating our transportation with our food service providers, but we anticipate this to be determined by next week.

If you have questions about food service, please feel free to contact Ashley Young at ayounbsu@buusd.org or Monica Tolman at monica.tolman@lexingtonindependents.com.

Freshmen Chromebook Distribution

Freshmen will receive their chromebooks during Freshman Orientation on September 4th. If Freshmen and their parent(s)/guardian(s) have not yet signed up for the orientation, please contact Jim Ferland at jferlshs@buusd.org. For those that do not participate in Freshman Orientation, the chromebooks will be distributed the following week on an individual basis.

Infinite Campus Log In Support

Some families have indicated difficulty with Infinite Campus (IC) log in. IC has been doing some updates, which may account for some of the difficulties. Student schedules were mailed and are available in IC, although schedules are subject to change as factors and needs arise. If you need help with your log in, please contact Jan Trepanier at jtrepshs@buusd.org for support.

Spaulding High School Newsletter

September 3, 2020

A Week in the Life...

The hybrid schedule may be confusing, as it is very different from what we have ever done before. To help better understand, below is a "week in the life" of an SHS student attending in our hybrid model:

Mondays -

Students in group A-K, attend in person, for blocks 1 & 2 (check in starts at 7:55 AM; dismissal by 11:25 AM).

(Students in group L-Z will be working independently on their classwork from home.)

Block 3 class remote time (1 - 2 PM) for all students.

Block 4 class remote time (2 - 3 PM) for all students.

During remote time (Monday, Tuesday, Thursday & Friday afternoons), teachers will have identified for students what the expectations will be - it may be a full class or small group google meet, discussion board, learning activity to work on, check in with the teacher, Question & Answer, etc.

Tuesdays- NOTE: The first day of school will follow this schedule:

Students in group L-Z, attend in person, for blocks 1 & 2 (check in starts at 7:55 AM; dismissal by 11:25 AM).

(Students in group A-K will be working independently on their classwork from home.)

Block 3 class remote time (1 - 2 PM) for all students.

Block 4 class remote time (2 - 3 PM) for all students.

Wednesday-

Students will work independently on Wednesdays, as Wednesdays is a remote day for all students. All students will be checking in with their advisory teacher (9 - 9:30 AM), which the advisory teacher will communicate to the students how they will be checking in. Students that are falling behind or struggling will have plans with their teachers on Wednesdays, and students can reach out to teachers for appointments during Office Hours (9:30 - 11:30 AM). Those who are working on flexible pathways will have assigned times to work with their teachers (12 - 3 PM).

Thursday-

Students in group A-K, attend in person, for blocks 3 & 4 (check in starts at 7:55 AM; dismissal by 11:25 AM).

(Students in group L-Z will be working independently on their classwork from home.)

Block 1 class remote time (1 - 2 PM) for all students.

Block 2 class remote time (2 - 3 PM) for all students.

Friday-

Students in group L-Z, attend in person, for blocks 3 & 4 (check in starts at 7:55 AM; dismissal by 11:25 AM)

(Students in group A-K will be working independently on their classwork from home.)

Block 1 class remote time (1 - 2 PM) for all students.

Block 2 class remote time (2 - 3 PM) for all students.

Students will be expected to engage in their learning, whether in person or remote, during regular school hours. Students will be expected to have approximately 30 hours of instruction and learning per week. This hybrid model allows for us to adjust as guidelines change. These are challenging times and we appreciate our families' support and flexibility. If you have questions or concerns, please contact Brenda Waterhouse at bwateshs@buusd.org. Please visit our [website](#) for more information. Please continue to be safe!

Principal's Message

Freshman Orientation tours will be Friday, **September 4th**. The orientation includes a tour, meeting teachers, a question and answer period and students will receive their chromebooks. The orientation is done in small groups of students and their parent(s)/guardian(s) who have pre-registered. Participants must be health screened before entering the building. If any incoming student has yet to have registered and would like to participate, please contact Jim Ferland at jferlshs@buusd.org.

The first student day will be Tuesday, **September 8th**. Our Tuesday schedule will be students in the L - Z group who will attend their block one and two classes in person. Students in the A-K group should log into their Google Classrooms to check in with each of their teachers. Our [video](#), which was sent out last week, helps explain a few changes to the start of the school year. Our [webpage](#) also has helpful information and frequently asked questions. Health screenings will start at 7:20 AM for classes that commence at 7:35 AM, at 7:55 AM for classes that commence at 8:15 AM and at 8:10 AM for classes that commence at 8:30 AM.

Students that are fully remote will follow the same general schedule as in the hybrid model. When hybrid students are scheduled for face to face time, the remote students will need to work independently. Remote students will be expected to follow the same pace as their peers. This will allow for the flexibility of remote learners to return to in-person instruction as they are able to. However, students and teachers will need to rely more heavily on good communication. Students should be in regular contact with their teachers and seek support as needed.

Students that have concerns about the classes that they are signed up for should reach out to their counselors via email. The add/drop period is a very short period of time, so please make sure to communicate to school counselors the need for changes by **Tuesday, September 15th**.

We encourage our students to remain safe by remembering to socially distance, wear face coverings and to frequently wash their hands thoroughly. Although returning to school is an opportunity to see friends and peers that they might not have seen for some time, we want to make sure that students remember safety first!

Athletics Resume!

The first day of fall athletic tryouts/practices will be September 8th. The schedule for our first tryouts/practices will be as follows:

Boys Soccer @ Barre Town Rec Field (top field near the picnic tables): 4:30-6:00

Girls Soccer @ Spaulding 3:30-5:00

Field Hockey @ Barre Town, outfield of the baseball field 4:00-5:30

Football @ Spaulding 4:00-6:00

Cross Country @ Millstone Trails 3:30-5:00

Golf @ Barre Country Club 5:00-6:30

Students should arrive at the designated spaces dressed for practice, and have an appropriate face covering. All students will be health screened before practice. Please contact Natalie Soffen, Athletic Director, at nsoffshs@buusd.org if you have any questions or concerns.



HIGH SCHOOL
EXCHANGE YEAR

2019-2020

Global Education Excellence Award

presented to

Spaulding High School

For your dedication to the EF mission of opening the world through education.

A handwritten signature in cursive script that reads "Bob Fredette".

Bob Fredette
President

Leslie Striebe

International Exchange
Coordinator

efexchangeyear.org



DIRECTOR CTE BYTES:

- ❖ **CVCC Prep work for Student day** -Administrative staff and Directors have been putting together charts, gathering materials, and sharing out plans for opening day with staff, families, and sending schools. Jennifer Lyon and Kathy Gardner have been working with Administrative staff and Directors to help in these preparations. All staff have received supplies in a paper bag with instructions, masks, shields, gowns, etc for them to use or have on hand for student arrival on 09.08.2020. Custodial staff have been working closely with the office team as well outfitting entry ways, office areas, and providing necessary equipment to help create new healthy habits upon entering the building. Penny provided all staff with mask options and her office staff with protective barriers.
- ❖ **Director and Assistant Director-** Both have made themselves available for staff questions related to the opening of schools. They have been hosting additional staff meetings to address all the questions that were brought up with the whole CVCC team. Staff have been made aware that a good portion of their questions can be answered by HR and found on the BUUSD website. The directors had their opening letter and other communications to families added to the CVCC website. Both directors have been actively involved in remote meetings with other centers, schools, and administrators to coordinate planning and sharing out ideas. In addition, Penny Chamberlin has been editing, updating and refining the Perkins grant by working closely with AOE for its submission and completion. She has graciously offered her staff's talents to assist BUUSD with planning and preparation for creating new habits for student entry in all buildings. (see teacher highlights)
- ❖ **Administrative Team-** The CVCC office area staff have been coordinating to help meet staff needs efficiently. Laurie Morvan has been updating student lists, organizing remote learning student materials and lists, and safety packets for programs. Kara Maxey has been ordering supplies, organizing/ prioritizing purchase order requests, working with vendors, and delivering packages to programs to be ready for opening day. Program areas have needed to be restructured to meet current AOE guidelines. This means more materials as students will have their own spaces and materials. Sarah has communicated CVCC protocols and safety plans with families, students, sending schools and bus companies.
- ❖ **Student Items-** Sarah has been working with Monica, Ashley and Scott G. to organize how food is delivered and ordered for students. Parents have received information on how to create a mealtime account and how the food will reach their students.
- ❖ **Staff Meetings-**Additional staff meetings have been added to the CVCC staff schedule for the first month of school to help refine many of the proposed plans and to check-in with how things are going.
- ❖ **Team Leaders-**Team leaders have created their remote meeting schedule for the year. Team leaders have met with their PLG teams and have plans in place for topics to discuss throughout the year.
- ❖ **2020-2021 Admissions** - Laurie Morvan has been updating her rosters on a daily basis as change seems to be constant. She is working with Lauren Demers on using more features in Infinite Campus to help organize classrooms to accommodate remote learning. Laurie has also been coordinating with Jennifer and Gerry confirming students who wish to be fully remote by collecting information. Laurie has been setting up Infinite Campus-including a new grade book design-, generating and processing new student paperwork and organizing summer applicant admissions.
- ❖ **CVCC Virtual Learning Information:** Gerry and Jennifer have connected with their remote learning students and scheduled times to meet and plan prior to the students remote day.

At this point, CVCC will reopen the school in a hybrid modality. If things are going well, and cases in Vermont and local communities are low, CVCC will move towards more in-person instruction. If cases begin to increase, CVCC will move towards more remote instruction. The goal is to start safe and adjust as conditions warrant. We will provide updated information as this work moves forward. Please be aware that given the fluid nature of this crisis that plans once published, may change at any time.

| CVCC STUDENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------------------------------------------------|-----------|-----------|----------------------------------------------------------------------|-----------|-----------|
| In-Person Learning 8:22 AM- 12:00 PM | In-person | In-person | Remote | In-person | In-person |
| Remote Learning With Jennifer Luck-Hill and Gerry Reymore | Remote | Remote | Remote WITH Program Teacher and students in that program | Remote | Remote |

**Schedules have been modified to allow for adequate safety and social distancing at schools.*

- ❖ **OSHA 10 Certification Training**-All students will be required to complete an online safety course/content and pass those assessments before starting on projects.

PROGRAM HIGHLIGHTS

Teachers have fixed up their program spacing and prepared supplies for students. Spaces are ready to go!

STAFF HIGHLIGHTS

- ❖ Stefanie Seng- Hosted a training for staff on Racial Justice and Safe-Space for staff.
- ❖ Matt Binginot- Matt has really gone above and beyond upon his return to CVCC. He has trained staff on how to use google classroom, created colorful charts they can use for rating proficiencies, created posters for BUUSD use, and posters for CVCC to help with welcoming CVCC students on 09.08.2020
- ❖ Jennifer Lyons- She has been a great resource for questions related to setting up a new system to keep students and staff safe. She arranged packages of supplies for each staff member to start the year off with, has picked up supplies from AOE and provided pre-screening training for staff.
- ❖ Laurie Morvan- Every time a new student is added or deleted, Laurie has to update several forms, update teachers, sending schools, and send out emails and mailings to families. She has created safety packets for all teachers and gone and beyond helping others out when needed.
- ❖ Clifton Long- Clifton has created a video for his students to help them know how their day will look, how they will enter the building and provided a description of the classroom/program space set up. He also made a video to show teachers how to modify their masks with a paperclip to help pinch the mask around the nose.

155 Ayers Street, Suite #2
Barre, VT 05641

(802)-476-6237 (phone)
(802)-476-4045 (fax)

www.cvtcc.org



Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1243)

Stefanie Seng
School Counseling Coordinator (ext. 1150)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



Enclosures: 2020-2021 School Calendar

August 7, 2020

Dear Central VT Career Center Students, Parents, and Guardians:

I hope you are having a wonderful summer and have been able to enjoy it given the warm temperatures. These past few weeks have certainly been great for outdoor summer fun and those outdoor summer jobs! We realize that your end to last year in school was not ideal and even though we have some restrictions to reopen this year, we are confident that we can support you when you step into our Center and programs.

Enclosed with this letter you will find some **very important forms**. Please read through them and complete, sign and return those that pertain to you. Please return all paperwork to Miss Capron in the Career Center Office as soon as possible. You may email her with any questions at scaprvcc@buusd.org.

Please note that you will also be receiving a **packet of information from your home high school** with other papers and forms that you will need to complete and **bring into your home high school office**.

Classes for all students in Technical Programs (grades 10, 11, and 12) will begin on Tuesday, September 8th at 8:22 a.m. Our schedule will run from 8:22 to 12:00 on Monday, Tuesday, Thursday, and Friday with Wednesdays being fully remote. It is very important that you are here on the first day of class so that you do not miss important information shared on that first day!

The following expectation is related to our new schedule and safety protocols due to COVID. Students coming from high schools other than Spaulding will need to ride their school bus to CVCC, unless there are extenuating circumstances where you need to drive and it has been approved by CVCC Administration. Anyone who arrives by car or dropped off by parents will be held at the front office for screening. All those who ride their sending school bus will be pre-screened at their high school before coming to CVCC and will be able to exit the bus and move quickly into the building and to their program.

****Please be prepared to have a mask/face covering to start the year based on state guidance****

If students choose to drive and do not park on campus, the side of Ayers Street leading to the Career Center where parking is legal is marked with white paint. This is the OPPOSITE side of the street of the school building. Report directly to the CVCC Main Office to be screened before entering the building.

Picture Day will be **September 21, 22, 24, and 25, 2020!** Please plan the outfit accordingly on the day your student's program is assigned to have photos taken. Outfits cannot include hats or any headgear. Gestures during photos are not permitted. Photos will be used to create the student CVCC ID. Thank you!

The following faculty and staff are here to provide you with extra support as needed:

| Main Floor CVCC Office: | Second Floor near the Student Center: |
|----------------------------------------|-------------------------------------------------|
| Penny Chamberlin, Director | Stefanie Seng, School Counseling Coordinator |
| Scott Griggs, Assistant Director | Kathi Fuller, Student Support |
| Sarah Capron, Administrative Assistant | Wayne Tozzi, Co-operative Education Coordinator |
| Kara Maxey, Bookkeeper | Jennifer Luck-Hill, Online Teaching Specialist |
| Laurie Morvan, Registrar | Gerry Reymore, STEM Educator |

Upon acceptance to CVCC, all admissions are considered a conditional acceptance for the first 10 to 30 days of school – see your acceptance letter for details. Conditional acceptance includes successfully passing program safety assessments to fully access the program and refers to the expectation that all students will exhibit appropriate behavior and adhere to safety procedures to remain as a student at the Central Vermont Career Center. We are sure that every student is willing to follow our procedures as they have worked hard to get a seat in their program!

Included in this packet is the signature page from the handbook that is required to be handed in on your first day of school. **Please access and read the online copy of the Handbook** and pertinent policies at **www.cvtcc.org**. We ask that students and their parents review the handbook together. Your instructor will review all items in the handbook on your first day of school to answer any questions that came up during your review of the handbook at home. If you would like a paper copy of the handbook and policies mailed to your home, please call Miss Capron at 476-6237, ext. 1139.

When you review the Student Handbook (online at cvtcc.org) with your parent/guardian, please pay special attention to:

- a. Attendance procedures (including late arrivals and early dismissals)
- b. Dress Code – specific to your program and overall expectations for the Center

- c. Awards you would be eligible for based on grades and attendance (National Technical Honor Society, Quarter Awards, Scholarships, and more!)

It is important that you follow your program's dress code beyond the Center's dress code policy listed in the Student Handbook.

Students will be wearing program t-shirts in Emergency Services; uniforms in the Cosmetology Program, Culinary, and the Bake Shop. Other programs also have guidelines on appropriate dress and footwear. Your instructor will inform you of those details on the first day of school or within their summer letter.

If you are enrolled in a program that has a shop component, you will be required to wear your **safety glasses** while in the shop area(s) - **at all times without exception** - appropriate footwear (no flip flops or sandals) and appropriate pants/jeans (no shorts, skirts or dresses).

In addition to the dress code for programs, all students and staff will be wearing masks while in the building and respect social distancing at all times.

The dress code requirements are enforced every day, therefore, you will be expected to comply with these guidelines or you could be asked to leave the program.

If you go to our website – www.cVTcc.org – you will find the information referenced in this letter and more!

We look forward to seeing you on the first day of school on **Tuesday, September 8th**, bright and early, by **8:22 a.m.** We encourage you to ride your sending school bus to CVCC each day.

Lunch will be a "grab and go" option this year as you leave the building. Stations will be provided for you to easily access your lunch. Please work with the main office on submitting the free lunch application if you haven't already done so with your home high school. Your home high school should have provided you with the form and will send your information on to CVCC. Mrs. Fuller or Miss Seng will be your contacts on the free lunch form.

If we can be of assistance to you or your parents/guardians, please call us with questions. We can be reached via email and phone, see below. Be well and be safe!

Sincerely,



Penny Chamberlin
Director
802-476-6237, ext. 1138
pchamcvcc@buusd.org



Scott Griggs
Assistant Director
802-476-6237, ext. 1045
sgrigcvcc@buusd.org

DATES OF EVENTS SUBJECT TO CHANGE. SOME MAY BE REMOTE IF POSSIBLE

Central Vermont Career Center

Barre Supervisory Union- Student Calendar

2020-2021 Calendar

AUGUST

| M | T | W | Th | F |
|-----------------|----|----|----|----|
| | | | | |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | SD | SD | SD |
| SD | | | | |
| Student Days | | | | 4 |
| Staff Dev. Days | | | | 4 |

SEPTEMBER

| M | T | W | Th | F |
|----------------------|----|----|----|----|
| | SD | SD | SD | SD |
| V | *8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |
| <i>*CVCC 1st day</i> | | | | |
| Student Days | | | | 21 |
| Staff Dev. Days | | | | 0 |

OCTOBER

| M | T | W | Th | F |
|-------------------------|----|----|----|-----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8C | 9 |
| V | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30E |
| <i>(C) Parent Conf.</i> | | | | |
| Student Days | | | | 20 |
| Staff Dev. Days | | | | 1.5 |

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 |
| Staff Dev. Days | | | | 1 |

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 |
| Staff Dev. Days | | | | 0 |

JANUARY

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

FEBRUARY

| M | T | W | Th | F |
|-------------------------|----|----|-----|-----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11C | 12 |
| 15 | 16 | 17 | 18 | 19 |
| V | V | V | V | V |
| <i>(C) Parent Conf.</i> | | | | |
| Student Days | | | | 15 |
| Staff Dev. Days | | | | 0.5 |

MARCH

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

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 |
| 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 |
| Staff Dev. Days | | | | 0 |

JUNE

| M | T | W | Th | F |
|-------------------------------|-----|----|----|-----|
| | 1 | 2 | 3 | 4 |
| 7 | *8E | 9 | 10 | 11R |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |
| <i>*Awards Night 06-08-19</i> | | | | |
| Student Days | | | | 10 |
| Staff Dev. Days | | | | 1 |

Student Days: 180

V Student vacation

SD Inservice/No School

C Parent-Teacher Conf (3:30-7)

E=End of Marking Period

R=Report Cards Issued

| | |
|-----------------------|-------------------------------------|
| September 08 | First Day of School for CVCC |
| September 7 | Labor Day - No School |
| September 21,22/24,25 | CVCC Picture Day |
| October 08 | Parent-Teacher Conf 3:30-7:00 pm |
| October 09 | Inservice Day/No School |
| October 12 | Holiday-No School |
| November 11 | Inservice Day/No School |
| November 19 | CVCC Quarter 1 Awards |
| November 19 | CVCC Open House/ College Fair 5:30 |
| November 25-27 | Holiday-No School |
| December 23 -Jan 1 | Holiday Vacation - No School |
| January 15 | CVCC Quarter 2 Awards |

| | |
|---------------|---------------------------------|
| January 18 | Inservice Day/No School |
| February 11 | Parent-Teacher Conf 3:30-7:00pm |
| Feb 22-Mar 2 | Vacation - No School |
| March 11 | National Tech Honor Society |
| March 26 | Inservice Day/No School |
| April 5-8 TBD | SkillsUSA |
| April 16 | CVCC Quarter 3 Awards |
| April 19-23 | Vacation-No School |
| April 29 TBD | Spring Open House |
| May 28 | CVCC Quarter 4 Awards |
| May 31 | Holiday - No School |
| June 08 | CVCC Awards Ceremony |

FINAL 08/12/2020

CVCC Safety Procedures

Information for Students

Arrival

- Students will enter through the CVCC entrance who need to be screened. All others coming off the bus will enter through the following doors:
 - **Ground Floor programs:**
 - Exterior Door to the left of the CVCC Main Entrance: Baking/ Culinary arts, Electrical Technology, Cosmetology 1 & 2, Plumbing & Heating, Medical Professions and Natural Resources
 - Program Shop Door : Automotive Technology
 - Exterior Door 30 : Building Trades
 - **1st Floor programs:**
 - Exterior Door 30 : DMA 1 & 2, Emergency Services, Exploratory Technology
- Students will wear masks and will distance themselves in line.
- Bins with masks will be available for those without a mask at the three entrances students will be using.
- There will be small tents set up outside the CVCC Main entrance where staff will screen students not on a bus.
- Staff will have two tables to serve as barriers as they take the temperatures of students.
- Student lines should move along the outside of the tables as they enter the building.
- Signage of [COVID symptoms](#) will be posted. Staff will ask students to read the symptom signs and as they take temperatures.

Symptoms that could be related to COVID-19

- | | |
|----------------------------------------------|-----------------------------|
| ●Fever (100.0 F or higher) | ●Headache |
| ●Cough | ●Sore throat |
| ●Shortness of breath or difficulty breathing | ●New loss of taste or smell |
| ●Chills | ●Congestion or runny nose |
| ●Fatigue | ●Nausea or vomiting |
| ●Muscle pain or aches | ●Diarrhea |

- Students who present with a temperature above 100.4 will not be permitted in the building. Nursing staff will maintain a list of these students and call guardians.
 - Students being sent home will wait seated in chairs in designated protected areas near the entrances.
- Once greeted and processed, staff will direct students to go directly to their programs, moving through the hallways in a traffic pattern and maintaining 6 feet distance between each person.

Movement in the hallway

- Students should walk close to and along the right side of the hallway and distance themselves from others.
- Teachers will be present in their program doorways to direct students, to assist with entry into their program, and to give reminders for social distancing and proper mask use.

Lockers

- No lockers will be used. Students will bring their coats and belongings to their program.

Programs

- Hand sanitizer and tissues will be supplied in each program
- Desks and students must stay at least 6' apart. Desks will be appropriately spaced upon your arrival to school. Please do not arrange the desks differently.
- Masks should always cover the nose and mouth and must be worn at all times.
- There will be no out-of-class breaks unless this is an accommodation in a student's formal education plan.
- Emergency exit plans will be posted on a wall in each classroom.
- Program rooms will be cleaned between ½ way through the day and again after students leave for the day.

Bathrooms

- Teachers will monitor bathroom breaks, allowing one student to leave the program at a time, with a reminder to wait in the hall if the bathroom is already occupied. 6 feet distance must be maintained. There will be one singleton and one large bathroom on each floor available for student use.
 - Ground floor: The multi-stall bathroom is by the gym. Single use bathrooms are available in a few programs. There is one singleton in the Main CVCC office.
 - 1st floor: Single bathrooms are available in a few programs. The multi-stall bathroom is by Natural Resources program, room 124
- Hallways outside will be monitored by staff to maintain social distancing.

Food

- All meal orders will be collected along with program attendance for that day in the morning.
- Water bottles are permitted, straws with water bottles preferable. Water fountains are unavailable at this time so water should be filled prior to arrival.

CVCC Food Services/Meals

NEW** There will be no cash transactions at point of sale. There are two options to fund meal accounts at CVCC:

- <http://mymealtime.com/>.
- Direct deposit envelopes that will be left with teachers in classrooms. Students should bring their cafeteria money in a labeled envelope and place their envelope in the direct deposit envelope in the program. Students will not receive change back. Money will be placed into the students account.
 - A CVCC staff member will collect the envelopes from each program to deliver to the SHS cafeteria.

Ordering Meals:

Each morning, program teachers will fill out a Google Form, provided by the administrative assistant, to take a food order count for that day, and on Tuesdays for the following day as well. This should take place at the same time attendance is happening. Food **MUST** be ordered that morning, late orders will not be available.

- If a student is not present in school on a day, the student can inform the program teacher for the following day, via email, that they will need meal(s) for the following day.
- Orders for Wednesday's meals will be placed and provided on Tuesday
- The menu for breakfast and lunch can be found at: <https://shs.edudine.com/dininghall/>

Delivery and Payment:

Food services will deliver meals for that day and for the following day. Meals may be ordered on Tuesday to take home for remote Wednesdays.

- Preferred method of payment is through <http://mymealtime.com/>
- Cash payment by students should be in an envelope with the students name. Students will put their envelope into the collection envelope. A staff member will collect the envelopes to deliver to the cafeteria. Change will not be given. This will go into the students account.
- Free and Reduced meal applications can be found at <https://education.vermont.gov/documents/edu-nutrition-meal-application-2020-2021> or mailed home upon request.
- For more information please visit: <https://www.buusd.org/departments/food-services>
- For questions please call or email Ashley Young at asyoubsu@buusd.org / 802.476.5011 ext. 1010

- Students should try to eat breakfast before they arrive at CVCC
- Students **are** permitted to eat in the program classroom, only. No visits to the cafeteria will be allowed at this time.
- Food services will deliver mid-morning food to stations for students who have placed an order.
- Lifting masks briefly to take a sip of water is permissible. Straws are recommended so that masks can stay in place.
- Students will be asked to eat their lunch after they leave the building
- In the last 30 minutes of program time, food services will deliver meals to stations for students who have ordered meals. Students will collect their meal on their way to the bus, and then wait to eat until they leave the building.

Ill students

- If a student becomes ill during the school day, the school nurse will call the guardian for student pick up or release.

Appointments

Students who need to make an appointment with staff, guidance, or office personnel please use email or call to make arrangements. CVCC Staff directory can be found on the www.cvtcc.org website.

- For college-related/ Certificate programs etc. questions and appointments: call or email Stefanie Seng, ssengecvcc@buusd.org to set up an appointment.
- Administration: To make appointment with administration:
 - Call Administrative Assistant at 476-6237, ext 1139 or email scaprcvcc@buusd.org
 - Director: Penny Chamberlin, pchamcvcc@buusd.org
 - Assistant Director: Scott Griggs, sgrigcvcc@buusd.org

Departure

- Departure will be a staggered release by Program. Teachers will monitor.
- Borrowed masks can be placed in the dirty bin outside the entrance/exit doors for cleaning
- See chart below

Staggered release from classes:

Students should leave their programs and exit through the same doors they entered.
Practice social distance in the halls and continue to wear masks.

- **Ground Floor:**

- Door with the ramp: Baking/ Culinary arts, Electrical Technology, Cosmetology 1 & 2, Plumbing & Heating, Medical Professions and Natural Resources
- Program Door to outside: Automotive Technology and Building Trades
- **1st Floor:**
 - Exterior Door 30 -Back Stairwell by Building Trades shop: DMA 1 & 2, Emergency Services & Exploratory Technology

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www.cvtcc.org



"Education that works."

Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1045)

Stefanie Seng
School Counseling Coordinator (ext. 1156)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



2020-2021 CVCC Food Services/Meals

NEW** There will be no cash transactions at point of sale. There are two options to fund meal accounts at CVCC:

- <http://mymealtime.com/>.
- Direct deposit envelopes that will be left with teachers in classrooms. Students should bring their cafeteria money in a labeled envelope and place their envelope in the direct deposit envelope in the program. Students will not receive change back. Money will be placed into the students account.
 - A CVCC staff member will collect the envelopes from each program to deliver to the campus cafeteria.

More information can be found at <https://www.buusd.org/departments/food-services>

Menu's may be found at: <https://shs.edudine.com/dininghall/>

Ordering Meals:

Each morning, program teachers will fill out a Google Form, provided by the administrative assistant, to take a meal count for food orders that day. This will take place at the same time attendance is happening. All food items **MUST** be ordered that morning, late orders will not be available.

- If a student is not present in school on a day, the student can inform the program teacher for the following day, via email, that they will need meal(s) for the following day.

Delivery and Payment:

Food services will deliver meals to designated pick up areas near each program, as listed below. At the end of program time, students will collect their meal order and head out for dismissal.

- **Ground Floor:** Baking/ Culinary arts (outside of program), Electrical Technology, Cosmetology 1 & 2, Plumbing & Heating (Hall with the ramp by CVCC office), Automotive Technology and Building Trades (cart outside)
- **1st Floor:** Medical Professions and Natural Resources (at the top of the stairwell outside of the fishbowl), DMA 1 & 2 (table against the wall in the hall by room 131), Emergency Services & Exploratory Technology (table against the wall by rooms 135 & 137)

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CENTRAL
VERMONT
CAREER
CENTER

"Education that works."

Penny Chamberlin
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Stefanie Seng
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Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



Please find on Page 6 of the CVCC Student Handbook:

LUNCH PERIOD

Students have the opportunity to take lunch with them from a predetermined station prior to leaving the building. All students will be expected to exit the building at 12:00 due to our modified schedule based on the COVID crisis. As the year progresses, we may adjust our lunch options for students.

Central Vermont Career Center and Spaulding High School provide healthy fare through the cafeteria and food services. Students are not allowed to have outside businesses deliver food during the program time. If food is delivered, the student will be referred to Administration.

Procedures for Lunch/ Free and Reduced Meals- Free meals are available to students if their family qualifies under federal guidelines. Forms for free and reduced lunch needs to be turned into the students' sending school's main office. Printed forms are available in the CVCC office or online at <https://education.vermont.gov/student-support/nutrition/school-programs/free-and-reduced-meals>. The forms take a few weeks to process and should be turned in to the sending school (students school of origin) the first week of school. If a student has any questions about the application they can see Kathi Fuller, the Student Support Coordinator. All information from these forms is strictly confidential. If a family's financial situation changes during the year, forms are encouraged to be submitted or resubmitted at any time.

CVCC shares food services with Spaulding High School. Information will be handed out to students the first week of school to explain how to create an online lunch account to pay for meals with Aladdin Food Management Services. Students and parents can also view menus, account information, and other information at <https://shs.edudine.com/meal-plans/>

In the past students were able to also access breakfast or break time food mid morning at CVCC, this year, that will not be available due to the COVID virus and needing to maintain masks on at all times, we are not able to offer food to be eaten in the program. The only time there will be access to food will be the end of the program day when students take a bag lunch and leave the building. A menu will be provided by Aladdin Food Service. Students will have a hot or cold food option. We are hoping that this restriction will be lifted as we continue with our school year, but until further notice, **No Food is Allowed in Programs during the program time. *THIS HAS CHANGED AS OF 09.01.2020**

It is recommended that students put money on their accounts to eliminate the need to exchange cash and to streamline the lunch pick up process. An account can be established using the website: <http://mymealtime.com/>. To register the student, a student number is required. The student number can be found on Infinite Campus or by calling Ashley Young at 802.476.5011 ext. 1010. Students may pay by cash or check directly to the cashier at the start of the school day.

In an effort to ensure that all students can eat, the cafeteria will allow students to charge up to \$10 in meals, but will require immediate payment for meals once that limit has been reached.

| | CVCC Doors | Building Trades/ Auto Door | Halls |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Staffing Subs - | Admin - Penny Check-in - Stephanie O./ Gerry/ Kathi F. | Admin - Scott Griggs (parking lot direct) Check-in - Doug (bus)/ Laurie- Redirect Walkers to tent for screening | Outside office/hallway: Christina/Cindy Auditorium Hall: Wendy/ Kristina Outside fishbowl: Stefanie Seng Program Hall 1st floor: Tim/Carl/Cal/ |
| Materials | Visual Easel - 1 Table - 2 Hand Sanitizer-2 Surface Thermometers - 2 Bin w/ clean coverings - 1 Bin for used coverings - 1 Signage to Programs | Visual Easel - 1 Table - 1 Hand Sanitizer-2 Surface Thermometers - 2 Bin w/ clean coverings - 1 Bin for used coverings - 1 Signage to Programs | Signage to classrooms |

Procedures:

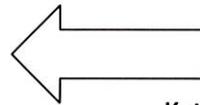
1. Student uses hand sanitizer upon entering the building.
2. Student takes face covering if needed.
3. Student reads a poster on an easel with COVID-19 screening questions
 - a. If No - Continue screening.
 - b. If Yes - Student is held in the conference room for the Nurse to assess further. If the student is sent home, the student must quarantine for 14 days before they can return to school, or show proof of a negative state-administered COVID test. Once any answer is "yes" should they be given over to the nurse for the additional screening?
4. Student is called to the screening desk.
5. Student's face covering is visually reviewed.
 - a. If approved type - Continue screening.
 - b. If not approved - Provide approved face covering and continue screening.
6. Student's forehead surface temperature is scanned.
 - a. If the surface temperature is between 95.0 and 100.0 degrees - Go to class.
 - b. If the temperature is below 95.0 or above 100.0, refer to the nurse to take oral temperature. I don't think we are using oral thermometers?
 - i. If the temperature is below 100.0 - Go to class.
 - ii. If the temperature is above 100.0 - Student is referred to the Nurse. Need to have a temperature below 100 for 24 hours before they can return to school, without the use of any medications.
 1. Document name of student and details
7. A nurse will call home and will make contact with guardian(s) for students who were refused entrance.

CVCC 2020-2021 Student Drop off/Pick up Procedure



This is where buses used to drop the students off.

- Student drop off & walkers must pre-screen.
- To the right of the CVCC entryway will be easy-up tents. Students will enter from the furthest right side of the tent, nearest the accessible parking area



Student pre-screen entrance

Kathi support /direct students by entrance

- read the pre-screening questions
- 2 staff members will assist with temperature checks where the arrows are. Staff will be wearing KN95 masks and have hand sanitizer available. (Gerry/ Stephanie O)



Students who get off a bus may go through the lower door

- Programs: Baking and Culinary Arts, Cosmetology 1 & 2, Electrical, Medical Professions, Natural Resources, Plumbing & Heating. 13, 24, 15, 5, 8, 13 = 78
- Co-op students who did not ride the bus will pre-screen and enter through the CVCC Entrance



This is where the buses will line up to drop off students

Students may enter the last door for Programs: Building Trades, DMA 1 & 2, Emergency Services, Exploratory Technology. 16, 16, 8, 8, 14 = 62

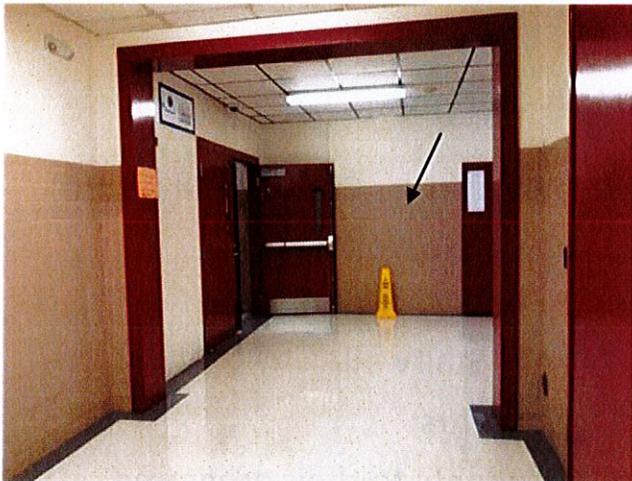
- Automotive Technology Students may enter the door nearest the smaller 3 bay garage doors. (12)

Doug/Laurie M.



Area outside of CVCC office

- Staff: Christina OR Cindy (may alternate)
 - Be visible from
 - CVCC office door
 - Door by the ramp
- Greet Students
- Direct Students to their programs



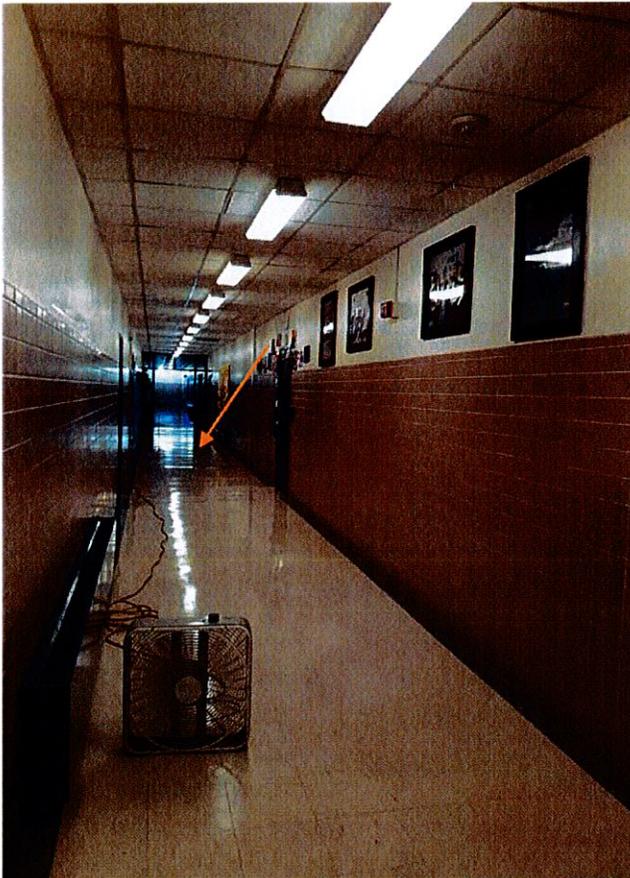
Auditorium Hall at the top of the ramp

- Staff: Kristine OR Wendy (may alternate)
 - Be visible from
 - Cosmetology doorway
 - Culinary hall
- Greet Students
- Direct Students to their programs
-



Top of stairwell at the corner of the hall to Natural Resources

- Staff: Stefanie Seng
- Be visible from
 - Stairwell
 - Natural Resources
- Greet Students
- Direct Students to their programs
- Double doors shut to SHS/CVCC?



Program hall 1st floor

- Staff: Tim, Carl, or Cal (may alternate)
 - Be visible from
 - DMA 1 doorway
 - Stairwell
- Greet Students
- Direct Students to their programs

CVCC 2020-2021

LUNCH ROUTINE



Area outside of CVCC office

- PROGRAMS
 - Plumbing & Heating
 - Cosmetology
 - Electrical Technology



From Cafeteria to Program

- PROGRAMS
 - Baking & Culinary Arts



Table Under Display

- PROGRAMS
 - Medical Profession
 - Natural Resources
 - Co-op



Program hall 1st floor:

Table in front of closed classrooms: rm 136 & 137

- PROGRAMS
 - Exploratory Technology
 - Emergency Services
 - DMA 2
 - DMA 1



Cart outside

- PROGRAMS
 - Building Trades
 - Automotive Technology



Proficiency-Based Grading Common Rubric for CVCC
 Each program's proficiency alignments can be found at www.cvcc.org

Assessed through Google Classroom.

| | 4 | 3.5 | 3 | 2.5 | 2 | 1.5 | 1 |
|--|-----------------------------|---------------------------------------|------------|----------------------|---------------------------|---------------------------------------------|-------------------|
| | Proficient With Distinction | Proficient Moving Towards Distinction | Proficient | Partially Proficient | Moving Towards Proficient | Assistance Needed Moving Towards Proficient | Assistance Needed |

Literacy- Writing

Literacy 2: VT Proficiency Indicators Addressed at CVCC include 2A, 2B, 2C, 2D, 2E.

Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Literacy 3: VT Proficiency Indicators Addressed at CVCC include 3A, 3B.

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

| | | | | | | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| | This submission showcases exemplary use of literacy skills in the writing components of this assignment with text that is clear, cohesive, well thought-out, and perfect spelling/GUM. This submission also showcases revisions and extra effort. | This submission showcases strong use of literacy skills in the writing components of this assignment with text that is well-constructed and showcases good spelling/GUM overall. | This submission showcases appropriate use of literacy skills in the writing components of this assignment with text that is well-constructed and showcases good spelling/GUM overall. | This submission showcases some examples of literacy skills in the writing components of this assignment with text that is well-constructed and showcases good spelling/GUM overall, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level literacy skills in the writing components of this assignment with text that needs revision in its construction, coherence, and spelling/GUM. We should do some more work to improve writing skills on future assignments. | This submission shows little evidence of grade-level literacy skills in the writing components of this assignment. We should do some more work to improve writing skills on future assignments. | This submission was not turned in or does not showcase any evidence of writing skills. |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

Literacy- Speaking & Listening

Literacy 4: VT Proficiency Indicators Addressed at CVCC include 4A, 4B, 4C.

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.

Literacy 5: VT Proficiency Indicators Addressed at CVCC include 5A, 5B.

Present information, findings and supporting evidence conveying a clear and distinct perspective.

| | | | | | | | |
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| | This submission showcases exemplary use of literacy skills as demonstrated in discussions, references, and exchanging of ideas. | This submission showcases strong use of literacy skills as demonstrated in discussions, references, and exchanging of ideas. | This submission showcases appropriate use of literacy skills as demonstrated in discussions, references, and exchanging of ideas. | This submission showcases some use of literacy skills as demonstrated in discussions, references, and exchanging of ideas, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level literacy skills as demonstrated through discussions, which could suffer from lack of references, difficulty expressing concepts, or inappropriate means of exchanging ideas. We should do some more work to improve speaking and listening skills on future assignments. | This submission shows little evidence of grade-level speaking and listening due to a lack of sharing or participation. We should do some more work to improve speaking and listening skills on future assignments. | This submission was not turned in or does not showcase any evidence of speaking and listening skills. |
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Literacy- Language

Literacy 6: VT Proficiency Indicators Addressed at CVCC include 6A, 6C, 6E.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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|--|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| | This submission showcases exemplary use of literacy skills as demonstrated in discussions, references, and exchanging of ideas. | This submission showcases strong use of literacy skills as demonstrated in the language with few mistakes in the spelling/GUM, vocabulary, figurative language, and academic communication skills. | This submission showcases appropriate use of literacy skills as demonstrated in the language with few mistakes in the spelling/GUM, vocabulary, figurative language, and academic communication skills. | This submission showcases some use of literacy skills as demonstrated in the language with few mistakes in the spelling/GUM, vocabulary, figurative language, and academic communication skills, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level literacy skills as demonstrated in the language with few mistakes in the spelling/GUM, vocabulary, figurative language, and academic communication skills. We should do some more work to improve language/vocabulary skills on future assignments. | This submission shows little evidence of grade-level language skills through a lack of advanced language, vocabulary, or academic language. We should do some more work to improve language/vocabulary skills on future assignments. | This submission was not turned in or does not showcase any evidence of language skills. |
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Literacy- Reading

Literacy 1: VT Proficiency Indicators Addressed at CVCC include 1A, 1B, 1D, 1G, 1I.

Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

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| | This submission showcases exemplary use of literacy skills in reading the text, interpreting and understanding its meaning, and applying it to our CTE work. | This submission showcases strong use of literacy skills in reading the text, interpreting and understanding its meaning, and applying it to our CTE work. | This submission showcases appropriate use of literacy skills in reading the text, interpreting and understanding its meaning, and applying it to our CTE work. | This submission showcases some examples of literacy skills in reading the text, interpreting and understanding its meaning, and applying it to our CTE work but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level literacy skills in reading the text, interpreting and understanding its meaning, and applying it to our CTE work. We should do some more work to improve reading skills on future assignments. | This submission shows little evidence of reading skills and needs attention to approach proficiency. We should do some more work to improve reading skills on future assignments. | This submission was not turned in or does not showcase any evidence of reading skills. |
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| Math- Modeling | | | | | | | |
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| Math 1: VT Proficiency Indicators Addressed at CVCC: 1A, 1B. <i>Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results, and validate and report conclusions and the reasoning behind them.</i> | | | | | | | |
| | This submission showcases exemplary use of math skills with no computational/ thinking errors in the demonstration of numbers to explain, interpret, and solve problems related to CTE topics. | This submission showcases strong use of math skills with few computational/ thinking errors in the demonstration of numbers to explain, interpret, and solve problems related to CTE topics. | This submission showcases appropriate use of math skills with few computational/ thinking errors in the demonstration of numbers to explain, interpret, and solve problems related to CTE topics. | This submission showcases some use of math skills with few computational/ thinking errors in the demonstration of numbers to explain, interpret, and solve problems related to CTE topics, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level math skills with several computational/ thinking errors in the demonstration of numbers to explain, interpret, and solve problems related to CTE topics. We should do some more work to improve modeling skills on future assignments by using numbers to more accurately explain situations. | This submission shows little evidence of grade-level mathematical concepts in the absence of using math to represent a situation or its solution as addressed in CTE topics. We should do some more work to improve modeling skills on future assignments by using numbers to more accurately explain situations. | This submission was not turned in or does not showcase any evidence of math skills being used to solve CTE topics. |
| Math- Number & Quantity | | | | | | | |
| Math 2: VT Proficiency Indicators Addressed at CVCC: 2B, 2C. <i>Reason, describe, and analyze quantitatively, using units and number systems to solve problems.</i> | | | | | | | |
| | This submission showcases exemplary use of math skills with no computational/ thinking errors in the demonstration of numerical calculations involving exponents, rational/irrational numbers, arithmetic, complex numbers, and/ or other mathematical concepts. | This submission showcases strong use of math skills with few computational/ thinking errors in the demonstration of numerical calculations involving exponents, rational/irrational numbers, arithmetic, complex numbers, and/ or other mathematical concepts. | This submission showcases appropriate use of math skills with few computational/ thinking errors in the demonstration of numerical calculations involving exponents, rational/irrational numbers, arithmetic, complex numbers, and/ or other mathematical concepts. | This submission showcases some use of math skills involving exponents, rational/ irrational numbers, arithmetic, complex numbers, and/ or other mathematical concepts, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level math skills with several computational/ thinking errors in the demonstration of numerical calculations involving exponents, rational/irrational numbers, arithmetic, complex numbers, and/ or other mathematical concepts. We should do some more work to improve computational skills on future assignments. | This submission shows little evidence of grade-level mathematical concepts in the absence of using numerical methods to solve, present, or explore a problem. We should do some more work to improve computational skills on future assignments. | This submission was not turned in or does not showcase any evidence of grade-level mathematical concepts. |
| Math- Geometry | | | | | | | |
| Math 5: VT Proficiency Indicators Addressed at CVCC: 5A, 5D, 5H, 5N. <i>Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.</i> | | | | | | | |
| | This submission showcases exemplary use of math skills with no computational/ thinking errors in the demonstration of geometry being used to solve CTE problems including but not limited to geometric constructions, volumetric measures, theorems, circles, similarity, trigonometry, and modeling situations. | This submission showcases strong use of math skills with few computational/ thinking errors in the demonstration of geometry being used to solve CTE problems including but not limited to geometric constructions, volumetric measures, theorems, circles, similarity, trigonometry, and modeling situations. | This submission showcases appropriate use of math skills with few computational/ thinking errors in the demonstration of geometry being used to solve CTE problems including but not limited to geometric constructions, volumetric measures, theorems, circles, similarity, trigonometry, and modeling situations. | This submission showcases some use of math skills towards geometric constructions, volumetric measures, theorems, circles, similarity, trigonometry, and modeling situations, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level math skills with several computational/ thinking errors in the demonstration of geometry being used to solve CTE problems including but not limited to geometric constructions, volumetric measures, theorems, circles, similarity, trigonometry, and modeling situations. We should do some more work to improve geometry skills on future assignments. | This submission shows little evidence of grade-level mathematical concepts in the absence of geometry used to model, visualize, or solve CTE problems. We should do some more work to improve geometry skills on future assignments. | This submission was not turned in or does not showcase any evidence of geometry skills. |
| Science- Physical Science | | | | | | | |
| Science 1: VT Proficiency Indicators Addressed at CVCC: 1b, 1c, 1e, 1h <i>Structure and Properties of Matter, Forces, and Interactions: Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.</i> Science 2: VT Proficiency Indicators Addressed at CVCC: 2b, 2e, 2f <i>Energy, Waves, and Electromagnetic Radiation: Understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.</i> | | | | | | | |
| | This submission showcases exemplary use of science skills by applying concepts in physics such as energy, mass, motion, temperature, chemical reactions, radiation, digital systems, and more to solve CTE problems in our field. | This submission showcases strong use of science skills by applying concepts in physics such as energy, mass, motion, temperature, chemical reactions, radiation, digital systems, and more to solve CTE problems in our field. | This submission showcases appropriate use of science skills by applying concepts in physics such as energy, mass, motion, temperature, chemical reactions, radiation, digital systems, and more to solve CTE problems in our field with few errors or misunderstandings. | This submission showcases some use of science skills by applying concepts in physics such as energy, mass, motion, temperature, chemical reactions, radiation, digital systems, and more to solve CTE problems in our field, but does not apply specific concepts fully or with complete accuracy. | This submission does not showcase grade-level science skills through concepts in physics such as energy, mass, motion, temperature, chemical reactions, radiation, digital systems, and more to solve CTE problems in our field. Some of these concepts have not been applied correctly or with adequate accuracy. We should do more work on applying physics concepts and knowledge into your CTE work in the future. | This submission shows few, if any, science skills through concepts in physics such as energy, mass, motion, temperature, chemical reactions, radiation, digital systems, and more to solve CTE problems in our field because it is not applied correctly or with adequate accuracy. We should do more work on applying physics concepts and knowledge into your CTE work in the future. | This submission was not turned in or does not showcase any evidence of physical science skills. |
| Science- Life Science | | | | | | | |
| Science 3: VT Proficiency Indicators Addressed at CVCC: 3a, 3b, 3c <i>Structure, Function, and Information Processing: Understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.</i> | | | | | | | |

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| This submission showcases exemplary use of science skills by applying concepts in biology such as anatomy, subsystems of the body, cellular structures, homeostasis, mitosis, and other biology concepts to solve CTE problems in our field. | This submission showcases strong use of science skills by applying concepts in biology such as anatomy, subsystems of the body, cellular structures, homeostasis, mitosis, and other biology concepts to solve CTE problems in our field. | This submission showcases appropriate use of science skills by applying concepts in biology such as anatomy, subsystems of the body, cellular structures, homeostasis, mitosis, and other biology concepts to solve CTE problems in our field with few errors or misunderstandings. | This submission showcases some use of science skills by applying concepts in biology such as anatomy, subsystems of the body, cellular structures, homeostasis, mitosis, and other biology concepts to solve CTE problems in our field but does not apply specific concepts fully or with complete accuracy. | This submission does not showcase grade-level science skills through concepts in biology such as anatomy, subsystems of the body, cellular structures, homeostasis, mitosis, and other biology concepts to solve CTE problems in our field. Some of these concepts have not been applied correctly or with adequate accuracy. We should do more work on applying physics concepts and knowledge into your CTE work in the future. | This submission showcases few, if any, science skills through concepts in biology such as anatomy, subsystems of the body, cellular structures, homeostasis, mitosis, and other biology concepts to solve CTE problems in our field. We should do more work on applying physics concepts and knowledge into your CTE work in the future. | This submission was not turned in or does not showcase any evidence of biology science skills. |
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Science- Engineering & Technology

Science 8: VT Proficiency Indicators Addressed at CVCC: 8B, 8C, 8D, 8E, 8F

Demonstrate engineering concepts across multiple disciplines and novel situations as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

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| This submission showcases exemplary use of science skills by applying concepts in engineering and technology to solve problems related to our CTE field. The use of engineering concepts here show mastery towards designing, evaluating, and refining processes and solutions around resources in fields such as biodiversity, energy, finance, business, sustainability, digital, and practical situations. | This submission showcases strong use of science skills by applying concepts in engineering and technology to solve problems related to our CTE field. The use of engineering concepts here show the ability to design, evaluate, and refine processes and solutions around resources in fields such as biodiversity, energy, finance, business, sustainability, digital, and practical situations. | This submission showcases appropriate use of science skills by applying concepts in engineering and technology to solve problems related to our CTE field. The use of engineering concepts here show the ability to design, evaluate, and refine processes and solutions around resources in fields such as biodiversity, energy, finance, business, sustainability, digital, and practical situations. | This submission showcases some use of science skills by applying concepts in engineering and technology to solve problems related to our CTE field. The use of engineering concepts here show effort towards designing, evaluating, and refining processes and solutions around resources in fields such as biodiversity, energy, finance, business, sustainability, digital, and practical situations but does not apply specific concepts fully or with complete accuracy. | This submission does not showcase grade-level science skills through concepts in engineering and technology to solve problems related to our CTE field. The use of engineering concepts here fail to showcase a process of designing, evaluating, and refining processes and solutions. We should do more work on applying engineering concepts and knowledge into your CTE work in the future. | This submission showcases few, if any, grade-level science skills through concepts in engineering and technology to solve problems related to our CTE field. The use of engineering concepts here fail to showcase a process of designing, evaluating, and refining processes and solutions. We should do more work on applying engineering concepts and knowledge into your CTE work in the future. | This submission was not turned in or does not showcase any evidence of engineering and technology skills. |
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Transferrable Skills- Communication

Transferrable Skills 1: VT Proficiency Indicators Addressed at CVCC include 1A, 1B, 1C, 1D, 1E, 1F, 1G.

Demonstrate organized and purposeful communication with evidence and presentational methods.

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| This submission showcases exemplary use of transferrable skills in communication with thoughtful, appropriate, and collaborative expressive skills. | This submission showcases strong use of transferrable skills in communication with thoughtful, appropriate, and collaborative expressive skills. | This submission showcases appropriate use of transferrable skills in communication with thoughtful, appropriate, and collaborative expressive skills. | This submission showcases some use of transferrable skills in communication with thoughtful, appropriate, and collaborative expressive skills, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase use of grade-level transferrable skills towards communication because it shows a lack of effective thoughtfulness, audience appropriateness, and collaborative efforts through the expression used. We should do some more work to improve communication skills on future assignments. | This submission shows little evidence of communication in the absence of evidence-based or presentational methods to share an idea or thought. We should do some more work to improve communication skills on future assignments. | This submission was not turned in or does not showcase any evidence of transferrable skills related to communication. |
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Transferrable Skills- Self Direction

Transferrable Skills 2: VT Proficiency Indicators Addressed at CVCC include 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H.

Identify, manage, and assess new opportunities related to learning goals.

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| This submission showcases exemplary use of transferrable skills in self-direction with a professional/career mindset by setting and achieving goals, applying knowledge, and pursuit of growth, perseverance, and initiative. | This submission showcases strong use of transferrable skills in self-direction with a high-school level mindset by setting and achieving goals, applying knowledge, and pursuit of growth, perseverance, and initiative. | This submission showcases appropriate use of transferrable skills in self-direction with a high-school level mindset by setting and achieving goals, applying knowledge, and pursuit of growth, perseverance, and initiative. | This submission showcases some use of transferrable skills in self-direction with a high-school level mindset by setting and achieving goals, applying knowledge, and pursuit of growth, perseverance, and initiative, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level use of transferrable skills in self-direction and showcases because it shows a lack of setting and achieving goals, applying knowledge, and pursuit of growth, perseverance, and initiative. We should do some more work to showcase self direction on future assignments, activities, and larger goals. | This submission shows little evidence of self direction in the absence of goal-setting, aspirational thinking, and pursuit of growth. We should do some more work to showcase self direction on future assignments, activities, and larger goals. | This submission was not turned in or does not showcase any evidence of transferrable skills related to self-direction. |
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Transferrable Skills- Problem Solving

Transferrable Skills 3: VT Proficiency Indicators Addressed at CVCC include 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H.

Observe and evaluate situations in order to identify, explore, and solve problems in creative and practical ways.

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| This submission showcases exemplary use of transferrable skills with advanced thinking in observation, framing questions, analyzing information, and applying solutions that foster innovation and collaboration. | This submission showcases strong use of transferrable skills in problem-solving skills with competent levels of thinking in observation, framing questions, analyzing information, and applying solutions that foster innovation and collaboration. | This submission showcases appropriate use of transferrable skills in problem-solving skills with acceptable levels of thinking in observation, framing questions, analyzing information, and applying solutions that foster innovation and collaboration. | This submission showcases some use of transferrable skills in problem-solving skills with acceptable levels of thinking in observation, framing questions, analyzing information, and applying solutions that foster innovation and collaboration, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level use of transferrable skills in problem-solving skills because it shows a lack of thinking in observation, framing questions, analyzing information, and applying solutions that foster innovation and collaboration. We should do some more work to improve problem solving skills on future assignments by exploring more situations. | This submission shows little evidence of problem solving because little observation, analysis of information, or innovative thinking is present. We should do some more work to improve problem solving skills on future assignments by exploring more situations. | This submission was not turned in or does not showcase any evidence of transferrable skills related to problem-solving. |
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Transferrable Skills- Citizenship

Transferrable Skills 4: VT Proficiency Indicators Addressed at CVCC include 4A, 4B, 4C, 4D, 4E, 4F.
Embody mature, responsible, involved, and informed citizenship in the school community and beyond.

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| This submission showcases exemplary use of transferrable skills in personal and digital citizenship through mature focused use of social knowledge, ethics, empathy, health, diversity, inclusion, and wellness. | This submission showcases strong use of transferrable skills in personal and digital citizenship through acceptable use of social knowledge, ethics, empathy, health, diversity, inclusion, and wellness. | This submission showcases appropriate use of transferrable skills in personal and digital citizenship through acceptable use of social knowledge, ethics, empathy, health, diversity, inclusion, and wellness. | This submission showcases some use of transferrable skills in personal and digital citizenship through acceptable use of social knowledge, ethics, empathy, health, diversity, inclusion, and wellness, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level use of transferrable skills in personal and digital citizenship by participating because it shows a lack of social knowledge, ethics, empathy, health, diversity, inclusion, and wellness. We should do some more work to improve skills that help you showcase more informed productive citizenship. | This submission shows little evidence of citizenship in the absence of social knowledge, ethics, empathy, health, diversity, inclusion, and wellness. We should do some more work to improve skills that help you showcase more informed productive citizenship. | This submission was not turned in or does not showcase any evidence of transferrable skills related to citizenship. |
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Transferrable Skills- Informed Thinking

Transferrable Skills 5: VT Proficiency Indicators Addressed at CVCC include 5A, 5B, 5C, 5D, 5E, 5F.
Use knowledge, evidence, and perspectives to form thinking that explains and supports productive ideas.

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| This submission showcases exemplary use of transferrable skills showcased through informed thinking with mature levels of knowledge, reasoning, evidence, and reflection. | This submission showcases strong use of transferrable skills showcased informed thinking with appropriate levels of knowledge, reasoning, evidence, and reflection. | This submission showcases appropriate use of transferrable skills showcased through informed thinking with high-school appropriate levels of knowledge, reasoning, evidence, and reflection. | This submission showcases some use of transferrable skills showcased through informed thinking with high-school appropriate levels of knowledge, reasoning, evidence, and reflection, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase grade-level use of transferrable skills in informed thinking because it shows a lack of knowledge, reasoning, evidence, and reflection. We should do some more work to build on your thinking so that it can always be informed and evidence-based. | This submission shows little evidence of informed thinking in the absence of using knowledge, reason, evidence, or reflection to present your thoughts and positions. We should do some more work to build on your thinking so that it can always be informed and evidence-based. | This submission was not turned in or does not showcase any evidence of transferrable skills related to informed thinking. |
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Work Based Learning- Career Exploration

Work Based Learning 1: VT Proficiency Indicators Addressed at CVCC include 1C, 1D.
Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.

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| This submission showcases exemplary thinking and aspirational motivation through analyzing, comparing, and preparing for the pursuit of professional career pathways related to our CTE program. | This submission showcases strong thinking and aspirational motivation showcased through analyzing, comparing, and preparing for the pursuit of professional career pathways related to our CTE program. | This submission showcases appropriate thinking and aspirational motivation showcased through analyzing, comparing, and preparing for the pursuit of professional career pathways related to our CTE program. | This submission showcases some thinking and aspirational motivation showcased through analyzing, comparing, and preparing for the pursuit of professional career pathways related to our CTE program, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not show professionally-minded thinking or action towards analyzing, comparing, or preparing for the pursuit of professional career pathways related to our CTE program. We should do some more work to explore career pathways on future assignments. | This submission shows little evidence of career exploration in the absence of pursuing skillsets or habits that can build a career or pathway to success. We should do some more work to explore career pathways on future assignments. | This submission was not turned in or does not showcase any evidence towards career exploration thinking and/or action. |
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Work Based Learning- Career Clusters

Work Based Learning 2: VT Proficiency Indicators Addressed at CVCC include 2B, 2C.
Students will understand their relationship to educational achievement and life-long learning by exploring and researching career clusters and identify career pathways of interest.

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| This submission showcases exemplary thinking and aspirational motivation by enacting educational and preparatory requirements to pursue a professional career pathway related to our CTE program. | This submission showcases strong thinking and aspirational motivation by enacting educational and preparatory requirements to pursue a professional career pathway related to our CTE program. | This submission showcases appropriate thinking and aspirational motivation by enacting educational and preparatory requirements to pursue a professional career pathway related to our CTE program. | This submission showcases some thinking and starting action by enacting educational and preparatory requirements to pursue a professional career pathway related to our CTE program, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not show professionally-minded thinking or motivation by enacting educational and preparatory requirements to pursue a professional career pathway related to our CTE program. We should do some more work to explore career clusters and what it takes to be successful in a career on future assignments. | This submission shows little evidence of understanding career clusters in the absence of seeking and pursuing habits that foster career pathways related to our CTE program. We should do some more work to explore career clusters and what it takes to be successful in a career on future assignments. | This submission was not turned in or does not showcase any evidence towards preparing for a career cluster. |
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Work Based Learning- Career Readiness

Work Based Learning 3: VT Proficiency Indicators Addressed at CVCC include 3A, 3B, 3C, 3D, 3E, 3F.
Students will understand their relationship to educational achievement and life-long learning by exploring and researching career clusters and identify career pathways of interest.

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| | This submission showcases exemplary thinking and aspirational motivation by enacting educational and preparatory requirements to pursue employment in a professional career pathway related to our CTE program. | This submission showcases strong thinking and notable motivation by enacting educational and preparatory requirements to pursue employment in a professional career pathway related to our CTE program. | This submission showcases appropriate thinking and notable motivation by enacting educational and preparatory requirements to pursue employment in a professional career pathway related to our CTE program. | This submission showcases some career thinking and notable motivation by enacting some educational and preparatory requirements to pursue employment in a professional career pathway related to our CTE program, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not show professionally-minded thinking or action by enacting educational and preparatory requirements to pursue employment in a professional career pathway related to our CTE program. We should do some more work to explore career readiness on future assignments to support your employability. | This submission shows little evidence of career readiness in the absence of any action towards the educational and preparatory requirements to pursue employment in a professional career pathway related to our CTE program. We should do some more work to explore career readiness on future assignments to support your employability. | This submission was not turned in or does not showcase any evidence towards preparing for a career cluster. |
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Work Based Learning- Work Readiness

Work Based Learning 4: VT Proficiency Indicators Addressed at CVCC include 4A, 4D.

Students will demonstrate skills to secure, maintain and advance in their chosen or related career cluster.

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| | This submission showcases exemplary thinking and aspirational motivation in academic, technical, and employability skills to pursue a professional career pathway related to our CTE program with dedication to our craft and adherence of workplace expectations. | This submission showcases strong thinking and aspirational motivation in academic, technical, and employability skills to pursue a professional career pathway related to our CTE program with dedication to our craft and adherence of workplace expectations. | This submission showcases appropriate thinking and aspirational motivation in academic, technical, and employability skills to pursue a professional career pathway related to our CTE program with motivation towards our craft and adherence of workplace expectations. | This submission showcases some thinking and some motivation in academic, technical, and employability skills to pursue a professional career pathway related to our CTE program with motivation towards our craft and adherence of workplace expectations, but has gaps, mistakes, or elements that fall short of proficient. | This submission does not show professionally-minded thinking or aspirational motivation in academic, technical, and employability skills to pursue a professional career pathway related to our CTE program and lacks motivation towards our craft or adherence of workplace expectations. We should do some more work to explore work readiness on future assignments to support your employability. | This submission shows little evidence of work readiness in the absence of workplace habits and vital basic employability skill sets. We should do some more work to explore work readiness on future assignments to support your employability. | This submission was not turned in or does not showcase any evidence of career readiness. |
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Work Based Learning- Digital Citizenship

Work Based Learning 8: VT Proficiency Indicators Addressed at CVCC include 8A, 8B, 8C.

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

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| | This submission showcases exemplary digital citizenship with numerous examples of meaningful, appropriate, positive, and informed ways of communicating through digital and social media. | This submission showcases strong digital citizenship with several examples of meaningful, appropriate, positive, and informed ways of communicating through digital and social media. | This submission showcases appropriate digital citizenship with some examples of meaningful, appropriate, positive, and informed ways of communicating through digital and social media. | This submission showcases some digital citizenship with limited examples of meaningful, appropriate, positive, and informed ways of communicating through digital and social media, but has gaps, inappropriate uses, or elements that fall short of proficient. | This submission does not showcase digital citizenship due to several areas that lack meaningful, appropriate, positive, or informed ways of communicating through digital and social media. We should do some more work to explore digital citizenship on future assignments. | This submission shows little evidence of digital citizenship in the absence of showcasing appropriate, positive, or informed ways of communicating through digital and social media. We should do some more work to explore digital citizenship on future assignments. | This submission was not turned in or does not showcase any evidence of digital citizenship. |
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Work Based Learning- Creative Communicator

Work Based Learning 9: VT Proficiency Indicators Addressed at CVCC include 9A, 9B.

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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| | This submission showcases exemplary communication skills with numerous examples that represent mature, workplace-ready means of sharing ideas in innovative, creative, productive, and meaningful ways. | This submission showcases strong communication skills with several examples that represent mature, workplace-ready means of sharing ideas in innovative, creative, productive, and meaningful ways. | This submission showcases appropriate communication skills that represent mature, workplace-ready means of sharing ideas in innovative, creative, productive, and meaningful ways. | This submission showcases some communication skills that represent mature, workplace-ready means of sharing ideas in innovative, creative, productive, and meaningful ways but has gaps, mistakes, or elements that fall short of proficient. | This submission does not showcase mature, work-place communication skills because they fail to showcase creative, productive, or meaningful messages and modes of communication. We should do some more work to explore more creative ways to communicate on future assignments. | This submission shows little evidence of creative communication in the absence of attempting creative, productive, or meaningful ways of communicating. We should do some more work to explore more creative ways to communicate on future assignments. | This submission was not turned in or does not showcase any evidence of creative communication. |
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2020-21 CVCC STUDENT COUNT

as of 9/3/20

Last accessed: = 9/4/2020

| Program | *CVCC Adults w/dip | CVCC Adults w/o dip | CHS | HUHS | Hm Sch | MHS | NMHS | PAC | TUHS | U32 | WCA | WMHS | Send Sch Total | SHS | ALL Schools Total | A D W | FTE |
|------------------------|--------------------------|---------------------------|----------|-----------|-----------|-----------|----------|----------|-----------|-----------|----------|----------|----------------------|-----------|-------------------------|-------------|---------------|
| Automotive Tech | | | | 4 | | | | | 3 | 3 | | | 10 | 9 | 19 | | 19.00 |
| Building Trades | | | 1 | 2 | | 2 | | | 1 | 7 | | | 13 | 4 | 17 | | 17.00 |
| Cosmetology | 6 | | | 2 | 1 | 3 | 1 | | | 6 | | 2 | 21 | 7 | 28 | 5 | 23.00 |
| Culinary & Baking Arts | 1 | | | 3 | | 1 | | | 1 | 8 | 1 | | 15 | 4 | 19 | | 19.00 |
| Digital Media Arts | | | 1 | 2 | 1 | 7 | | | 3 | 2 | | | 16 | 3 | 19 | | 19.00 |
| Digital Media Arts II | | | | | 1 | 3 | | | | | | | 4 | 4 | 8 | | 8.00 |
| Electrical Tech | | | 1 | 1 | 1 | 1 | | | 2 | 1 | | | 7 | 7 | 14 | | 14.00 |
| Emergency Services | | | | 3 | 1 | 2 | | | | 2 | | | 8 | 4 | 12 | | 12.00 |
| Exploratory Tech | | | | 6 | | 2 | | | | 2 | | | 10 | 4 | 14 | | 14.00 |
| Human Services | | | | | | | | | | 2 | | | 2 | 1 | 3 | | 3.00 |
| Medical Professions | | | | | | 1 | | | 1 | | | | 2 | 3 | 5 | | 5.00 |
| Ntrl Resrcs & Sus Tech | | | | | | 2 | | | 1 | 4 | | | 7 | 5 | 12 | | 12.00 |
| Plumbing & Heating | | | | 2 | | | | | 1 | 1 | | | 4 | 13 | 17 | | 17.00 |
| TOTALS | 7 | 0 | 3 | 25 | 5 | 24 | 1 | 0 | 13 | 38 | 1 | 2 | 119 | 68 | 187.00 | | 182.00 |

2020-21 CVCC STUDENT COUNT

as of 9/3/20

Last accessed: = 9/4/2020

Remote Learners

(students counted here are also included in the above totals)

| Program | *CVCC Adults w/dip | CVCC Adults w/o dip | CHS | HUHS | Hm Sch | MHS | NMHS | PAC | TUHS | U32 | WCA | WMHS | SHS | TOTAL |
|------------------------|--------------------------|---------------------------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Automotive Tech | | | | | | | | | | | | | | 0 |
| Building Trades | | | | | | | | | | | | | | 0 |
| Cosmetology | 1 | | | | | | | | | | | 1 | 1 | 3 |
| Culinary & Baking Arts | 1 | | | | | | | | | 2 | | | 1 | 4 |
| Digital Media Arts | | | | 1 | | 1 | | | 1 | | | | | 3 |
| Digital Media Arts II | | | | | | | | | | | | | | 0 |
| Electrical Tech | | | | | | | | | | | | | | 0 |
| Emergency Services | | | | | | | | | | | | | | 0 |
| Exploratory Tech | | | | 1 | | 1 | | | | | | | | 2 |
| Human Services | | | | | | | | | | 1 | | | | 1 |
| Medical Professions | | | | | | 1 | | | | | | | | 1 |
| Ntrl Resrcs & Sus Tech | | | | | | | | | | 1 | | | | 1 |
| Plumbing & Heating | | | | | | | | | | | | | 2 | 2 |
| TOTALS | 2 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 1 | 4 | 0 | 1 | 4 | 17 |



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

09/10/2020

Dear Barre Unified Union School District Board,

It has been a busy summer as we plan for our new learning model. We welcomed back staff for eight days of inservice, which gave us much needed time to iron out the many details we were facing. Of course, no one has ever experienced a summer like this. As expected though, our staff has come together to prepare for our new in person routines as well as our remote learning experiences.

The inservice days for teachers were filled with new learning and the creation of new classroom setups to accommodate social distancing. Teachers spent mornings in meetings with principals going over the many new logistics of the in person student day. These new logistics include new entry procedures, parent drop off and pick up locations, as well as new schedules and support systems. In the afternoons, teachers worked to develop curriculum and learned new instructional techniques for remote learners. This included time with our technology team, virtual guest presenters, and time with our curriculum coordinators and coaches. The days were long but highly productive!

An unexpected turn of events occurred when we had several elementary teachers get pulled from their teams to support the virtual academy in mid August. The students in those teachers' classes were placed with new teachers, which caused some significant confusion for families! The great news is that we were able to rebalance all of our classes while still maintaining the appropriate class sizes to ensure social distancing.

The first phase of the construction of our new bus loop and visitor parking was completed last week, and on schedule! The timing is perfect, as we have been able to integrate this new set up into our student arrival and dismissal procedures.

In the past few weeks, we have released a number of communications to families. In addition to our annual summer mailing, this included a video modeling what a student day will look like here at BCEMS, as well as information on the BCEMS website detailing all of the various changes we'll be facing! We will continue to provide updates through these same platforms if and when things change.

It is common knowledge here at BCEMS that the teachers are truly passionate about all of our students. This was abundantly clear and evident as we worked these last two months to reopen our school! Our teachers have spent countless hours outside of the in-service times working to plan, prepare, and get their classrooms ready. The leadership teams met weekly throughout the summer to help guide our reopening plan. Through it all, the sole focus of all of our work has remained student centered, with the hope that we can provide the best possible opportunities for all of our learners. We will be ready on September 8!

Respectfully, Chris and Hayden

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



Barre City Elementary & Middle School

Hayden Coon, PK-4 Principal
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September 2020

Dear BCEMS Students and Families,

We want to offer you and your children the warmest of welcomes as we kick off the start of the 2020-21 school year! The entire Barre City Elementary and Middle School community has missed our students so much these last six months, and we can't wait to see everyone and get back to work!

We have been working hard all summer to develop a plan that both ensures the safety of the entire community while making sure that all students have access to the best educational opportunities we can provide under the current guidelines. Although there are still some details to be finalized, we wanted to share some of the changes that we are putting into place with safety in mind.

Many Vermont schools have created "hybrid models" for their students to start the year; with our hybrid schedule, students will attend school two days per week in person, and three days per week remotely. As a result, only half of our students will be in the building per day, allowing us to meet social distancing requirements and thoroughly clean the building. School will be open for in-person learning as follows:

Group A: Students with a last name starting with A-K will attend in person learning from 8:30 to 2:00 on Mondays and Tuesdays.

Group B: Students with a last name starting with L-Z will attend in person learning from 8:30 to 2:00 on Thursdays and Fridays.

All Students: All students will be on a remote schedule on Wednesdays while the building is being thoroughly cleaned and sanitized between groups.

Many more details about our hybrid model and start to the school year can be found in the remainder of this mailing and at www.bcemsvt.org

Again, we are so excited to welcome you all back to our school community next week! Our goal is to do our part to follow all the safety guidelines to the absolute best of our ability, including wearing face masks and following social distancing, so that we can get back to full time school as soon as possible! Please reach out to us with any questions or concerns you have in the meantime.

Chris Hennessey

Hayden Coon

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

Barre Town Middle & Elementary School



Building Report
September 10, 2020

***Breakfast & Lunch:** From Ashley Young: “The USDA has issued a waiver that is allowing us to feed all kids in our District for **free** regardless of income eligibility. This waiver is active through December 31, 2020. We will continue to operate under our Summer Food Service Program with our " sites " being each school location. This will make food distribution in the schools and on the bus much easier now that we do not need to keep track of the students who are receiving meals. Our plan for the start of school will be to distribute 6 days worth of meals (Monday through Saturday) On our Friday delivery route we will include the meals for Saturday.”

***Crops by Kids Garden:** The school and community garden is thriving with many veggies ready to be picked and enjoyed by all!

***Kindergarten Screening:** BTMES welcomed 9 families to our outdoor campus on Friday, September 4 for Kindergarten Screening!

***Kudos:** A special kudos to BTMES first grade teacher Ms. Burns, who was recognized by a former BTMES family on WCAX as a “Top Teacher” a segment that this television station is currently doing. As shared, *“Ms. Burns is a teacher at Barre Town. She is patient, caring and goes above and beyond. She is the kind of teacher that any child would be lucky to have. She has taught two of our sons and had such a positive impact that they both still talk about her and adore her. Thank you Ms. Burns!”*

***Open Positions:** We continue to seek applicants for the following open positions at BTMES...

- Grade 7 Science Teacher
- Grades 6-8 Physical Education

***Pavement Repairs:** Johnson Paving Company was on campus to repair a paved section near the crosswalk and woodchip plan that was in need of much needed repairs.

***Roof Repairs:** Dayco is finishing up last minute repairs to the seams on our school roof.

***Virtual Academy:** Students enrolled in the VA picked up chromebook devices on Monday, August 31. The first start date is Tuesday, September 8.

***Virtual Meet & Greet:** Hybrid families in grades Prek-8 had an opportunity to meet their teacher, learn about the upcoming school year and ask questions of this year’s homeroom/TA teachers prior to school starting. While this was different from our traditional Open House and in-person Meet & Greets that previously took place before school started in the classrooms, such an opportunity helped to ease the transition into school as we start at Phase II.

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BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Via Video Conference – Google Meet
August 25, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Victoria Pompei, Chair (BT)
Tim Boltin, Vice-Chair (BC) – arrived at 6:13 p.m.
Alice Farrell (BC)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
Chris Hennessey, Principal (BCEMS) – arrived at 5:55 p.m.
Jennifer Nye, Principal (BTMES)
Brenda Waterhouse, Principal (SHS)

OTHER BOARD MEMBERS PRESENT:

Paul Malone

COMMUNITY MEMBERS PRESENT:

Venus Dean Karen Fredericks Jennifer Padilla Mike Padilla

1. Call to Order

Mrs. Pompei is experiencing audio issues, so Mrs. Farrell was asked to call the meeting to order.

Mrs. Farrell, called the Tuesday, August 25, 2020, BUUSD Curriculum Committee meeting to order a 5:34 p.m., which was held via video conference – Google Meet.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes -

4.1 Meeting Minutes – June 23, 2020 BUUSD Curriculum Committee Meeting

The Committee agreed by consensus to approve the minutes of the June 23, 2020 BUUSD Curriculum Committee Meeting.

5. New Business

5.1 Hybrid Learning/VTVLC Discussion

Mr. Wells presented the BTMES Back to School Video. The video is intended to provide information to families regarding the re-opening of schools under COVID-19 guidelines. The video, which provided an overview of a day at school, included; protocols for transportation and entry into the building (for students riding the bus and those being transported by parents), recess (time outside), food, hallway traffic, and classrooms (layout and protocols). Mr. Allen was thanked for producing the video. At 5:44 p.m., Mrs. Pompei began facilitating the meeting. Mr. Wells displayed a document titled “General Expectations and FAQ for Faculty/Staff” and provided an overview of the document. Mr. Wells advised that there will be 8 in-service days prior to the opening of school. In response to a query regarding proficiencies for virtual learners, Mr. Wells advised that teachers will differentiate their instruction based on student progress, thus no students should meet all proficiencies prior to the end of each course. Mrs. Waterhouse advised that in high school courses, students can perform additional work to earn a higher GPA, and that under the re-opening plan, course content will be deeper and richer than it was during the emergency closure (it should revert back to what it was before COVID). Mrs. Waterhouse advised that dual enrollment is continuing, with 2 college courses provided (per student) to students at no cost. Additional courses cost parents \$162.00. In response to a query regarding how teachers will accomplish both in-person and virtual instruction on the same day (and how this will be improved from instruction provided during the emergency closure, including parental dissatisfaction with some of the on-line learning platforms), Mr. Wells displayed a document outlining the balance/flow of ‘Lecture/Mini-Lessons, Appropriate Practice and Feedback’ and advised that unlike under emergency closure, students will have in-person instruction two days per week. It was also noted that interventionists will be involved to provide additional support. Ms. Dean advised that for the re-opening of school, there has been more time to prepare for hybrid learning and platforms will be used much

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more judiciously. Additionally, teachers will be creating videos, and question slides, and students will be able to create videos and be able to interact with other students. Staff members are currently working on ways to provide a 'morning meeting', but need to consider confidentiality/privacy issues. Mrs. Pompei queried regarding providing parents with a written document outlining expectations. Mr. Wells advised that information will be provided on the FAQs pages and expectations will be provided at the start of each class. Mrs. Nye suggested that the 'day in the life' videos include expectations. Mrs. Nye noted that flexibility is critical, as not all students are available to participate at a given time (daycare issues etc.). In response to a query regarding how long hybrid learning is slated for, Mr. Wells advised that hybrid vs in-person instruction will be driven based on guidance from the State. Much is unknown, and can/will change based on directives from the State. Virtual learning is slated as a year-long commitment from parents/students, but exceptions will be made based on what is best for each individual student. Parents are the best and strongest advocates for their students and the BUUSD would not stand in the way of a parent who feels their student needs a different placement. The schools will work with parents to provide the best possible educational experience. This flexibility of having teams work with parents occurs during non-COVID times. It was noted that the change from virtual to hybrid or all in-person instruction presents challenges because the curriculum for the different models do not mirror each other. Mrs. Waterhouse advised that at the high school level, students in virtual vs hybrid use the same curriculum. High school instruction does have many more licensure restrictions for staff. This difference does allow for more flexibility for students. Approximately 250 K-8 students are enrolled in virtual learning. Thirty more have asked to begin school with virtual instruction. There are approximately 15 available slots, which will be filled via a lottery. In response to a query, it was noted that one family (with 3 students) has asked to leave the virtual academy, but did not indicate why. Mr. Wells provided an overview of how virtual instruction will be delivered. In response to a query regarding why there are student limitations for virtual classes, Mr. Wells advised that in order for teachers to do a good job, and be well connected with their students, there is a limit of 25 students per teacher (Vermont School Quality Standards). Another limiting factor was matching the number of students who requested virtual learning, to the number of teachers who needed to teach virtually (because of risk factors), or volunteered to teach virtually. Mr. Wells advised that other local schools have had difficulty securing enough teachers to meet requests for virtual learning. Mr. Wells advised that at the present time, it is extremely difficult to fill teaching positions. In response to a query regarding start of school assessments for students in the virtual academy, Ms. Dean advised that it is her belief that all testing of virtual students is under the guise of the virtual learning academy. The virtual learning academy is a stand-alone program and the BUUSD will not be assessing those learners. It was noted that the BUUSD has licenses for the virtual academy, to use STAR360 for K-8 literacy assessments. The BUUSD does not have the equivalent of STAR360 for math. Mrs. Pompei stressed that it will be important to follow assessment data for BUUSD students in the virtual academy. Mr. Wells asked Ms. Dean to contact Jess Van Orman and Lorraine Morris regarding this matter.

5.2 Annual Work Plan Discussion

Mr. Wells displayed last year's Work Plan, and advised that he accepts the job to coordinate curriculum until the job is filled. Mr. Wells advised that he is working on a plan and will present his proposal to the Board at their next meeting. It will be important to put thought into the Work Plan and assure that the Plan covers all areas of curriculum. Mr. Wells advised that as part of the planning for the re-opening of school, a virtual academy was created in a very short timeframe. The September meeting will include discussion of the Work Plan, including soliciting more 'voices' (teacher, parent, and student input) to assure that 'checks and balances' are in place. Mrs. Pompei voiced concern that since January 2020, the ball has been dropped on many items. Mrs. Pompei expressed that the Curriculum Committee see presentations at each meeting, but that the Committee is not involved in any improvements. Mr. Wells agrees that most schools can improve curriculum, and that true improvement requires much input and feedback. Mrs. Farrell queried regarding the possibility of the Mission/Vision/Strategic Planning initiative, equity audits etc, being incorporated into the Curriculum Committee Work Plan. Mr. Wells recommends a five year plan that is well mapped out, and suggested that the BUUSD be more strategic with planning. Implementing curriculum improvements takes much time. Mr. Wells would like to see more strategic planning. Mrs. Pompei will e-mail the Work Plan to Committee Members. Mrs. Pompei advised that at one point, each school had its own Mission/Vision/Strategic Goals document and suggested that the individual schools' documents be shared with the Committee. Mr. Wells does not believe he is in possession of those documents, and will hold discussion on this item at the Board meeting. Mr. Wells stressed that all of the schools' curriculum needs to be aligned (Pre-k – 12). The Annual Work Plan will be added to the September agenda.

6. Old Business

None.

7. Other Business

None.

8. Items for Future Agenda

- Hybrid / Virtual Learning Update (September and October)
- Annual Work Plan
- Anti-racism Curriculum in Our Schools – including plans for an equity audit (future agenda – month to be announced)

DRAFT

9. Next Meeting Date and Agenda Items

The next meeting is Tuesday, September 22, 2020 at 5:30 p.m.

10. Adjournment

The Committee Agreed by consensus to adjourn at 6:50 p.m.

Respectfully submitted,

Andrea Poulin

155 Ayers Street, Suite #2
Barre, VT 05641

(802)-476-6237 (phone)

(802)-476-4045 (fax)

www.cvtcc.org



CENTRAL
VERMONT
CAREER
CENTER

“Education that works.”

Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1045)

Stefanie Seng
School Counseling Coordinator (ext. 1156)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Sarah Capron
Administrative Assistant (ext. 1139)



Regional Advisory Board Meeting

AGENDA- Remote

Link:

Link has also been sent as a google calendar invitation

Monday, October 5, 2020 at 4:00 p.m.

1. Welcome and introduce members – Penny Chamberlin, CVCC Director and David Wells, BUUSD Superintendent.
2. **Slate of Officers for 2019-2020.** The current slate of officers: Act on new slate of officers for 2020-21: (*we will act on nominations from the floor*)

| | |
|---------------------------|------------------|
| 2019-2020 Chairman - | John Pandolfo |
| 2019-2020 Vice Chairman - | Michael Woods |
| 2019-2020 Secretary - | Penny Chamberlin |
3. **Proposed Meeting Schedule for 2020-2021 from 4:00-5:30 p.m.**
 - Monday, October 5, 2020 (Automotive Presentation)
 - Monday, December 7, 2020 (DMA 1 Presentation)
 - Monday, February 8, 2021 (Medical Professions Presentation)
 - Monday, May 3, 2021 (Cosmetology II Presentation)
4. **Re-Envisioning Phase 2 Presentation – Lance Whitehead, Lavallee and Brensinger (30 minutes)**
 - a. *Act on proposal for next steps*
 - b. *If appropriate make a recommendation to the BUUSD Board*
5. **Program Presentation – Automotive Technology- Steve McKinstry (15 minutes)**
6. **Regional Advisory Board – Technical Education Regulation**
*see attached
7. Act on **Minutes of February 10, 2020** meeting
*see attached

8. Updates and handouts from Director, Penny Chamberlin:
 - New faculty/staff
 - Brandon Morris, Electrical Tech Instructor
 - Jeneve Joslin, Medical Professions Instructor
 - Dimitri Kolomeitsev, Building Trades Instructor
 - Permanent Substitute, Louis LoRe
 - Lab Assistant – Automotive – TBD
 - Lab Assistant – Plumbing and Electrical – TBD
 - Lab Assistant – Pre Tech Exploratory – TBD
 - 2020-2021 Enrollment Data – attached
 - Remote Learning Report - attached
 - Professional Development Plan for 2020-2021:
 - E-portfolios
 - Project Based Learning
 - Professional Learning Groups established around Student Support, Career Pathways, and Instructional Practices
 - Resiliency and Safe Space Training
 - Equal Justice Training
 - Technology/Google Classroom/Google Forms
 - Communication, Ownership, Empowerment
 - Hazing/Harassment/Bullying awareness
9. Barre Unified Union School District **FY22** Budget Development Schedule - David Wells, Superintendent of Schools
10. Other

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Barre, VT 05641

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Kathi Fuller
Student Support Coordinator (ext. 1258)

Wayne Tozzi
Co-op Education Coordinator (ext. 1137)



DRAFT

Regional Advisory Board Meeting

Minutes

4:00 p.m.

February 10, 2020

Medical Professions Program

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

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

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

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

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

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

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

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

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

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

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

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

Respectfully submitted,
Penny Chamberlin
Director

BUUSD FY21 EXPENSE REPORT SUMMARY - Sept. 10, 2019

| | Adopted Budget | Y-T-D Expenses | Encumbrances | Y-T-D Total | Balance |
|--------------------------------------|-----------------------|-----------------------|----------------------|----------------------|-----------------|
| | 7/1/20-6/30/21 | 7/1/20-9/4/20 | 7/1/20-9/4/20 | 7/1/20-9/4/20 | 9/4/2020 |
| <i>1020 BTMES TOTAL</i> | \$ 8,537,379 | \$ 538,037 | \$ 6,140,037 | \$ 6,678,074 | \$ 1,859,305 |
| <i>1276 SHS TOTAL</i> | \$ 9,155,151 | \$ 789,701 | \$ 5,154,382 | \$ 5,944,083 | \$ 3,211,068 |
| <i>1381 BCEMS TOTAL</i> | \$ 8,999,636 | \$ 660,875 | \$ 6,392,922 | \$ 7,053,799 | \$ 1,945,837 |
| <i>3097 CENTRAL SERV.</i> | \$ 3,931,501 | \$ 856,125 | \$ 1,844,718 | \$ 2,700,843 | \$ 1,230,658 |
| <i>3097 TRANSPORTATION</i> | \$ 1,380,876 | \$ 12,583 | \$ 133,766 | \$ 146,348 | \$ 1,234,528 |
| <i>3097 SPECIAL EDUCATION</i> | \$ 13,025,421 | \$ 587,568 | \$ 7,604,038 | \$ 8,191,606 | \$ 4,833,815 |
| <i>GENERAL FUND TOTAL</i> | \$ 45,029,968 | \$ 3,444,889 | \$ 27,269,863 | \$ 30,714,753 | \$ 14,315,211 |
| <i>5002 CVCC</i> | \$ 3,130,404 | \$ 279,253 | \$ 1,807,862 | \$ 2,087,115 | \$ 1,043,289 |

1 year Contract

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: <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 1.2em;">9-1-20</div> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|

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

| | |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Name: Andrea Moore | Location: BTMES |
| Submission Date: September 1, 2020 | Administrator Action/Checklist Complete: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| Position: Technology Integration Specialist | Grade (If Applicable): _____ |
| Endorsement (If Applicable): New Mexico license, Vt. pending | <input type="checkbox"/> Hourly-Non Exempt <input checked="" type="checkbox"/> Salary-Exempt |
| Hours Per Day: _____ | Scheduled Hours: _____ a.m. to _____ p.m. |
| Account Code: 101-3097-51-11-0-2580-51110 | |
| Replacement? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N | |
| If Yes, For Whom? Jessica Van Orman (1 Year Virtual) | Salary Rate: \$ - |
| Administrator Approval: Emmanuel Ajanma | Signature Date: Sept 1 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: \$ 47,495 |
| Hourly Rate: \$ _____ | Salary Rate: \$ BA+15 | Seniority Date: _____ |
| Contract Type: <input 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: _____ | Salary: \$ 47,495 | Contract Days: _____ |
| Teacher: AOE Endorsement: <input 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 | | |

| | |
|-------------------------------------------------------------|-----------------------------------------------------------------|
| | <div style="font-size: 1.5em; text-align: center;">9/3/20</div> |
| Superintendent and/or HR Director Approval Signature | Date |

Andrea Nicole Moore

475 Pearl St , Apt 1 Saint Johnsbury, Vermont 05819
8062004663 andeanickle@me.com

Education

Eastern New Mexico University Main Campus

Portales, New Mexico

Teacher Certification Program

Major: Elementary Education, **Minor:** Pedagogy

GPA: 3.630

Credit Hours: 24

Attended July 2016 to May 2020

Degree conferred May 2020

Transcript

(435KB)

University of New Mexico Main Campus

Albuquerque, New Mexico

Bachelor of Arts

Major: Anthropology/History

GPA: 3.520

Credit Hours: 63

Attended January 2014 to May 2016

Degree conferred May 2016

Transcript

(890KB)

Central New Mexico Community College

Albuquerque, New Mexico

Associate of Arts

Major: Anthropology, **Minor:** History

GPA: 3.940

Credit Hours: 55

Attended January 2012 to December 2013

Degree conferred December 2013

Pima County Community College District

Tucson, Arizona

College Coursework - no degree

Major: Education

GPA: 3.000

Credit Hours: 30

Attended August 2008 to December 2010

Degree conferred December 2010

Palo Verde Magnet Highschool

Tucson, Arizona

Attended August 2000 to May 2004

Degree conferred May 2004

Experience

Carlsbad Municipal School District

Jul 2018 - May 2020

Digital Learning Coach
Carlsbad, NM

As a digital learning coach my responsibilities have been first to ensuring that teachers receive the training needed to be able to effectively implement technology into their classrooms. I handle large scale group training on technology and also do one-on-one classroom coaching with teachers. I have been involved in the management of district wide professional learning event organization and design. I worked with the administration to develop a plan for remote learning and 1-1 for students in the wake of Covid-19. Other areas that I have helped with include purchasing for technology, Gsuite management, and teacher online PD and incentives. I am certified in various technologies including being a Google Certified Trainer. I regularly use camtasia and creative cloud to make streamed PD into a video for staff to access later. My position has at times included various management roles due to a lapse in leadership in the technology department. Overall my role as a digital learning coach has been to ensure that the department can operate effectively and that teachers and students have what they need to be able to create a productive learning environment in class or at home.

Reason for leaving: My husband and I are relocating with his job to a place we feel is better suited for having a family.

Supervisor: Steven Morgan (5752343323)

Experience Type: Public School, Full-time
It is **OK** to contact this employer

Carlsbad Municipal School District

Jun 2018 - Jul 2018

Teacher
Carlsbad, NM

In the K-5+ program I worked with a group of incoming 2nd graders to help them with their literacy and math skills to prepare for their upcoming school year.

Reason for leaving: program ended for the summer.

Supervisor: Kim Arrington (5752343323)

Experience Type: Public School, Summer
It is **OK** to contact this employer

Carlsbad Municipal School District

Aug 2016 - May 2018

Teacher
Carlsbad, NM

I taught third grade at Desert Willow Elementary for two years. I was in charge of a class that ranged from 22-30 students. I taught them CCSS in Reading, Language Arts, Math, Science, and Social Studies. We also worked on social skills character development. In my second year I became aware of the ISTE student standards and worked on those with my students. The school I taught at was a title one school. I worked on various committees to ensure that our schools was welcoming and we were awarded an inviting school award in 2017. I attended various professional development during that time to increase my skill at teaching students, most of this was focused on literacy. I also completed a mentor-ship program with my district as a new/alternative license teacher.

Reason for leaving: I had several leaders in the district approach me about the technology coaching position. They felt I was suited and qualified for it so I eventually applied and was offered the position.

Supervisor: Deborah Beard (5752343323)

Experience Type: Public School, Full-time
It is **OK** to contact this employer

Carlsbad Municipal School District

Oct 2017 - Apr 2018

Teacher

Carlsbad, NM

I did an after school yoga club for the students at my school. We practiced yoga and mindfulness.

Reason for leaving: School clubs ended for the year,

Supervisor: Deborah Beard (5752343323)

Experience Type: Public School, After school/Evening

It is **OK** to contact this employer

Carlsbad Municipal School District

Jun 2017 - Jul 2017

Teacher

Carlsbad, NM

In the Summer Reading program I helped facilitate student activities and learning.

Reason for leaving: Summer program ended for the year.

Supervisor: Deborah Beard (5752343323)

Experience Type: Public School, Summer

It is **OK** to contact this employer

Extracurricular

I would be willing and am qualified to work with students in a few areas not listed in the extracurricular fields. These areas are esports, coding, and anthropology clubs such as osteology, forensics, archaeology.

List of Ed Tech Certifications

Text Help Level 2 (read and write and equatio) District Certified Trainer

Flip Grid Certified Educator

Google 1 & 2 Certified Educator

Google Certified Trainer

Kami Hero 2020

David Laurin Architect

P O Box 1382 White River Jct., Vermont 05001

Architect PLLC

802-295-9263

September 4, 2020

Jaime Evans
Director of Facilities
Barre Supervisory Union School District U61
120 Ayers Street
Barre, VT 05641

Re: 91 Allen Street Property

Dear Jaime,

6 Bids were received for the proposed new SEA building on Wed. Aug. 26 and all of the bids were similar in cost range with an overall spread of just under \$400K or 13%. The difference between the low bid and the second bidder was \$80,031 or about 2.8%.

The construction budget proposed in January was 2M. It was, at the time, an optimistic best guess of the cost for a simple pre-engineered building of 10,000 sf consisting of 2 shop spaces, 6 classrooms, 4 offices, some toilets, and a small kitchen. The budget was assembled with some contractor advice and some historical cost data and didn't include any complex systems or equipment, no air conditioning, and minimal site work. The final building design is more complex than first anticipated even though the footprint (size) has remained the same 10,000 sf. It includes more rooms, a full kitchen and cafeteria and generally a larger volume of space to suit the types of functions proposed. Site development costs are higher than originally budgeted (100K) versus what was priced to be in the 400K + range. The mechanical system as designed is more complex than originally considered in the budgeting process. The system includes individual room control for heating and cooling and air circulation for each individual space. The traditional method of providing heating and ventilation would include a boiler for hot water baseboard heat and a central air handling system with reheat coils that distributes air throughout the building. There would be fewer control zones (maybe 4 to 6 vs the 30 in the design) and the recirculated air system would include air from multiple areas of the building. There would be no air conditioning. In the system as designed and priced each room is zoned and the air circulation is contained to that particular room. In other words, classroom "A" is not sharing the same air as classroom "B" or "C" etc. In any system, the building code mandates that ventilation air be provided so it becomes a method in which that is handled.

Lastly, construction in general is very expensive and \$260/sf (less sitework) is not out of line in today's market. This is borne out by the bids received. The cost of the building in today's market is in the low 3M range.

At the size of the building, 10,000 sf, there is not much room to remove items that will drastically reduce the overall cost and or not affect the long-term life cycle costs and or negatively affect building operations. The finishes are minimal, painted gyp. bd. walls, exposed concrete floors for the most part etc. but there can be a review of some cost saving items for consideration. Some examples:

1. Remove the backup generator and ATS switch from the project. The building can be left "generator ready" and the equipment can be installed at a future date. This savings estimate is approx. \$30K.
2. The overall building height of the building could be lowered by 4'. This will leave 17' clear height at the south end of the building (shops and wellness room) and 10' at the north end of the building. This will disrupt basketball and volleyball play at the wellness room as balls will likely strike the structural members during a shot. This will also lower the ceiling heights at the north half of the building down to 8'-6" +/- . The goal was to keep the ceilings at around 12' to keep potential damage to a minimum. The cost from the pre-engineered building manufacturer is about \$19,000 to do this. I don't have a cost for the lower partitions but it would be a savings of slightly over 20K total for this change.
3. The front entry canopy could be eliminated. The canopy provides cover from the weather prior to entering the building in an area that will be used for staging of people who will be entering. It is also provides some visual relief on the long side of the building and makes a clear statement about where the front door is located. I do not have a cost estimate yet for this saving. The savings from the pre-engineered building manufacturer is \$3,600 so it would be slightly more when you factor in the elimination of the concrete footings for the 2 columns and the roofing.
4. Change the Hi-Impact gyp. bd. to standard gyp. bd. The Hi-Impact gyp. bd. is used throughout the building from the floor to 8' high to minimize damage to the walls. Standard gyp. bd. is installed above 8'. I do not have a cost estimate yet for this savings.

Other items such as changing out the ceiling tiles to a less durable tile (thus less expensive) and eliminating the colored concrete on the floor, can be considered once we can sit down with a contractor to come up with a list of potential savings for review and discussion. We can look at an alternative and more basic mechanical system and then the benefits / value of the choices can be considered. At the end of the day the list of "Value Engineered" items will not come close to totaling 1M and there will be many that won't have real value to the long-term function of the building. A sf area reduction won't have much impact on cost but will greatly affect function.

The bid documents requires the bidders to hold their pricing for 60 days from bid date.

I will wait to hear as to how to proceed to best assist you and the Board with the decision-making process.

Thank you

Sincerely,



David Laurin

david@laurinarch.com

Project Budget Opinion:

Project Name: **91 Allen Street**

Date: **January 13, 2020**
 Revision #1 January 14, 2020
 Revision # 2 September 2, 2020
 Revision # 3 September 10, 2020

| | 1-14-20 | 9-2-20 | 9-10-20 |
|--------------------------------|----------------|---------------|----------------|
| <u>Site:</u> | | | |
| Site Improvements: (Allowance) | 100,000 | Incl Below | Incl Below |

| | | | |
|----------------------------------------|-----------|-----------|-----------|
| <u>Building:</u> | | | |
| New Construction: 10,000 sf @ \$185/sf | 1,850,000 | 3,000,000 | 3,000,000 |

Possible Cost Savings:

| | | | |
|---------------------------------------|--|--|----------|
| Lower building height by 4': | | | (20,000) |
| Eliminate Back Up Generator: | | | (30,000) |
| Change Hi-Impact Gyp. Bd. to regular: | | | ? |
| Eliminate Front Entrance Canopy: | | | (5,000) |

Total:

Project Related Costs:

| | | | |
|------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| Design and Engineering Fees: 7% (Architectural, Civil, Structural, Mechanical, and Electrical Engineering) | 135,000 | 135,000 | 135,000 |
| Site Survey / Topography mapping: | 15,000 | 6,000 | 6,000 |
| Geo-technical Engineering: | 15,000 | 8,000 | 8,000 |
| Hazardous Material Mitigation: | 0 | 0 | 0 |
| Contingency: | 185,000 | 150,000 | 150,000 |
| Construction Materials Testing: | 20,000 | 20,000 | 20,000 |
| Envelope Testing: | 5,000 | 7,000 | 7,000 |
| Systems Commissioning: | 15,000 | 15,000 | 15,000 |
| Building Permits: (Act 250, Stormwater) | 20,000 | 15,000 | 15,000 |
| Building permit: State of VT Fire Safety: | 20,000 | 24,000 | 24,000 |
| Utility Charges: | 0 | 0 | |
| Furnishings and loose equipment: (Allowances Below) | | | |
| Smart boards, touch down stations, | | | |

| | | | |
|-------------------------------------------------|------------------|------------------|-------------------|
| Technology | 30,000 | 30,000 | 0 |
| Classrooms | 20,000 | 20,000 | 20,000 |
| Shops | 25,000 | 25,000 | 25,000 |
| Office / Conference | 10,000 | 10,000 | 10,000 |
| Community Room | 0 | 10,000 | 10,000 |
| Wellness Room | 0 | 5,000 | 5,000 |
| Multi-Media Room | 0 | 5,000 | 5,000 |
| 1:1 Suite | 0 | 12,000 | 12,000 |
| Laundry | 0 | 3,000 | 3,000 |
| Student Support Offices (2) | 0 | 8,000 | 8,000 |
| Window Treatment (Shades) | 0 | 19,000 | 12,000 |
| Storage / Moving Etc.: | 0 | 0 | 0 |
| Telephone System (IT Equip) | 0 | 0 | 0 |
| Security System: | 0 | 20,000 | 0 |
| Data System: | 0 | 0 | 0 |
| Signage: | 0 | 0 | 0 |
| Legal: | 0 | 0 | 0 |
| Financing: | 0 | 0 | 0 |
| Administrative Allowance: | 20,000 | 20,000 | 20,000 |
| Builder's Risk Insurance: | 15,000 | Incl. in const. | Incl. |
| Real Estate Cost / Site Assessment (if needed): | 0 | 0 | 0 |
| Total Project Budget Estimate: | 2,500,000 | 3,567,000 | 3,510,000* |

***Less any cost savings accepted.**

SEA PROJECT EXPENSES TO DATE**FY2020/2021**

| | |
|----------------------------|-----------|
| Property | \$240,000 |
| Survey | \$5,500 |
| Advertising | \$520 |
| Environmental Consult | \$280 |
| Architect-Includes Permits | \$110,635 |
| Legal Fees | \$1,605 |
| Geotechnical Drilling | \$7,350 |

TOTAL - 9/4/20**\$365,890**

SEA PROGRAM ESTIMATED COSTS ANALYSIS 9/10/20

FY22
45

SEA PROGRAM CURRENT FY21 COSTS

FY22 ESTIMATED ANNUAL SEA PROGRAM COSTS

| | | |
|------------------------------------|--------------------|--------------------|
| Rental Wall Street | \$87,000 | Increases annually |
| Administrator Salary/benefits/etc. | \$101,000 | 210 |
| Teaching Staff Salary/benefits | \$416,018 | 6 |
| Support Staff Salary/benefits | \$207,559 | 3.5 |
| Counseling/Psychological | \$180,500 | 2 |
| Transportation | \$5,000 | |
| Supplies | \$20,000 | |
| Misc. | \$2,000 | |
| | <u>\$1,019,077</u> | |
| | 31 | |

| | | |
|------------------------------------|--------------------|-----|
| 2.75 Mill Bond Payment-30 Year | \$100,000 | |
| Administrator Salary/benefits/etc. | \$120,000 | 261 |
| Teaching Staff Salary/benefits | \$600,000 | 8 |
| Support Staff Salary/benefits | \$375,000 | 8 |
| Counseling/Psychological | \$250,000 | 3 |
| Transportation | \$40,000 | |
| Supplies | \$40,000 | |
| Insurance/Maint./Utilities | \$95,000 | |
| | <u>\$1,620,000</u> | |
| | 45 | |

Student Costs/31 \$32,873.45

Student Costs/45 \$36,000.00

| | FY21 STUDENT TUITION COSTS | High School Students Enrolled | Middle School Students Enrolled | TOTAL FY21 ESTIMATED COST |
|-----------------------------------|-------------------------------------------|--------------------------------------------------|----------------------------------------------------|------------------------------------------|
| INDEPENDENT PROGRAMS | | | | |
| Bellcate | \$83,895 | | | \$167,790 |
| Choice | \$75,000 | | | \$682,500 |
| Maple Hill | \$93,000 | | | \$520,000 |
| New School | \$124,647 | | | \$872,533 |
| Stone Path | \$93,600 | | | \$374,400 |
| Brookhaven | \$40,470 | | | \$40,470 |
| Est. Transportation - 32 students | \$300,000 | | | \$300,000 |
| TOTAL | | 23 | 9 | \$2,957,693 |

FY22 SAVINGS

\$846,418.59

FY23 SAVINGS

Per Pupil Out of District

\$92,427.91

\$1,692,837

NOTES

April 3, 2020 \$2,000,000 BAN from Community Bank

Sept. 10 Board approves GC contract

Sept. 10 Board approves financing

FY22-\$2,750,000 15yr. 48144 +BAN int only

FY23-\$221,167

BARRE UNIFIED UNION SD

| SOURCES & USES | | DEBT SERVICE SCHEDULE | | | | ANNUAL DEBT SERVICE SCHEDULE | | | |
|----------------------------------------------------|--------------------|-----------------------|-----------|----------|------------|------------------------------|----------|------------|---------|
| | | Loan Payment | Principal | Interest | Series D/S | Principal | Interest | Series D/S | |
| Sources | <u>Assumptions</u> | | | | | | | | |
| Par | \$2,750,000 | | 2,750,000 | 412,092 | 3,162,092 | 2,750,000 | 412,092 | 3,162,092 | |
| Equity | 0 | | | | | | | | |
| Total | <u>\$2,750,000</u> | | | | | | | | |
| | | 11/1/2021 | | 28,929 | 28,929 | 6/30/2022 | 0 | 48,144 | 48,144 |
| | | 5/1/2022 | | 19,215 | 19,215 | 6/30/2023 | 183,333 | 37,834 | 221,168 |
| Uses | | 11/1/2022 | 183,333 | 19,215 | 202,548 | 6/30/2024 | 183,333 | 36,615 | 219,948 |
| Project | \$2,750,000 | 5/1/2023 | | 18,619 | 18,619 | 6/30/2025 | 183,333 | 35,307 | 218,641 |
| COI | | 11/1/2023 | 183,333 | 18,619 | 201,953 | 6/30/2026 | 183,333 | 33,877 | 217,211 |
| Total | <u>\$2,750,000</u> | 5/1/2024 | | 17,996 | 17,996 | 6/30/2027 | 183,333 | 32,325 | 215,658 |
| | | 11/1/2024 | 183,333 | 17,996 | 201,329 | 6/30/2028 | 183,333 | 30,616 | 213,950 |
| Dated Date | 2/28/2021 | 5/1/2025 | | 17,311 | 17,311 | 6/30/2029 | 183,333 | 28,717 | 212,050 |
| Principal Payment Date | 11/1/2022 | 11/1/2025 | 183,333 | 17,311 | 200,645 | 6/30/2030 | 183,333 | 26,627 | 209,960 |
| Term | 16 Years | 5/1/2026 | | 16,566 | 16,566 | 6/30/2031 | 183,333 | 24,346 | 207,680 |
| Amortization Period | 15 Years | 11/1/2026 | 183,333 | 16,566 | 199,899 | 6/30/2032 | 183,333 | 21,875 | 205,208 |
| Final Maturity | 11/1/2036 | 5/1/2027 | | 15,759 | 15,759 | 6/30/2033 | 183,333 | 18,996 | 202,330 |
| Avg Life | 8.75 Years | 11/1/2027 | 183,333 | 15,759 | 199,093 | 6/30/2034 | 183,333 | 15,541 | 198,874 |
| | | 5/1/2028 | | 14,857 | 14,857 | 6/30/2035 | 183,333 | 11,592 | 194,925 |
| Statistics | | 11/1/2028 | 183,333 | 14,857 | 198,191 | 6/30/2036 | 183,333 | 7,215 | 190,548 |
| Net Interest Cost | 1.71% | 5/1/2029 | | 13,860 | 13,860 | 6/30/2037 | 183,333 | 2,463 | 185,797 |
| | | 11/1/2029 | 183,333 | 13,860 | 197,193 | 6/30/2038 | 0 | 0 | 0 |
| | | 5/1/2030 | | 12,767 | 12,767 | 6/30/2039 | 0 | 0 | 0 |
| | | 11/1/2030 | 183,333 | 12,767 | 196,101 | 6/30/2040 | 0 | 0 | 0 |
| [Note] NIC assumes no accrued interest & par bonds | | 5/1/2031 | | 11,579 | 11,579 | 6/30/2041 | 0 | 0 | 0 |
| | | 11/1/2031 | 183,333 | 11,579 | 194,913 | 6/30/2042 | 0 | 0 | 0 |
| | | 5/1/2032 | | 10,296 | 10,296 | 6/30/2043 | 0 | 0 | 0 |
| | | 11/1/2032 | 183,333 | 10,296 | 193,629 | 6/30/2044 | 0 | 0 | 0 |
| | | 5/1/2033 | | 8,701 | 8,701 | 6/30/2045 | 0 | 0 | 0 |
| | | 11/1/2033 | 183,333 | 8,701 | 192,034 | 6/30/2046 | 0 | 0 | 0 |
| | | 5/1/2034 | | 6,840 | 6,840 | 6/30/2047 | 0 | 0 | 0 |
| | | 11/1/2034 | 183,333 | 6,840 | 190,174 | 6/30/2048 | 0 | 0 | 0 |
| | | 5/1/2035 | | 4,751 | 4,751 | 6/30/2049 | 0 | 0 | 0 |
| | | 11/1/2035 | 183,333 | 4,751 | 188,085 | 6/30/2050 | 0 | 0 | 0 |
| | | 5/1/2036 | | 2,463 | 2,463 | 6/30/2051 | 0 | 0 | 0 |
| | | 11/1/2036 | 183,333 | 2,463 | 185,797 | 6/30/2052 | 0 | 0 | 0 |
| | | 5/1/2037 | | 0 | 0 | 6/30/2053 | 0 | 0 | 0 |
| | | 11/1/2037 | 0 | 0 | 0 | 6/30/2054 | 0 | 0 | 0 |
| | | 5/1/2038 | | 0 | 0 | | | | |
| | | 11/1/2038 | 0 | 0 | 0 | | | | |
| | | 5/1/2039 | | 0 | 0 | | | | |
| | | 11/1/2039 | 0 | 0 | 0 | | | | |
| | | 5/1/2040 | | 0 | 0 | | | | |
| | | 11/1/2040 | 0 | 0 | 0 | | | | |
| | | 5/1/2041 | | 0 | 0 | | | | |
| | | 11/1/2041 | 0 | 0 | 0 | | | | |
| | | 5/1/2042 | | 0 | 0 | | | | |
| | | 11/1/2042 | 0 | 0 | 0 | | | | |
| | | 5/1/2043 | | 0 | 0 | | | | |
| | | 11/1/2043 | 0 | 0 | 0 | | | | |
| | | 5/1/2044 | | 0 | 0 | | | | |
| | | 11/1/2044 | 0 | 0 | 0 | | | | |
| | | 5/1/2045 | | 0 | 0 | | | | |
| | | 11/1/2045 | 0 | 0 | 0 | | | | |
| | | 5/1/2046 | | 0 | 0 | | | | |
| | | 11/1/2046 | 0 | 0 | 0 | | | | |
| | | 5/1/2047 | | 0 | 0 | | | | |
| | | 11/1/2047 | 0 | 0 | 0 | | | | |
| | | 5/1/2048 | | 0 | 0 | | | | |
| | | 11/1/2048 | 0 | 0 | 0 | | | | |
| | | 5/1/2049 | | 0 | 0 | | | | |
| | | 11/1/2049 | 0 | 0 | 0 | | | | |
| | | 5/1/2050 | | 0 | 0 | | | | |
| | | 11/1/2050 | 0 | 0 | 0 | | | | |
| | | 5/1/2051 | | 0 | 0 | | | | |
| | | 11/1/2051 | 0 | 0 | 0 | | | | |

BARRE UNIFIED UNION SD

| SOURCES & USES | | DEBT SERVICE SCHEDULE | | | | ANNUAL DEBT SERVICE SCHEDULE | | | |
|----------------------------------------------------|-------------|-----------------------|-----------|-----------|------------|------------------------------|-----------|------------|---------|
| Sources | Assumptions | Loan Payment | Principal | Interest | Series D/S | Principal | Interest | Series D/S | |
| Par | \$2,750,000 | | 2,750,000 | 1,338,557 | 4,088,557 | | | | |
| Equity | 0 | | | | | | | | |
| Total | \$2,750,000 | | | | | 2,750,000 | 1,338,557 | 4,088,557 | |
| | | 11/1/2021 | | 49,824 | 49,824 | 6/30/2022 | 0 | 82,917 | 82,917 |
| | | 5/1/2022 | | 33,093 | 33,093 | 6/30/2023 | 91,667 | 65,889 | 157,555 |
| Uses | | 11/1/2022 | 91,667 | 33,093 | 124,760 | 6/30/2024 | 91,667 | 65,279 | 156,946 |
| Project | \$2,750,000 | 5/1/2023 | | 32,795 | 32,795 | 6/30/2025 | 91,667 | 64,625 | 156,292 |
| COI | | 11/1/2023 | 91,667 | 32,795 | 124,462 | 6/30/2026 | 91,667 | 63,910 | 155,577 |
| Total | \$2,750,000 | 5/1/2024 | | 32,484 | 32,484 | 6/30/2027 | 91,667 | 63,134 | 154,801 |
| | | 11/1/2024 | 91,667 | 32,484 | 124,150 | 6/30/2028 | 91,667 | 62,280 | 153,946 |
| Dated Date | 2/28/2021 | 5/1/2025 | | 32,141 | 32,141 | 6/30/2029 | 91,667 | 61,330 | 152,997 |
| Principal Payment Date | 11/1/2022 | 11/1/2025 | 91,667 | 32,141 | 123,808 | 6/30/2030 | 91,667 | 60,285 | 151,952 |
| Term | 31 Years | 5/1/2026 | | 31,769 | 31,769 | 6/30/2031 | 91,667 | 59,145 | 150,811 |
| Amortization Period | 30 Years | 11/1/2026 | 91,667 | 31,769 | 123,435 | 6/30/2032 | 91,667 | 57,909 | 149,576 |
| Final Maturity | 11/1/2051 | 5/1/2027 | | 31,365 | 31,365 | 6/30/2033 | 91,667 | 56,470 | 148,136 |
| Avg Life | 16.25 Years | 11/1/2027 | 91,667 | 31,365 | 123,032 | 6/30/2034 | 91,667 | 54,742 | 146,408 |
| | | 5/1/2028 | | 30,914 | 30,914 | 6/30/2035 | 91,667 | 52,767 | 144,434 |
| Statistics | | 11/1/2028 | 91,667 | 30,914 | 122,581 | 6/30/2036 | 91,667 | 50,579 | 142,246 |
| Net Interest Cost | 2.99% | 5/1/2029 | | 30,416 | 30,416 | 6/30/2037 | 91,667 | 48,203 | 139,870 |
| | | 11/1/2029 | 91,667 | 30,416 | 122,082 | 6/30/2038 | 91,667 | 45,675 | 137,342 |
| | | 5/1/2030 | | 29,869 | 29,869 | 6/30/2039 | 91,667 | 43,024 | 134,690 |
| | | 11/1/2030 | 91,667 | 29,869 | 121,536 | 6/30/2040 | 91,667 | 40,263 | 131,930 |
| [Note] NIC assumes no accrued interest & par bonds | | 5/1/2031 | | 29,275 | 29,275 | 6/30/2041 | 91,667 | 37,403 | 129,070 |
| | | 11/1/2031 | 91,667 | 29,275 | 120,942 | 6/30/2042 | 91,667 | 34,454 | 126,120 |
| | | 5/1/2032 | | 28,634 | 28,634 | 6/30/2043 | 91,667 | 31,424 | 123,091 |
| | | 11/1/2032 | 91,667 | 28,634 | 120,300 | 6/30/2044 | 91,667 | 28,322 | 119,988 |
| | | 5/1/2033 | | 27,836 | 27,836 | 6/30/2045 | 91,667 | 25,153 | 116,820 |
| | | 11/1/2033 | 91,667 | 27,836 | 119,503 | 6/30/2046 | 91,667 | 21,923 | 113,589 |
| | | 5/1/2034 | | 26,906 | 26,906 | 6/30/2047 | 91,667 | 18,645 | 110,312 |
| | | 11/1/2034 | 91,667 | 26,906 | 118,572 | 6/30/2048 | 91,667 | 15,330 | 106,997 |
| | | 5/1/2035 | | 25,861 | 25,861 | 6/30/2049 | 91,667 | 11,979 | 103,646 |
| | | 11/1/2035 | 91,667 | 25,861 | 117,528 | 6/30/2050 | 91,667 | 8,594 | 100,260 |
| | | 5/1/2036 | | 24,717 | 24,717 | 6/30/2051 | 91,667 | 5,177 | 96,843 |
| | | 11/1/2036 | 91,667 | 24,717 | 116,384 | 6/30/2052 | 91,667 | 1,730 | 93,397 |
| | | 5/1/2037 | | 23,486 | 23,486 | 6/30/2053 | 0 | 0 | 0 |
| | | 11/1/2037 | 91,667 | 23,486 | 115,152 | 6/30/2054 | 0 | 0 | 0 |
| | | 5/1/2038 | | 22,189 | 22,189 | | | | |
| | | 11/1/2038 | 91,667 | 22,189 | 113,856 | | | | |
| | | 5/1/2039 | | 20,835 | 20,835 | | | | |
| | | 11/1/2039 | 91,667 | 20,835 | 112,501 | | | | |
| | | 5/1/2040 | | 19,428 | 19,428 | | | | |
| | | 11/1/2040 | 91,667 | 19,428 | 111,095 | | | | |
| | | 5/1/2041 | | 17,975 | 17,975 | | | | |
| | | 11/1/2041 | 91,667 | 17,975 | 109,642 | | | | |
| | | 5/1/2042 | | 16,479 | 16,479 | | | | |
| | | 11/1/2042 | 91,667 | 16,479 | 108,146 | | | | |
| | | 5/1/2043 | | 14,945 | 14,945 | | | | |
| | | 11/1/2043 | 91,667 | 14,945 | 106,612 | | | | |
| | | 5/1/2044 | | 13,377 | 13,377 | | | | |
| | | 11/1/2044 | 91,667 | 13,377 | 105,043 | | | | |
| | | 5/1/2045 | | 11,776 | 11,776 | | | | |
| | | 11/1/2045 | 91,667 | 11,776 | 103,443 | | | | |
| | | 5/1/2046 | | 10,146 | 10,146 | | | | |
| | | 11/1/2046 | 91,667 | 10,146 | 101,813 | | | | |
| | | 5/1/2047 | | 8,499 | 8,499 | | | | |
| | | 11/1/2047 | 91,667 | 8,499 | 100,165 | | | | |
| | | 5/1/2048 | | 6,832 | 6,832 | | | | |
| | | 11/1/2048 | 91,667 | 6,832 | 98,498 | | | | |
| | | 5/1/2049 | | 5,147 | 5,147 | | | | |
| | | 11/1/2049 | 91,667 | 5,147 | 96,814 | | | | |
| | | 5/1/2050 | | 3,446 | 3,446 | | | | |
| | | 11/1/2050 | 91,667 | 3,446 | 95,113 | | | | |
| | | 5/1/2051 | | 1,730 | 1,730 | | | | |
| | | 11/1/2051 | 91,667 | 1,730 | 93,397 | | | | |

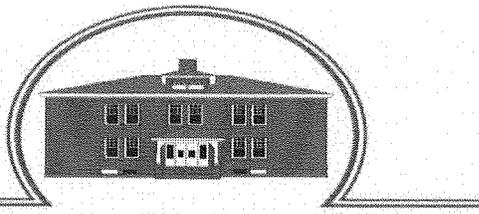
Barre City Elementary & Middle School
Spaulding High School

Lisa Perreault, SFO
Business Manager

Stacy Anderson, M.Ed.
Director of Special Services

Annette Rhoades, M.Ed., CAGS
Jon Strazza, MS.Ed.
Assistant Directors of Special Services

Jamie Evans
Director of Facilities



Barre Unified Union School District

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David Wells, M.Ed.
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, MAT
Director of Technology

Lauren May, M.Ed.
Director of Early Education

Rebecca Webb, M.Ed.
Act 166 Regional Coordinator

Josh Allen
Communications Specialist

Spaulding Educational Alternatives (SEA) School Building Project

General Contractor Bid Comparison

| | |
|-----------------|-------------|
| PeakCM | \$2,948,269 |
| E.F. Wall | \$3,028,300 |
| Neagley & Chase | \$3,253,000 |
| Russell Corp. | \$3,290,000 |
| VMS | \$3,337,500 |
| Engelberth | \$3,343,400 |

***Superintendent's Recommendation: PeakCM
(pending reference checks)**

**Barre Unified Union School District
FY22 Budget Development Schedule
Sept 1, 2020**

| | |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July | Superintendent/Business Manager/Administrators discuss schedule and determine meeting dates. Share with Finance Committee. |
| August | Share Budget Development Schedule with Board. Update board regarding Education Spending and COVID-19 Relief Funding Board shares with administrators their values and goals for the FY22 spending plan. <u>Admin. would appreciate feedback/parameters on this.</u> |
| Sept. <u>Meetings are scheduled.</u> | Business Manager /Superintendent meet with Administrators/Directors individual and in group meeting to review previous budgets, consider COVID-19 impact, provide data for current planning to extent available (e.g. negotiations, projected enrollments, projected health insurance, assumptions and considerations). Board encourages community involvement with guidance from Communication Specialist. |
| Oct. | On-going administrative budget development meetings together and with individual admin teams/directors. Board continues discussion regarding values, goals, process, highlights, salary/wages, health ins., technology, facility and community involvement. |
| Nov. Board Mtg. | Expenditure draft budget presentation to the board with review of “unknowns”. Board discusses recommendations for special articles, if any. |
| Dec. Board Mtg. | Updates as information becomes available equalized pupils, tax commissioner’s announced property yield, CLA, special ed and transp revenue projections). Communication Specialist prepares budget brochure. |
| Jan. Board Mtg. | APPROVAL OF BARRE UNIFIED UNION SCHOOL DISTRICT BUDGET and CVCC BUDGET. Board provides public forums/presentations to community. |