

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

October 22, 2020 at 5:30 p.m.
Via Google Meet

Click this link to join the meeting remotely:

Meeting ID: meet.google.com/vxi-arvi-mgb
Phone Number: (US)+1 929-777-4801 **PIN:** 769 689 006#

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. Comment for Items Not on the Agenda
 - 3.1. Public Comment
 - 3.2. Student Voice
4. Approval of Minutes
 - 4.1. Meeting Minutes - October 8, 2020
5. Current Business
 - 5.1. New Hire(s) **[ACTION]**
 - 5.2. Presentation: Re-Envisioning Phase II by Lance Whitehead, Lavallee and Brensinger **[ACTION]**
 - 5.3. Request to Transfer from Barre Virtual Academy to In-Person Instruction Procedure **[ACTION]**
 - 5.4. Community Service - Waiving Graduation Requirement **[ACTION]**
 - 5.5. Special Education Report: Progress of Students on IEP Plans
6. Old Business
 - 6.1. Second and Final Reading Delegation of Authority During State of Emergency due to COVID-19 Pandemic (A25) **[ACTION]**
 - 6.2. Second and Final Reading Modes of Instruction During State of Emergency due to COVID-19 Pandemic (D22) **[ACTION]**
 - 6.3. FY22 Budget Development Update
 - 6.4. School Reopening Update
 - 6.5. Vision, Mission, & Strategic Goals
7. Other Business/Round Table
8. Future Agenda Items: Student Presentations
9. Executive Session
10. Adjournment

Reminder:

Next BUUSD Board Meetings: November 12, 2020 at 5:30 pm via Google Meet

November 26, 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
October 10, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
Stacy Anderson, Director of Special Services
Penny Chamberlin, Director Central Vermont Career Center
Hayden Coon, BCEMS Principal
Jason Derner, Alternative Education Administrator
Jamie Evans, Facilities Director
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Lauren May, Director of Early Education
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Annette Rhoades Assistant Director of Special Services
Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Lauren Ball	Mel Battah	Heather Battistoni	Paula Beaudet
Tori Berry	Martha Blaisdell	Meghan Breen	Jude Brister	Ainsley Burroughs
Sandra Cameron	Amber Cheney	Ken Christman	Stephanie Collins	Tamara Cooley
Tara Day	Venus Dean	Erika Dolan	Brendon Eaton	Molly Emerson
Kirsten Evans	Jessica Foster	Betsy Francis	Jamie Frey	Karen Gadapee
Nicole Gallup	Sarah Goodrich	Jaime Guilmette	Chelsea Haberek	Allyson Healey
Holly Hoyt	Mariah Jacobs	Colleen Kresco	Nicole Ladd	Laura Lagerstedt
Alissa Lamell	Amber Larrabee	Jake Larrabee	Samantha Lawrence	Mikayla LeBlanc
Anne Leeds	Ben Littlefield	Jennifer Luck-Hill	Ben Matthews	Kathleen Matthews
Jessica Maurais	Kendall McMahon	Veronica McMorrow	Kellie Mead	Margaret Mehuron
Ted Mills	Mary Newton	Melissa Parker	Emilye Pelow Corbett	Tyler Rancourt
Sandy Rousse	Tim Sanborn	Jean Savoy	Rachael Shatney	Heather Slayton
Diane Solomon	Daniel Spaulding	Megan Spaulding	Ally Tarwater	Elysha Thurston
Jess Van Orman	Rachael Van Vliet	Kristin Ziter		

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, October 8, 2020, Regular meeting to order at 5:36 p.m., which was held via video conference – Google Meet.

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2. Additions and/or Deletions to the Agenda

Delete 7.5 Vision, Mission, and Strategic Goals – will be kept as a placeholder

Add 7.6 Parent Communication

Add 10.2 Contract Negotiations/Labor Relations Agreements (under Executive Session)

Add 10.3 Memorandum of Understanding Relating to COVID-19 (under Executive Session)

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

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

A request was made that the BUUSD provide a summary of HVAC inspections and information relating to any testing for PCBs

Public comment pertaining to Agenda Item 7.1 Re-opening of Schools Update is documented under that Agenda Item.

Agenda Item 7.1 will be discussed out of order.

3.2 Student Voice

No discussion.

4. Approval of Minutes

4.1 Approval of Minutes – September 24, 2020 Regular Meeting

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve the Minutes of the September 24, 2020 Regular Meeting.

Brief discussion was held regarding ‘standing’ Agenda Item 3.1 Student Voice. It was agreed that the district school administrators will inform/promote this agenda item to students in hopes that students will attend meetings and provide feedback to the Board.

5. Reports to the Board

5.1 Central Office

The Superintendent’s Report (dated 10/08/20) was distributed. The Report included information pertaining to; the Superintendent’s Office, Communications, the Business Office, Special Education, Technology, Early Education, Human Resources, and Facilities.

Mr. Wells had nothing to add to the report. There were no questions from the Board.

5.2 Building Reports

5.2.1 Spaulding High School

The Principal’s Report for October 2020 was distributed. The Report included information pertaining to; Athletics, David Poulin’s selection as a semifinalist in the 2021 National Scholarship Program, Work Based learning changes, and updates to the web site to include more communication to parents/students regarding school re-opening. Copies of SHS Newsletters for 09/21/20, 09/25/20, and 10/05/20 were also distributed. Mrs. Waterhouse congratulated David Poulin for his achievement. There were no questions from the Board.

5.2.2 Central Vermont Career Center

The CVCC Director’s Report for October 2020 was distributed. The Report included information pertaining to; activities of the Director and Assistant Director, the Administrative Team, Student Matters, Virtual Learning Information, and Program, Student, & Staff highlights. The Student Support Team Board Report (for 10/01/20) was distributed. Ms. Chamberlin had nothing to add to the report. There were no questions from the Board.

5.2.3 Barre City Elementary and Middle School

The Co-Principals’ Report dated October 8, 2020 was distributed. The Report included information pertaining to; the re-opening of the school, the return of some virtual learners, and celebrations and other updates (Chromebook distribution, mobile library book carts, fall sports, and BCEMS being ‘adopted’ by the New England Patriots. Mr. Hennessey highlighted BCEMS’s selection by the New England Patriots, as the sole Vermont school to be ‘adopted’. Much appreciation goes out to Dawn Poitras who helped orchestrate this. Mr. Hennessey advised that David Andrews met yesterday with a group of 5th graders, and will be reading with 2nd graders next Tuesday. Mrs. Spaulding queried regarding participation of students who do not attend school on Tuesdays. Mr. Hennessey advised that administrators will look into ways to involve those students who are not in attendance on Tuesdays.

5.2.4 Barre Town Middle and Elementary School

The BTMES Building Report dated October 8, 2020 was distributed. The Report included information pertaining to; Crops by Kids, Enrollment, Facial Coverings & Social Distancing, Traffic Patterns, the Virtual Academy, Infinite Campus, and Student Teachers.

Mrs. Nye advised that the long term substitute Kindergarten position has been filled, but the PE position remains open. Ms. Pearson advised that there is still an opening for a Literacy Interventionist.

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5.3 Committee Reports

5.3.1 Communications Committee

Due to a conflict in meetings, the Communications Committee meeting for October has been rescheduled for Thursday, October 15, 2020.

5.3.2 Finance Committee

The Committee met on 10/06/2020. Mrs. Spaulding provided an overview of the meeting which included discussion of the FY22 budget deadline (approval should occur on 01/07/2021 – a Special Board Meeting will be held). Due to holidays, December Board meetings will need to be moved around. The Board meetings will most likely be held on 12/03/20, and 12/17/20. Discussion also included coordinated supply purchases, SPED charges and revenue, solar management, the SEA bid, FEMA funding, and FY21 year-end projections.

The next meeting is Tuesday, November 10, 2020 at 5:30 p.m. via video conference.

5.3.3 Facilities & Transportation Committee

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

5.3.4 Policy Committee

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

5.3.5 Curriculum Committee

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

5.3.6 Negotiations Committee

This item will be discussed in Executive Session under Agenda Item 10.2.

The next meeting date is to be determined.

5.3.7 Regional Advisory Board

Draft Minutes from the 10/05/20 meeting were distributed. Mrs. Farrell advised that that the Board had a very productive discussion on the Re-envisioning initiative and that the Board agreed it was time to begin exploring options (renovating the existing building or building a new Career Center). Mr. Isabelle advised that the minutes should reflect that he was attending as a guest, not as a RAB Board Member. Mr. Isabelle advised that Steve McKinstry, Automotive Technology Instructor, gave an excellent presentation on the Automotive Program. Architect Lance Whitehead from Lavalley/Brensinger will give a full presentation to the Board on October 22, 2020.

The next meeting is Monday, December 7, 2020 from 4:00 p.m. until 5:30 p.m.

5.4 Financials

The BUUSD and CVCC Year-end Projection Reports were distributed. There were no questions from the Board.

6. Current Business

6.1 Resignations/Retires/New Hires

There are no resignations, retirements, or new hires being presented. The interviews for the Assistant Superintendent of Instruction will be held in Executive Session.

6.2 Breakage Report

A report titled 'FE20 Breakage' was distributed. Mr. Wells advised of savings in the amount of \$457,233.76. The Board queried regarding some of the savings listed; a new grant funded position, the SEA Instructor position, and 6 vacant positions that are not slated to be filled. Mr. Wells will obtain additional information and report back to the Board.

6.3 Home Study Report

A copy of the Home Study Report (dated 10/01/20) was distributed. Mr. Wells advised that Tina Gilbert updates this report, and was recently advised (after the report was printed) that there were three more students reported as being home-schooled (1 for each of the schools).

6.4 First Reading - Delegation of Authority During State of Emergency Due to COVID-19 Pandemic Policy (A25)

A copy of the policy was distributed.

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Brief discussion was held by the Board and it was agreed that the policy should be amended as follows: Under Implementation and Communications, **Section B – amend the last part of the sentence to read that the “Superintendent shall provide via e-mail and within 24 hours, notice to the Board of that action.**

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve as amended, the First Reading of the Delegation of Authority During State of Emergency Due to COVID-19 Pandemic Policy (A25).

6.5 First Reading - District Equity Policy (C29)

A copy of the policy was distributed.

Mrs. Spaulding moved to approve the policy. Mrs. Pompei seconded the motion.

Mrs. Spaulding referenced the bullet points under the Implementation section on page 2, and voiced much concern regarding implementation of the specified tasks. It was noted that procedures may need to be developed by administration. **The Board agreed that the last line of the policy should be amended to reflect monthly reports.**

The motion to approve the policy was withdrawn.

The Board agreed that Board discussion of policy C29 be tabled for an undetermined amount of time and that the policy be sent back to the Policy Committee for review/discussion prior to being presented to the Board.

6.6 First Reading - Modes of Instruction During State of Emergency Due to COVID-19 Pandemic Policy (D22)

A copy of the policy was distributed. Discussion was held relating to completion of some of the bullets under the Implementation section. It was noted that most of the work has been completed or is being worked on. **The Board agreed that the second page of the policy shall be amended to reflect that status reports from the Superintendent will be provided on a monthly basis.**

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to approve as amended, the First Reading of the Modes of Instruction During State of Emergency Due to COVID-19 Pandemic Policy (D22).

6.7 VSBA – Elect Voting Delegate and Alternate

Mrs. Spaulding attended the VSBA regional meeting and was advised regarding resolutions that will be put forth for approval at the Annual Meeting. The Board needs to designate a voting delegate and alternate voting delegate to vote at the meeting.

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously voted to appoint Mrs. Farrell as the primary voting delegate, and Mrs. Spaulding as the alternate voting delegate for voting purposes at the VSBA Annual Meeting.

7. Old Business

7.1 School Re-opening Update

The presentation slide show was displayed while the Superintendent provided the re-opening update. Mr. Wells thanked this evening’s participants and expressed his appreciation to all staff and the Re-opening Committee for all of their efforts to open schools safely. Mr. Wells advised that it is strongly recommended that the BUUSD remain instructing under the hybrid model and understands that this does pose difficulties for some families and students. Mr. Wells advised regarding guidance for the Agency of Education, including safety measures which include social distancing, health screenings, limitations in use of cafeterias and gymnasiums, and minimizing the ‘mixing’ of students. Mr. Wells provided an overview of the options that were considered for increasing in-person instruction which included considerations for younger students, social distancing, intervention services, transportation, use of the virtual academy (VTVLC) which is currently at student capacity, and concern that moving a grade or grades to all in-person instruction, would force all students in that grade(s) to attend full time as there would no longer be a hybrid model and the virtual academy is at capacity. Mr. Wells advised regarding community feedback which included 3 preferences (stay the same, move to all in-person learning – 5 days per week, and increasing in-person learning incrementally. Mr. Wells advised that staff were also surveyed and the results showed only 32% of K-4 staff feel comfortable adding more students to their classrooms (while maintaining safety protocols). Concerns from K-4 staff include; concern regarding maintaining social distancing within their current classrooms, the need for additional staff (para-educators) in the classrooms, the need for additional time to prepare for more in-person learning, the belief that frequent schedule changes are detrimental to students and that planning should be for a long term change. Concerns from the Re-opening Committee include; increased cleaning needs (while there is a shortage of staff), increased mixing leads to increased health risks, lack of openings at VTVLC, lack of open seats on BTMES buses, open staff positions (teachers, para-educators and substitutes), lack of staff for arrival and dismissal times, an ample timeframe for families to re-arrange their schedules, risks while entering the cold/flu season and holiday season, diminished contact for students who must work remotely, and food service capacity. Though parameters are changing, the BUUSD hybrid structure is in-line with the structure of other school that are similar in size. Long term planning includes the hiring of additional staff, soliciting input from families, and developing long term plans for separate grade ranges (5 – 8 and 9 – 12). The target date for a possible shift in learning model is the semester break in January (start of 2nd semester). It was noted

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that Mr. Wells meets weekly with other superintendents, and with the Secretary of Education. Principals are meeting with members of the VPA.

Public input was received both prior to and after the Superintendent's presentation, but is consolidated in one section of the minutes.

Public comments included; concerns that high school students have too little instruction, 'Monday' students have missing 2 days (because of holidays), not enough student connection with teachers, no instruction and very little 'homework' is assigned on the 3 days (per week) of remote learning, assigned work is not challenging to students, concern that students aren't back in school full time, lack of understanding on why students aren't back full time, the need for more transparency, the need for parents to re-teach students, concern over teacher workload, concern that students who don't master reading by the end of third grade will experience difficulties throughout the rest of their education, academic needs not being met, the belief that remote learning has not improved at all since the emergency remote learning in the spring, loss of the WIN (What I Need) block, loss of the PSTL (Problem Solving Through Literacy) Program, concern that parents are hearing excuses not solutions, perceived lack of planning over the summer, parents not receiving the tools they need to assist their children, lack of availability of Chromebooks, lack of evaluations for students on IEPs, difficulty to families in assisting their children for 5 hours each day (to meet State requirements), lack of busing for pre-school students, and concern that 8th grade students will be unprepared for high school.

Public suggestions include; having synchronous instruction, implementing defined 'office hours' for student assistance, conferring with other districts regarding their plans for increased in-person learning, increasing the number of school entry points at BTMES (by utilizing classroom doors that lead directly to outside), holding classes in other buildings within the community, and looking for volunteers for cleaning etc.

Public requests included; a request that the Board make a commitment for more transparency, and that detailed information be provided regarding transportation, community spaces, classroom spaces, specific plans for all other like size districts' hybrid models, detailed lesson plans for each remote day for each class, and details of the VTVLC program.

Input was requested from administrators and Board Members;

Mrs. Nye advised that following social distancing guidelines, not all students in a class can fit in the classroom at the same time. There have been difficulties hiring enough staff. The school is making efforts to work with individual families to resolve specific issues related to remote learning days. Some staff members are uncomfortable with returning to full in-person learning, citing safety concerns which include individuals with mask exemptions.

Ms. Pearson advised that the middle school still has openings for licensed educators, including an opening for a Literacy Interventionist. Clarification was provided regarding transportation issues; BTMES buses are running at capacity under COVID guidelines and there is a shortage of one bus driver (there are 7 drivers, 8 are needed). The bus identified as having 7 students is a BCEMS bus.

Mr. Coon agrees with all sides and advised that very difficult decisions are having to be made. Educators want all students back full time, but there are many logistical and safety concerns to consider. Administrators understand the frustrations and they are also concerned for the welfare of students. Mr. Coon believes the re-opening of schools was successful for many students. Administrators want to move forward with increased in-person learning, but this must be done slowly and thoughtfully to ensure the safety of students and staff.

Mr. Hennessey thanked parents for their input, and advised that he shares the concerns of all involved. There is much empathy from faculty and staff, including great concern for the most vulnerable students. Administrators are putting much thought in to how to return to more in-person learning while maintaining the safest environment possible.

Mrs. Waterhouse advised that challenges at the high school are different than those at the elementary and middle schools. At the high school, remote learning is approached differently, and has caused great strain on staff, as they try to serve a high number of fully remote students and hybrid students. If the high school were to reopen for fulltime in-person learning, staff would not be able to fully support those students who have chosen the fully remote model. The high school is focusing on improvement and services for those with higher needs. Work involves reviewing how services can be provided differently and how to serve individual students' needs. It was noted that students at the high school 'mix' when changing blocks (because they take different classes). High school students don't remain with the same cohort of students all day. More in-person classes will result in more 'mixing' of students in classes and in the cafeteria. The goal is to continue working towards more in-person learning, but to do so in safe spaces.

Ms. Chamberlin advised that CVCC serves 8 different high schools (170 students). Because CVCC has a smaller student population, and larger classrooms, they are able to provide in-person learning 4 days a week. There are a few students who have chosen a fully remote option. Ms. Chamberlin thanked staff and administrators who have been working extremely hard since the closure in March.

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Mrs. Anderson advised that parent volunteers aren't allowed because everyone in the buildings needs to have a background check performed. Mrs. Anderson encouraged members of the public to apply for open positions. The Special Education Department has faced many different challenges, including the inability to 'pull' students from various classrooms, and re-writing learning plans. When schools re-opened in the hybrid model, every student plan had to be re-written to reflect the new learning model. This very time consuming process has been completed, but will need to be repeated to move to all in-person learning. Additionally, there are unbalanced caseloads resulting from the switch for some teachers to teach at the virtual academy and the decision by some students to switch from the virtual academy back to the hybrid model.

Board Members were asked to provide input. The Board thanked parents for their input and thanked administrators and staff for their efforts during these very challenging times. Board input included; The importance of moving forward, but working slowly and thoughtfully to more in-person learning, a request for clarification regarding transportation issues (there seems to be conflicting perceptions of issues), an inquiry regarding the feasibility/possibility of lengthening in-person days during hybrid learning, a request to identify what can be done differently (in incremental steps) to assist students academically and socially, frustration that the Board was assured remote learning under the school re-opening would be vastly improved from remote learning during the emergency closing, but this far seems to be very inadequate, a request to add 'all' answers to the FAQs page so that parents/community members might better understand why/how some decisions have been made (can't use the BOR space for classes because it's being used as an ice rink), concern that there will not be additional in-person learning until the second semester, a request for synchronous learning to be implemented, the need for parents to understand that some schools with similar populations have more buildings/space (thus allowing them to offer more in-person learning), concern/frustration that parents don't have more information to assist them in understanding why certain decisions have been made, a request for information regarding how many classrooms are large enough to accommodate the full class population, a request that members of the community consider applying for substitute jobs (finger printing and background checks are mandatory), disappointment that the BUUSD is still in the planning process, and hasn't started thinking 'outside the box' for more creative solutions, and equity concerns (some students may have been enrolled in private school this year, and will return next year at an academic level far exceeding the level of students who participated in hybrid learning).

7.2 Enrollment Update: Hybrid/Virtual Academy

A report titled 'District Enrollment/Staffing' (dated October 2020) was distributed. It was clarified that the average student count per teacher/class represents the total per teacher. Each class is divided into two groups for the purpose of in-person learning days (e.g., a class total of 14 means that 7 students are in attendance on in-person learning days). In response to a query, Mrs. Waterhouse clarified that students who are signed up for hybrid learning don't always attend school on their scheduled in-person days. The students who don't attend in person are expected to perform the work that would have been assigned if they were a fully remote learner. It was noted during non-COVID times there is never 100% attendance at the school. Some students face challenges with attendance and those challenges have been exacerbated by COVID. There are a variety of reasons why students are absent, and administrators and staff are trying to be flexible with students. Mr. Coon advised that attendance issues are also tied to protocols put in place due to COVID. In non-COVID times, a student with a sore throat could attend school. During the pandemic, those students are not allowed to be in attendance. Mr. Coon believes parents are doing a good job of screening their children at home, as BCEMS has had to turn away very few students during the screening process. Mr. Coon thanked parents for keeping their children home when warranted, and for their diligence in assuring that students adhere to facial covering guidelines. In response to a query regarding protocols for snow days, Mr. Wells advised that protocols for snow days are being discussed (including at the State level), and that those protocols are next on the list of items to be addressed. In response to a query related to concerns for transportation during winter, Mrs. Waterhouse advised that administrators are also concerned, and that ride sharing is being discouraged. In response to a query regarding the number of students without Wi-Fi, it was noted that the student counts are low at each of the three schools. Accommodations are being made for students who don't have access to Wi-Fi.

7.3 SEA Update

A document titled 'Spaulding Educational Alternatives – Timeline 10/6/20' was distributed.

Mr. Derner met with the architect recently regarding possible modifications to the plans. Possible reductions include; deleting the back-up generator and ATS switch (\$19,000 savings), changing electrical conductors from the transformer to the main switch gear room - from copper to aluminum (a reduction of \$6,000), and deleting the concrete coloring - but keeping the concrete sealer (a reduction of \$19,000). Mr. Wells advised that he has received confirmation from Mr. Evans that all of the involved paperwork is in hand. Mr. Wells has signed all of the appropriate paperwork. A ground breaking date is being scheduled.

7.4 FY22 Budget Development Update

Four documents were distributed;

The BUUSD FY22 Budget Development Schedule (dated 10/06/20)

A document titled 'FY22 BUUSD Budget Development Considerations' (dated 10/06/20) was distributed.

A document (from the Vermont Superintendents Association) titled 'Six Philosophical Budget Touchstones' was distributed.

A document titled 'Some Words of (Potential) Wisdom'

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Mr. Wells reported that the attached timetable is being followed, Mrs. Perreault is working on the initial first draft of the budget, and that everything is proceeding as planned.

~~7.5 Vision, Mission, & Strategic Goals~~ This item is deleted from the Agenda, but will be kept as a placeholder.

7.6 Parent Communication

Mrs. Spaulding advised that she received an e-mail from a parent (a copy was shared with the Board). Mrs. Spaulding is concerned that parents are not receiving responses to their inquiries. Mrs. Spaulding stressed the need to reply to parents in a timely manner and believes improvements need to be made to communication practices. Mr. Wells agrees that replies need to be timely, and that perhaps expectations for timing of responses should be discussed. When the Board is copied on e-mails from parents/community members, the Board should be copied on the replies, so that they know the 'loop has been closed'. If matters in e-mails are considered confidential, the Board will be advised that responses were made, but without divulging confidential information.

8. Other Business/Round Table

It was requested that surveys be sent out to parents and students requesting their input regarding the re-opening of school. Mr. Wells advised that the Re-Opening Committee will send out surveys in the near future, as well as taking into consideration concerns that were raised at this evening's meeting.

In response to a query regarding adding parents to the Re-Opening Committee, Mr. Wells advised that he can implement the addition of parental voice on the Committee.

9. Future Agenda Items

- Feedback on How IEP Students are Doing (Stacy Anderson)
- Student Presentations (future meeting)

10. Executive Session as Needed

10.1 Assistant Superintendent of Instruction Interview

10.2 Contract Negotiations / Labor Relations Agreements

10.3 Memorandum of Understanding Relating to Labor Negotiations

Items proposed for discussion in Executive Session include the Assistant Superintendent of Instruction Interview, Contract Negotiations/Labor Relations Agreements, and a Memorandum of Understanding relating to Labor Negotiations.

On a motion by Mr. Isabelle, seconded by Mrs. Pompei, the Board unanimously agreed to find that premature general public knowledge of the items proposed for discussion, specifically Contract Negotiations/Labor Relations Agreements, and the Memorandum of Understanding relating to Labor Negotiations would clearly place the Barre Unified Union School District at a substantial disadvantage should the discussion be public.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to enter into Executive Session, with Mr. Wells, Mrs. Marold, and the candidate for the position of Assistant Superintendent of Instruction in attendance, at 8:30 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board unanimously voted to exit Executive Session at 10:44 p.m.

On a motion by Mrs. Spaulding, seconded by Ms. Cambel, the Board unanimously voted to approve the Memorandum of Understanding regarding COVID-19.

On a motion by Mr. Isabelle, seconded by Mrs. Farrell, the Board unanimously voted to approve the hiring of Mary Ellen Simmons for the position of Assistant Superintendent of Instruction.

11. Adjournment

On a motion by Mrs. Farrell, seconded by Mr. Malone, the Board unanimously voted to adjourn at 10:46 p.m.

Respectfully submitted,
Andrea Poulin



10/05/2020

LAVALLEE | BRENSINGER ARCHITECTS



AGENDA

Overview of Process

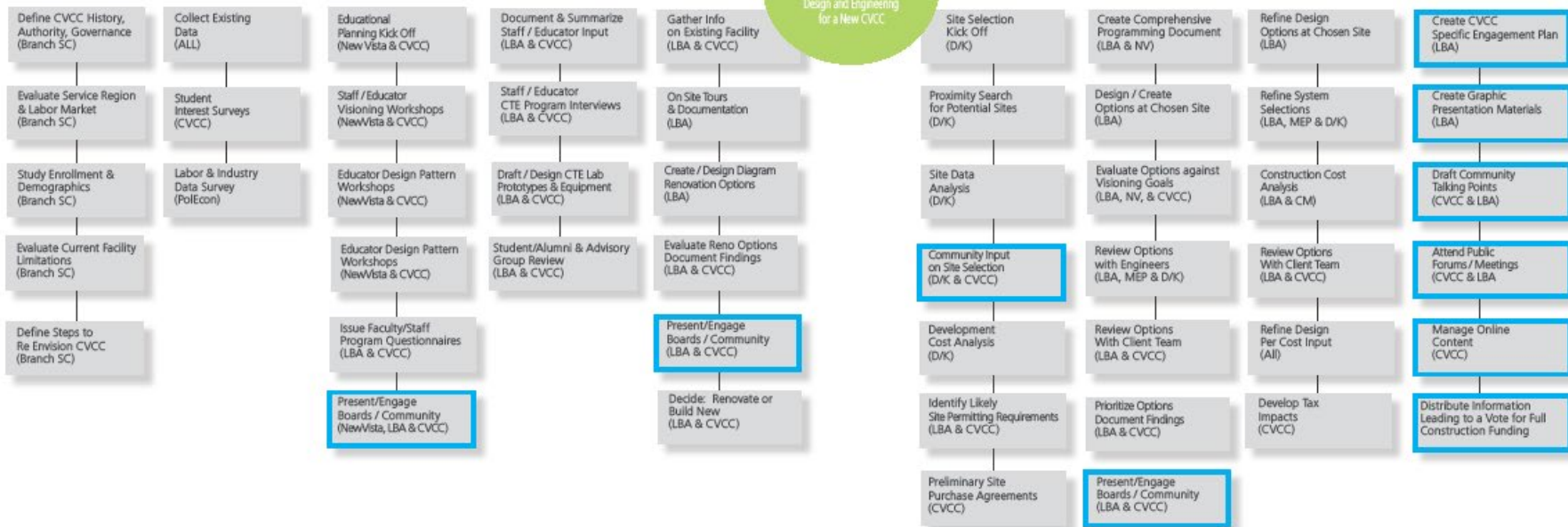
Labor/Industry Analysis Recap

Visioning / Planning Recap

Lab Prototyping & Design

New vs. Renovation Analysis

Q&A



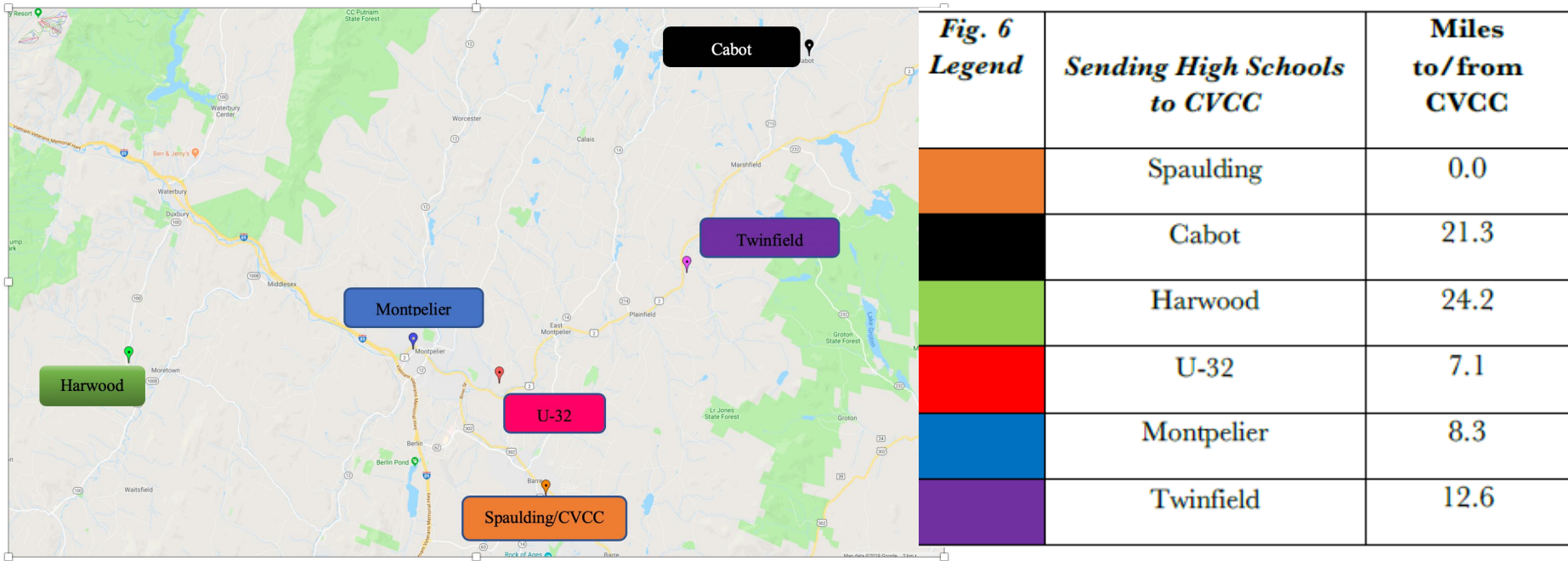
Pre-Feasibility Study



CENTRAL
VERMONT
CAREER
CENTER

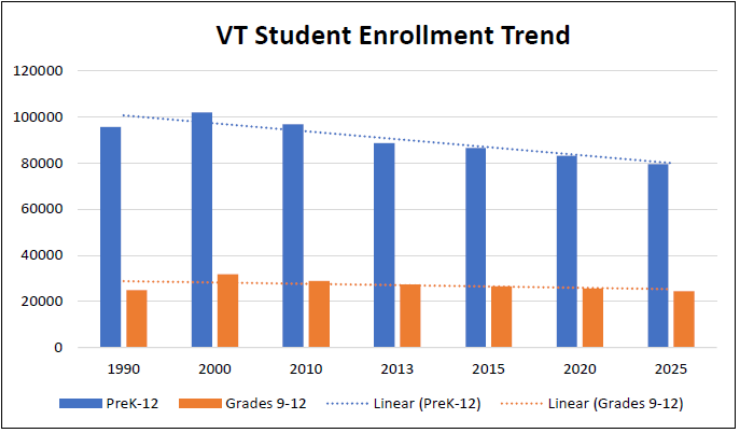
LAVALLEE | BRENSINGER ARCHITECTS

PRE-FEASIBILITY STUDY FINDINGS



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

PRE-FEASIBILITY STUDY FINDINGS



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

PRE-FEASIBILITY STUDY FINDINGS

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

PRE-FEASIBILITY STUDY FINDINGS

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

Labor/Industry Analysis



CENTRAL
VERMONT
CAREER
CENTER

LAVALLEE | BRENSINGER ARCHITECTS

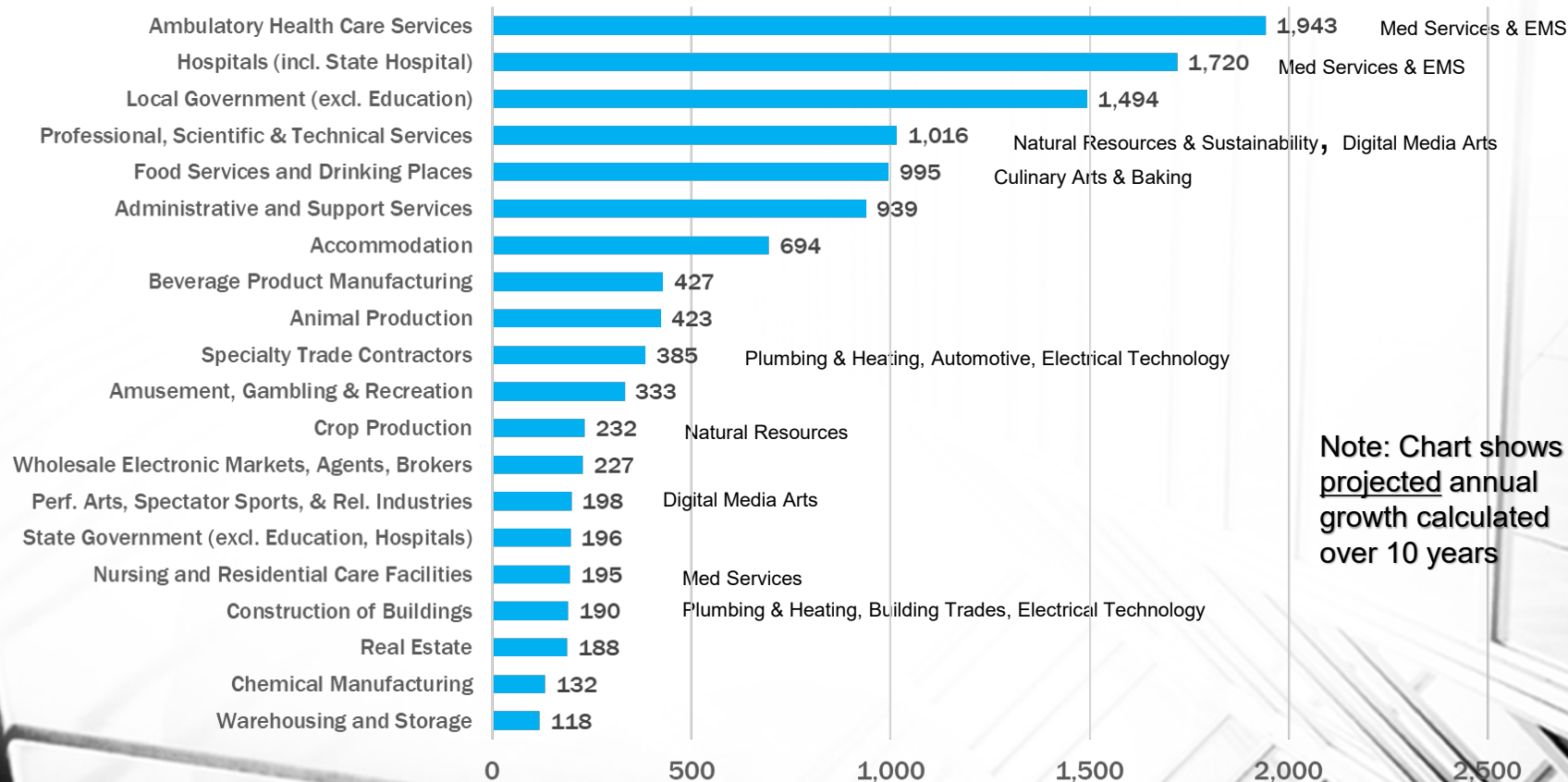
The CVCC Can Play a Larger Role in Helping the Regional Economy Address its Economic and Workforce Challenges

Presentation the to the BUUSD Board
June 25, 2020

PolEcon Research
Dover, NH

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

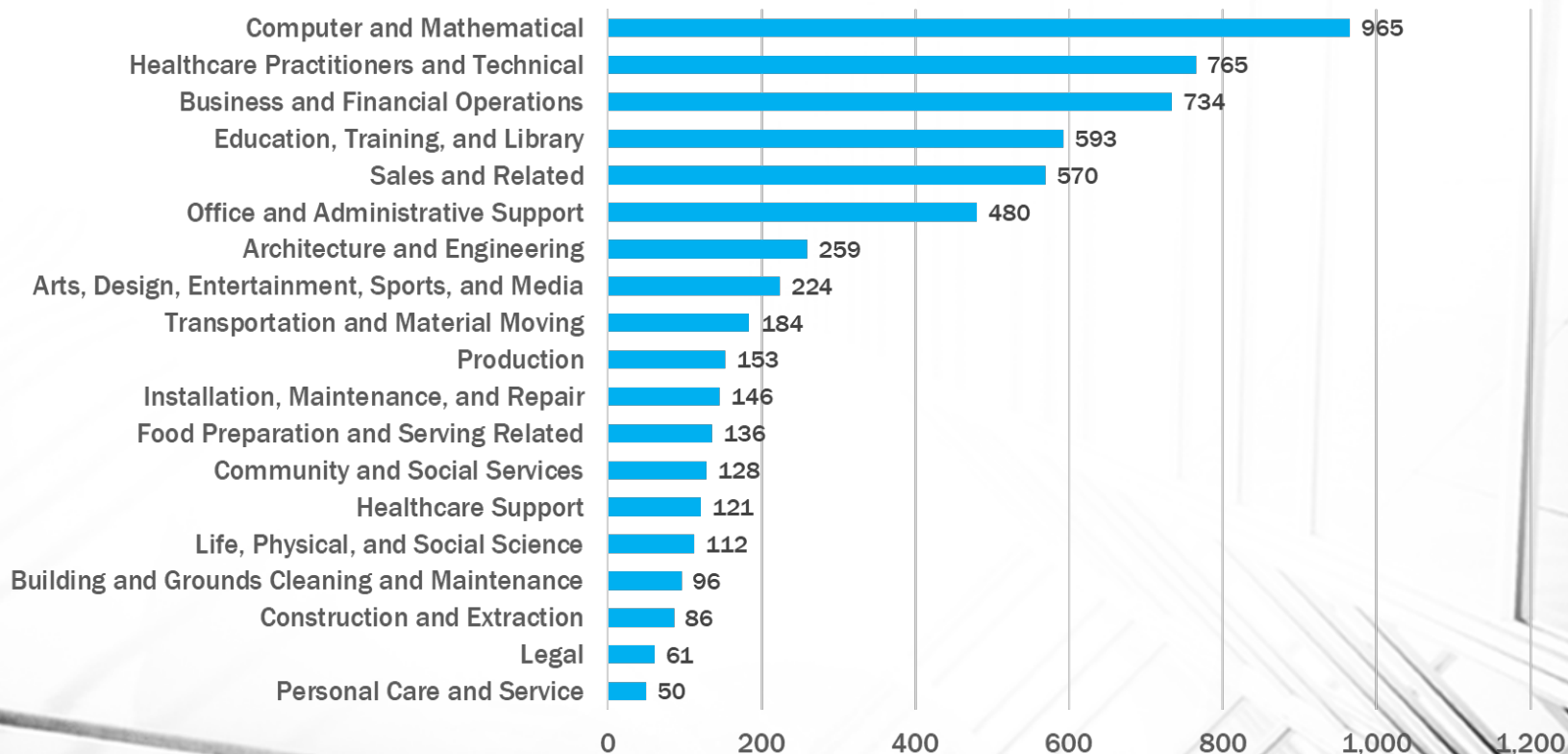
Projected Industry Growth in VT (2016-2026)



Note: Chart shows projected annual growth calculated over 10 years

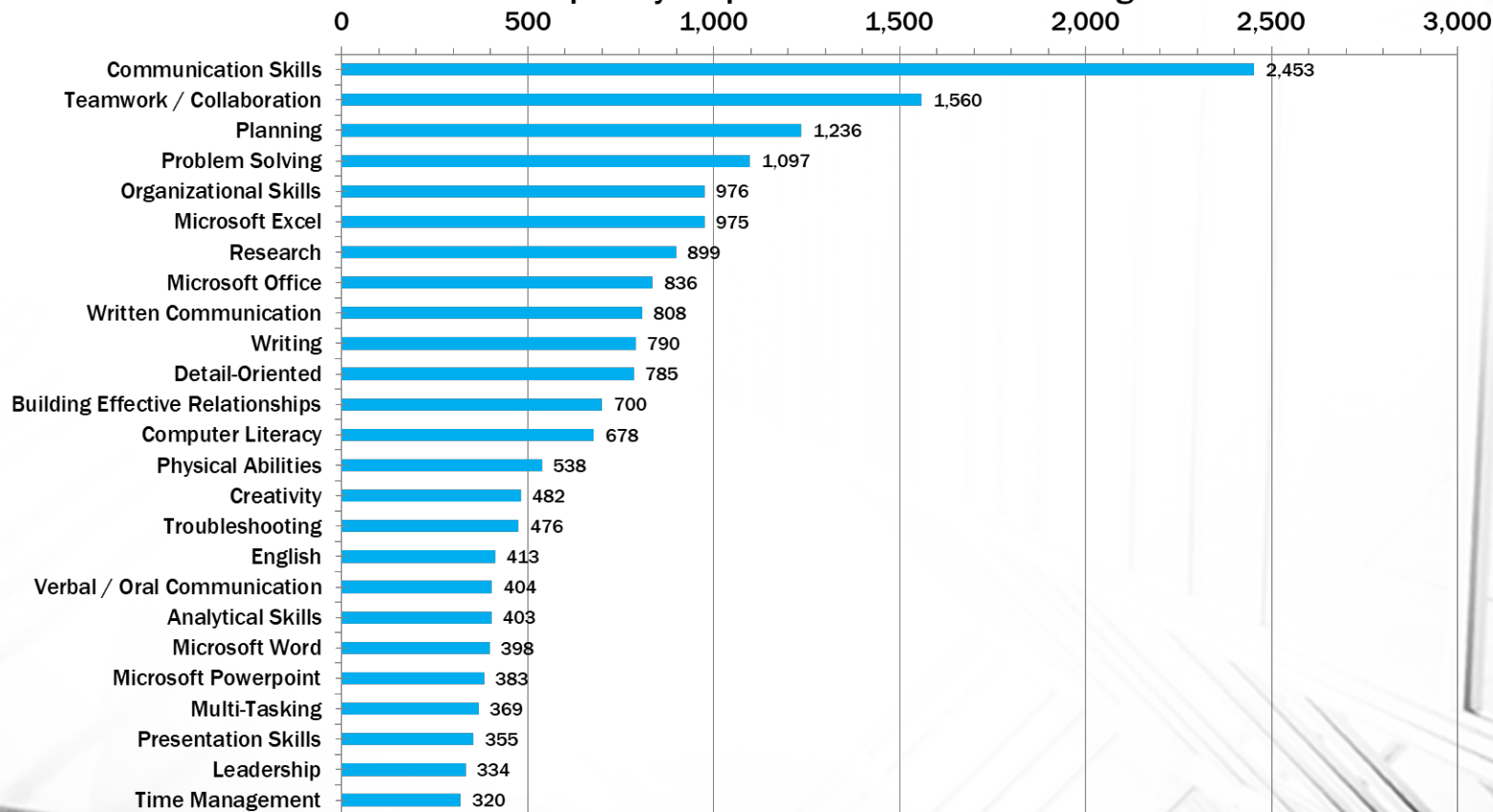
CVCC Programs are also Represented in Broad Occupational Groupings that are in Demand in the Regional Economy

Top Occupational Grouping Job Postings in Washington County 2019



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

The Most Frequently Requested Skills in Job Postings



Visioning / Planning Outcomes



CENTRAL
VERMONT
CAREER
CENTER

LAVALLEE | BRENSINGER ARCHITECTS

PRIORITIES

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



PRIORITIES

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



PRIORITIES

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



CVCC PORTRAIT OF A GRADUATE

Academic and Technical Proficiency

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

Innovative & Critical Thinking

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

Employability & Professionalism

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

Citizenship & Collaboration

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

Social Emotional Awareness & Well Being

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

Lifelong Learning

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



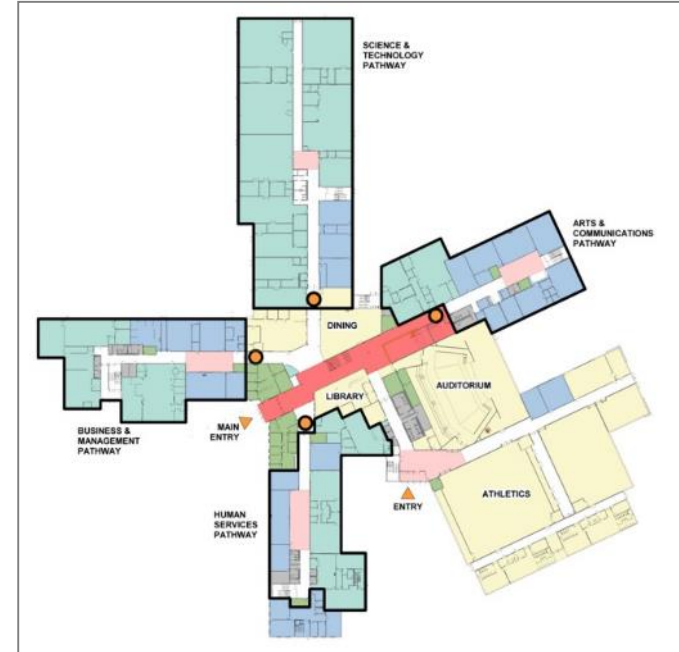


Design Patterns

New School Design Patterns

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

Neighborhood and Career Clusters



New School Design Patterns

Extended Learning and Gathering Hubs

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



New School Design Patterns

Community Use and Access

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



New School Design Patterns

- Workplace Simulation Areas
- Accessible Businesses and Programs

Industry Simulation



Lab Design & Prototyping



CENTRAL
VERMONT
CAREER
CENTER

LAVALLEE | BRENSINGER ARCHITECTS

TASK 2 – LAB DESIGN & PROTOTYPING

Staff / Educator
Engagement Interviews



Lab Proto-Typing and
Design



Present / Engage
Boards / Community



ELECTRICAL TECHNOLOGY

EXAMPLE OF SIMILAR SPACE



ELECTRICAL TECHNOLOGY

EXAMPLE OF SIMILAR SPACE

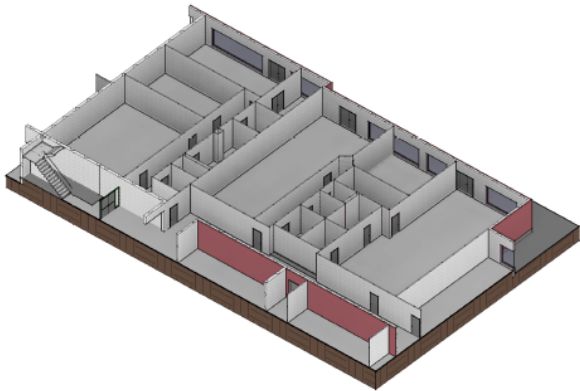
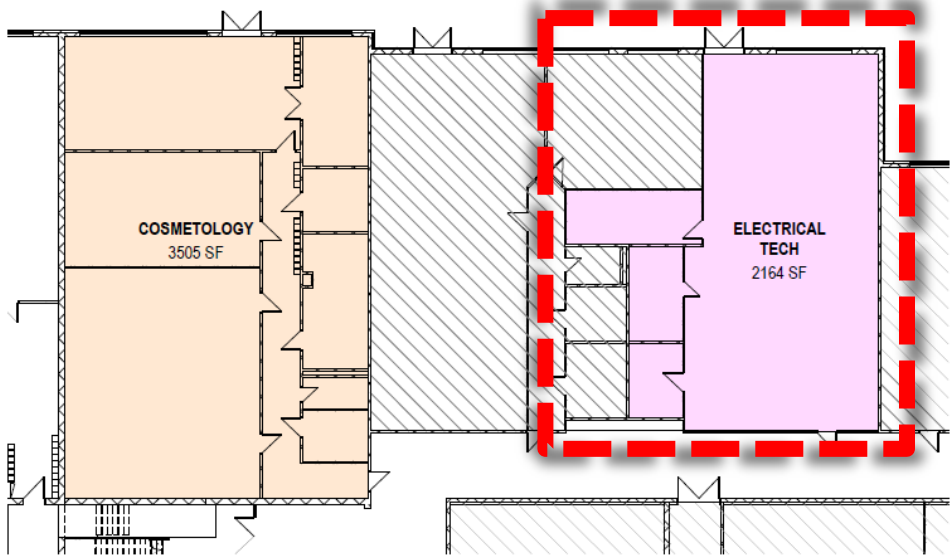
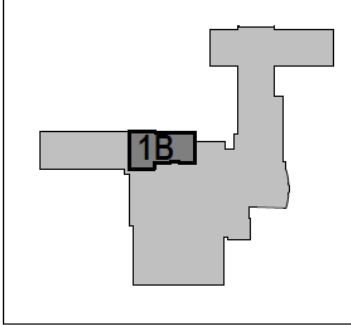


ELECTRICAL TECHNOLOGY

PRELIMINARY RENDERING



EXISTING



1 LEVEL 1 - PART 1B
PART 1B 1/16" = 1'-0"

CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

EXISTING CONDITIONS - PART 1B

SCALE: As Indicated



09/25/20

LAVALLEE | BRENSINGER ARCHITECTS

VOICE / DATA: WIFI IN LAB & CLASS
AUDIO-VIDEO: SHORT THROW PROJECTOR IN CLASS?
SECURITY:
SPECIALTIES:
OTHER:



- OPTION: ACCESS TO EXTERIOR FOR MATERIALS LOADING & OUTDOOR INSTRUCTION

- ELEC PANEL IN EACH
SIMULATION AREA

- EMERGENCY POWER OFF MUSHROOM BUTTONS (2)

- LADDER WORK PRACTICE

- STAIR (3' WIDE) TO MEZZANINE

- 30X60 STUDENT WORK
BENCHES (8) & STOOLS (16)

- FIRE EXTINGUISHER & BLANKET

- MAIN ELEC PANEL FOR LAB

- DOUBLE SINK & EMERGENCY EYE WASH

- FOUR-POST SHELVING IN STUDENT ACCESSED STORAGE

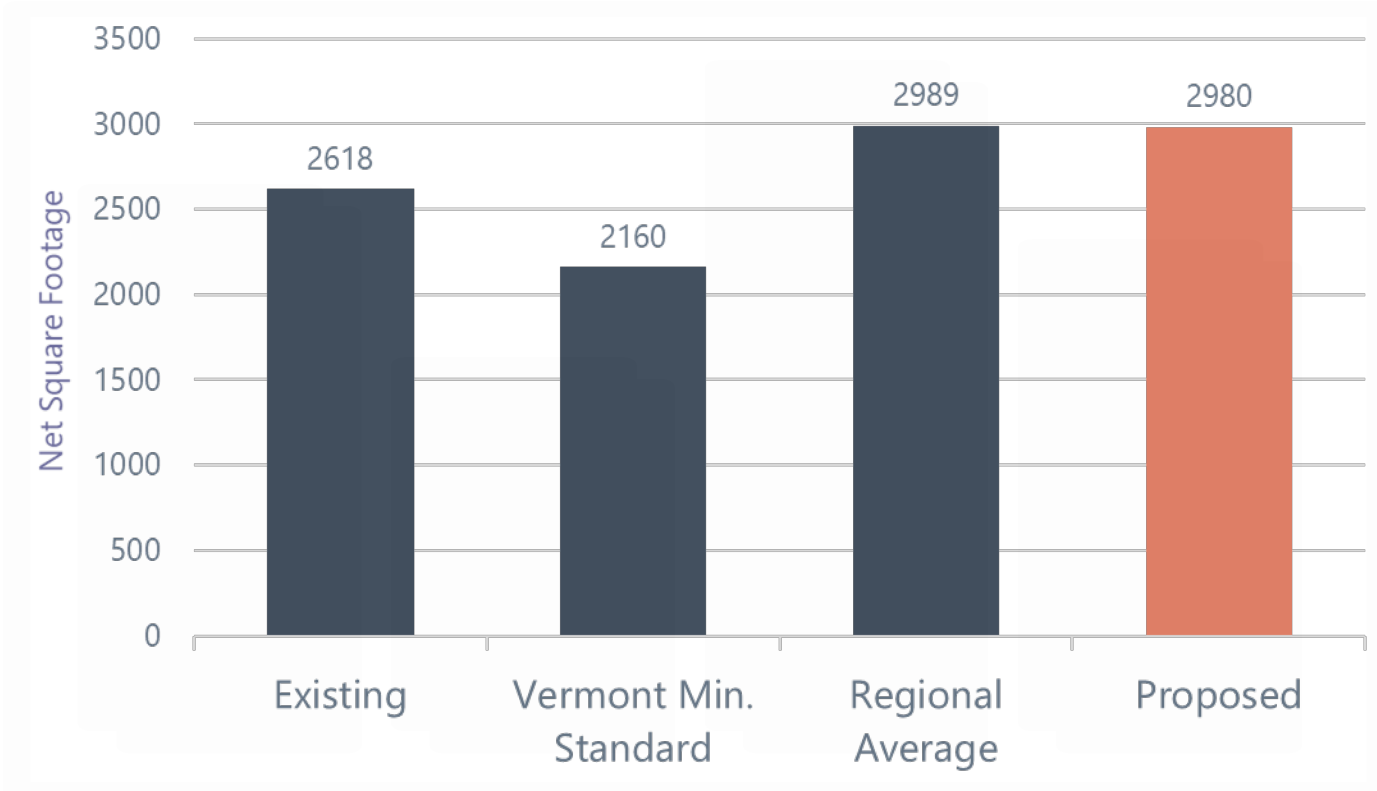
- 12X15X60 METAL LOCKERS (16)

- 24X60 STUDENT TABLES (8) AND
CHAIRS (16)
INSTRUCTOR TOUCH DOWN

LEVEL 1

ELECTRICAL TECHNOLOGY

SQUARE FOOTAGE COMPARISON



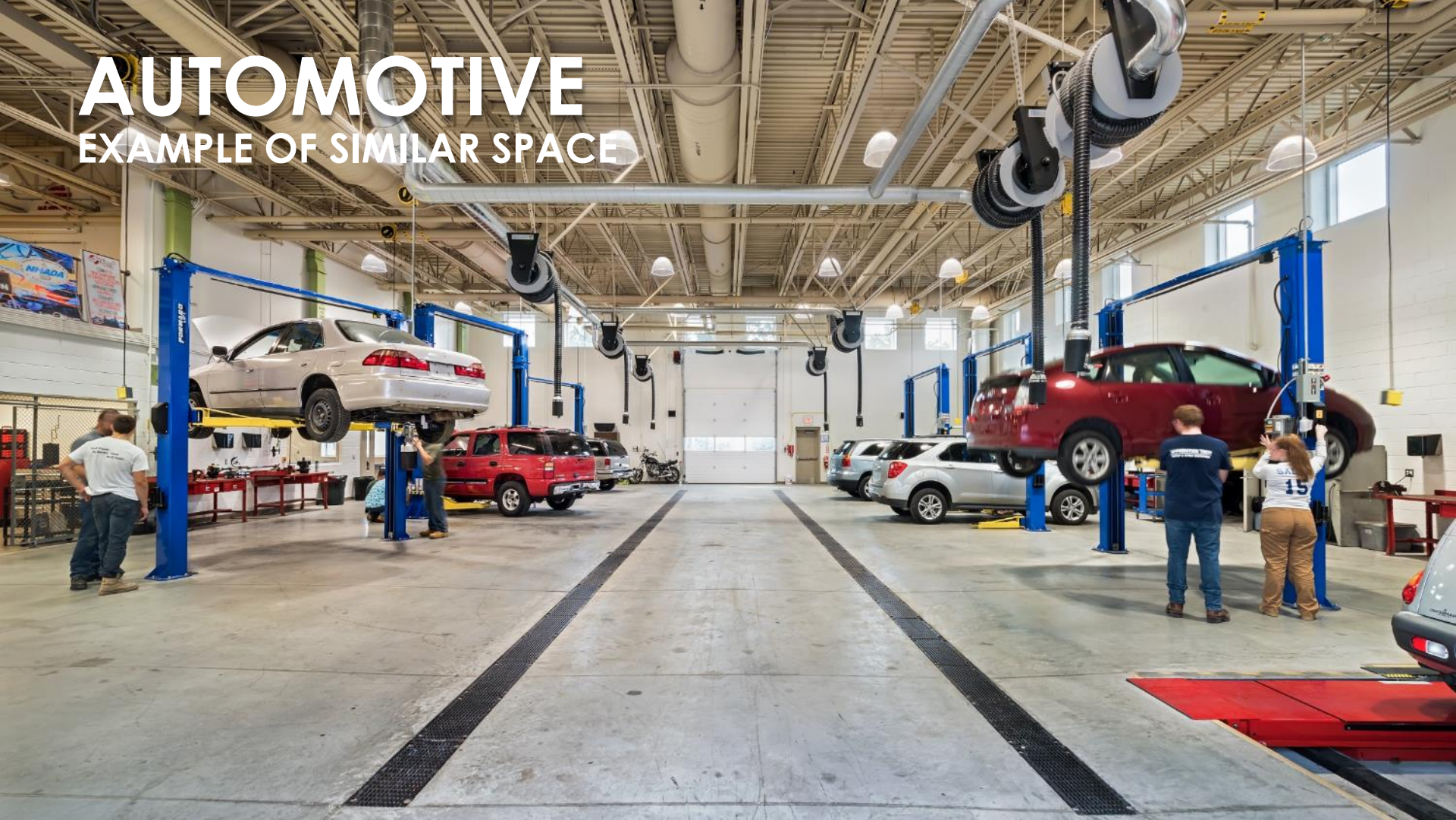
AUTOMOTIVE

EXAMPLE OF SIMILAR SPACE



AUTOMOTIVE

EXAMPLE OF SIMILAR SPACE



AUTOMOTIVE

PRELIMINARY RENDERING

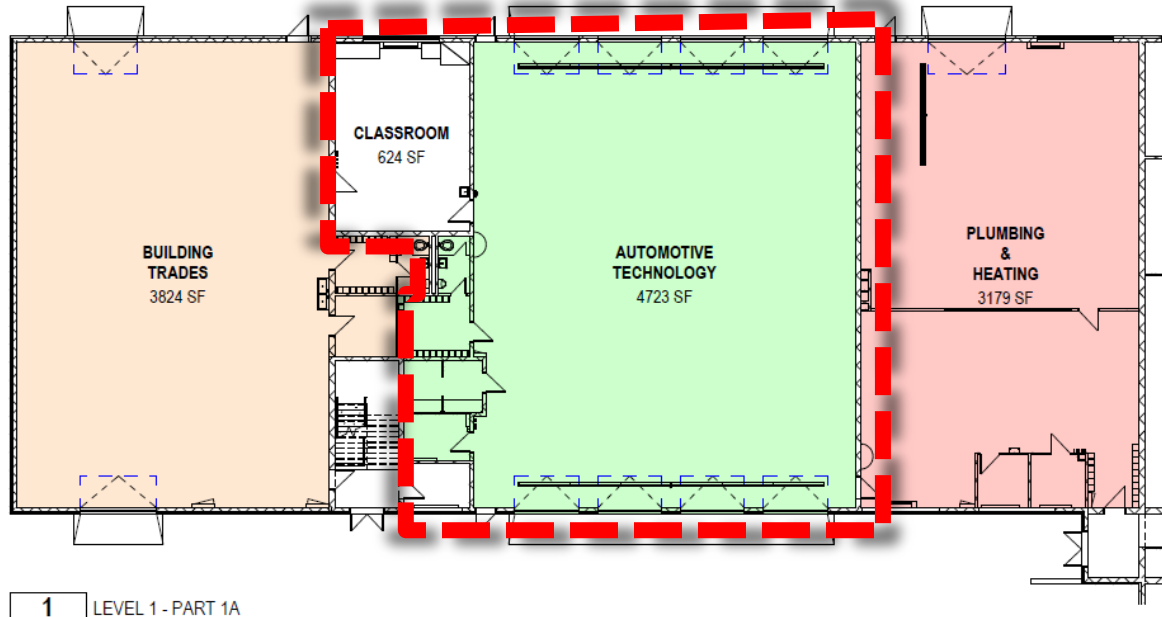


AUTOMOTIVE

PRELIMINARY RENDERING



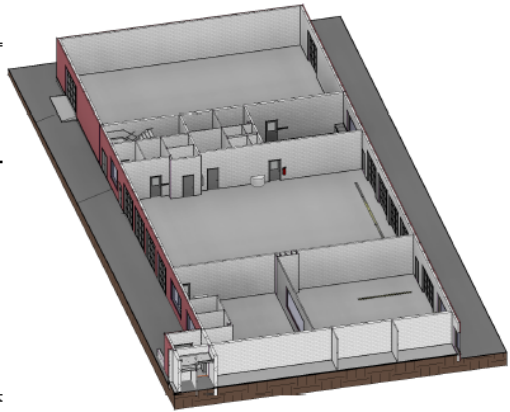
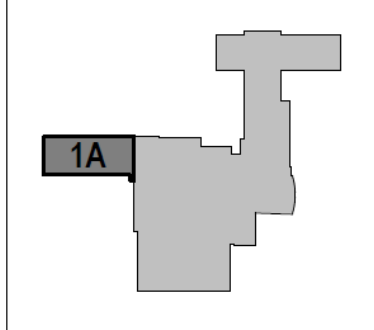
EXISTING



1 LEVEL 1 - PART 1A
PART 1A 1/16" = 1'-0"

CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER



DEPARTMENT:	AUTOMOTIVE TECHNOLOGY
EXISTING PROGRAM AREA:	5300 SF
PROPOSED PROGRAM AREA:	8100 SF
PRIMARY ROOM:	LAB
ROOM NUMBER:	28
PRIMARY ROOM AREA:	6107 SF

ARCHITECTURAL FINISHES:	
FLOORING:	CONCRETE, RESILIENT IN CLASS
WALL BASE:	
WALL FINISH:	
WALL PROTECTION:	
MILLWORK / CASEWORK:	CUSTOMER RECEPTION DESK
COUNTERTOP:	LAMINATE
CEILING:	PAINT, ACT IN CLASS & OFFICE
TEXTILES:	
COMMENTS:	

DOORS & HARDWARE	
DOOR TYPE & FINISH:	
FRAME TYPE & FINISH:	
DOOR HARDWARE:	
WINDOWS & GLAZING:	STOREFRONT AT CLASS, 3/8" LAMIN
COMMENTS:	

SPECIALTIES	
SIGNAGE:	
CASEWORK:	
OTHER:	

FURNITURE & EQUIPMENT	
FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN	
ADDTL. NOTES:	

STRUCTURE	
STRUCT. SPECIALTIES:	
OTHER:	

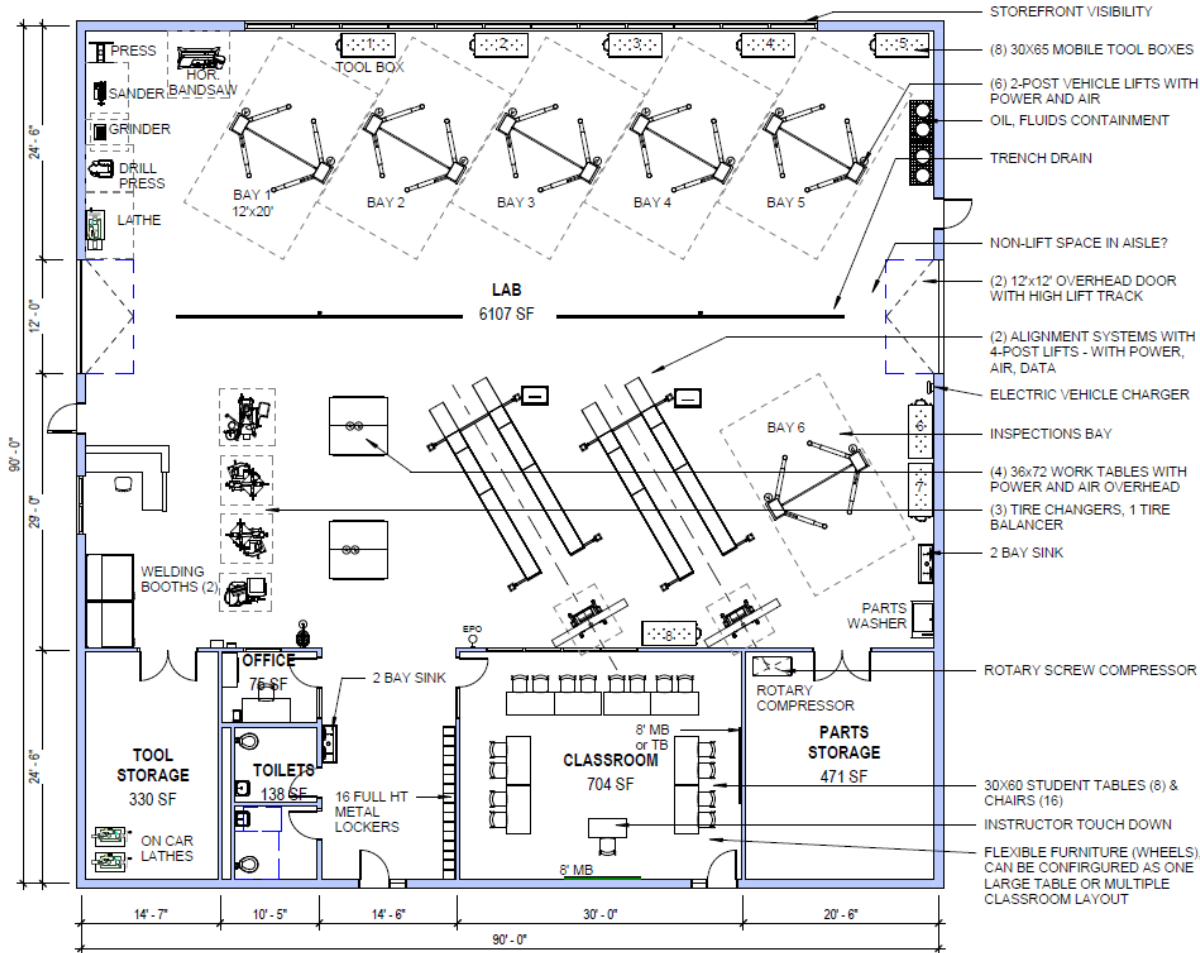
FIRE SUPPRESSION	
SYSTEM & HEAD TYPE:	
OTHER:	

PLUMBING	
FIXTURES:	2 FAUCET TROUGH X2, TRENCH DRAIN
GASES & VACUUM:	COMPRESSED AIR AT EACH LIFT PLUS 1
OTHER:	EMERGENCY EYE WASH, NEED SHOWER?

HVAC	
SYSTEM:	
TEMP / HUMIDITY:	
CONTROLS / OTHER:	VEHICLE EXHAUST SYSTEM

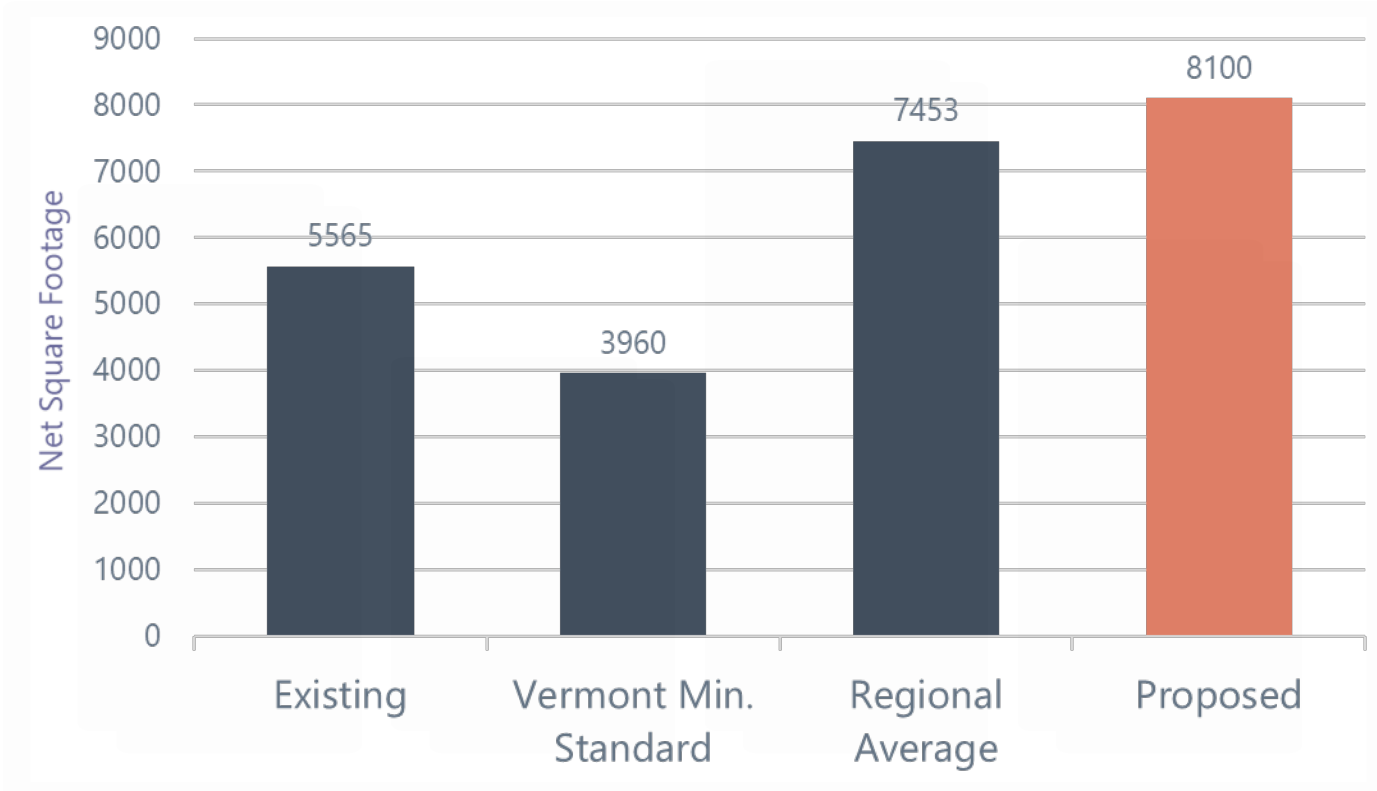
ELECTRICAL	
POWER:	
LIGHTING:	HIGH BAY, 2X2 IN CLASS & OFFICE
CONTROLS / OTHER:	COORDINATE POWER REQUIREMENTS WITH EQUIPMENT

COMMUNICATIONS	
VOICE / DATA:	WIFI IN LAB & CLASS
AUDIO-VIDEO:	SHORT THROW PROJECTOR IN CLASS?
SECURITY:	
SPECIALTIES:	
OTHER:	



AUTOMOTIVE TECHNOLOGY

SQUARE FOOTAGE COMPARISON



PLUMBING & HEATING

EXAMPLE OF SIMILAR SPACE



PLUMBING & HEATING

EXAMPLE OF SIMILAR SPACE



PLUMBING & HEATING

PRELIMINARY RENDERING

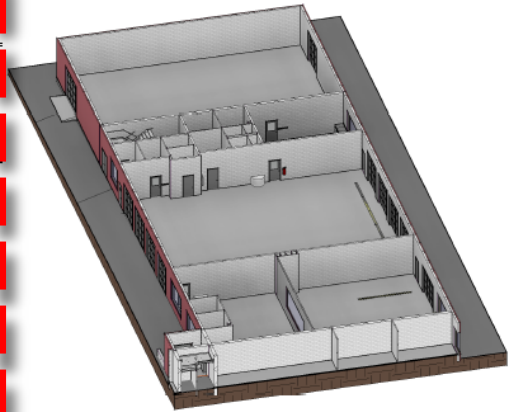
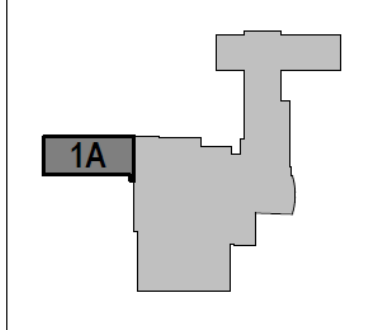
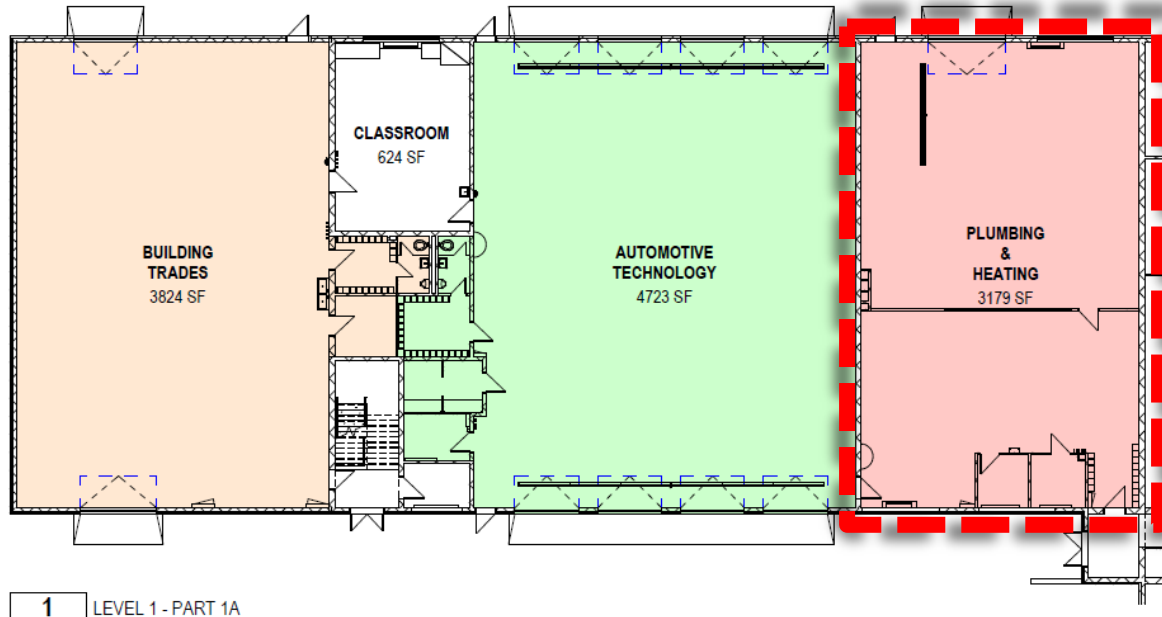


PLUMBING & HEATING

PRELIMINARY RENDERING



EXISTING



CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

EXISTING CONDITIONS - PART 1A

SCALE: As indicated



09/25/20

LAVALLEE|BRENSINGER ARCHITECTS

PLUMBING & HEATING
 EXISTING PROGRAM AREA: 3000 SF
 PROPOSED PROGRAM AREA: 4900 SF
PRIMARY ROOM:
 ROOM NUMBER: 13
 PRIMARY ROOM AREA: 2977 SF

ARCHITECTURAL FINISHES:
 FLOORING: CONCRETE, RESILIENT IN CLASS
 WALL BASE: MASONRY
 WALL FINISH: MASONRY
 WALL PROTECTION: N/A
 MILLWORK / CASEWORK: N/A
 COUNTERTOP: N/A
 CEILING: PAINT, ACT IN CLASS & OFFICE
 TEXTILES: COMMENTS:
 COMMENTS:

DOORS & HARDWARE

DOOR TYPE & FINISH:
 FRAME TYPE & FINISH:
 DOOR HARDWARE:
 WINDOWS & GLAZING:
 COMMENTS:

SPECIALTIES

SIGNAGE:
 CASEWORK:
 OTHER:

FURNITURE & EQUIPMENT

FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
 ADDL. NOTES:

STRUCTURE

STRUCT. SPECIALTIES:
 OTHER: MISC METALS RAILINGS

FIRE SUPPRESSION

SYSTEM & HEAD TYPE:
 OTHER:

PLUMBING

FIXTURES: 2 FAUCET TROUGH X2
 GASES & VACUUM:
 OTHER: EMERGENCY EYE WASH, NEED SHOWER?

HVAC

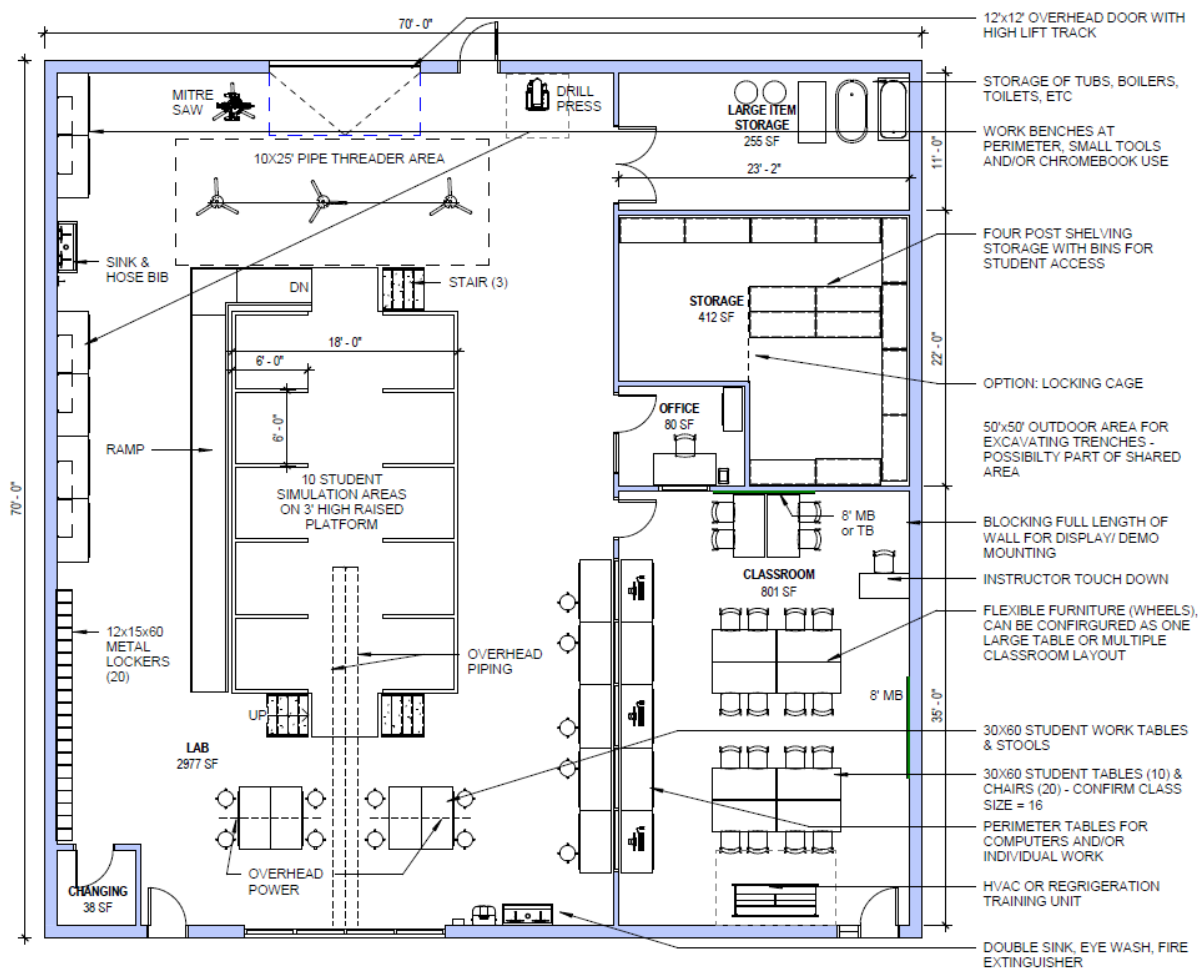
SYSTEM: HEAT RECOVERY VENTILATOR
 TEMP / HUMIDITY:
 CONTROLS / OTHER: NOTE - SOLDERING, PVC GLUE, PRIMER FUMES

ELECTRICAL

POWER: 120 & 240 MIX
 LIGHTING: HIGH BAY, 2X2 IN CLASS & OFFICE
 CONTROLS / OTHER:

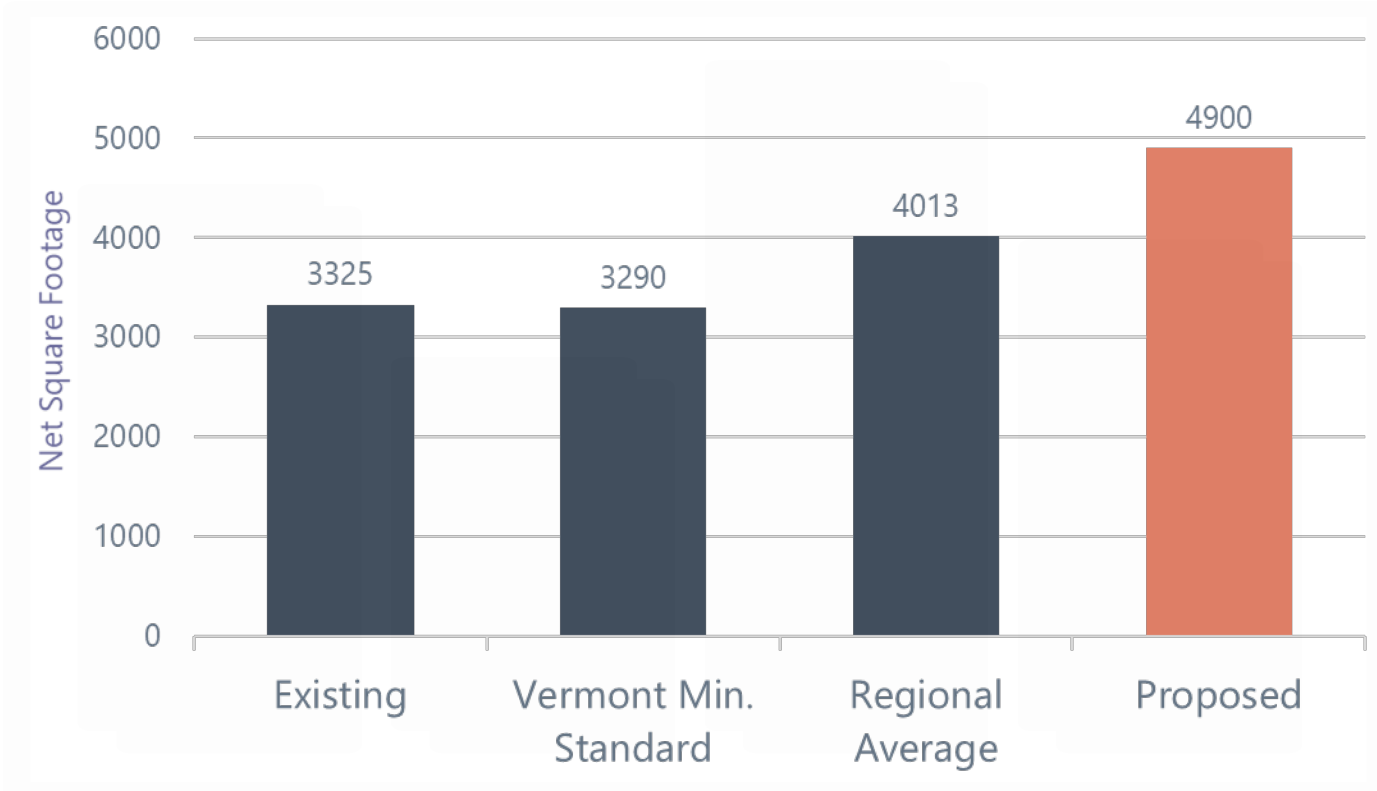
COMMUNICATIONS

VOICE / DATA:
 AUDIO-VIDEO:
 SECURITY:
 SPECIALTIES:
 OTHER:



PLUMBING & HEATING

SQUARE FOOTAGE COMPARISON



BUILDING TRADES

EXAMPLE OF SIMILAR SPACE



Photo courtesy of <https://www.lakemichigancollege.edu/>

BUILDING TRADES

PRELIMINARY RENDERING

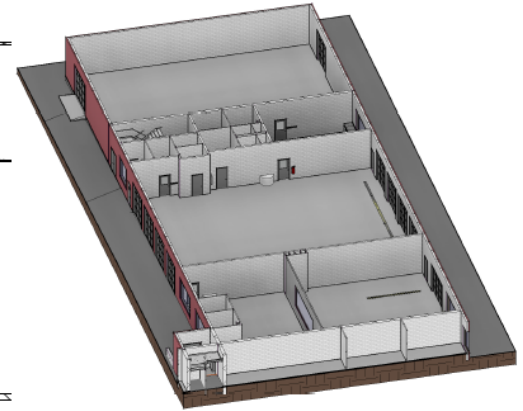
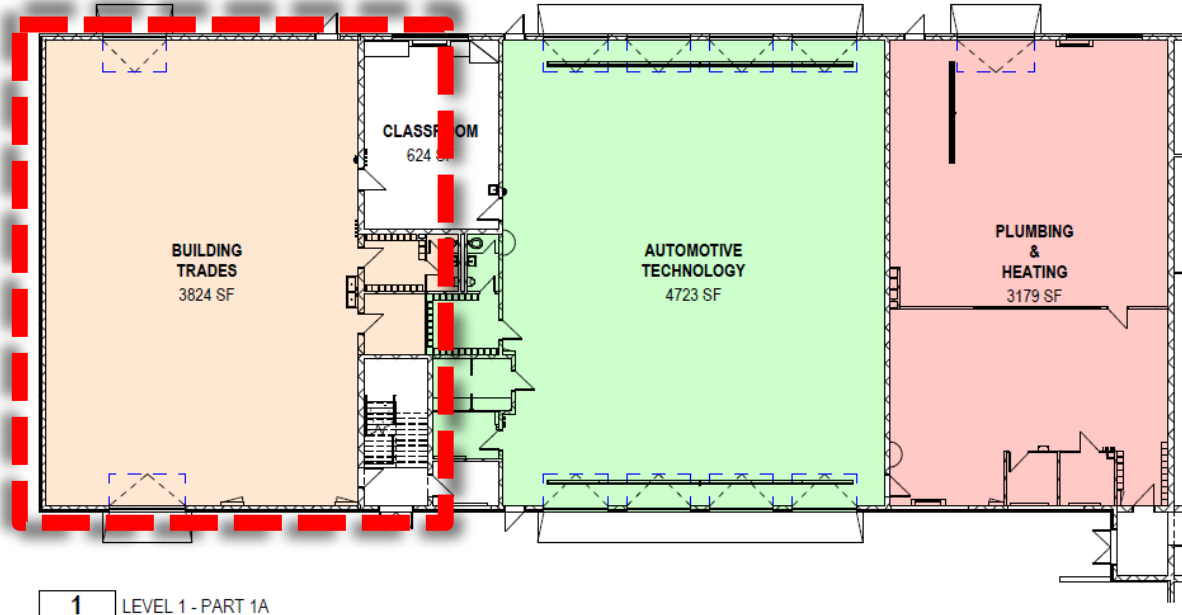
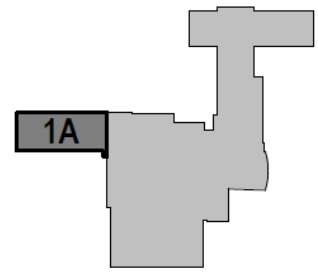


BUILDING TRADES

PRELIMINARY RENDERING



EXISTING



1 LEVEL 1 - PART 1A
PART 1A 1/16" = 1'-0"

CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

EXISTING CONDITIONS - PART 1A

SCALE: As indicated



09/25/20

LAVALLEE BRENSINGER ARCHITECTS

DEPARTMENT: BUILDING TRADES
EXISTING PROGRAM AREA: 4190 SF
PROPOSED PROGRAM AREA: 5884 SF
PRIMARY ROOM: LAB
ROOM NUMBER: 23
PRIMARY ROOM AREA: 3739 SF

ARCHITECTURAL FINISHES:
FLOORING: CONCRETE, RESILIENT IN CLASS
WALL BASE: MASONRY
WALL FINISH: MASONRY
WALL PROTECTION: MILLWORK / CASEWORK
COUNTERTOP: PAINT, ACT IN CLASS & OFFICE
CEILING: TEXTILES
COMMENTS:

DOORS & HARDWARE
DOOR TYPE & FINISH: STOREFRONT AT CLASS, 3/8" LAMIN
FRAME TYPE & FINISH: COMMENTS:
DOOR HARDWARE:
WINDOWS & GLAZING:

SPECIALTIES

SIGNAGE:
CASEWORK:
OTHER:

FURNITURE & EQUIPMENT

FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
ADDTL NOTES: ASSESS TO STEM LAB

STRUCTURE

STRUCT. SPECIALTIES:
OTHER: MISC METALS RAILINGS

FIRE SUPPRESSION

SYSTEM & HEAD TYPE:
OTHER:

PLUMBING

FIXTURES: 2 FAUCET TROUGH
GASES & VACUUM: COMPRESSED AIR THROUGHOUT LAB
OTHER: EMERGENCY EYE WASH & SHOWER?

HVAC

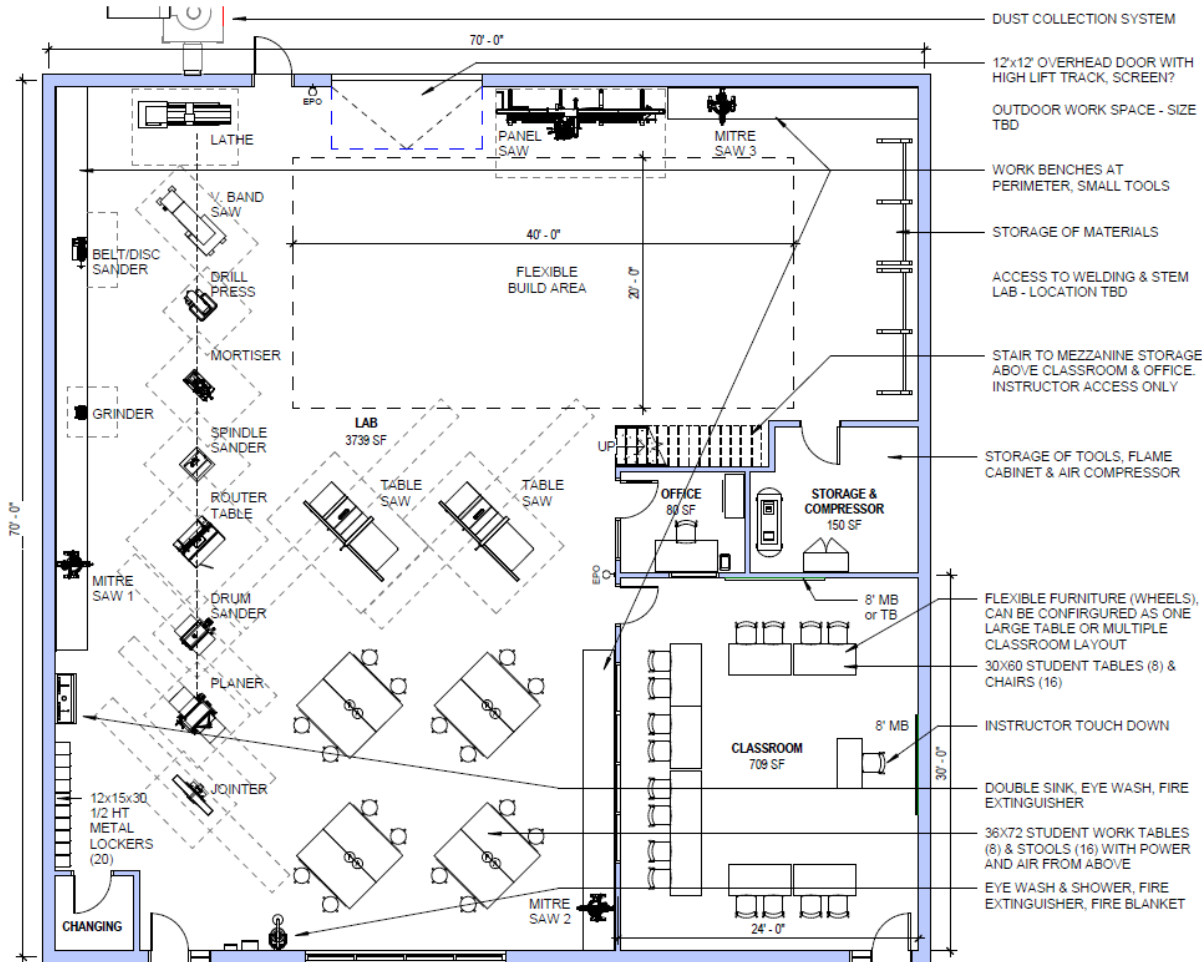
SYSTEM:
TEMP / HUMIDITY: DUST COLLECTION SYSTEM
CONTROLS / OTHER:

ELECTRICAL

POWER: OVERHEAD POWER AT FIXED EQUIPMENT
LIGHTING: HIGH BAY, 2X2 IN CLASS & OFFICE
CONTROLS / OTHER: MULTIPLE OUTLETS AT BENCHES

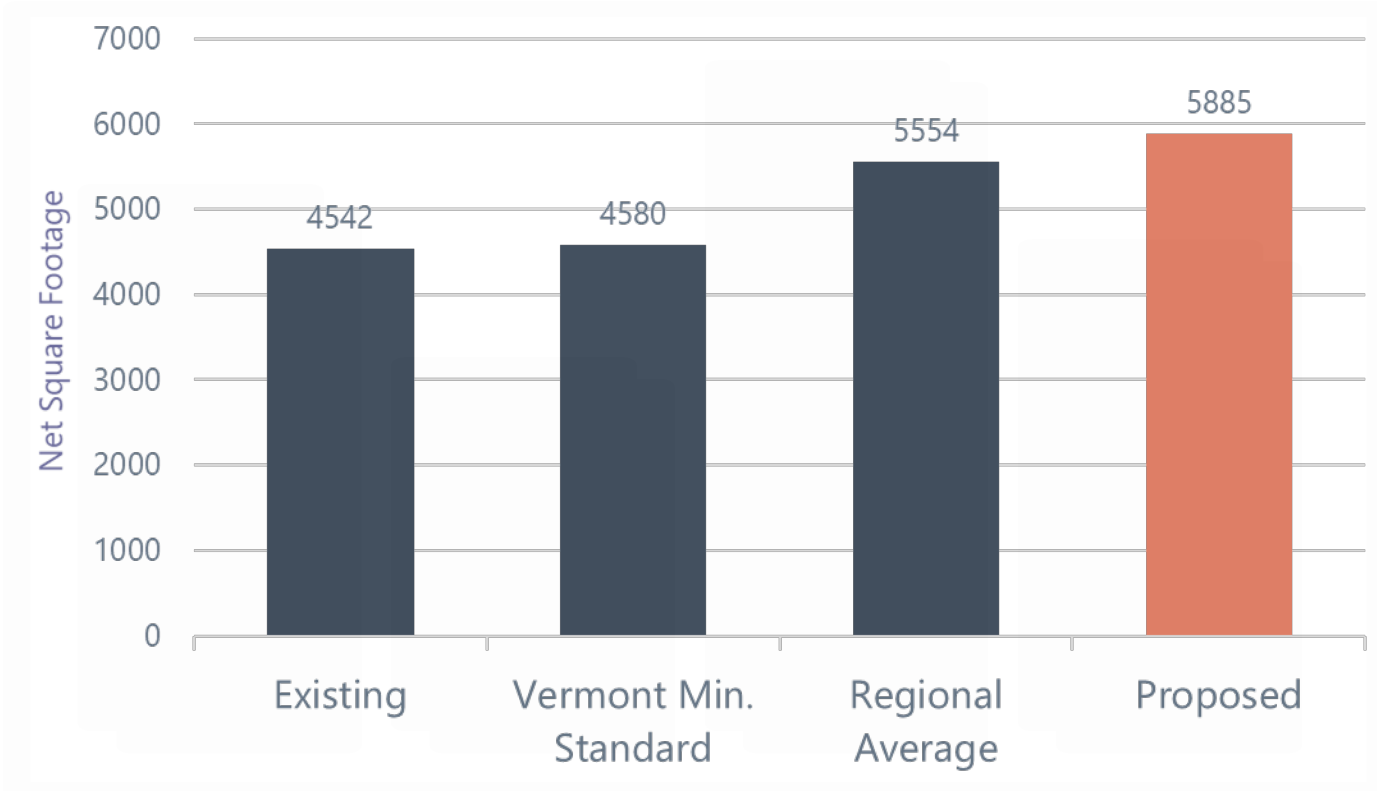
COMMUNICATIONS

VOICE / DATA: WIFI IN LAB & CLASS
AUDIO-VIDEO: SHORT THROW PROJECTOR IN CLASS?
SECURITY:
SPECIALTIES:
OTHER:



BUILDING TRADES

SQUARE FOOTAGE COMPARISON



CULINARY & BAKING

EXAMPLE OF SIMILAR SPACE



CULINARY & BAKING

EXAMPLE OF SIMILAR SPACE



CULINARY & BAKING

PRELIMINARY RENDERING

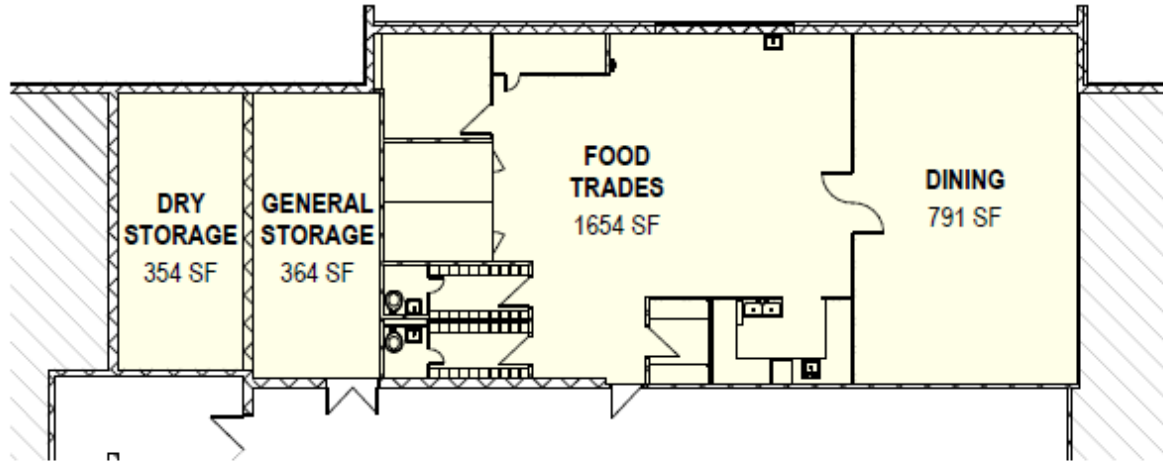
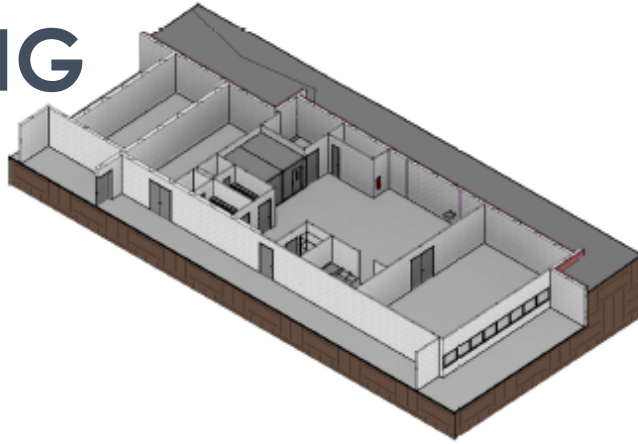


CULINARY & BAKING

PRELIMINARY RENDERING



EXISTING



DEPARTMENT: CULINARY & BAKING
EXISTING PROGRAM AREA: 2460 SF + 1362 BAKE (OFF CAMPUS) = 3822
PROPOSED PROGRAM AREA: 7000 SF

PRIMARY ROOM: INSTRUCTION LAB + COOK LAB
ROOM NUMBER: 20
PRIMARY ROOM AREA: 1255 SF 3243 SF

ARCHITECTURAL FINISHES:
FLOORING: CONCRETE, RESILIENT IN CLASS
WALL BASE: MASONRY AND/OR STUD W PROTECTION
WALL FINISH: STAINLESS
WALL PROTECTION: STAINLESS
MILLWORK / CASEWORK: STAINLESS, BUTCHER BLOCK
COUNTERTOP: PAINT, ACT IN CLASS & OFFICE
CEILING: TEXTILES:
TEXTILES: COMMENTS:

DOORS & HARDWARE:
DOOR TYPE & FINISH: HM DOORS, WD AT CLASS
FRAME TYPE & FINISH: STOREFRONT AT CLASS & OFFICE
DOOR HARDWARE: COMMENTS:
WINDOWS & GLAZING:

SPECIALTIES
SIGNAGE:
CASEWORK:
OTHER: 16 FULL HEIGHT METAL LOCKERS

FURNITURE & EQUIPMENT
FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
ADDTL NOTES:

STRUCTURE
STRUCT. SPECIALTIES:
OTHER:

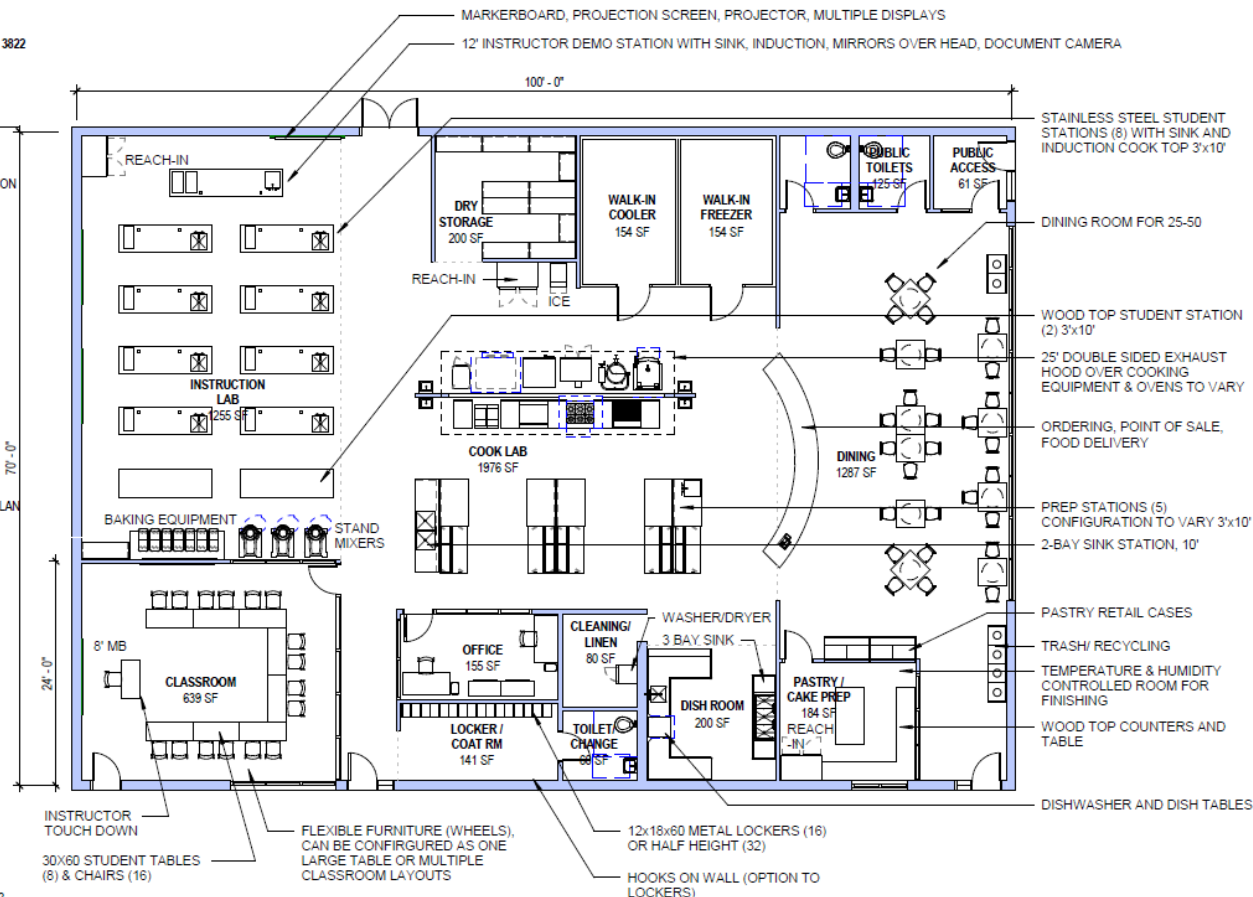
FIRE SUPPRESSION
SYSTEM & HEAD TYPE:
OTHER:

PLUMBING
FIXTURES:
GASES & VACUUM:
OTHER:

HVAC
SYSTEM:
TEMP / HUMIDITY:
CONTROLS / OTHER:

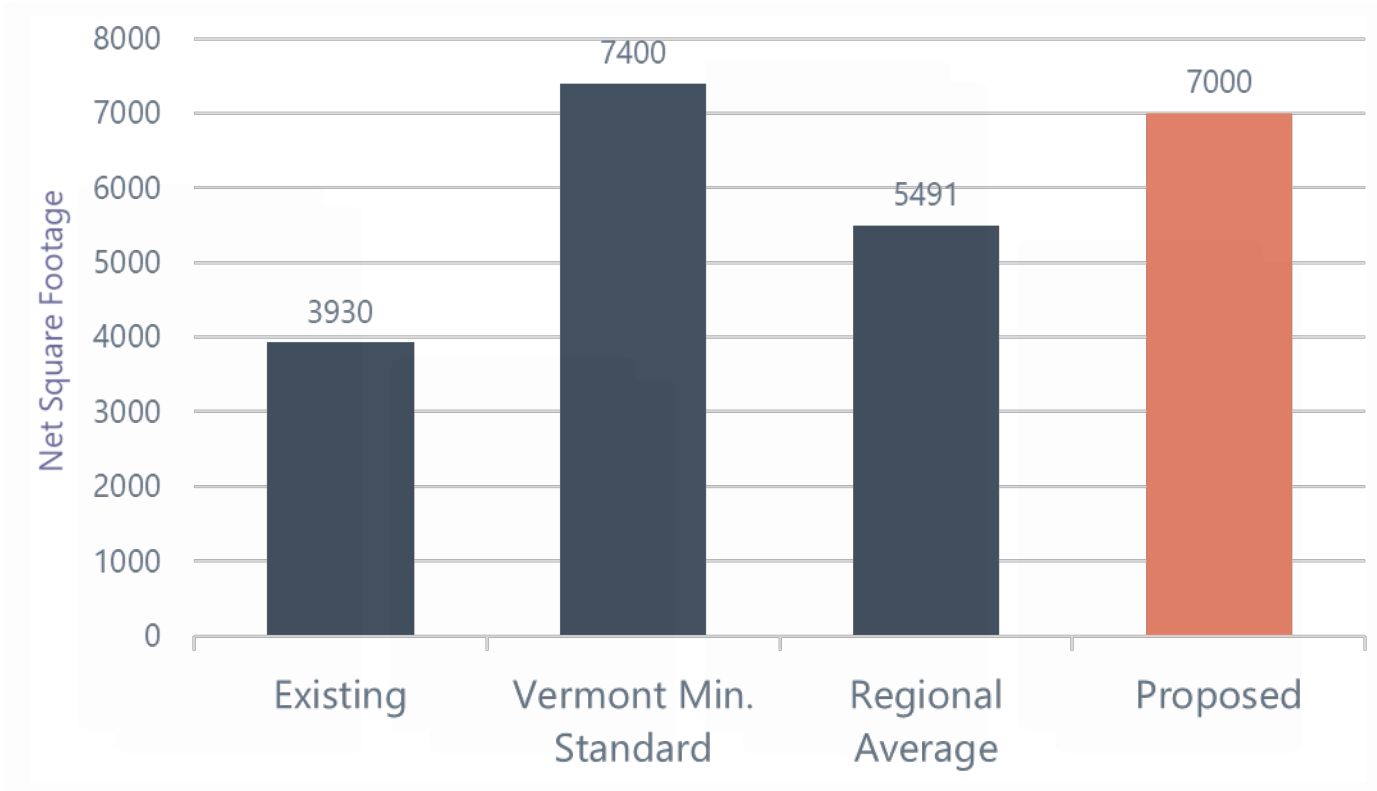
ELECTRICAL
POWER:
LIGHTING:
CONTROLS / OTHER:

COMMUNICATIONS
VOICE / DATA: WIFI IN LAB & CLASS
AUDIO-VIDEO: SHORT THROW PROJECTOR IN CLASS?
SECURITY:
SPECIALTIES: CAMERA OVER DEMO, PROJECTION SCREEN
OTHER:



CULINARY & BAKING

SQUARE FOOTAGE COMPARISON



COSMETOLOGY

EXAMPLE OF SIMILAR SPACE



COSMETOLOGY

EXAMPLE OF SIMILAR SPACE



COSMETOLOGY

EXAMPLE OF SIMILAR SPACE



COSMETOLOGY

PRELIMINARY RENDERING

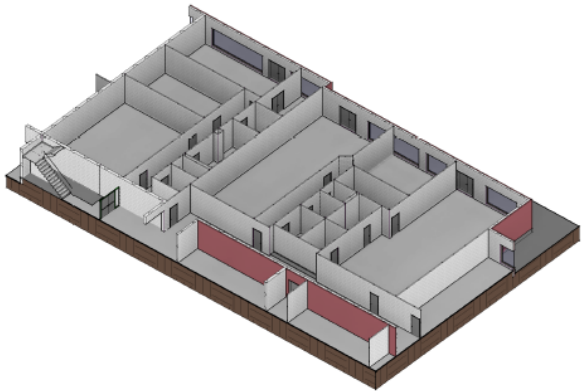
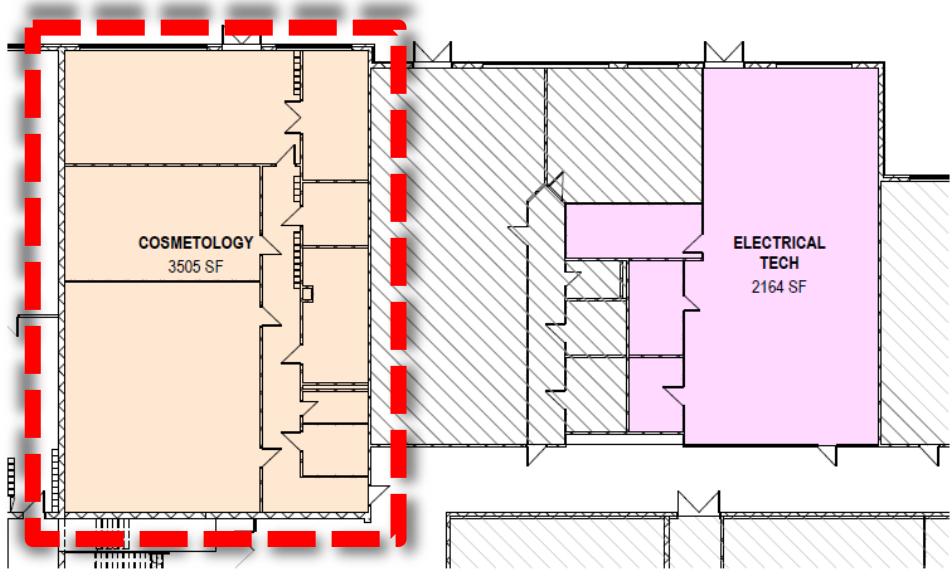
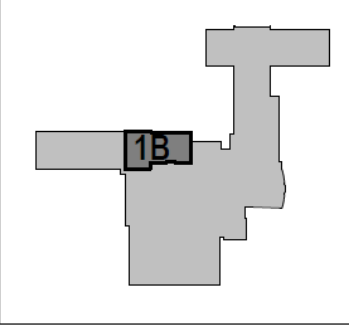


COSMETOLOGY

PRELIMINARY RENDERING



EXISTING



1 LEVEL 1 - PART 1B
PART 1B 1/16" = 1'-0"

CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

EXISTING CONDITIONS - PART 1B

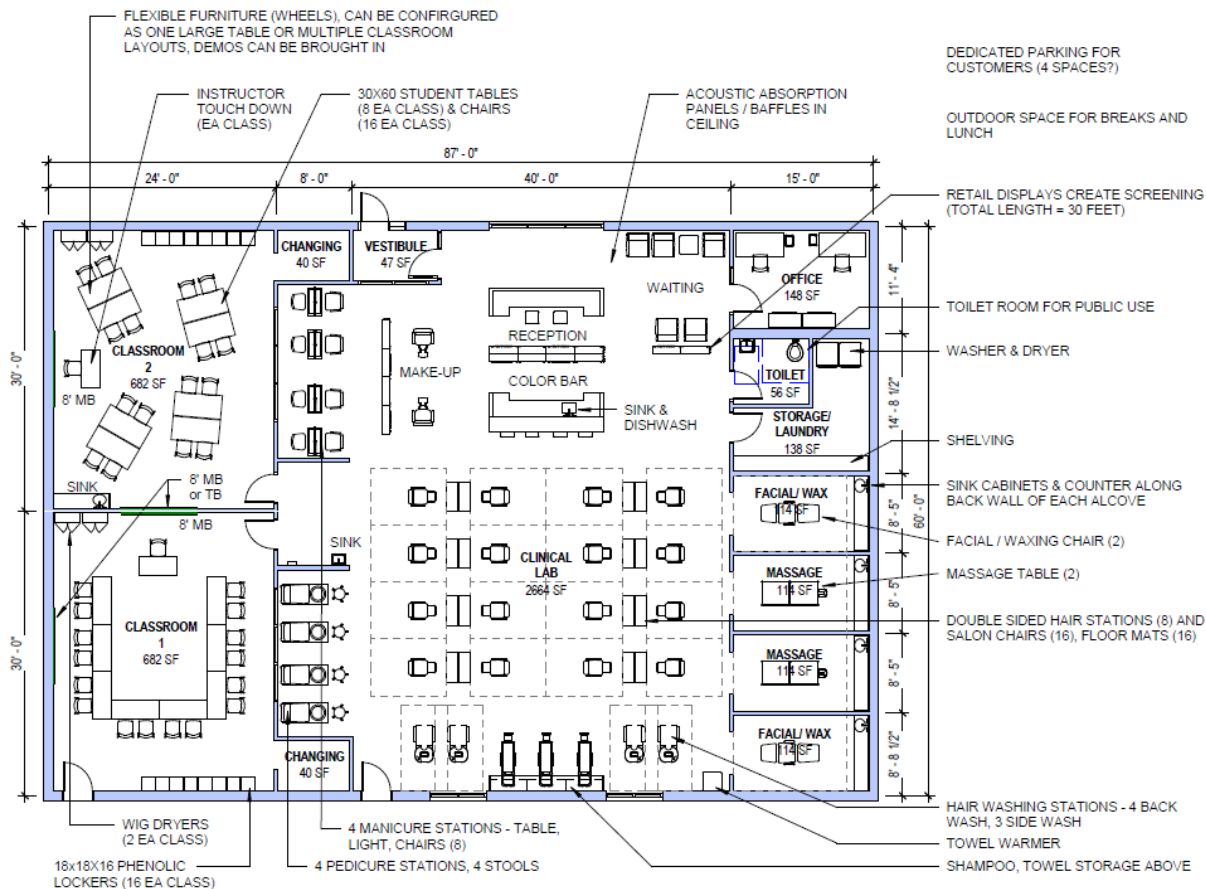
SCALE: As Indicated



09/25/20

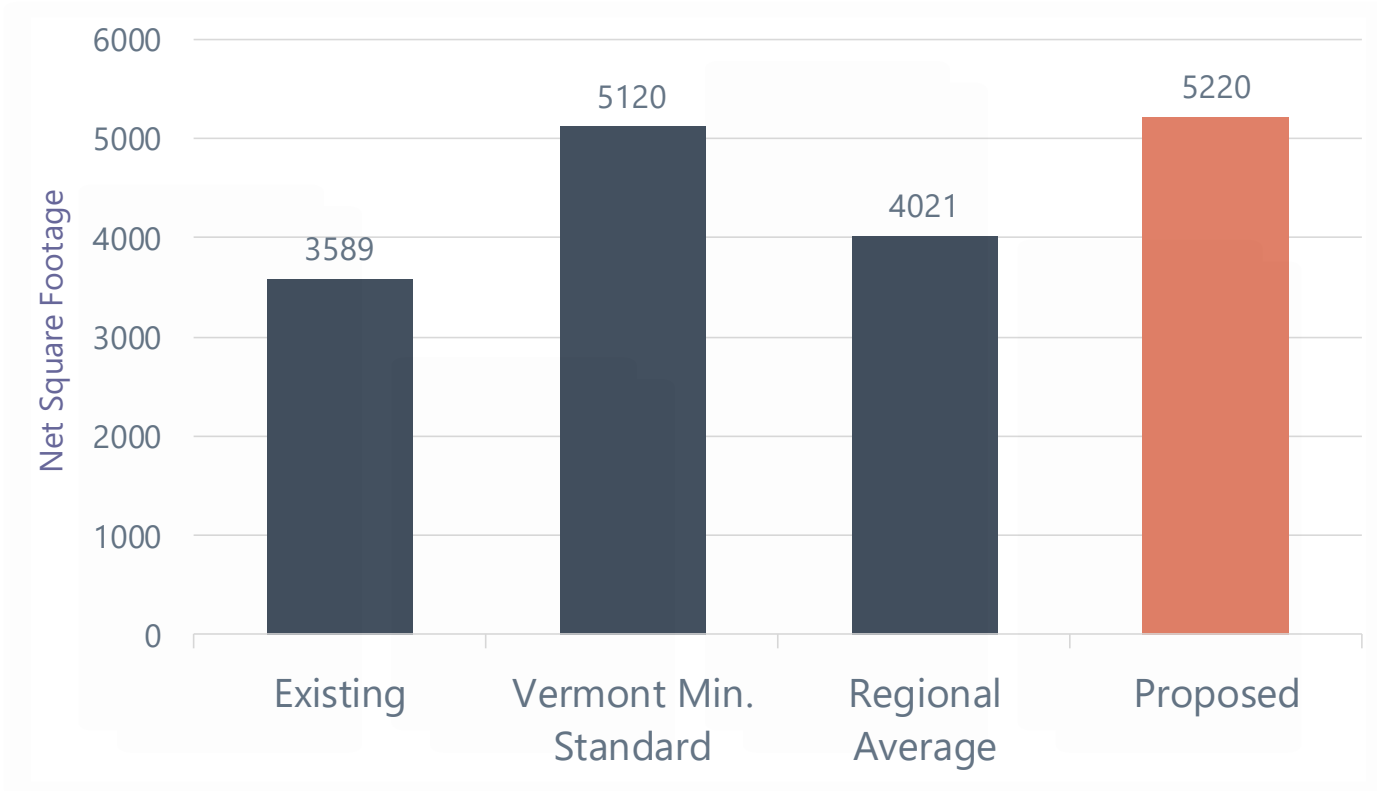
LAVALLEE | BRENSINGER ARCHITECTS

DEPARTMENT:	COSMETOLOGY
EXISTING PROGRAM AREA:	3500 SF
PROPOSED PROGRAM AREA:	5220 SF
PRIMARY ROOM:	CLINICAL LAB
ROOM NUMBER:	46
PRIMARY ROOM AREA:	2664 SF
ARCHITECTURAL FINISHES:	
FLOORING:	RESILIENT THROUGHOUT
WALL BASE:	STUD WITH GYPSUM
WALL FINISH:	RECEPTION DESK & COLOR BAR
WALL PROTECTION:	QUARTZ
MILLWORK / CASEWORK:	PAINT, ACT IN CLASS, ALCOVES & OFFICE
COUNTERTOP:	CLEANABLE, ANTIMICROBIAL
CEILING:	FLOORING TO BE STAIN RESISTANT
TEXTILES:	
COMMENTS:	
DOORS & HARDWARE	
DOOR TYPE & FINISH:	
FRAME TYPE & FINISH:	
DOOR HARDWARE:	STOREFRONT AT CLASS, 3/8" LAMIN
WINDOWS & GLAZING:	
COMMENTS:	
SPECIALTIES	
SIGNAGE:	EXTERIOR SIGNAGE
CASEWORK:	
OTHER:	SHADES AT ALL WINDOWS, CURTAINS AT OPENINGS
FURNITURE & EQUIPMENT	
FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN	
ADDTL. NOTES:	
STRUCTURE	
STRUCT. SPECIALTIES:	
OTHER:	
FIRE SUPPRESSION	
SYSTEM & HEAD TYPE:	
OTHER:	
PLUMBING	
FIXTURES:	MULTIPLE SINKS AS NOTED
GASES & VACUUM:	
OTHER:	PEDICURE, HAIR WASH TO BE PLUMBED
HVAC	
SYSTEM:	
TEMP / HUMIDITY:	
CONTROLS / OTHER:	RAISED CFM AT NAIL AND HAIR STATIONS
ELECTRICAL	
POWER:	
LIGHTING:	INCREASED FC AT HAIR STYLING
CONTROLS/ OTHER:	
COMMUNICATIONS	
VOICE / DATA:	WIFI IN LAB & CLASS
AUDIO-VIDEO:	SHORT THROW PROJECTOR IN CLASSES
SECURITY:	BUZZER AT VESTIBULE DOOR
SPECIALTIES:	
OTHER:	



COSMETOLOGY

SQUARE FOOTAGE COMPARISON



NATURAL RESOURCES & SUSTAINABILITY

EXAMPLE OF SIMILAR SPACE



NATURAL RESOURCES & SUSTAINABILITY

EXAMPLE OF SIMILAR SPACE



NATURAL RESOURCES & SUSTAINABILITY

EXAMPLE OF SIMILAR SPACE



NATURAL RESOURCES & SUSTAINABILITY

EXAMPLE OF SIMILAR SPACE



NATURAL RESOURCES & SUSTAINABILITY

PRELIMINARY RENDERING

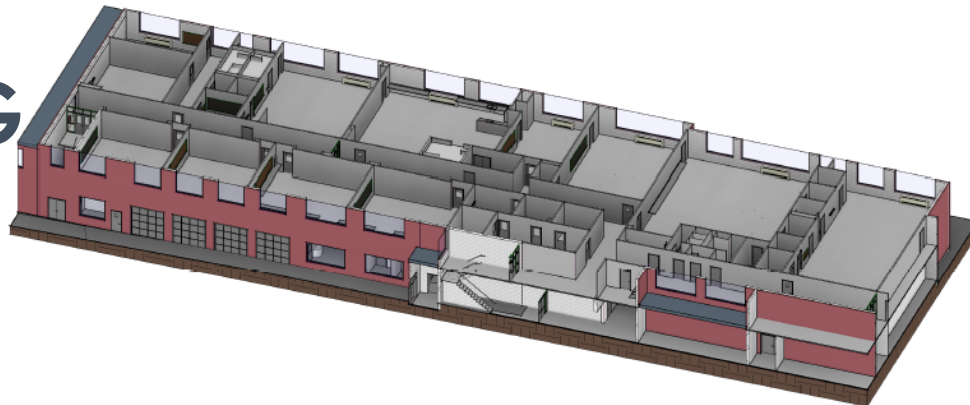


NATURAL RESOURCES & SUSTAINABILITY

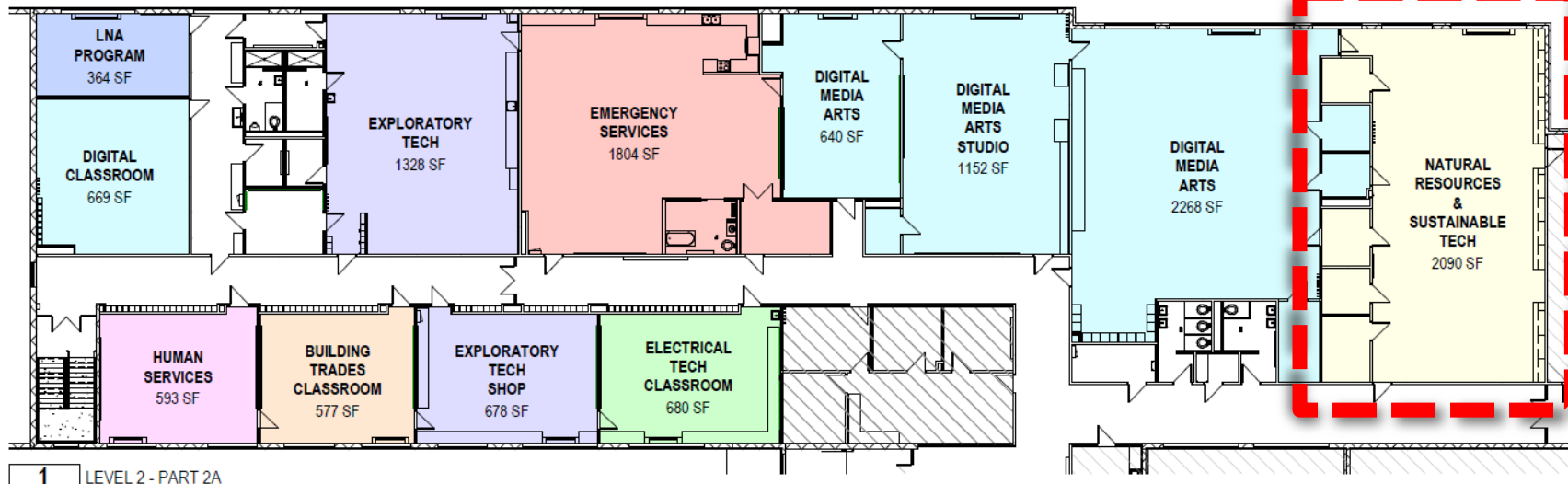
PRELIMINARY RENDERING



EXISTING



2A



1

LEVEL 2 - PART 2A

PART 2A

1/16" = 1'-0"

CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

SCALE: As indicated



09/25/20

EXISTING CONDITIONS - PART 2A

LAVALLEE BRENSINGER ARCHITECTS

DEPARTMENT: NATURAL RESOURCES & SUSTAINABILITY
 EXISTING PROGRAM AREA: 2280 SF
 PROPOSED PROGRAM AREA: 2600 SF
 PRIMARY ROOM: LAB
 ROOM NUMBER: 30
 PRIMARY ROOM AREA: 1583 SF

ARCHITECTURAL FINISHES:

FLOORING: CONCRETE, RESILIENT IN LAB & OFFICE
 WALL BASE:
 WALL FINISH: MASONRY AND/OR STUD W PROTECTION
 WALL PROTECTION:
 MILLWORK / CASEWORK: LAB CASEWORK & WORK STATIONS
 COUNTERTOP:
 CEILING: PAINT, ACT IN OFFICE
 TEXTILES:
 COMMENTS:

DOORS & HARDWARE

DOOR TYPE & FINISH:
 FRAME TYPE & FINISH:
 DOOR HARDWARE:
 WINDOWS & GLAZING:
 COMMENTS:

SPECIALTIES

SIGNAGE:
 CASEWORK:
 OTHER:

FURNITURE & EQUIPMENT

FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
 ADDTL NOTES:

STRUCTURE

STRUCT. SPECIALTIES:
 OTHER:

FIRE SUPPRESSION

SYSTEM & HEAD TYPE:
 OTHER:

PLUMBING

FIXTURES: 2 FAUCET TROUGH
 GASES & VACUUM: N/A
 OTHER: HOSE BIBS & SINKS AS NOTED

HVAC

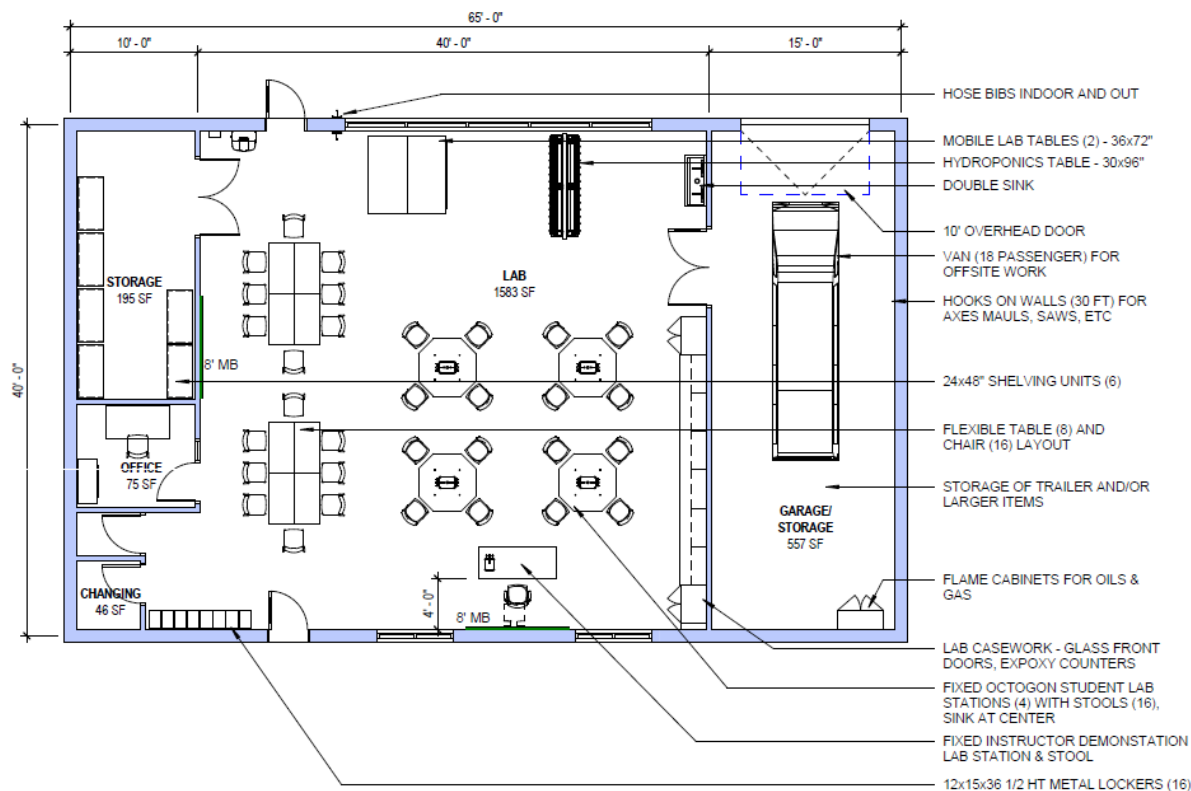
SYSTEM:
 TEMP / HUMIDITY:
 CONTROLS / OTHER:

ELECTRICAL

POWER:
 LIGHTING:
 CONTROLS/ OTHER:

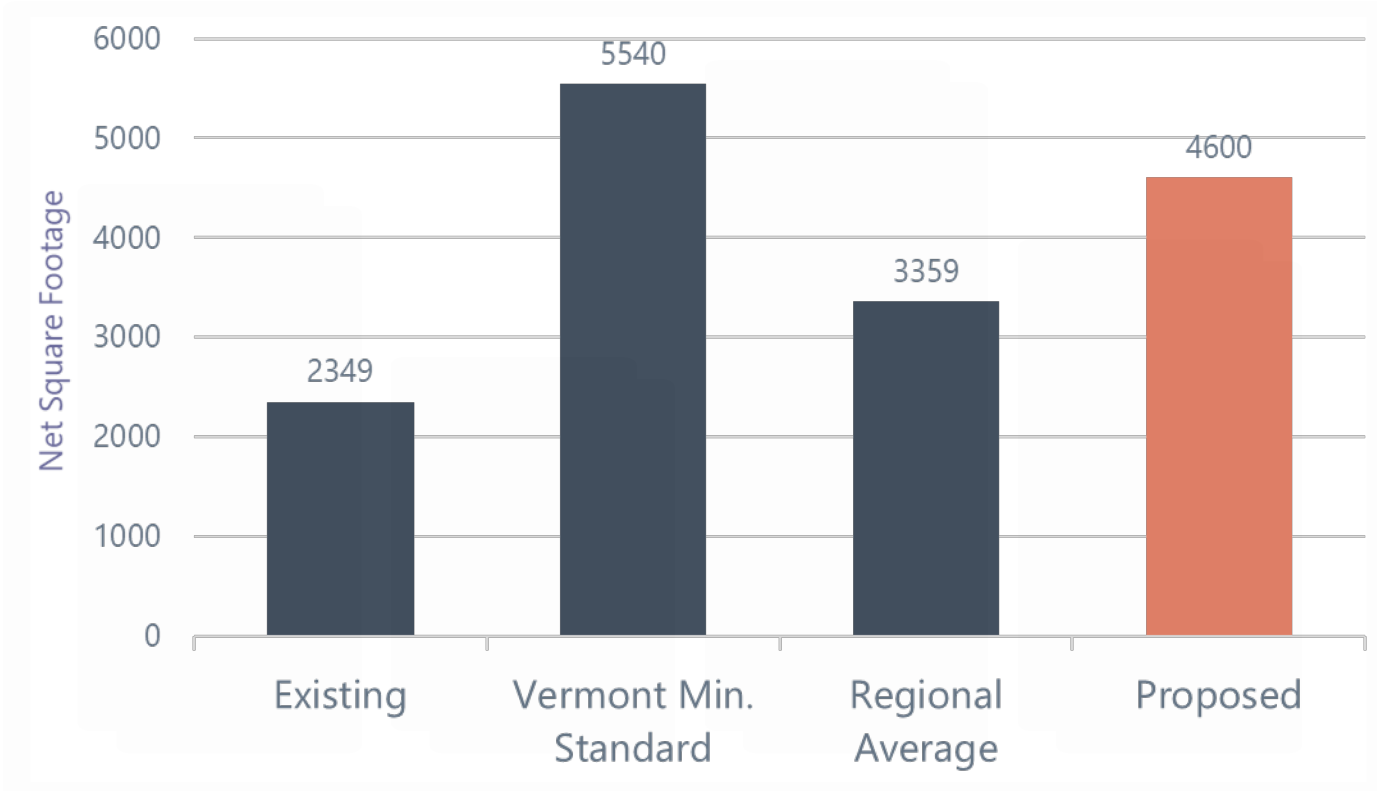
COMMUNICATIONS

VOICE / DATA:
 AUDIO-VIDEO:
 SECURITY:
 SPECIALTIES:
 OTHER:



NATURAL RESOURCES & SUSTAINABILITY

SQUARE FOOTAGE COMPARISON



EMERGENCY SERVICES

EXAMPLE OF SIMILAR SPACE



EMERGENCY SERVICES

EXAMPLE OF SIMILAR SPACE



EMERGENCY SERVICES

PRELIMINARY RENDERING

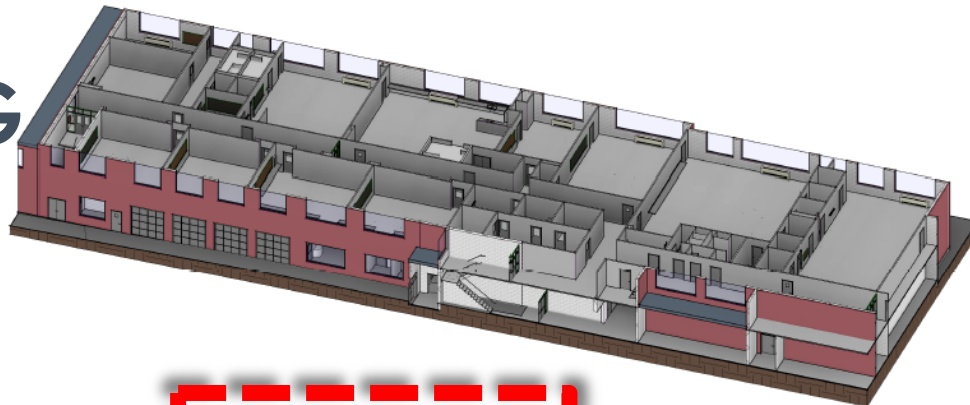


EMERGENCY SERVICES

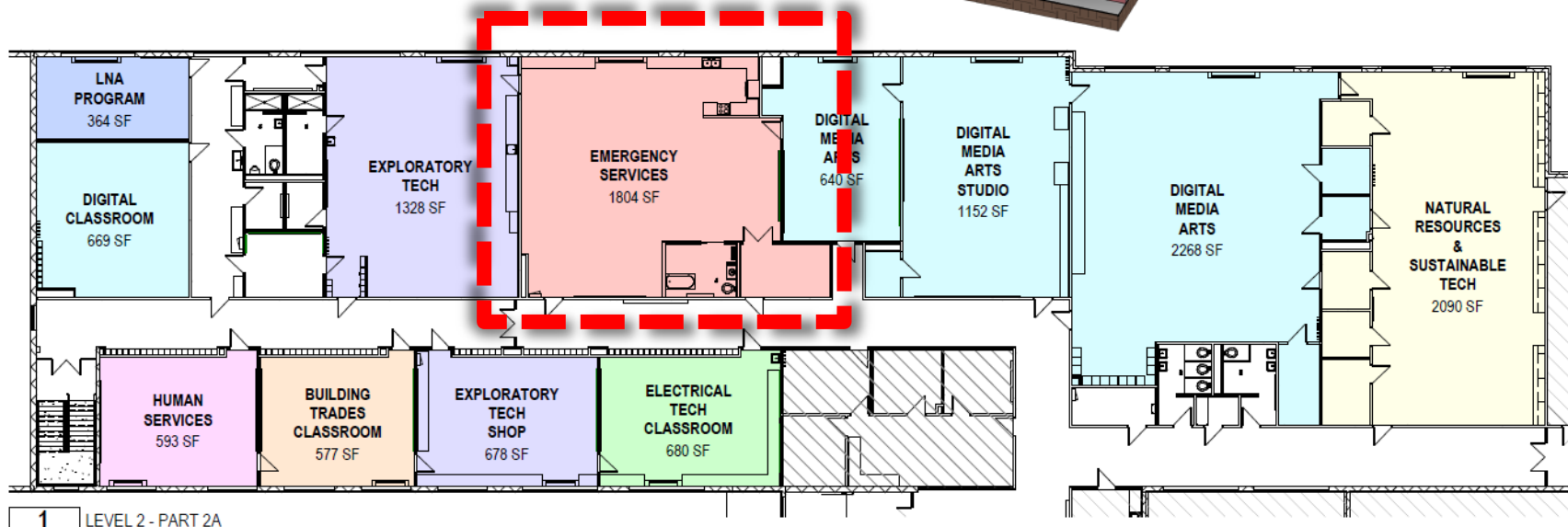
PRELIMINARY RENDERING



EXISTING



2A



CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

SCALE: As indicated



09/25/20

EXISTING CONDITIONS - PART 2A

LAVALLEE BRENSINGER ARCHITECTS

DEPARTMENT:	EMERGENCY SERVICES
EXISTING PROGRAM AREA:	1800 SF
PROPOSED PROGRAM AREA:	3120 SF
PRIMARY ROOM:	LAB
ROOM NUMBER:	31
PRIMARY ROOM AREA:	1586 SF

ARCHITECTURAL FINISHES:

FLOORING:	CONCRETE, RESILIENT IN CLASS, TILE IN TOILET
WALL BASE:	
WALL FINISH:	STUD WITH GYPSUM
WALL PROTECTION:	
MILLWORK / CASEWORK:	LAMINATE
COUNTERTOP:	SOLID SURFACE
CEILING:	PAINT, ACT IN CLASS & OFFICE, GWB IN TOILET & LAUNDRY
TEXTILES:	
COMMENTS:	

DOORS & HARDWARE

DOOR TYPE & FINISH:	HM DOORS, WD AT CLASS
FRAME TYPE & FINISH:	
DOOR HARDWARE:	
WINDOWS & GLAZING:	STOREFRONT AT CLASS & OFFICE
COMMENTS:	

SPECIALTIES

SIGNAGE:	
CASEWORK:	
OTHER:	

FURNITURE & EQUIPMENT

FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
ADDTL. NOTES:

STRUCTURE

STRUCT. SPECIALTIES:	
OTHER:	

FIRE SUPPRESSION

SYSTEM & HEAD TYPE:	
OTHER:	

PLUMBING

FIXTURES:	2 FAUCET TROUGH
GASES & VACUUM:	
OTHER:	

HVAC

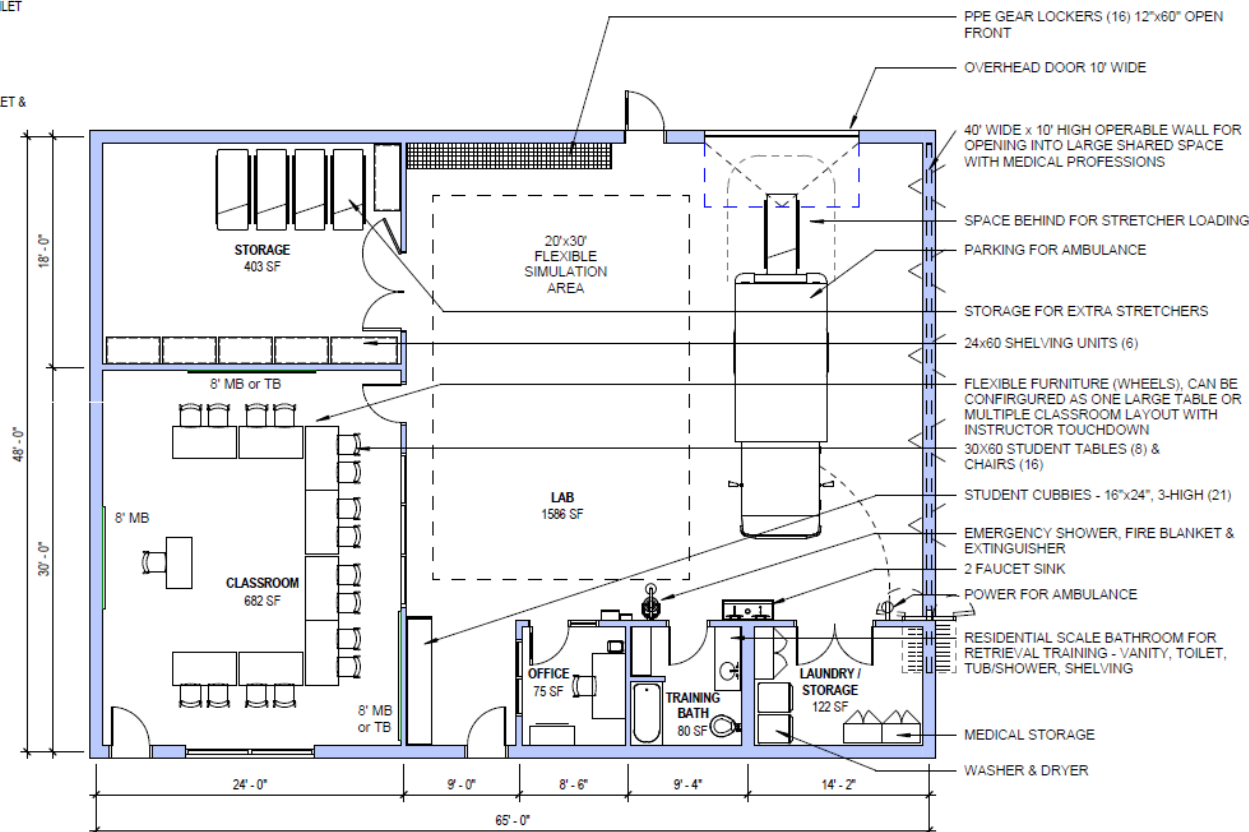
SYSTEM:	
TEMP / HUMIDITY:	
CONTROLS / OTHER:	

ELECTRICAL

POWER:	
LIGHTING:	HIGH BAY, 2X2 IN CLASS & OFFICE
CONTROLS/ OTHER:	

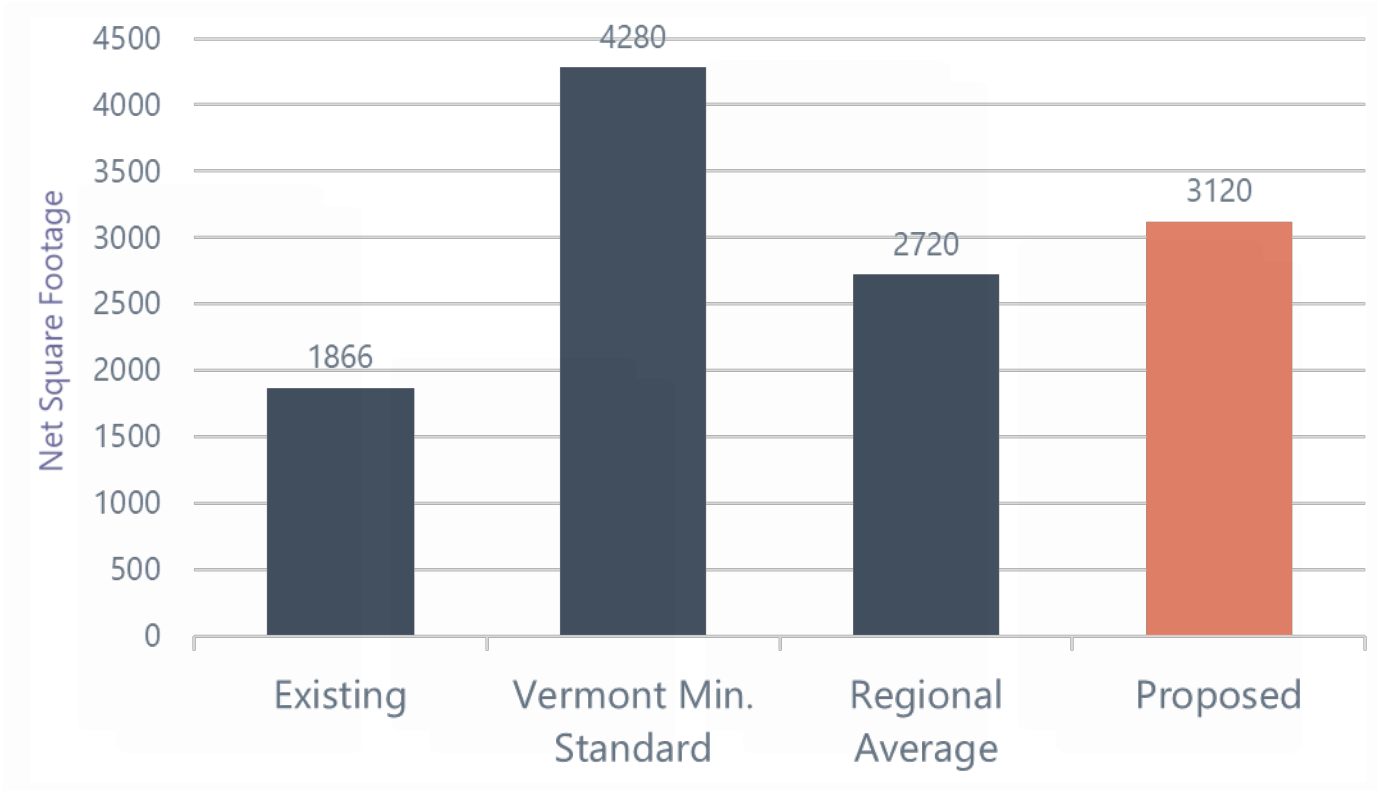
COMMUNICATIONS

VOICE / DATA:	WIFI IN LAB & CLASS
AUDIO-VIDEO:	SHORT THROW PROJECTOR IN CLASS?
SECURITY:	
SPECIALTIES:	
OTHER:	



EMERGENCY SERVICES

SQUARE FOOTAGE COMPARISON



MEDICAL PROFESSIONS

EXAMPLE OF SIMILAR SPACE



MEDICAL PROFESSIONS

EXAMPLE OF SIMILAR SPACE



MEDICAL PROFESSIONS

PRELIMINARY RENDERING

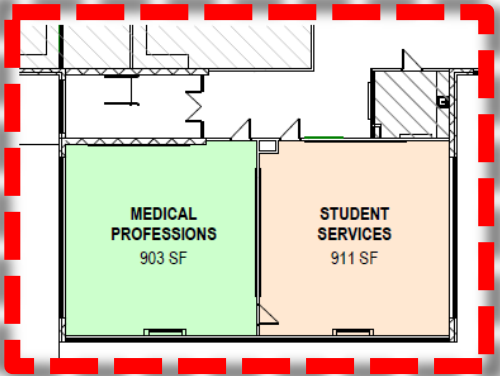
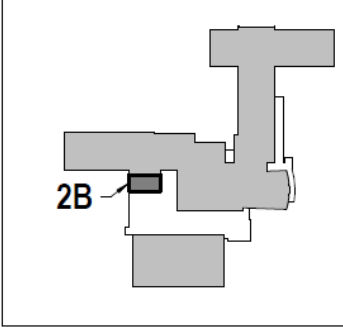
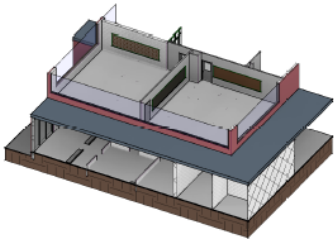


MEDICAL PROFESSIONS

PRELIMINARY RENDERING



EXISTING



1 LEVEL 2 - PART 2B
PART 2B 1/16" = 1'-0"

DEPARTMENT: MEDICAL PROFESSIONS
EXISTING PROGRAM AREA: 900 SF
PROPOSED PROGRAM AREA: 3216 SF
PRIMARY ROOM: PRACTICAL LAB
ROOM NUMBER: 32
PRIMARY ROOM AREA: 1660 SF

ARCHITECTURAL FINISHES:
FLOORING: RESILIENT THROUGHOUT
WALL BASE:
WALL FINISH:
WALL PROTECTION: VINYL AT HEAD WALLS
MILLWORK / CASEWORK: LAMINATE
COUNTERTOP: SOLID SURFACE
CEILING: ACT IN LAB ALL EXCEPT BATH (GWB)
TEXTILES:
COMMENTS:

DOORS & HARDWARE
DOOR TYPE & FINISH: WOOD DOORS
FRAME TYPE & FINISH:
DOOR HARDWARE:
WINDOWS & GLAZING: STOREFRONT AT CLASS & OFFICE
COMMENTS:

SPECIALTIES
SIGNAGE:
CASEWORK:
OTHER: SLIDING GLASS DOORS IN LAB

FURNITURE & EQUIPMENT
 FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
 ADDTL. NOTES:

STRUCTURE
STRUCT. SPECIALTIES:
OTHER:

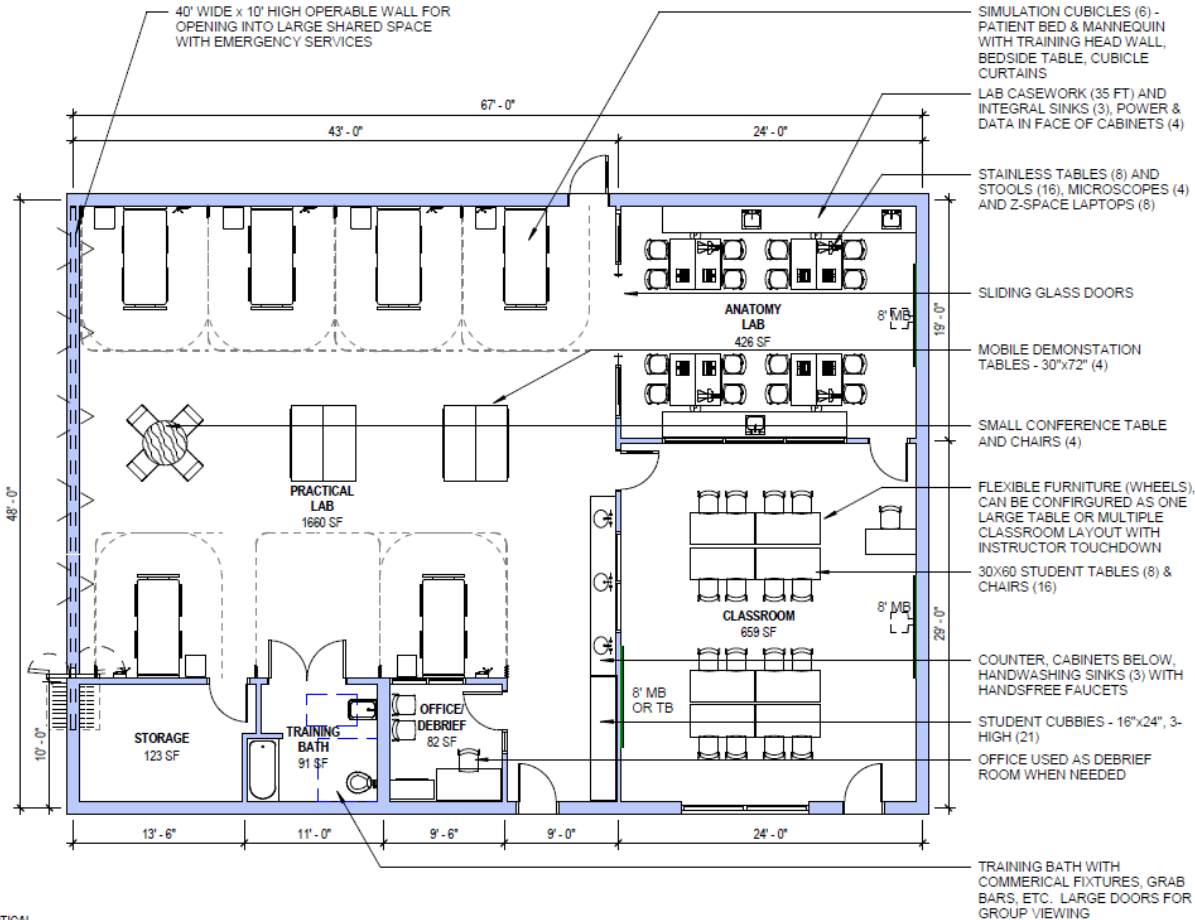
FIRE SUPPRESSION
SYSTEM & HEAD TYPE:
OTHER:

PLUMBING
FIXTURES: HANDFREE AT HANDWASHING
GASES & VACUUM: CONFIRM NO GASSES AT HEADWALLS
OTHER:

HVAC
SYSTEM:
TEMP / HUMIDITY:
CONTROLS / OTHER: INCREASED CFM IN ANATOMY

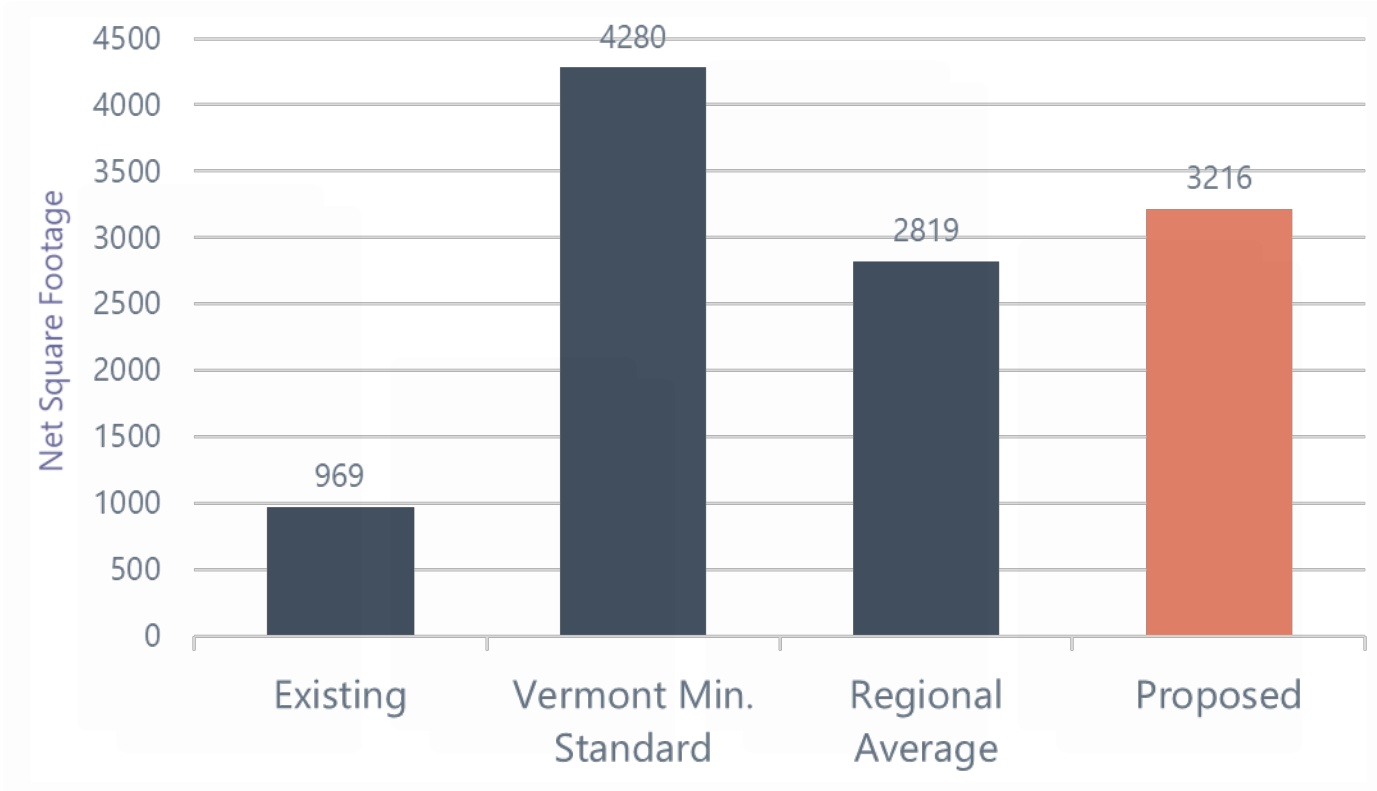
ELECTRICAL
POWER: POWER IN CAB FRONT IN ANATOMY
LIGHTING: HIGH BAY, 2X2 IN CLASS & OFFICE
CONTROLS / OTHER: OVERBED LIGHTING

COMMUNICATIONS
VOICE / DATA: DATA IN CAB FRONT IN ANATOMY
AUDIO-VIDEO: DROP DOWN PROJECTION SCREEN IN PRACTICAL
SECURITY:
SPECIALTIES:
OTHER:



MEDICAL PROFESSIONS

SQUARE FOOTAGE COMPARISON



DIGITAL MEDIA ARTS

EXAMPLE OF SIMILAR SPACE



DIGITAL MEDIA ARTS

EXAMPLE OF SIMILAR SPACE



DIGITAL MEDIA ARTS

EXAMPLE OF SIMILAR SPACE



DIGITAL MEDIA ARTS

PRELIMINARY RENDERING

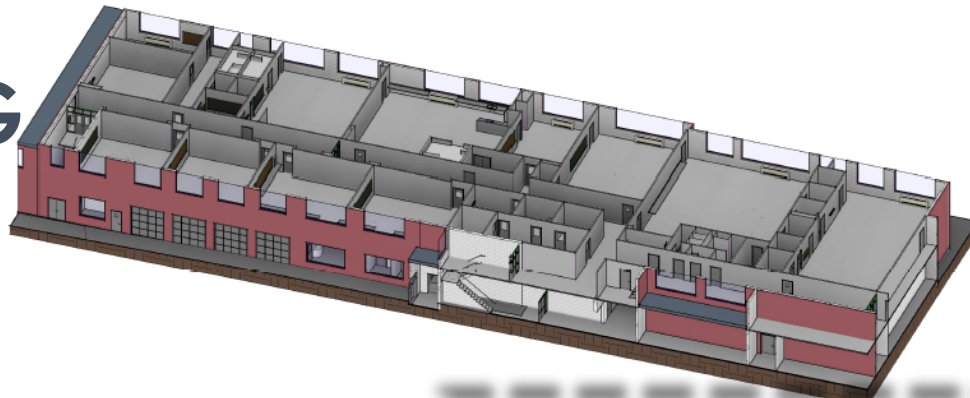


DIGITAL MEDIA ARTS

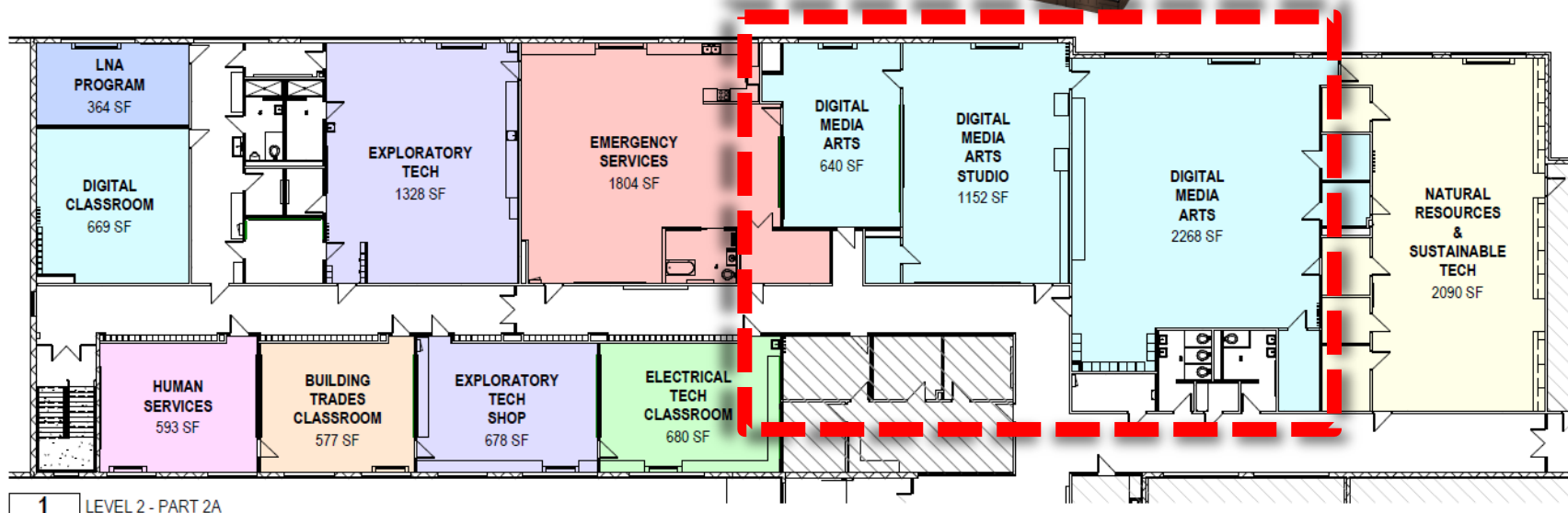
PRELIMINARY RENDERING



EXISTING



2A



CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

SCALE: As indicated



09/25/20

EXISTING CONDITIONS - PART 2A

LAVALLEE BRENSINGER ARCHITECTS

DEPARTMENT: DIGITAL MEDIA ARTS
 EXISTING PROGRAM AREA: 3920 SF
 PROPOSED PROGRAM AREA: 4800 SF
 PRIMARY ROOM: STUDIO
 ROOM NUMBER: 33
 PRIMARY ROOM AREA: 899 SF

ARCHITECTURAL FINISHES:

FLOORING: RESILIENT THROUGHOUT
 WALL BASE: STUD WITH GYPSUM
 WALL FINISH: STUD WITH GYPSUM
 WALL PROTECTION: COUNTERS & CABINETS AS NOTED
 MILLWORK / CASEWORK: COUNTERS & CABINETS AS NOTED
 COUNTERTOP: PAINT IN STUDIO, ACT IN CLASSES & OFFICE
 CEILING: PAINT IN STUDIO, ACT IN CLASSES & OFFICE
 TEXTILES: COMMENTS:
 COMMENTS:

DOORS & HARDWARE

DOOR TYPE & FINISH:
 FRAME TYPE & FINISH:
 DOOR HARDWARE:
 WINDOWS & GLAZING:
 COMMENTS:

SPECIALTIES

SIGNAGE:
 CASEWORK:
 OTHER:

FURNITURE & EQUIPMENT

FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
 ADDTL NOTES:

STRUCTURE

STRUCT. SPECIALTIES:
 OTHER:

FIRE SUPPRESSION

SYSTEM & HEAD TYPE:
 OTHER:

PLUMBING

FIXTURES: DEEP SINK (1)
 GASES & VACUUM:
 OTHER:

HVAC

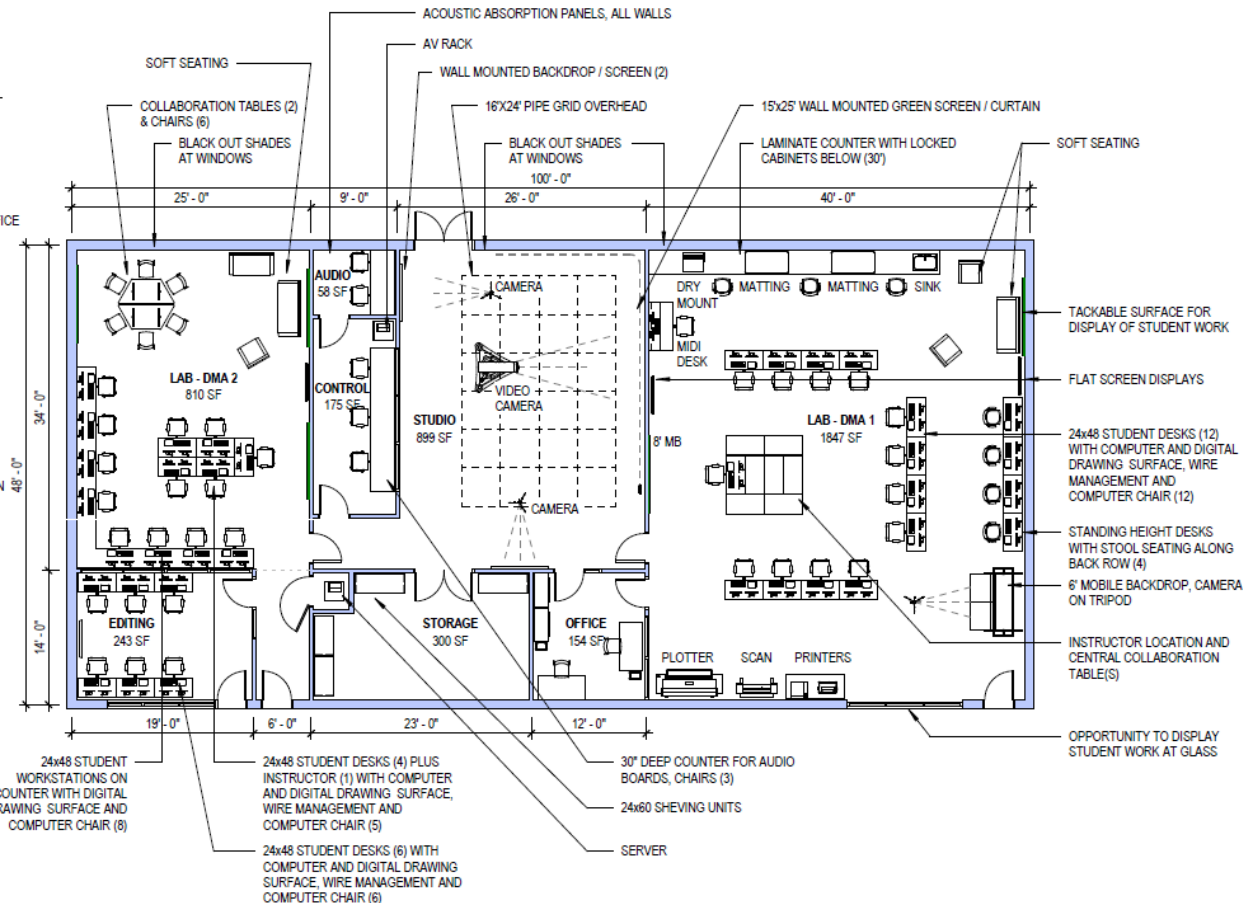
SYSTEM:
 TEMP / HUMIDITY:
 CONTROLS / OTHER:

ELECTRICAL

POWER:
 LIGHTING:
 CONTROLS / OTHER: ALL TO BE DIMMABLE
 ADDITIONAL AT PIPE GRID IN STUDIO

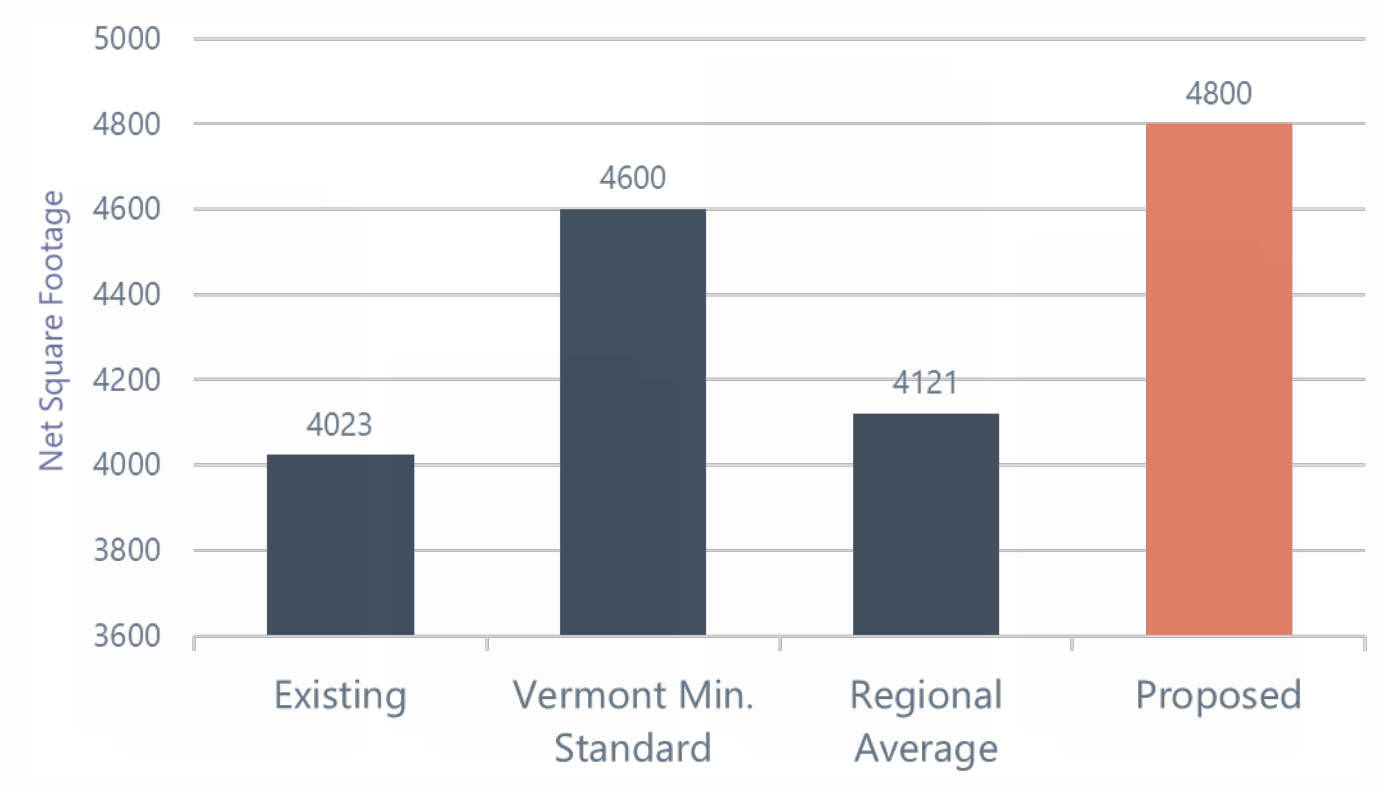
COMMUNICATIONS

VOICE / DATA:
 AUDIO-VIDEO:
 SECURITY:
 SPECIALTIES:
 OTHER: ALL MAC COMPUTERS
 AV RACK IN CONTROL ROOM
 COORDINATE AV PATHWAYS WITH OWNER



DIGITAL MEDIA ARTS

SQUARE FOOTAGE COMPARISON



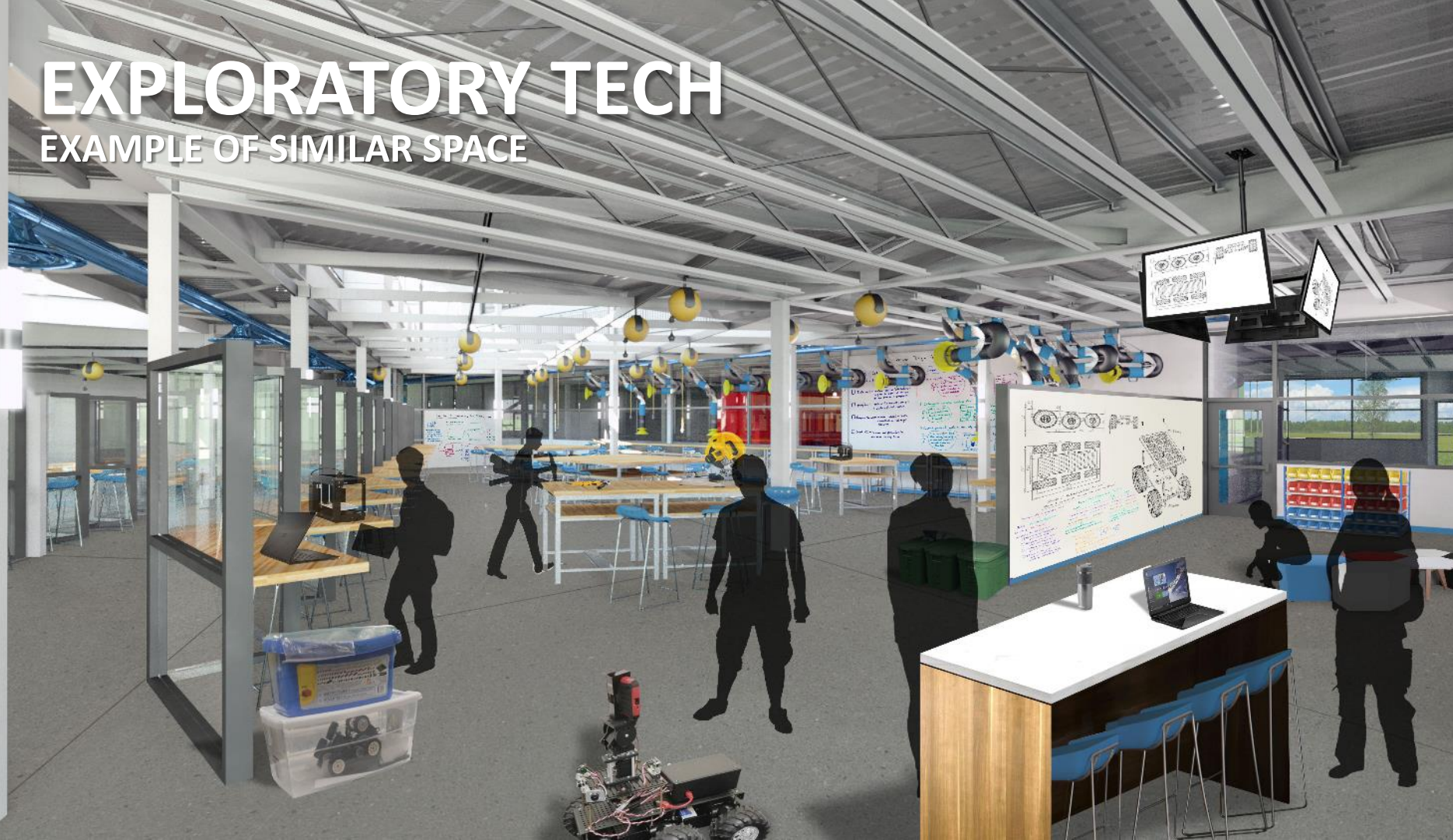
EXPLORATORY TECH

EXAMPLE OF SIMILAR SPACE



EXPLORATORY TECH

EXAMPLE OF SIMILAR SPACE



EXPLORATORY TECH

EXAMPLE OF SIMILAR SPACE



EXPLORATORY TECH

PRELIMINARY RENDERING

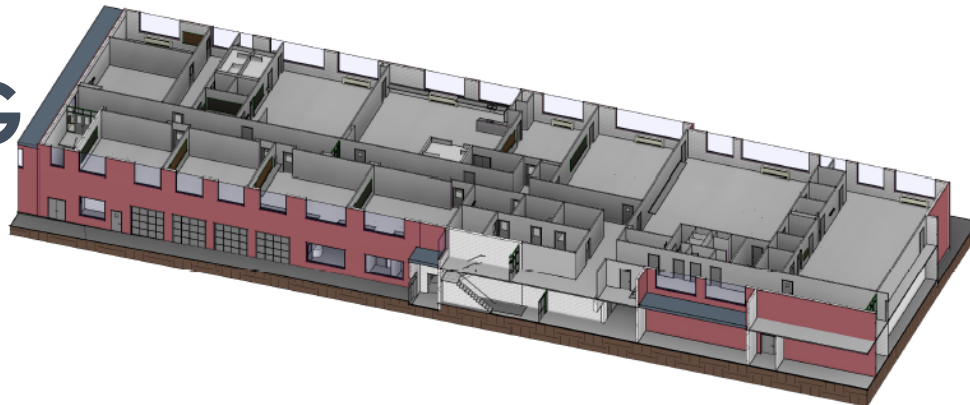


EXPLORATORY TECH

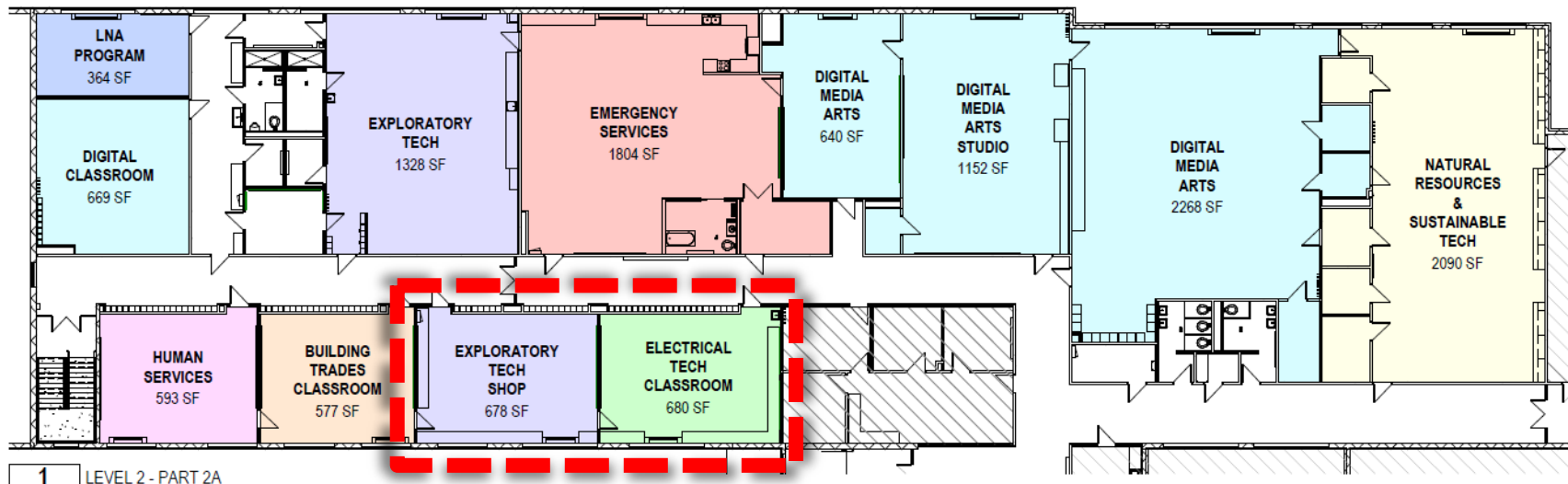
PRELIMINARY RENDERING



EXISTING



2A



CENTRAL VERMONT CAREER CENTER

CENTRAL VERMONT CAREER CENTER

SCALE: As indicated



09/25/20

EXISTING CONDITIONS - PART 2A

LAVALLEE BRENSINGER ARCHITECTS

DEPARTMENT: CTE EXPLORATION
EXISTING PROGRAM AREA: 2130 SF
PROPOSED PROGRAM AREA: 4200 SF
PRIMARY ROOM: FABRICATION LAB
ROOM NUMBER: 40
PRIMARY ROOM AREA: 1614 SF

ARCHITECTURAL FINISHES:
FLOORING: CONCRETE, RESILIENT IN MAKER, CLASS & OFFICE
WALL BASE:
WALL FINISH:
WALL PROTECTION:
MILLWORK / CASEWORK: LAMINATE
COUNTERTOP: SOLID SURFACE
CEILING: ACT IN OFFICE, CLASS & MAKER
TEXTILES:
COMMENTS:

DOORS & HARDWARE:
DOOR TYPE & FINISH: HM DOORS, WD AT CLASS
FRAME TYPE & FINISH:
DOOR HARDWARE:
WINDOWS & GLAZING: STOREFRONT AT CLASS, 3/8" LAMIN
COMMENTS:

SPECIALTIES:
SIGNAGE:
CASEWORK:
OTHER: 40 HALF HEIGHT PHENOLIC LOCKERS

FURNITURE & EQUIPMENT:
FURNITURE, EQUIPMENT AND APPLIANCES AS NOTED IN ADJACENT PLAN
ADDTL. NOTES: RESIDENTIAL APPLIANCES IN KITCHEN

STRUCTURE:
STRUCT. SPECIALTIES:
OTHER:

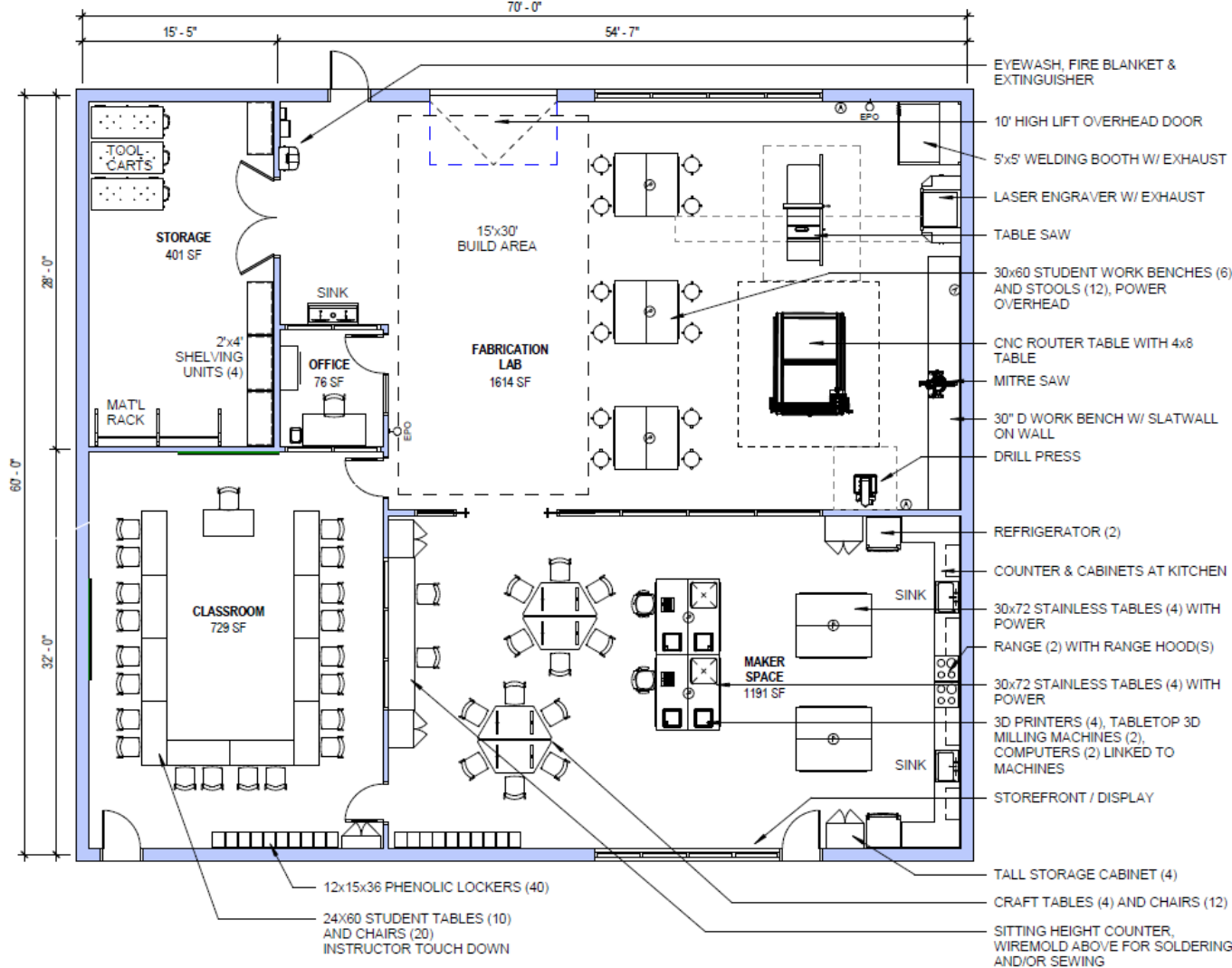
FIRE SUPPRESSION:
SYSTEM & HEAD TYPE:
OTHER: RESIDENTIAL SUPPRESS AT RANGE HOOD

PLUMBING:
FIXTURES: 2 FAUCET TROUGH, KITCHEN SINKS
GASES & VACUUM: COMPRESSED AIR (3) IN FAB LAB
OTHER:

HVAC:
SYSTEM:
TEMP / HUMIDITY:
CONTROLS / OTHER: DUST COLLECTION SYSTEM

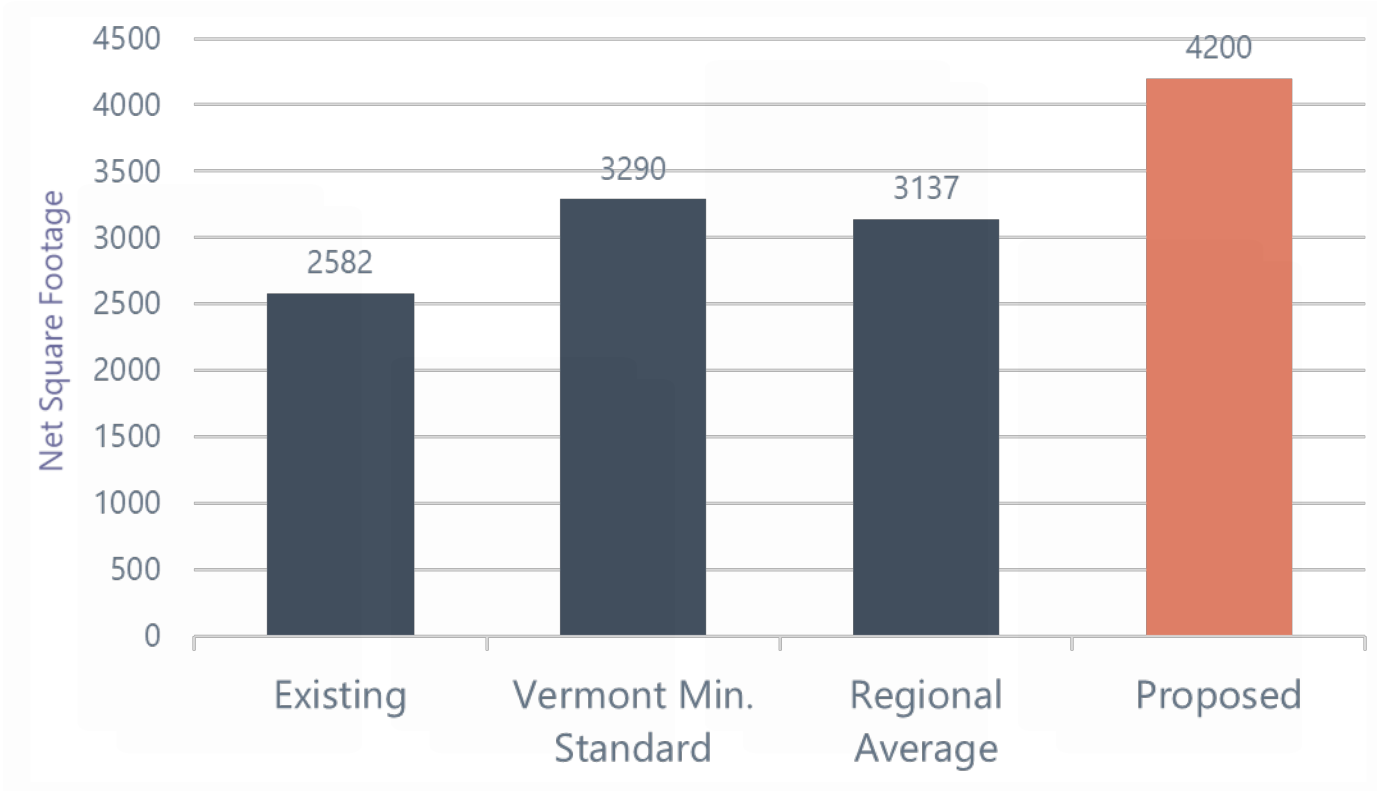
ELECTRICAL:
POWER: 120 & 240 MIX, 120 ONLY IN MAKER
LIGHTING: HIGH BAY, 2X2 IN CLASS & MAKER
CONTROLS / OTHER: MULTIPLE OUTLETS AT BENCH & KITCHEN

COMMUNICATIONS:
VOICE / DATA:
AUDIO-VIDEO: SHORT THROW PROJECTOR IN CLASS?
SECURITY:
SPECIALTIES:
OTHER:

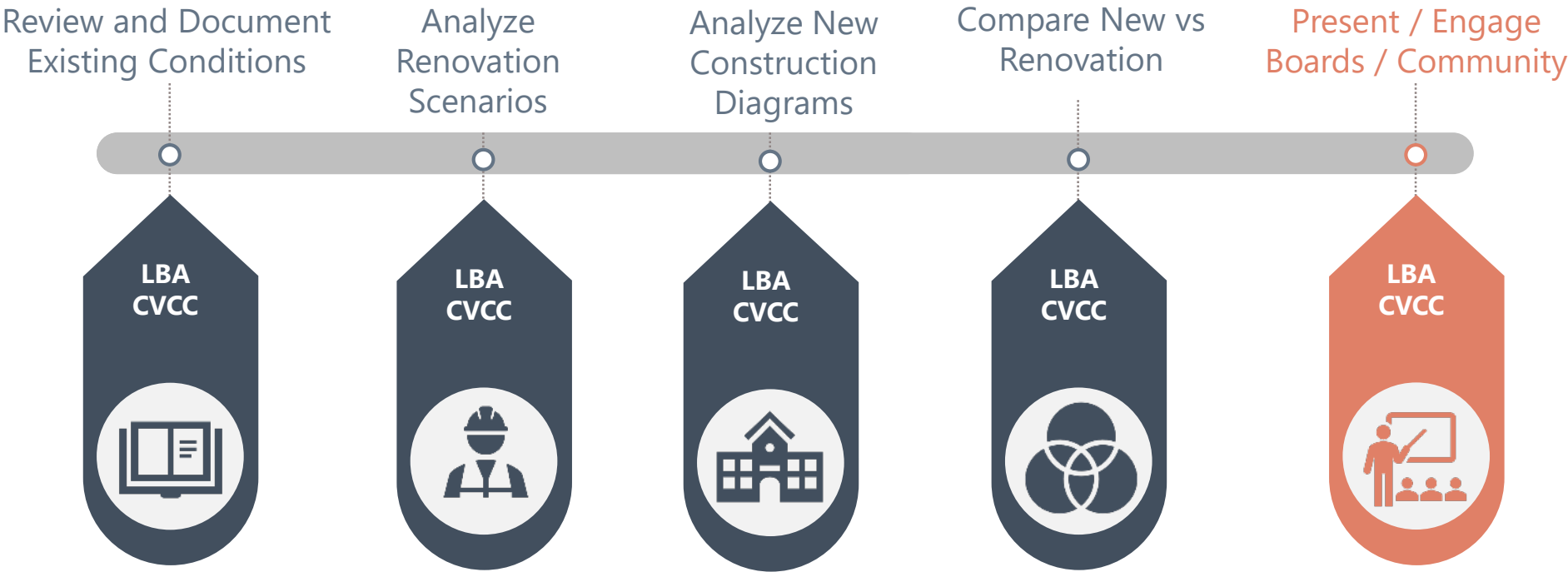


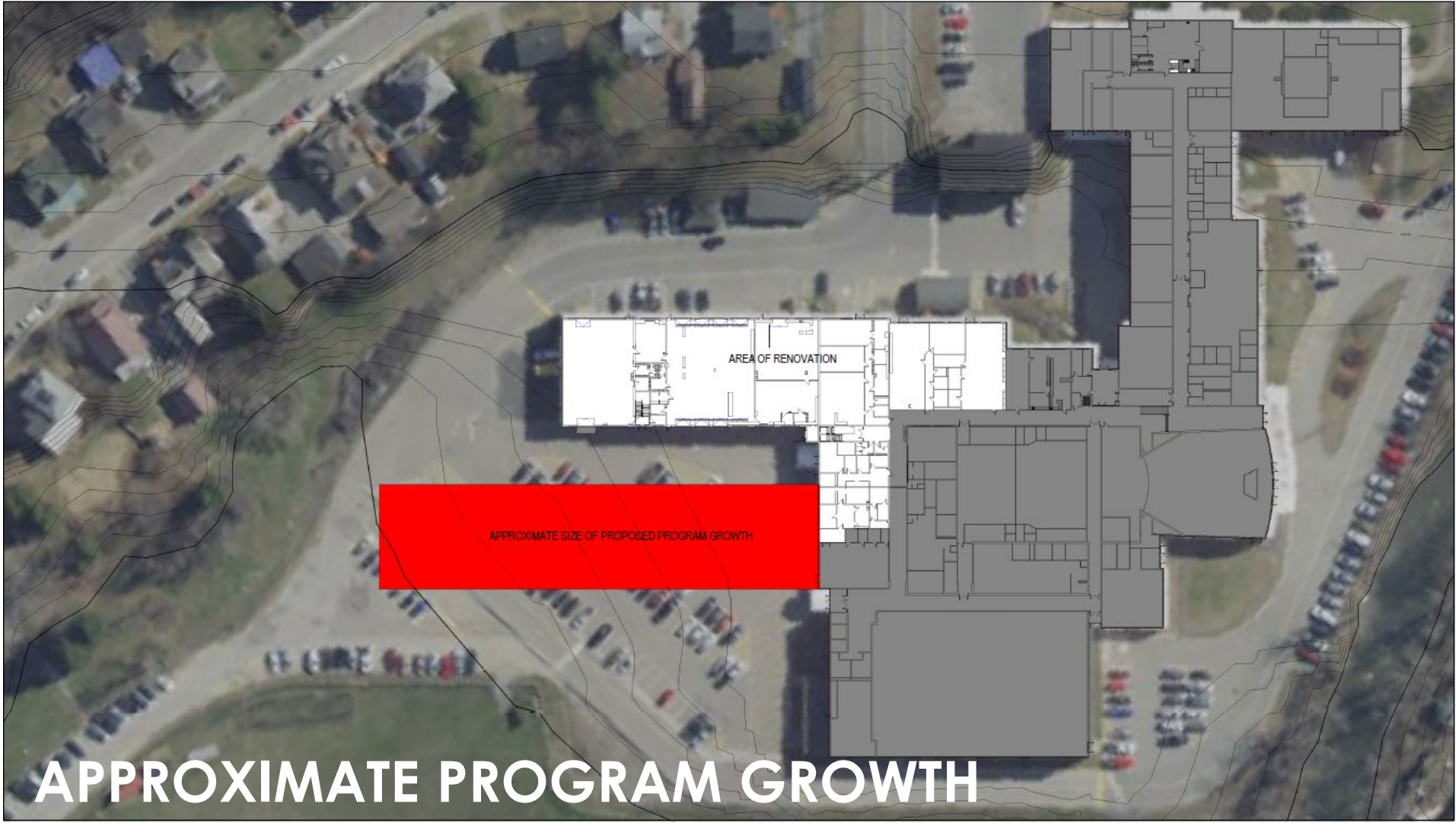
EXPLORATORY TECH

SQUARE FOOTAGE COMPARISON



TASK 2 – NEW VERSUS RENO ANALYSIS (In Progress)





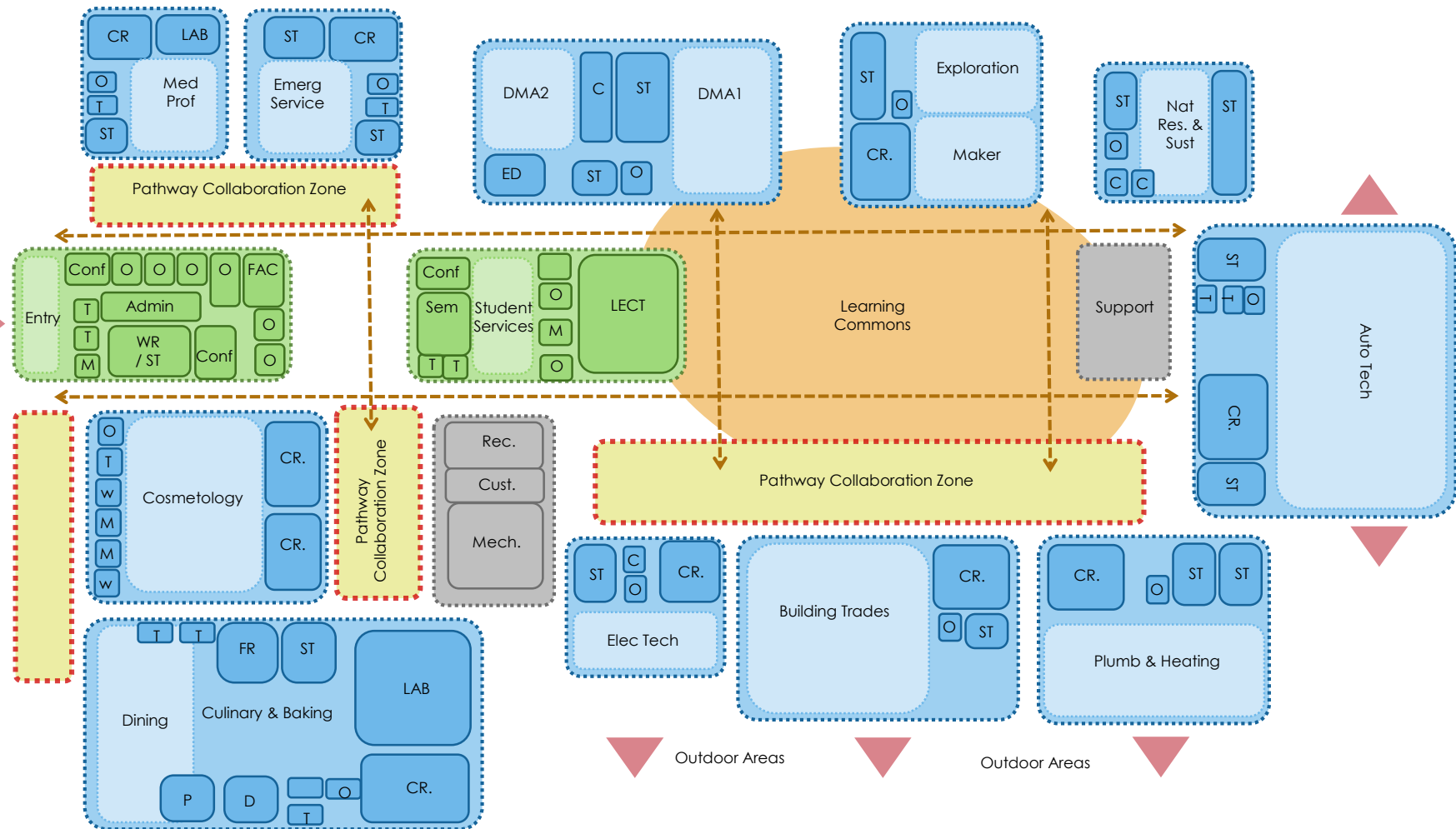
APPROXIMATE PROGRAM GROWTH

OPINION OF PROBABLE COST

- LIKELY CONSTRUCTION COSTS FOR RENOVATION/ADDITION:

\$22M-\$30M

- Based on 35,000sf addition, 52,000sf renovation at average cost/sf for schools, at current market conditions. Inflation may increase costs dependent upon timing of project.
- Note: Soft Costs (Contingencies, Engineering, Permits, Equipment, Furnishings, Etc) average an additional 30%.
- Compromises must be made to accommodate existing structure



PRELIMINARY ORGANIZATIONAL DIAGRAM

OPINION OF PROBABLE COST

- LIKELY CONSTRUCTION COSTS FOR NEW CONSTRUCTION:

\$26M-\$34M

- Based 87,000sf at average cost/sf for schools, at current market conditions. Inflation may increase costs dependent upon timing of project.
- Note: Soft Costs (Contingencies, Engineering, Permits, Equipment, Furnishings, Etc) average an additional 30%.
- Costs exclude land purchase and development costs.
- Allows for development of the “optimal” Center





Q&A

~DRAFT 10-7-20~

Request to Transfer from BVA to In-Person Instruction Procedure

BUUSD established the Barre Virtual Academy (BVA) as an option for students in grades K-8 to receive a 100% virtual education through the Vermont Virtual Learning Collaborative program for the 2020-2021 school year due to the COVID-19 state of emergency. Students are expected to remain enrolled in BVA through the 2020-2021 school year to insure educational continuity. However, there may be individual circumstances where a student's learning needs cannot be met through BVA. In these circumstances, parents may apply for a transfer to their child's original school by sending a written request outlining their child's unmet needs to the Superintendent's Office. The request may be submitted via email, postal mail, or the written request can be dropped off at the Ayers Street central office.

Prior to submitting a transfer request, the following steps must take place:

1. The parent contacts his or her child's BVA teacher to discuss any concerns and provides an ample amount of time for those concerns to be addressed.
2. The parent meets with his or her child's BVA teacher and one or both of the BVA coordinators to address continuing concerns. If a child is receiving Intervention or Special Education services, the appropriate case manager will be part of this discussion.

Applications will be reviewed and considered by evaluating the student's needs, the recommendations of the BVA team, and the capacity at the requested grade level, based on current enrollment as well as other relevant factors. At a given grade level, capacity is defined as the number of students that can enter that grade while still meeting [**Strong and Healthy Start: Safety and Health Guidance for Vermont Schools**](#) measures.

In the event a parent or guardian disputes the denial of a transfer request, the parent or guardian may make a written appeal for review by the Board of School Directors. The Board's determination shall be final.



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 22, 2020
 Principal's Report

Community Service Request for Board Action:

- Effective 2019, Spaulding High School adopted a graduation requirement around community service. Students are required to complete ten hours of community service for each year that they attend SHS. The community service activities can be staggered throughout their high school years or can be done in a few larger activities. Please see our [website](http://www.shsu61.org) for more information about community service, including our handbook.
- This year's seniors would be expected to have completed twenty hours to have met their graduation requirement.
- In March, 2020, we went to full remote. Although we did not resume in-person school during the spring, we continued to work with those students who had not yet completed their ten hours of community service. We were incredibly lenient in what students submitted for community service activities, due to the situation. However, many of the activities were not in the spirit of true community service.
- As COVID-19 persists to impact our daily interactions, we as a school system are not approving field trips, community-based learning activities or most fund raising activities. Our community partners that we have worked with before in community service activities are limiting the activities that they are doing and who they are working with. For safety reasons, we are not encouraging students to engage in activities that have them encountering large groups or large number of individuals.
- Because we do not feel we should be requiring our students to engage in community activities that may put them at risk, and because students may have had limited opportunities last year with the pandemic onset, **we are requesting a moratorium for the 2021 graduating class to not have to complete the community service graduation requirement.** We do expect that our subsequent classes will resume with the graduation requirement, but that they will not have to have completed the ten hours for the 2020-21 year. That would mean:

- Class of 2021 – no community service requirement (they were expected to have 20 hours)
- Class of 2022 – 20 community service hours total (they would have been expected to have completed 30 hours)
- Class of 2023 – 30 community service hours total (they would have been expected to have completed 40 hours)
- Class of 2024 (and thereafter) – 40 community service hours

Board Report 10/22/20 -Special Services

As I have shared in previous reports, all IEP's were revised in August and September to reflect how special education services would be provided within the hybrid or fully virtual model for each Pre-K-12 special education eligible student. IEP teams discussed and agreed to the in-person and remote services that would be provided for each student. In addition, VT Agency of Education guidance required us to write contingency plans for each student that would be enacted in the event that a school or the district moved to a fully remote period.

Scheduling of in-person special education services was a more complex task this year because of our inability to group students from different pods together for special education services. With this restriction, some students who were previously instructed in small groups of three to four students, are now being seen 1:1 or 1:2. While this has put a strain on special educators' schedules, one positive outcome staff have reported is that students are benefiting from increased teacher attention and services further tailored to their individualized needs. In addition, the planning and meeting times available on remote Wednesdays has increased our ability to consult and collaborate with general education teachers.

District wide, the majority of our students with intensive special needs have been receiving four days a week of direct in person services since the start of the school year. The model for each of these students is individualized, with many having two days of inclusion in their general education classrooms and the additional two in-person days receiving their special education and related services in a separate space within the school.

Spaulding High School recently added an additional block each day after other students leave the building to allow for additional in-person intervention and special education services. Spaulding has approximately 20 students on IEPs who have chosen fully virtual programming. One special educator is assigned to case manage 15 of these students with others being case managed by other SHS special educators.

Four special educators and three paraeducators are serving students within the K-8 Virtual Academy. Related services such as Speech and Language and Occupational Therapy are provided by service providers also serving hybrid students. We began the year with 72 students on IEPs enrolled in the K-8 VA and currently have 56. Our Virtual Academy special educators report the majority of the students they are serving are consistently showing up for their special education services and their general education classes. Some students who struggled with learning in this modality in the spring have made significant progress with engaging in and benefitting from their services. They report improved collaboration with parents and acknowledge the efforts of many parents who have stepped up to support their student's learning needs. We do have a small number of students in the Virtual Academy who are not consistently accessing services yet. We continue our efforts to work with these families and with other school and community supports to improve their access and engagement.

Feedback from parents of students on IEPs has varied. Many parents report feeling appreciative and positive about the increased collaboration and consultation with special education staff and the beneficial effect that smaller class sizes and smaller special education group sizes has had for students with special

needs. Some report the hybrid model has allowed for more individualized support and lessened feelings of social anxiety for their students. Some parents also report frustration with the challenges of less in-person time and feeling overwhelmed with having to support their student's learning and other special needs. Parents are encouraged to continue to reach out to their child's special education case manager to problem solve and discuss any questions or concerns they may have.

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

CODE: A 25

1ST READING: 10/8/2020

2ND READING: 10/22/2020

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 via email and within 24 hours, 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: D 22

1ST READING: 10/8/2020

2ND READING: 10/22/2020

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 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.

FY22 BUUSD BUDGET DEVELOPMENT CONSIDERATIONS– October 22, 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 nearly \$2,000,000
- SEA facility budget development, reduction in tuition
- Presentation to finance committee and board in November-Draft 1 is likely to be presented at 4.5% expense budget increase

CVCC:

- Draft 1 likely presented at 7.5%

FY22-TBD				FY21			
Location	Budget	Enroll	Per Pupil	Location	Budget	Enroll	Per Pupil
BTMES		752		BTMES	8,532,900	848	10,062
SHS		703		SHS	9,155,182	733	12,490
BCEMS		866		BCEMS	8,999,636	884	10,180
CVCC		174		CVCC	3,130,436	176	17,786
Central Office		2495		Central Office	5,312,413	2641	2,011
Special Ed.		542		Special Ed.	13,029,837	533	24,446

Unaudited FY20 Fund Balances

- General: \$120,000
- CVCC: \$178,000
- Capital: \$317,573
- Food: \$125,000

Considerations for Special Articles

- CVCC

Tax Calculation Information

- Tax Commissioner Announced Yield - Shall not be impacted by ed fund deficit
- ADM-Equalized Pupils – H. 969 Status Quo
- CLA – BC ? / BT - Reappraisal on target to impact FY22 tax rate in Spring 2021