

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

October 8, 2020 at 5:30 p.m.

Via Google Meet

Click this link to join the meeting remotely:

Meeting ID: meet.google.com/cin-xvgu-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 - September 24, 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: **Next Meeting:** November 5, 2020
 - 5.3.2. Finance Committee: **Next Meeting:** November 3, 2020
 - 5.3.3. Facilities/Transp. Committee: **Next Meeting:** October 12 , 2020
 - 5.3.4. Policy Committee: **Next Meeting:** October 19, 2020
 - 5.3.5. Curriculum Committee: **Next Meeting:** October 27, 2020
 - 5.3.6. Negotiations Committee: **Next Meeting:** TBD
 - 5.3.7. Regional Advisory Board (RAB): **Next Meeting:** December 7, 2020, 4:00 pm
 - 5.4. Financials
6. Current Business
 - 6.1. New Hire **[ACTION]**
 - 6.2. Breakage Report
 - 6.3. Home Study Report
 - 6.4. First Reading Delegation of Authority During State of Emergency due to COVID-19 Pandemic (A25) **[ACTION]**
 - 6.5. First Reading District Equity Policy (C29) **[ACTION]**
 - 6.6. First Reading Modes of Instruction During State of Emergency due to COVID-19 Pandemic (D22) **[ACTION]**
 - 6.7. VSBA - Elect Voting Delegate and Alternate **[ACTION]**
7. Old Business
 - 7.1. School Reopening Update
 - 7.2. Enrollment Update: Hybrid/Virtual Academy
 - 7.3. SEA Update
 - 7.4. FY22 Budget Development Update

7.5. Vision, Mission & Strategic Goals

8. Other Business/Round Table
9. Future Agenda Items: Feedback on How IEP Students are Doing (Stacy Anderson-Oct. 22 meeting), Student Presentations
10. Executive Session
 - 10.1. Assistant Superintendent of Instruction Interview
11. Adjournment

Reminder:

Next BUUSD Board Meetings: October 22, 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
September 24, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - 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:

Sonya Spaulding (BC) – Vice-Chair

ADMINISTRATORS PRESENT:

David Wells, Superintendent
Stacy Anderson, Co-Director of Special Services
Penny Chamberlin, Director Central Vermont Career Center
Hayden Coon, BCEMS Principal
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

| | | | | |
|----------------------------|----------------|----------------|--------------|-----------------|
| Dave Delcore – Times Argus | Mel Battah | Jodi Bushway | Tara Day | Michael Douglas |
| Betsy Francis | Allyson Healey | Amber Larrabee | Ben Matthews | Molly McFaun |
| Nathan Philips | Tim Sanborn | Steven Simpson | Tara Simpson | 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, September 24, 2020, Regular meeting to order at 5:30 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

Add 5.2 A25 - Delegation of Authority During State of Emergency Due to COVID-19 Pandemic Policy
Add 5.3 C29 District Equity Policy
Add 5.4 D22 Modes of Instruction During State of Emergency Due to COVID-19 Pandemic
Take Agenda Item 7.2 out of order

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

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

Ms. McFaun queried regarding an update on the status of possible openings in the virtual academy. Mr. Wells advised that the deadline for ‘add/drops’ is today, and that the director at VTVLC has requested that Mr. Wells hold off on releasing any announcement relating to open spaces. Mr. Wells advised that the BUUSD has 11 teachers working in the VTVLC program, and that for each teacher, the BUUSD was supposed to allot 20 students. The BUUSD currently has 25 students allotted per teacher. Mr. Wells noted that there has been an uptick in the number of students exiting the program, so he does expect to hear of openings. Mr. Wells also noted that VTVLC is the only cooperative group that the BUUSD can use for virtual learning. Ms. McFaun queried regarding whether or not parents can use the VTVLC curriculum. Mr. Wells advised that he is not sure if this is allowed, and if it is allowed,

DRAFT

what the associated costs would be. Mr. Wells will research this matter and report back. Mrs. Pompei queried regarding the status of the Board's directive that the Superintendent and Administrators find accommodations for the 20 students currently on the wait list. Mr. Wells advised that some of the 20 are home-schooling, some are utilizing the hybrid model, and some are still waiting to hear back regarding the wait list.

3.2 Student Voice

There were no students in attendance. Mr. Isabelle queried regarding students' knowledge of this agenda item and regarding what has been done to notify students that this standing agenda item exists.

4. Approval of Minutes

4.1 Approval of Minutes – September 10, 2020 Regular Meeting

On a motion by Mr. Isabelle, seconded by Mrs. Pompei, the Board unanimously voted to approve as amended, the Minutes of the September 10, 2020 Regular Meeting.

5. Reports to the Board

5.1 Committee Reports

5.1.1 Communications Committee

The next meeting is Thursday, October 1, 2020 at 5:30 p.m.

5.1.2 Finance Committee

The next meeting is Tuesday, October 6, 2020 at 5:30 p.m.

5.1.3 Facilities & Transportation Committee

Minutes from the September 14, 2020 meeting were distributed. Mr. Cecchinelli provided an overview of the meeting and reported new information regarding the BTMES Storm Water Run-off Containment project. Friends of the Winooski have advised that the State recently approved permits for 3 acre sites, and that additional information will be released in the near future.

The next meeting is Monday, October 12, 2020 at 5:30 p.m.

5.1.4 Policy Committee

Minutes from the September 21, 2020 meeting were distributed. The Committee reviewed five VSBA policies, three of which will be presented to the Board this evening.

The next meeting is Monday, October 19, 2020 at 5:30 p.m.

5.1.5 Curriculum Committee

The Committee met on September 22, 2020. Mrs. Farrell provided an overview of the meeting, and advised that information relating to the search for an Assistant Superintendent of Instruction will be provided later in the meeting.

The next meeting is Tuesday, October 27, 2020 at 5:30 p.m.

5.1.6 Negotiations Committee

Mr. Wells advised that a mediation session is scheduled for Wednesday, September 30, 2020. To prepare for the mediation session, Mr. Wells will hold a meeting with legal counsel, the Director of Finance and the Director of HR.

The next committee meeting date is to be determined.

5.1.7 Regional Advisory Board

The next meeting is Monday, October 5, 2020 from 4:00 p.m. until 5:30 p.m. The meeting will be held remotely utilizing Google Meet. Phase II of the re-envisioning initiative will be discussed.

5.2 Policy A25 - Delegation of Authority During State of Emergency Due to COVID-19 Pandemic Policy

The VSBA version of the policy was distributed. This is a recommended policy.

Mr. Isabelle moved to approve the policy. Mrs. Pompei seconded the motion. Mrs. Pompei advised that she does not like how the policy is being presented, as it is not in the BUUSD standard format. Mrs. Pompei advised that she believes the high number of attendees at the meetings signifies dissatisfaction with school re-opening and she is reluctant to turn over full power to the Superintendent. Mr. Cecchinelli advised that he would have preferred the proper format be presented, but noted that there were time constraints, as the Policy Committee only recently met, and it was presented in VSBA format at that meeting. Mr. Isabelle advised that he also has concerns relating to the policy's content. **Mr. Isabelle withdrew the motion.** It was noted that this policy terminates automatically when the State of Emergency is lifted. Mrs. Pompei advised that she understands that the policy will terminate, but she

DRAFT

believes there has been a lack of communication with the Board and members of the public, and she prefers that the Board maintain more control.

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to table discussion until the 10/08/2020 Board meeting, and agreed that the policy shall be presented to the Board in the BUUSD standard format for policies.

5.3 Policy C29 - District Equity Policy

The VSBA version of the policy was distributed. This is a recommended policy. Brief discussion was held, and it was agreed that additional information is required, including information pertaining to how this policy relates to or replaces any existing policies. Mrs. Farrell suggested that the equity audit be performed prior to approving the policy, and that discussion of this policy be incorporated into the equity audit. It was noted that the equity audit will be a lengthy, involved and encompassing activity. It was noted that the policy is not a required policy, and there is no rush to approve it. The policy should be presented in the standard policy format with 'blanks' filled in.

On a motion by Mrs. Pompei, seconded by Mr. Boltin, the Board unanimously voted to table discussion until the 10/08/2020 Board meeting, and agreed that the policy shall be presented to the Board in the BUUSD standard format for policies.

5.4 Policy D22 – Modes of Instruction During State of Emergency Due to COVID-19 Pandemic

The VSBA version of the policy was distributed. This is a recommended policy.

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to table discussion until the 10/08/2020 Board meeting, and agreed that the policy shall be presented to the Board in the BUUSD standard format for policies.

6. Current Business

6.1 New Hires

The resumes and BUUSD Notification of Employment Status Forms for Hayden Anderson (BTMES 8th grade social studies – for a term of one year), Colleen Cruise (BTMES 7th grade science teacher – for a term of one year), and Alison Palmer (BTMES Literacy Interventionist – for a term of one year) were distributed. Mr. Wells advised that due to lack of housing in the area, Colleen Cruise has withdrawn her acceptance of the position. Mr. Wells provided an overview of the candidates and noted that Mr. Anderson is presented to fill the position previously accepted by Mickey Strachota. Mr. Strachota resigned from the position. Mr. Wells advised that the Board does not need to approve resignations. It was noted that though the Board does not need to approve resignations, they have directed that all letters of resignation be presented to the Board.

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the hiring of Hayden Anderson for a term of one year.

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to approve the hiring of Alison Palmer, for a term of one year.

6.2 Assistant Superintendent Search Process and Timeline

A document titled '2020 Assistant Superintendent Search Process and Timeline' was distributed. The Board advised that documents regarding this position should be labeled as the "Assistant Superintendent of Instruction" (as voted), rather than as "Assistant Superintendent." Mr. Wells provided an overview of the documentation currently on the BUUSD web site, which includes; Search Committee member names, target dates, and minutes from Search Committee meetings. Fifteen candidates submitted applications. Four candidates will be scheduled for interviews. Mr. Wells will interview the finalists, and two or three viable candidates will be presented to the Board on 10/08/2020. Mrs. Pompei reiterated that the Board would like to be presented with at least 2 candidates.

7. Old Business

7.1 FY22 Budget Development Update

Mrs. Pompei advised that the Finance Committee has nothing new to report at this time. Mr. Wells advised that Mrs. Perreault has been meeting with directors and administrators to perform the initial work on budget planning, using a framework of an Expense Budget increase of 5% or less.

7.2 School Re-opening Update

A copy of a letter from Winnie McCormick (dated 08/31/2020) was distributed.

A copy of the BTMES Newsletter for September 2020 was distributed.

Copies of the SHS Newsletters for 09/09/2020, and 09/14/2020 were distributed.

A document titled 'Considerations for Increasing In-Person Learning at BUUSD' was distributed.

A document titled 'A strong and Healthy Start FAQ: Transitioning from Step II to Step III' was distributed

Mr. Wells advised that the State has announced that schools can move to Phase III, but cautioned that moving to this phase does not mean that all students will be in school five days a week. Mr. Wells displayed the 'Considerations' document and provided an

DRAFT

overview of the considerations, specifically, considerations for the BUUSD. Because of the student population, the BUUSD does not currently have the logistical capacity to accommodate student drop-off, pick-up, and transportation (for all students/every day) under the State's guidelines. The BUUSD does want to move toward more in-person learning, but will need to have a safe, well thought out plan in order to proceed in that direction. Mr. Wells noted that there are still some teacher vacancies, and that more para-educators and BIs are also needed. The BUUSD is short on Special Education para-educators. The BUUSD must also consider classroom structures that continue to maintain social distancing guidelines. Mr. Wells advised regarding next steps, including work of the Re-Opening Committee, and soliciting input from staff and families. Mr. Wells advised of the make-up of the Committee, which includes approximately 23 individuals, including representatives from food service and transportation providers. Mrs. Pompei requested that Mr. Wells e-mail Mrs. Poulin a list of the individuals on the Re-Opening Committee (for inclusion in the minutes). Mrs. Pompei queried regarding possible changes to distancing guidelines and was advised that distance limitations remain in place. Mrs. Pompei conveyed her concern and disappointment that work to plan for Phase III has not started yet (as announced at the 08/10/20 Board meeting). Mr. Wells advised that administrators and teachers have been working an enormous amount of time to re-open schools successfully. Moving schools to more in-person learning is an enormous undertaking. Mr. Wells read a portion of the guidance from the Strong and Healthy Start Guidance from the State. Mr. Boltin queried regarding how many phases exist in the State's plan. Mr. Wells advised that he believes there are 3 phases, and the fourth is to return to pre-COVID learning structures. Mr. Wells advised that some smaller schools have been able to return to all in-person learning. Some schools are staying in virtual or hybrid models for older students and, per guidance, working on moving younger students (those younger than 10) to more in-person learning. Mrs. Akley expressed frustration that information is not more streamlined. Mrs. Akley conveyed some notes and expectations that she has documented. If the next step is not to have all students in school full time, could the district create an advance plan in anticipation of all in-person learning. Mrs. Akley would also like to see the plans that are in place in the event that all students must return to all remote instruction. Mrs. Akley would like the Board to receive information in advance of meetings/discussions. Having additional information will assist Mrs. Akley with responding to concerns that community members share with her. Mr. Wells will provide the requested information prior to the next meeting. Mr. Sanborn (6th grade Science instructor) advised that he appreciates the pace that the BUUSD is operating at, advising that teachers are still in the process of getting to know their students and learning routines (each group of students has only been in-person with staff 6 times). Mr. Sanborn appreciates moving forward with teacher in-put, as the in-person learning has been a bit different than what teachers expected. Mr. Sanborn did not expect that the schools would be moving to Phase III this soon, and it has come as a bit of a shock to some staff, thus Mr. Sanborn appreciates moving to Phase III using a thoughtful process. Mr. Sanborn appreciates that feedback is being received from different facets. Mr. Malone advised that input he has received includes pressure to move students back to more in-person learning. Megan Spaulding advised of her understanding that the schools educate students 5 days a week, but queried why students are having shorter days on their in-person days. Mrs. Spaulding would like to see the in-person days be full days. Mr. Wells advised that the shortened day allows teachers to provide feedback to the remote learning students. Mrs. Spaulding is frustrated that students are learning at too slow of a pace and is concerned regarding the long-term impact to students, who may enter next year with a significant deficit. Mrs. Spaulding is most concerned for the most vulnerable students, those in the lower grades, and those in unstable learning environments outside of the schools. Mr. Wells agrees with Mrs. Spaulding's concerns, and advised that moving forward, priority will be given to the younger students (grades k – 5). Mrs. Nye thanked community members for providing feedback and providing on-going support. Mrs. Nye reiterated that the schools very much want the students back to full time in-person learning. Tara Day addressed the Board regarding her concern that pre-school students are not being bused, the drop-off process takes too long, and there is no one there to meet her child. Mrs. Day believes that there is room for pre-school students on some of the buses. Mr. Wells advised that the reasoning behind not busing preschoolers relates to the capacity for screening and checking students prior to boarding (while maintaining physical distancing). The re-opening team believed that preschoolers would not receive the attention they need on the bus, as staff work to maintain social distancing. Mr. Wells will follow up with Mrs. Day. Mrs. Day also conveyed her concern regarding concerns specific to her children, and the lack of Chromebooks for younger students. Mr. Wells advised that Mrs. Anderson will contact Mrs. Day regarding child-specific concerns. Mr. Coon advised that small groups are working well (drop-off/pick-up), and that improvements to the process continue to be made. Mr. Coon advised that once students are on the buses, teaching staff are back in the classroom working with remote learners. Mr. Coon wants a safe thought out process for moving to more in-person learning. Mrs. Waterhouse advised that the high school works differently than the middle and elementary schools. High school curriculum differs and the school needs to prevent students from mixing. At the high school, students attend 2 classes per day, 2 days per week. In an effort to keep students engaged, the groupings do not meet two consecutive days. One group meets on Monday and Thursday, the other group meets on Tuesday and Friday. All students learn remotely on Wednesdays. Ms. Chamberlin provided an overview of the CVCC schedule, where students attend in person 4 days a week and have one virtual day. Megan Spaulding queried regarding what services are provided (in the afternoon) to hybrid students. It has been Mrs. Spaulding's experience that the Wednesday virtual learning day consists of a 10 minute check in with the teacher, no academics are provided, and no assignments or homework are given. Mrs. Spaulding would like to see something put in place academically, e.g. videos. Additionally, Mrs. Spaulding advised that parents are struggling to assist their students (e.g. math is being taught differently under Common Core), and that both parents and students need instruction from teachers. Mrs. Spaulding believes the schools need to do more to provide a strong education. Mrs. Nye advised that most students have only been in the buildings 6 times and that staff are still working on assessments to identify 'where kids are'. Mr. Isabelle appreciates that parents are providing feedback via meetings and e-mails. The Board understands the frustrations that parents are experiencing, and he encourages parents to continue providing feedback. Mr. Wells acknowledges that distance learning is very difficult for all involved, especially for students in younger grades, and reiterated that the District would like to move back to in-person learning as soon as safely possible.

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Amber Larrabee queried regarding specific reasons why the district hasn't moved forward with all in-person learning. In response to the query, it was noted that the BUUSD has a very large student population, with each school having upwards of 800 students. The volume of students makes it difficult to adhere to social distancing guidelines, and has many logistical factors in admitting a high population of students into the buildings each day (screening processes). Ms. Larrabee queried regarding utilizing additional buildings, or additional entry points for each building. Mr. Wells reiterated difficulties maintaining social distancing, the screening process, and a shortage of teaching staff. Ms. Larrabee suggested opening a discussion board, so that more community members can contribute feedback and additional ideas. Mr. Wells advised that the BUUSD is looking to hear more parent and community member feedback.

Re-Opening Committee Member List from the latest meeting invitation:

David Wells – Facilitator

Luke Aither

Emmanuel Ajanma

Josh Allen

Stacy Anderson

Erin Carter

Penny Chamberlin

Hayden Coon

Jason Derner

Jamie Evans

Allyson Healey

Chris Hennessey

Chelsey Hoyt

Scott Griggs

Nicole Ladd

Jennifer Lyon

Carol Marold

Lauren May

Erica Pearson

Lisa Perreault

Jennifer Nye

Jan Trepanier

Rachael Van Vliet

Brenda Waterhouse

Stacy Emerson (transportation representative)

Monica Tolman (food service representative)

7.3 Vision, Mission, & Strategic Goals

Mrs. Farrell advised that Winton Goodrich will be speaking with the Communications Committee at their next meeting. Planning will then move forward regarding forming the District Team.

8. Other Business/Round Table

Mrs. Poulin addressed the Board and advised regarding a new 'norm' where meeting information is not being submitted with Agenda packets, and that much additional work is involved posting information after meetings have occurred. Mrs. Poulin advised that timely posting of information is necessary to assure that members of the board, committees, and the public have adequate time to prepare for meetings. Packet Addendums should be limited to new urgent items or items that because of their nature (e.g. new hires), only become available shortly before meetings.

In response to a query regarding responses to e-mails from the public, Mr. Malone advised that he usually places phone calls to answer public inquiries. Mr. Malone advised that he received approximately 24 e-mails today. Mrs. Akley requested that Mr. Malone advise the Board, via e-mail, of the responses he has given.

Mrs. Farrell expressed concern that the BUUSD has suffered a loss of teacher candidates due to the housing shortage, and queried regarding ways the Board can assist with this problem.

Mrs. Pompei queried regarding posting minutes and/or Google videos of the School Re-opening Committee Meetings.

Mrs. Pompei believes having this information readily available would be good for the public.

Mr. Malone reported an intensity of communication from the public regarding their preference that in-person learning be increased as soon as possible. Mr. Malone queried regarding the possibility of a staggered process that increases in-person learning for younger students.

DRAFT

9. Future Agenda Items

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

- Assistant Superintendent of Instruction Candidates
- First Reading Delegation of Authority During State of Emergency Due to COVID-19 Pandemic Policy (A25)
- First Reading District Equity Policy (C29)
- First Reading Modes of Instruction During State of Emergency Due to COVID-19 Pandemic (D22)
- School Re-opening Update
- Vision, Mission & Strategic Goals
- Update on Student Counts for Homeschooling/Virtual Academy/Hybrid Learning
- Update on Whether VTVLC Students are Included in Pupil Counts
- Feedback on How IEP Students are Doing (Stacy Anderson)
- Breakage Report
- SEA Project Update
- FY22 Budget Development Update
- Student Presentations (future meeting)

10. Executive Session as Needed

There were no items proposed for discussion in Executive Session.

11. Adjournment

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to adjourn at 7:34 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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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

October 8, 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. With Budget Season being upon us, I am joining BUUSD Business Manager Lisa Perrault as she holds budget meetings with Directors and Building Principals. We are focusing on the goal of restricting new spending and looking for savings. A number of opportunities for savings have presented themselves during this early budget work.
- b. I am holding weekly meetings with BUUSD Curriculum Coordinators and Coaches with support from Jean Heager from the Great Schools Partnership. Our two main areas of focus have been defining the roles and responsibilities of BUUSD curriculum leadership and organizing & aligning existing curriculum documents.
- c. I have begun to hold three meetings with the BUUSD Re-Opening Committee with the goal of presenting options that will allow us to increase in-person instruction in our schools. A wide range of committee members including BUUSD administrators, building principals, teachers, paraprofessionals and school nurses have provided input. Proposed actions and timelines will be presented to the Board on or before its October 8th meeting.
- d. I continue to participate in the VSA Leadership Academy. Our latest topic of Budgeting in the COVID-19 Environment was very timely. I was fortunate to have Lisa Perrault join me in this training. The next training will focus on Collective Bargaining.

2. Technology

- a. Maximizing the technology budget: As we continue to find innovative ways to make the most out of the technology budget, we have launched the use of "[Analytics powered by Relay](#)." This tool helps us examine whether the educational technology Apps and Softwares we pay for are being utilized as intended and if there are cost-saving opportunities we can explore. The following are some of the key features:
 - i. A dashboard of application utilization that allows us to right-size our licensing and educational technology investments.
 - ii. The ability to see and understand the cost of educational technology applications across the district.

This tool helps us channel our technology investments to areas where they make the most sense.

- b. Virtual PD for staff on Wednesdays: Our Technology Integrationists are collaborating to provide virtual PD sessions on various useful topics to staff members. Andrea (BTMES Integrationist) kicks off these Wednesday two-hour sessions at noon, followed by Mike (BCEMS Integrationist) at 1:00 pm. Emily (SHS Integrationist) is also holding a training session at noon. The format of these virtual PD's will be similar to the in-service PD's: a short introduction and walk-through on featured topics, then Q&A as needed. We encourage staff members to join these weekly sessions to improve their classroom tech skills.
- c. AOE Annual Technology Survey: We have completed the AOE Annual Educational Technology Survey for the 2020-2021 school year. This survey is required of all Vermont schools and districts to collect essential data about many aspects of the state's education technology landscape. The survey result is used by legislators, state, and local policymakers and is regularly referenced in both state and national press regarding Vermont's status around education technology.
- d. Attendance report in Google Meet: Staff members that create Google Meet will now receive an attendance report via email once the meeting is over. The attendance reports will be generated for web or mobile meetings with at least five participants and will contain the following information for each:
 - i. Participant's name
 - ii. Participant's email
 - iii. Length of time a participant was on the call.
 This feature is especially useful to teachers for easily entering attendance reports in IC.
- e. Student Device Agreement: We have completed the [BUUSD 1:1 Device Student User Agreement](#). We will be sending the agreement to families in the coming days. The agreement outlines students' and families' responsibilities now that we have gone 1:1 for all our students.

3. Communications:

- a. Media: With schools being a hot topic in the news lately, I've been trying to make more of an effort for BUUSD schools to have their moment in the media to share the great things we are doing. In September, I worked with WCAX in collaboration with Stacy Emerson from Student Transportation of Vermont on filming a story on how we are keeping our school buses sanitary. Recently I worked with the Times Argus and SHS music teacher Bobby Booth on highlighting their music program at the high school to give some insight on how instruction has changed due to COVID-19. I am currently working on a full-page spread highlighting BUUSD schools that will be in Friday, October 23rd's issue of the Times Argus.
- b. Budget: This year we will be increasing the quality of our budget promotional videos from what we did last year. I am collaborating with Central Vermont Career Center's Digital Media Arts II class taught by Cal Hopwood. We had a kick-off meeting in September to discuss our vision and I'm excited to work with Cal & his students through the fall semester on turning this vision into a reality. Especially right now, video is one of the most effective forms of communication because we can really engage people if it's done correctly and we can reach our full audience with a unifying message.
- c. Mass Communication & Newsletters: A goal of mine has been to increase the quality of our mass communications to families and our school/district newsletters. Sending walls of text just doesn't cut it anymore and there needs to be some variety, so look for improvements on that in the coming months. In relation to that, we have restarted our Central Office Newsletter that came to a sudden stop in March when COVID-19 hit. We hope restarting this newsletter will help close the gap and provide transparency between the central office, our schools, and the community.

4. Business Office:

- a. Budget Development is in full-swing with the first round of meetings with administrators/directors behind us and the second round scheduled. It is challenging to propose accurate numbers when there is uncertainty around teacher and paraeducator contracts for the current year as well as FY22. David has asked administrators and directors to be conservative as they consider budgets for FY22 and to look for areas to find efficiencies which would result in savings. We do not anticipate additions and/or new programs. We have scheduled unified

budget meetings with the administrative team during our weekly meetings. Draft 1 BUUSD/CVCC expense budgets will be presented to the Board in November.

- b. COVID-19 Funding-Expenditures-The AOE recently confirmed that school districts are not eligible for FEMA funding. We continue to monitor spending and keep informed on reimbursement procedures as they become available from the AOE. We have not received FY20 reimbursement as of today however, I'm told by AOE we will be made whole on these expenses. I will keep the board informed as information rolls out to the field.
- c. H. 969 has now passed both the House and the Senate. Here are a few favorable outcomes of this Bill for our budget development considerations: 1) ADM will not be less than the 20-21 count. This means we can expect our equalized pupils to remain the same. THIS IS GREAT NEWS. 2) December 1, 2020 tax commissioners property yield announcement will not include the impact of the education fund deficit. 3) Districts will receive transportation aid for meal deliveries.
- d. SEA funding-A timeline/update is provided in this packet.

5. Early Education:

- a. Preschool classes started the week of September 15th. We are continually amazed at how well our youngest learners are doing adhering to the new health and safety guidelines. Teachers are offering more outdoor learning opportunities and structured routines in the classroom to support students as they adjust to these new practices.
- b. At this time we have approximately 5 openings in our Barre City preschool program and are at full capacity, with one student on the waiting list, at the Barre Town program. Class sizes are reduced to 10 students this year to be able to adhere to social distancing guidelines.
- c. Act 166 enrollment at partner programs continues to occur. Community partner programs report that families continue to enroll as they increase in confidence about having their children in larger groups than they were demonstrating earlier this summer.

6. Human Resources:

- a. The Assistant Superintendent search committee work has concluded. Two candidates were sent to the superintendent for his consideration.
- b. Open Enrollment begins October 19th. This is the first virtual open enrollment, and we are looking forward to moving more virtually.
- c. We are expecting an increase in requests for FFCRA as employees return from vacations and are coming from red and yellow Covid travel zones. We are communicating about travel. We are trying to get out in front of this and determine travelers and get some sense of FFCRA (quarantine) leaves and sub coverage.

7. Special Education:

- a. Service Plan- We are in the process of developing our FY 22 Service Plan that outlines our anticipated services and budget for the 2021-22 school year. The service plan forms the foundation for budget development and helps the State determine funding formula projections. The AOE deadline for submission is October 15th.
- b. As I shared in the August Board Report, we have formed a Special Ed Leadership Team composed of Leadership members from each of the buildings and the SEA program. Our team has agreed that we will meet once a month with a focus on increasing collaboration across our buildings and improving vertical and horizontal alignment of programming across our department.
- c. Special Education Professional Learning Groups (PLGs) are forming and establishing their regular meeting times for the year. We are working with Jean Haegar of Great Schools' Partnership to shape the work of the PLG groups toward a focus of looking at student work, student assessment and focusing on data based decision making to impact our instruction.
- d. We continue to participate in BUUSD's Re-opening discussions. We have conducted a needs assessment to determine additional staffing needs as the district considers increasing in-person instruction. Since June, we have had 17 special education paraprofessionals or BIs resign across the district. We anticipate needing an additional 5-6 paraeducators to support students on IEPs in PK-8 and 2 at SHS as we increase in person instruction time. Despite advertising since June for applicants, we have been successful with hiring only 2 paraeducators at this time.

- e. The school year is underway at the SEA with staff available for students for 5 days a week in a variety of learning modes based on student needs. Group in-person instruction is happening 4 days a week. Remote learning is available to students every afternoon and on Wednesdays. We are partially staffed for in-person learning on Wednesdays and afternoons for individual students that need personalized support or cannot access remote learning outside of school. We are continuing to work on program development in anticipation for our expansion and move to the new building next school year. In addition, Jason is working with Jamie and Lisa to develop a new budget for the program that will accommodate our plan for increased capacity and expanded programming for student learning in the new building.

8. Facilities:

- a. All summer projects are nearly complete. The final details of completing the underground heating lines at SHS/CVCC are near completion. The reconfigured bus loop at BCMES is working very well, with much emphasis on improved safety. The removal of the canopy structure at BTMES has removed that safety concern. This also allows for viewing of the beautiful courtyard! As well, another section of the roof has been replaced. Floor tile work has also been completed in all of the buildings. BCEMS and BTMES removed portions of carpeting and replaced it with VCT tile in main corridors. SHS removed existing asbestos floor tile and replaced it with VCT tile in four classrooms.
- b. Cleaning/sanitizing of the buildings continue to be a major focus in relation to Covid 19. Adjusting and improving the methods are an ongoing task. Faculty, staff and admin teams are rallying together to ensure this happens.

Respectfully submitted,

David Wells

Superintendent of Schools

on behalf of the Barre UUSD Central Office Administrative Team

BUUSD CENTRAL OFFICE NEWSLETTER

"Doing whatever it takes to ensure success for every child."

Central Office Staff

Superintendents Office

David Wells, Superintendent
Tina Gilbert, Executive Assistant

Business Office

Lisa Perreault, Business Manager
Ashley Young, Senior Accountant
Ann Baker, Accountant
Michelle Leeman, Accountant
Kathy Couture, Medicaid Clerk
Jennifer Hart, Medicaid Clerk (PT)

Human Resources

Carol Marold, Director
Leslie Babic, Specialist
Linda Papineau, Receptionist

Special Education

Stacy Anderson, Director
Annette Rhoades, Assistant Director
Jon Strazza, Assistant Director
Jason Derner, SEA Administrator
Sue Cioffi, Admin Assistant

Early Education

Lauren May, Director
Rebecca Webb, Act 166 Coordinator
Megan Gonyaw, Admin Assistant

Curriculum Office

TBH, Asst. Supt. of Instruction
Jess Adam, Admin Assistant

Technology

Emmanuel Ajanma, Director
Megan Gonyaw, Admin Assistant

Communications

Josh Allen, Specialist

Facilities

Jamie Evans, Director

SUPERINTENDENT NEWS

With Budget Season being upon us, I am joining BUUSD Business Manager Lisa Perrault as she holds budget meetings with Directors and Building Principals. We are focusing on the goal of restricting new spending and looking for savings. A number of opportunities for savings have presented themselves during this early budget work.

I am holding weekly meetings with BUUSD Curriculum Coordinators and Coaches with support from Jean Heager from the Great Schools Partnership. Our two main areas of focus have been defining the roles and responsibilities of BUUSD curriculum leadership and organizing & aligning existing curriculum documents.

I have begun to hold three meetings with the BUUSD Re-Opening Committee with the goal of presenting options that will allow us to increase in-person instruction in our schools. A wide range of committee members including BUUSD administrators, building principals, teachers, paraprofessionals and school nurses have provided input. Proposed actions and timelines will be presented to the Board on or before its October 8th meeting.

I continue to participate in the VSA Leadership Academy. Our latest topic of Budgeting in the COVID-19 Environment was very timely. I was fortunate to have Lisa Perrault join me in this training. The next training will focus on Collective Bargaining.

As we do our work to support licensed educators, it is essential that all licensed educators have an up to date profile in the Agency of Education Online Licensing System (ALiS). Your profile needs to indicate your current school so we have access to your information. Detailed instructions are attached to the end of this newsletter or video instructions on how to update/register can be watched at this link: AOE: ALiS Register/Update Video. Please remember to turn in a copy of your current license to Tina Gilbert at the Central Office. A copy of your details report in your ALiS account is fine as documentation.

I will add to this a plug to please work with your Local Standards Board and the Agency of Education to complete all licensing and re-licensing requirements by the extended October 15, 2020 deadline. While those people are there to support you, it is your responsibility to do everything necessary to hold an appropriate license for your appointed position.

CHANGES IN CENTRAL OFFICE

Welcome: David Wells, Superintendent; Jon Strazza, Assistant Director of Special Services; Jessica Adam, Administrative Assistant to Asst. Supt. of Instruction

Retirement: Kristine Gilbar, Staff Accountant, retired on September 18th.

To Be Hired: Assistant Superintendent of Instruction

BUSINESS OFFICE

Budget Development is in full-swing with the first round of meetings with administrators/directors behind us and the second round scheduled. It is challenging to propose accurate numbers when there is uncertainty around teacher and paraeducator contracts for the current year as well as FY22. David has asked administrators and directors to be conservative as they consider budgets for FY22 and to look for areas to find efficiencies which would result in savings. We do not anticipate additions and/or new programs. We have scheduled unified budget meetings with the administrative team during our weekly meetings. Draft 1 BUUSD/CVCC expense budgets will be presented to the Board in November.

COVID-19 Funding-Expenditures-The AOE recently confirmed that school districts are not eligible for FEMA funding. We continue to monitor spending and keep informed on reimbursement procedures as they become available from the AOE. We have not received FY20 reimbursement as of today however, I'm told by AOE we will be made whole on these expenses. I will keep the board informed as information rolls out to the field.

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- 3) Districts will receive transportation aid for meal deliveries.

HUMAN RESOURCES

The Assistant Superintendent search committee work has concluded. The superintendent will present the candidate(s) to the board on October 8, 2020 for an executive session interview. Our plan is to announce the results shortly thereafter.

Look for Open Enrollment information soon. Our open enrollment period is scheduled for the last two weeks of October. Remember that this is the only time of the year you can make changes to your benefit coverage. Make sure that you are reviewing your health benefits so that you can make changes as needed. Please review the plans at vehi.org. VEHI also has a great decision tree to help you explore your benefit options. <https://vehi.org/vehi-2021-benefits-decision-support-site/>

Please call us if you are planning to travel to red and yellow zones outside the state of Vermont. If you are coming from a yellow or red travel zone, you may need to quarantine and may need FFCRA leave. Please make contact with Leslie Babic at x1008 to discuss this leave option.

Please join us in congratulating Leslie Babic for obtaining her HR certification from the Society of Human Resources Management. The certification is capped off with a rigorous exam and we like to applaud the hard work and dedication needed to obtain this certification.

EARLY EDUCATION

Preschool classes started the week of September 15th. We are continually amazed at how well our youngest learners are doing adhering to the new health and safety guidelines. Teachers are offering more outdoor learning opportunities and structured routines in the classroom to support students as they adjust to these new practices.

The prek teams have welcomed two new staff members. Hannah Whitney is the new PreK Permanent sub at Barre City and Linda Copping is a new special education para at Barre Town. We are excited to have them on board!

Act 166 enrollment at partner programs continues to occur. Community partner programs report that families continue to enroll as they increase in confidence about having their children in larger groups than they were demonstrating earlier this summer.

SPECIAL EDUCATION

Service Plan- We are in the process of developing our FY 22 Service Plan that outlines our anticipated services and budget for the 2021-22 school year. The service plan forms the foundation for budget development and helps the State determine funding formula projections. The AOE deadline for submission is October 15th.

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COMMUNICATIONS

Media: With schools being a hot topic in the news lately, I've been trying to make more of an effort for BUUSD schools to have their moment in the media to share the great things our schools are doing. In September, I worked with WCAX in collaboration with Stacy Emerson from Student Transportation of Vermont on filming a story on how we are keeping our school buses sanitary. Recently I worked with the Times Argus and SHS music teacher Bobby Booth on highlighting their music program at the high school to give some insight on how instruction has changed due to COVID-19. I am currently working on a full-page spread highlighting BUUSD schools that will be in Friday, October 23rd's issue of the Times Argus.

Budget: This year we will be increasing the quality of our budget promotional videos from what we did last year. I am collaborating with Central Vermont Career Center's Digital Media Arts II class taught by Cal Hopwood. We had a kick-off meeting in September to discuss our vision and I'm excited to work with Cal & his students through the fall semester on turning this vision into a reality. Especially right now, video is one of the most effective forms of communication because we can really engage people on a different level and we can reach our full audience with a unifying message.

Mass Communication & Newsletters: A goal of mine has been to increase the quality of our mass communications to families and our school/district newsletters. Sending walls of text just doesn't cut it anymore and there is a strong need for variety, so look for improvements on that in the coming months. In relation to that, it's exciting that we have restarted this newsletter which came to a sudden stop in March when COVID-19 hit. We hope restarting this newsletter will help close the gap and provide transparency between the central office, our schools, and the community.

TECHNOLOGY

Maximizing the technology budget: As we continue to find innovative ways to make the most out of the technology budget, we have launched the use of "[Analytics powered by Relay](#)." This tool helps us examine whether the educational technology Apps and Softwares we pay for are being utilized as intended and if there are cost-saving opportunities we can explore. The following are some of the key features:

- A dashboard of application utilization that allows us to right-size our licensing and educational technology investments.
- The ability to see and understand the cost of educational technology applications across the district.

This tool helps us channel our technology investments to areas where they make the most sense.

Virtual PD for staff on Wednesdays: Our Technology Integrationists are collaborating to provide virtual PD sessions on various useful topics to staff members. Andrea (BTMES Integrationist) kicks off these Wednesday two-hour sessions at noon, followed by Mike (BCEMS Integrationist) at 1: 00 pm. Emily (SHS Integrationist) is also holding a training session at noon. The format of these virtual PD's will be similar to the in-service PD's: a short introduction and walk-through on featured topics, then Q&A as needed. We encourage staff members to join these weekly sessions to improve their classroom tech skills.

AOE Annual Technology Survey: We have completed the AOE Annual Educational Technology Survey for the 2020-2021 school year. This survey is required of all Vermont schools and districts to collect essential data about many aspects of the state's education technology landscape. The survey result is used by legislators, state, and local policymakers and is regularly referenced in both state and national press regarding Vermont's status around education technology. Attendance report in Google Meet: Staff members that create Google Meet will now receive an attendance report via email once the meeting is over.

The attendance reports will be generated for web or mobile meetings with at least five participants and will contain the following information for each:

- Participant's name
- Participant's email
- Length of time a participant was on the call

This feature is especially useful to teachers for easily entering attendance reports in IC.

Student Device Agreement: We have completed the [BUUSD 1:1 Device Student User Agreement](#). We will be sending the agreement to families in the coming days. The agreement outlines students' and families' responsibilities now that we have gone 1:1 for all our students.

FACILITIES

All summer projects are nearly complete. The final details of completing the underground heating lines at SHS/CVCC are near completion. The reconfigured bus loop at BCMES is working very well, with much emphasis on improved safety. The removal of the canopy structure at BTMES has removed that safety concern. This also allows for viewing of the beautiful courtyard! As well, another section of the roof has been replaced. Floor tile work has also been completed in all of the buildings. BCEMS and BTMES removed portions of carpeting and replaced it with VCT tile in main corridors. SHS removed existing asbestos floor tile and replaced it with VCT tile in four classrooms.

Cleaning/sanitizing of the buildings continue to be a major focus in relation to Covid 19. Adjusting and improving the methods are an ongoing task. Faculty, staff and admin teams are rallying together to ensure this happens.

REMINDERS:

From Linda Papineau: If you have a Student Teacher or an Intern this year, please inform me when they are done working with you so they will be removed from our lists. Remember only people allowed into our locations are on the School VCIC List - contact me if you have any questions. Enjoy Fall!

Course Reimbursement Approval Form: (updated instructions for new fillable form)

Please use the new version posted on our website, [Course Reimbursement Approval Form](#)

Use the arrow in the top right to download the form to your desktop.

Open the form on your desktop, fill it out completely.

Important: Click File, Save As, and rename your form otherwise you end up with a blank form if you just save.

You will no longer send this form to your administrator to sign. This will be done through the central office.

Email your saved copy to tgilbbsu@buusd.org.

Please include: Syllabus if you have one, receipts if you paid, and any letters pertaining to your course.

Once paperwork is completely processed an electronic copy will be emailed to you.

If a course is cancelled or dropped please let Tina know. Forward grade reports or transcripts (unofficial fine) to Tina. Invoices need to be forwarded to the central office in order for payment to be processed. Most institutions send these to the student and not to us. Please refer to your Master Agreements or page one of the form for additional information.

Contacts: Tina Gilbert (email above) ext. 1015 - Process forms/POs, track funding, track credits/grades.

Michelle Leeman (mleembsu@buusd.org) ext. 1007 - receives invoices, submits payments

Thank you for your help in making this process work smoothly!!



UPCOMING CALENDAR EVENTS:

All Board/Committee meetings at 5:30 pm via Google Meet. Links to meetings located at buusd.org.

October 5th - Regional Advisory Board (RAB) Meeting - 4:00 pm - Meeting link at buusd.org

October 6 - BUUSD Finance Committee Meeting

October 8 - BUUSD Board Meeting

October 12 - No School - Indigenous Peoples Day

October 12 - BUUSD Facilities/Transportation Committee Meeting

October 15 - BUUSD Communications Committee Meeting

October 19 - BUUSD Policy Committee Meeting

October 22 - BUUSD Board Meeting

October 27 - BUUSD Curriculum Committee Meeting

ALiS – AOE Online Licensing System for Educators

As a Licensed Educator you should register with the VT AOE ALiS system.

Unsure whether you are already in our system please contact the Licensing Office BEFORE registering at AOE.Licensinginfo@vermont.gov

Registering/Updating Instructions:

ALiS System Link: <https://alis.edlicensing.vermont.gov/>

- If you have not registered, but have previously sent information to the Agency of Education please click on “Existing and previously licensed Vermont Educators Register Here”
- If you have NEVER held any type of license or applied for a license in Vermont please click on “Never held an Educator License in Vermont? Click here”
- If you’ve already registered in ALiS previously please login using your username and password to keep current information up to date.
- Once registered please update your profile and ensure that your Preferred Email is correct as this is how the AOE will contact you in the future.
- In order for your current employer to view your profile please update your employment section.

Key things to look at when updating or entering the employment section:

- School name is correct (building you work at)
- Check the box for continuing employment and be sure end date is blank
- FTE should be 100%
- Click on grades and select right grade levels
- It will say update successful but there's a save button at the bottom of the screen you have to scroll down to see. If you're missing one thing from the list above or don't scroll to the save button it prevents your employer from viewing.

If you are having difficulties with the online system, tutorials may be found on the VT Agency of Education website at:

<http://education.vermont.gov/educator-quality/tutorials-and-faqs>

You may also contact Tina Gilbert at the Central Office for assistance, 802-476-5011 ext. 1015 or email: tgilbbsu@buusd.org



Spaulding High School

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

Luke Aither
 Assistant Principal

Brenda Waterhouse
 Principal

Jim Ferland
 Assistant Principal

October, 2020
 Principal's Report

Athletics:

- **JV Girls Soccer:** 17 players; They played their first game on 9/29 against Vergennes. They won 7-0. Next game is @ Milton on 10/2.
- **Varsity Girls Soccer:** 21 players; They played their first game on 9/29 under the lights vs Vergennes. Our 9 seniors were recognized before the game. We tied 1-1. This [link](#) will take you to The Times Argus article. The next game is @ Milton on Friday.
- **JV Boys Soccer:** 17 players; They played their first game under new coach Jamal Jacobs on 9/30 against Vergennes and lost 8-0. Their next game is @ Milton on Saturday 10/3.
- **Varsity Boys Soccer:** 17 players; They played their first game on 9/30 against Vergennes under the lights and lost 4-0. Their next game is @ Milton on Saturday 10/3.
- **JV Field Hockey:** 15 players (5 will also be on the varsity roster); They played their first game on 9/30 @ Missisquoi, they lost 2-0. Their next game will be @ North Country on 10/6.
- **Varsity Field Hockey:** 19 players; They played their first game on 9/30 @ Missisquoi and won 2-1. Their next game will be on 10/2 against Montpelier, this game is a varsity only game. Montpelier does not have a JV program.
- **Golf:** 14 players; They are competing at the division 1 sectionals @ Neshobe Country Club on 10/1. If they qualify for states, that will be hosted at the Barre Country Club.
- **JV Football:** 13 players; They had their first game of the season on Monday 9/28. They lost to Lyndon Institute 28-14
- **Varsity Football:** 20 players; They had their first game of the season @ Lyndon Institute on 9/29. They lost 32-18. Next game is @ St. Johnsbury on 10/3 3:00pm. First home game is scheduled for 10/9.
- **Cross Country:** 22 participants; We are hosting the first meet of the season on 10/6 against U32 and Montpelier. Our meet location is Millstone Trail. We then will travel to Harwood on 10/10 for their first away meet.

- Each school has developed a spectator policy. Here is our [spectator policy](#)
- We decided to go with an electronic ticketing system for those wanting to watch our games. We are using [Eventbrite](#) to manage the number of spectators. I am able to create each sporting event, and create ticket holds for the home and away teams. The receipt can then either be printed out or shown on their phone.

School Community:

- Please see the attached Newsletters ([September 9](#), [September 14](#), [September 21](#), [September 28](#))
- **David Poulin** is a semifinalist in the 2021 National Merit Scholarship Program and has an opportunity to continue in the National Merit Scholarship competition. There are approximately 16,000 semifinalists nationwide, which represents less than one percent of US high school seniors. Congratulations to David for his outstanding achievement!
- Work-based learning, along with many of our other courses, has had to change the format of the learning experiences our students have, due to COVID-19. Our instructors, Michelle LaFrancis and Jesse Carpenter, have exhibited creativity and ingenuity in revising their program. Surveying the students about their interests, they found this cohort craved something tangible that allows their creative juices to flow, but also allows for them to adopt new skills. They will be participating in a series of workshops learning about design thinking, basic circuitry, marketing and design, and learning how to work collaboratively in a hybrid world. This has been possible due to Ms. LaFrancis securing a grant. Students will be receiving a Pinbox Kit and set of materials and participating in virtual meetings with Generator Makers. To learn more about [Pinbox](#) or the [Generator](#), please see the links.
- 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

September 21, 2020

Pictures

School pictures will be done during the week of September 21st. Students that are scheduled for hybrid learning will have their pictures done on a day that they are on campus, and organized by their classes. The attached schedule indicates the [schedule](#) by class/teacher, not by student, but will indicate when students should plan on having their picture taken.

Students that are in fully remote learning will be scheduled to have their pictures done in the afternoon, when other students are not present. Remote learners will need to enter at the Auditorium entrance between the hours of noon and 2 PM. Each person entering will be subject to our health screenings.

Please contact Jim Ferland at jferlshs@buusd.org with any questions.

SAT Testing Date Changed

We have **cancelled** the October 3rd SAT Administration at Spaulding High School. This was done for safety reasons regarding COVID, as Saturday testing is open to students from multiple schools. We have scheduled an "SAT School Day" Administration for Wednesday, October 14th. This will allow for us to test our SHS students this fall, but this test will be limited to seniors only. We apologize for any disruption this may cause, but please know that this decision was made in order to keep our students and community safe during SAT Administration. Any questions can be directed to Ry Hoffman at rhoffshs@buusd.org.

Athletics - Update from the AoE

On Friday, September 18th, it was announced that the Agency of Education (AoE) was not prepared to move schools into step three. Therefore, all scrimmages and games scheduled between September 21st and September 26th have been cancelled. We will be receiving more information about future scheduled games later next week. We will be continuing with practices as we have been since September 8th. Please contact Natalie Soffen at nsoffshs@buusd.org if you have any questions.

Sugarbush Ski Passes - Update

Spaulding High School students that have high academic performance have been the recipients of annual ski passes sponsored by Sugarbush in the past. Earlier this week, we were notified by Sugarbush that they will not be continuing with the Student Achievement Program for the 2020/21 season due to COVID. They did indicate that current pass offerings are available on their website.

We know that this is a disappointment for many who have come to expect this benefit from their academic performance. We wanted to inform all families so that they are aware and can plan accordingly. We appreciate the years of support Sugarbush has provided to our students.

Spaulding High School Newsletter

September 25, 2020

Message from the Principal

On Tuesday, September 22nd, the Secretary of Education, Dan French, released a statement moving schools to Step III, effective Saturday, September 26th. Although this step gives us great hope that we are moving forward as a state and community, the actual changes for schools are not significant.

We are as anxious as everyone to get back to school, but we need to do so safely and within the guidelines issued to us through A Strong and Healthy Start. We are still expected to maintain our health screenings, have everyone wear approved face coverings and maintain physical distancing (six feet at the high school level). Our current health screenings are going very well; we are able to screen the students quickly, so students are not waiting for long periods of time or in large groups - our students have been doing very well maintaining the guidelines while awaiting screenings. We are aware, however, that the screenings are only including a fraction of our overall student population.

Most of our classrooms allow for only a dozen students (some less), given the physical distancing expectation. So, although moving to Step III would seem that we could have more students at school, our physical space does not allow for it within the guidelines. Some frequently asked questions have been made available by the Vermont Department of Education regarding Step III, that may be of interest.

Moving to Step III does allow for athletics to compete and for the potential use of cafeterias.

On Friday, September 25th, we released our Spectator Guidelines, which outlines the specifics related to athletic competition. The Vermont Principal's Association conveys to athletic directors the requirements and guidelines schools are expected to follow. Each school, however, has some latitude as to the level of implementation. For example, although the guidelines allow for up to 150 spectators, schools are not required to have spectators. So, although we will allow for spectators, our away games must adhere to the guidelines outlined by the home school. Most schools that are allowing spectators will be using some form of ticket process. We will be using an eticket process to prioritize the families of student athletes getting two tickets and if extra tickets are available, that it is opened up to others. If you have questions about athletics or spectator guidelines, please contact Natalie Soffen at nsoffshs@buusd.org.

The cafeteria use, however, would be very difficult for us to implement under the current guidelines, as we would still need to require the physical distancing, which limits approximately fifty students accessing lunch at a time. Students would still have to access the meals through the grab and go, as the guidelines specifically speak to students waiting in lines and not being served food. Because of our logistics, we will not currently be opening up our cafeteria, but will continue to plan and prepare for when we will be able to do so.

While maintaining safety for our students and school community, we are continuously planning on

(con. on next page)

ways we can move forward. Direct instruction is a priority for our students, as we know that remote learning can not replace the learning experience our teachers provide in the classrooms. The balance that we are trying to strike is between our teachers providing in-person instruction, as well as providing remote instruction and support. We are committed to doing our best to provide support and learning for all of our students, whether in-person, hybrid or fully remote.

These times are challenging for our families, our students and our staff. We appreciate the patience and collaboration that everyone is committed to. Please know that although it seems like we aren't moving forward very quickly, we want to make sure that we move forward in a safe manner so as not to have to go backwards. We have had fourteen days of school, and they have been relatively successful.

As always, please be safe!

Progress Reports

Student progress will be recorded in Infinite Campus on Monday, September 28th.

Students are assessed against standards and their final grade will reflect their performance against the standards as Exemplary, Partially Exemplary, Proficient, Partially Proficient, Developing, Beginning or No Evidence. Students earn credit for Exemplary, Partially Exemplary, Proficient and Partially Proficient; they do not earn credit for Developing, Beginning or No Evidence.

However, at progress report time, teachers can only reflect on the student's performance to this point and if they are making the appropriate progress towards meeting the standards, as not all standards have yet to have been assessed. The progress reports, therefore, use different language to try to make that distinction clear - Exceeding, Meeting, Below or Unsatisfactory. Students that are Below or Unsatisfactory are at risk for not completing the course successfully. To help parents/guardians better understand the information, please refer to "Infinite Campus: How To For Parents". Early intervention is critical. Parents/Guardians and students will receive an emailed Academic Alert, if the student is not currently meeting expectations. We encourage parents/guardians and students to communicate directly with the teachers as to how to better meet the expectations as well as seek the support that they may need.

If you have questions about progress reports, please contact your student's teacher(s) and/or school counselor. We know that some students and parents/guardians are having difficulty with understanding the expectations during our hybrid and remote schedules, so please do not hesitate to reach out. We want our students to be successful and clarification can go a long way in collaboratively supporting our students.

Face Coverings

We are pleased to see our students having face coverings, and we continue to offer free coverings that students can borrow or keep. We are noticing, however, that some face coverings are starting to show wear and want to remind students and families that the healthy guidelines encourages face coverings should be washed and machine dried daily. Please contact Kathy Gardner at kgardshs@buusd.org or Jen Lyon at jlyonshs@buusd.org with any questions or needs.



October 2020
EDUCATION THAT WORKS
Director: Penny Chamberlin

DIRECTOR CTE BYTES

Director and Assistant Director- Penny Chamberlin has been meeting with teaching staff individually in remote meetings to review teaching goals and FY22 budgets. She has participated in several BUUSD meetings, Re-Envisioning CVCC meetings, along with regularly scheduled board meetings. Dr. Scott Griggs has worked with staff on a plan for practicing safety drills. All students have experienced practicing a fire evacuation drill along with Alice review and training received from Dr. Griggs. Both directors met with all students remotely to welcome them to the new school year.

Administrative Team (Kara, Laurie, Sarah)- The CVCC office area staff have been spending their morning greeting students and assisting with pre-screening. Students seem to be adjusting well and enjoying the daily face to face morning welcomings. Office team works hard to meet the needs and fill in gaps for the CVCC cohorts

Student Items- Parent/ Teacher Remote conference set up is underway. These will occur October 08, 2020

Team Leaders-Student Support team document attached.

CVCC Virtual Learning Information (Gerry and Jennifer): Gerry and Jennifer are working closely with program teachers on how to deliver program materials and to connect through remote learning. All students working remotely have collected supplies and materials and had the opportunity to get their picture taken from LifeTouch.

For school counseling (Stefanie Seng):

1. Suite360, an SEL curriculum platform, is up and running. The program is used in all programs and is used to supplement student social, emotional, and academic learning. So far classes have covered the following lessons: Start of the year pre-assessment, Building Your Systems: Taking Notes and Organizing Materials , Skills to Use with Teachers, Employers, and Parents; Being Social on Social Media; Conversations that Matter; The Senior Year College Application Checklist, Let Me Show You: Building a portfolio for college applications; What Are the Important Steps to Getting Into College; A Conscious Conscience: Using Self-Talk to Manage Anger
2. I have completed a 1-hour HHB training for all programs, including remote students
3. We are collecting bids for an online application system
4. The Equality Justice Group is a task force facilitated by the school counselor to work on equity and inclusion issues, with this year devoted to racial diversity and inclusion. All staff have been required to do a training on Racial Justice terminology, how to implement a lesson about a racial issue, and tips for how to work with students of color. Looking forward, are considering training or having workshops about: how to facilitate civil conversations in the classroom, Finding mentors and role models of color to talk about program-related careers/workplaces, Gamifying and creating community via activities like creating A Kahoot tournament about racial justice where student could win prizes and compete with other programs, Teaching students to use diverse sources to look at issues from multiple lenses, role play with teachers to practice interrupting racist or other problematic conversations, using podcasts like "teen therapy" that talk about a range of issues from diverse perspectives, exploring industry-specific bias/inclusion/diversity trainings that are being used in the field, collaborating to create a list of people of color who might be interested in speaking to programs (virtually)about their careers or workplaces. Between all of us, we may have a lot more resources for mentorship and role models

than we think. Lastly, the group is keeping an eye out for a conference we could virtually attend that is specific to our goals, and we may also look into the NAPE professional development training options.

5. Student Leaders have been chosen for the year and will begin meeting by mid-October.

6. All students have had access to morning mindfulness activities M, Tu,Th, F. As they settle into the year, their ability to start their day from a good place is increasing and the mindfulness activities are now only offered Mon and Th to help transition students back into the school building. The "top hits" topics that will continue are meditation and energy tapping (EFT).

7. We are continuing our relationship with VSAC Aspirations, which will be offering financial aid help, received a grant to offer virtual job shadows, and events that encourage students to apply for work in the field or college opportunities.

8. In lieu of a college fair, Stefanie Seng is setting up virtual college visits on Weds from Mid Oct- at least March. Each visit will target specific programs that teachers and students are more likely to attend.

PROGRAM HIGHLIGHTS

Baking and Culinary Arts- Baking and Culinary Arts has started off strong. Students have been working hard to complete their Safety IRC's. It has been a dynamic combo with Chef McSheffrey tackling the S/P2 Workplace Safety training and Chef Clark delivering the Servsafe Manager training. Students have completed their S/P2 Workplace Safety training and are due to take the ServSafe Manager exam on October 7th. The students will be practicing knife skills half of their class time this week and next, focusing on Servsafe for the other half. Chef Clark is still busy setting up her space as the renovations unfold. It has been quite a transition from the downtown bakeshop back to campus but as a true professional, she has been taking it with stride and finds all the positive attributes of the space that can provide great learning opportunities for our students. Now that we are one program we are figuring out the best way to serve our community, while also teaching through COVID 19. We have plans to support our community with food preparation this year starting with preparing turkeys and pies for the Washington County Youth Services, which may look different this year with Covid restrictions. We are hoping to provide a pick up meal service at some point this year, as that service and having deadlines provides so many skills for our students development.... depending on which way COVID goes.

Cosmetology II- has been doing triple duty, due to last years remote time we have been working very hard to get our practical skills caught up with our theory work. Students retained much of last year's curriculum and have successfully picked up right where we left off at EOY of 2020! We have confidently continued our safety training and microbiology chapters, Cutting and Color Theory; we have also been working in the Nail Chapters. This week we will be finishing our color design and then begin application for our color projects in the next few weeks. Because of COVID students are not able to have an open salon as we have in the past, they are still able to do O work. While this was a challenge to navigate at first and frankly disappointing initially, they have persevered viewing it as an opportunity to gain stronger skills and a deeper understanding of all of their practical applications. They are fully engaged in learning all they can as they work to complete this program getting ready to join their chosen industry!

Medical Professions-is off to a good start. Students have worked hard to build classroom community, set norms of kindness, hard work, helping each other and co-creating the classroom experience. We started off the year learning Bullet Journalling to develop time management skills and independent learning skills. Students are setting career and education goals, learning how to access, evaluate and think critically about high quality research studies. Students are working hard on developing skills in note taking and study skill development. We have completed COVID-19 safety training, lab safety and workplace safety and are diving into practical skills with vitals, simulated urinalysis and dissection. Next, we are

working in Chapter 2 of both of our Fast Forward course textbooks. We are having fun! We are getting into a groove with our schedule and remote Wednesdays are allowing opportunities for individual check ins, instruction, student leadership and soft skill development.

Natural Resources and Sustainability-Natural Resources students have been getting their hands dirty, maintaining their lab spaces at the raised beds, greenhouse, orchard, and community garden! Planting bulbs, using Integrated Pest Management, weeding, and creating management plans, students have been busy!

Plumbing and Heating-is beginning this year's work outside, assembling water main pipe and fittings of the same type that brings us our water in Barre. It's estimated that there is a trillion dollars worth of water supply infrastructure to replace over the next twenty-five years! Our class is taking advantage of the spectacular fall weather while we learn this relevant high-demand, high-wage skill.

Remote Learners-The Remote Teachers Google Meet with all of the Remote Learning students each morning at 9:00 am. This is a mandatory meeting and is how attendance is taken, except on remote Wednesdays. Wednesdays students meet with their program instructors at 9:00 am. Remote Teachers have a Google Classroom setup for the Remote Learning students. In the Remote Learning Google Classroom, there are assignments/responsibilities assigned such as Suite360, WorkKeys, NCCER, OSHA-10, etc. These are expectations that are separate from their program assignments. There are important announcements and schedules for the remote students to read on google classroom. An email is sent out each morning after the morning meeting as a reminder to students in regards to what was discussed that day. Remote Teachers meet virtually with the students individually each week as a check-in regarding their progress, workload, technical issues, organization and overall well-being. Information from these meetings is passed along to the students Program Teacher. There are weekly virtual meetings with Program Teachers of remote students as a check-in. Remote Teachers have hosted a virtual parents meeting of remote students as a way to answer general questions regarding the remote learning process at CVCC. The remote teachers will attend the parent/teacher conferences with the program teachers.

STUDENT HIGHLIGHTS

From Barre City Fire Department: Trevor Hunt's successful completion of his Firefighter 1 certification. Trevor was successful this summer in challenging and passing both his written and practical processes. He has also been accepted as a call force member on the Barre City Fire Department, where we hope to give him opportunities to use his newly obtained education. *~Thank you for all your assistance in helping Trevor through these educational opportunities.*
Zachary Tillinghast, Lieutenant, Barre City Fire Department

Student Leadership- The student leadership team has come together. Students submitted an application to Stefanie Seng. The following students have been carefully selected. **Here are your leaders for the year:** EMS- Arthur Larose and Aliyah Watt, EXPO- Hannah Rugar, Cosmo- Samantha Sicely, Electrical- Cristian Gagne, DMA 1- Jillian Haviland and Keagan Desjardins

STAFF HIGHLIGHTS

- ❖ **Stefanie Seng-** Has been hosting virtual yoga, meditation, energy tapping, and student wellness for students to help start their day off right. Stefanie is organizing the student leadership team and reviewed applications from students interested in being on the leadership team. Students who applied, and were not chosen, are still kept on file as a backup in case any members have a need to drop out over the year. All the applications received were promising and some of the decisions were difficult to make. Stefanie focused on selecting students by balancing gender, making sure the group represents the diversity of the school, and balancing the number of members per program, so that 1 or 2 programs do not outweigh the remaining programs. Students and staff that would like something addressed by student leadership, will reach out to Stefanie or student leaders. Issues can include, but are not limited to, suggestions for school activities/celebration, requests for school-wide initiatives like community service or fundraising, equity training, anti-racism curriculum, walkouts/protests, or honoring important dates (like 9/11, GLSEN Day of Silence, Indigenous People's Day, etc), Suggestions for improving school rules, procedures, services, or policies. Students will be meeting remotely on Wednesdays.



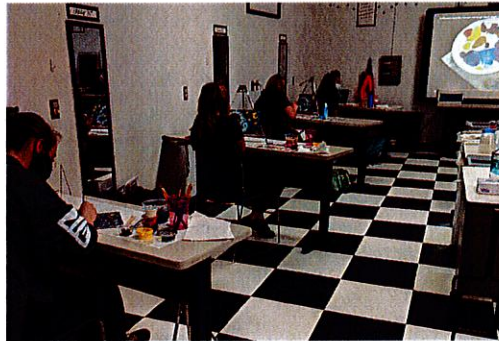
**Plumbing & Heating
Outdoor Classroom**



**Medical Professions
Program**



Cosmetology 2



Lab / Program

Student Support Team Board Report
October 1, 2020
Co-Leaders: Jennifer Luck-Hill & Cal Hopwood

The Student Support PLC has met three times since the 2020-2021 school year began. We meet every other week, on Thursdays, for at least one hour. We are meeting remotely via Google Meet. So far this year, we have discussed:

- Advisories
 - Every adult at CVCC would have a mixed grouping of CVCC students that meet weekly.
 - It could include/envelop remote students helping them to feel more connected & part of our larger school community.
 - It could include/envelop all CVCC students helping them to feel more connected & part of our larger school community.
 - It would allow for crossover of programs allowing for and helping students to feel more connected & part of our larger school community as well as developing solid relationships with more adults at CVCC.
 - Could advisories start remote Wednesday?
 - Research this year and roll out next school year-post COVID?
- Suite360 Support for Students
 - Rolled out to all CVCC students 2020-2021 school year.
 - Character and conduct building curriculum that is research and evidence-backed, with content aligned to the standards developed by the National Collaborative for Academic, Social, and Emotional Learning (CASEL) and mapped to the grade-specific learning objectives published by various federal and state education boards.
- Student Input for Student Needs
 - Student survey forthcoming.
 - Due to the COVID situation...Is there a way to create community? Normalcy? Celebration? Leadership/ownership?
 - Focus on student wellness.
 - Virtual Buddy System for students from other programs.
- Jennifer Luck-Hill is meeting with all programs to set up and train teachers and students on ePortfolios.
 - We have created an ePortfolio Roadmap to Success Document for teachers and students to support this process (see below).
- We are creating Social Media Accounts for all programs
 - DMA II students will manage.
 - Instagram, Facebook, etc.

Roadmap to Success for CVCC Personal Learning Portfolio



Welcome to your CVCC Personal Learning Portfolio! A Personal Learning Portfolio is a virtual, personal space that serves as a dynamic planning tool, archive, profile, and showcase of your learning experiences, goals, and achievements. It is created by you, the student, and managed by you. Here, you have the chance to showcase yourself. While you should definitely personalize your Personal Learning Portfolio, remember that your primary purpose is self-promotion and demonstration of your learning at CVCC. Let your Personal Learning Portfolio reflect who you are, but never lose sight of its purpose and value to you as a personal marketing tool.



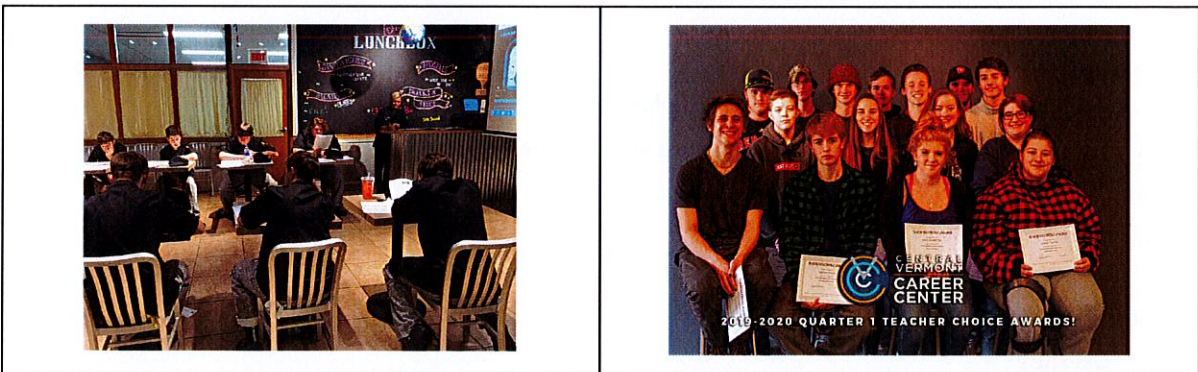
Steps for success:

- Select and Reflect often. (*Daily entries are ideal, weekly entries-at the very least.*)
 - **Document often.**
 - Select **content** that will convey your purpose to your audience.
 - What key assignments or projects demonstrate your learning?
 - Take frequent pictures and videos to demonstrate your learning and work.
 - Add only relevant, engaging photos/videos that represent your assignment or project.
 - Attach artifacts: PDF, documents, presentations, videos, etc.
 - Tag skills or competencies that contributed to your project's success.
 - Work with your instructor in deciding which signature assignments, attachments, images, and media best represent your successes in your program.



○ **Reflect with detail.**

- Add a description to your entry that includes relevant information to your topic such as:
 - A brief summary of the project, paper(s), artifact(s) you're uploading.
 - Why this learning event was chosen/why it is important to you.
 - Describe how this relates to your studies/goals.
 - Describe what you learned from the assignment, paper, or project you are showcasing. Share challenges and successes.



- Make **connections** between your ePortfolio entries. How are you demonstrating your skills and competencies across your assignments and projects?
- **Relate** your entries to your real-world experiences. What is the relevance of your work to larger contexts in your life or the world?
- **Assess** your own learning. What does your ePortfolio show you about what you've gained from your work and achievements?



Publish with pride.

- **Share** your work with an audience. Gain valuable feedback from peers, instructors, and parents.
- **Showcase** your accomplishments.
- Use your ePortfolio to build a valuable **network** that will help foster your goals.

Teacher Tips & Suggested Timeline

Students will follow their teacher's lead. Teachers should explain portfolios are an important part of their program and a way to document their learning and participation is not optional.

Digital Portfolio Goals:

1. To actively engage students in future planning.
2. To encapsulate the career-preparedness students achieve in CTE.
3. To celebrate the successes of students
4. To feed the "positive self" narrative

Digital Portfolio activities should feel:

1. Exciting
2. Enlivening
3. Challenging
4. Proudful
5. Celebratory
6. Curiosity-stimulating

Quarter 1:

Complete...

- Daily/weekly Reflections of Learning/Projects
- About me
- Resume
- Reflection on Career Path, (Paper or Video)

- Projects

Quarter 2:

Complete...

- Daily/weekly Reflections of Learning/Projects
- Shadowing
- Goals/Milestones

Quarter 3:

Complete...

- Daily/weekly Reflections of Learning/Projects
- Shadowing
- Cover Letter
- Aspiration (post-secondary or job application)

Quarter 4:

Complete...

- Daily/weekly Reflections of Learning/Projects
- Industry Recognized Credentials
- Transcript
- Awards/Scholarships
- Reflection on Career Path, (Paper or Video)
- Job Shadow
- Capstone/Presentation of Portfolio



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

October 8, 2020

Dear Barre Unified Union School District Board,

It is hard to believe we are already into October! The return of the school year has been challenging on so many levels for our students, families, and our staff. With these challenges, there have also been many unexpected but positive changes to our school. Students are getting their needs met in the classroom and are highly engaged during in person instruction in ways that we haven't seen before! Our remote learning opportunities are still evolving, but it is important to recognize the work of both our teachers and tech team to get all of our students connected and learning from home. We are seeing improvements and progress each week!

Logistically, we continue to find more efficiencies in our arrival and dismissal procedures, but we are very proud of how the beginning and end of the school day has gone from the very start! Student safety has been at the center of our focus from day one, and we have ensured that the new procedures follow both Covid guidelines and ALICE protocols. On average, it is now taking about 25 minutes to complete the morning screening process, and it is the same for the end of day dismissal. We were well planned and prepared, and the BCEMS staff has stepped up beautifully to make this work!

We also want to recognize the great work our families put into being prepared this year! So far, we have only had to issue a few masks to students who didn't have one. In fact, you should know that mask wearing has not been an issue at BCEMS this first month, even for our youngest students! Our kids seem to have a full understanding of the importance of keeping our community safe. In general, parents have been extraordinarily patient and appreciative of the safety measures we've taken, and their support has been instrumental in making our in-person instructional days go as smoothly as they have. Thank you all!

We have had numerous students rejoin us after realizing that the virtual academy was not for them. These students and families have been welcomed back in by their teachers and we are happy to have them back! It should be noted that many of these families have specifically mentioned the desire to return to BCEMS was related to the

safety measures we have in place and what they're hearing from other families about the hybrid model.

Celebrations and Other Updates

Our tech team continues to distribute devices. At this point, we are distributing to students in grades k-1 who are in need of a device. Otherwise, chromebooks have been deployed to all students and families who need them.

Unfortunately, students aren't able to access the library as they traditionally have in the past, but our new librarian **Jennifer Curtain** has developed mobile book carts to ensure all our learners have access to books throughout the week.

Middle school Boys and Girls soccer is in full swing! Practices began a few weeks ago, and scrimmages between our Bulldogs and the Barre Town Bobcats will be starting early this month. It's been great to see the kids practicing on our fields with all of this beautiful weather!

We are thrilled to report that Barre City Elementary and Middle School has been chosen by the New England Patriots Foundation to be "adopted" this fall! This is a huge event, and BCEMS is the only school in Vermont to be so honored! From Patriots Community Relations Director Kelsey Bliss: ["Our hope is that the Patriots Foundation and an assigned Patriots player can 'adopt' your school this season, to visit with classrooms on a weekly basis, whether that is through a virtual call with a Patriots player, providing fun activities focusing on education and physical activity, or other surprises we have in store. If this program is of interest to you, please let me know if you have time to jump on a call to discuss further details. The activities will be coordinated on Tuesdays \(players' day off\), and we are ready to start as soon as next Tuesday, October 6."](#) The Board should know that we have enthusiastically accepted the Patriots' offer! BCEMS SAP Counselor **Dawn Poitras** deserves our gratitude for taking the lead on this wonderful opportunity for our students. We'll have more to share next month!

Finally, we want to reiterate our gratitude to the BCEMS community for their incredible support these last six months. None of us have ever experienced anything like this of course, but the support we've received from so many in Barre City has made the job of educating our children in the midst of this pandemic an incredibly rewarding experience. Again, thank you all!

Respectfully, Chris and Hayden

"Doing Whatever It Takes to Ensure Success for Every Child"

Barre Town Middle & Elementary School



Building Report October 8, 2020

Crops By Kids Garden: Our BTMES Garden Coordinator, Deb Curtis, is teaming up with our elementary physical education teacher, Laura Thygesen, and her students to help put the garden to bed for the season. Another bountiful season with lots of fresh produce and flowers!

Enrollment: A quick snapshot of BTMES enrollment numbers (at the time of writing this report):

Preschool: 77

Hybrid K-8: 581

Virtual Academy K-8: 94

Total of Prek, Hybrid, VA: 752

Homeschool: 12 as of today--the AoE is still processing applications

Private Schools: 25

Facial Coverings & Social Distancing: Our students are AmAzInG! They are adjusting well to our “new normal” by keeping a safe distance from others and wearing facial coverings. Outside mask breaks are welcome additions to all!

Infinite Campus Parent Portal Information for students in grades 5-8 - We have a link on our website to Infinite Campus so that parents of grades 5-8 students can keep apprised of their students’ grades throughout the year. If you forgot or misplaced your parent portal password or are in need of an account, please email kbensbte@buusd.org to request that a letter be sent to you with this information.

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

Grade 7 Science Teacher

Literacy Interventionist

Kindergarten Long Term Substitute

Student Teachers: We are pleased to announce that we have many aspiring educators working closely with our staff as they complete student teaching/observation hours. Our partnerships with Castleton, Norwich, UVM and UNH remain strong as we help foster this good work.

Traffic Pattern: Starting Monday, September 28, we shifted the traffic pattern for morning arrival to help relieve the amount of vehicles sitting on Websterville Rd., Quarry Hill Rd. and surrounding streets. As traffic pulls into the parking lot they now head straight down the road towards the Pavillion and head back to the parking lot. At the time of writing this report, the system seems to be working. A big thanks to the BT Police Department and Town of Barre for their partnership to make this happen.

Virtual Academy: Virtual Academy student picture day will take place at Spaulding High School on Wednesday, October 7, 2020 for all students in the BUUSD who are enrolled in the VA. VA students are now able to check-out books from their home school library by contacting the school librarian. Drop-off and pick-up of books takes place on Wednesday's in the mudroom of BTMES.



BARRE TOWN MIDDLE AND ELEMENTARY SCHOOL

70 Websterville Road
Barre, VT 05641
(802)476-6617
FAX: (802)479-5723
btmes.org

October 2020



Autumn Greetings!

The changing leaves and temperatures are a gentle reminder that "old man winter" is right around the corner! With this reality, we wanted to be sure that families were aware of upcoming opportunities for input/involvement and resources:

- 1) Might your child be in need of any winter gear? Do you need access to local resources to help with fuel assistance, food, etc? Please reach out to our home-and-school coordinator, Brandi Cummings, who can help assist/point you in the right direction. Brandi can be reached by calling 476-6617 ext. 6188 or through email at: bwallbte@buusd.org.
- 2) Parent/Teacher Conferences for students in grades PK-8 will be held virtually this year. Please watch for an email communication from your student's teacher to schedule a time. This first conference is an excellent opportunity to work with the teacher(s) to create shared goals, to ask questions, and to find out how your child is doing in school thus far--academically, socially and emotionally.
- 3) The next BUUSD Board meeting is scheduled for Thursday, October 8, at 5:30pm via Google Meet at <https://meet.google.com/cin-xvqu-nxm?hs=122&authuser=0>. Feel free to pop-in and join for as little or as much of this meeting (and all Board meetings) as you are able.
- 4) The next BTMES PTO meeting is scheduled for Tuesday, October 20, at 6:00pm. Feel free to reach out for attendance information via email to ptobte@buusd.org. A flyer regarding our current fundraiser is attached. Your support will help fund a variety of different activities/resources/events for the entire school!
- 5) Tuesday, November 3rd will be a remote day for all students currently on the Monday/Tuesday pod. We will be the host for voting in our building on this day.
- 6) Virtual Academy student picture day will take place at Spaulding High School on Wednesday, October 7, 2020 for all students in the BUUSD who are enrolled in the VA.

If you should have any questions or concerns, please don't hesitate to reach out to us at any time.

Warmly,
Jen W. Nye and Erica Pearson, BTMES Co-Principals

Walk to School Day

This year for the fall Walk to School Day, we are inviting families to share photos of themselves enjoying fall by hiking, biking, or walking. Photos can be from any time this fall, I am hoping to collect them all by October 15th. I will be printing them out and making a big photo collage in the lobby where it can be enjoyed by students and staff as well as posting a photo for families to share with others. Even if we cannot physically gather together as a school community, we can still celebrate our community by coming together virtually to show how important our community is and how important it is to get outside and enjoy our beautiful state.

Please email photos to bwallbte@buusd.org



| Inside this issue: | |
|---------------------------------------|-------|
| News from the Nurse/Back Pack Program | 2 |
| Flu: Guide for Parents | 3 & 4 |
| Crops by Kids | 5 |
| PTO Fundraiser | 6 |
| Calendar of Events | 7 |

Virtual Academy Students



VA students are now able to check-out books from their home school library by contacting the school librarian. Our librarian, Nicole Fuller can be reached at nfull-bte@buusd.org. Drop-off and pick-up of books takes place on Wednesdays in the mud-room of BTMES.

VT Assistance

MP Alert: Free \$ for Bills Through VT Assistance

Green Mountain Power • Acorn Ln, Colchester

If you've fallen behind on your utility bills, a new state grant program can help get you back on track. The Vermont Department of Public Service runs the Vermont COVID-19 Arrearage Assistance Program, and \$8 million in grant money is available.

You could qualify if you have utility bills that are more than 60 days overdue that are tied to the pandemic. The program can help you pay part or all of your balances for electric, telephone, water, and natural gas service—and the assistance is available for a limited time. The assistance is in the form of a grant, not a loan, and does not have to be paid back.

The deadline to apply is November 30, 2020. You can learn the details to see if you qualify and get started on your application by going to <https://publicservice.vermont.gov/content/vermont-covid-19-arrearage-assistance-program-0> or by calling the Vermont Department of Public Service at 800-622-4496.

Back Pack Program



In years past our school has had the honor of working alongside the Vermont Food Bank to provide some much needed food assistance through a program called the BackPack Program. This program provides backpack sized bags of shelf stable food for students to take home and enjoy over the weekend. This year, the BackPack Program and VeggieVan Go, another program through the Food Bank that provides fresh produce, will be delivered alongside the free school lunches that are delivered daily to bus stops all around the school district. If you are in need I urge you to take advantage of these deliveries. These critical programs are available to anyone, you do not have to sign up this year. If you have any questions, please email bwallbte@buusd.org.



News from the Nurse



A flu vaccine offers the best defense against the flu. Getting the flu vaccine this year is especially important during the current COVID pandemic. The Centers for Disease Control recommends an annual flu vaccine for everyone 6 months of age and older. For more information, please visit www.cdc.gov/flu/protect/children.htm. Please contact the health office with any questions.

Sincerely,
Nicole Ladd, RN, nladdbte@buusd.org
Mary Newton, RN, mnewtbte@buusd.org

No School for Students



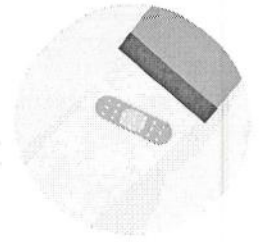
Indigenous People Day—Monday, October 12th
No School for Staff and Students

Flu Information



The Flu:

A Guide for Parents



Influenza (also known as flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that between 6,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.

What parents should know

How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at high risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.



Protect your child

How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year. Flu shots and nasal spray flu vaccines are both options for vaccination.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at high risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at high risk for serious flu complications, but too young to get a flu vaccine.)
- Pregnant women should get a flu vaccine to protect themselves and their baby from flu. Research shows that flu vaccination protects the baby from flu for several months after birth.
- Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

Is flu vaccine safe?

Flu vaccines are made using strict safety and production measures. Millions of people have safely received flu vaccines for decades. Flu shots and nasal spray flu vaccines are both options for vaccination. Different types of flu vaccines are licensed for different ages. Each person should get one that is appropriate for their age. CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

What are the benefits of getting a flu vaccine?

- **A flu vaccine can keep you and your child from getting sick.** When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about half.
- **Flu vaccines can keep your child from being hospitalized from flu.** One recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.

- **Flu vaccine can prevent your child from dying from flu.**
A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with high risk medical conditions and by nearly two-thirds among children without medical conditions.
- **Flu vaccination also may make your illness milder if you do get sick.**
- **Getting yourself and your child vaccinated also can protect others** who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

What are some other ways I can protect my child against flu?

In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.

Stay away from people who are sick as much as possible to keep from getting sick yourself. If you or your child are sick, avoid others as much as possible to keep from infecting them. Also, remember to regularly cover your coughs and sneezes, wash your hands often, avoid touching your eyes, nose and mouth, and clean surfaces that may be contaminated with flu viruses. These everyday actions can help reduce your chances of getting sick and prevent the spread of germs to others if you are sick. However, a yearly flu vaccine is the best way to prevent flu illness.

If your child is sick

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids.

If your child is 5 years or older and does not have a long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at high risk of serious flu complications. Call your doctor or take your child to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs, you should go to the emergency room:

- Fast breathing or trouble breathing
- Bluish lips or face

- Ribs pulling in with each breath
- Chest pain
- Severe muscle pain (child refuses to walk)
- Dehydration (no urine for 8 hours, dry mouth, no tears when crying)
- Not alert or interacting when awake
- Seizures
- Fever above 104°F
- In children less than 12 weeks, any fever
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions

This list is not all inclusive. Please consult your medical provider for any other symptom that is severe or concerning.



Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder, and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at high risk of serious flu complications who get flu symptoms. Antivirals can be given to children and pregnant women.

How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid spreading flu to other children or caregivers.

When can my child go back to school after having flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C)* or higher.

*Many authorities use either 100 (37.8 degrees Celsius) or 100.4 F (38.0 degrees Celsius) as a cut-off for fever, but this number can vary depending on factors such as the method of measurement and the age of the person.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Crops by Kids

The students in Mrs. Thygesen's gym classes helped put the garden to bed along with some taste testing of crops still in the garden. This included tasting different kinds of kale and the kiwi. Students also took time smelling the lemon balm. They harvested calendula seeds to plant next spring. Calendula can be used for tea, salves, balms, and bouquets. Students helped haul away the day lily stalks running parallel to the gym. Thanks to everyone for their help.

The kale is ready to harvest. Please feel free to stop by and take some. Kale can be sautéed in butter and garlic, used in salads, or for kale chips. Here is the recipe for kale chips.



Preheat the oven to 275 degrees.

Wash and thoroughly dry the kale.

Remove the ribs from the kale and cut into 1 1/2-inch pieces.

In a bowl, toss with 2 tablespoons olive oil and add a generous amount of salt to cover the kale. Lay on a baking sheet, bake until crisp, turning the leaves halfway through, about 20 minutes. Serve as finger food.

The kiwi is also ready to harvest but needs to be collected soon. Kiwi is ready to eat when gently squeezed and feels soft. You can simply pop them in your mouth and eat them or make muffins and other goodies from the kiwi. The variety is a Siberian kiwi and is small, not like the kiwi one buys in a store.



The turnips and kolirabi are ready to harvest, too. The kale, kolibrabi, and turnips are all on the right hand side as you walk into the garden.

Turnips and kolirabi can be roasted along with other fall crops such as winter squashes, red potatoes, yams/sweet potatoes. Combined in a group and roasted makes for a colorful side dish.

To roast turnips and other fall crops, preheat the oven to 400 degrees. Peel and cut turnips in to small cubes. Coat with olive oil and salt, place on a baking sheet and roast for 20-30 minutes until tender.



As we know it is apple season. According to the Farmer's Almanac there are several varieties of apples that are best for applesauce and some better for pies. Perhaps you have found others also!

Best apples for pies:

Granny Smith
Newton
Pippin
Northern Spy
Cortland
Golden Delicious
Jonagold
Winesaps

Best apples for applesauce:

Cortland
Macoun
Empire
Pippin
McIntosh
Liberty

Happy eating!

Deb Curtis, Garden Coordinator, dcurtbte@buusd.org

Welcome back Bobcats!



As you know, school looks a little different this year and because of that so is fundraising. Since people are currently unable to volunteer within the building we are unable to have in person logo gear sales and our monthly bookstore. As we are building an online store for Logo Gear and Bookstore sales we wanted to start off the year with a Halloween Online Bookstore. We have put together some gift bags and books for all ages.

<https://forms.gle/u1QRm8VGEVnmLaV99>

Once you submit your order form we will send an invoice via Square for payment. Due to Covid we are unable to accept cash or checks. We will be working within administrative guidelines to allow for distribution by October 27th for Group A students and October 30th for Group B students. We will make arrangements directly with parents for Virtual Academy and Homeschooling students. All Orders and Payments must be in by October 9th!

Please take a moment to see all of the great things PTO Fundraising dollars were able to provide for our school last year as well as the start of our requests for this year.

Last year Barre Town PTO:

- Paid for a new Mascot costume and Lost and Found Cabinet
- Paid for the annual Vermont Institute of Natural Sciences visit to Kindergarten,
- Purchased \$3600 in Gift cards for Staff appreciation
- Helped sponsor the visit of Jordan Romero, author of *No Summit Out of Sight*
- Purchased new Goalie equipment for Field Hockey
- Purchased over \$10,000 in new uniforms for Soccer and Field Hockey
- Gave \$500 for summer reading prizes
- Gave \$500 for camp opportunities scholarships
- Gave \$500 for the Tim Crowley Scholarship
- Gave \$300 toward the Barre Town Student Scholarship
- Gave \$500 to the school administration to help pay for End of the Year Staff Recognition.

This year PTO has requests for funding:

- Bicycle repairs for Physical Education
- New Uniforms (we hope to put all sports teams on a rotating replacement schedule)

October

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|---|-------------------------------------|--------|
| | | | 1 | 2 |
| 5 | 6 | 7 Picture Day for Virtual Students—SHS | 8 School Board Meeting—5:30 p.m. | 9 |
| 12 Indigenous People Day —No School for Students and Staff | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |



November



| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|---|--------------------------------------|--------|
| 2 | 3 Remote Day for all students—due to voting | 4 | 5 | 6 |
| 9 | 10 | 11 Staff Development Day—No School for Students | 12 School Board Meeting—5:30 p.m. | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | Thanksgiving Break | |
| | | | | |

BARRE UNIFIED UNION SCHOOL DISTRICT - FY21 YEAR END PROJECTION REPORT - September 29, 2020

| Location | Account Number / Description | Adopted Budget 7/1/2020 - 6/30/2021 | Y-T-D Expenses 7/1/2020- 9/29/20 | Encumbrances 9/29/2020 | Year-end Projection 9/29/2020 | BALANCE 7/1/2019 -6/30/21 | Narrative |
|----------|---|--|-------------------------------------|---------------------------|-------------------------------------|------------------------------|-----------|
| 1 | BTMES 1101 DIRECT INSTRUCTION - PRESCHOOL | \$458,156 | \$34,054 | \$260,558 | \$455,000 | \$3,156 | |
| 2 | BTMES 1101 DIRECT INSTRUCTION | \$4,004,936 | \$523,286 | \$3,091,284 | \$4,004,000 | \$936 | |
| 3 | BTMES 1102 ART | \$106,813 | \$11,444 | \$86,689 | \$105,000 | \$1,813 | |
| 4 | BTMES 1103 INTERVENTION | \$650,945 | \$74,663 | \$577,485 | \$652,148 | -\$1,203 | |
| 5 | BTMES 1104 ENGLISH SECOND LANGUAGE | \$39,381 | \$4,316 | \$33,005 | \$39,300 | \$81 | |
| 6 | BTMES 1105 FAMILY & CONSUMER SCIENCES | \$53,131 | \$57,732 | \$43,767 | \$53,000 | \$131 | |
| 7 | BTMES 1106 WORLD LANGUAGE | \$74,256 | \$81,183 | \$62,304 | \$74,000 | \$256 | |
| 8 | BTMES 1108 MUSIC | \$151,680 | \$15,562 | \$114,669 | \$148,000 | \$3,680 | |
| 9 | BTMES 1109 PHYSICAL EDUCATION | \$196,500 | \$13,211 | \$99,670 | \$195,000 | \$1,500 | |
| 10 | BTMES 1110 TECH ED | \$38,222 | \$4,003 | \$29,132 | \$38,000 | \$222 | |
| 11 | BTMES 1501 CO-CURRICULAR | \$76,600 | \$541 | \$0 | \$70,000 | \$6,600 | |
| 12 | BTMES 2120 GUIDANCE | \$148,920 | \$17,290 | \$132,896 | \$150,200 | -\$1,280 | |
| 13 | BTMES 2131 HEALTH | \$167,723 | \$19,748 | \$141,742 | \$167,000 | \$723 | |
| 14 | BTMES 2141 BEHAVIOR SUPPORT | \$82,542 | \$14,355 | \$116,434 | \$135,000 | -\$52,458 * | |
| 15 | BTMES 2220 LIBRARY | \$185,498 | \$14,568 | \$123,593 | \$145,000 | \$40,498 * | |
| 16 | BTMES 2410 PRINCIPALS OFFICE | \$690,298 | \$142,961 | \$381,629 | \$620,000 | \$70,298 * | |
| 17 | BTMES 2491 DUPLICATING | \$50,851 | \$5,172 | \$46,431 | \$52,000 | -\$1,149 | |
| 18 | BTMES 2610 FACILITIES | \$1,285,927 | \$303,900 | \$514,143 | \$1,225,000 | \$60,927 * | |
| 19 | BTMES 2660 SCHOOL RESOURCE OFFICER | \$50,000 | \$0 | \$0 | \$50,000 | \$0 | |
| 20 | BTMES 2716 CO-CURR TRANSPORTATION | \$25,000 | \$0 | \$0 | \$15,000 | \$10,000 | |
| 21 | TOTAL 1020 BARRE TOWN SCHOOL | \$8,537,379 | \$1,337,989 | \$5,855,431 | \$8,392,648 | \$144,731 | |
| 22 | SHS 1101 DIRECT INSTRUCTION | \$1,201,523 | \$218,198 | \$552,826 | \$1,145,000 | \$56,523 | |
| 23 | SHS 1102 ART | \$151,713 | \$17,878 | \$112,942 | \$151,700 | \$13 | |
| 24 | SHS 1104 ENGLISH SECOND LANGUAGE | \$12,054 | \$0 | \$0 | \$0 | \$12,054 | |
| 25 | SHS 1105 FAMILY & CONSUMER SCIENCES | \$131,840 | \$14,797 | \$111,261 | \$140,000 | -\$8,160 | |
| 26 | SHS 1106 WORLD LANGUAGE | \$236,539 | \$26,036 | \$198,751 | \$230,000 | \$6,539 | |
| 27 | SHS 1108 MUSIC | \$155,072 | \$14,269 | \$104,024 | \$155,000 | \$72 | |
| 28 | SHS 1109 PHYSICAL EDUCATION | \$114,944 | \$12,950 | \$100,548 | \$116,000 | -\$1,056 | |
| 29 | SHS 1111 ENGLISH | \$520,743 | \$55,588 | \$372,167 | \$435,000 | \$85,743 * | |
| 30 | SHS 1112 MATH | \$643,197 | \$78,361 | \$549,766 | \$635,000 | \$8,197 | |
| 31 | SHS 1113 SCIENCE | \$405,365 | \$39,739 | \$274,462 | \$340,000 | \$65,365 * | |
| 32 | SHS 1114 SOCIAL STUDIES | \$407,495 | \$44,447 | \$318,856 | \$390,000 | \$17,495 | |
| 33 | SHS 1115 BUSINESS ED | \$74,182 | \$6,446 | \$49,328 | \$70,000 | \$4,182 | |
| 34 | SHS 1116 WORK BASED LEARNING | \$195,654 | \$21,211 | \$164,235 | \$195,000 | \$654 | |
| 35 | SHS 1117 DRIVER'S ED | \$78,243 | \$6,961 | \$29,983 | \$65,000 | \$13,243 | |
| 36 | SHS 1118 PHOENIX PROG | \$158,089 | \$17,957 | \$137,623 | \$158,000 | \$89 | |
| 37 | SHS 1301 TECHNICAL EDUCATION | \$915,645 | \$0 | \$0 | \$915,645 | \$0 | |
| 38 | SHS 1401 ATHLETICS | \$464,723 | \$46,675 | \$129,321 | \$450,000 | \$14,723 | |
| 39 | SHS 1501 CO-CURRICULAR | \$79,200 | \$399 | \$0 | \$75,000 | \$4,200 | |

| | | | | | | | |
|----|----------------------------------|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| 40 | SHS | 2120 GUIDANCE | \$478,327 | \$74,573 | \$349,748 | \$465,000 | \$13,327 |
| 41 | SHS | 2131 HEALTH | \$125,100 | \$13,662 | \$104,921 | \$125,000 | \$100 |
| 42 | SHS | 2141 BEHAVIOR SUPPORT | \$0 | \$6,436 | \$48,989 | \$60,000 | -\$60,000 * |
| 43 | SHS | 2190 JROTC | \$118,632 | \$39,526 | \$147,589 | \$190,000 | -\$71,368 * |
| 44 | SHS | 2220 LIBRARY | \$172,772 | \$15,489 | \$101,657 | \$140,000 | \$32,772 * |
| 45 | SHS | 2410 PRINCIPALS OFFICE | \$684,553 | \$143,389 | \$428,957 | \$675,000 | \$9,553 |
| 46 | SHS | 2610 FACILITIES | \$1,222,362 | \$234,155 | \$447,198 | \$1,220,000 | \$2,362 |
| 47 | SHS | 2660 SCHOOL RESOURCE OFFICER | \$50,184 | \$0 | \$0 | \$50,184 | \$0 |
| 48 | SHS | 2711 TRANSPORTATION | \$95,000 | \$0 | \$0 | \$95,000 | \$0 |
| 49 | SHS | 2716 CO-CURR TRANSPORTATION | \$37,000 | \$0 | \$0 | \$37,000 | \$0 |
| 50 | SHS | 5020 LONG TERM DEBT | \$225,000 | \$208,028 | \$0 | \$208,028 | \$16,972 |
| 51 | TOTAL 1276 SPAULDING HIGH SCHOOL | | \$9,155,151 | \$1,357,170 | \$4,835,152 | \$8,931,557 | \$223,594 |
| 52 | BCEMS | 1101 DIRECT INSTRUCTION - PRESCHOOL | \$496,130 | \$37,100 | \$375,957 | \$485,000 | \$11,130 |
| 53 | BCEMS | 1101 DIRECT INSTRUCTION | \$4,497,630 | \$574,924 | \$3,368,933 | \$4,480,000 | \$17,630 |
| 54 | BCEMS | 1102 ART | \$143,734 | \$15,243 | \$117,983 | \$143,000 | \$734 |
| 55 | BCEMS | 1103 INTERVENTION | \$138,259 | \$8,257 | \$62,058 | \$96,000 | \$42,259 * |
| 56 | BCEMS | 1104 ENGLISH SECOND LANGUAGE | \$33,564 | \$3,430 | \$26,239 | \$33,000 | \$5,564 |
| 57 | BCEMS | 1105 FAMILY & CONSUMER SCIENCES | \$75,804 | \$8,141 | \$61,965 | \$75,800 | \$4 |
| 58 | BCEMS | 1106 WORLD LANGUAGE | \$50,356 | \$5,110 | \$37,464 | \$50,000 | \$356 |
| 59 | BCEMS | 1108 MUSIC | \$128,331 | \$11,162 | \$58,837 | \$120,000 | \$8,331 |
| 60 | BCEMS | 1109 PHYSICAL EDUCATION | \$184,558 | \$20,473 | \$156,278 | \$184,000 | \$558 |
| 61 | BCEMS | 1110 TECH ED | \$60,722 | \$5,763 | \$46,268 | \$60,000 | \$722 |
| 62 | BCEMS | 1120 READING RECOVERY | \$39,314 | \$3,630 | \$26,359 | \$35,000 | \$4,314 |
| 63 | BCEMS | 1401 ATHLETICS | \$37,020 | \$35 | \$78 | \$37,000 | \$20 |
| 64 | BCEMS | 1501 CO-CURRICULAR | \$10,200 | \$0 | \$0 | \$10,000 | \$200 |
| 65 | BCEMS | 2120 GUIDANCE | \$360,667 | \$34,179 | \$226,055 | \$300,000 | \$60,667 * |
| 66 | BCEMS | 2131 HEALTH | \$128,371 | \$13,715 | \$102,352 | \$128,000 | \$371 |
| 67 | BCEMS | 2140 PSYCHOLOGICAL SERVICES | \$50,000 | \$0 | \$0 | \$50,000 | \$0 |
| 68 | BCEMS | 2141 BEHAVIOR SUPPORT | \$547,295 | \$49,950 | \$433,341 | \$547,000 | \$295 |
| 69 | BCEMS | 2220 LIBRARY | \$143,290 | \$12,810 | \$78,026 | \$130,000 | \$13,290 |
| 70 | BCEMS | 2410 PRINCIPALS OFFICE | \$532,675 | \$128,831 | \$329,760 | \$520,000 | \$12,675 |
| 71 | BCEMS | 2610 FACILITIES | \$1,184,236 | \$337,131 | \$410,828 | \$1,100,000 | \$84,236 * |
| 72 | BCEMS | 2660 SCHOOL RESOURCE OFFICER | \$78,000 | \$0 | \$0 | \$78,000 | \$0 |
| 73 | BCEMS | 5020 LONG TERM DEBT | \$72,480 | \$70,602 | \$0 | \$72,480 | \$0 |
| 74 | TOTAL 1381 BARRE CITY SCHOOL | | \$8,997,636 | \$1,340,486 | \$5,918,781 | \$8,734,280 | \$263,356 |
| 75 | BUUSD | 2490 EARLY ED ADMIN. | \$123,460 | \$30,665 | \$82,833 | \$120,000 | \$3,460 |
| 76 | BUUSD | 2711 TRANSPORTATION | \$1,333,376 | \$28,411 | \$106,177 | \$1,333,300 | \$76 |
| 77 | BUUSD | 2212 CURRICULUM | \$351,917 | \$32,306 | \$50,956 | \$351,000 | \$917 |
| 78 | BUUSD | 2230 INSTRUCTIONAL TECHNOLOGY | \$305,000 | \$187,112 | \$30,747 | \$305,000 | \$0 |
| 79 | BUUSD | 2311 BOARD | \$366,640 | \$23,114 | \$12,918 | \$366,000 | \$640 |
| 80 | BUUSD | 2313 REVENUE ANTICIPATION NOTE INTEF | \$100,000 | \$0 | \$0 | \$100,000 | \$0 |
| 81 | BUUSD | 2320 SUPERINTENDENT | \$274,951 | \$81,389 | \$169,885 | \$274,000 | \$951 |
| 82 | BUUSD | 2510 BUSINESS OFFICE | \$588,602 | \$149,139 | \$301,404 | \$543,000 | \$45,602 * |

| | | | | | | | |
|-----|--|---------------------------------------|--------------|-------------|--------------|--------------|--------------|
| 83 | BUUSD | 2560 COMMUNICATION SPECIALIST | \$84,804 | \$19,095 | \$50,912 | \$84,000 | \$804 |
| 84 | BUUSD | 2570 HUMAN RESOURCES | \$246,862 | \$59,395 | \$150,487 | \$245,000 | \$1,862 |
| 85 | BUUSD | 2580 TECHNOLOGY-Includes Erate Equip. | \$1,248,572 | \$435,604 | \$735,549 | \$1,350,000 | -\$101,428 * |
| 86 | BUUSD | 2610 FACILITIES | \$242,693 | \$62,611 | \$127,715 | \$242,000 | \$693 |
| 87 | BUUSD | 2711 TRANSPORTATION | \$47,500 | \$581 | \$0 | \$45,000 | \$2,500 |
| 88 | BUUSD | 1201 SPEC ED DIRECT INSTR | \$9,342,504 | \$991,690 | \$6,722,601 | \$9,390,000 | -\$47,496 * |
| 89 | BUUSD | 1202 SPEC ED ESY | \$80,000 | \$29,968 | \$0 | \$29,968 | \$50,032 * |
| 90 | BUUSD | 1206 SEA PROGRAM | \$552,104 | \$346 | \$450,505 | \$552,100 | \$4 |
| 91 | BUUSD | 2131 PT | \$40,151 | \$4,217 | \$29,918 | \$40,000 | \$151 |
| 92 | BUUSD | 2140 PSYCHOLOGICAL SERVICES | \$558,196 | \$32,156 | \$429,568 | \$550,000 | \$8,196 |
| 93 | BUUSD | 2151 SPED SLP - SPEECH LANG | \$878,409 | \$94,328 | \$708,725 | \$865,000 | \$13,409 |
| 94 | BUUSD | 2160 SPED OCCU THERAPIST | \$246,154 | \$19,160 | \$197,925 | \$240,000 | \$6,154 |
| 95 | BUUSD | 2490 SPECIAL EDUCATION ADMIN. | \$647,634 | \$132,975 | \$335,848 | \$575,000 | \$72,634 * |
| 96 | BUUSD | 2711 TRANSPORTATION | \$314,950 | \$17,925 | \$22,639 | \$375,000 | -\$60,050 * |
| 97 | BUUSD | 1204 GAP PROGRAM-SEA Non Reimb. | \$103,525 | \$5,705 | \$44,828 | \$103,000 | \$525 |
| 98 | BUUSD | 1214 ECSE DIRECT INSTR | \$242,273 | \$21,906 | \$159,242 | \$225,000 | \$17,273 * |
| 99 | BUUSD | 1215 ECSE ESY DIRECT INSTR | \$9,025 | \$4,629 | \$0 | \$4,629 | \$4,396 |
| 100 | BUUSD | 2610 SEA UTILITIES | \$10,500 | \$1,354 | \$3,694 | \$10,000 | \$500 |
| 101 | TOTAL 3097 BARRE UNIFIED UNION SCHOOL DIST | | \$18,339,802 | \$2,465,781 | \$10,925,076 | \$18,317,997 | \$21,805 |
| 102 | GRAND TOTAL | | \$45,029,968 | \$6,501,426 | \$27,534,440 | \$44,376,482 | \$653,486 |

REVENUE- FY21

| | Account Number / Description | Adopted Budget | | Y-T-D Revenue | | Year-end |
|-----|-----------------------------------|----------------|----------------|--------------------------|--|------------|
| | | 7/1/20-6/30/21 | 7/1/20-9/29/20 | 7/1/20-6/30/21 | | Projection |
| 103 | TUITION PRESCHOOL | \$0 | \$394 | \$1,000 | | |
| 104 | TUITION-SECONDARY | \$200,000 | \$0 | \$200,000 | | |
| 105 | INTEREST REVENUE | \$55,000 | \$9,830 | \$80,000 | | |
| 106 | FACILITY RENTAL | \$12,000 | \$0 | \$100,000 * | | |
| 107 | MISC REVENUE | \$15,000 | \$142 | \$500 | | |
| 108 | GATE RECEIPT REVENUE | \$0 | \$0 | \$1,000 | | |
| 109 | COBRA INS. REVENUE | \$5,000 | \$3,351 | \$5,000 | | |
| 110 | VSBIT GRANTS/INS REVENUE | \$0 | \$139 | \$13,000 | | |
| 111 | AP EXAM FEES - REVENUE | \$0 | \$94 | \$500 | | |
| 112 | JROTC REVENUE | \$0 | \$19,379 | \$80,000 | | |
| 113 | EDUCATION SPENDING | \$36,034,440 | \$5,585,410 | \$36,034,440 ** COVID-19 | | |
| 114 | CITY OF BARRE EDUCATION TAX | \$0 | \$0 | \$0 | | |
| 115 | TOWN OF BARRE EDUCATION TAX | \$0 | \$2,146,866 | \$0 | | |
| 116 | TRANSPORT STATE AID | \$530,000 | \$0 | \$530,000 | | |
| 117 | DRIVERS EDUCATION | \$6,000 | \$0 | \$5,000 | | |
| 118 | HIGH SCHOOL COMPLETION | \$6,000 | \$0 | \$2,000 | | |
| 119 | VT DEPT PUBLIC SAFETY GRANT - REV | \$0 | \$0 | | | |
| 120 | FUND BALANCE APPLIED | \$200,000 | \$0 | \$200,000 | | |

| | | | | | |
|------------------------|-----|--|-----------------|----------------|--------------------------|
| 121 | | SPED EXCESS COST TUITION | \$10,000 | \$0 | \$0 |
| 122 | | SPEC ED MAINSTREAM BLOCK | \$884,021 | \$442,011 | \$884,021 |
| 123 | | SPED INTENSIVE REIMB | \$5,521,872 | \$816,901 | \$5,000,000 |
| 124 | | SPED EXTRA ORD. | \$850,000 | \$0 | \$850,000 |
| 125 | | SPED ECSE | \$200,635 | \$100,205 | \$200,635 |
| 126 | | SPED STATE PLACED | \$500,000 | \$0 | \$450,000 |
| 127 | | CVCC ASSESSMENT | | | \$200,000 |
| 128 | | INDIRECT ADMIN. REIMB. | | | |
| 129 | | ERATE | | | \$133,000 |
| 130 | | SOLAR REBATE | | | \$0 |
| 131 | | GRAND TOTAL | \$45,029,968.00 | \$9,124,722.00 | \$44,970,096 |
| 132 | | BUUSD SURPLUS/(DEFICIT) | | | \$593,614 Less \$350,000 |
| 133 | ** | PROJECTED YR-END COVID-19 LESS CRF, BUDGETED (REPURPOSED) | | NA | |
| 134 | | CRF NON BUDGETED-Fully Reimbursed? | | \$793,000 | |
| 135 | ** | LESS ESSER BUDGETED | | \$350,000 | Deduct Ed Spend |
| 136 | | ESSER NON-BUDGETED | | \$550,000 | |
| 137 | | ESSER INDEPENDENT SCHOOLS | | \$72,417 | |
| LINE NARRATIVE- | | | | | |
| 138 | 14 | Offset by Assist. Principal Vacancy | | | |
| 139 | 15 | Savings from para vacancy | | | |
| 140 | 16 | Assist. Principals vacancy | | | |
| 141 | 18 | Savings construction services | | | |
| 142 | 29 | Savings from teacher salary | | | |
| 143 | 31 | Savings from teacher salary | | | |
| 144 | 42 | Savings in line 22 | | | |
| 145 | 43 | Reimbursed by DOF | | | |
| 146 | 44 | Savings in para vacancy | | | |
| 147 | 55 | Vacancy | | | |
| 148 | 65 | Reduction in Salary/Wages | | | |
| 149 | 71 | Savings in construction services | | | |
| 150 | 82 | Savings in business office wages | | | |
| 151 | 85 | Reimbursed by Erate | | | |
| 152 | 88 | Tuition/Contracted services | | | |
| 153 | 89 | Fewer services for ESY | | | |
| 154 | 95 | Savings in reduction of clerical wages | | | |
| 155 | 96 | Placements at independent schools | | | |
| 156 | 106 | Use of facility-homeless meals | | | |

Central Vermont Career Center
FY21 Year-End Projections
September 29, 2020

| | FY19 BUDGET | YTD Expenses | Encumb. | Total Projected Expenses | OVER/ UNDER BUDGET |
|--|------------------------|-------------------------|-----------------------|---|-----------------------------------|
| ACCOUNT DESCRIPTION | 7/1/20-6/30/21 | 7/1/20-9/29/20 | 7/1/20-9/29/20 | 7/1/20-6/30/21 | Estimated |
| 1 Special Education Instruction | \$77,389 | \$8,461 | \$64,161 | \$77,000 | \$4,767 |
| 2 Tech Ed Instruction | \$1,756,225 | \$222,962 | \$1,100,125 | \$1,700,000 | \$56,225 |
| 3 Co-Curricular | \$20,564 | \$0 | \$11,000 | \$20,000 | \$564 |
| 4 Guidance Services | \$69,664 | \$9,962 | \$55,767 | \$69,000 | \$664 |
| 5 Health Services | \$28,465 | \$2,999 | \$23,010 | \$28,000 | \$465 |
| 6 Staff Support Services | \$2,730 | \$0 | \$0 | \$2,730 | \$0 |
| 7 Library Services | \$28,975 | \$2,649 | \$15,395 | \$28,500 | \$475 |
| 8 Technology | \$49,000 | \$19,941 | \$5,125 | \$49,000 | \$0 |
| 10 Office of the Superintendent | \$207,914 | \$0 | \$0 | \$207,914 | \$0 |
| 11 Directors' Office | \$560,086 | \$129,446 | \$318,763 | \$560,000 | \$86 |
| 12 School Resource Officer | \$8,500 | \$0 | \$0 | \$8,500 | \$0 |
| 13 RAN Interest | \$7,500 | \$0 | \$0 | \$7,500 | \$0 |
| 14 Facilities | \$218,224 | \$44,220 | \$74,257 | \$218,000 | \$224 |
| 15 Transportation | \$44,200 | \$1,935 | \$0 | \$44,000 | \$200 |
| 16 Bond Debt | \$51,000 | \$45,665 | \$0 | \$48,000 | \$3,000 |
| 17 GRAND TOTAL | \$3,130,436 | \$488,240 | \$1,667,603 | \$3,068,144 | \$66,670 |

FY21 Revenue Year-End Projection

| Account Description | FY21 Budget | YTD Revenue | Total Projected Revenue | |
|-------------------------------------|----------------|----------------|-------------------------|----------|
| | 7/1/20-6/30/21 | 7/1/20-9/29/20 | 7/1/20-6/30/21 | |
| 18 CVCC Tuition - Sending LEAs | \$1,151,258 | | \$1,151,258 | |
| 19 CVCC Tuition - Student/Adult | \$18,000 | | \$18,000 | |
| 20 Business- Misc. Rev. | | | | |
| 21 Cosmetology - Salon Rev | \$3,000 | | \$3,000 | |
| 22 Culinary - Bake Rev | \$6,000 | | \$6,000 | |
| 23 Building Trades - Constr. Rev | | | | |
| 24 Auto Tech - Garage -Auto Repair | \$9,000 | | \$9,000 | |
| 25 Digital Media - Graphic Rev | | | | |
| 27 Miscellaneous | | | | |
| 28 Sale of Assets | | | | |
| 29 State VT Ed Support Grant | \$1,268,082 | | \$1,268,082 | |
| 30 VT Tuition Reduction Rev | \$510,048 | | \$510,048 | |
| 31 VT Salary Asst. COOP Coord. | \$35,466 | | \$35,466 | |
| 32 VT Salary Asst. Guid. Coord. | \$30,270 | | \$30,270 | |
| 33 VT Salary Asst. 50% VOC DIRE | \$60,310 | | \$60,310 | |
| 34 VT Salary Asst. 35% VOC Assist. | \$39,002 | | \$39,002 | |
| 35 Insurance Proceeds | | | | |
| 36 PRIOR Yr. Carry-forward | \$3,130,436 | \$0 | \$3,130,436 | \$0 |
| 37 CVCC PROJECTED SURPLUS (DEFICIT) | | | | \$66,670 |

| Building | Last Name | Salary FY20 | Replacement | Salary FY20 change | |
|----------|--------------------------|-------------|-----------------------------|--------------------|---|
| BCEMS | Professional Support | - | New Grant Funded | \$59,661.00 | * |
| BCEMS | Special Educator | \$40,585.00 | Open Pending Replacement | \$50,000.00 | |
| BTMES | Teacher | \$40,585.00 | Open Pending Replacement | \$50,000.00 | |
| BTMES | Special Educator | Unfilled | Open Pending Replacement | \$50,000.00 | |
| BUUSD | Professional Support | Unfilled | Open Pending Replacement | \$50,000.00 | |
| BCEMS | Teacher | \$68,907.00 | Position will not be filled | | |
| BTMES | Teacher | \$63,067.00 | Position will not be filled | | |
| BUUSD | Academic Interventionist | \$68,907.00 | Position will not be filled | | |
| CVCC | Academic Interventionist | \$68,907.00 | Position will not be filled | | |
| SHS | Teacher | \$42,240.00 | Position will not be filled | | |
| SHS | Teacher | \$65,208.00 | Position will not be filled | | |
| BCEMS | Teacher | \$19,500.00 | Replacement | \$48,079.00 | |
| BCEMS | Teacher | \$43,894.00 | Replacement | \$38,930.00 | |
| BCEMS | Professional Support | \$45,549.00 | Replacement | \$43,894.00 | |
| BCEMS | Teacher | \$45,549.00 | Replacement | \$38,930.00 | |
| BCEMS | Teacher | \$49,520.43 | Replacement | \$47,495.00 | |
| BCEMS | Teacher | \$53,551.00 | Replacement | \$58,298.00 | |
| BCEMS | Teacher | \$55,768.00 | Replacement | \$61,607.00 | |
| BCEMS | Special Educator | \$56,352.00 | Replacement | \$38,930.00 | |
| BCEMS | Teacher | \$56,352.00 | Replacement | \$49,520.43 | |
| BCEMS | Teacher | \$61,607.00 | Replacement | \$48,079.00 | |
| BCEMS | Academic Interventionist | \$68,907.00 | Replacement | \$54,697.00 | |
| BCEMS | Academic Interventionist | \$68,907.00 | Replacement | \$68,907.00 | |
| BCEMS | Teacher | \$68,907.00 | Replacement | \$38,930.00 | |
| BCEMS | Professional Support | \$68,907.00 | Replacement | \$68,907.00 | |
| BTMES | Special Educator | \$32,588.86 | Replacement | \$44,770.00 | |
| BTMES | Teacher | \$43,894.00 | Replacement | \$40,585.00 | |
| BTMES | Teacher | \$43,894.00 | Replacement | \$38,930.00 | |
| BTMES | Special Educator | \$47,495.00 | Replacement | \$38,930.00 | |
| BTMES | Teacher | \$51,096.00 | Replacement | \$42,240.00 | |
| BTMES | Academic Interventionist | \$51,388.00 | Replacement | \$63,067.00 | |
| BTMES | Special Educator | \$53,627.00 | Replacement | \$54,697.00 | |
| BTMES | Special Educator | \$54,697.00 | Replacement | \$44,770.00 | |
| BTMES | Teacher | \$59,369.00 | Replacement | \$51,096.00 | |
| BTMES | Professional Support | \$61,023.00 | Replacement | \$65,014.00 | |
| BTMES | Teacher | \$63,067.00 | Replacement | \$56,352.00 | |
| BTMES | Teacher | \$63,067.00 | Replacement | \$44,770.00 | |
| BTMES | Teacher | \$65,014.00 | Replacement | \$53,043.00 | |
| BTMES | Teacher | \$66,960.00 | Replacement | \$59,369.00 | |
| BTMES | Teacher | \$66,960.00 | Replacement | \$68,907.00 | |
| BTMES | Teacher | \$68,907.00 | Replacement | \$51,096.00 | |

FE20 Breakage

| Building | Last Name | Salary FY20 | Replacement | Salary FY20 change | |
|-----------|---|----------------|-----------------------|--------------------|--|
| BUUSD | Administrator | \$104,336.64 | Replacement | \$78,750.00 | |
| CVCC | Teacher | \$45,549.00 | Replacement | \$38,930.00 | |
| CVCC | Teacher | \$63,067.00 | Replacement | \$45,549.00 | |
| CVCC | Teacher | \$66,960.00 | Replacement | \$65,208.00 | |
| SHS | Teacher | \$46,425.00 | Replacement | \$53,043.00 | |
| SHS | Professional Support | \$49,442.00 | Replacement | \$51,388.00 | |
| SHS | Teacher | \$52,391.00 | Replacement | \$52,391.00 | |
| SHS | Professional Support | \$55,755.06 | Replacement | \$53,335.00 | |
| SHS | Professional Support | \$62,970.00 | Replacement | \$58,855.00 | |
| SHS | Teacher | \$62,970.00 | Replacement | \$51,388.00 | |
| SHS | Teacher | \$63,067.00 | Replacement | \$27,562.80 | |
| SHS | Teacher | \$65,014.00 | Replacement | \$49,442.00 | |
| SHS | Teacher | \$68,907.00 | Replacement | \$43,894.00 | |
| SHS | Teacher | \$71,593.00 | Replacement | \$44,770.00 | |
| SHS - SEA | Teacher | - | Replacement | \$38,930.00 | |
| | | \$2,993,169.99 | TOTAL= | \$2,535,936.23 | |
| | | | TOTAL GROSS SAVINGS*= | \$457,233.76 | |
| | | | | | |
| *Note | These totals are gross savings and do not include other associated costs. | | | | |

| 2020-10-01 | | | | | | | | | |
|--|---|------------------|------------------|---|------------------|------------------|---|------------------|------------------|
| HOME STUDY REPORT (AOE provided data) | | | | | | | | | |
| | Barre City Home Study (AOE Report) | | | Barre Town Home Study (AOE Report) | | | Spaulding High Home Study (AOE Report) | | |
| AOE Report Month | 2018-2019 | 2019-2020 | 2020-2021 | 2018-2019 | 2019-2020 | 2020-2021 | 2018-2019 | 2019-2020 | 2020-2021 |
| August | 9 | 22 | 34 | 9 | 27 | 28 | 6 | 21 | 9 |
| September | 11 | 23 | 61 | 11 | 28 | 47 | 8 | 21 | 16 |
| October | 20 | 23 | 61 | 24 | 28 | 48 | 15 | 21 | 16 |
| November | No Rpt | 26 | | No Rpt | 29 | | No Rpt | 21 | |
| December | No Rpt | 26 | | No Rpt | 29 | | No Rpt | 22 | |
| January | No Rpt | No Rpt | | No Rpt | No Rpt | | No Rpt | No Rpt | |
| February | No Rpt | 25 | | No Rpt | 30 | | No Rpt | 23 | |
| March | No Rpt | No Rpt | | No Rpt | No Rpt | | No Rpt | No Rpt | |
| April | 32 | 25 | | 32 | 30 | | 17 | 23 | |
| May | 32 | 26 | | 32 | 30 | | 17 | 23 | |
| June | 33 | 30 | | 33 | 31 | | 17 | 24 | |

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

CODE: A 25

1ST READING: 10/8/2020

2ND READING:

ADOPTED:

Delegation of Authority During State of Emergency Due to COVID-19 Pandemic

Policy

It is the policy of the Barre Unified Union School District to comply with the [Safety and Health Guidance for Reopening Schools, Fall 2020](#) issued jointly by the Agency of Education and Department of Health (“Joint Guidance”), the [Agency of Education’s COVID-19 Guidance for Vermont Schools](#) (“AOE Guidance”) and the [Executive Orders issued by the Governor of the State of Vermont](#) regarding the State of Emergency due to COVID-19.

Delegation of Authority to Superintendent

Due to rapidly changing conditions and guidance during the pandemic, the Barre Unified Union School District hereby delegates authority to its Superintendent to make decisions regarding the reopening and operation of schools, including but not limited to the instructional modes that will be provided during the 2020-2021 school year.

Implementation and Communication

The Superintendent shall implement the Joint Guidance and AOE Guidance and shall report to the school board (“Board”) at least monthly on the status of such implementation.

- A. Implementation shall be consistent with existing District policies, including the Non-Discrimination Policy, the Harassment, Hazing and Bullying Policy, confidentiality of student records and other relevant policies.
- B. The Superintendent is authorized to temporarily suspend provisions of the Board’s policies and/or whole policies (limited to those policies which are not required by law), as determined by the Superintendent in the Superintendent’s sole judgment, if such suspension is necessary to implement the Joint Guidance and AOE Guidance. In the event that the Superintendent suspends provisions of Board policies, in whole or in part, the superintendent shall provide prompt notice to the Board of that action.
- C. Access to the District’s grounds and buildings may be limited as directed by the Superintendent.
- D. The superintendent is authorized to close any school in the District without further action by the Board. Such closure shall continue until such time as the superintendent or the Board, in consultation with appropriate health and government authorities, deems it in the best interests of the District and its students to open schools.

- E. The superintendent is authorized, based upon the needs of the District and guidance from health and/or government agencies, to direct staff assignments during District closure for in person instruction, including but not limited to employees who must report to work, employees who may be reassigned, and employees whose services are not needed.
- F. Implementation of the Joint Guidance and AOE Guidance shall comply with labor master agreements, established District employment practices for the State of Emergency and any applicable federal, state, and local law.

Duration of Policy

This policy shall be in effect for the duration of the State of Emergency due to COVID-19 and shall terminate automatically when the State of Emergency is lifted.

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

CODE: C 29

1ST READING: 10/8/2020

2ND READING:

ADOPTED:

District Equity Policy

Policy

The Barre Unified Union School District (District) is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. The Barre Unified Union School District Board (Board) holds itself and all District and school-site decision-makers, faculty, and support staff accountable for building a District-wide commitment to equity. The District will incorporate principles of equity within all policies, programs, operations, practices, and resource allocations.

Definitions

Equity: Each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

Culturally Responsive Practices: The beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences to ensure learning.

Implementation

To realize this commitment to equity, the District will:

- Systematically use District-wide and individual school-level data, disaggregated by race, ethnicity, language, ability, gender, and socioeconomic background to inform District decision-making;
- Provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology and other educational resources that respect their individual identities, cultures, backgrounds, abilities and experiences;
- Monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs;
- Incorporate the voice, culture and perspectives of students, staff, families, and communities that reflect student demographics and support and enhance student success;
- Identify and counteract biased practices that perpetuate achievement disparities and opportunity gaps;
- Provide ongoing and continuous professional development at all organizational levels to support employees to engage in culturally responsive practices and delivery of quality culturally relevant instruction;
- Incorporate the principle of equity into the District's strategic plan and identify measurable outcomes to prepare all students for college, career, and life.

The superintendent shall identify outcome indicators as necessary to monitor this policy and shall provide a _____ (monthly, quarterly, annually) status report to the Board.

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

CODE: D 22

1ST READING: 10/8/2020

2ND READING:

ADOPTED:

Modes of Instruction During State of Emergency Due To COVID-19 Pandemic

Policy

The Barre Unified Union School District (District) is committed to the success of every student. The School Board (Board) holds itself and all District and school-site decision-makers accountable for developing a continuum of district-wide, flexible modes of instruction and a system of communication thereof during the State of Emergency.

Implementation

The District will ensure the provision of the minimum instructional hours in any one of the following three ways:

1. The total hours of direct instruction and expected independent student work for the day equal the minimum daily hours set forth in State Board Rule 2312.1; or
2. The cumulative hours of direct instruction and expected independent work for the week equal the cumulative minimums set forth in State Board Rule 2312.1; or
3. The District obtains the Secretary of Education's prior approval of another method of counting instructional hours per State Board Rule 2312.2.

The Board delegates authority to the superintendent to develop and implement rules and procedures to address the following: **(From list below, any authority not delegated to the superintendent requires a Board policy with review by legal counsel strongly recommended):**

- Options for in-person, remote, and hybrid learning, by grade level, with an emphasis on ensuring in-person instruction for students in the primary grades.
- The process for parents/guardians to sign up and discontinue participation in in-person, remote, and hybrid modes of learning.
- The completion of student work and achievement of academic milestones, proficiencies and other benchmarks.
- A description as to what extent remote and/or hybrid learning experiences will be synchronous to comparable in-person instructional activities.
- The provision for educational supports including teacher-student check-ins and other supports provided under the district's regular EST process.
- The provision of special education services and related services.
- A process for sharing information about student status (remote/in-person) with your school nutrition program so that they are able to provide meals at home or at school.
- Student participation in in-person extracurricular activities such as clubs, sports and music ensembles.

Responsibilities of the Superintendent

The superintendent shall provide a _____ (monthly, quarterly) status report to the Board.

Duration of Policy

This policy shall be in effect for the duration of the State of Emergency due to COVID-19 and shall terminate automatically when the State of Emergency is lifted.

October 2020

District Enrollment/Staffing

| Class Size Policy Limits | | | | Barre City Enrollment | | | | | | Barre Town Enrollment | | | | | |
|--------------------------|-----|-------|-----|-----------------------|----------|-------|---------|----------------|-------------------|-----------------------|----------|-------|---------|----------------|-------------------|
| Grade | Min | Ideal | Max | Hybrid | Teachers | Avg. | Virtual | Outside Placed | Total Grade Level | Hybrid | Teachers | Avg. | Virtual | Outside Placed | Total Grade Level |
| K | hr | 16 | 18 | 71 | 5 | 14.2 | 11 | 0 | 82 | 66 | 5 | 13.2 | 12 | 0 | 78 |
| 1 | 15 | 18 | 20 | 60 | 4 | 15 | 12 | 0 | 72 | 67 | 4 | 16.75 | 10 | 0 | 77 |
| 2 | 15 | 18 | 20 | 79 | 5 | 15.8 | 21 | 0 | 100 | 51 | 4 | 12.75 | 13 | 1 | 65 |
| 3 | 15 | 18 | 20 | 63 | 4 | 15.75 | 19 | 0 | 82 | 56 | 4 | 14 | 11 | 0 | 67 |
| 4 | 15 | 20 | 22 | 63 | 4 | 15.75 | 29 | 3 | 95 | 65 | 4 | 16.25 | 13 | 1 | 79 |
| 5 | 15 | 20 | 22 | 64 | 4 | 16 | 23 | 2 | 89 | 61 | 4 | 15.25 | 10 | 0 | 71 |
| 6 | 15 | 20 | 22 | 71 | 4 | 17.75 | 17 | 0 | 88 | 70 | 4 | 17.5 | 8 | 1 | 79 |
| 7 | 15 | 23 | 25 | 57 | 4 | 14.25 | 18 | 1 | 76 | 68 | 4 | 17 | 7 | 4 | 79 |
| 8 | 15 | 23 | 25 | 69 | 4 | 17.25 | 16 | 1 | 86 | 71 | 4 | 17.75 | 10 | 1 | 82 |
| | | | | | | | | | BC K-8 Total | | | | | | BT K-8 Total |
| | | | | 597 | | | 166 | 7 | 770 | 575 | | | 94 | 8 | 677 |

| SHS Enrollment | | | | | CVCC Enrollment | | |
|----------------|--------|---------|----------------|-------|------------------------|--------|---------|
| Grade | Hybrid | Virtual | Outside Placed | Total | Programs | Hybrid | Virtual |
| 9 | 116 | 33 | 10 | 159 | Automotive Tech | 19 | 0 |
| 10 | 140 | 24 | 15 | 179 | Building Trades | 14 | 0 |
| 11 | 130 | 25 | 12 | 167 | Cosmetology | 24 | 3 |
| 12 +15 | 139 | 51 | 7 | 197 | Baking & Culinary Arts | 14 | 3 |
| Total | 525 | 133 | 44 | 702 | Digital Media Arts | 14 | 3 |
| | | | | | Digital Media Arts II | 8 | 0 |
| | | | | | Electrical Tech | 14 | 0 |
| | | | | | Emergency Services | 10 | 0 |
| | | | | | Exploratory Tech | 9 | 2 |
| | | | | | Human Services | 2 | 1 |
| | | | | | Medical Professions | 4 | 1 |
| | | | | | Natural Resources/Sus. | 12 | 0 |
| | | | | | Plumbing & Heating | 17 | 0 |
| | | | | | Totals Enrollment | 161 | 13 |

Spaulding Educational Alternatives – Timeline 10/6/20

May 4 - Advertised for Prequalified General Contractors

July 24- Prequalification packets due-Received

- 1) E.F. Wall
- 2) Peak CM
- 3) ~~DEW Declined~~
- 4) Neagley and Chase
- 5) Engelberth
- 6) Russell

July 28 - Notification to GCs who are eligible to submit bids

July 29 – Bid documents out to eligible bidders

Aug 13 –Update board on timeline and list of prequalified contractors

August 26 – Bids Due

August 27 – Bids reviewed, determine Supt. Recommendation to Board-Construction budget exceeded what we anticipated by approx.. \$1,000,000. Consulted with legal counsel regarding funding.

Sept. 10 – Board awarded contract to PeakCM, LLC. Board approved expense note to fund the project.

Sept. 11-30 -Contract development with consultation from legal counsel. Permit pending SOV Fire Prevention Building Permit.

Sept. 22 - Reduction in three building components. Information provided by PeakCM Construction.

1. Delete backup generator and ATS switch, keeping conduit for future: deduct \$19,000
2. Change electrical conductors from transformer to main switch gear room from copper to aluminum: deduct \$6,000
3. Delete concrete coloring, but keep concrete sealer: deduct \$19,000

Mid-Nov. - Secure an expense note with Community Bank, complete Bond Bank application.

Barre Unified Union School District FY22 Budget Development Schedule October 6, 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. 2%-5%</u> |
| Sept. <u>Meetings have taken place.</u> <u>Second meetings 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). |
| Oct. Oct. 14th and 28th with admin. team. | 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 (2395.72), tax commissioner's announced property yield, CLA, special ed and transp revenue projections). Communication Specialist prepares budget brochure. |
| Jan. 7 Board Mtg. | APPROVAL OF BARRE UNIFIED UNION SCHOOL DISTRICT BUDGET and CVCC BUDGET. Jan 7, Budget Warning and Annual Meeting Warning are provided to the Board for approval. If approved each member signs the warnings at the meeting. Tina emails signed warnings to the Town and City Clerks for Ballots, Josh for posting, and each building principals for posting. January 28 or 29: Signed Warnings are sent to the Times Argus to post. (Must be Warned in paper 30 days prior to voting) Board provides public forums/presents to community. |

FY22 BUUSD BUDGET DEVELOPMENT CONSIDERATIONS– October 6, 2020

- Board proposed target of no more than 2%-5% increase to expense budget
- Current expense budget \$45,029,968-Increase must stay within \$2,251,498 (5%)
- Salary/Wages and benefits will likely be an increase of \$2,250,000+
- SEA facility budget development, reduction in tuition
- Reduction in revenue, reserves?
- No new programs

| Location | Budget | Enrollment | Per Pupil |
|----------------|--------|------------|-----------|
| BTMES | | 752 | |
| SHS | | 703 | |
| BCEMS | | 866 | |
| CVCC | | 174 | |
| Central Office | | 2495 | |
| Special Ed. | | 542 | |

Unaudited FY20 Fund Balances

- General: \$150,000
- CVCC: \$178,000
- Capital: \$317,573
- Food: \$125,000

Considerations for Special Articles

- CVCC
-

Tax Calculation Information

- Tax Commissioner Announced Yield - ?
- Equalized Pupils – H. 969 Status Quo
- CLA – BC ? / BT ?

Some Words of (Potential) Wisdom

Learn how it has worked in the past (culture, culture, culture).

Ask Q's (early and often) of Business Mgr and Board Chair.

Have an awareness of VT's funding formula (perfection = elevator speech).

Have (and consider publishing) your own budget calendar(s).

Avoid using the budget process to address controversial issues.

Know thy community's sweetheart issues.

Be cautious of major program shifts (oxen, gorings, etc.).

Assess inputs.

Ensure team is of one voice (reinforce norms, establish norms).

Adequately prep the board.

Change that which glaringly deserves it.

The Power of Story

- ❖ How is the budget consistent with your district's brand?
- ❖ What does your budget do?
- ❖ What goals, initiatives, priorities get delivered with the budget?
- ❖ How are kids served by this budget?
- ❖ How is the budget an investment?
- ❖ Why should the rank and file voter support this budget?

Quick Thoughts on Communications

- ✓ Weaving into multiple venues “the story” (not restricted to budget development timeframe)
- ✓ (Possible) budget constraints conversations into negotiations (story)
- ✓ Budget guidance (story)
- ✓ Internal team messaging (story)
- ✓ Quality delivery of budget to board (multiple audiences) (story)
- ✓ Budget allies (story)
- ✓ Assist Board in strategic messaging (story!)
- ✓ You’re always thinking about / planning for the next budget (story)

The Power of Alliances in Promotion

- ✓ Parent Teacher Groups?
- ✓ Community Groups?
- ✓ Associations?
- ✓ How to reach the 80%+ factor?
- ✓ Other?

Caveat 1: Thou shalt not use public resources to promote a vote outcome.

Caveat 2: Thou may use public resources to explain the budget.

Six Philosophical Budget Touchstones

1. Your school budget is a means to an end. It is a necessary tool.
2. Your school budget should reflect organization priorities.
3. Your budget should tell your organization's story (and those responsible for developing budgets should be on message).
4. Constituents more readily rally around budgets when they see their interests addressed within budgets.
5. The budget building period is not the preferred time to introduce new ideas ... the ideas should have been introduced earlier and the budget is a natural extension of addressing the issues.
6. Never take for granted budgets will get passed. They take effort.

