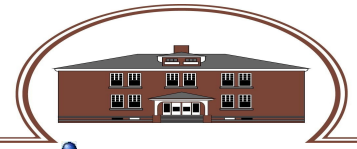


# Barre Unified Union School District



120 Ayers Street, Barre, VT 05641 • [www.buUSD.org](http://www.buUSD.org) • Phone: 802-476-5011 • Fax: 802-476-4944 or 802-477-1132

**Barre City Elementary & Middle School • Barre Town Middle & Elementary School • Spaulding High School • Central Vermont Career Center**  
*Doing whatever it takes to ensure success for every child.*

David Wells, M.Ed. - Superintendent of Schools

Mary Ellen Simmons, Ed.D. – Asst. Superintendent of Instruction  
Stacy Anderson, M.Ed. - Director of Special Services  
Lauren May, M.Ed. – Director of Early Education  
Josh Allen – Communications Specialist

Lisa Perreault, SFO - Business Manager  
Carol Marold – Director of Human Resources  
Emmanuel Ajanma, MAT – Director of Technology  
Jamie Evans – Director of Facilities

Annette Rhoades, M.Ed., CAGS – Asst. Director of Special Services  
Jon Strazza, MS.Ed. – Asst. Director of Special Services  
Rebecca Webb, M.Ed. – Act 166 Regional Coordinator

## MEMORANDUM

**TO:** Barre Unified Union School District Curriculum Committee  
Victoria Pompei - Chair, Tim Boltin - V. Chair, Alice Farrell

**DATE:** October 22, 2020

**RE:** BUUSD Curriculum Committee Meeting  
October 27, 2020 @ 5:30 p.m. via Google Meet  
Meeting ID: [meet.google.com/mef-dabr-tvh](https://meet.google.com/mef-dabr-tvh)  
Phone Number: (US)+1 470-236-6448 PIN: 961 952 976#

**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/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
  - 4.1. Meeting Minutes September 22, 2020
5. New Business
  - 5.1. Curriculum Leadership Roles and Responsibilities chart
  - 5.2. Special Education Contract Services
6. Old Business
  - 6.1. Annual Work Plan
7. Other Business
8. Items for Future Agenda: Anti-racism Curriculum in Our Schools - including plans for an equity audit (November); Meeting Students Where They Are - Updates on Assessment of those in Hybrid and Virtual Instruction (K-12) (November)
9. Next Meeting Date: November 24, 2020; 5:30 pm
10. Adjournment

## BOARD/COMMITTEE 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

# DRAFT

## BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Via Video Conference – Google Meet  
September 22, 2020 - 5:30 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Tim Boltin, Vice-Chair (BC)  
Alice Farrell (BC)

#### COMMITTEE MEMBERS ABSENT:

Victoria Pompei, Chair (BT)

#### ADMINISTRATORS PRESENT:

David Wells, Superintendent  
Penny Chamberlin, Director (CVCC)

#### COMMUNITY MEMBERS PRESENT:

Venus Dean                      Karen Fredericks                      Jean Haeger                      Megan Spaulding

#### 1. Call to Order

Mrs. Farrell, called the Tuesday, September 22, 2020, BUUSD Curriculum Committee meeting to order at 5:30 p.m., which was held via video conference.

#### 2. Additions and/or Deletions to the Agenda

None.

#### 3. Public Comment

None.

#### 4. Approval of Minutes -

##### 4.1 Meeting Minutes from August 25, 2020

The Committee agreed by consensus to approve the minutes of the August 25, 2020 BUUSD Curriculum Committee Meeting.

#### 5. New Business

##### 5.1 Curriculum Team Update

Jean Haeger was introduced to the Committee and provided an overview of her experience and her position (Senior Associate/School Coach) with GSP (Great Schools Partnership), which is a non-profit based in Portland, ME. Ms. Haeger's role is to support the goals of the BUUSD, with her focus being on the Barre elementary and middle schools. Ms. Haeger, Ms. Frederickson (literacy), and Mrs. Dean (math) addressed the Committee and presented a 'slide show', providing an overview of; GSP Support Goals, educational equity, raising marginalized voices, challenging the imbalance of power and privilege, data-informed administrative curriculum, professional learning group structures to enhance teachers' practices & students' learning, an overview of the Summer Curriculum Camps, Professional Development in August and September, after-school professional development (including assessment development), and the curriculum leadership model. Brief discussion was held regarding pre-assessments to assure curriculum is appropriate for students' needs, especially given possible loss of learning last year. It was noted that assessments are still in process. Presenters were thanked for their participation in the meeting.

##### 5.2 Assistant Superintendent Search Process and Timeline

A document titled '2020 Assistant Superintendent Search Process and Timeline' was distributed. Mr. Wells displayed the information which is posted on the BUUSD website (under resources). Mr. Wells provided an overview of the information, advising that the posting closed on September 21, 2020, and there are 15 applicants. The search committee will meet to select candidates for interviews. First rounds of interviews will take place 09/24/20 – 10/02/20. The Committee will hold the first round of interviews. Mr. Wells will perform the second round of candidate interviews. Mr. Wells advised that he will present a finalist or finalists to the Board on 10/08/20. Minutes from Search Committee Meetings are also included on the web site. It was noted that there are no internal candidates for the position. Applicants must have or be able to obtain both a Curriculum Directors license and a Superintendent's license.

# DRAFT

## 6. Old Business

### 6.1 Hybrid Learning/VTVLC Update

Hybrid learning continues at all three sites, with 2 in-person learning days for students, and 3 virtual learning days. Mr. Wells advised that VTVLC does have a wait list and Mr. Wells has been exploring other options for BUUSD students who remain on the wait list. Research has included contacting the State regarding other virtual programs. The State does not allow a lot of on-line platforms. One other virtual option is Edmodo. Edmodo requires districts to provide a coordinator and teachers and the BUUSD has no personnel available. Mr. Wells advised that the VTVLC add/drop date is 09/24/20, and that any openings should be known shortly thereafter. Mr. Wells advised that the class size in VTVLC is supposed to be 20 students per class, and that currently the BUUSD has 25 students per class, so adding students to classes is not an option. Mr. Wells advised that it is highly likely that there will be legislation to hold districts harmless for student counts (during COVID), so there should be no financial impact resulting from students who are being homeschooled. Parents who homeschool are responsible for providing curriculum and any associated costs. Mrs. Spaulding addressed the Committee to express the hardship and frustrations she is experiencing under the hybrid model. Mrs. Spaulding does not believe her 3<sup>rd</sup> grade student is receiving adequate instruction under the hybrid model. Mrs. Spaulding is very frustrated that she feels no instruction is being provided to her student, who at grade 3 cannot work independently. She advised that teacher interaction involves a ten minute check in and no instruction is provided. Mrs. Spaulding is concerned that Barre children will fall so far behind, that the schools will not have adequate staff to provide the support students will need upon return to in-person learning. She believes her child is suffering academically and emotionally. Mrs. Spaulding has been in contact with her child's teachers and the building principal and they have advised that they are doing all that can be done. Mrs. Spaulding advised regarding the importance of in-person learning for students in grades K-5 and queried regarding when the school will be expanding the number of children in each in-person classroom. Additionally, Mrs. Spaulding queried regarding utilization of the Denmark Pod Model. Mr. Wells advised that expanding classroom capacity will be challenging; including maintaining social distancing guidelines and the extensive time involved in the entry screening process. Mr. Wells advised that BTMES continues to have 'traffic jams' during screening/entry time. Mr. Wells is not familiar with the Denmark Pod Model, but can look into it. It was noted that the State has approved schools to move to phase 3 of the school opening plan. Phase 3 does allow for some shortening of social distance spaces, but moving to Phase 3 will require much planning and input from staff before it can be instituted. Mr. Wells advised that for the current time, the BUUSD will continue to operate under phase 2. In response to queries, it was noted that the VTVLC curriculum is different, but that the same learning standards/proficiencies are applied. At the present time, Mr. Wells does not know when all in-person learning will be instituted. Mr. Wells requested that Mrs. Spaulding contact him tomorrow to discuss her specific issues with the hybrid model.

### 6.2 Annual Work Plan

Mr. Wells displayed the draft FY21 Work Plan, and provided an overview of the document, which currently contains mainly suggestions for overviews of various assessments throughout the year. Mr. Wells queried the Committee regarding items to be added.

Two items were added;

November – Update from the Regional Advisory Board, and

January – Strategic Planning Group (begins its work – The Curriculum Committee will provide ongoing input to the Strategic Planning Group).

This agenda item will be added to the October Agenda.

## 7. Other Business

None.

## 8. Items for Future Agendas

- Annual Work Plan (October)
- Meeting Students Where They Are – Updates on Assessment of those in hybrid and virtual instruction (K-12) (October)
- Anti-racism Curriculum in Our Schools – including plans for an equity audit (November)

## 9. Next Meeting Date and Agenda Items

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

## 10. Adjournment

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

Respectfully submitted,

*Andrea Poulin*

**BUUSD 2020-21**  
**Curriculum Leadership Roles and Responsibilities**

## DRAFT 10-21-20

### CURRICULUM LEADERSHIP ROLES

	SUPERINTENDENT	ASSISTANT SUPERINTENDENT
<b>Primary Role in curriculum leadership</b>	<i>(clarify decision-making processes; what does collaborative leadership look like for curriculum development?)</i>	

	Curriculum Coordinator (Currently 20% FTE) <b>(PK-8: ELA, Math)</b> <a href="#">Curriculum Coordinator</a> - edited version	Curriculum (Teacher) Leader  <b>(PK-8: Science, SS; PK-12: Art, Music, Health, PE, World Language)</b> <a href="#">Curriculum Leader</a> (MOU)	High School Dept Head  <b>(ELA, Math, Science, SS, others?)</b>	Instructional Coach (Currently 2 @ 80% FTE; 1@ 100%) <b>(PK-8: ELA, Math; CVCC?)</b> <a href="#">CIA Coach</a> - edited version
<b>Primary Role</b>	Oversee and coordinate all aspects of PK-8 curriculum, instruction, and assessment in content area specialty to ensure: <ul style="list-style-type: none"> <li>● comprehensive and cohesive curriculum;</li> <li>● engaging, relevant and equitable instruction;</li> <li>● Valid, reliable assessment of district curricular standards</li> </ul>	Oversee and coordinate all aspects of PK-8 curriculum, instruction, and assessment in content area specialty to ensure: <ul style="list-style-type: none"> <li>● comprehensive and cohesive curriculum;</li> <li>● engaging, relevant and equitable instruction;</li> <li>● Valid, reliable assessment of district curricular standards</li> </ul>	Oversee and coordinate all aspects of 9-12 curriculum, instruction, and assessment in content area specialty to ensure: <ul style="list-style-type: none"> <li>● comprehensive and cohesive curriculum;</li> <li>● engaging, relevant and equitable instruction;</li> <li>● Valid, reliable assessment of district curricular standards</li> </ul>	Supports teachers in regular cycles of student-centered implementation of curriculum, instruction, and assessment in content area specialty to ensure: <ul style="list-style-type: none"> <li>● Curriculum alignment;</li> <li>● engaging, relevant and equitable instruction;</li> <li>● aligned assessment of district curricular standards</li> </ul>

Curriculum Leadership Roles and Responsibilities

<p>Responsibilities</p>	<ul style="list-style-type: none"> <li>● Manage documentation of curriculum;</li> <li>● Review and update curriculum annually with teachers in content area of speciality to ensure racial equity;</li> <li>● Stay current with research-based instruction and assessment practices to ensure educational equity;</li> <li>● Share relevant resources in content area of speciality;</li> <li>● Coordinate the administration of district and state assessments;</li> <li>● Collect, share, and analyze assessment data with teachers of content area speciality to identify areas of strength and need to ensure educational equity;</li> <li>● Present curriculum, instruction and assessment updates regularly to administrators and Board members;</li> <li>● Coordinate the MTSS systems in literacy and math to support equitable educational</li> </ul>	<ul style="list-style-type: none"> <li>● Manage documentation of curriculum;</li> <li>● Review and update curriculum annually with teachers in content area of speciality to ensure racial equity;</li> <li>● Stay current with research-based instruction and assessment practices to ensure educational equity;</li> <li>● Share relevant resources in content area of speciality</li> </ul>	<ul style="list-style-type: none"> <li>● Manage documentation of curriculum;</li> <li>● Review and update curriculum annually with teachers in content area of speciality to ensure racial equity;</li> <li>● Stay current with research-based instruction and assessment practices to ensure educational equity;</li> <li>● Share relevant resources in content area of speciality</li> </ul>	<ul style="list-style-type: none"> <li>● Stay current with research-based instruction and assessment practices to ensure educational equity;</li> <li>● Share relevant resources in content area of speciality;</li> <li>● Provide a menu of supports for teachers as ways to improve Tier 1 student-centered instruction</li> </ul>
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Curriculum Leadership Roles and Responsibilities

	outcomes			
<b>2020-21 priorities</b>	<ul style="list-style-type: none"> <li>Identify essential/priority standards and indicators for this year’s instructional and assessment focus</li> <li>Compile, review, confirm curriculum framework documents</li> <li>Ensure alignment between reporting standards and essential standards</li> <li><i>Align assessments with essential standards</i></li> <li><i>Support development of meaningful and engaging instruction for in-person, hybrid, and remote learning environments</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify essential/priority standards and indicators for this year’s instructional and assessment focus</li> <li>Compile, review, confirm curriculum framework documents</li> <li>Ensure alignment between reporting standards and essential standards</li> <li><i>Align assessments with essential standards</i></li> <li><i>Support development of meaningful and engaging instruction for in-person, hybrid, and remote learning environments</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify essential/priority standards and indicators for this year’s instructional and assessment focus</li> <li>Compile, review, confirm curriculum framework documents</li> <li>Ensure alignment between reporting standards and essential standards</li> <li>Align assessments with essential standards</li> <li>Develop meaningful and engaging instruction for in-person, hybrid, and remote learning environments</li> </ul>	<p>Support teachers to:</p> <ul style="list-style-type: none"> <li>Align assessments with essential standards</li> <li>Develop meaningful and engaging instruction for in-person, hybrid, and remote learning environments</li> </ul>
<b>Contract</b>	Teacher (with stipend)	Teacher (with stipend)	Teacher (with stipend)	Teacher
<b>Reports to</b>	Curriculum Director (Superintendent)	Curriculum Director for CIA role (Superintendent); principal for instructional role	Curriculum Director for CIA responsibilities (Asst Superintendent); HS Principal for instructional and school leadership roles	Curriculum Director? Curriculum Coordinator?
<b>Supervises</b>	N/A	N/A	N/A	N/A
<b>Meets with</b>	<ul style="list-style-type: none"> <li>CIA Director and other CCs (and coach(es)?) weekly to coordinate curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum coordinators and directors monthly to coordinate PD plans for</li> </ul>	<ul style="list-style-type: none"> <li>Teachers within department (weekly? and during PD days) to develop and coordinate</li> </ul>	<ul style="list-style-type: none"> <li>CIA Director and other CCs (and coach(es)?) weekly to coordinate curriculum</li> </ul>

**Curriculum Leadership Roles and Responsibilities**

	<p>development</p> <ul style="list-style-type: none"> <li>• Early Childhood director (monthly?) to support PK-2 alignment</li> <li>• Curriculum leaders monthly to coordinate PD plans for CIA meetings</li> <li>• K-8 ELA and math teachers to support curriculum development, and alignment of instruction and assessment</li> </ul>	<p>CIA meetings</p> <ul style="list-style-type: none"> <li>• K-4; 5-8; K-12 teachers in content area of speciality to support curriculum development, and alignment of instruction and assessment</li> <li>• Early Childhood director (annually?) to support PK-2 alignment</li> </ul>	<p>curriculum, instruction, and assessment</p> <ul style="list-style-type: none"> <li>• PK-8 curriculum coordinator or leader (monthly?) in content area of speciality to ensure PK-12 curriculum alignment and cohesion</li> <li>• CIA director (asst supt) monthly to coordinate PD plans</li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>• Curriculum leaders monthly to coordinate PD plans for CIA meetings</li> <li>• K-8 ELA and math teachers to support curriculum development, and alignment of instruction and assessment</li> <li>• Individual teachers and teacher teams to support instruction and assessment in student-centered coaching cycles</li> </ul>
<b>Expected Time</b>				
<b>Current positions</b>	<p>PK-8 ELA: Karen Fredericks (20%)                      PK-8 Math: Venus Dean (20%)</p>	<p>K-4 Science: Jessica Roy                      5-8 Science: Tim Sanborn                      K-4 SS: ?                      5-8 SS: ?                      K-12 (?) Health: Sarah Chap                      K-12 (?) PE: Jodi Bushway                      K-12 (?) Art: Kate Hawley                      K-12 (?) Music: ?                      K-12 (?) WL: ?</p>	<p>ELA:                      Math:                      Science:                      SS:                      Other dept head roles?</p>	<p>PK-8 ELA: Karen Fredericks (80%)                      PK-8 Math: Venus Dean (80%)                      PK-8 Math: Christine Farnham (100%)</p>



Curriculum Leadership Roles and Responsibilities

OTHER RELATED LEADERSHIP ROLES

	Interventionists (PK-8; 9-12?) <a href="#">Math Interventionist job description, May 2019</a>	PLG Facilitators (grade level PK-8; special ed PK-4 and 5-8 in each of the Elem/MS buildings)	Team Leaders (grade level PK-8 in each of the Elem/MS buildings)	Other?
<b>Primary Role</b>	Support students identified as needing additional instruction beyond the classroom (Tier 2?)	Facilitate teams of teachers in the sharing of work, analysis of data and discussion of resources to enhance instruction and improve students' learning	Facilitate teams of teachers in the coordination of grade level routines and implementation of school-wide action plan	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>Collaborate with curriculum coordinators and teacher teams to review universal screen and curriculum-embedded assessment results to identify students in need Tier 2 support (intervention or extension)</li> <li>Collaboratively set goals for students' learning and timeline for services;</li> <li>Monitor students' progress with respect to identified goals;</li> <li>Support integration of students into independent classroom based learning</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate the development of and adherence to team agreements (norms);</li> <li>Develop meaningful PLG team agendas for monthly meetings;</li> <li>Support teachers' presentation of work through pre-conferences (in between monthly meetings);</li> <li>Ensure meetings stay focused on enhancing instruction and improving student learning;</li> <li>Solicit feedback from PLG members through meeting debriefs, exit tickets and surveys to reflect on effectiveness and adjust practices.</li> </ul>		

**Curriculum Leadership Roles and Responsibilities**

<b>Contract</b>	Teacher?	Teacher	Teacher	
<b>Reports to</b>	Curriculum Coordinator (for scheduling); Principal (for job performance)	Principal	Principal	
<b>Supervises</b>	N/A	N/A	N/A	
<b>Meets with</b>	<ul style="list-style-type: none"> <li>• Curriculum coordinator and coach in content area of speciality (weekly?)</li> <li>• Students as assigned</li> <li>• Grade level teams (as needed?)</li> </ul>	<ul style="list-style-type: none"> <li>• GSP coach and other PLG facilitators of like roles monthly;</li> <li>• Teacher PLG teams monthly (Tues pm) and weekly as can be scheduled</li> </ul>	<ul style="list-style-type: none"> <li>• Principal weekly (leadership team meetings)</li> <li>• Teacher teams (daily? 2-3 x week?)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Current positions</b>				

**NOTES/FOLLOW UP:**

- Interventionist Roles/Responsibilities (same between BC and BT):
  - Curriculum Coordinators determine the schedule and plan for intervention
  - CC's present plan for assessment, intervention, and best use of interventionists' time to building admin for feedback, approval and support
  - Principals evaluate interventionists based on their implementation of the plans set forward

- (3) The LEA's notice shall inform the parent of his or her right to initiate a due process hearing if the parent disagrees with the LEA's decision not to convene a meeting under this subsection.

### **2363.5 Notice About IEP Meeting (34 CFR §300.322(b))**

- (a) A notice of an IEP meeting shall:
- (1) Indicate the purpose, time, and location of the meeting;
  - (2) State who will be in attendance; and
  - (3) Inform the parents of the right of the LEA and the parents to invite other people who, in their opinion, have knowledge or special expertise about the child.
- (b) Beginning not later than the first IEP to be in effect when the student is age 16, or younger if appropriate, for a student with a disability the notice shall advise the parents and student of the requirements of Rule 2363.4(b).

### **2363.6 Development, Review, and Revision of IEP (34 CFR §300.324)**

- (a) In the development, review, and revision of an IEP, the IEP team shall consider:
- (1) The strengths of the child and the concerns of the parent for enhancing the education of their child;
  - (2) The results of the initial or most recent evaluation of the child;
  - (3) As appropriate, the results of the child's performance on any general State or district-wide assessment programs; and
  - (4) The academic, developmental, and functional needs of the child
- (b) The IEP team shall also consider the following special factors:
- (1) In the case of a child with limited English proficiency, the language needs of the child as those needs relate to the child's IEP;
  - (2) In the case of a child who is blind or visually impaired, provision for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

- (3) The communication needs of the child, and in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;
  - (4) Whether the child requires assistive technology devices and services.
  - (5) When the evaluation data indicates that the student's behavior is impeding his or her learning or the learning of others, positive behavioral interventions and supports, and other strategies to address the behavior and to assist the child to develop skills in areas such as:
    - (i) Social skills;
    - (ii) Anger management; and/or
    - (iii) Conflict resolution.
  - (6) Supplementary aids and services, program modifications or supports for the child or school personnel who will be working with the child to help him/her:
    - (i) Attain IEP annual goals;
    - (ii) Progress in the general curriculum;
    - (iii) Participate in extra-curricular activities; and
    - (iv) Be educated in the least restrictive environment.
  - (7) Whether a child needs a particular device or service, including an intervention, accommodation, or other program modification, in order for the child to receive a FAPE.
- (c) Each LEA shall ensure that the IEP team:
- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
  - (2) Revises the IEP as appropriate to address:
    - (i) A lack of expected progress toward the annual goals;
    - (ii) A lack of expected progress in the general curriculum, if appropriate;

- (iii) The results of any re-evaluation;
  - (iv) Information about the child provided to, or by, the parents;
  - (v) The child's anticipated needs; or
  - (vi) Other matters.
- (3) In making changes to the IEP, after the annual review meeting, the parent of the child and the school may agree, in writing, not to convene an IEP meeting for the purpose of making such changes and, instead, may develop a written document to amend or modify the child's current IEP.
- (i) Parents shall be given a copy of the written agreement document.
- (d) To the extent possible, schools shall encourage the consolidation of re-evaluation meetings and other IEP meetings for the child.

### **2363.7 Content of IEP (34 CFR §300.320)**

An IEP that contains information under one component need not repeat the same information under another component. The IEP for each child with a disability shall include:

- (a) A statement of the child's present levels of academic achievement and functional performance, including:
  - (1) The child's abilities, acquired skills, and strengths;
  - (2) How the child's disability affects the child's involvement and ability to make progress in the general curriculum; or
  - (3) For preschool children, how the disability affects the child's participation in activities appropriate for the child;
  - (4) For children, not later than one year before the child reaches the age 18, a statement that the child has been informed of their rights under these regulations that will transfer to them upon reaching the age of majority (18).
- (b) Measurable annual goals related to the child's present levels of academic and functional performance which shall:

## DRAFT Curriculum Committee FY21 Annual Work Plan

Month	Focus	Potential Collaborators/Presenters in addition to members of Curriculum Committee
September	Edit and Suggestions for the year	
October	Meeting the kids where they are at: Updates on assessment of those in hybrid and virtual instruction grades K-12	
November	Anti-racism Curriculum in Our Schools - including plans for an equity audit Fall Math Assessment Results Fall ELA Assessment Results Update from Regional Advisory Board (CVCC)	
December	Update on Fall 2020 Instructional Models	
January	- Strategic Planning Group begins its work and receives input from this committee	
February		
March	Winter Math Assessment Results Winter ELA Assessment Results	
April		
May		
June	Spring Math Assessment Results Spring ELA Assessment Results	
July		

**Curriculum Committee Purpose:**

- to understand the current state of PK-12 curriculum development and student assessment results within the BUUSD in order to inform and educate the full Board and other Board committees
- 30,000 foot view of the end results (student outcomes) produced by our current curriculum and instruction practices
- advocate for all PK-12 BUUSD students' best interests and pose questions for administrative, finance, and curriculum teams to address through their ongoing work