

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

December 3, 2020 at 5:30 p.m.

Via Google Meet

Click this link to join the meeting remotely:

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

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

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law

AGENDA

1. Call to Order
2. Additions or Deletions with Motion to Approve the Agenda
3. Comments for Items Not on the Agenda
 - 3.1. Public Comment
 - 3.2. Student Voice
4. Approval of Minutes
 - 4.1. Meeting Minutes - November 12, 2020
5. Reports to the Board
 - 5.1. Central Office Report
 - 5.2. Building Reports:
 - 5.2.1. SHS
 - 5.2.2. CVCC
 - 5.2.3. BCEMS
 - 5.2.4. BTMES
 - 5.3. Committee Reports (5:30 pm via Google Meet)
 - 5.3.1. Communications Committee: **Next Meeting:** December 10, 2020
 - 5.3.2. Finance Committee: **Next Meeting:** January 5, 2021
 - 5.3.3. Facilities/Transp. Committee: **Next Meeting:** December 14, 2020
 - 5.3.4. Policy Committee: **Next Meeting:** December 21, 2020
 - 5.3.5. Curriculum Committee: **Next Meeting:** December 22, 2020
 - 5.3.6. Negotiations Committee: **Next Meeting:** TBD
 - 5.3.7. Regional Advisory Board (RAB): **Next Meeting:** December 7, 2020, 4:00 pm
 - 5.4. Financials
6. Current Business
 - 6.1. New Hire [**ACTION**]
 - 6.2. FY22 Budget Development
 - 6.3. Remote Learning Update
7. Old Business
 - 7.1. Second and Final Reading English Learners (C4) [**ACTION**]
 - 7.2. Second and Final Reading Search and Seizure of Students by School Personnel (C21) [**ACTION**]
 - 7.3. School Reopening Update
 - 7.4. Vision, Mission & Strategic Goals
8. Other Business/Round Table
9. Future Agenda Items

10. Executive Session
 - 10.1. Collective Bargaining
 - 10.2. Personnel Matter
11. Adjournment

Reminder:

Next BUUSD Board Meetings: December 17, 2020 at 5:30 pm via Google Meet (change)

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
 November 12, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Paul Malone (BT) - Chair
 Sonya Spaulding (BC) – Vice-Chair
 Victoria Pompei (BT) – Clerk
 Gina Akley (BT)
 Tim Boltin (BC)
 Emel Cambel (BC)
 Giuliano Cecchinelli (BC)
 Alice Farrell (BT) – joined at 5:47 p.m.
 Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
 Mary Ellen Simmons, Assistant Superintendent of Instruction
 Stacy Anderson, Director of Special Services
 Penny Chamberlin, Director Central Vermont Career Center
 Hayden Coon, BCEMS Principal
 Jason Derner, Alternative Education Administrator
 Chris Hennessey, BCEMS Principal
 Carol Marold, Director of Human Resources
 Jennifer Nye, BTMES Principal
 Erica Pearson, BTMES Principal
 Lisa Perreault, Business Manager
 Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Heather Battistoni	Emily Burgess	Ainsley Burroughs	David Cameron
Scott Cameron	Erin Carter	Natessa Cournoyer	Nora Duane	Brendan Eaton
Jamie Frey	Karen Gadapee	Chelsea Haberek	Prudence Krasofski	Colleen Kresco
Patrick Leene	Jennifer Luck-Hill	Ben Matthews	Kathleen Matthews	Allison Mills
Ted Mills	Rebekah Mortensen	Mary Newton	Christine Parker	Rhodelene Premont
Jean Savoy	Melinda Schmalz	Megan Spaulding	Rachael Van Vliet	Jesse Willard

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, November 12, 2020, Regular meeting to order at 5:33 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

Add 10.1 Negotiations – Labor Relations Agreements (this agenda item will be taken out of order)
 Add 10.2 Employment of Employees

On a motion by Mr. Boltin, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Agenda as amended. Mrs. Farrell was not present for the vote.

An Executive Session was proposed for the discussion of Negotiations – Labor Relations Agreements. Agenda Item 10.1 was taken out of order.

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On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously agreed to find that premature general public knowledge of the item proposed for discussion, specifically Labor Relations Agreements, 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, Scott Cameron, Mrs. Perreault, and Mrs. Marold in attendance, at 5:42 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to exit Executive Session at 6:19 p.m.

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

None.

3.2 Student Voice

None.

4. Approval of Minutes

4.1 Approval of Minutes – October 22, 2020 Regular Meeting

On a motion by Mrs. Pompei, seconded by Mrs. Farrell, the Board unanimously voted to approve as amended, the Minutes of the October 22, 2020 Regular Meeting.

5. Reports to the Board

5.1 Central Office

The Superintendent's Report (dated November 2020) was distributed. The Report included information pertaining to; the Superintendent's Office, Curriculum, Technology, Communications, the Business Office, Early Education, Human Resources, Special Education, and Facilities. A copy of the BUUSD Central Office Newsletter for November 2020 was distributed. There were no questions from the Board.

5.2 Building Reports

5.2.1 Spaulding High School

The Principal's Report for November 2020 was distributed. A copy of the SHS Newsletter for 11/09/20 was distributed. Mrs. Spaulding queried regarding the survey results that were supposed to be included in the packet. Mrs. Waterhouse will distribute this information.

5.2.2 Central Vermont Career Center

The CVCC Director's Report for November 2020 was distributed. There were no questions from the Board.

5.2.3 Barre City Elementary and Middle School

The Co-Principals' Report dated November 6, 2020 was distributed. There were no questions from the Board.

5.2.4 Barre Town Middle and Elementary School

The BTMES Building Report dated November 12, 2020 was distributed. A copy of the BTMES Newsletter for November 2020 was distributed. There were no questions from the Board.

5.3 Committee Reports

5.3.1 Communications Committee

Minutes from the November 5, 2020 meeting were distributed.

Mrs. Farrell provided an overview of the meeting which included discussion of; communication tools, budget promotion, promotion of SHS to out of district students (with school choice), as well as promotion to individuals considering moving to the district, the recent full page 'ad' in the Times Argus (which featured all of the District schools), and the Mission/Vision/Strategic Planning initiative.

Mr. Allen is currently working on revisions to the BUUSD letterhead.

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

5.3.2 Finance Committee

The Committee met on November 10, 2020.

The next meeting is Tuesday, December 1, 2020 at 5:30 p.m. via video conference. Mrs. Spaulding advised that the Committee discussed the CVCC site selection initiative (which is now on hold and no Special Article will be presented to voters in March 2021). Additional aspects of the project that require work include; completion of lab schematics, governance structures, and funding for a

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new building. Mrs. Spaulding advised that the Committee spent the majority of the meeting discussing the First Draft of the FY22 budget. This item will be discussed under Agenda Item 7.2.

5.3.3 Facilities & Transportation Committee

Minutes from the November 9, 2020 meeting were distributed. Mr. Cecchinelli provided an overview of the meeting which included discussion of; keys for BTMES substitutes, air testing/quality (PCBs), and possible efficiency upgrades. In response to a query, it was reported that Mr. Cecchinelli is obtaining a specialized tool and will perform the work to remove the discoloration on the bollards at SHS. Mrs. Pompei queried why BTMES hasn't had keys for substitutes, and voiced concern that card keys into BTMES may not work in the event of a power outage (if there is no generator). This issue needs to be looked into further. The next meeting is Monday, December 14, 2020 at 5:30 p.m. via video conference.

5.3.4 Policy Committee

The next meeting is Monday, November 16, 2020 at 5:30 p.m. via video conference.

5.3.5 Curriculum Committee

Mrs. Pompei advised that the Committee has been discussing leadership roles/responsibilities and SPED expenses. These discussions are expected to continue. The next meeting will include an introduction of the Assistant Superintendent of Instruction, results of fall assessments, and updates on roles and responsibilities.

The next meeting is Tuesday, November 24, 2020 at 5:30 p.m. via video conference.

5.3.6 Negotiations Committee

The Committee met on 11/11/20, where all discussion was held in executive session. Labor Relations Agreements will be discussed more this evening in executive session. The next meeting date is to be determined.

5.3.7 Regional Advisory Board

The next meeting is Monday, December 7, 2020 at 4:00 p.m.

5.4 Financials

A document titled 'BUUSD FY21 Expense Report Summary' (dated 12/12/20) was distributed. There were no questions from the Board.

6. Current Business

6.1 Resignations/Retires/New Hires

A letter of resignation was received from Barb Shipman (BTMES Spanish teacher). Mr. Wells will have a copy of the letter submitted to Mrs. Gilbert for inclusion in the addendum. Ms. Shipman has advised that she is resigning effective at the end of December 2020.

The resume and BUUSD Notification of Employment Status Form for Thelma (Tammy) Poitras (BCEMS Middle School Special Educator) was distributed. Mr. Wells provided an overview of the candidate, advising that she is currently working in New Hampshire and can obtain a Vermont Endorsement.

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to approve the hiring of Thelma Poitras.

6.2 Financial Management Questionnaire

A document titled 'Financial Management Questionnaire – BARRE UNIFIED UNION SCHOOL DISTRICT 2020 – 2021' was distributed. Mrs. Perreault provided a brief overview of the document which is required by Statute. Board Members have reviewed the form which was developed by State Auditors. Mrs. Perreault answered questions from the Board. Mrs. Spaulding would like to see VSBA offer financial training (perhaps a webinar) to Board Members, and will make this suggestion at the next VSBA meeting. Mr. Isabelle advised of two budget training sessions that were held in the past year.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the BUUSD Board unanimously voted to approve the Financial Management Questionnaire and authorized the BUUSD Board Chair to sign the document.

6.3 First Reading English Learners Policy (C4)

Two copies of the policy were distributed; a revised version (presented for First Read), and a copy of the current policy (with revisions noted). Mr. Wells provided a brief overview of the minor changes to this policy. Brief discussion was held.

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to approve the First Reading of the English Learners Policy (C4). Mrs. Akley was not present during the vote.

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6.4 First Reading Search and Seizure of Students by School Personnel Policy (C21)

Two copies of the policy were distributed; a revised version (presented for First Read), and a copy of the current policy (with revisions noted). Mr. Wells advised that VSBA has thinned the verbiage to include only essential wording. Mr. Valsangiacomo has reviewed the policy and has no issues with the shortened 'cleaner' language.

On a motion by Mrs. Pompei, seconded by Mrs. Farrell, the Board voted 8 to 0 to approve the First Reading of the Search and Seizure of Students by School Personnel Policy (C21). Mrs. Akley abstained, citing she was not present during the discussion.

6.5 Emergency Closing/Remote Learning

A document titled 'Emergency Remote Day Plan – BUUSD' was distributed. Mr. Wells advised that the plan outlined in the document will be used for emergency closures (1 to 2 days), where remote learning will be provided and the day(s) will take the place of the traditional 'snow day(s)' and counts as a day of school. Other districts are using this type of procedure. For emergency closure remote days to count as a student day, students must be provided with more than a half a day of learning activities. Mrs. Spaulding voiced concern that the K-8 plan includes a one half hour check in, and no actual instruction. Ms. Pearson advised regarding office hours for students. Mrs. Spaulding reiterated her concern citing that office hours are for students to receive additional help with questions, but is not actual instruction. Mrs. Spaulding advised that teachers should have already planned their curriculum (because these are last minute closures), and queried why they are not using the planned curriculum to provide instruction. Mrs. Spaulding is very concerned that the BUUSD is not providing instruction, and that students in K – 8 are receiving 'busy' work and no actual instruction. Mrs. Spaulding does not believe this model is acceptable and the BUUSD is not doing its job of providing instruction of students. Mrs. Spaulding will continue to push on this issue until the schools start providing instruction. Mrs. Nye noted that some students do not necessarily have access to the internet, especially during a 'snow' day. Mrs. Spaulding would like to see the schedule modified to include instruction time. Mr. Wells advised that it is the intent that instruction be provided in all remote learning. The SHS schedule looks different, as students need to check in with multiple teachers. Mr. Wells agrees with the Board that the intent is to provide instruction, and lauded teaching staff for their efforts. At the request of Mr. Boltin, Mr. Wells agreed to incorporate the inclusion of 'instruction' in the plan. Mrs. Anderson reported that the expectation for special education staff is that all instruction be moved to a remote modality and that all services continue to be provided during remote learning. Mr. Coon reported that most BCEMS elementary students received instruction and some synchronous learning. A staff member advised that she has inadequate internet service, which makes it difficult to instruct remotely. Ms. Simmons believes that because the plan covers K – 8, it is more of a generalized plan and more detail would require a breakdown by grade. Mrs. Nye advised that staff were going to meet to discuss how today's remote learning went and plans for Friday, and to have a more detailed plan that can be presented. Mrs. Nye stressed that it's important that teachers be part of the planning development process. Mrs. Spaulding requested that this item be placed on the next agenda, that the plan be revised, and that an amended version of the plan be shared with the Board. Mrs. Spaulding clarified that this plan pertains to emergency short term remote learning and that if the schools need to revert to full time remote learning, the plan will look much different. Discussion should also include what is being done to assist teachers who have inadequate Wi-Fi. Mrs. Spaulding wants assurance that Melinda Schmalz's Wi-Fi issues will be resolved. Mrs. Pompei reported that another teacher has notified her that he/she also have a Wi-Fi issue. It was noted that most students' Wi-Fi issues may be easier to resolve because they are local, but some staff members live in more remote areas. Mrs. Pompei queried regarding letting those teachers work from the school building during an emergency shut down. Mrs. Pompei would like alternatives identified. Mrs. Pompei will notify the staff member to contact their building principal so that their Wi-Fi issue can be addressed.

7. Old Business

7.1 School Re-opening Update

A document titled 'Superintendent Update on Modes of Instruction During State of Emergency Due To COVID-19 Pandemic per BUUSD Policy D22' (dated 11/12/20) was distributed. Mr. Wells advised that on the evening of 11/11/20, he was notified of a positive COVID case within the BUUSD. Mr. Wells met with building administrators and the COVID-19 Nurse Coordinator. Due to the nature of the situation, it was determined that all buildings were affected. Mr. Wells has since learned of two other individuals who have tested positive. The BUUSD is following the defined procedures and working with building administrators and the Covid-19 Nurse Coordinator, who has direct contacts at the Vermont Department of Health. Given the connected nature of our district, it was deemed that all schools in the District should move to remote learning for 11/12/20 and 11/13/20. The BUUSD will be following up with the Department of Health for more direction. Mr. Wells advised that schools within the state and especially within Washington County are in an extremely delicate situation right now. Having positive COVID cases in our schools, requires that additional individuals quarantine and have testing performed. Teachers and students are alarmed that there were individuals in the buildings that have tested positive. Other area district schools are experiencing the difficulties of COVID within their schools and it is becoming increasingly difficult to effectively run schools. The Department of Health contacted the BUUSD today and has advised that they are becoming overwhelmed with positive cases. It was stressed that the increase of positive cases is tied to social gatherings, attending sports events, etc., and these activities are putting the public at risk. Mr. Isabelle voiced concern that there may be a misconception that there are many unfilled positions. Mr. Isabelle believes the issue is that the BUUSD does not have the 'back-up' staff necessary to cover for absences, and that teachers are trying to teach in an entirely new and different way. Mr. Wells advised that a COVID event impacted the pre-school (which did not endanger the pre-school students), which required that staff members take time off and there

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was not enough staff available to run the program. Pre-school was closed for two days as a result of this staffing shortage. A COVID issue at the Career Center resulted in remote learning for CVCC students, but SHS was allowed to stay open. In response to a query, it was noted that sports teams are currently between seasons, so there are no practices or games at this time. The winter season is slated to begin on 11/30/20, and the high school is waiting for guidance from the State. Mrs. Waterhouse advised that at the present time, the school is very hesitant to hold winter sports. That sentiment was echoed by BCEMS and BTMES administrators. Ms. Pearson advised that there are local recreation teams (with students and adults from BTMES) that are still playing sports, and that today, the BOR was shut down, with a tentative reopening date of 11/28/20. Ms. Chamberlin provided an example of the impact within the schools whenever a staff member shows any possible sign of COVID. Ms. Chamberlin reiterated that the schools are in a very fragile state. Mr. Boltin stressed that these issues are the reason that it is critical that plans for remote learning be solidified. Mr. Malone queried whether or not the schools have the capability for holding classes/providing instruction, in the same fashion as the Board meeting is being held (a teacher and many students all connected at the same time). Mr. Wells advised that the schools can use Google Meet, and that staff members are utilizing different platforms. Mrs. Pompei advised that her students participate in the Virtual Academy and the Virtual Academy is providing direct remote instruction via the internet. Mr. Coon reported that synchronous learning is being provided to BCEMS elementary school students who would have been at school for in-person learning on Thursday and Friday of this week. In response to a query, Mr. Wells advised that 3 individuals have tested positive and there are other individuals who are showing symptoms and will need to be tested. Mr. Wells advised of the process/protocols utilized by the Vermont Department of Health to determine risk levels and when they think exposure (defined close contact) to individuals warrants action (quarantine, testing, etc.). In response to a query, it was noted that the Department of Health has not yet determined if any positive cases of individuals from the BUUSD 'family' were the result of contracting COVID at one of the BUUSD schools. Mrs. Spaulding queried regarding when the Board will see the plan for fully remote learning (necessary if the District or one of its schools must return to all remote learning). Mr. Wells advised that the District is working on this plan and commits to the Board that he will share additional information in the future. There is currently no plan to share. Mrs. Spaulding began facilitating the meeting at 8:06 p.m.

7.2 FY22 Budget Development

Eight documents were distributed;

FY22 BUUSD Budget Development Considerations (11/10/20)

BUUSD FY22 Proposed Budget, Expense Summary – Draft 1 (11/10/20)

CVCC FY2019 – FY2022 Budget Expense Summary

FY22 BUUSD-CVCC Draft Budget Development Highlights (11/10/20)

SEA Program Estimated Costs Analysis (10/12/20)

BUUSD Draft 1 Budget (11/04/20)

CVCC FY22 Draft 1 Budget (11/03/20)

A printed copy of a PowerPoint presentation titled 'FY22 Budgets – Draft 1' (revised 11/12/20) was distributed.

Mrs. Perreault began the PowerPoint presentation which included information on draft 1 of the FY22 budget. The primary goal this year is to provide consistent and stable resources to the education community. The first draft includes a BUUSD expense budget of \$47,988,828 (a 6.57% increase), and a CVCC budget of \$3,377,415 (a 7.89% increase). The primary factor for the increase is salary and benefit increases which represent 5.2% of the overall 6.57% increase. Mrs. Perreault provided an overview of the considerable increases for health insurance. Mrs. Perreault advised of other benefits and payroll costs totaling \$3,291,854. The total cost for Special Education, including the new building for the SEA Program is \$14,115,927 (an increase of 8.37%). Mrs. Anderson provided an overview of Special Education costs, summarizing the past 10 years. Over the last 10 years, number of students who qualify for Special Education with Emotional Disturbance being the primary disability has doubled. The number of students with a specific learning disability has declined. Students with emotional disturbances require more services and more intensive services than students with specific learning disabilities. Staffing rates over the past 10 years have remained relatively stable. Tuition and contracted services have a significant impact on the budget. The expansion of the SEA Program, to a larger building and increasing capacity is one effort being undertaken to help lower the cost of Special Education. It is anticipated that some students who are outplaced will be able to return to the BUUSD, resulting in some significant savings. Mr. Derner provided an overview of the expanded SEA Program. The new program should allow the BUUSD to better serve its students, increase the number of students served, transition students back from outplacement, and expand services to middle school students. Mr. Derner provided an overview of improvements to be gained in the new building. A graph documenting the cost difference between out of district placement (\$75,000 - \$124,647 not including transportation) vs SEA placement (\$36,466) was displayed. It was noted that if the SEA expansion allows for accepting tuition students, that will be an added source of revenue. Mrs. Perreault advised of current debt and of the 5 contributing factors affecting the tax rate. Mrs. Perreault advised of the tax impact to Barre City (an increase of 12¢) and Barre Town (a decrease of 15¢). Barre Town recently completed a reappraisal. The projected BTMES tax decrease may not have an actual impact on the amount property owners pay in taxes, because the CLA will be adjusted to reflect the reappraisal. Mrs. Perreault advised of spending per-pupil for other schools in the region. Barre remains the district with the lowest spending per pupil. There is concern that the tax 'increase' for Barre City and the tax 'decrease' in Barre Town will need to be well explained to community members, as it may result in very different voting outcomes based on perception. Mrs. Perreault provided an overview of the highlights document. Mrs. Perreault and administrators answered questions from the Board. Mr. Malone returned to facilitate the remainder of the meeting. Mrs. Nye will perform some research regarding the added interventionist and added behavior specialist and will advise Mrs. Perreault so that the highlights document can be updated. Mr. Isabelle would like to hold discussion on the use of SROs in the district. Brief discussion was held

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regarding student counts and it was noted that BTMES has had a significant decline in enrollment. The budget is built on the equalized pupil count, which is a 'rolling average'. Because of COVID, recent legislation is holding all schools harmless (relative to pupil counts). Mr. Isabelle voiced concern that the tax rate differences between the city and the town is cause for concern. Community members need to understand that due to the recent property reappraisal in Barre Town, the listed tax rate decrease may not result in a reduction of taxes. Mr. Malone advised that at least one representative from each building should be in attendance at the next Finance Committee meeting.

7.3 Enrollment Update: Hybrid/Virtual Academy

A document titled District Enrollment/Staffing (November 2020) was distributed. It was noted that when schools return to 'normal', non-COVID times, it is anticipated that some students will shift back to in-person learning at the Barre schools.

7.4 Home Study Report Update

A document titled Home Study Report (AOE provided data) (11/01/20) was distributed. There were no questions from the Board.

7.5 SEA Update

This agenda item was discussed during Agenda Item 7.2 (FY22 Budget Development). Mr. Derner advised that the Building Team meets with the contractor on a weekly basis to review progress and answer open questions. The project is moving along pretty well.

7.6 Vision, Mission, & Strategic Goals

Mrs. Farrell reported that she continues to work with Winton Goodrich on this initiative.

8. Other Business/Round Table

Mr. Isabelle conveyed his appreciation to the Superintendent and staff members for answering questions and working hard during this difficult time.

9. Future Agenda Items

The 11/26/20 meeting has been cancelled.

The next meeting is Thursday, December 3, 2020 at 5:30 p.m. via Video Conference.

The second meeting for December will be held on Thursday, December 17, 2020 at 5:30 p.m. via Video Conference.

- FY22 Budget Development (December)
- Revisit Emergency Closing/Remote Learning (December)
- School Re-opening Update

10. Executive Session as Needed

10.1 Negotiations – Labor Relations Agreements

10.2 Employment of Employees

Items proposed for discussion in Executive Session include Negotiations – Labor Relations Agreements (revisit of Agenda Item 10.1), and Employment of Employees.

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

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to enter into Executive Session, with Mr. Wells in attendance, at 9:16 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. Farrell, seconded by Mrs. Spaulding, the Board unanimously voted to exit Executive Session at 10:29 p.m.

11. Adjournment

On a motion by Mrs. Spaulding, seconded by Ms. Cambel, the Board unanimously voted to adjourn at 10:30 p.m.

Respectfully submitted,
Andrea Poulin



Spaulding High School

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Luke Aither
 Assistant Principal

Brenda Waterhouse
 Principal

Jim Ferland
 Assistant Principal

December, 2020
 Principal's Report

Athletics:

- Winter athletics have not yet been finalized. High school sports, as issued by Governor Scott, have been put on pause until further notice. This will be re-evaluated weekly by the state and will be communicated to the schools directly once we are able to begin. What we do know is that wrestling and indoor track are not sanctioned for the winter 2020-21 season. Basketball and hockey are potentially still able to have a season. Based upon the information that has been released by the Vermont Department of Education, we have drafted the following [winter athletics guidelines](#), but we are awaiting further information.
- Surveys were distributed to our fall athletes and parents for feedback on coaches. We are awaiting a few more student responses. Natalie Soffen, Athletic Director, will meet virtually with the coaches, after the Thanksgiving break, to complete the coach evaluations.

School Community:

- Please see the attached Newsletters ([November 9](#), [November 13](#), [November 23](#)).
- Parent-Teacher Conferences were held via Google Meets or via phone. Pick-A-Time, our conference scheduling tool, had a new feature to help coordinate setting up Google Meets and it was very successful. We found that the virtual meetings allowed for a great deal of participation, as parents did not have to take as much time away from work and transportation was not an issue. We anticipate using virtual meetings, as an option, even once we resume to in-person meetings.
- With our recent move to fully remote, we have put all of our energy into remote learning and instructional strategies related to remote learning. It is important to note that all schools did the best that they could last spring, but that was not true remote learning. We have made great gains in a short period of time and continue to do so. One of the greatest challenges is having students and families understand that students need to be available daily and that the expectation is nearly thirty hours of instruction and learning tasks each week. With a [fully remote schedule](#), we are more able to schedule students for group instruction, rather than the greater focus on independent and less structured work during hybrid. Our Fully Remote schedule

structures students' time for instruction, support and independent work. It is critical for students to have structure, especially while being remote.



December 2020
EDUCATION THAT WORKS
Director: Penny Chamberlin

DIRECTOR CTE BYTES

Director and Assistant Director- Penny and Scott worked with the teaching staff on organizing supplies and materials for students on days that CVCC was moved to remote learning. CVCC remote learning began 11.06.2020. CVCC Staff welcomed a new member to the team. A Permanent Substitute, Christopher Wheatley, was hired to help alleviate coverage needs. All support staff attend assigned program remote meetings and are part of the programs google classroom assignments so that they are aware of the content students are learning and working on. Penny has been working with the AOE on Perkins submissions and revisals. Scott has been meeting with teachers and working with students on how attendance can be improved and finding ways to help students be more successful in the program during these unpredictable times. We have many online resources that are moving our students forward in their pursuit of industry credentials and attaining certifications and licenses.

Administrator Meetings -

Board Committees - Penny and Scott have attended all board committee meetings and board meetings as needed during the month of November. We have developed a favorable Draft #1 FY22 budget for Board and RAB consideration.

In addition to the BUUSD meetings, Penny and Scott also attend and lead the Re-Envisioning Team meetings, consult with outside consultants and prepare the center faculty and staff for any additional expectations related to this work. Updates on Governance and Re-Envisioning will be happening during the month of December. Scott also attends the newly formed Equality Justice Group at CVCC.

Administrative Team (Kara, Laurie, Sarah)- Laurie is on the Recruitment and Marketing team. They are considering a possible virtual and live open house for parents. CVCC had its first quarter awards presentation November 19. This was done remotely for this quarter. The events team created a slideshow that announced student awards and 3 programs presented using an embedded video. See attached parent letter for student choice and teacher choice award recipients. There is a list of students who received recognition for Near Perfect Attendance for Quarter 1. Kara has been coordinating with Penny and teachers on the Geer CTE funding. This has required her to collect information from teachers and organize data about technology, equipment, supplies and software needs. Teachers submit POs to Kara. Kara and the teaching staff review items that are over \$10000, and seek out two additional quotes, so in total, they collect 3 quotes per order to find the best pricing for needed items. This has been time consuming and Kara has done this effectively and efficiently. Sarah has been attending administrative assistant Loop Group meetings with BUUSD and administrative assistants in BUUSD schools. The meetings help keep building systems as consistent as possible. The office staff and events team are doing a book read together to improve student engagement and understanding. The book is called *Kids These Days* by Jody Carrington. This book is for educators in all fields. From teachers to bus drivers, administrators, educational assistants, librarians, administrative assistants, and custodians. So far, the book group is reading the first chapter and will begin brief book discussions during event team meetings to reflect on the content and how it can be applied to our daily interactions.

Teaching Staff- Teaching staff have been attending CTE Proficiency meetings, coordinated by the AOE. Others have attended Cluster meetings. The meetings are scheduled by program. Those who have not attended either of these meetings this month will be attending them, as scheduled, throughout the next few months. These meetings are in addition to the

professional development time on November 11th in-service. The 11.11.2020 in-service included a 2 hour session with Kathleen McNally on Data and how to use it to support instruction; and a 1 hour session with Stef Seng on Outright

Student Items- Students moved to remote learning on 11.06.2020. Students have adjusted to their programs attendance expectations. Every program uses google classroom and google classroom provides attendance to teachers. Some programs have an email sign in, a google form, remote check-in or other means for attendance. All students are expected to use their programs method for attendance by 8:22 am each day. Students attend whole group meetings and individual meetings with their instructors. All students submit work electronically. Students are utilizing the Suite 360 character and conduct building curriculum that is research and evidence-backed, with content aligned to the standards developed by the National Collaborative for Academic, Social, and Emotional Learning (CASEL) and mapped to the grade-specific learning objectives. Suite 360 also has a Social Emotional & Literacy component for programs/students.

Team Leaders- Team Leaders are developing a student survey focusing on student wellness and community; meeting with students to review their e-portfolios; looking into ways to do some middle school outreach through virtual tours and creating social media accounts for all programs. They are recognizing that staff and students are feeling a little overwhelmed and are considering ways to improve morale and consolidate items to focus on health and wellness for all.

CVCC Remote Learning Information (Gerry and Jennifer): Gerry and Jennifer are down to 3 remote learners on their roster. Some of the remote learners have been able to livestream or be part of their in-person programs, remotely. Having already joined their peers in the program of their choice, this made the transition for all of CVCC remote learning simple for teaching staff and remote instructors. Jennifer and Gerry continue to be available for any students/families that need to transition into a fully remote option due the COVID crisis.

For school counseling (Stefanie Seng): Stefanie is working with VSAC and helping students learn about their college options. November 19th VSAC hosted an Applying to College Workshop for CVCC. Student leaders are creating a video for the CVCC student body to introduce themselves and define their role. Stefanie pooled together student feedback on how they feel about remote learning and the current increase in COVID 19 cases in our area. The following is some of the input students provided.

- Remote learning is HARD. It's hard to stay focused, to find motivation, and to have a routine. It's hard to care about assignments or consequences.
- They have really good memories of in-person learning. The things they remember most from the year so far are funny unexpected moments.
- They are glad for remote learning because they want to be safe. They are worried about the choices other students will make during vacation.
- Some students are sleeping better and have less body pain and anxiety, others are getting less sleep, getting less exercise, and are more anxious.

Closure: November 06, 2020 CVCC moved to remote learning. To date, remote learning will continue until January 4th.

PROGRAM HIGHLIGHTS

Automotive Technology: The Golden Wrench Award is an award by the Vermont Automotive Enthusiasts to a junior of every automotive program in the state. The Award is to highlight a junior that is moving on in the automotive industry. The Vermont Automotive enthusiasts award a plaque, certificate, and \$500 worth of tools to the student. Vermont Automotive Enthusiasts presented Steve McKinsty with a large plaque with all of the past recipients from his program. Steve is also helping students practice “live” customer service experience by having staff join a remote service opportunity. In addition, Automotive took on another IRC this year using the course Tire Industry Association Basic Tire Course. Even with the craziness of shut down, 85% of the students have passed the Exam with the other 15 % (2 students) currently in review to retake the exam. Students will still need to pass the hands-on demonstration portion on the IRC upon reopening of schools.



STUDENT HIGHLIGHTS

See attached awards lists.

STAFF HIGHLIGHTS

Stephanie Olsen: As part of the events team, Stephanie created slides for the remote Quarter 1 Awards ceremony that took place 11.19.2020. During the ceremony Stephanie coordinated changing the slides with the administrators presenting live and playing the embedded videos for the attendees to see. This was a lot to ask and she took this task on with gusto. She put a lot of time into the slideshow and it showed. Thank you for all you do for CVCC students and staff.

PATH teams: A huge shout out to our path teams for sharing links to comedy shows, sharing workshops, offering health and wellness items for the mind and body, and reminding BUUSD employees of services provided through EAP and on tomypath.com. Now more than ever, the services and offerings the PATH coordinators pooled together have been needed and appreciated. Thank you Laura Thygesen, Amy Robertson, Jessie Casavant (Barre Town), Ian Thomas, Jessica Maurais (Barre City), Jesse Carpenter, Jen Lyons, Beth Bicknell (SHS), Wendy Clark (CVCC), Michelle Leeman (BSU)



Central Vermont Career Center (CVCC) Student Recognition Quarter 1 Awards



November 2020

CVCC would like to congratulate CVCC students for a job well done in Quarter 1 of 2020-2021! Each quarter CVCC students have the opportunity to see student presentations, receive awards, and have a chance to be entered into a student raffle. There are 2 categories for student of the quarter. Students make this choice a hard one as they all strive to do their best and CVCC is very proud of each and every one of them. *Students of Quarter 1 will be recognized in the WORLD 12.02.2020 or the week after.*

Teacher Choice Award: The student is chosen based on the following criteria by the program teacher:

*A student with good workplace skills, “a student you would want to hire”, dependable, reliable and takes ownership. A student must have a 3 or better in the class, no unexcused absences, cooperative behavior, be friendly, and have a positive attitude.
(Career Ready Model Student)*

Student Choice Award. Students are chosen based on the following criteria by their program peers:

A fellow student with good workplace skills, “a fellow student who you would want on your team in a group project situation”, dependable, reliable and takes ownership. A student who works at making the teacher as effective as possible and helps move the class deeper into the subject area.

CVCC attendance celebration: During quarterly awards, any CVCC Student who has 1 ABSENCE OR LESS during that quarter will earn an entry in the drawing at the end of the year. Each student is able to earn up to 4 entries into the drawing if they maintain strong attendance all year. Students will also be recognized during quarter awards for this achievement.

Quarter 1 Award presentations: Please visit the CVCC website to view Quarter 1 student presentations from the following programs: www.cvtcc.org

Digital Media Arts 2

Automotive Technology

COOP

NEAR PERFECT ATTENDANCE QUARTER 1

Last	First	SSch	Program		Last	First	SSch	Program
Adams	Braeden	MHS	Dig Media Arts		Kragh	Sebastian	HmSch	Electrical Tech
Badger	Chelsie	MHS	Cosmetology		Lamson	Caleb	HUHS	Electrical Tech
Bailey	Logan	SHS	Auto Tech		LaPera	Maddie	MHS	Med Prof
Bailey-Perkins	Jaxon	SHS	Plumbing & Htg		Light	Julia	TUHS	Dig Media Arts
Belisle	Hunter	HUHS	Auto Tech		Madison	Riven	TUHS	Dig Media Arts
Benoit	Cole	SHS	Plumbing & Htg		Malnati	John	SHS	Plumbing & Htg
Blais	Austin	TUHS	Auto Tech		McCarthy	Ned	SHS	Plumbing & Htg
Bombard	Connor	HUHS	Building Trades		Meacham	Madison	SHS	Culinary Arts
Boucher	Deacon	TUHS	Auto Tech		Melkonian	Traci	CVCC	Culinary Arts
Boyd	Anderson	U32	Auto Tech		Melton	Hailey	HUHS	Exploratory Tec
Bristow	Logan	SHS	Med Prof		Monteith	Remi	MHS	Electrical Tech
Burachowski	Abigail	SHS	Med Prof		Neuburger	Oskar	MHS	Emergency Svcs
Burnor	Alan	SHS	Electrical Tech		Newland	Haley	TUHS	Med Prof
Callahan	Sophia	HmSch	Cosmetology		Norway	Andrew	SHS	Electrical Tech
Cameron	Kaylee	HUHS	Emergency Svcs		Otis	Mason	SHS	Plumbing & Htg
Christensen	Blue	CHS	Dig Media Arts		Palmer	Daniel	HUHS	Auto Tech
Clark	Hunter	TUHS	Electrical Tech		Partlow	Delaney	SHS	Med Prof
Clark	Stephen	SHS	Auto Tech		Peace	Garett	U32	Building Trades
Cooper	Isaac	SHS	Exploratory Tec		Peloquin	Greer	WCA	Culinary Arts
Cummings	Guinivere	MHS	Dig Media Arts		Pierce	Nicholas	SHS	Electrical Tech
Cushing	Bailey	TUHS	Plumbing & Htg		Powell	Skylar	WMHS	Cosmetology
Deberville	Lowell	U32	Plumbing & Htg		Preddy	Lauren	SHS	Cosmetology
Desjardins	Keagan	SHS	Dig Media Arts		Preston	Aaliyah	SHS	Emergency Svcs
DiMario	Zennor	HUHS	Auto Tech		Reed	Riley	U32	Cosmetology
Dudley	Evan	SHS	Plumbing & Htg		Roya	Hunter	SHS	Electrical Tech
Dunkling	Joshua	TUHS	Electrical Tech		Salisbury	Caleb	SHS	Ntrl Res Sus Yr
Duprey	Mally	U32	Cosmetology		Sanders	Kelly	SHS	Cosmetology
Ecklund-Gustavson	Lillian	MHS	Dig Media Arts		Sicely	Samantha	U32	Cosmetology
Farnham	Hayden	TUHS	Auto Tech		Simpson	Krystian	SHS	Plumbing & Htg
Fowler	Julian	HUHS	Culinary Arts		Smith	Aubrie	CVCC	Cosmetology
Gagne	Christian	SHS	Electrical Tech		Spaulding	Maxwell	SHS	Electrical Tech
Giroux	Kaden	U32	Emergency Svcs		Stevens	Keagan	U32	Building Trades
Glassford	Ryan	SHS	Plumbing & Htg		Stevens	Matthew	SHS	Auto Tech
Gomes	M'gaira	U32	Culinary Arts		Streeter	Austin	HUHS	Exploratory Tec
Govea	Cameron	SHS	Plumbing & Htg		Surprenant	Mareya	HUHS	Exploratory Tec
Grandbois	Aubrie	U32	Cosmetology		Sutton	Hazel	SHS	Emergency Svcs
Grant	Bridget	U32	Human Services		Thompson	August	U32	Ntrl Res Sus Yr
Green	Laci	U32	Culinary Arts		Touchette	Noah	SHS	Plumbing & Htg
Guyette	Gabriel	SHS	Culinary Arts		Trepanier	Brandon	SHS	Auto Tech
Guyette	Liam	HUHS	Plumbing & Htg		Voyer	Faith	U32	Culinary Arts
Haviland	Jillian	MHS	Dig Media Arts		Watson	Sam	MHS	Dig Media Arts
Hill	Hunter	CVCC	Cosmetology		Watt	Aliyah	HUHS	Emergency Svcs

Hoerres	William	MHS	Ntrl Res Sus Yr		White	Nicholas	SHS	Plumbing & Htg
Kragh	Hannah	HmSch	DMAIL		Wilcox	Samuel	SHS	Plumbing & Htg
Kragh	Lydia	HmSch	Dig Media Arts					

CVCC QUARTER 1 AWARDS 2020-2021

PROGRAM	TEACHER CHOICE AWARDEES		STUDENT CHOICE AWARDEES	
Automotive Technology	Hayden Farnham	TUHS	Ryan Sayers	SHS
Baking & Culinary Arts	Faith Voyer	U32	Laci Green	U32
Building Trades	Joshua Sainz II	TUHS	Leland Kennedy	U32
Co-op Education	Tyler Guyette	SHS	Tyler Guyette	SHS
Cosmetology Year 1	Kelly Sanders	SHS	Rebecca Thayer	U32
Cosmetology Year 2	Aubrie Smith	CVCC	Taylor Austin	MHS
Digital Media Arts 1	Jillian Haviland	MHS	Riven Madison	TUHS
Digital Media Arts 2	Lulu Jennings	MHS	Jack Lever	MHS
Electrical Technology	Remi Monteith	MHS	Nicholas Pierce	SHS
Emergency Services	Aliyah Watt	HUHS	Kaden Giroux	U32
Exploratory Technology	Hailey Melton	HUHS	Mareya Surprenant	HUHS
Medical Professions	Delaney Partlow	SHS	Haley Newland	TUHS
Natural Resources and Sustainability	Faith Hall	U32	Ezra Bernier	SHS
Plumbing and Heating	Ned McCarthy	SHS	Cameron Govea	SHS

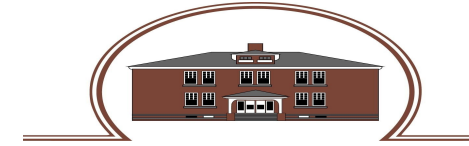
Congratulations on earning the Teacher &/or Student Choice Award. The instructor will present the certificate upon return to in-person learning or it will be mailed to students.

Sincerely,

CVCC Staff

Barre Unified Union School District

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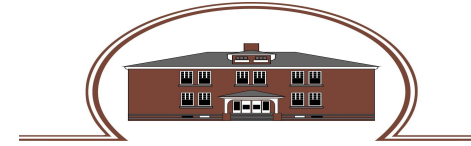
BUUSD Extended Remote Learning Plan 2020- 2021

This Extended Remote Learning Plan is built on the strengths of what is in place at Barre Schools with guidance and direction to move us forward to support all students' learning. Extended Remote Learning will not and cannot replace the in-person school instruction or communities that supports our students. Barre schools are committed to both support the wellbeing of all of our students and the extended academic student learning. Equity is at the forefront of all of the planning and implementation of the Extended Remote Learning Plan.

Area:	Shared Plan
Communication Student to Teacher: Google Meets Daily Google Classroom Morning Meetings Staff to Staff: Weekly Virtual Staff Meetings Daily Email Staff to Families: Weekly Updates from Teachers Infinite Campus MailChimp Virtual School Board Meetings	<p>Student to teacher/teacher to student: Student to teacher and teacher to student connections are made via daily Google Meets. The time length will vary by grade level and subject as appropriate. In addition, many teachers have established Google Classrooms that post updates, information, weekly Google Meet schedules/links as well as other platforms (See Saw). For those who are unable to connect to the teacher platform, instructional materials and activities, and/or recording of direct instruction will be sent home in increments with increased emails and phone calls to support learning. All students will be involved in daily morning meetings/advisory meetings with teachers.</p> <p>Staff to staff: All schools are holding virtual meetings at least weekly. In addition, staff are using daily email to communicate with one another; as well as scheduled check in phone calls around shared students which are logged. Staff and administration check in with each other daily about families that we are struggling to connect with to ensure all students are engaging.</p> <p>Staff to community/families: Schools and classroom teachers are sending home weekly updates and newsletters. When needed, our communication system (Infinite Campus and MailChimp) is utilized for its text and email connections for important information. All administrators and staff respond to individual and community communications as they arise. Virtual school board meetings are an additional resource of communication for families.</p>
Providing Learning Opportunities for all Students	<p>Teachers offer Integrated Learning Opportunities that focus on common proficiencies, a variety of learning modalities and allow students voice and choice in their daily engagement. In addition to this, teachers have established times that are mutually agreeable for students and families to reach out for additional support and feedback. General guidelines for minimum time by grade level bands have been established by administrators to</p>

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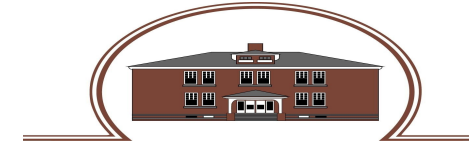
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	<p>support continuity in this work. Teachers will design feedback loops through conferring with students via, phone, feedback loops on written evidence, Google Meets, and/or email to identify gaps in student learning of the identified proficiency and learning outcomes.</p> <p>At all grade levels, teachers are using virtual tools such as Google Classroom and See Saw to communicate with students when possible. Otherwise, asynchronous materials will be created to be used without internet access and devices. All teachers will provide timely feedback on specific learning targets for students and assignments. All teachers will adhere to technology guidelines as outlined in the BUUSD staff internet expectations. For families in need of internet connectivity a resource is the Vermont Temporary Broadband Subsidy</p>
Supporting all Students; Especially those Struggling	<p>Academic: Feedback loops and regular communication with families ensure that teachers know if students are struggling. Special Educators work with classroom teachers and families to discuss needs/services based on work expectations on how to establish routines for families and connect in addition to the classroom teacher. Interventionists work with students, one on one or in small groups to make connections to develop skills and support learning needs. In addition, teachers are communicating with building administrators about any students who they have concerns about with regard to student engagement levels. Building administrators and school counselors work with families to help establish supports needed in these cases to make learning successful. Instructional assistants will be present, when possible, in Google Meets class meetings and live synchronous lessons and will support classroom teachers with check-ins and feedback with students.</p> <p>Social Emotional: School counselors check in and connect with families of students who they were working with in small groups and/or individual meetings. This is being done through Google Meet; or the chat feature in Google Classroom; guidance newsletters are going home periodically with resources for families and students. Individual student contact will be held with high risk students and weekly Google Classroom lessons with/by school counselors for social/emotional support and growth. Teachers alert school counselors for follow up and intervention, about any social/emotional, resource, or safety/abuse concerns as they are mandated reporters.</p> <p>Connectivity/tech issues: All schools are currently supplying asynchronous learning opportunities for families with connectivity issues and checking in with these families via phone. In addition, schools have reached out to families based on need/request and are actively working with families who do not have the internet to explore the</p>

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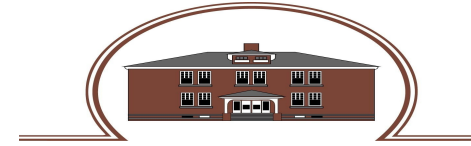
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	<p>various alternative options.</p> <p>Special Education: When the district enters an extended remote learning period, services for students who qualify for special education services will be provided as outlined in each student's Individualized Education Program (IEP) Contingency Plan. Contingency Plans were initially created with parents of students on IEPs in late August and early September, but can be reviewed or revised if necessary, by the IEP Team at any time.</p> <p>Special education services, related services and accommodations will be provided according to each student's individualized plan primarily using Google Meets as a platform to deliver services unless the IEP team has agreed upon other instructional means. Services delivered through an all remote modality may necessitate an increased need for communication and consultation between families, students, and the case manager to best meet the individualized needs of students. Parents with questions or about their child's IEP services are encouraged to reach out to their child's special education case manager.</p>
Asynchronous Learning and Synchronous Learning	<p>Suggested minimum time for learning allotments will be provided by the school administration based on grade level as recommended by the Vermont State Board of Education. Teachers will provide a weekly suggested schedule for learning as well as classroom meetings (available virtually or as well as through phone calls). These meetings will address both the social/emotional needs of students as well as instructional mini-lessons. Students without connectivity will have access to instruction through outreach done by the teacher in a way that fits the student's individual context. Teachers will employ Universal Design of Instruction using multiple modalities of learning and not just all screen time. The minimum hourly expectations below are set by the Vermont State Board of Education.</p> <ul style="list-style-type: none">- Preschool= 10 hours of instruction in literacy, mathematics, and natural science per week- Kindergarten = 2 hours of learning (10 hours per week)- Grades 1-2 = 4 hours of learning (20 hours per week)- Grades 3-12 = 5.5 hours of learning (27 ½ hours per week)- CVCC min requirement 240 minutes per day
Monitor Extended Remote Learning Plan	<p>This extended remote learning plan is a continually evolving process. Teachers will collect evidence of student progression toward proficiencies in a variety of ways based on the content area and student plan. We will also review calendars, attendance, work-contact logs, e-learning service log, and student materials/work periodically. Changes will be made to best serve students and families as necessary.</p>

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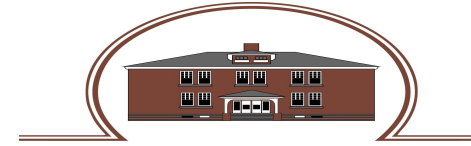
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Learning Priorities to Meet the Prioritized Proficiencies	Every grade level is working on prioritizing the learning objectives for extended learning times. These non-negotiables will be part of the student progress monitoring system. Selected priorities will be chosen based on their adaptability to extended remote learning as well as the level of priority for that grade level cluster. Learning activities will be developed for teaching through mini-lessons, practice, and assessment through formative assessment evidence. The learning will be based at current grade level proficiencies with supports to eliminate gaps from prior years.
Effective Extended Remote Learning, Instructional Design, Delivery and Practice	Faculty will engage in the planning of synchronous and asynchronous mini-lessons for online platforms; during in-service times, weekly professional meetings, planning periods and with support from curriculum coaches, administrators and technology integrationists. The BUUSD technology department continues to be a support in training and implementation through direct technology support, technology integrationists, technology help desk as well as Google Classroom, Google Slides and See Saw training and policy development that is best for students. The BUUSD Technology Department has established guidelines for students behavior online as well as expectations for student behavior in a remote classroom .
Free and Appropriate Public Education (FAPE)	<p>Teachers and special education staff communicate with special education students to personalize and support the learning as needed. When students need modifications, accommodations and support, (intervention, title 1, special educator services, student support services) the designated lead teacher for each student will continue to follow all student intervention plans (EST, 504, & IEP) to support student learning. Student educational teams will continually communicate with each other and families about ways to support learning.</p> <p>BUUSD will continue to address FERPA compliance issues with training and reinforcement. Extended remote learning does create new FERPA challenges (as an example, inadvertent Google Meet recording of multiple students). We will commit to provide updates between staff regarding students' needs related to FERPA, the school closure and extended remote learning.</p> <p>We have formalized our website/service/app approval process, and will be putting all requests for new services through that process. New service reviews will incorporate existing judgement from the Student Data Privacy Consortium, Common Sense Media and the Consortium for School Networking. Where no existing review can be found, a seven part internal review will take place before any website, service or app becomes approved.</p>

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Addressing Equitable Student Access

Teachers will design learning opportunities to address identified priorities in such a way that students have access to both digital as well as asynchronous learning when needed, synchronous as well as asynchronous opportunities to engage, and direct feedback from instructors on their progress to proficiency. Multiple layers of staff support will also ensure that students who are not showing full engagement or are not progressing are receiving support from other knowledgeable professionals and that efforts are made to troubleshoot the challenge in partnership with families. Weekly meetings as well as smaller student support meetings will allow opportunities for educators to identify successful strategies and increased collaboration around supporting vulnerable learners.

Common Vocabulary for Extended Remote Learning

Asynchronous Learning: Learning opportunities where students access pre planned, pre recorded materials, both electronically and paper based to both learn new information and develop a deeper understanding of previous learning.

Google Meet: A virtual meeting platform used for synchronous instruction and meetings. Teachers can work with large and small groups as well as individual students to give instruction, feedback and provide new learning opportunities. This is the trusted service for our school district.

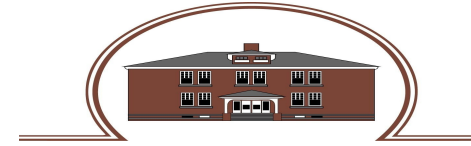
Hybrid Learning: Students attending school less than 5 days per week, will access parts of their education remotely, and other parts of their learning in person at school.

Hybrid Remote Day: Days when students enrolled in the hybrid learning model, attend school remotely. A student who attends in-person learning on Monday and Tuesday, participates in remote learning on Wednesday, Thursday and Friday.

Extended Remote Learning: A long term of remote learning, in the event that our school needs to be closed to in person instruction for an extended period of time related to Covid 19, or other events which cause in person learning to be considered unsafe.

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Morning Meeting: A social and emotional learning time for children to learn developmentally appropriate socialization, express feelings and connect with their teacher and classmates. Morning meetings take place in person, but can also take place remotely.

Office Hours: An open time where students and families can meet with teachers and administrators to ask questions, check in and get clarification as needed.

Synchronous Learning: Learning opportunities where students access live lessons with their classroom teacher and classmates. These include google meetings with groups of students, one on one check ins, phone calls and other live learning activities.

Teacher Advisory (TA): Traditionally where the Morning Meeting with students happens in the school; currently occurring with groups of students in a combined "home base" google meets..

Unexpected Emergency Remote Days: These are days where we need to suddenly change to remote learning, without much notice. Some examples would be poor road conditions, water main break or potential exposures which require a short term (one or two day) closure.

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

CODE: C 4

1ST READING: 11/12/20

2ND READING: 12/03/2020

ADOPTED:

ENGLISH LEARNERS

Policy

It is the policy of the BUUSD school district to ensure that English Learners aged 3-21, including immigrant students, have equitable access to academic and extracurricular school programming as required by law.

The superintendent or the superintendent's designee shall be responsible for developing and implementing procedures to comply with federal and state laws, which define standards for serving students who are English learners.

**BARRE UNIFIED UNION SCHOOL DISTRICT # 097
POLICY****Code: C 21****1st READING: 11/12/2020****2nd READING: 12/03/2020****ADOPTED:**

Search and Seizure of Students by School Personnel**Searches of School Property**

The school retains the right to search its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened, inspected and searched by school employees at any time. Students should have no expectation of privacy with respect to school owned property.

Search and Seizure of Student and Student Property

Searches of students persons, personal effects and vehicles may be conducted where there are reasonable grounds for suspecting at the time of initiating the search that the search will reveal evidence of a violation of law or of school rules.

The superintendent shall ensure that all searches and seizures of students and student property are conducted in a manner that complies with state and federal constitutional protections against unreasonable searches and seizures of students and student property in schools.

Copies of this policy will be included in the student handbook given to students and parents at the beginning of each school year.