

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

January 14, 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 - December 17, 2020
 - 4.2. Meeting Minutes - January 7, 2021
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:** January 21, 2021
 - 5.3.2. Finance Committee: **Met:** January 4, 2021; **Next Meeting:** February 2, 2021
 - 5.3.3. Facilities/Transp. Committee: **Met:** January 11, 2021; **Next Meeting:** February 8, 2021
 - 5.3.4. Policy Committee: **Next Meeting:** January 18, 2021
 - 5.3.5. Curriculum Committee: **Next Meeting:** January 26, 2021
 - 5.3.6. Negotiations Committee: **Next Meeting:** TBD
 - 5.3.7. Regional Advisory Board (RAB): **Next Meeting:** February 8, 2021, 4:00 pm
 - 5.4. Financials
6. Current Business
 - 6.1. First Reading Firearms (C5) (Required) [**ACTION**]
 - 6.2. First Reading English Learners (C4) (Required) [**ACTION**]
 - 6.3. First Reading Electronic Communication Between Employees & Students (B8) (Required) [**ACTION**]
 - 6.4. First Reading Prevention of Sexual Harassment as Prohibited by Title IX (C12) (Required) [**ACTION**]
 - 6.5. Racial Equity Policy Discussion
7. Old Business
 - 7.1. FY22 Budget and Annual Meeting Warning(s) Approval [**ACTION**]
 - 7.2. Second and Final Reading Notice of Non-Discrimination (A22) (Recommended) [**ACTION**]
 - 7.3. Second and Final Reading Employee Unlawful Harassment (B5) (Required) [**ACTION**]
 - 7.4. Second and Final Reading Homeless Students (C13) (Required) [**ACTION**]
 - 7.5. Vision, Mission, and Strategic Goals

8. Other Business/Round Table
9. Future Agenda Items: Policy First Read: B20, C28, B30, B31, B33
10. Executive Session
 - 10.1. Negotiations
11. Adjournment

Reminder:

Next BUUSD Board Meetings: January 28, 2021 at 5:30 pm via Google Meet

BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

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BARRE UNIFIED UNION SCHOOL DISTRICT BOARD MEETING

Via Video Conference – Google Meet
December 17, 2020 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

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

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
 Mary Ellen Simmons, Assistant Superintendent of Instruction
 Emmanuel Ajanma, Director of Technology
 Stacy Anderson, Director of Special Services
 Penny Chamberlin, Director Central Vermont Career Center
 Hayden Coon, BCEMS Principal
 Scott Griggs, CVCC Assistant Director
 Chris Hennessey, BCEMS Principal
 Carol Marold, Director of Human Resources
 Jennifer Nye, BTMES Principal
 Erica Pearson, BTMES Principal
 Lisa Perreault, Business Manager
 Jon Strazza, Assistant Director of Special Services
 Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Glenda Allen	Charlotte Baribault	Heather Battistoni	Heather Bellavance
Nancy Benoit	Jude Brister	Ainsley Burroughs	Jodi Bushway	David Cameron
Amber Cheney	Tamara Cooley	Sandra Cormier	Natessa Cournoyer	Allison Courtemanche
Christina Currier	Michael Deweese	Emerson Family	Jamie Frey	Karen Gadapee
Nicole Gallup	Sarah Goodrich	Katrina Guinan	Chelsea Haberek	Brady Hoyt
Holly Hoyt	Shannon Huda	Neil Kelly	Tyler Kimberly	Stefanie Kingzett
Brandy Kolling	Prudence Krasofski	Kelsey LaPerle	Jake Larrabee	Mikayla LeBlanc
Patrick Leene	Chas Legge	Clifton Long	Louis LoRe	Penny Martin
Carl Matteson	Kathleen Matthews	Jessica Maurais	Kellie Mead	Ted Mills
Rebekah Mortensen	Christine Parker	Alicia Partridge	Tim Sanborn	Jean Savoy
Malinda Sayers	Amy Scalabrini	Heather Slayton	Natalie Soffen	Diane Solomon
Megan Spaulding	Ally Tarwater	Rachael Van Vliet	Jesse Willard	201-***-***02
802-***-***55	802-***-***64	802-***-***12	802-***-***27	

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, December 17, 2020, Regular meeting to order at 5:33 p.m., which was held via video conference.

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2. Additions and/or Deletions to the Agenda

The Board agreed to discuss Agenda Item 6.3.1 after Agenda Item 5.2

Mr. Coon advised regarding a possible issue relating to the online link to this meeting. There was a second link that was posted and there are currently individuals trying to access the meeting using that incorrect link. Mr. Coon has posted a comment under the incorrect link, advising the public of the correct link.

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

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

A parent addressed the Board advising of their concern regarding tracking of active COVID cases / quarantine cases within the BUUSD. There is concern that due to remote learning, not all cases are being tracked. A parent is of the opinion that the decision to change to fully remote learning was detrimental to the entire school community. Mr. Wells reiterated that the decision to switch to remote was made collaboratively with the administrative and re-opening teams. The Superintendent and Administrators look forward to students returning to school.

3.2 Student Voice

None.

4. Approval of Minutes

4.1 Approval of Minutes – December 3, 2020 Regular Meeting

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to approve, as amended, the Minutes of the December 3, 2020 Regular Meeting.

5. Current Business

5.1 Audit Presentation

Three documents were distributed;

A document titled 'BUUSD Draft FY20 Audit – December 8, 2020

An undated draft of a letter from Mudgett, Jennett & Krogh-Wisner, PC (to The Board of Education)

A draft of the BUUSD Financial Statements – June 30, 2020 and Independent Auditor's Reports

Tyler Kimberley from Mudgett, Jennett & Krogh-Wisner, PC addressed the Board, providing an overview of the Governance letter (which provides a highlight of the audit), as well as a high level overview of the Audit itself. Mr. Kimberly noted the audit began in October and is now being finalized. This is the first audit as a consolidated district and additional time was spent to confirm that fund balances were correct at the start of the fiscal year. There were a few adjustments relating to long term liability and pension disclosure. There were no material weaknesses identified, and there were no findings. Mr. Kimberly provided some additional detail from the audit. Mr. Kimberly and Mrs. Perreault answered questions from the Board. It was noted that the consolidation of 5 budgets was a very large undertaking, but the end result of working under one budget has been amazing. The audit will be finalized and be presented to the Board for approval in January 2021.

5.2 CVCC Governance Presentation – Mike Dewese

A document titled 'Re-envisioning Central Vermont Career Center: The Governance Variable' was distributed. Ms. Chamberlin introduced Mike Dewese, advising that he has been working on the Governance White Paper, as well as creating this evening's presentation. Mr. Dewese provided an overview of the Power Point presentation titled 'Re-envisioning Central Vermont Career Center: The Governance Variable' which included historical information on the creation of CVCC, the programs, State policy regarding technical centers, considerations of the two governance structures, the role of Boards in technical center oversight, the CVCC re-envisioning initiative, formation of regional career technical centers, governance formats utilized by other technical centers in Vermont, the Regional Advisory Board, considerations, caveats, options, and the work of a Planning Committee (including reports, and subsequent actions required should a report be completed). Mr. Dewese and Ms. Chamberlin answered questions from the Board, and it was noted that the RAB Board supports moving forward with the study. If approved by this Board, presentations will also need to be made to the other 5 Boards. There was no discussion relative to any cost associated with conducting a study.

On a motion by Mrs. Spaulding, seconded by Mr. Isabelle, the Board unanimously voted to support the request to move forward with a Governance Structure Study. Mrs. Akley was not present for this vote.

Discussion moved to Agenda Item 6.3.1

5.3 SEA Bond – CEN Approval

Seven documents were distributed;

BUUSD Spaulding Educational Alternatives (SEA) Financing/Timeline Updated (dated 12/15/2020)

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A copy of a letter from Primmer Piper Eggleston & Cramer, PC to Hope G. Crifo (Community National Bank) dated (12/18/2020)
A copy of the BUUSD Current Expense Note
A copy of the BUUSD Resolution Current Expense Borrowing
A copy of the Tax Certificate
A copy of Schedule A – Post-Issuance Tax Compliance Procedures For Tax-Exempt Obligations
A copy of IRS for 8038-G, Information Return for Tax-Exempt Governmental Bonds

Mrs. Perreault advised that she has nothing additional to report. The documentation has been provided to assure that the Board has a good understanding of the process. Mrs. Perreault is presenting the documentation for approval by the Board.

On a motion by Mr. Isabelle, seconded by Ms. Cambel, the Board unanimously voted to approve the documents presented and authorized the Board Chair to sign the Barre Unified Union School District Current Expense Note document, and the Tax Certificate document, and approves the signing of additional documents by the appropriate individuals.

5.4 Resignations/Retires/New Hires

The resumes and BUUSD Notification of Employment Status Forms for Destanie Decius (BTMES 4th grade ELA to fill a one year position for Emily Thomas – virtual academy), and Marcus Holmes (BTMES middle school PE) were distributed. Mr. Wells clarified that these candidates are presented for hire for the remainder of the academic year, and that the PE position will be re-posted in the spring. Mr. Holmes may apply for the PE position when it re-opens. Mr. Wells advised that AOE Endorsements will be secured for both candidates, prior to when they begin instructing.

On a motion by Mr. Cecchinelli, seconded by Mrs. Farrell, the Board unanimously voted to approve the hiring of Destanie Decius and Marcus Holmes for the remainder of the academic year.

5.5 First Reading Notice of Non-Discrimination Policy (A22)

A copy of the policy was distributed. Brief discussion was held.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously agreed to approve the First Reading of the Notice of Non-Discrimination Policy (A22).

5.6 First Reading Employee Unlawful Harassment Policy (B5)

A copy of the policy was distributed. Brief discussion was held.

On a motion by Mrs. Pompei, seconded by Mr. Isabelle, the Board unanimously agreed to approve the First Reading of the Employee Unlawful Harassment Policy (B5).

5.7 First Reading Electronic Communication Between Employees & Students Policy (B8)

A copy of the policy was distributed. Brief discussion was held.

The Board agreed to table discussion of the First Reading of the Electronic Communication Between Employees & Students Policy (B8) until January 2021.

5.8 First Reading Prevention of Sexual Harassment as Prohibited by Title IX Policy (C12)

A copy of the policy was distributed. Brief discussion was held.

The Board agreed to table discussion of the First Reading of the Prevention of Sexual Harassment as Prohibited by Title IX Policy (C12) until January 2021.

5.9 First Reading Homeless Students Policy (C13)

A copy of the policy was distributed. Brief discussion was held.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously agreed to approve the First Reading of the Homeless Students Policy (C13).

5.10 Winooski Valley School Choice

Four documents were distributed;

A document titled ‘Agreement to Join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2021 – 2022 School Year Under Act 129 (SEC. 34§ 822d 2A)’

A copy of ‘The Vermont Statutes Online – Title 16: Education - (SEC. 34§ 822d 2A)’

A document titled ‘Winooski Valley Region & Statewide Choice of Public High School – Under Act 129 (SEC. 34§ 822d 2A) –

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Timeline – 2021 – 2022 School Year’

A document titled ‘Public School Choice – Winooski Valley Collaborative LOTTERY’

This form is presented to the Board (for approval) on an annual basis. Mr. Isabelle reiterated his concern that the ‘money’ does not follow the students and that SHS allows 40 students to leave, but only 20 students to transfer in. Mr. Isabelle believes SHS should be a magnet school and should allow more students to transfer in.

On a motion by Mrs. Farrell, seconded by Mrs. Spaulding, the Board voted 8 to 1 to approve signing the Agreement to Join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2021 – 2022 School Year, and authorized the Board Chair to sign the document.

Mrs. Akley, Mr. Boltin, Ms. Cambel, Mr. Cecchinelli, Mrs. Farrell, Mr. Malone, Mrs. Pompei, and Mrs. Spaulding voted for the motion. Mr. Isabelle voted against the motion.

5.11SHS Parent/Student Survey Results

A document titled ‘SHS Feedback – 345 responses’ was distributed. A copy of the results was also displayed on screen.

Mrs. Waterhouse addressed the Board advising that the first survey (for parents and students) occurred in October and contained questions pertaining to how things were going, the amount of time being spent on academics, comfort levels for increasing in-person instruction, and availability/awareness of academic supports. A second survey was sent in December, and ended on Monday 12/14/20. The presentation shows survey results for both surveys. The December survey included some of the same questions as the first survey, and also asked questions pertaining to what parts of remote learning were valued the most. Mrs. Waterhouse provided an overview of the survey results and noted that approximately the same amount of parents and students responded to the two surveys, but it is not known if they are the same parents/students (in both surveys), and it is not known if the parent responders are parents to the students who responded. It was noted that responders feel that remote learning is more structured and focused and the survey indicates that students are spending more time on academics. Parents rated the importance of a structured school day with regular class/advisory meetings much higher than students. It was noted that the importance of direct instruction via Google Meet and/or videos was not rated as highly as anticipated. It was noted that the presentation is only a portion of the survey. The remainder of the survey information will be shared via e-mail. Mrs. Waterhouse advised that she was able to work with those responders who submitted questions/comments and all of those questions/issues have been specifically addressed. Mrs. Waterhouse felt these discussions were very valuable.

6. Old Business

6.1 FY22 Budget Development Update

Six documents were distributed;

FY22 BUUSD Budget Development Considerations (12/15/20)

BUUSD FY22 Proposed Budget, Expense Summary – Draft 2 (12/15/20)

BUUSD FY22 Proposed Budget, Revenue Summary – Draft 2 (12/15/20)

CVCC FY2019 – FY2022 Budget Expense Summary – Draft 2 (12/15/20)

CVCC FY2022 Budget Revenue Summary Draft 2 (12/15/20)

BUUSD Budget 2021 – 2022 – Draft 2 – Projected Comparative Tax Rate Calculations (for Barre City and Barre Town)

Mrs. Perreault provided an overview of the Considerations document, advising that budget draft 2 reflects a reduction of approximately \$400,000, bringing the increase down to 5.92%. The Finance Committee’s questions and concerns have been shared with administrators. Mrs. Spaulding advised that the Finance Committee recommends an increase no larger than 5%. The Committee did not reach a consensus on further reductions, but thought it may be beneficial to have administrators identify additional cuts that would be proposed should the budget not pass. Mrs. Spaulding has sent a recap of the meeting to all Board Members. Mrs. Nye had asked, on behalf of administrators, that the Board identify priorities related to possible reductions. Mrs. Spaulding believes it will be beneficial to have Vision, Mission, and Strategic goals in place to assist with identifying priorities. It is hoped that this initiative will be completed prior to next year’s budget development. Mrs. Perreault advised that a 1% reduction requires cuts totaling \$500,000, and reiterated that to reduce the budget to a 5% increase will require a reduction of approximately \$400,000. Mrs. Spaulding advised that the Committee discussed staffing cuts, and level funding of line items that were not spent in full last year. Mr. Isabelle stressed that Social Security increases are less than increases to Medicare premiums, and believes the elderly population will be hurt by budget increases. Mr. Isabelle advised that those on Medicare have to shoulder the increase in their premiums, but recent negotiations with teachers resulted in the BUUSD picking up increases for health care. Mr. Isabelle is disappointed with the outcome of negotiations. Mr. Isabelle stressed that many people are food insecure, and that many have lost jobs. Mr. Isabelle stressed that the Board must be very mindful of what community members and students are experiencing. Mr. Isabelle advised that not providing transportation for high school students contributes to the BUUSD having the lowest per pupil spending. The Board was asked to provide a budget target and priorities. Mr. Malone polled the Board. Percentage preferences ranged from 0% to 5%.

Priorities include; academics, use of disposable income to increase student improvement, prioritization of general education over everything else. Possible reductions include; facilities, athletics, special education, and possible suspension of payment for college

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courses for staff (stronger negotiations in the future, resulting in a reduction of benefits or cuts to staff). It was noted that suspension of payment for college courses cannot be accomplished this year because it has already been negotiated.

Mr. Malone stressed that State mandated changes to health care negotiations and changes to special education funding, coupled with a large increase in health insurance premiums have greatly hurt the district.

The majority of the Board believes the budget should increase by no more than 5% and that a second budget, (reflecting cuts that will need to be made if the budget does not pass), reflect a budget of 2%. A budget with a 2% increase will require \$2,000,000 in cuts and will require cutting teaching staff. Mr. Wells advised that a budget with a 2% increase will increase class sizes, and greatly harm academics and students. Mrs. Akley believes it's very important for the community to know and understand what cuts will be made should the budget need to be reduced.

Mrs. Perreault confirmed that at the January 5, 2021 Finance Committee meeting, the Committee will be presented with 2 budgets; one with an increase of 5% and one reflecting an increase of 2% which includes a prioritized list of cuts.

6.2 Remote Learning Update

Discussion held under Agenda Item 6.3.1.

6.3 School Reopening Update

Discussion held under Agenda Item 6.3.1.

6.3.1 Plan for Returning to School

A document titled 'BUUSD In-Person Learning Plan – December 2020' was distributed. Mr. Wells thanked the Re-Opening Team for their work on creating the Plan. Mr. Wells advised that the Plan, formulated under policy A25 was included in the meeting packet and provided an overview of the document. Mr. Wells provided details for when the different grades (K – 12) and CVCC will return to hybrid learning or increased in-person instruction. Mr. Wells advised regarding modifications to social distancing guidelines, changes to transportation (including the sharing of buses), changes to schedules, and health screenings. It was noted that the Barre Virtual Academy will continue to operate throughout the school year, and remains at capacity, thus no additional students may join at this time. Spaulding will continue to provide virtual learning to students who chose that option. The district does not have capacity to offer fully remote options to any additional students. It was stressed that the plan for a return to in-person/increased in-person learning is contingent on favorable COVID conditions. It was clarified that to the greatest extent possible, individual schools will remain open. If the impact of positive COVID cases and quarantine cases results in the inability to staff a school, that school/schools will need to revert to remote learning. Concerns raised by the Board include students' loss of socialization/interaction, provision of intervention services (for those who require assistance), high school seniors' readiness for college, communication with parents/students/community members regarding changes, lack of increased in-person instruction for middle school students, continuation of food services, the costs associated with increased bus runs, concerns that many students are not learning well under the hybrid system, and parental concerns/frustrations expressed to Board Members. Requests included; a request that more specific details be published regarding why restrictions are in place, and a request that more synchronous learning be implemented.

Middle school administrators advised regarding the work involved with trying to get students back to in-person learning, the desire to have full in-person instruction, the impact of social distancing guidelines (which limits the number of students allowed in each classroom), specialization of teachers at the middle school level, the importance of preventing the mixing of pods, and use of larger spaces within the buildings.

Mrs. Waterhouse provided clarification regarding the number of high school students who have chosen remote learning (176), and the impact that has on the ability for staff to provide more in-person instruction as well as the physical capacity of the high school which limits the number of students that can attend at one time. It was clarified that students at the high school level have a choice of classes (e.g. not all students in a given grade take the same English class or math class etc.). Mrs. Waterhouse also clarified that SHS is not part of the virtual academy, and SHS teachers are providing remote instruction to students who have chosen virtual learning. Additionally, Mrs. Waterhouse advised that the high school has greatly increased the amount of synchronous learning.

Community members provided feedback/concerns/questions including; schools tracking/identifying physical and sexual abuse, poor communication from teaching staff, concern over the screening process, teachers not 'showing up' for class, lack of consistent standards being shared by teachers (students are confused by the different standards), frustration that students aren't back in school full time, creative use of non-classroom spaces for classes, the possibility of changes to schedules for middle school students, communicating with parents regarding how/why specific decisions are being made, the possibility of creating a new re-opening team with different individuals, differences between models utilized at other schools in the state, concerns over transparency, reasons for phasing in of various grades, the possibility of students (on remote days) to 'Zoom' into the in-person classes, the ability to provide more instruction to students who are participating in the hybrid model, lack of academic work for middle school students, lack of planning to increase in-person learning for middle school students, acknowledgement that many teachers are also parents and are

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experiencing some of the same frustrations, acknowledgement that the BUUSD has one of the lowest cost per-pupil rates in the state and that perhaps to provide more to our students, higher budgets need to be supported, and requests that the Board put demands forward (with a specified timeframe). It was noted that there has been increased learning for middle school students under fully remote learning (due to classes being streamed and students being expected to participate).

This Agenda Item was revisited under 'Agenda Item 7' (Other Business/Round Table). Mrs. Spaulding queried the Board regarding directives they would like to make relating to school re-opening plans. Ideas shared include: asking administrators to reduce the phase-in timeline, provide additional options for more synchronous and in-person learning for middle and high school students, for an amended plan to be presented at the Special Board Meeting on 01/07/2021, concerns regarding ramifications if the BUUSD operates in violation of the State's COVID Guidelines, identification of any possible rules that are proposed to be broken, review of ongoing health statistics (without being overly cautious), and having the Re-Opening Team (using the re-opening plan and tonight's discussion), write an expanded, comprehensive, detailed report that can be published and shared with community members.

Mrs. Pompei commended Mr. Wells on the re-opening plan. Mrs. Pompei is pleased with the phase in plan for students. Mrs. Pompei has conducted some research relative to another local high school, and advised that due to the large high school population within the BUUSD, it is confirmed that space requirements do curtail the return of high school students. The high school has the lowest cost per-pupil, but has the lowest amount of space per pupil. Harwood Union has 347 square feet per student, SHS has 183 square feet per pupil. Mrs. Pompei is pleased with the increase in synchronous learning, but would like to see things improve a bit faster. Mr. Boltin wants the students back in school as soon as possible. Mrs. Akley echoed Mrs. Pompei's statements, and believes it is wise to bring students back slowly and safely. Mrs. Akley does not have any big issues with the plan as presented. Mr. Malone believes the BUUSD needs to continue with efforts to bring students back to in-person learning as quickly as possible. Mrs. Poulin queried regarding clarification of any consensus for specific directives being made by the Board and whether or not specific directives would be in conflict with policy A25 which grants the Superintendent full authority under the COVID emergency. Mr. Malone confirmed Board approval of that policy, and advised that the Board feels they have a duty to the public to do something as a Board to exercise a bit of pressure to do something a little differently with the plan. Mr. Wells advised that he appreciates the useful feedback, noting that under the policy, the Superintendent is responsible for bringing forth a plan and presenting it to the Board, which provides feedback. Mr. Wells will proceed with the requirement to increase in-person learning and will report back to the Board. Mrs. Poulin confirmed that the record shall reflect that feedback (rather than directives) was provided to the Superintendent. The Superintendent has heard the concerns of the Board.

6.4 Vision, Mission & Strategic Goals

6.4.1 Finalize Design Team

A document titled 'Here is a refresher on what we need for the Design Team:' was distributed.

A document titled 'Design Team Suggestions' was distributed.

An untitled document, listing interested candidates was distributed.

Letters of interest from the following candidates were distributed: Alan Kessler, Aaron Pacetti, Brandon Vest, Danielle Tucker, Fianna Verret, Jaimes Fewer, Jaime Guilmette, Jan Trepanier, Lee Ann Monroe, Lauren Tessier, Martha Blaisdell, Marcy Kreitz, Michael Pope, Mary Ellen Simmons (interest in curriculum and equity work groups), Neil Kelly, Stacie Jacques, Sara Young, Trina Villa, and Megan Spaulding. Mrs. Spaulding provided a brief overview, advising that for the project to move forward, it is critical that the Board appoint Design Team Members at tonight's meeting. Mrs. Spaulding has responded to all interested parties and advised that if they are not chosen for the Design Team, they will still have an opportunity to assist with this initiative, as individuals will need to be chosen for the Focus Groups. The Board discussed the candidates for various positions and made Design Team appointments as follows:

On a motion by Mrs. Akley, seconded by Mrs. Pompei, the Board unanimously voted to appoint Sonya Spaulding as the BUUSD Board Representative.

On a motion by Mrs. Farrell, seconded by Mrs. Akley, the Board unanimously voted to appoint Lauren Tessier as the Community Member/ Non-profit Leader Representative.

On a motion by Mrs. Akley, seconded by Mrs. Pompei, the Board unanimously voted to appoint Sara Young (middle school) and Marcy Kreitz (elementary school) as the Middle and Elementary Schools' Parent Representatives.

On a motion by Mrs. Farrell, seconded by Mr. Isabelle, the Board unanimously voted to appoint Jaimes Fewer as the High School Parent Representative.

On a motion by Mr. Cecchinelli, seconded by Mr. Isabelle, the Board unanimously voted to appoint Michael Pope as the Barre Town Teacher Representative, Jaime Guilmette as the Barre City Teacher Representative, Booby Booth as the SHS Teacher Representative, Grace Isham as the SHS Student Representative, Jennifer Luck-Hill as the CVCC Teacher Representative, and Scott Griggs as the CVCC Administrator Representative.

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On a motion by Mrs. Pompei, seconded by Mr. Cecchinelli, the Board unanimously voted to appoint Brandon Vest as the Business Leader Representative.

On a motion by Mrs. Spaulding, seconded by Ms. Cambel, the Board unanimously voted to appoint Jennifer Nye as the Elementary School Administrator Representative, Brenda Waterhouse as the Spaulding High School Administrator Representative, and Chris Hennessey as the Middle School Administrator Representative.

7. Other Business/Round Table

Mrs. Akley commented that she understands that community members are frustrated regarding decisions made relative to remote and hybrid learning, and she herself is frustrated that there are individuals who are 'breaking the rules' and congregating with individuals outside of their immediate household. Mrs. Akley believes that there is no level of risk that is acceptable, and that although most of us have not personally been impacted by the loss of a family member/friend(due to COVID), decisions are being made to see that our students and staff are as safe as possible.

Mr. Boltin believes that parents have conveyed that getting kids back into schools as soon as possible is their highest priority, and he is lacking confidence that it will occur.

Mrs. Farrell advised that she has experienced distance learning, a far back as the 1980's and she believes that prior distance learning should be explored and perhaps modifications made to the existing models.

Mr. Cecchinelli advised that the Board is comprised of all elected officials, and though they may not be speaking publicly, they are listening and absorbing everyone's concerns and trying to find a balance. In order to maintain the balance, Board Members need to put their personal feelings aside and do what is best for everyone. Mr. Cecchinelli wished everyone a safe and happy holiday.

Mr. Isabelle appreciates Mrs. Akley's input. Though the start of basketball is still unknown, Mr. Isabelle would like students to be able to participate in some sort of activity. Mr. Isabelle appreciates all the input received this evening.

At Mrs. Spaulding's request, the Board re-opened discussion under Agenda Item 6.3.1 to discuss the request that Board Members provide directives relating to school re-opening.

Mrs. Pompei commended BCEMS for continuing their holiday gift drive. Mrs. Pompei believes this gift drive is very much needed during the current economic situation and feels that it is most depressing that the David Stefaniak Memorial Holiday Food and Gift Drive at BTMES has been cancelled. The BTMES Food/Gift drive has been in existence for almost 30 years. Mrs. Pompei believes 34 families were served last year and that she believes many families would have benefited from it this year. Mrs. Pompei believes folks should be cognizant that there are families in Barre Town who are struggling with how to provide food, gifts, and winter clothing. Mr. Coon wanted the Board to know that BCEMS received \$10,000 - \$11,000 in donations to assist with their holiday gift drive, approximately \$7,000 that was donated from local businesses. BCEMS was able to assist over 100 families. Mr. Hennessey echoed Mr. Coon's statement, and is very pleased that the Barre community stepped in to assist during these difficult times. Mr. Hennessey recognized two individuals; Corporal Jason Fleury, Barre City Police Department (who has spearheaded this effort for years) and BCEMS/SHS SLP, Dawn Poitras for all of her outreach efforts, to identify those who may need assistance. Mr. Hennessey thanked Mrs. Pompei for recognizing the importance of this endeavor

8. Future Agenda Items

The next meeting will be a Special Meeting of the Board on Thursday, January 7, 2021 @ 5:30 p.m. via video conference.

- 2021 / 2022 Budget Approval
- School Re-opening Update
- First Reading Electronic Communication Between Employees & Students Policy (B8)
- First Reading Prevention of Sexual Harassment as Prohibited by Title IX Policy (C12)

9. Executive Session as Needed

9.1 Personnel Matter

A Disciplinary Matter was proposed for discussion in Executive Session.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to enter into Executive Session, with Mr. Wells, Mrs. Waterhouse, and Ms. Soffen in attendance, at 10:23 p.m. under the provisions of 1 VSA section 313 to discuss the item proposed for discussion.

The remaining information was provided by the Board Clerk.

DRAFT

On a motion by Ms. Cambel, seconded by Mrs. Farrell, the Board unanimously voted to exit Executive Session at 10:55 p.m.

10. Adjournment

On a motion by Mrs. Spaulding, seconded by Mr. Boltin, the Board unanimously voted to adjourn at 10:55 p.m.

Respectfully submitted,
Andrea Poulin



Barre City School Barre Town School Spaulding High School Central VT Career Center

BUUSD CENTRAL OFFICE NEWSLETTER

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

Central Office Staff

Superintendents Office

David Wells, Superintendent
Tina Gilbert, Executive Assistant

Asst. Superintendent of Instruction

Mary Ellen Simmons, Assistant Superintendent of Instruction
Jess Adam, Admin Assistant

Business Office

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

Human Resources

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

Special Education

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

Early Education

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

Technology

Emmanuel Ajanma, Director
Megan Gonyaw, Admin Assistant

Communications

Josh Allen, Specialist

Facilities

Jamie Evans, Director

Welcome Back....Happy New Year!!

BTMES Congratulations: The Vermont selection committee for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) has selected sixth grade teacher Glenda Allen as a Vermont-level finalist in the Mathematics award category! Please join us in extending a big congratulations to Glenda for having been selected for this prestigious honor in recognition of truly outstanding teaching and leadership in STEM!

BCEMS Holiday Gifts: Officer Fleury and his daughter out making deliveries for Christmas for Kids! Thanks to all that made donations for this great cause!!!

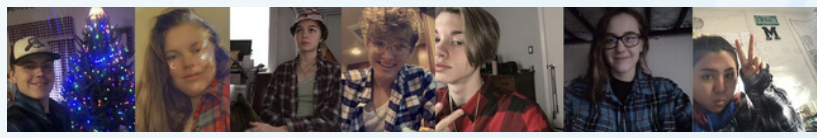


BCEMS Holiday Attire Day: Thanks to everyone who participated in our Holiday Attire Day presented by Students on the Move!



CVCC Nominated for Canopy Project Award: The Vermont Agency of Education was recently asked to identify innovative school practices worthy of recognition by the Canopy Project. I am pleased to share that CVCC was one of two CTE centers that were nominated.

CVCC Spirit Week:



SHS SADD: Several members have been recognized for their great work.

- Grace Berry (sophomore) has been appointed to the NOYS National Youth Media Design Council. The council includes students from many states and their work on a variety of issues will be messaged through SNAPCHAT.
- Miranda Walbridge (senior) is one of only 10 Vermont teens who have been hired for an internship, which includes 20 hours of community service, with the Quality Youth Development Project (QYD Bits) and will be working to identify resources for TEENLINE.
- Jasmine Sayah (senior) is working with UMATTER Vermont suicide prevention based out of Brattleboro. She will be helping with their mission of "no suicides" through a variety of avenues.
- Becca McKelvey (sophomore) is SHS lead team leader for OVX; she and other SADD/OVX members are working on a few media platform projects.



SUPERINTENDENT NEWS

I appreciate everyone's hard work as we are returning to more in-person learning for our students. Teachers have been hard at work planning for larger classes, administrative offices have been working on logistics like busing, and our maintenance staff have been making sure our buildings are ready. This change to increased in-person learning is very important for our students. I know we can do this! Something you can do every day to help is to follow our COVID-19 Safety Guidelines. Simple things like wearing a mask, practicing social distancing, being mindful of your workspace and keeping meetings with other adults limited to what is truly essential will go a long way towards keeping everyone safe. I am also sure that I am not alone in wanting to move forward with our core mission: teaching students! I am looking forward to our in-service time together when we will have time to take stock in what we have taught so far and make plans to teach students those essential skills that will lead them to proficiency. Assistant Superintendent Mary Ellen Simmons and I will be sharing our inservice plans in the next few days so you can prepare for this time of professional growth.

Reminder: As we enter re-licensure season, please stay ahead of the timeline, work with your Local Standards Board, and get a copy of your new license report to Tina Gilbert when you have completed the process.

Column Movement Notification Requirement for Teachers - Written notification to the Superintendent for horizontal salary schedule changes taking place for the next contract year are due on or before January 15, 2021. It is understood and agreed that a teacher will submit to the superintendent the appropriate administrative form(s) and transcript(s) indicating satisfactory completion of the course(s) taken before a change in horizontal salary schedule placement will become effective. This notice of course completion shall be provided to the superintendent by November 1st. If you have any questions at all please feel free to contact Tina at ext. 1015 or email: tgilbbsu@buusd.org.

Sincerely, David Wells
Superintendent of Schools



CURRICULUM, INSTRUCTION & ASSESSMENT



The big focus for this month is preparing for the January 13th and 18th all school in-service days. The team focused on Improving Student Learning (ISL) curriculum team was created including; administrators, curriculum leaders, and teachers to address areas of curriculum. We held our first meeting in December. The start of the Equity, Racial Justice, and Inclusion Task Force continues. A notice will be sent out in January for community volunteers to participate in this important work. The federal grant work continues to be a priority as we complete all of the required documentation for grant requirements.



EARLY EDUCATION/ACT 166

The Reopening Plan for January has been posted on the BUUSD website. The prekindergarten schedule will not change this school year. Act 166 requires 10 hours of prekindergarten education, which is met through our Monday/Tuesday, Thursday/Friday cohort model. Drop off and pick up times may change as school-wide schedules shift. Keep an eye out for information from building principals and classroom teachers for more information. Transportation will not be provided to prekindergarten students for the remainder of the school year.

Looking ahead - Our annual Prekindergarten Screening and Open House, which is typically scheduled for March, will be held in May this year. More specific information regarding dates and times will be provided as it gets closer.



IMPORTANT THOUGHT

One thing in life that is consistent is change. Change is important in our lives and our workplaces. How are we to grow; improve our skills; transform our mind; deviate from the norm; update our processes in our daily work environment, unless we are willing to Change?

One's own personal life change – be the power, speak out for those less fortunate and make a change in their lives, make a difference in your surroundings and be willing to allow yourself the change.

There is no doubt 2020 provided many with unexpected changes. You all took those changes with all their struggles and continued to move forward and provide the best of you, you could. Keep being strong and successful as we move forward in this unimaginable time.

Change is inevitable and you're all AMAZING at it!!

NEW YEAR'S RESOLUTION

No matter what your resolutions are, the key isn't making the list it's sticking to it. Here are five resolutions that can help improve your financial wellness for the new year:

- Create a budget
- Manage your debt
- Optimize your portfolio
- Prepare for the unexpected
- Protect your assets



NOTARY PUBLIC REMINDER

Notary Public in each of our buildings.....

BSU: Leslie Babic, Carol Marold

BTMES: Kim Benson

SHS: Beth Bicknell

BCEMS: Bambi Florucci, Andra Holbrook, and Jason Fleury

BUSINESS OFFICE

Happy New Year! The business office team is hard at work on the following:

- Finalizing the annual audit for FY20.
- Working with administrators and the finance committee to build a FY22 budget that provides all the resources necessary for a successful year for all students, faculty, and staff.
- Announcing FY22 tuition.
- Updating teacher salaries based on the recent ratified contract.
- Adjusting health insurance/HRA/HSA/FSA deductions based on January 1, 2021 open enrollment results.
- Amending and reconciling grants and requesting reimbursements for grant expenditures. This includes our annual state and federal grants as well as the Corona Relief Funds (CRF), Elementary and Secondary School Emergency Relief (ESSER), and Governor's Emergency Education Relief (GEERS) funding sources.
- Preparing documents for City/Town annual reports.
- Procuring purchases, reviewing invoices and processing payments to vendors and contracted services providers weekly.
- Securing funding for the SEA project.
- Managing food service to ensure students are provided nutritious delicious meals. Also fulfilling reporting and oversight to comply with AOE/USDA requirements.
- Preparing W2s for your income tax preparation.
- The 2021 Federal Mileage Reimbursement Rate has been updated to 56 cents per mile. Updated reimbursement forms can be found on our website.

REMINDERS: It is always wise to check your pay stubs carefully, especially at this time of the year. Please review your deductions to be sure they are reflected accurately. This is a perfect time to review your exemptions and retirement information with your tax professionals. It's never too early or too late to think about and plan for retirement.

FYI-403b Elective Deferral Limit: The amount you can defer (including pre-tax and Roth contributions) to all your plans is \$19,500 in 2020 and in 2021 (\$19,000 in 2019). Although a plan's terms may place lower limits on contributions, the total amount allowed under the tax law doesn't depend on how many plans you belong to or who sponsors those plans. If you are age 50 or older by the end of the year, your individual limit is increased by \$6,500 in 2020 and 2021 (\$6,000 in 2015 - 2019) (the catch-up contribution amount). This means your individual limit increases from \$19,500 to \$26,000 in 2020 and in 2021 (\$19,000 to \$25,000 in 2019).

We're here for you, please contact us if you have any questions.

MEDICAID

Almost all September and October logs are in and in the process of being billed. November logs are coming in. The Special Education department has created training videos that address the three most common errors that occur while creating IEP revisions and these will be uploaded to a new Medicaid section in the Business Office section of our district website for future reference.





HUMAN RESOURCES

Happy New Year!

Every January starts a new healthcare benefit year (dental insurance resets on July 1). Remember that HRA, FSA, and any out of pocket expenses, all reset on January 1. Now is the time to double check your Healthy Dollars account for 2021. You should see any FSA rollover funds in your Healthy Dollars account. <https://www.mywealthcareonline.com/healthydollars/Home.aspx>

Reminder, as of January 1, your BUUSD HRA will begin to pay first for all eligible medical claims. You will be responsible for medical charges after the BUUSD HRA funds are depleted ("last dollar" responsibility). Please review the following document to review your last dollar responsibility. <https://resources.finalsite.net/images/v1606310913/bsuvtorg/d9gkyvwqzgh2eww1cgp1/Barre2021HDPlanDetails.pdf>

Please review your first payroll advice and make sure that your deductions are correct. You can find payroll deductions amounts at <https://www.buusd.org/departments/human-resources> under the health and dental tab.

Don't forget to get your 2020 HRA/FSA/DCA claims in before the 90 day runout period ends in March.

Message from Our Invest EAP Partners

We're excited to invite you to our monthly virtual lunch n' learn educational series! These free, EAP members-only sessions are designed to be educational, supportive, and inclusive. Bring your lunch and let's learn together.

Click this link to sign up, mark your calendars, and tell your colleagues. Hope to "see" you soon! https://docs.google.com/document/d/1l5HGf1fZDeTLubMKsqiJDYJx9_maKP8NI_bMH-ikvGA/edit?usp=sharing

You Can't Pour From an Empty Cup: Thursday, January 7

We all know the usual self-care suggestions: sleep, exercise, and healthy food...maybe you can't change those right now, or they're as good as they're going to get. Let's try something new! Join us for this interactive workshop and bring a pen and paper - we'll get creative, and figure out our "one small thing" together.

Your Online Self: How to Stay Engaged and Present in Online Meetings: Thursday, February 4

Many of us are working remotely or spending much more time in videoconferencing, but how do we adapt our physical bodies and presentation to this online environment? In this workshop, we'll cover some important lessons on: How to stay grounded and physically engaged while sitting in front of a computer, sustaining energy through many virtual meetings, tips for proper posture, webcam placement, and making better connections with people through the screen

Sharpening Your Mental Focus - A Guided Exercise: Thursday, March 18

There is so much stimuli in our worlds - we are always on the phone or the computer, juggling our work/life blend, with little time allotted for our brains to truly rest. In this session, we will guide you through a "mini mental vacation" to help anchor yourself to the present moment. If possible, find a quieter space with no distractions and truly refresh your mind and spirit.



SPECIAL EDUCATION

Thank you to Annette Rhoades for creating the video tutorials demonstrating the sequence of steps necessary when amending or revising IEPS in the Docusped system. These videos have been added to the Special Ed Department shared folder.

Our Special Ed Leadership Team continues to meet monthly. In December, we reviewed the steps we have taken thus far towards strengthening collaborative relationships within and between buildings and began discussions about ensuring more equitable access to resources.

January is the time of the year that we begin planning for 8th grade to 9th grade transitions. We anticipate utilizing the January 19th after school meeting time to bring 8th grade and high school special ed staff together to begin this discussions.

Professional Development feedback from November has been reviewed and plans are being made for the January 18th PD day. Jen Patenaude will return to continue her work with our staff on progress monitoring.



Budget Communications: I have multiple budget promotional projects that are still in progress that I will be working on throughout this month. All the pieces are falling into place and I hope to start getting promotional materials out to our taxpayers shortly after the budget gets warned and well before Town Meeting Day on March 2nd.

Strategic Planning Podcast: [Click here to watch.](#) If you missed it, BUUSD School Board Member Alice Farrell recently sat down with Winton Goodrich, Leadership Development Consultant from the Vermont School Boards Association to discuss the need for a Mission, Vision, and Strategic Plan in our newly merged district and the large multi-step process that goes into creating such a plan. A Design Team that will lead this process was formed during a school board meeting in December. They will be meeting for the first time on January 6 to begin this critical work.

Showcasing Student Work: Reminder, I am always looking to share student work and achievement with our community. If you know any stories of students going above and beyond, please share any details you can with me so we can highlight them and give them the recognition they deserve in future publications. It's always a bonus if you can include any photos as well! Please email me at jallebsu@buusd.org.

FACILITIES

The maintenance and custodial crews continue to clean/sanitize the buildings for the limited amount of occupants in the buildings. Work also continues with projects both inside and outside of the buildings as well. Projects such as painting, flooring, organizing, repairs and maintenance, grounds work and the like are all being tackled during this period of time. Temporary custodial staff (Westaff) have returned as of January 4, 2021.



TECHNOLOGY

Message from AOE: Student Data Privacy and Safety Guidelines: On December 10th, 2020, AOE updated the student data privacy and safety guidelines for educators. Worthy of note is the addition of Student's Online Personal Information Protection Act (SOPIPA) considerations to the document in addition to FERPA and COPPA. "SOPIPA ensure that entities that provide education technology to schools and educators use student data for educational purposes only, and do not sell information or leverage their services or platforms to target advertising to students." [Click here to read the document](#). Please pay close attention to the Student Privacy Considerations and Action Steps for Teachers.

Infinite Campus Free Teacher Resources: Many exciting changes will be available on Campus Learning Suite this January 18, 2021, as Infinite Campus releases its newest version. Here are two helpful resources:

- Quick-reference guide that shows a side-by-side comparison of how to access tools currently vs. once the update is installed.
- A 20-minute detailed video that reviews cosmetic and functional changes within the interface.

These items are located on the [Infinite Campus website](#) for ease of access.

Relay Classroom Management Tool: With this tool, teachers can keep their students logged in, participating, and focused, whether in-person or online. It gives teachers real-time visibility and control of their students' digital workspaces and online activity. You can safely message a distracted student, redirect their browser, close windows, and tabs, and enable screen sharing for collaboration between students. To get started, click the following link: <https://classroom.relay.school/>. For more information about all the exciting features of this tool, visit [Relay Classroom for Teachers](#).

Broadband Supports and Resources for Families: Review the AOE document that lists the resources you can use when working with students and families who require internet access and other financial supports. Feel free to reach out to us if you have any questions. [Click here to view the document](#).

UPCOMING CALENDAR EVENTS

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

- January 7 - Special BUUSD Board Meeting (Budget/Warning Approval)
- January 11 - BUUSD Facilities/Transportation Committee Meeting
- January 14 - BUUSD Board Meeting
- January 18 - Staff Development Day
- January 18 - BUUSD Policy Committee Meeting
- January 21 - BUUSD Communications Committee Meeting
- January 26 - BUUSD Curriculum Committee Meeting
- January 28 - BUUSD Board Meeting

PATH NEWS:



Strength, Tone, and Condition!

Thursday's January 7th-February 11th with April Clark (6 weeks), \$60 (pay at the first class) 3:45-4:30pm, This is a PATH sponsored class open to all BUUSD employees, all sessions held at Granite City Group Fitness in Barre City. Capacity 9 participants.

This class will deliver a true fat-burning, low-impact workout that leaves your body looking long, lean, and incredibly defined. It will incorporate dumbbells, kettlebells, resistance bands and other fun toys!! You will get a great focused workout each time. Open to all levels. If the class doesn't fill up, it will be cancelled. If, due to COVID, there are cancellations-classes will either be rescheduled or participants refunded.

PATH GOOD NEWS!!

Check out Season 2, Episode 4.

We interviewed the incomparable Scott Corbett of Rutland City for this month's Rockstar. Then we caught up with Dr. Andrea Grayson who wrote our Sugar courses. If you need a New Year's challenge, Breaking Free From Sugar is our go-to. Andy gives us some background and teasers on the content and of course, there's a good brain break.

Click below to go directly to the sections you want to see:

PGN S2, Eps4 Rockstar -- Scott Corbett: <https://vimeo.com/497457977>

PGN S2, Eps4 Spotlight -- Breaking Free From Sugar: <https://vimeo.com/497460271>

PGN S2, Eps4 Brain Break - <https://vimeo.com/485621607>

Welcome back to school and THANKS for being courageous and always there. You all are amazing!

December 2020

District Enrollment/Staffing

Class Size Policy Limits				Barre City Enrollment						Barre Town Enrollment					
Grade	Min	Ideal	Max	Hybrid	Teachers	Avg.	Virtual	Outside Placed	Total Grade Level	Hybrid	Teachers	Avg.	Virtual	Outside Placed	Total Grade Level
PK	12	15	17	72	3	24	0	34	106	60	3	20	0	19	79
K	15	16	18	73	5	14.6	9	0	83	66	5	13.2	11	0	77
1	15	18	20	62	4	15.5	10	0	72	67	4	16.75	10	0	77
2	15	18	20	81	5	16.2	19	0	100	51	4	12.75	13	1	65
3	15	18	20	66	4	16.5	16	0	82	57	4	14.25	9	0	66
4	15	20	22	69	4	17.25	23	3	95	65	4	16.25	12	1	78
5	15	20	22	75	4	18.75	13	2	90	57	4	14.25	9	0	66
6	15	20	22	75	4	18.75	13	0	88	67	4	16.75	7	1	75
7	15	23	25	64	4	16	10	2	76	67	4	16.75	7	4	78
8	15	23	25	70	4	17.5	16	1	87	70	4	17.5	9	1	80
				BC PK-8 Total						BT PK-8 Total					
				707			129	42	879	627			87	27	741

SHS Enrollment						CVCC Enrollment			Total		
Grade	Hybrid	Virtual	Outside Placed	Total		Programs	Hybrid	Virtual			
9	109	36	9	154		Automotive Tech	19	0			
10	135	27	9	171		Building Trades	14	0			
11	124	25	9	158		Cosmetology	24	3			
12 +15	126	59	6	191		Baking & Culinary Arts	13	3			
Total	494	147	33	674		Digital Media Arts	13	3			
						Digital Media Arts II	7	1			
						Electrical Tech	14	0			
						Emergency Services	10	0			
						Exploratory Tech	8	2			
						Human Services	2	1			
						Medical Professions	4	1			
						Natural Resources/Sus.	11	0			
						Plumbing & Heating	17	0			
					Totals Enrollment	156	14				
								170			

January 2021

District Enrollment/Staffing

Class Size Policy Limits				Barre City Enrollment						Barre Town Enrollment					
Grade	Min	Ideal	Max	Hybrid	Teachers	Avg.	Virtual	Outside Placed	Total Grade Level	Hybrid	Teachers	Avg.	Virtual	Outside Placed	Total Grade Level
PK	12	15	17	72	3	24	0	30	108	61	3	20.33	0	18	79
K	15	16	18	76	5	15.2	9	0	85	64	5	12.8	11	0	75
1	15	18	20	62	4	15.5	10	0	72	66	4	16.5	10	0	76
2	15	18	20	81	5	16.2	19	0	100	50	4	12.5	13	1	64
3	15	18	20	66	4	16.5	16	0	82	55	4	13.75	9	0	64
4	15	20	22	69	4	17.25	23	3	95	64	4	16	12	1	77
5	15	20	22	71	4	17.75	17	2	90	54	4	13.5	9	0	63
6	15	20	22	74	4	18.5	13	2	89	64	4	16	7	1	72
7	15	23	25	61	4	15.25	13	2	76	66	4	16.5	7	4	77
8	15	23	25	68	4	17	17	2	87	71	4	17.75	9	1	81
									BC PK-8 Total						BT PK-8 Total
				700			137	41	884	615			87	26	728

SHS Enrollment					CVCC Enrollment		
Grade	Hybrid	Virtual	Outside Placed	Total	Programs	Hybrid	Virtual
9	109	36	9	154	Automotive Tech	19	0
10	135	27	9	171	Building Trades	14	0
11	124	25	9	158	Cosmetology	24	3
12 +15	125	59	6	190	Baking & Culinary Arts	13	3
Total	493	147	33	673	Digital Media Arts	13	3
					Digital Media Arts II	7	1
					Electrical Tech	14	0
					Emergency Services	8	0
					Exploratory Tech	8	2
					Human Services	2	1
					Medical Professions	4	1
					Natural Resources/Sus.	11	0
					Plumbing & Heating	17	0
					Totals Enrollment	154	14
							Total
							168



Spaulding High School

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

Luke Aither
 Assistant Principal

Brenda Waterhouse
 Principal

Jim Ferland
 Assistant Principal

January 7, 2020
 Principal's Report

Athletics:

- On December 22nd, Governor Scott announced that winter teams could begin no contact skills work as early as December 26th. As we will be resuming a hybrid schedule on January 4th, we do not want to risk our safe return and continuation of returning to learn, so we have planned on phasing our in-person athletics after our return to in-person instruction. We had previously outlined these expectations in our winter athletics guidelines.
- Spaulding High School's January 18th winter season (two weeks after the restart of in-person academic instruction) is similar to the start of other schools' athletic start. Area schools' start dates are as follows: Harwood – January 11th; Montpelier – January 4th; Randolph – January 11th; Thetford – January 25th; U32 – January 18th; and Williamstown/Northfield – TBD.
- Wrestling and indoor track are not sanctioned for the winter 2020-21 season. Basketball and hockey will start with skills training. We are awaiting further guidelines from the Vermont Principal's Association (VPA) and Governor Scott to allow for practices and competition. No spectators will be allowed at athletic activities during the winter season.

School Community:

- Please see the attached Newsletters ([November 30](#), [December 7](#), [December 14](#), [December 21](#)).
- **Grace Berry** has been appointed to the NOYS National Youth Media Design Council. This involves students from many other states. Their work will go out through SNAPCHAT on a variety of issues.
- **Miranda Walbridge** has been hired for an internship which includes 20 hours of community service with the Quality Youth Development Project (QYD Bits). Only ten Vermont teens will be working to identify resources for TEENLINE through QYD Bits.
- **Jasmine Sayah** is working with UMATTER Vermont suicide prevention based out of Brattleboro. She will be helping with their mission statement of no suicides through a variety of avenues.

- **Becca McKelvey** is SHS' lead team leader for Our (OVX) so you will be seeing her and other SADD/OVX members working on a few media platform projects for SADD's grant goals. OVX is an anti-tobacco focus in Vermont.
- Many of our students are facing challenges never before experienced, and our teachers are integrating these challenges into opportunities for learning and support. A writing task asked of our JROTC students resulted in a piece that we wanted to share:

Lost

*Quarantine was so unexpected.
I guess it is just what we had to do.*

*Part of our human nature is learning to adapt.
Yet no one seemed to have a clue.*

*The pandemics loneliness
Made it hard to see you.*

*Our masks feel suffocating.
What would happen if we only blew?*

*Wanting the world to return to normal.
But normal is something we never knew.*

*This is only more strange now.
It is something we all must go through.*

*Ready for this scary time to end.
I'm told things will always be different and I believe that's true.*

-Ariyana Little, Freshman

- We are excited to return to in-person instruction. We will reopen with our [Hybrid schedule](#) that we were running before we went to full remote. We will transition to our more in-person [Hybrid schedule](#) on January 27th, which is the start of the second semester. We continue to look at ways to provide more in-person instruction as well as instructional strategies to best support students that are remote.

Staff Person of the Week:

- **John Bushnell** (nominated by Ry Hoffman) *has recently (at least to my knowledge) started emailing not only his students who are struggling in his classes, but also students who are doing well, and giving them kudos for their hard work! I believe these additional types of efforts can go a long way in encouraging our students who are keeping on top of their studies despite our challenging times, and he should be recognized for doing so.*
- **Mya Violette** (nominated by Mikayla Gagne) *has made my first year at Spaulding very inviting, and is always there to help. Additionally (nominated by Beth Bicknell), I appreciate Mya's positive, professional demeanor. She cares deeply for the welfare of both our students and her colleagues. I think it is time we tell Mya that we appreciate her!!!*
- **Nora Duane** (nominated by Katie Saint Raymond) *stepped up as a department chair in the wake of one of the biggest challenges the Spaulding community has ever faced. She*

has kept the department together and operating and puts so much dedication, thought and consideration into every decision she has to make. She has been great connecting with students and keeping them engaged throughout the pandemic, and as a leader always helps support her department when they need it. I couldn't imagine doing what Nora has been doing but I'm so grateful she does!! Additionally (nominated by Emily LaRose), Ms. Duane has been really, really helpful and she is a really good remote teacher. I've never had her as a teacher during in-person school, but in her daily meetings she is really good about going over all of the work, asking questions and keeping people up to speed. Before joining her class, I was nervous because I didn't know her or her style of teaching but after being in her class for a day I felt a lot better and more confident in my capability in her class.

- **Jamie Kline** (nominated by Sarah Chap) *should be recognized. He is such an incredible communicator which is so necessary in order to be able to support the student he works with. He maintains his consistent, calm, supportive nature even in really difficult situations and doesn't shy away from reaching out to me if he has suggestions or questions. He is truly skilled. I wish we could clone him so other students could benefit from his kind, genuine nature and his expert support skills.*

Student of the Week:

- *I have had the wonderful pleasure of having **Maddie Ashe** twice this year! Maddie is a hard worker and dedicated to staying on top of school work, even when things are tough. Despite the pandemic she shows up with a smile on her face and contributes to the class every day. She is a wonderful dancer and that is her passion, something that definitely has kept her going. I am so proud of everything Maddie has achieved and she definitely is a wonderful role model for SHS student of the week! (nominated by Katie Saint Raymond)*
- **Mandy Dutton** (nominated by Ryan Dunlea) *is a fully remote student who balances her school work and helping her 2 step-siblings (4th grade and 7th grade who I believe are also fully remote students). She does all her work, questions what she doesn't understand, helps others when needed, and goes above and beyond. She also can make me laugh.*
- **Tyler Glassford** (nominated by John Bushnell) *has been overcoming the challenges of remote learning by devoting extra time to work with me on Google Meets. Although he would much rather be in the classroom, he has shown tremendous resilience, as well as a commitment to his academics and an overwhelming desire to succeed.*
- *GRIT is a term that defines **Analie Choquette** because, even though challenges come her way, she's determined to stick with a goal, work through it even if she feels like she's failing herself, her peers, and teachers. She works with conviction, seeks help when needed, and doesn't give up. She recognizes her faults and even is honest about apologizing when she doesn't need to. (nominated by Michelle LaFrancis)*

SHS LIBRARY

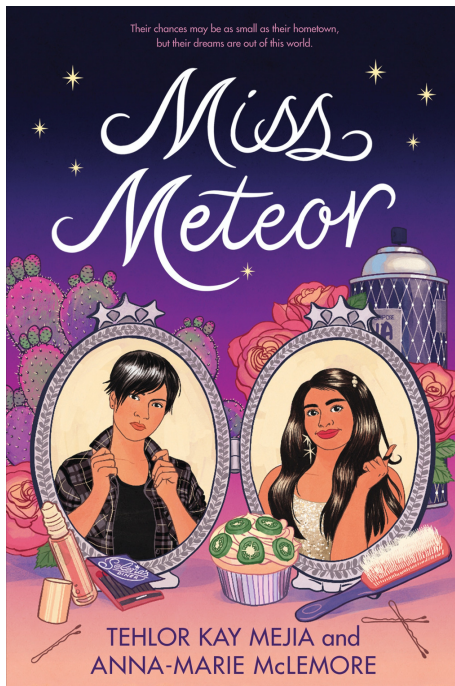
Winter
2021

January

Newsletter



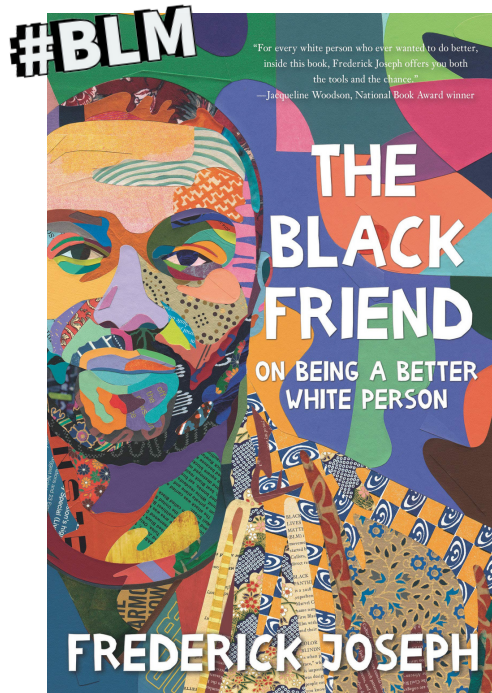
New Arrivals: Top Picks



MISS METEOR

There hasn't been a winner of the Miss Meteor beauty pageant who looks like Lita Perez or Chicky Quintanilla in all its history. But that's not the only reason Lita wants to enter the contest, or why her ex-best friend Chicky wants to help her. The road to becoming Miss Meteor isn't about being perfect; it's about sharing who you are with the world—and loving the parts of yourself no one else understands.

So to pull off the unlikeliest underdog story in pageant history, Lita and Chicky are going to have to forget the past and imagine a future where girls like them are more than enough—they are everything.



THE BLACK FRIEND: ON BEING A BETTER WHITE PERSON

For Frederick Joseph, life in a mostly white high school as a smart and increasingly popular transfer student was full of wince-worthy moments that he often simply let go. As he grew older, however, he saw these as missed opportunities not only to stand up for himself, but to spread awareness to the white friends and acquaintances who didn't see the negative impact they were having and who would change if they knew how.

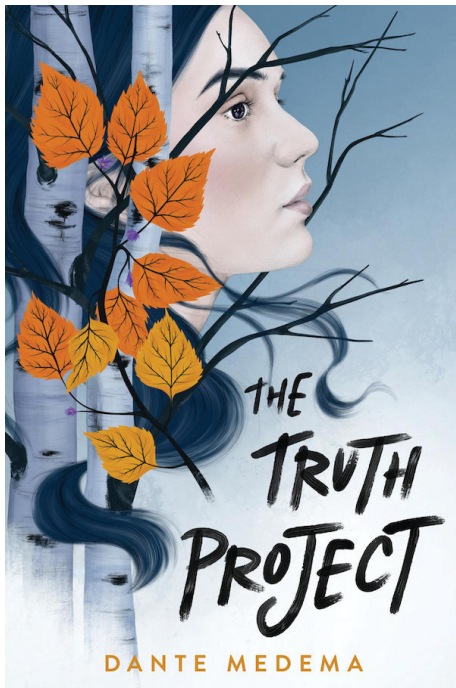
Speaking directly to the reader, The Black Friend calls up race-related anecdotes from the author's past, weaving in his thoughts on why they were hurtful and how he might handle things differently now.



SPELL STARTER (CASTER BK.#2)

Aza Wu now has magic back; but like all things in her life, it came at a great cost. After the tournament, Aza is able to pay off her parents' debt to Saint Willow. Unfortunately, the cost of the gathering spell she used to strip Finch of his magic has put her permanently in the employ of the gang leader. Aza has been doing little errands using real magic—collecting debts, putting the squeeze on new businesses in the district.

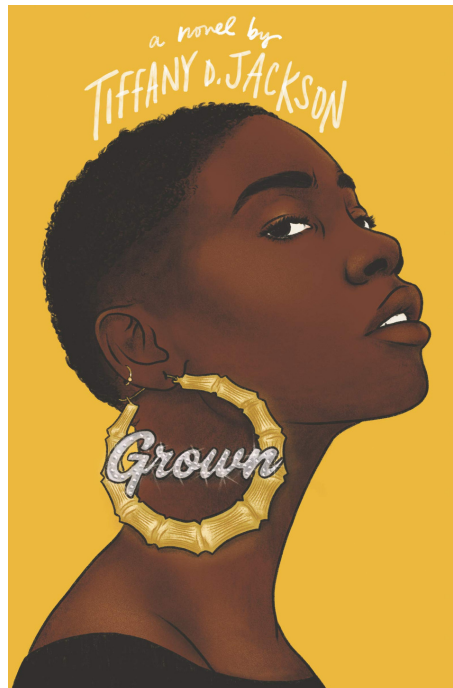
But Saint Willow is nothing if not ambitious, and having Aza as a fighter is much more lucrative than as a fixer. Especially if she can control the outcome. Aza is going to have to put it all on the line again to get out of this situation!

New Arrivals: Top Picks

THE TRUTH PROJECT

Cordelia Koenig was sure of two things going into her last year of high school. One, she wasn't going to stress over her senior project. Two, she'd work toward getting reacquainted with her former best friend and crush Kodiak Jones who (conveniently) gets assigned as Cordelia's partner. All she has to do for her senior genealogy project is mail in her DNA sample, write about her ancestry results and breeze through the rest of senior year.

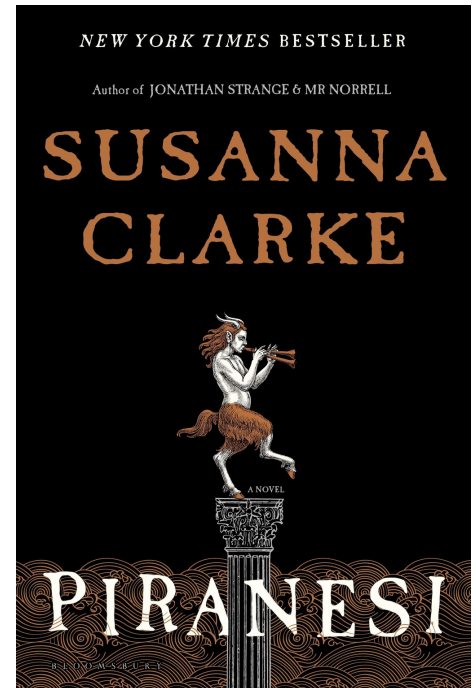
But when Cordelia's GeneQuest results reveal that her father is not the man she thought he was, but instead a stranger, Cordelia realizes she isn't sure of anything anymore—not her mother who lied, the life she was born into, or even the girl staring back at her in the mirror. If your life began with a lie, how can you ever be sure of what's true?



GROWN

Enchanted was an aspiring singer, struggling with her family's recent move to the suburbs while being the only Black girl in high school. But then legendary R&B artist Korey Fields spots her at an audition, and suddenly her dream of being a professional singer takes flight. Enchanted is dazzled by Korey's luxurious life; but soon her dream turns into a nightmare. Behind Korey's charm and star power hides a dark side, one that wants to control her every move, with rage and consequences.

But when Enchanted Jones wakes one day with Korey Fields' blood on her hands and zero memory of the previous night, no one (the police and Korey's fans included) has more questions than she does. Who killed Korey Fields? All signs point to Enchanted.



PIRANESI

Piranesi's house is no ordinary building: its rooms are infinite, its corridors endless, its walls lined with thousands of statues, each one different from the last. Within the labyrinth of halls an imprisoned ocean thunders up staircases, and rooms are flooded in an instant. But Piranesi is not afraid; he understands the tides as he understands the pattern of the labyrinth itself. He lives to explore the house.

There is one other person in the house—a man called The Other, who visits Piranesi twice a week and asks for help with research into A Great and Secret Knowledge. But as Piranesi explores, evidence emerges of a third person, and a terrible truth begins to unravel, revealing a world beyond the one Piranesi has always known.



LIBRARY HAPPENINGS

REQUESTING BOOKS FOR CHECKOUT DURING THE TIME OF COVID

Click on the thumbnail below for a quick video tutorial on how to remotely browse the SHS Library's book catalog, log into Destiny Discover using your Google account, and check out books from the Library with just one click. It's never been easier!

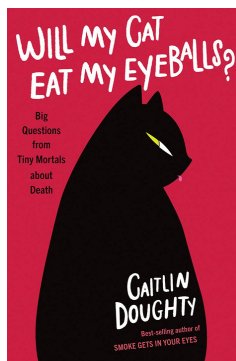
HOW TO VIDEO:



MEET A BOOK MONDAY'S ARE HERE WITH MS. SMITH!!

**MEET A
BOOK
MONDAY**

Introducing "Meet a Book Mondays" with Ms. Smith! Every Monday, Ms. Smith will post a video of herself on the [Library Lagoon's website](#) & Instagram describing a recent book for people looking for new, interesting reading material, and wouldn't mind some suggestions! Click on the book cover to the right to watch the latest video describing "*Will My Cat Eat My Eyeballs?*", by Caitlin Doughty.



FOLLOW US ON SOCIAL MEDIA!



TWITTER

INSTAGRAM

Did you know the SHS Library is on *Twitter* and *Instagram*??

Use our @handles to find us, or click the links above to access the Library's latest updates.

NOTICE

The Library will not be distributing **Loaner Chromebooks** until further notice due to COVID-19 safety measures, so if you're attending school this fall remembering to bring & charge your **Chromebook** is more important than ever before!

DO YOU LIKE TO READ?? JOIN THE SHS LIBRARY'S BOOK CLUB!

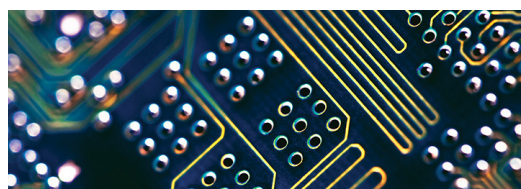
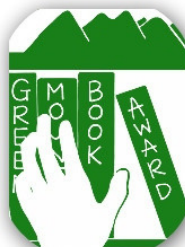


Feeling a bit isolated during remote classes and quarantine? If you're interested in books, and discussing them with others, then Book Club might be for you! **Book Club meets every Wednesday from 10:00am-10:30am**, during which we check in with each other, share what we're currently reading, and have fun and play games. Anyone (staff included) can join!

This weeks' required group read is up to you! Ms. Smith tasked book club members this month with picking a title of their choosing from our current Green Mountain Book Award (GMBA) list on Destiny Discover. From fiction, to nonfiction, to graphic novels; you have free reign! Check one out today, and we'll discuss what you picked when we meet again after Holiday Break.

Don't know how to check out books remotely?? Scroll back up and watch the informational video under the "REQUESTING BOOKS FOR CHECKOUT DURING THE TIME OF COVID" article to learn how to easily log in to Destiny Discover and check books out electronically!

Get in touch with Ms. Smith @: csmitshs@buusd.org if you're interested in joining, or if you have any questions!



TECH DECK

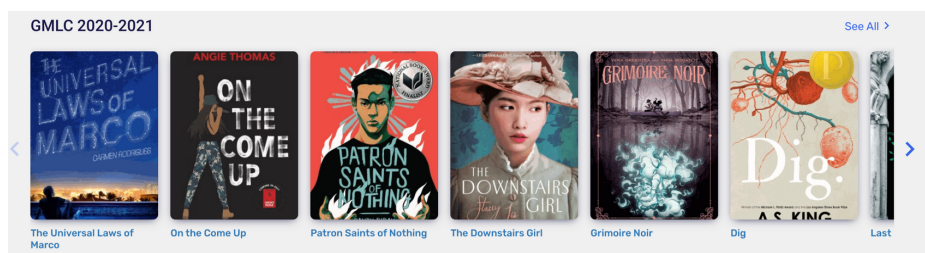
Is your Chromebook **broken** and in need of repair? Or have you **lost** your charger?

Follow these easy steps!

- **Step 1:** Send Mrs. Trepanier an email at jtreps@buusd.org or helpdesk@buusd.org. In the body of your email include the following:
 - a. Your first name, last name, and grade.
 - b. The issue (screen broken, lost charger, cannot connect, etc.)
- **Step 2:** Make checks payable to "BUUSD" for the exact amount please.
 - Broken screens - \$35
 - Replacing a charger - \$20
- **Step 3:** Bring your broken Chromebook to the front office, including the check in an envelope with your name printed on the front.

Questions? Please contact: Mrs. Trepanier, HelpDesk 479-6901 ext. 1231 jtreps@buusd.org

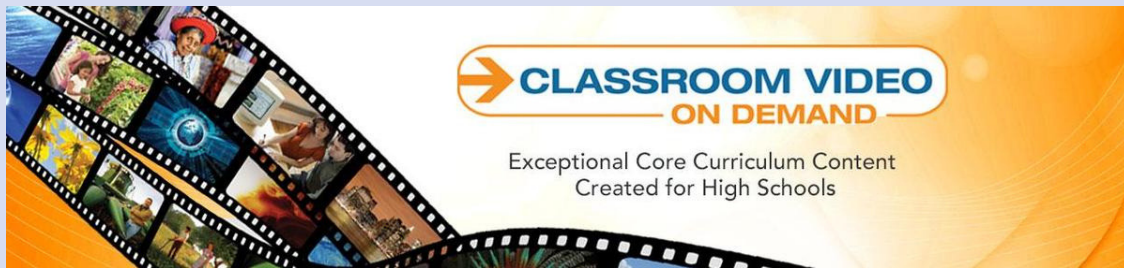
Thank you!





TEACHER CORNER:

A Few Words From Ms. Smith, Teacher Librarian



CLASSROOM VIDEO ON DEMAND

Hello Everyone:

I have had a few people ask me what "*Classroom Video On Demand*" actually is and for those of you who did not attend my PD opportunity in November, let me take a few minutes to explain it. It is a database of videos that supports a variety of curriculum needs based on the core academic courses. It has a lot of capabilities:

- It has both full videos and short snippets.
- The videos can be shared through Google Classroom.
- You can view a full video and if you like a specific snippet, you can actually edit the video yourself and assign a specific excerpt that you want to show.
- You can also save your videos in a "file folder" that will allow you to have access to your content for easy access.
- **Username/Password** as always: crimsontide/crimsonside. It is located on our SHS Library webpage under "Research" and "Databases".

I would be more than happy to set up a Google Meet session for any teacher who would like some help or further instruction; just let me know!

-- Christine Smith, Teacher Librarian
Spaulding High School
(802) 476-4811 ext 1153





January 2021
EDUCATION THAT WORKS
Director: Penny Chamberlin

“CTE supports and prepares students to be engaged members of a diverse society and the workforce through rigorous, safe, and experiential learning communities.”

DIRECTOR CTE BYTES

Director and Assistant Director- Penny and Scott worked with teachers on out-of-the-box thinking for projects where students can work on their skills while at home. Ideas that will last even after the pandemic. Program Teachers put together reusable kits and delivered them to their students with the assistance of Permanent Substitutes and Lab Assistant. Programs have shared some outcomes of the at-home projects students have worked on (see **Programs**). Penny presented to the board about CVCC looking into options for having its own governance.

Administrator Meetings -

Board Committees - The Finance Committee will meet on January 5th to review the next draft of the FY22 budgets and then prepare to present those drafts to the BUUSD Board on January 7th.

BUUSD Design Team: Scott Griggs and Jennifer Luck-Hill will represent CVCC on this team that is formed as a part of the district's Mission, Vision and Strategic Goals initiative.

Re-Envisioning Team meetings continue as Clifton and Penny work with David Epstein on next steps, with Lance Whitehead and Julie Spence on completing the lab prototypes and with Mike Deweese in bringing the Governance White Paper presentations to a close which led to a RAB and BUUSD board support to move forward with a study. Before the Governance study can move forward however, the CVCC Administration and members of CVCC staff will need to present the White Paper to each sending district board to gain support to move into an official, regional governance study. Penny will be bringing a Governance Team together to work on this process. More to come!

Administrative Team (Kara, Laurie, Sarah)- Office staff have been assigned additional training related to their positions. Training will be around data (Curr Review for SREB & CLNA for Perkins), bookkeeping (Perkins and GEER Grants), and Google features. Laurie is also on the Recruitment and Marketing team. See **Recruitment Team** below for more information.

Teaching Staff- Teaching staff had the opportunity to attend the SKillsUSA virtual Fall Conference. Matt Bingingot shared a video of what was discussed during the conference. SkillsUSA has some big plans for making the Spring Conference still happen and it may be even bigger than ever in a hybrid or virtual format. Last year students were unable to attend SkillsUSA and this year a creative crew is designing a way where students can still participate in this important event, even during the pandemic. Electrical and HVAC instructors attended the Fall CTE Proficiency meeting that consisted of looking at Purpose, Rationale, Goals, Overview of career technical education program-specific proficiency information, Summary of shared proficiency work to-date, all Electrical & HVAC Critical Proficiency work from around the state of Vermont, and then discussed next steps. All programs instructors in the state were asked to review components of their program's curriculum around Standards and Regulations, including, Common Career Technical Core Standards, Competency and/or task lists, Previously assigned academic credits, Dual Enrollment courses/credits, Industry Recognized Credentials (IRC's), Work-Based Learning - to be discussed further in our Spring

meeting. Other programs will be attending similar meetings in their field. There will be 2 meetings for each field in 2020-21 where proficiencies will be the focus.

Student Leaders- Stefanie Seng and CVCC student leaders hosted a Spirit Week December 14th through the 18th. A survey was sent out to the student body to vote on what themes students would like to see for each day during spirit week. Students and programs were asked to share photos of their Spirit Day and for participation points.



Student Leaders created a google student-shared General Feedback form that students in all programs can use to share their ideas or comments. They also have a Check-in Form- This is a form to help Leadership set priorities this year based on what STUDENTS WANT and NEED. This form was due to be completed by students on 12/18 so that student leaders could create a plan based on the student body feedback. The student leadership team created a google form for students to apply to create a "How-To" video that the student or program would like to create to share with staff and students. Once the idea is submitted, the Student Leadership team will review for approval. Videos should contain school-appropriate concepts. Once the Student Leadership Team reviews and approves a video, they will share the video with the school with the assistance of Stefanie Seng. Student submitted Yearbook covers were due 12/11 to the Student Leadership team.

Recruitment Team: The recruitment team decided on an alternative to the annual CVCC Open House. This alternative will come in "3 waves" or blast outs for recruitment efforts. The deadlines for CVCC applications have been extended to early March. In December the Recruitment Team will blast out a **"first wave"** of videos for recruitment purposes, made by Instructional Staff. These "recruitment videos" will be each instructor giving a pitch for what their program is all about and what type of students would be successful in it. This is similar to the presentations staff gave at sending schools when CVCC could do in-person visits. A google form was created that will be sent along or will be attached to the first wave of recruitment videos when they go out to prospective students. This is to determine the interest level of students and to begin a process for a potential live event in January, with students that have expressed interest, to join "break-out" meetings using google meet. CVCC instructors will hold a virtual meeting with prospective students and families to answer questions and further explain what their program is all about. New program videos of each program will be created, similar to these (<https://www.youtube.com/watch?v=45mWUDtfaw8&t=3s> <https://www.youtube.com/watch?v=43cdXTLTJG8>) by the end of January. When these are complete a **"Second wave"** or recruitment blast will go out to prospective students and attached to these videos will be the **new online application**. If all goes as planned and we can be in person, Cal Hopwood will be coordinating with an outside firm to have new **Virtual Reality/360 videos** produced early this spring for each of our programs/shops/labs in which instructional staff will walk around and give a tour of their spaces and share about their programs. These will be sent out to sending schools and middle schools with cardboard cut out headsets that have CVCC branding so that students can take home the headset and plug their phones into it and watch any of the videos for each program. This would serve as a **"Third Wave"** and would come a week or two before the final deadline for applications in March. The third wave is dependent on whether CVCC will be open for in-person learning. Jennifer Luck-Hill has been working on a new website for CVCC recruitment (as a supplement to our cvtcc.org site):

Here is a link to the [CVCC Recruitment Website](#). It highlights CVCC and includes the 2020 Graduation intro video, highlights some CVCC Alumni, has our program of studies, rack card graphics, some program videos (with new program videos coming soon), a link to our application on every page (and a notification that our online application is coming soon), and a page about CTE awareness that includes CTE Awareness videos, TV commercial showing what CTE in VT is all about, CTE informational videos, and some VT Government official quotes.

PROGRAM HIGHLIGHTS

Baking & Culinary Arts:

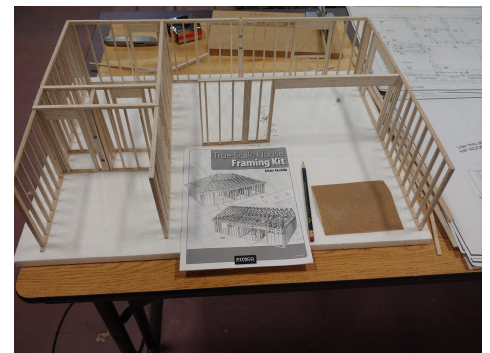
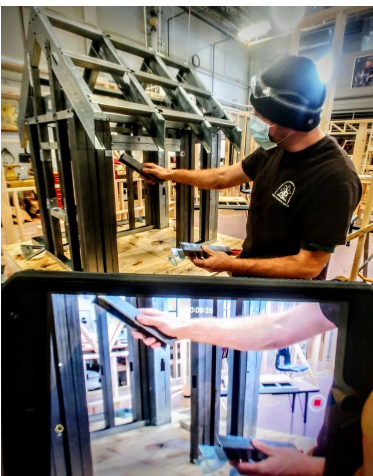
Chef McSheffrey and Chef Clark organized and executed the creation and delivery of food project kits to their class. Each student received a box delivered to their front steps (zero contact!) containing two weeks' worth of remote learning project kits. Students will make fresh ricotta cheese, that they will sample on a toasted crostini sprinkled with fresh herbs, and gummy candy (bears) using a seaweed-based gelling agent to compare to their first lab (Jelly Bean Creation) which utilized gelatin (an animal byproduct). Students received detailed directions, and supplemental videos via google classroom to assist them in completing the lab documenting their observations and reflections in a lab report.



Building Trades

A kit for students including blue prints and all the materials to frame a miniature house arrived for students to work on from home, which comes at the right time since they had 9 weeks of in person instruction on framing before going to remote. Here are a few quotes from students about the project.

Building Trades students received supplies for a larger scale project. The instructor provided videos of himself modeling steps for the project to support the way the students will be able construct it from home.



EB, “I like this house project because it gives me a good understanding of how studs and walls work and how to read blueprints. and it gives options on which house you prefer to build. I think this is a great project to do at home from school to still give a good hands on experience.

MD, “This project is fun. I like that it's hands on and satisfying to put all the pieces together. It is a good thing to learn for building a real house one day because the blueprints are for a life size house and we are just making it into an architecture scale.



Student Supplies



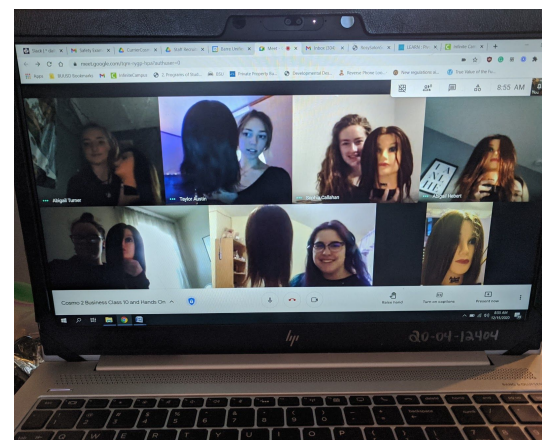
Student Project

Co-op- We just created budgets based on the starting salaries of their careers. It was eye-opening for some of them. Here is a photo of one of CVCC’s Co-op students who is working with EMS.



Cosmetology 1: The students had a style challenge to look up modern popular hairstyles and try to execute them. The second assignment was for students to develop 3 cohesive looks and explain how they executed each style and how they go together (Prom). In the third assignment, students were assigned 4 different techniques to produce and submit photos. *See attached examples of student work.*

Cosmetology 2: Students are currently working on a few different projects at home such as “Salon the Fits” and a “Dream Salon” Share. During remote and independent class time, students are studying lab vocab, going over chapter reviews, viewing videos, using their workbooks, completing assessments and working on their ACT WorkKeys and Suite 360 assignments. Now that they have their kits we will be starting back with cuts and color and styling, while also continuing with the Business chapter. Their assignment was to check their past haircut and make any



adjustments and corrections then complete a new one. They were beyond excited to have hands-on work again and they LOVE their kits...The energy levels are inspiring, they are truly grateful for everything they have.

Student Quote (SC), "...I really love the kit I took home! I was so excited that as soon as I got home I brought them in the house and unpacked and organized everything in my little cosmo corner! I really appreciate all the hard work you do to help us get the best education and enjoy it along the way! Thank you!"

DMA 1: Remote Learning Activities google forms were created where students can view/respond to a Podcast, film, or media piece. With remote learning, students are mostly doing more Photography Projects to expand on the last unit.

DMA 2: Students in DMA 2 are working on individualized independent media projects utilizing their ipads and other resources they have access to. Students researched ideas, drafted proposals and gave pitch presentations to their classmates about project ideas and then with their classmates' feedback and instructor support they designed a 'Scope of Work' document to outline their project, identify goals and expectations and come up with their own timeline to meet the project deadline. Projects are wide ranging from; short animations, music videos, food photography, video blogs, a book design and more.

Emergency Services: Students aren't doing specific projects per se, but they are doing their best during their remote learning. Every one of the students is showing up every day, are participating in class, and doing well with their work. I'm treating the remote days just like we were in class. We meet in Google Classroom at 8:20 and are together until 12:00. I'm able to provide them with instruction (both didactic and skills), have discussions, do case studies, and work through scenarios during this time. They also do a lot of group work in breakout rooms. They work on a variety of things like graphic organizers, researching a topic and preparing to present it to the rest of the class, and review the steps for the skills they need to learn (quizzing each other on the order of the steps, especially the skills they aren't able to practice at home). I did send home a stocked EMT medical kit for each of them to have so they "couple"/with a family member and practice some of their skills. They are able to practice taking vital signs, patient assessments, controlling bleeding, treating shock, managing wounds, and some splinting. They are making videos of them doing these skills and submitting them to me so I can see their progression and provide them feedback. Finally, all their unit tests are online so they can take them in individual breakout rooms during class.

Electrical Technology: Students received kits to create a 24v toolbox boombox at home under direct instruction and modeling from the instructor, Brandon Morris.

Exploratory Technology: working on our "to scale" townhouse project. The project consists of floor plans, terminology, elevation drawings, and working build drawings. Each 3/4 of an inch is equal to a ft;(3/4 ":1' ratio). At this time, most of the class has completed 9 walls. Students are also reflecting on our build via a weekly report entry. As an assessment, students will be teaming up and creating a presentation slideshow; which will go into their eport under the "Project" tab.

Medical Professions: Med Pro has been very busy. The following is a list of what students have experienced. *Sheep Heart Dissection:* Jeneve, the instructor, pre-recorded an instructional video on how to do a sheep heart dissection. Students performed observations and performed 4 specific incisions to observe a total of 12 anatomical structures of the heart. Safety, set up, and disposal were discussed in advance. Students photographed each structure and labeled the anatomical structures in each picture and then uploaded the photos into a google classroom assignment. Students received a dissection tool kit, dissection mat, gloves, pre-packaged sheep heart, safety goggles and dissection manual in the first materials pick up. *Suturing Kit:* Students were sent home with a suturing kit and course. The instructions and manual were

built into google classroom as an assignment. Students will take pictures and write a reflection to document their learning and upload into the assignment. *The Immortal Life of Henrietta Lacks Reflection Essay*: Students are almost finished reading *The Immortal Life of Henrietta Lacks*! Using a drawing tablet and Screencastify the instructor pre-recorded an explanation of how to write a reflection essay, starting with creating an outline. *Passion Project Paper*: Students have been working on a Passion Project and a final paper that can showcase their scientific understanding, communication and critical thinking skills in their e-portfolio. They have chosen a statement/topic/thesis of interest and have used their digital literacy and research skills to find 5-10 peer-reviewed studies and are reading and summarizing each study. Using the drawing tablet and screencastify, the instructor pre-recorded instructions on how to complete an outline for a research paper. Students are required to drop into google meet for support and feedback on their outline and summaries. *Movie Day*: The class will be watching a documentary on *The Immortal Life of Henrietta Lacks* and enjoying hot chocolate. In their most recent materials pick up, a homemade hot chocolate mix and some natural candy canes were included. *Dual Enrollment Courses*: Students have continued working in their two dual enrollment courses; Nutrition and Human Biology. Since going remote, they have stayed on schedule completing 2 chapters in each course. They focused on studying and test taking strategies and students are seeing significantly improved test results. Using google slides, quicktime player and the drawing tablet/screencastify, the instructor pre-recorded interactive lectures and students are required to bring 3 questions back to the closing circle at the end of the day.

Natural Resources: Students projects- Soil Horizons Activity- Exploring science through digging a hole, Tree identification through creation of Tree ID Videos, Student Generated How-to videos in the forest (preparedness, how to build an emergency shelter, plant Id, etc). Some student Independent projects also include: plant propagation at home, obtaining a state trapper's license, making of a terrarium, creating a 2 week outdoor education curriculum, building Mason Bee boxes, creating "seed bombs", creating glycerites as medicine, rehandling tools, incubating chicken eggs, building bird habitat boxes for elder care facilities, and a trail work project!

Plumbing & Heating: At this time of year, Plumbing and Heating students are working on their hydronic heating systems. We are making a heating project with two circulators (pumps) including the piping and electrical work. They all have the basic tools, electrical and plumbing supplies at home to make a mini circulator distribution loop with wiring. Once we return in person, we will pressure test the project and energize the pumps.

Automotive: TIA Basic Tire Service Certification (IRC) *just need to have students complete a practical lab for full certification. Snap-On Multimeter Certification Course. The meter course is an interactive lab where they are performing tests on a signal board. They have also had multiple video inspection assignments earlier.

STUDENT HIGHLIGHTS

Abigail Dowsey: We would like to recognize Abigail. She has continuously shown up for Baking and Culinary Arts google meets clearly present and on time. She has developed professional and timely communication skills, which she demonstrates daily. Abigail has completed all projects ahead of time and has surpassed the standard each time. Her work is thorough, well documented, creative and a pleasure to view.

Sophia Callahan: Sophia Callahan has gone above and beyond in the Cosmetology 2 program. She has done a wonderful job communicating and staying on top of all of her assignments during remote learning. Sophia is often offering her classmates assistance during class.

Kelly Sanders: who never misses a google meet, is always helpful with the rest of her class and participates in every google meet. She has a 100% in Google classroom and a 4 in IC. Kelly goes above and beyond with her assignment and is never late!

Cosmetology 2: I would also like to acknowledge my entire class's ability to weather the storm; I have appreciated their honesty and willingness to communicate and participate. I know that many of them have had to push themselves to be in class and ready to learn! I am always so proud of them, their work and effort, and the positive energy they put into every class meeting and assignment.

STAFF HIGHLIGHTS

CVCC Nominated for Canopy Project Award- The Vermont Agency of Education was recently asked to identify innovative school practices worthy of recognition by the Canopy Project. I am pleased to share that CVCC was one of two CTE centers that were nominated.

CVCC ROSES

“Just checking in about applications for next year my son, ... , is doing the cooking program. Is that a 2 year program that he could do next year? He is enjoying and doing so much better in school this year. It makes a big difference on how he looks at school” (CVCC parent).

“Please send me an application for next year!”

Submitted by: CVCC Administrative Assistant
12.23.2020

UPCOMING EVENTS: Quarter 2 Awards, Recruitment

Single-strand twists:



2-strand overlap:



3- strand overbraid:



3- strand underbraid:



Prom Hairstyles

KellySanders

Hairstyle 1

For this hairstyle:

-I left out a few pieces of hair to frame her face. I used a curling wand for these pieces and then brushed them out so they could be softer.

-I pulled her hair back into a low ponytail. After that, I twisted the hair into a bun like hairstyle.

- I decided to add the flowers so the style would be more youthful and festive since it is for prom.



Hairstyle 2

For this hairstyle:

-I straightened her bangs and styled them down for this look.

-I pulled back a small section of hair from the front and secured it with an elastic band. I wanted to cover the elastic band so I took a thin section of hair from both sides and crossed over the elastic band which created a softer look.

-I used my straightener to create the curls that are in her hair.



Hairstyle 3

For this hairstyle:

-I first started this style by parting her hair down the middle.

-I decided to do two small french braids on each side and secured them with small elastic bands

-I wanted to add volume to this style so I curled her hair with my curling wand.



Style Challenge

Sadira Mulcahy

Early 2000's celebrity hairstyles:

I focused my hair styles on the iconic hairstyles celebrities of the early 2000's were rocking. I picked my hairstyles based on the way i imagined they would fit on my mannequin head, who was wearing them, and how relevant the hairstyle was and if people would still wear in now.

Hairstyle #1



I saw a lot of celebrities using this hairstyle when on the red carpet or in interviews. It was usually worn with a casual dress. A pretty simple but popular hair style for celebrities.

I teased the front part of Debra's hair then I hairsprayed a flat piece on top. I straightened all the hair and put in very thin small braids because those were also popular.

HAIRSTYLE #1

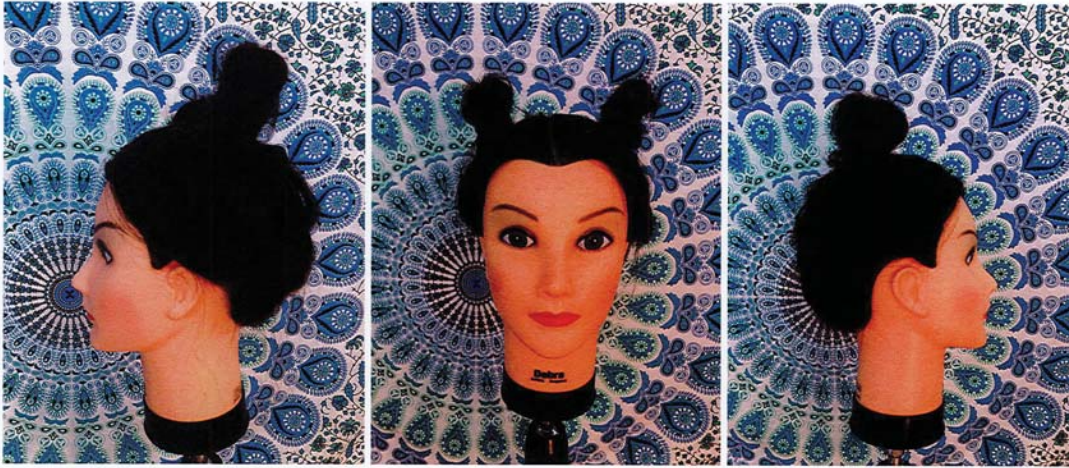
HAIRSTYLE #1

Hairstyle #2



I like this hairstyle because it originated and became popular in the early 2000's but stayed popular and many people still use this style to style their hair often.

Hairstyle #2



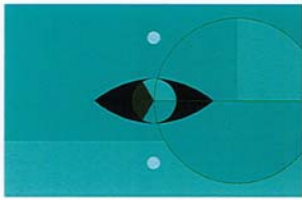
Hairstyle #3



I chose this hairstyle because I used to love side bangs. I wouldn't want them now but I used to get side bangs done because of how popular they were.

Hairstyle #3





Graphic Design Knowledge Base 2: Principles of Design

MOVEMENT, BALANCE, UNITY,
CONTRAST, EMPHASIS, LINE, & COLOR

1

Design is all about
showing us without telling us!

A strong graphic gives the
viewer an intended...

EMOTION

THOUGHT PROCESS

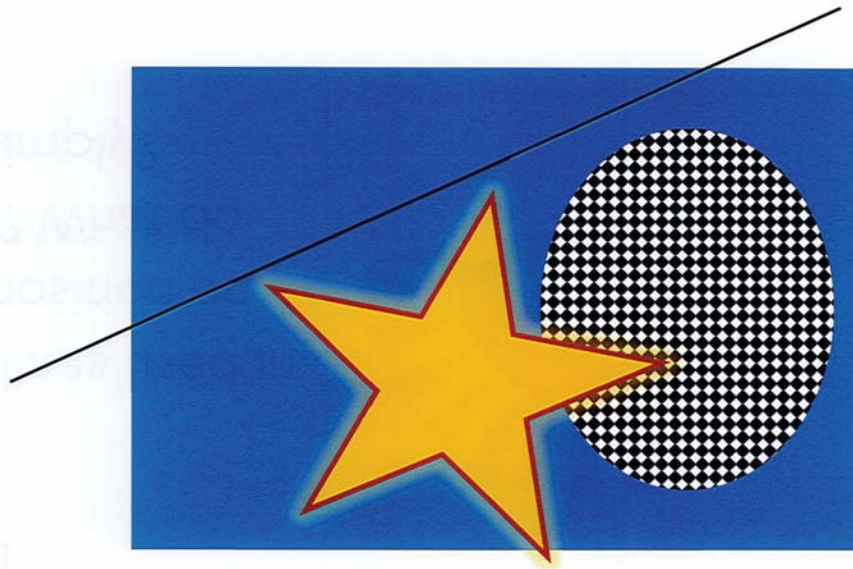
and MOVEMENT.

Following the basic core **Principles of Design**
can help you do this.

Design elements

- Design **ELEMENTS** are the building blocks of graphics.

- Line
- Shape
- Texture



ELEMENT 1: Lines

- Lines** can be straight or curved.
- How are lines used in the composition on this slide? What do the lines imply?



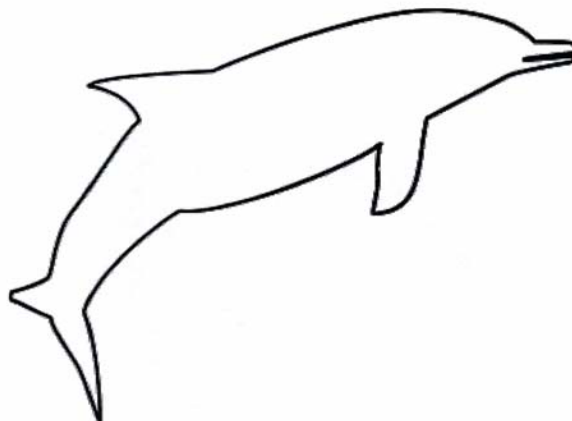
ELEMENT 1: Lines

- **Lines** can indicate motion or direction.
- How are lines used in the composition on this slide? Why?



ELEMENT 2: Shapes

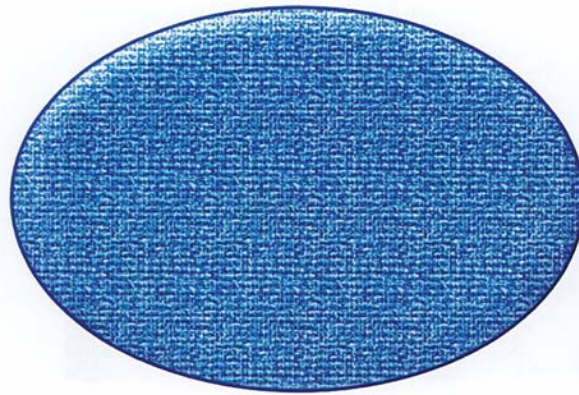
- **Shapes** are enclosed objects that can be created by line or created by color and value changes that define their edges.



ELEMENT 3: Texture

- **Texture** is the surface look of an object created by varying dark and light areas.

- Roughness
- Smoothness
- Depth



Design principles

- Design principles are ways in which the **ELEMENTS** are used together...

1. Movement
2. Balance/Symmetry
3. Emphasis
4. Unity
5. Alignment
6. Hierarchy



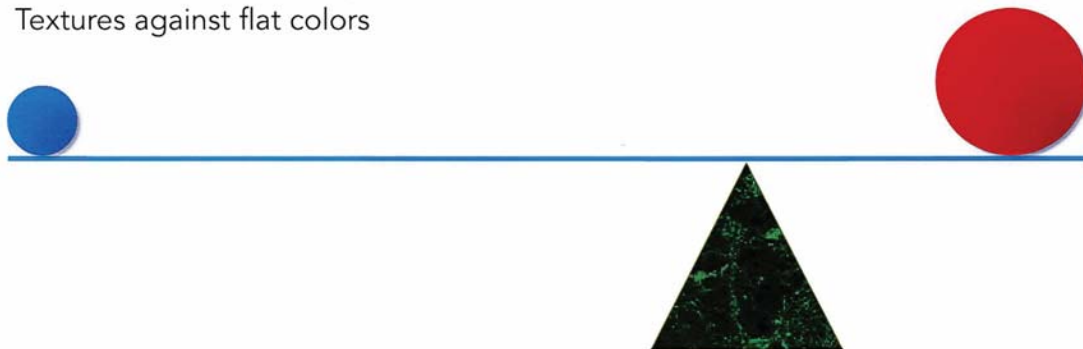
PRINCIPLE 1: Movement

- **Movement** is the use of lines, color, and repetition to create the illusion of motion.
- Curved forms or lines
- Repetition of geometric forms
- Fuzzy lines or outlines



PRINCIPLE 2: Balance

- **Balance** is the act of comparing or estimating two things, one against the other, and the contrast between:
 - Empty space (white space) and filled space
 - Text and images
 - Color and no colors and different colors
 - Textures against flat colors

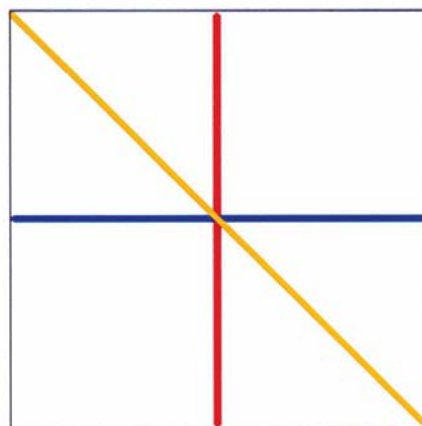


PRINCIPLE 2: Balance

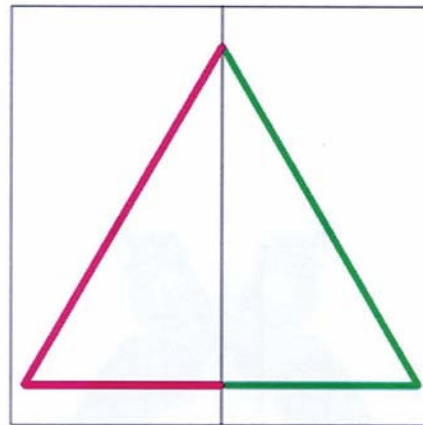
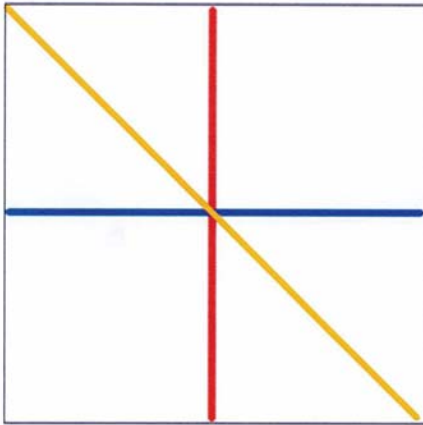
- There are three different types of balance when using color, shape, and position:
 - Symmetry
 - Asymmetry
 - Radial symmetry

PRINCIPLE 2: Balance- Symmetry

- You can usually identify at least one of three **lines of symmetry**.
 - Horizontal
 - Vertical
 - Diagonal



PRINCIPLE 2: Balance- Symmetrical balance



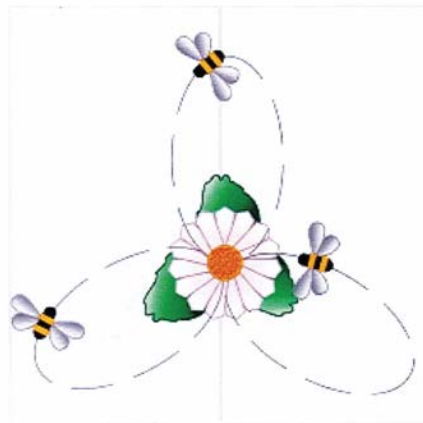
PRINCIPLE 2: Balance- Examples of symmetrical balance



PRINCIPLE 2: Balance- Examples of asymmetrical balance



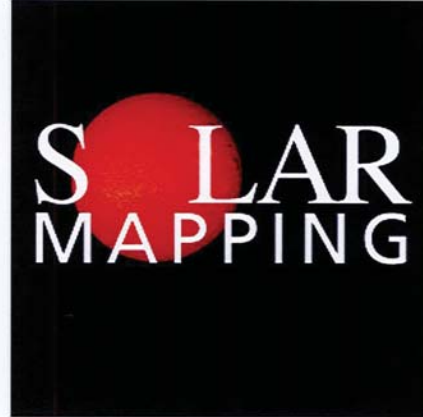
PRINCIPLE 2: Balance- Examples of radial balance



PRINCIPLE 3: Emphasis

- **Emphasis:** To express with particular stress or force.

- What message is stressed here?



PRINCIPLE 4: Unity

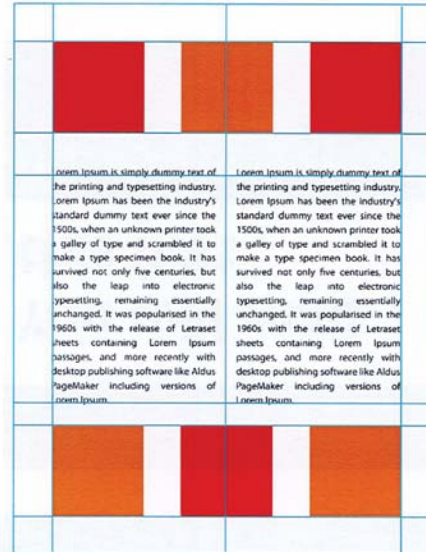
- **Unity:** The correct balance of composition or color that produces a harmonious effect.

- What is the focus of the message?



PRINCIPLE 5: Alignment

- **Alignment:** Directing your text or shapes to different parts of your design so that groups of text have purposeful placement and unity.
- Why are alignments important?
- What types of products need special alignments?



PRINCIPLE 6: Hierarchy

- **Hierarchy:** Arranging your design elements so that the critical elements are understood first.

Think about this: most people will only look at your design for less than a second before they've already formed a thought process. What do you want their thought process to be?

YOUR EYES HERE
(then here)

Isn't that fascinating?

And you will read this last

**You will read
this first**

And then you will read this

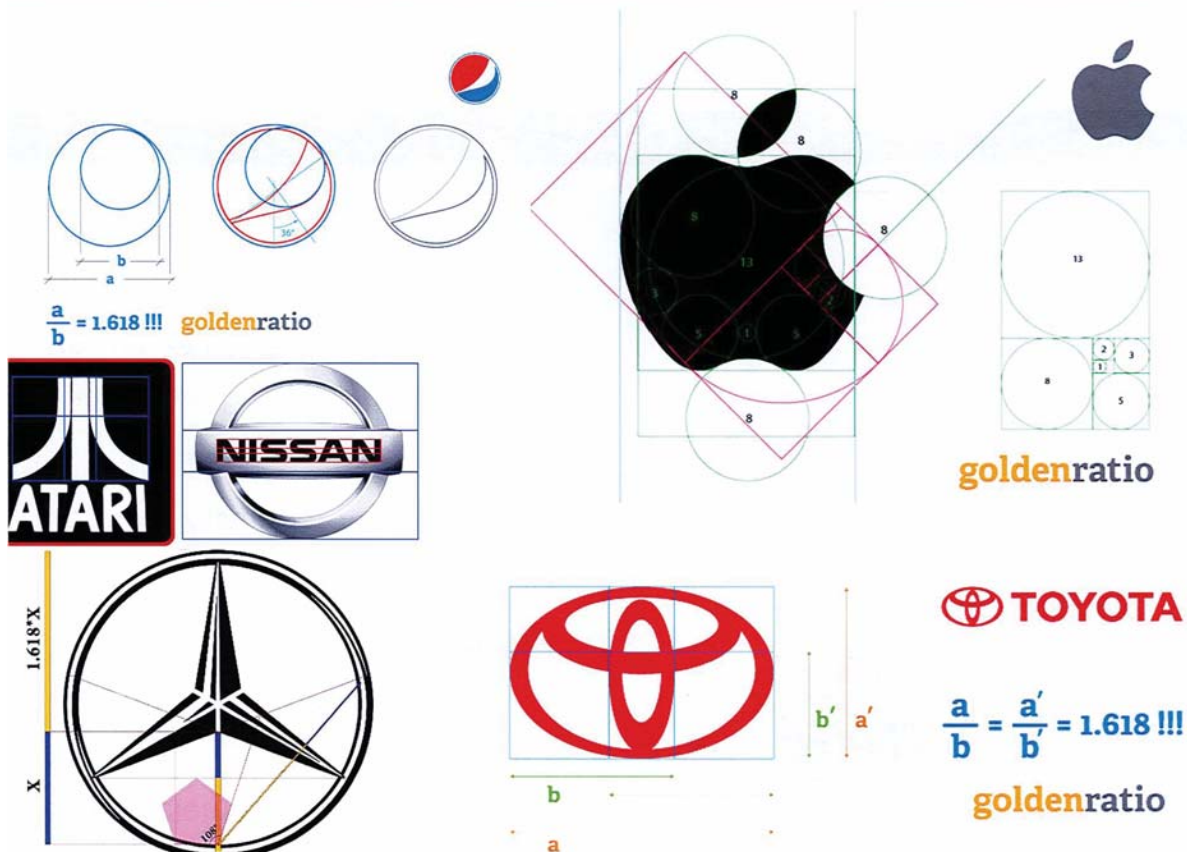
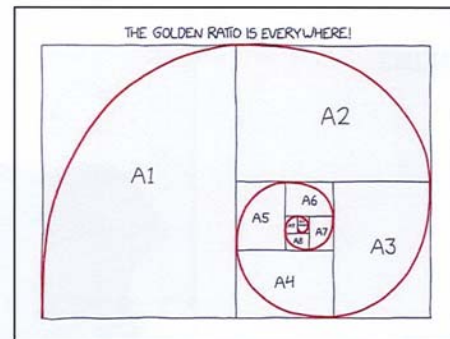
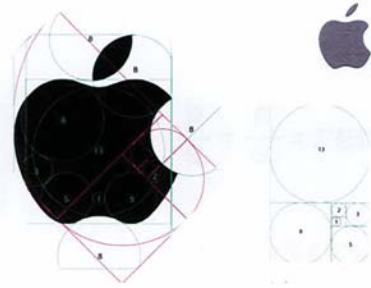
Then this one

PRINCIPLE 6: Ratios

- **Ratios:** Measuring the size of your design elements so that they follow standard ratio layouts, such as...

- 1 x 1.618... (golden ratio!)
- 4:3 (common in photography)
- 3:2 (common in photography)
- 16 x 9 (standard for film)

*Remember back to Photography?
Use ratios to balance your image
for a more pleasing and organized
look!*



AFTER YOUR ELEMENTS and PRINCIPLES: Color

First, design your **ELEMENTS**.

Then, arrange them with the **PRINCIPLES**.

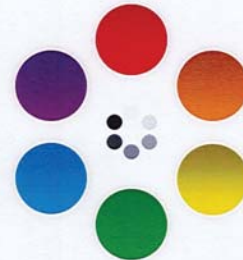
Only then should you usually start thinking about **COLOR**.

As you incorporate color into your design...

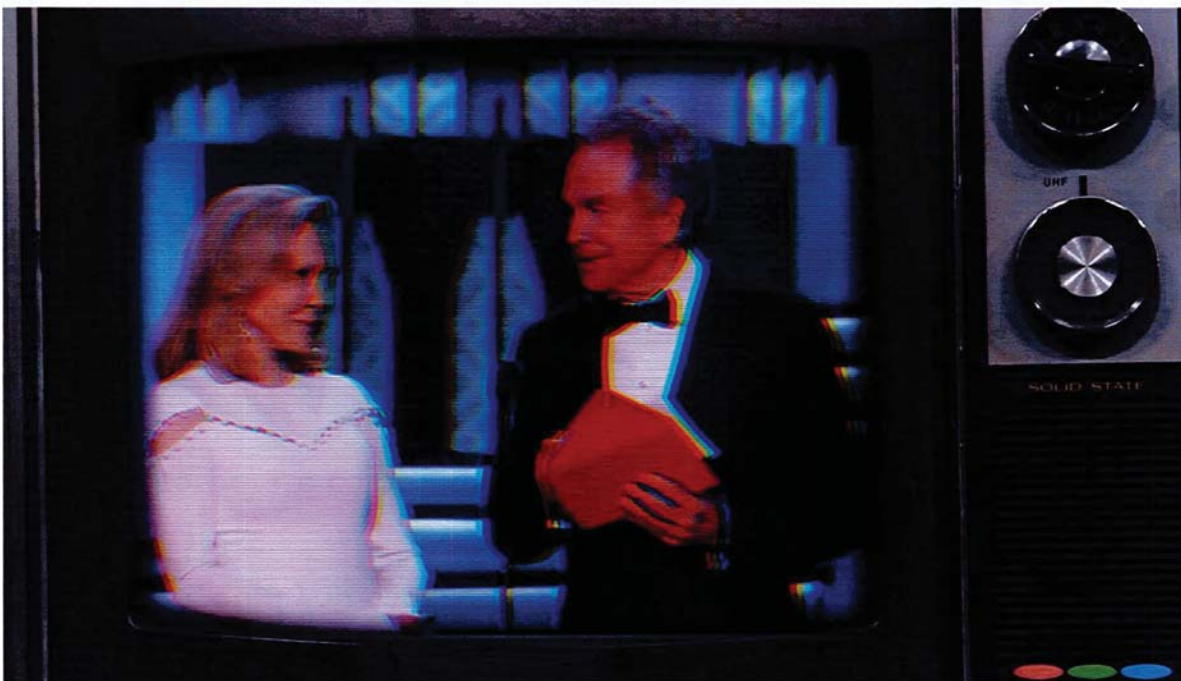
- Use color to label or show **hierarchy**.
- Use color to unify, separate, or emphasize.
- Use color to represent or imitate **reality**.
- Use color to decorate.
- Use color consistently.



More to come about **COLOR**
in the upcoming **COLOR**
THEORY Knowledge Base!



Why good design principles matter... (video)



Why good design principles matter...



Let's look at my collection of design fails...

Summary

- The basis of good design is use of design elements and their thoughtful application in the form of design principles.
- Clearly identify what you are trying to accomplish — use principles of design to convey your message more effectively.
- Use movement, balance, emphasis, unity, alignment, and hierarchy to ensure your design is functional and makes sense.
- Don't just create...
 - **THINK** about your design.
 - **PLAN** your intentions.
 - **FORESEE** what the viewer will interpret.



YOUR NAME: _____

P027: "Going Streaking- Directional Blur Manipulation"

Date When We Will Be Moving On to the Next Project

Monday, December 14

Goals/Objectives

- To explore blurring effects in Adobe Photoshop.
- To conceptualize a manipulation by shooting photography to support an intended look.
- To further enhance practical skills with masking, layering, and manipulation.

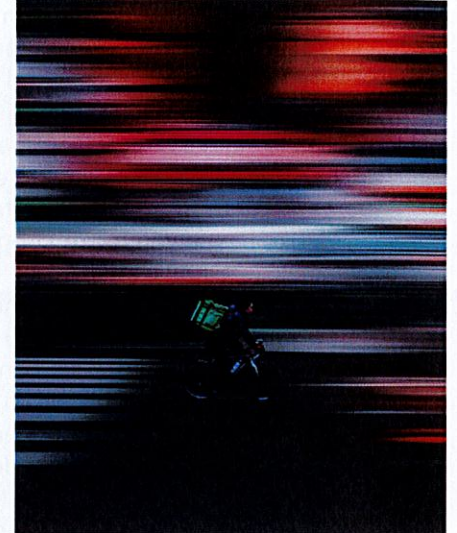
Unit Essential Understandings Addressed:

Unit 1 EU VIII, Unit 1 EU IX, Unit 1 EU X, Unit 1 EU XI

Proficiency-Based Assessment

Media Arts, 1-4

Work-Based Learning 14 (Creative Communicator)



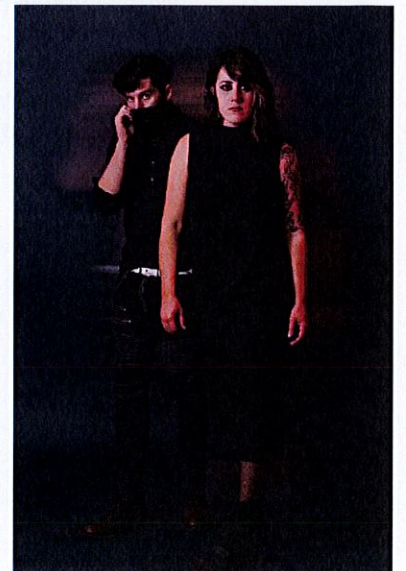
4 (Exceeding Proficient)	3 (Proficient)	2 (Approaching Proficient)	1 (Not Proficient)
<ul style="list-style-type: none">- Task is achieved and photo effect showcases an exemplary and unique effect where blur is applied in editing to create a unique and surreal effect.- Photo editing showcases perfectly clean use of masks and layering to make the effect.- Photography used for the edit is professional and showcases great lighting, framing, and editing.- Files are named correctly and are correct file formats.	<ul style="list-style-type: none">- Task is achieved and photo effect showcases a good use of the effect where blur is applied in editing to create a unique and surreal effect.- Photo editing showcases good use of masks and layering to make the effect.- Photography used for the edit is professional and showcases great lighting, framing, and editing.- Files are named correctly and are correct file formats.	<ul style="list-style-type: none">- Photo effect product is submitted but quality or effort is lacking; the effect might not be composed well or might not fit well within the original photograph.- Overall composition might be lacking, where the effect might be present but the final piece fails to communicate an original visual statement.- Photography used for the effect might be poor, such as being out of focus, improper exposure, etc.- Files are not named correctly or are incorrect file types.	<ul style="list-style-type: none">- Project not attempted or little/no effort given towards completing the assignment.- No files submitted or photo effect submitted without any attempts at the procedures to create this effect/illusion.

The Task

Create at least one photographic manipulation piece that makes powerful and artistic use of the "blur" effects in Adobe Photoshop. To be eligible for proficiency on this project, the final image(s) should combine a normal "not blurred" subject, with a backdrop or surrounding elements that are blurred in a way that would be difficult or impossible without the precision you can get in post-production editing.

To empower this effect, consider telling a story with the image that supports the look you are creating. In a basic sense, this could be a photograph of a bike, skier, or riding in a car to show the motion; but in a more advanced sense, this could be a layered portrait, a concept that fits with a blurred border, a photograph that showcases some sense of "emotional movement", or whatever you can envision!

Your base photo(s) should be new photos that you shoot with this effect in mind or have chosen from your past work; however, if you use a photo you have already shot, your base photo should not have been used for any other past DMA projects.



Digital Media Arts Project

Photography/Photo Manipulation Unit

Procedure

To create this effect, start with a powerful photograph. Use Lightroom to edit it and plan your effect. Once you are ready, send the photo over to Photoshop by going to Edit In > Adobe Photoshop.

In Photoshop, duplicate your normal photograph so you have two layers to work with. One will be your blurred layer, the other will be the normal photograph.

Using your layer on top to start, explore some of the various Blur effects in Photoshop by going to Filter > Blur (*note, there are also some more in the Blur Gallery as well!*). There are several great blur options here, but my favorites for this concept are **Motion Blur** and **Radial Blur**. Motion Blur is great to get blur in one specific direction, while Radial Blur can create a feathered blur like the edges are zooming or expanding.

Take some time to explore and try out different looks with different blur tools!

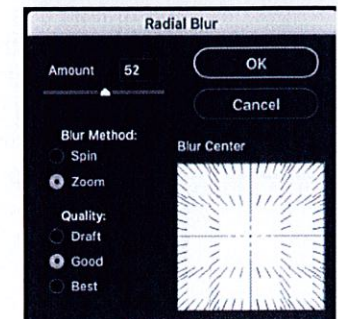
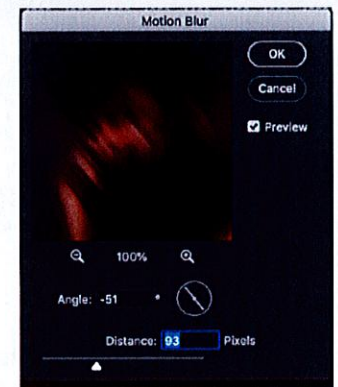
In whatever blur effect you choose, experiment with settings. I find that this effect looks best if you make strong use of the effect.

Once you write the blur effect into your top layer, apply a mask. Using a large soft white/black brushes to make the mask hide/appear, paint in the areas where you want the blurred layer to show up or be hidden.

Note: depending on your concept, it might be easier to bring your normal layer on top and mask from that direction, so combine the two layers in whatever way works best for your idea.

As a final touch, add some adjustment layers or fine-tune the overall image look (I love adding Gradient Maps, making the Gradient Adjustment layer into an "Overlay" mode, and lowering the opacity very low like 12% to give it a nice final filtered look!).

Remember; the final product should look heavily manipulated in a completely unique and artistic way. If you're not pleased with the results, try a different photo, different blur mode or mask procedure!



Turn-In Expectations

FINAL FILE FORMAT: JPEG

FINAL DOCUMENT SIZE: high quality, otherwise up to you.

Please submit this to the DMA GoogleDrive folder with the same name as the project title.

When submitting, please name the project with your first name and the words, "Blur Effect."

Also, please ensure that the file type abbreviation is included or else the project may not open correctly.

For example, my project would be named "Matthew Blur Effect.jpg".





Barre City Elementary & Middle School

Hayden Coon, PK-4 Principal
 Christopher Hennessey, 5-8 Principal
 Office (802) 476-6541
 Fax (802) 476-1492

50 Parkside Terrace
 Barre, VT 05641

Pierre Laflamme, PK-8 Assistant Principal
 Counselors (802) 476-7889
 Nurse (802) 479-6920

January 8, 2021

Dear Barre Unified Union School District Board,

We are pleased to report that the return to our hybrid model as the new year begins has gone very smoothly. Students and families seem very happy to be back in school, and we are happy to be back too!

The next three weeks will be very busy as we transition to full time in person instruction for our K-6 students. Getting this right has been our top priority since returning from the break, and much time is being devoted to planning the logistics required to do so. Meeting the Safe and Healthy School guidelines while fully opening in the safest manner possible is a challenging task to be sure, but we are confident that we'll be ready to start this by the 19th. A few things to know:

- * 170 new desks have been delivered and are now being built and dispersed to classrooms that need them. Many thanks to our maintenance crew for taking care of this and making sure the building is going to be ready to go!
- * New schedules are being developed that address the extra students in the classes and altered start and end times.
- * The morning screening process, particularly related to car drop offs, is being changed slightly to accommodate the increased number of students coming in each morning. Of special note is a new traffic pattern that we've developed that will make the morning go even more smoothly for families.

Regarding the last point, we would like to once again sincerely thank the BCEMS families for their incredible patience and cooperation with the admittedly challenging logistics of conducting health screenings for so many people each morning! We are very proud of how we've been able to start the day for our students during this pandemic, and we could never have pulled this off without all of our families' help. Again, THANK YOU!

A few more updates:

- From BCEMS Art teachers **Kate Hawley** and **Eirene Mavodones**: "Select quarter 1 art classes from BCEMS worked hard on a project in coordination with our local merchants in

downtown Barre. Students learned the important role that art can play at a difficult time like this. In an effort to spread positivity and to show strength, the merchants listed below, have graciously agreed to display our student work in their businesses. They welcome you to view the children's work downtown at any of the following locations: RICHARD J. WOBBY'S, NELSON ACE HARDWARE, THE BARRE PARTNERSHIP, MILNE TRAVEL AGENCY, WOMEN & CHILDREN FIRST, VERMONT BICYCLE SHOP, THE TIMES ARGUS, EXILE ON MAIN ST, COMMUNITY NATIONAL BANK, WILLIAM J. RAVEIS, MORSE BLOCK DELI, SUBWAY OF BARRE, and MISTER Z'S! A special thank you goes out to these businesses for supporting our students and the art program here at Barre City Elementary and Middle School! Also, thank you to L. Brown and Sons Printing, Inc. who graciously donated the paper to mat the student work."

- With Physical Education having to occur outside this winter, we've had to get creative! BCEMS PE teacher **Jay Baitz** has built an incredible maze in the snow on the south field with our snow blower and a whole lot of ingenuity. The kids are having a blast with it!
- We neglected to mention in our last report that the Barre Reads *Celebration of Writing* Contest and Celebration occurred via Zoom just before Thanksgiving, and it was a beautiful event. The contest has been taking place for many years, and it was started (and continues in her honor) by long time Barre educator Janet Locke. Attached is the flyer for the celebration, which was emceed by Aldrich Public Library Children's Librarian **Ian Gauthier**. BCEMS students fared very well in the contest! :)

[Barre Reads 2020](#)

Finally, we'd like to share the last few BCEMS community updates going back to December:

[Community Update: December 7](#)

[Community Update: January 3](#)

[Community Update: January 7](#)

Respectfully, Chris and Hayden

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

iuBarre Town Middle & Elementary School



Building Report January 14, 2021

Congratulations: The Vermont selection committee for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) has selected sixth grade teacher Glenda Allen as a Vermont-level finalist in the Mathematics award category! The teachers chosen to be Presidential Awardees will be notified by the White House, honored in Washington, D.C., will receive \$10,000 from the National Science Foundation; and join a cadre of award-winning teachers who can impact STEM education in Vermont and nationally. Please join us in extending a big congratulations to Glenda for having been selected for this prestigious honor in recognition of truly outstanding teaching and leadership in STEM!

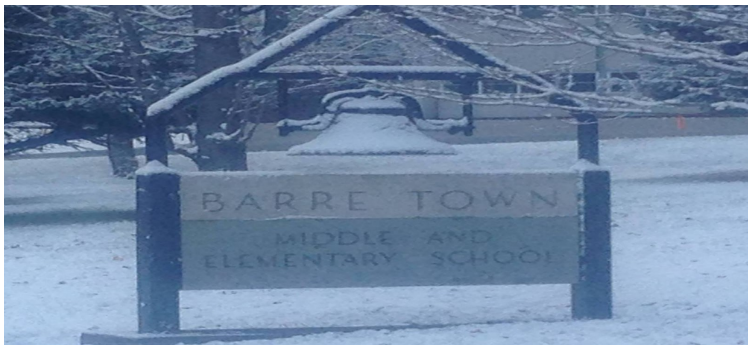
Generator Update: Power was off for the duration of the day on Tuesday, December 29, as GMP completed the wiring for the generator transfer switch. All went as planned and we are one step closer to having a generator at BTMES!

Increase of In-Person Instruction: As we continue to work on schedules and plans for our increase of in-person instruction beginning on January 19, we are also working on assembling and setting up individual desks for our students, which arrived much sooner than originally planned! Bus routes are currently being reviewed and modified. Any and all changes will be communicated to families so that they are aware of any changes in pick-up and drop-off times/locations.

January Newsletter: Due to our remote learning, the December vacation, and returning to our hybrid on model on January 4, you will see that our January Newsletter is a bit more condensed/concise this month.

KUDOS: Congratulations to preschool teachers Sam Knudsen and Kelsey LaPerle who have officially completed their Masters Degrees!

Times Argus: Be sure to check-out the local paper on Friday, January 15 as schools across the BUUSD will be highlighted; showcasing in-person instruction throughout our schools!



BARRE TOWN MIDDLE AND ELEMENTARY SCHOOL

70 Websterville Road
Barre, VT 05641
(802)476-6617
FAX: (802)479-5723
btmes.org
January 2021

Happy 2021!

While 2020 is now in our rearview mirror, the realities that we had to face then are still with us. However, our continued working partnership is making us smarter as to what tweaks and accommodations can be tried to make a difficult situation somewhat do-able for all.

A few reminders as we kick off the new year...

1. All adults in the vehicle are asked to wear a mask during the morning screenings. Students should have masks on prior to lowering the window for a health screening.
2. With the outside temperatures cooler, we are asking that families either turn the heat down or roll down the window where the child is sitting. A good rule of thumb is to lower your window when your vehicle gets to the first speed bump as you enter the drop-off loop. Our hope is that this will allow our thermometers to work effectively.
3. Please be sure the yellow name tag is placed in the passenger-side dash window for student pick-up. This helps to quickly and efficiently radio into the school for your child to meet you outside.

Beginning on Tuesday, January 19, our arrival time will shift from 8:15am to 7:50am for all students. We will follow the same drop off process and procedures...just starting earlier to help provide more in-person instruction. Again, health screenings will begin at 7:50am with an official school start time of 8:00am.

Tuesday, January 19, 2020 will also begin our expanded in person learning for grades K-4. These students will be in school Monday through Friday with a half day on Wednesday.

On Monday, January 25, 2020 grades 5 and 6 will also have expanded in person learning. These students will be in school Monday through Friday with a half day on Wednesday.

PreK students will still attend school Monday/Tuesday or Thursday/Friday.

7th and 8th grade students (who must still continue to remain 6' apart) will continue in their hybrid pods with the A pod attending school on Monday and Tuesday and the B pod attending school on Thursday and Friday. We continue to brainstorm ways to offer enhanced learning opportunities on remote hybrid days for our upper grades.

Our pick up procedures will remain the same. PreK and K students (along with older siblings) will have a pick up time of 1:30. Grades 1-4 (and any older siblings) will have a pick up time of 1:45 and grades 5-8 will have a pick up time of 2:00pm.

For students in grades K-6 who will have half day Wednesdays, here is some important information:

- Morning drop off and bus runs will remain the same.
- Pick up times will be as follows: grades K-3 (and their older siblings) will have a pick up time of 10:45am and grades 4-6 will have a pick up time of 11:00am.

Students who ride the school bus will soon receive information from Mrs. Murray, our transportation coordinator, around any busing changes that might directly affect your family.

Please stay tuned for more information. In the meantime, please don't hesitate to reach out to either one of us with any questions, concerns or celebrations that you might have.

Warmly,

Jennifer W. Nye Erica Pearson
BTMES Co-Principal BTMES Co-Principal



Inside this issue:

News from the Nurses' Office	2
Calendar	3

News from the Nurses' Office

HERE ARE 8 WINTER SAFETY TIPS YOU NEED TO KNOW FROM THE AMERICAN ACADEMY OF PEDIATRICS:



1) **Warm layers are key.** Dress infants and children warmly for outdoor activities. Several thin layers will keep them dry and warm. Don't forget warm boots, gloves or mittens, and a hat.

2) **Dress kids a little warmer than you would dress yourself.** The rule of thumb for older babies and young children is to dress them in one more layer of clothing than an adult would wear in the same conditions.

3) **Don't forget the sunblock.** The sun's rays can still cause sunburn in the winter, especially when they reflect off snow. Make sure to cover your child's exposed skin with sunscreen.



4) **Be careful when sledding.** Children should be supervised while sledding. Sledding feet first or sitting up, instead of lying down head-first, may prevent head injuries. Avoid sledding in crowded areas.



5) **All skiers and snowboarders should wear helmets.** Ski facilities should require helmet use, but if they do not, parents should enforce the requirement for their children.

6) **Do not take children under age 6 on a snowmobile!** The American Academy of Pediatrics recommends that children under age 16 not operate snowmobiles and that children under age 6 never ride on snowmobiles.

7) **Allow children to skate only on approved surfaces.** Check for signs posted by local police or recreation departments, or call your local police department to find out which areas have been approved.



8) **Be sure to set reasonable time limits on outdoor play** to prevent hypothermia and frost bite. Have children come inside periodically to warm up.



January

Monday	Tuesday	Wednesday	Thursday	Friday
4 Back to School for staff & students	5	6	7	8
11	12	13	14 School Board Meeting—5:30 p.m.	15
18 Staff Development Day—No school for students	19	20	21	22
25	26	27	28	29



February



Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11 School Board Meeting—5:30 p.m.	12
15	16	17	18	19
22	23	24	25	26
<div style="border: 2px solid black; padding: 10px; text-align: center;"> Vacation </div>				

BARRE UNIFIED UNION SCHOOL DISTRICT - FY21 YEAR END PROJECTION REPORT - January 5, 2021

Location	Account Number / Description	Adopted Budget 7/1/2020 - 6/30/2021	Y-T-D Expenses 7/1/20-12/28/20	Encumbrances 12/28/2020	Year-end Projection 12/28/2020	BALANCE 7/1/20-6/30/21	Narrative
1	BTMES 1101 DIRECT INSTRUCTION - PRESCHOOL	\$458,156	\$141,312	\$213,326	\$400,000	\$58,156 *	
2	BTMES 1101 DIRECT INSTRUCTION	\$4,004,936	\$1,478,656	\$2,091,041	\$3,950,000	\$54,936 *	
3	BTMES 1102 ART	\$106,813	\$39,307	\$61,236	\$105,000	\$1,813	
4	BTMES 1103 INTERVENTION	\$650,945	\$253,600	\$410,778	\$665,000	-\$14,055	
5	BTMES 1104 ENGLISH SECOND LANGUAGE	\$39,381	\$14,609	\$23,315	\$39,300	\$81	
6	BTMES 1105 FAMILY & CONSUMER SCIENCES	\$53,131	\$19,400	\$30,917	\$53,000	\$131	
7	BTMES 1106 WORLD LANGUAGE	\$74,256	\$27,694	\$44,010	\$74,000	\$256	
8	BTMES 1108 MUSIC	\$151,680	\$53,015	\$80,885	\$148,000	\$3,680	
9	BTMES 1109 PHYSICAL EDUCATION	\$196,500	\$44,715	\$70,039	\$140,000	\$56,500 *	
10	BTMES 1110 TECH ED	\$38,222	\$11,348	\$22,380	\$38,000	\$222	
11	BTMES 1501 CO-CURRICULAR	\$76,600	\$22,597	\$0	\$70,000	\$6,600	
12	BTMES 2120 GUIDANCE	\$148,920	\$58,404	\$93,911	\$155,000	-\$6,080	
13	BTMES 2131 HEALTH	\$167,723	\$63,214	\$100,195	\$167,000	\$723	
14	BTMES 2141 BEHAVIOR SUPPORT	\$82,542	\$51,956	\$79,668	\$135,000	-\$52,458 *	
15	BTMES 2220 LIBRARY	\$185,498	\$59,985	\$86,540	\$155,000	\$30,498 *	
16	BTMES 2410 PRINCIPALS OFFICE	\$690,298	\$299,762	\$242,869	\$620,000	\$70,298 *	
17	BTMES 2491 DUPLICATING	\$50,851	\$19,749	\$31,800	\$52,000	-\$1,149	
18	BTMES 2610 FACILITIES	\$1,285,927	\$639,188	\$352,030	\$1,240,000	\$45,927 *	
19	BTMES 2660 SCHOOL RESOURCE OFFICER	\$50,000	\$4,843	\$0	\$40,000	\$10,000	
20	BTMES 2716 CO-CURR TRANSPORTATION	\$25,000	\$0	\$0	\$15,000	\$10,000	
21	TOTAL 1020 BARRE TOWN SCHOOL	\$8,537,379	\$3,303,354	\$4,034,940	\$8,261,300	\$276,079	
22	SHS 1101 DIRECT INSTRUCTION	\$1,201,523	\$407,338	\$381,026	\$1,140,000	\$61,523 *	
23	SHS 1102 ART	\$151,713	\$54,623	\$81,516	\$151,700	\$13	
24	SHS 1104 ENGLISH SECOND LANGUAGE	\$12,054	\$0	\$0	\$0	\$12,054	
25	SHS 1105 FAMILY & CONSUMER SCIENCES	\$131,840	\$49,507	\$78,669	\$133,000	-\$1,160	
26	SHS 1106 WORLD LANGUAGE	\$236,539	\$88,778	\$139,647	\$234,000	\$2,539	
27	SHS 1108 MUSIC	\$155,072	\$49,016	\$72,691	\$155,000	\$72	
28	SHS 1109 PHYSICAL EDUCATION	\$114,944	\$44,580	\$70,536	\$120,000	-\$5,056	
29	SHS 1111 ENGLISH	\$520,743	\$174,139	\$264,002	\$450,000	\$70,743 *	
30	SHS 1112 MATH	\$643,197	\$252,099	\$388,187	\$645,000	-\$1,803	
31	SHS 1113 SCIENCE	\$405,365	\$128,365	\$194,637	\$350,000	\$55,365 *	
32	SHS 1114 SOCIAL STUDIES	\$407,495	\$146,338	\$225,047	\$380,000	\$27,495	

33	SHS	1115 BUSINESS ED	\$74,182	\$24,416	\$34,845	\$61,000	\$13,182
34	SHS	1116 WORK BASED LEARNING	\$195,654	\$78,852	\$115,915	\$196,000	-\$346
35	SHS	1117 DRIVER'S ED	\$78,243	\$17,593	\$20,988	\$45,000	\$33,243
36	SHS	1118 PHOENIX PROG	\$158,089	\$60,549	\$97,298	\$158,000	\$89
37	SHS	1119 COLLEGE EXAMS	\$0	\$0	\$0	\$0	\$0
38	SHS	1301 TECHNICAL EDUCATION	\$915,645	\$424,846	\$0	\$900,000	\$15,645
39	SHS	1401 ATHLETICS	\$464,723	\$157,292	\$83,545	\$450,000	\$14,723
40	SHS	1501 CO-CURRICULAR	\$79,200	\$20,141	\$175	\$75,000	\$4,200
41	SHS	2120 GUIDANCE	\$478,327	\$187,307	\$244,349	\$465,000	\$13,327
42	SHS	2131 HEALTH	\$125,100	\$47,647	\$74,065	\$125,000	\$100
43	SHS	2141 BEHAVIOR SUPPORT	\$0	\$21,453	\$34,080	\$56,000	-\$56,000 *
44	SHS	2190 JROTC	\$118,632	\$90,191	\$97,280	\$189,000	-\$70,368 *
45	SHS	2220 LIBRARY	\$172,772	\$55,607	\$71,094	\$155,000	\$17,772 *
46	SHS	2410 PRINCIPALS OFFICE	\$684,553	\$319,418	\$273,714	\$660,000	\$24,553
47	SHS	2610 FACILITIES	\$1,222,362	\$597,312	\$300,975	\$1,200,000	\$22,362
48	SHS	2660 SCHOOL RESOURCE OFFICER	\$50,184	\$0	\$0	\$25,000	\$25,184
49	SHS	2711 TRANSPORTATION	\$95,000	\$14,010	\$0	\$90,000	\$5,000
50	SHS	2716 CO-CURR TRANSPORTATION	\$37,000	\$0	\$52	\$10,000	\$27,000
51	SHS	5020 LONG TERM DEBT	\$225,000	\$223,821	\$0	\$223,821	\$1,179
52	TOTAL	1276 SPAULDING HIGH SCHOOL	\$9,155,151	\$3,735,238	\$3,344,333	\$8,842,521	\$312,630
53	BCEMS	1101 DIRECT INSTRUCTION - PRESCHOOL	\$498,130	\$176,306	\$297,815	\$490,000	\$8,130
54	BCEMS	1101 DIRECT INSTRUCTION	\$4,497,630	\$1,615,241	\$2,237,058	\$4,460,000	\$37,630
55	BCEMS	1102 ART	\$143,734	\$50,470	\$90,274	\$143,000	\$734
56	BCEMS	1103 INTERVENTION	\$138,259	\$36,782	\$90,419	\$130,000	\$8,259
57	BCEMS	1104 ENGLISH SECOND LANGUAGE	\$38,564	\$11,609	\$18,535	\$35,000	\$3,564
58	BCEMS	1105 FAMILY & CONSUMER SCIENCES	\$75,804	\$27,553	\$43,770	\$75,000	\$804
59	BCEMS	1106 WORLD LANGUAGE	\$50,356	\$17,124	\$26,465	\$45,000	\$5,356
60	BCEMS	1108 MUSIC	\$128,331	\$30,786	\$44,226	\$95,000	\$33,331 *
61	BCEMS	1109 PHYSICAL EDUCATION	\$184,558	\$69,743	\$110,392	\$184,000	\$558
62	BCEMS	1110 TECH ED	\$60,722	\$21,206	\$31,776	\$60,000	\$722
63	BCEMS	1120 READING RECOVERY	\$39,314	\$11,879	\$18,654	\$39,000	\$314
64	BCEMS	1401 ATHLETICS	\$37,020	\$8,277	\$0	\$30,000	\$7,020
65	BCEMS	1501 CO-CURRICULAR	\$10,200	\$8,047	\$0	\$10,000	\$200
66	BCEMS	2120 GUIDANCE	\$360,667	\$103,799	\$159,764	\$300,000	\$60,667 *
67	BCEMS	2131 HEALTH	\$128,371	\$45,681	\$72,369	\$128,000	\$371
68	BCEMS	2140 PSYCHOLOGICAL SERVICES	\$50,000	\$0	\$0	\$50,000	\$0
69	BCEMS	2141 BEHAVIOR SUPPORT	\$547,295	\$195,247	\$284,644	\$525,000	\$22,295

70	BCEMS	2220 LIBRARY	\$143,290	\$45,396	\$55,338	\$120,000	\$23,290
71	BCEMS	2410 PRINCIPALS OFFICE	\$532,675	\$262,315	\$241,870	\$525,000	\$7,675
72	BCEMS	2610 FACILITIES	\$1,184,236	\$572,397	\$300,218	\$1,135,000	\$49,236 *
73	BCEMS	2660 SCHOOL RESOURCE OFFICER	\$78,000	\$0	\$0	\$78,000	\$0
74	BCEMS	5020 LONG TERM DEBT	\$72,480	\$70,602	\$0	\$72,480	\$0
75	TOTAL	1381 BARRE CITY SCHOOL	\$8,999,636	\$3,380,460	\$4,123,587	\$8,729,480	\$270,156
76	BUUSD	2490 EARLY ED ADMIN.	\$123,460	\$61,308	\$52,300	\$120,000	\$3,460
77	BUUSD	2711 TRANSPORTATION	\$1,333,376	\$285,182	\$647,494	\$1,250,000	\$83,376
78	BUUSD	2212 CURRICULUM	\$351,917	\$78,532	\$89,731	\$300,000	\$51,917 *
79	BUUSD	2230 INSTRUCTIONAL TECHNOLOGY	\$305,000	\$236,997	\$570	\$305,000	\$0
80	BUUSD	2311 BOARD	\$366,640	\$254,856	\$12,918	\$355,000	\$11,640
81	BUUSD	2313 REVENUE ANTICIPATION NOTE INT	\$100,000	\$0	\$0	\$100,000	\$0
82	BUUSD	2320 SUPERINTENDENT	\$274,951	\$265,097	\$209,811	\$274,000	\$951
83	BUUSD	2510 BUSINESS OFFICE	\$588,602	\$265,097	\$209,811	\$543,000	\$45,602 *
84	BUUSD	2560 COMMUNICATION SPECIALIST	\$84,804	\$37,927	\$32,155	\$84,000	\$804
85	BUUSD	2570 HUMAN RESOURCES	\$246,862	\$116,753	\$96,351	\$245,000	\$1,862
86	BUUSD	2580 TECHNOLOGY-Includes Erate Equip.	\$1,248,572	\$752,344	\$406,249	\$1,350,000	-\$101,428 *
87	BUUSD	2610 FACILITIES	\$242,693	\$116,898	\$80,770	\$242,000	\$693
88	BUUSD	2711 TRANSPORTATION	\$47,500	\$11,248	\$25,920	\$45,000	\$2,500
89	BUUSD	1201 SPEC ED DIRECT INSTR	\$9,342,504	\$3,466,731	\$5,744,535	\$9,600,000	-\$257,496 *
90	BUUSD	1202 SPEC ED ESY	\$80,000	\$29,970	\$0	\$29,968	\$50,032 *
91	BUUSD	1206 SEA PROGRAM	\$552,104	\$184,370	\$289,503	\$525,000	\$27,104
92	BUUSD	2131 PT	\$40,151	\$16,169	\$17,604	\$40,000	\$151
93	BUUSD	2140 PSYCHOLOGICAL SERVICES	\$558,196	\$151,563	\$263,121	\$500,000	\$58,196
94	BUUSD	2151 SPED SLP - SPEECH LANG	\$878,409	\$323,587	\$502,393	\$860,000	\$18,409
95	BUUSD	2160 SPED OCCU THERAPIST	\$246,154	\$83,550	\$133,783	\$240,000	\$6,154
96	BUUSD	2490 SPECIAL EDUCATION ADMIN.	\$647,634	\$269,167	\$213,479	\$570,000	\$77,634 *
97	BUUSD	2711 TRANSPORTATION	\$314,950	\$30,071	\$355,397	\$370,000	-\$55,050 *
98	BUUSD	1204 SEA PROGRAM- Non Reimb.	\$103,525	\$34,138	\$67,005	\$103,000	\$525
99	BUUSD	1214 ECSE DIRECT INSTR	\$242,273	\$71,581	\$112,419	\$210,000	\$32,273 *
100	BUUSD	1215 ECSE ESY DIRECT INSTR	\$9,025	\$4,629	\$0	\$4,629	\$4,396
101	BUUSD	2610 SEA UTILITIES	\$10,500	\$2,942	\$3,059	\$10,000	\$500
102	TOTAL	3097 BARRE UNIFIED UNION SCHOOL DIS	\$18,339,802	\$7,150,707	\$9,566,378	\$18,275,597	\$64,205
103	GRAND TOTAL		\$45,031,968	\$17,569,759	\$21,069,238	\$44,108,898	\$923,070

REVENUE- FY21

Account Number / Description		Adopted Budget	Y-T-D Revenue	Year-end Projection
		7/1/20-6/30/21	7/1/20-12/7/20	7/1/20-6/30/21
104	TUITION PRESCHOOL	\$0	\$1,969	\$1,969
105	TUITION-SECONDARY	\$200,000	\$136,697	\$200,000
106	INTEREST REVENUE	\$55,000	\$30,277	\$100,000
107	FACILITY RENTAL	\$12,000	\$43,605	\$100,000 *
108	MISC REVENUE	\$15,000	\$546	\$500
109	GATE RECEIPT REVENUE	\$0	\$0	\$0
110	COBRA INS. REVENUE	\$5,000	\$11,036	\$11,036
111	VSBIT GRANTS/INS REVENUE	\$0	\$0	\$13,000
112	AP EXAM FEES - REVENUE	\$0	\$344	\$500
113	JROTC REVENUE	\$0	\$26,848	\$80,000
114	EDUCATION SPENDING	\$36,034,440	\$12,653,022	\$36,034,440 ** COVID-19
115	CITY OF BARRE EDUCATION TAX	\$0	\$3,443,202	\$0
116	TOWN OF BARRE EDUCATION TAX	\$0	\$4,780,364	\$0
117	TRANSPORT STATE AID	\$530,000	\$0	\$530,000
118	DRIVERS EDUCATION	\$6,000	\$4,588	\$5,000
119	HIGH SCHOOL COMPLETION	\$6,000	\$400	\$2,000
120	VT DEPT PUBLIC SAFETY GRANT - REV	\$0	\$0	
121	FUND BALANCE APPLIED	\$200,000	\$0	\$200,000
122	MIS GRANTS REVENUE	\$0	\$2,000	
123	SPED EXCESS COST TUITION	\$10,000	\$0	\$0
124	SPEC ED MAINSTREAM BLOCK	\$884,021	\$442,011	\$884,021
125	SPED INTENSIVE REIMB	\$5,521,872	\$816,901	\$4,900,000
126	SPED EXTRA ORD.	\$850,000	\$0	\$850,000
127	SPED ECSE	\$200,635	\$100,205	\$200,635
128	SPED STATE PLACED	\$500,000	\$0	\$450,000
129	CVCC ASSESSMENT			\$200,000
130	INDIRECT ADMIN. REIMB.			
131	ERATE			\$133,000
132	SOLAR REBATE			\$0
133	GRAND TOTAL	\$45,029,968.00	\$22,494,015.00	\$44,896,101
134	BUUSD SURPLUS/(DEFICIT)			\$787,203 Less \$400,000

PROJECTED YR-END COVID-19

135	**	LESS CRF, BUDGETED (REPURPOSED)	\$400,000	Deduct Ed Spend
136		CRF NON BUDGETED-Fully Reimbursed	\$793,000	
137	**	LESS ESSER BUDGETED	\$0	
138		ESSER NON-BUDGETED	\$550,000	
139		ESSER INDEPENDENT SCHOOLS	\$72,417	

LINE NARRATIVE-1/5/21

- 1 Reduced to 3 classrooms
- 2 Student tuition, supplies
- 9 Opening, recently filled
- 14 Offset by Assist. Principal Vacancy
- 15 Savings from para vacancy
- 16 Assist. PrincipaI vacancy
- 18 Savings construction services
- 22 Savings in teacher/para
- 29 Savings from teacher salary
- 31 Savings from teacher salary
- 43 Savings in line 22
- 44 Reimbursed by DOD
- 60 Reduction in Salary
- 66 Reduction in Salary/Wages
- 83 Savings in business office wages
- 86 Reimbursed by Erate
- 89 Tuition/Contracted services
- 90 Fewer services for ESY
- 96 Savings in reduction of clerical wages
- 97 Placements at independent schools
- 107 Use of facility-homeless meals

Central Vermont Career Center
FY21 Year-End Projections
January 5, 2021

	FY21 BUDGET	YTD Expenses	Encumb.	Total Projected Expenses	OVER/ UNDER BUDGET
ACCOUNT DESCRIPTION	7/1/20-6/30/21	7/1/20-12/28/20	7/1/20-12/28/20	7/1/20-6/30/21	Estimated
1 Special Education Instruction	\$77,389	\$28,407	\$45,320	\$77,000	\$389
2 Tech Ed Instruction	\$1,756,225	\$703,445	\$764,473	\$1,700,000	\$56,225
3 Co-Curricular	\$20,564	\$873	\$0	\$15,000	\$5,564
4 Guidance Services	\$69,664	\$27,384	\$39,405	\$69,000	\$664
5 Health Services	\$28,465	\$10,416	\$16,258	\$28,000	\$465
6 Staff Support Services	\$2,730	\$0	\$0	\$2,730	\$0
7 Library Services	\$28,975	\$8,115	\$10,835	\$25,000	\$3,975
8 Technology	\$49,000	\$31,024	\$16,636	\$49,000	\$0
10 Office of the Superintendent	\$207,914	\$0	\$0	\$207,914	\$0
11 Directors' Office	\$560,086	\$285,250	\$201,940	\$560,000	\$86
12 School Resource Officer	\$8,500	\$0	\$0	\$6,000	\$2,500
13 RAN Interest	\$7,500	\$0	\$0	\$7,500	\$0
14 Facilities	\$218,224	\$120,821	\$46,462	\$215,000	\$3,224
15 Transportation	\$44,200	\$2,515	\$0	\$35,000	\$9,200

					\$0
16	Bond Debt	\$51,000	\$49,131	\$0	\$49,131
					\$1,869
					\$0
17	GRAND TOTAL	\$3,130,436	\$1,267,381	\$1,141,329	\$3,046,275
					\$84,161

FY21 Revenue Year-End Projection

Account Description	FY21 Budget 7/1/20-6/30/21	YTD Revenue 7/1/20-12/28/20	Total Projected Revenue 7/1/20-6/30/21	
18 CVCC Tuition - Sending LEAs	\$1,151,258	\$1,136,097	\$1,151,258	
19 CVCC Tuition - Student/Adult	\$18,000	\$7,750	\$18,000	
20 Business- Misc. Rev.				
21 Cosmetology - Salon Rev	\$3,000	\$0	\$3,000	
22 Culinary - Bake Rev	\$6,000	\$0	\$6,000	
23 Building Trades - Constr. Rev				
24 Auto Tech - Garage -Auto Repairs	\$9,000	\$0	\$9,000	
25 Digital Media - Graphic Rev				
27 Miscellaneous	\$0	\$1,274		
28 Sale of Assets				
29 State VT Ed Support Grant	\$1,268,082	\$838,405	\$1,268,082	
30 VT Tuition Reduction Rev	\$510,048	\$252,986	\$510,048	
31 VT Salary Asst. COOP Coord.	\$35,466	\$24,826	\$35,466	
32 VT Salary Asst. Guid. Coord.	\$30,270	\$0	\$30,270	
33 VT Salary Asst. 50% VOC DIREC	\$60,310	\$60,312	\$60,312	
34 VT Salary Asst. 35% VOC Assist.	\$39,002	\$39,000	\$39,000	
35 Insurance Proceeds				
36 PRIOR Yr. Carry-forward				\$0
	\$3,130,436	\$2,360,650	\$3,130,436	
37 CVCC PROJECTED SURPLUS (DEFICIT)				\$84,161

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

CODE: C 5

1ST READING: 5/9/2019–01/14/2021

2ND READING: 6/13/2019

ADOPTED: 6/13/2019

FIREARMS

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purposes of this policy, the terms “firearm” “school” and “expelled” shall be defined consistent with the definitions required by state and federal law.

Sanctions

Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the superintendent to the school board for an expulsion hearing.

A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a firearm to school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

~~An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or his or her designee.~~

~~The superintendent shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the BUUSD. The superintendent may also report any incident subject to this policy to the Department for Children and Families (DCF).~~

~~The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.~~

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

CODE: C 4

1ST READING: 01/14/2021

2ND READING:

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.

Definition:

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

English learner: The term English learner, when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (1) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (2) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the challenging State academic standards;

- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

Implementation

~~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: B 8

1ST READING: 01/14/2021

2ND READING:

ADOPTED:

ELECTRONIC COMMUNICATIONS BETWEEN EMPLOYEES AND STUDENTS

The Barre Unified Union School District recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, the Barre Unified Union School District recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this model policy is adopted to provide guidance and direction to Barre Unified Union School District employees to prevent improper electronic communications between employees and students.

Policy

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

1. **Inappropriate content of an electronic communication.** Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:
 - a. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
 - b. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
 - c. Communications regarding the employees' or student's past or current romantic relationships;
 - d. Communications which include the use of profanities, obscenities, lewd comments, or pornography;
 - e. Communications that are harassing, intimidating, or demeaning;
 - f. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;

- g. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
 - h. Direct communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.
2. **Procedures.** The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV.A. and B. below).

Definitions

- 1. **Electronic communication.** Electronic communication is any electronic device communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.
- 2. **Social media.** Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.
- 3. **Employee.** Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including supervisory union employees.
- 4. **Student.** Student means any person who attends school in any of the grades Prekindergarten through 12 operated or contracted by the district.

Implementation

- 1. **Student communications violation of this policy.** In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

2. **Employee communications violation of this policy.** In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student or the student's parent or guardian is encouraged to submit a report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications by an employee may result in appropriate disciplinary action up to and including possible dismissal.

3. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).
4. **Other district policies.** Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

Reporting to Other Agencies

1. **Reports to Department of Children and Families [DCF].** When behaviors violative of this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.
2. **Reports to Vermont Agency of Education [AOE].** Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.

3. **Reporting Incidents to the Police.** Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.

4. **Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

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

CODE: C 12

1ST READING: 01/14/2021

2ND READING:

ADOPTED:

Prevention of Sexual Harassment As Prohibited by Title IX

I. Statement of Policy.

- A. **Prohibiting Title IX Sexual Harassment.** Per Title IX of the Education Amendments Act of 1972 (“Title IX”) the District does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in the District. A District with actual knowledge of sexual harassment in an educational program or activity of the District against a person in the United States must respond promptly in a manner that is not deliberately indifferent. A District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. A District may be deemed to have been deliberately indifferent based on its restriction of rights protected under the U.S. Constitution, including the First, Fifth and Fourteenth Amendments.
- B. **Retaliation.** Retaliation as defined by this Policy is expressly prohibited. Complaints alleging retaliation may be filed according to the Title IX Grievance Procedures set forth in Section IV.
- C. **Concurrent Statutory Obligations.** While all forms of sex-based discrimination are prohibited in the District, the purpose of this policy is to address, and only address, *sexual harassment as defined in Title IX and Section II.M. below*. For conduct which satisfies that definition, a school’s response is governed by this policy, and in those cases for which they have received a filing of a formal complaint of same, as set forth under the Title IX Grievance Process set forth in Section IV below. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex under Vermont law, including student misconduct and employment based statutes prohibiting unlawful harassment and other forms of misconduct, the District may have the separate obligation to address those behaviors as required by other school policies and applicable laws.
- D. **Covered Parties.** This Policy shall apply to all students, employees and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity. A third party under supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

II. Definitions

As used in this Policy and during the Title IX Grievance Process, the terms below shall have the meaning ascribed.

- A. **“Actual Knowledge”** means “notice” of “sexual harassment” or allegations of “sexual harassment” to either (a) a recipient’s Title IX Coordinator; or (b) any official¹² q3’11 of the recipient who has the authority to institute corrective measures on behalf of the recipient; or (c) to any employee of an elementary and secondary school.
 - a. For purposes of this paragraph “sexual harassment” refers to the definition as contained *within this policy*. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex as recognized under Vermont law, schools retain the option and in some cases the obligation, to address those behaviors as required by policy and law.
 - b. Actual knowledge shall not be deemed to exist when the only official of the recipient with actual knowledge is the respondent.
 - c. “Notice” as used in this paragraph includes, but is not limited to, a Report of Sexual Harassment to the Title IX Coordinator as described Section IV.B.
 - d. Notice sufficient to trigger an obligation under this policy only shall exist where any employee has sufficient personal knowledge of alleged facts to be aware that if such facts were found to be true it would constitute a violation of this policy.
 - e. Imputation of knowledge based solely on vicarious liability OR constructive notice shall be insufficient to establish or constitute actual knowledge.
- B. **“Complainant”** is an individual who is alleged to be the victim of conduct that could constitute “sexual harassment” under this Policy. In order for an individual to be considered to be a Complainant they need not file Report of Sexual Harassment, nor a Formal Complaint of Sexual Harassment. Where the Title IX Coordinator signs a Formal Complaint of Sexual Harassment, the Title IX Coordinator is not considered a “Complainant.”
- C. **“Days”** shall mean calendar days, but shall exclude non-weekend days on which the District office is closed (e.g. holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g. snow days).
- D. **“Decision-Maker”** means persons tasked with either the responsibility of making determinations of responsibility (referred to as “Initial Decision-Maker”); or the responsibility to decide any appeal (referred to as “Appellate Decision-Maker”) with respect to Formal Complaints of Sexual Harassment in accordance with the Title IX Grievance Process.
- E. **“Determination of Responsibility”** is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment under Title IX.

- F. **“Disciplinary sanctions”** are consequences imposed on a Respondent when s/he is determined responsible for sexual harassment prohibited under this Policy.
- F. **“Emergency Removal”** for purposes of this Policy shall mean removing a respondent from the District’s education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Emergency Removals as permitted by this Policy shall not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.
- G. **“Formal Complaint of Sexual Harassment”** means a document filed by either (a) a complainant (or complainant’s parent/guardian); or (b) the Title IX Coordinator, alleging sexual harassment against a respondent AND requesting that the District investigate the allegation of sexual harassment. The issuance or receipt of a Formal Complaint of Sexual Harassment formally triggers the Title IX Grievance Process set forth in Section IV. of this Policy.
- H. **“Investigation of Title IX Sexual Harassment”** Before the District can conduct an Investigation of Sexual Harassment under this Policy, against a Respondent, a Formal Complaint of Sexual Harassment that contains an allegation of sexual harassment and a request that the District investigate the allegations is required. Such investigation is a part of the Title IX Grievance Process, as set forth in Section IV.E.
- I. **“Remedial actions”** are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
- J. **“Report of Sexual Harassment”** is any report which provides the District with actual knowledge of sexual harassment or allegations of sexual harassment. Such a report may or may not be accompanied by a Formal Complaint of Sexual Harassment. Without such a Complaint, the Title IX Grievance Process is not triggered. See Section IV.A and IV.B. regarding the process for initiating that process.
- K. **“Respondent”** means an individual who has been reported to be the individual accused (i.e. perpetrator) of conduct that could constitute sexual harassment as defined under this policy.
- L. **“Retaliation”** means intimidation, threats, coercion, or discrimination by either the District or any other person, against any individual for the purpose of interfering with any right or privilege secured by Title IX and/or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing in connection

with this Policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sexual discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this policy, constitutes retaliation.

Limitation in Scope.

- i. Material False Statements. Actions taken in response to **materially** false statements made in bad faith, or to submitting **materially** false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A determination of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith.
- ii. 1st Amendment Protections. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Policy.

M. **“Sexual harassment”** prohibited under Title IX and by this Policy is conduct on the basis of sex, occurring in an education program or activity of the District, against a person in the United States, that satisfies one or more of the following:

1. A school district employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
OR
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the District's education program or activity; **OR**
3. Or any conduct which would satisfies one or more of the following definitions:
 - a. Sexual assault: Any sexual act(s) directed at another person without consent of the victim, including instances where the victim is unable to lawfully give consent because of age or cognitive ability. Consent to a sexual act exists where words, actions or other non-verbal conduct objectively communicates a desire to participate in the sexual act(s). Consent to some sexual act(s) does not indicate consent to all sexual acts. Consent may be withdrawn at any time by objectively communicating through words, actions or other non-verbal conduct **AND/OR**
 - b. Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or an intimate nature with the victim. The existence of the relationship shall be considered with reference to the length of the relationship, the type of relationship and the frequency of the interactions between the persons involved in the relationship. **AND/OR**
 - c. Domestic violence: Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner or any other persons protected under 15 V.S.A. section 1101 from domestic abuse. **AND/OR**

- d. Stalking: A course of conduct by a person directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Limitation in Scope. For purposes of this policy conduct shall not be deemed to satisfy Title IX's definition of "sexual harassment" if the conduct occurred either (1) outside of the United States and/or (2) includes locations, events or circumstances over which the District did not exercise substantial control over both the respondent and the context in which the harassment occurred.

- N. **"Supportive Measures"** are non-disciplinary, non-punitive, individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. These measures may include, but are not limited to, the following:
 - 1.counseling;
 - 2.extensions of deadlines or other course-related adjustments;
 - 3.modifications of work or class schedules;
 - 4.campus escort services;
 - 5.mutual restrictions on contact between the parties;
 - 6.changes in work or housing locations;
 - 7.leaves of absence;
 - 8.increased security and monitoring of certain areas of the district campus;
 - 9.and other similar measures.

III. **Duties**

A. **Reports of Sexual Harassment**

- 1. Any Person May Make a 'Report of Sexual Harassment'. Any person may report sexual harassment whether relating to her/himself or another person. A Report of Sexual Harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
 - a. Any Staff Member May Receive Reports. Additionally, while the District strongly encourages Reports of Sexual Harassment to be made directly to the Title IX Coordinator, the report may be made to **any** District staff member, including, for instance, a counselor, teacher or principal.
 - b. In Cases where Title IX Coordinator is Alleged Respondent. If the Title IX Coordinator is the alleged respondent, in such cases either the Report of Sexual Harassment or Formal Complaint of Sexual Harassment may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX

Coordinator regarding that Report/Complaint, or delegate the function to another person.

B. District Response to Report of Sexual Harassment.

1. Duty to respond. The District will promptly respond when there is Actual Knowledge of sexual harassment, even if a Formal Complaint of Sexual Harassment has not been filed.
 - a. District Response Must Be Equitable. In its response the District shall treat Complainants and Respondents equitably by providing supportive measures to the Complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a Respondent.
 - b. Reports of Harassment Received by District Employees Shall Be Referred to Title IX Coordinator. Where any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.
 - c. Complainant Contact. As soon as reasonably possible after receiving a Report of Sexual Harassment from another District employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the Complainant [and parent/guardian in cases where the complainant is a student under the age of 18] to:
 - i. discuss the availability of and offer supportive measures;
 - ii. consider the complainant's wishes with respect to supportive measures;
 - iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - iv. explain to the complainant the process for filing a Formal Complaint of Sexual Harassment.
2. Formal Investigation of Sexual Harassment. Before the District may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a Respondent, a Formal Complaint that contains an allegation of sexual harassment and a request that the District investigate the allegations is required and must be filed by either the Complainant, the Complainant's Parent/Guardian, or the Title IX Coordinator, as set forth under Section IV.B. below.
3. Initiating the Title IX Grievance Process. A Report of Sexual Harassment alone does **not** initiate a Title IX Grievance Process. Before the District may initiate that process, a Formal Complaint of Sexual Harassment must be filed under the procedures set out in IV.A. ("Title IX Grievance Process").

C. Formal Complaints of Sexual Harassment.

1. Process for Filing a Formal Complaint of Sexual Harassment. The process for filing a Formal Complaint of Sexual Harassment is set forth in Section IV.A. ("Title IX Grievance Process").
2. District Response to Receipt of Formal Complaint.

- a. Investigation of Sexual Harassment. The District must investigate the allegations of a Formal Complaint unless both parties voluntarily consent to engage in Informal Resolution, or Dismissal otherwise occurs under Section IV. G. below.
2. District Written Notification to Parties in Response to Receipt of Formal Complaint. Upon receipt of a Formal Complaint, the District must provide written notice as set forth in Section IV.C. below of the Title IX Grievance Process. In response to a Formal Complaint of Sexual Harassment, the District must follow the Title IX Grievance Process set forth in Section IV.

D. District Duty to Respond When Determination of Responsibility For Sexual Harassment Has Been Made Against a Respondent. The District must provide remedies to a Complainant where a determination of responsibility for sexual harassment has been made against a Respondent designed to restore or preserve equal access to the District's education program or activity. Such remedies may include "supportive measures" but also need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

E. Reporting to Other Agencies.

1. Reports to Department of Children and Families. When a report made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4491, et seq. must report the allegation to the Commission or DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.
2. Reports to Vermont Agency of Education. If a report of sexual harassment is made to the District about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Secretary. [If a report of sexual harassment is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.]
3. Reporting Incidents to Police.
 - a. FERPA Rights. Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute sexual harassment may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
 - b. First Hand Reports. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.

4. Continuing Obligation to Investigate. Reports made to DCF, AOE or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy, or other school policies where appropriate, to respond, and when appropriate to investigate and follow the Title IX Grievance Process.

F. Disseminating Information and Notice.

1. Notice of Title IX Policy. The District will make this Policy publicly available on the District's website (OR if the District does not maintain a website, available upon request for inspection by members of the public).
2. Notice of Title IX Obligations and Coordinator Information. The District shall include in all student and employee handbooks, and shall make publicly available on the district's website (OR if the District does not maintain a website, available for inspection to members of the public upon request) the following information:
 - a. The District's policy of non-discrimination on the basis of sex, that it is required by Title IX not to discriminate in such a manner, and that such requirement not to discriminate in the education program or activity of the District extends to admission and employment (all to be prominently displayed on both the website and in publications);
 - b. The title, name, office address, email address, and telephone number of the District's Title IX Coordinator (all to be prominently displayed on both the website and in publications);
 - c. A statement that Title IX inquiries may be referred to either the District's Title IX Coordinator or to the Assistant Secretary for Civil Rights.
The same information shall be otherwise provided to students, employees, unions or professional organizations holding collective bargaining or professional agreements with the District, and all persons seeking employment with the District, or seeking to enroll or participate in the District's educational programs or activities. Those persons shall also be informed of the grievance procedures and process provided for under Section IV. of this Policy, including how to file either a Report of Sexual Harassment or Formal Complaint of Harassment, and the response the District will take in response to such filings.
3. Training Materials. Additionally, the District will make any materials used to train personnel as required under Sec. V.F. publicly available on the District's website (OR if the District does not maintain a website, available upon request for inspection by members of the public).

G. Record Keeping

The District shall maintain for a period of seven years records of

1. Sexual Harassment Investigations. The District shall maintain records of any:
 - a) determination regarding responsibility;
 - b) any disciplinary sanctions imposed on the respondent;
 - c) any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity; and
 - d) any appeal and result therefrom.

2. **Any informal resolution and the result therefrom.**
3. **All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.**
4. **For each response required of the District by this Policy to Actual Knowledge of Sexual Harassment, the District must create and maintain for a period of seven years the following:**
 - A) Records of any actions, including any supportive measures, taken in response to a Report of Sexual Harassment or Formal Complaint of Harassment. In each instance the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's educational program or activity. Where a District does not provide a Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

H. Confidentiality

1. **Duty to Maintain Confidentiality.**
The District must keep confidential the identity of any individual who has made a Report of Sexual Harassment or Formal Complaint of Sexual Harassment under this Policy, any Complainant, Respondent, and any witness, except either:
 1. As may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99;
 2. or as required by law, such as reports to DCF, law enforcement or the Agency of Education as set forth in Section III.E above;
 3. or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing or judicial proceeding arising thereunder, as set forth in this policy (Section IV.C.2, IV.E.7,8, and 10, IV.F.5., IV.G.3., and IV.H.7.);
 4. where maintaining confidentiality with respect to supportive measures offered to the Complainant or Respondent would impair the ability of the school district to provide the supportive measures;

IV. TITLE IX GRIEVANCE PROCESS.

A. General Provisions.

1. **Triggers for Implementation.** The Title IX Grievance Process is used only upon the filing of a **Formal Complaint** of sexual harassment as described below. This process must be followed before any discipline of a Respondent to allegations of Sexual Harassment may be imposed by the District.
2. **Protections for Equitable Treatment in The Handling of Formal Complaints by District.** The District response to a Formal Complaint of Sexual Harassment shall treat Complainant and Respondents equitably. In particular, this Title IX Grievance Process shall require:

- a) **“Presumption of Non Responsibility”** presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process;
- b) **“Objectivity”** an objective evaluation of all relevant evidence - including both inculpatory and exculpatory evidence - and provide that credibility determinations may not be based on a person’s status as a Complainant, Respondent, or Witness;
- c) **“Conflict and Bias Free Personnel”** that individuals designated by the District to act as Title IX Coordinator, investigator, decision-makers, or to facilitate an informal resolution process, shall have no conflict of interest nor bias for or against a Complainant or Respondent individually, or complainants or respondents generally;
- d) **“No Interference with Legal Privileges”** such that at no point in the grievance process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process;
- e) **“Proof of Responsibility for Sexual Harassment by a Preponderance of the Evidence,”** which is only met when the party with the burden convinces the fact finder (the Initial Decision- Maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not). This standard shall be applied to all Formal Complaints of Sexual Harassment, whether they involve students or faculty; and
- f) **“Reasonably Prompt Time Frames for Conclusion of the Title IX Grievance Process.”** The District shall make a good faith effort to conduct a fair, impartial grievance process in a reasonably prompt manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded - through at least the determination of responsibility decision - within 80 days after filing the Formal Complaint of Sexual Harassment. However, more complex cases or other case specific circumstances, may require additional time beyond that timeframe. In such cases, good cause must be shown and written notice provided.
 - 1. Grievance Process Timeline.
 - a. Investigation 20 +/- days (as the complexity of the case demands);
 - b. 10 days for reviewing information prior to conclusion of investigation;
 - c. 10 days after receiving investigative report -by either- party to respond;
 - d. 10 days for decision maker to allow initial questions;
 - e. 10 days for responses to questions;
 - f. 10 days for questions and responses to follow-up questions;
 - f. 10 days for determination of responsibility decision;
 - g. 10 days for appeal (6 additional days for administrative steps);
 - h. 10 days for argument/statement challenging or supporting determination;
 - i. 10 days for decision on appeal.

2. Delays and Extensions of Time. At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties, party advisors, witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain language interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide simultaneous written notice to the parties of the delay/extension and the reason(s).
3. Delivery of Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the District official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor's parent/guardian. Copies should also be sent to a party's advisor if the information for the advisor has been previously communicated to the sending party. Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party's advisor.
4. Notice of Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.
 - a. Employee Respondents. "Disciplinary sanctions" against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy,, applicable individual or collective bargaining contract, or state or federal laws or regulations.
 - b. Student Respondents. "Disciplinary sanctions" against a student may include any available discipline or sanction, up to and including expulsion, permitted by District policies, and any other District rules and procedures or student code of conduct.
 - c. Remedial Actions. Remedial actions as to a Respondent after a Title IX Sexual Harassment Final Decision, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings,

reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's program and activity. Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

5. Emergency Removal. Nothing in this Policy, or Title IX Grievance Process, precludes a District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Such removal shall not be disciplinary.
6. Administrative Leave. Nothing in this Policy precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of the Title IX Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

B. Formal Complaints of Sexual Harassment. The Title IX Grievance Process is initiated by way of a Formal Complaint ("complaint" or "formal complaint") filed by the Complainant, the Complainant's parent/guardian, or the Title IX Coordinator.

1. Complainant Options. In cases of Actual Knowledge (and/OR) Reports of Sexual Harassment, the Complainant retains the option to either file a Complaint of Sexual Harassment or choose not to and instead simply receive the supportive measures, except as set forth below.
 - a. Filings by Title IX Coordinator. In cases where the Complainant does not file a Formal Complaint of Sexual Harassment, the Title IX Coordinator may nevertheless choose to sign and thus initiate a Formal Complaint of Harassment, but only if:
 - i. initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances;
 - ii. in other cases where, in the exercise of good judgment and in consultation with the District's attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to Actual Knowledge of sexual harassment.

- iii. If the Complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the District must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.
 - b. Supportive Measures. The Title IX Coordinator will contact the Complainant to discuss and offer supportive measures.
 - 2. Respondent Rights. In cases where no Formal Complaint of Sexual Harassment is either filed by the Complainant or the Title IX Coordinator **no disciplinary action may be taken** against the Respondent based upon conduct that would constitute sexual harassment under this policy. Nevertheless, the Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
 - 3. Timeliness of Formal Complaints of Sexual Harassment. Although the District will initiate the Title IX Grievance Process regardless of when the Formal Complaint of Sexual Harassment is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.
 - 4. Jurisdiction Over Parties. Although there is no time limit per se to filing a Formal Complaint of Sexual Harassment, Complaints may be dismissed if either the Complainant or Respondent is no longer enrolled or employed by the District.
 - 5. Manner of Filing and Content of Formal Complaints of Sexual Harassment. Formal Complaints of Sexual Harassment may be filed with the Title IX coordinator in person, by mail, or by email and must be in writing. While forms may be obtained from the Title IX Coordinator or on the District or school website, at a minimum, a Formal Complaint of Sexual Harassment must:
 - a. contain the name and address of the Complainant and the student's parent or guardian if the complainant is a minor student;
 - b. describe the alleged sexual harassment;
 - c. request an investigation of the matter;
 - d. when filed by the Complainant be signed by the Complainant or otherwise indicate that the complainant is the person filing the complaint, or if not filed by the Complainant be signed by the Title IX Coordinator.
 - 6. Consolidation of Complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.
- C. Notification of Formal Complaint to Parties ("Notification")**. Upon receipt of a Formal Complaint of Sexual Harassment, the District must provide the following written notice to the parties who are known:
- 1. Notice of the District's Title IX Grievance Process (Section IV), including any informal resolution process.

2. Notice of the allegations potentially constituting sexual harassment as defined by Section II.M., including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment as defined by Section II.M., and the date and location of the alleged conduct, if known.
 - a. Supplemental Notice Required Upon Change in Investigative Scope. If, in the course of an investigation the District decides to investigate allegations about the Complainant or Respondent that are not included in the original Notification, the District must provide simultaneous notice of the additional allegations to the parties whose identities are known.
3. The written notice must include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process set forth in Section IV. of the Policy.
4. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney (who may be present during any Grievance proceeding, including any related meeting or proceeding). The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
5. The written notice must inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

D. Informal Resolution. At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the District may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the District:

1. May not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a Sexual Harassment Investigation of a Formal Complaint of Sexual Harassment, such as may occur through Informal Resolution;
2. May not offer an informal resolution process unless a Formal Complaint of Sexual Harassment is filed;
3. Provides written notice to the parties disclosing:
 - a) The allegations of the Formal Complaint of Sexual Harassment;
 - b) The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
4. Obtains the parties' voluntary written consent to the informal resolution process; and

5. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

E. Sexual Harassment Investigation.

The Title IX Coordinator shall designate a qualified, trained, person to investigate. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are **not** relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on either of the parties;
3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
5. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
6. Provide, to a party (e.g., Respondent or Complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;
8. PRIOR to completion of the Sexual Harassment Investigative Report, the District, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
9. Prepare a written Sexual Harassment Investigative Report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent

school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.

10. The investigator shall provide the Investigative Report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the Investigative Report.

F. Initial Determination of Responsibility. The initial determination of responsibility of the respondent shall be made by the Initial Decision-Maker.

1. Initial Decision-Maker. The Initial Decision-Maker cannot be the same person(s) as the IX Coordinator or the Investigator(s).
2. Opportunity for Relevant Party Questions. After the Investigator Report has been sent to the parties pursuant to Section IV. E.10 (above), and PRIOR to making a determination of responsibility, the Initial Decision-Maker will afford each party 10 days to submit written, relevant questions to the Initial Decision-Maker that the party wants asked of any party or witness. Only relevant questions may be posed. The Initial Decision-Maker shall explain to the party proposing the questions any decision to exclude a question as deemed "not relevant."
 - a. Irrelevant Questions and Evidence. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are **not** relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the Complainant, or if the question and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
 - b. Written Responses to Questions. The Initial Decision-Maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.
 - c. Opportunity for Limited Supplemental Questions. The Initial Decision-Maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
3. Prohibition on Negative Inferences. The Initial Decision-Maker may not make any credibility determinations based on the person's status as a complainant, respondent or witness.
4. Presumption of Non-Responsibility. The Respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process.
5. Written Initial Determination Regarding Responsibility. Within 10 days following the close of the period set for responses to the last round of follow-up questions, the Initial Decision-Maker must issue a Written Initial Determination to the Title IX Coordinator,

the Superintendent and the parties simultaneously, which, while applying the preponderance of the evidence standard, must include:

- a. Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy, section II.M.;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination Regarding Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the Written Initial Determination Regarding Responsibility;
 - d. Conclusions regarding the application of the District's applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), any disciplinary sanctions the District imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the Complainant; and
 - f. The District's procedures and permissible bases for the Complainant and Respondent to appeal (as set forth in Section IV.H, below).
6. Finality of Decision. The Initial Determination Regarding Responsibility becomes final, and identified as the **Title IX Sexual Harassment Final Decision** either:
- a. On the date that District provides the parties with Written Determination of the Appeal, if an appeal is taken as set forth in Section IV.H. (below); OR
 - b. Where no appeal is taken, the date on which an appeal would no longer be considered timely.
7. Duty to Effectuate Title IX Sexual Harassment Final Decision.
- a. District Response to Sexual Harassment. Once a **Title IX Sexual Harassment Final Decision** is issued, the District may implement remedies as set forth in Section III.D. above, and action as necessary to respond in a manner not deliberately indifferent in light of the known circumstances in cases of a Determination of Title IX Sexual Harassment Final Decision concluding responsibility for Sexual Harassment. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the District (except as provided by District policy or collective bargaining agreement or applicable law). Appeals of disciplinary sanctions may be made pursuant to the District's ordinary review process for discipline, or to the extent applicable through any statutory or other processes provided under collective bargaining agreements or individual contracts.
 - b. Responsibility for Response. The Title IX Coordinator is responsible for effective implementation of remedies.
 - c. Other Actions Pursuant to Applicable Code of Conduct, Policies, Agreements, Contracts. The District may also proceed against the Respondent or Complainant pursuant to the District's applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures.

G. Dismissal of a Formal Complaint.

1. The District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute sexual harassment, even if proved;
 - b. Did not occur in the District's education program or activity; or
 - c. Did not occur against a person in the United States.
2. The District may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
 - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Upon dismissal of a formal complaint, the District must promptly send written notice of the dismissal and the reason(s) therefore simultaneously to the parties.
4. The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation or taking action under other District policies, code of conduct or administrative rules/regulations. In some cases, the District may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals. The District must offer both parties an appeal from a Initial Determination Regarding Responsibility, and from a Dismissal of a Formal Complaint, or any allegations therein.

1. Method of Filing. Either party may appeal the Initial Determination of Responsibility or the dismissal of a Formal Complaint of Sexual Harassment (or any allegations therein) by notifying the Superintendent in writing ("written appeal"), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal.
2. Deadline for Notice of Appeal. The Notice of Appeal must be in writing and received by the Superintendent, with a copy to the Title IX Coordinator, within 10 days of either the Initial Determination of Responsibility or the written Notice of Dismissal being communicated to the parties, as appropriate.
3. Grounds For Appeal. Either party may only appeal the Initial Determination of Responsibility or the Dismissal of a Formal Complaint of Sexual Harassment (or any allegations therein) based upon one or more of the following grounds, which must be stated specifically in the party's written appeal:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

- c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- 4. Appellate Decision-Maker. The Appellate Decision-Maker shall not be the same person as the Initial Decision-Maker that reached the determination regarding responsibility or the Dismissal of a Formal Complaint of Sexual Harassment, the Investigator(s) or the Title IX Coordinator. The Appellate Decision-Maker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Appellate Decision-Maker shall be trained as set forth in section V.F.2. and 3.
- 5. District Notification of Appeal and Duty to Equitable Treatment of Parties During Appeal. The District must notify the both parties in writing when an appeal is filed and implement appeal procedures equally for both parties.
- 6. Opportunity to Brief Appellate Decision-Maker.
 - a. Deadline In Cases Other than Newly Available Evidence. Except in cases of newly available evidence, each party shall have 10 days “reasonable and equal opportunity] from the date of the Notification of Appeal under section H.5. above, to submit to the Appellate Decision-Maker a written statement in support of, or challenging, the Initial Determination Regarding Responsibility.
 - b. Deadline in Cases of Newly Available Evidence. In cases where the basis of the appeal is newly available evidence affecting the outcome, the party relying upon such evidence shall submit to the Appellate Decision-Maker such evidence or a summary of such evidence along with the party’s appeal statement first and within 7 days from the date of the Notification of the Appeal. In such instances the Appellate Decision-Maker shall then forward such documentation on to the opposing party, whereupon the opposing party shall thereafter have 7 days to review and submit their Brief to the Appellate Decision-Maker.
- 7. Written Determination of the Appeal
 - a. The Appellate Decision-Maker shall provide a Written Determination of the Appeal after considering the record and the parties’ appeal statements, describing the result of the appeal and the rationale of the result. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence or refer it back to the appropriate stage of the Title IX Grievance Process. The Appellate Decision shall be provided simultaneously to both parties, with a copy to the Title IX Coordinator and the Superintendent of Schools.
 - b. Upon issuance of the Written Determination of the Appeal, it becomes a **Title IX Sexual Harassment Final Decision**, as set forth in Section IV.F.6, with commensurate Title IX obligations for the District to act as set forth in Section IV.F.7.

V. Responsible Personnel.

A. Bias or Conflicts of Interest.

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

B. Title IX Coordinator.

The District must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this Policy, which employee must be referred to as the “Title IX Coordinator.” Any individual designated by the District as a Title IX Coordinator shall be free of conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

1. Notice of Title IX Coordinator Contact Information. The name or title, office address, electronic mail address, and telephone number of the employee(s) designated as the Title IX Coordinator shall be provided to the following:
 - a. all applicants for admission and employment;
 - b. parents or legal guardians of elementary and secondary school students;
 - c. employees; and
 - d. all unions or professional organizations holding collective bargaining or professional agreements with the recipient.
2. Duties of Title IX Coordinator In addition to coordinating the District’s efforts to comply with its responsibilities under this Policy, and any other duties assigned, the Title IX Coordinator shall be responsible for:
 - a. Receipt of Reports of Sexual Harassment. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.
 - i. Responding to general reports and formal complaints of sexual harassment.
 - (a). The Title IX Coordinator shall promptly contact the Complainant (or where Complainant is a minor their parent/guardian) (regardless to whether a formal complaint has been received) to discuss:
 - i. Supportive Measures: the availability of supportive measures (as defined in section II.N. above); to consider Complainant’s wishes with respect to supportive measures; to inform of the availability of supportive measures with or without the filing of a Formal Complaint of Sexual Harassment;
 - ii. Formal Complaint and explain the process for filing a Formal Complaint of Sexual Harassment.
 - ii. Signing and/or receiving Formal Complaints of Sexual Harassment and in such cases commencing the Title IX Grievance Process set out in Section IV. above;
 - iii. Coordinating the effective implementation of supportive measures; and

- iv. Coordinating the District's efforts to comply with its responsibilities related to the Title IX Grievance Process set forth in Section IV of this policy, including any other specific duties as assigned by the Superintendent to fulfill the District's obligations under this policy.
- 3. Conflict of Interest or Bias/Unavailability. In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason, the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances "Title IX Coordinator" shall include the acting Title IX Coordinators.

C. Investigators.

- 1. Conflict of Interest or Bias. Any individual assigned to investigate a Formal Complaint of Sexual Harassment shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 2. Responsibilities. Investigators shall be responsible for conducting Sexual Harassment Investigations as set forth in Section IV.E. above.

D. Decision-Makers.

- 1. Conflict of Interest or Bias. Any individual assigned as a Decision-Maker in the case of a Sexual Harassment under this Policy shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 2. Responsibilities.
 - a. **Initial Decision-Makers** shall be responsible for issuing an Initial Determination Regarding Responsibility following a Sexual Harassment Investigation and other duties set forth in Section IV.F. above.
 - b. **Appellate Decision-Makers** shall be responsible for issuing a Written Determination of the Appeal, and other duties set forth in Section IV.H. above.

E. Informal Resolution Process Facilitators ("Facilitators").

- 1. Conflict of Interest or Bias. Any individual assigned to facilitate an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 2. Responsibilities. Facilitators shall be responsible for facilitating a process of informal resolution as permitted in section IV. D. above.

F. Training. The District shall ensure that training of the following personnel occur:

- 1. All District Employees. Training of District Employees shall occur relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.
- 2. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These individuals must be trained on the following topics:
 - a. the definition of sexual harassment as contained within this Policy;

- b. the scope of the recipient's education program or activity;
 - c. how to conduct an investigation, appeals, and informal resolution process;
 - d. how to serve impartially, including by avoiding prejudgment of the facts at issue; and
 - e. conflicts of interest and bias.
3. Decision-makers. In addition to the topics set forth in II.D.2. above, decision-makers shall be trained on the following topics:
 - a. issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in Section IV.E.1. and IV.F.2.a.
 4. Investigators. In addition to the topics set forth in II.D.2. above, investigators shall be trained on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in Section IV.E.9 above.
 5. Training Materials. Any materials used for trainings of Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must:
 - a. Not rely on sex stereotypes; and
 - b. Promote impartial investigations and adjudications of formal complaints of sexual harassment.
 - c. Be made available to the public either on its website, or if the District does not maintain a website, must make those materials available upon request for inspection by members of the public.

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

CODE: A 22

1ST READING: 12/17/2020

2ND READING: 01/14/2021

ADOPTED:

NOTICE OF NON-DISCRIMINATION

1. POLICY

The Barre Unified Union School District (BUUSD) will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to designated youth groups.

The BUUSD shall make reasonable accommodations to the known qualifying physical or emotional disabilities of an applicant or employee, unless the BUUSD can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

The Superintendent, or his or her designee, shall prepare, and the Board shall approve, guidance to applicants and employees regarding requests for reasonable accommodations, including provisions for undue hardship.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the BUUSD are hereby notified that this school district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities.

The Superintendent, or his or her designee, shall develop procedures necessary to ensure compliance and enforcement of this policy.

A person has been designated by the BUUSD to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the BUUSD's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

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

CODE: B 5

1ST READING: 12/17/2020

2ND READING: 01/14/2021

ADOPTED:

EMPLOYEE UNLAWFUL HARASSMENT

1. POLICY

Harassment is a form of unlawful discrimination that will not be tolerated in the Barre Unified Union School District (BUUSD). Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation by the BUUSD pursuant to this policy is prohibited.

2. DEFINITIONS

Employee: For purposes of this policy, any person who may be permitted, required or directed by the BUUSD, in consideration of direct or indirect gain or profit, to perform services for the BUUSD or a member district.

Unlawful Harassment: Verbal, written or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
- b. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Retaliation: Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

3. EXAMPLES

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information or disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

Sex

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

Please be aware that any sexual harassment allegations must be considered and processed pursuant to the District's Title IX policy.

Race and Color

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

Religion

Harassment on the basis of religion includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

National Origin and Place of Birth

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin or place of birth such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

Marital Status

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

Gender Identity

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

Disability

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

Training

The District shall implement a reasonable training program to make employees aware of the District's sexual harassment policies and procedures.

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

CODE: C 13

1ST READING: 12/17/2020

2ND READING: 01/14/2021

ADOPTED:

Homeless Students

Policy

The Barre Unified Union School District (BUUSD) is committed to the success of every student. Homeless students in the District will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

The District will designate a liaison for students in homeless situations to carry out duties as required by law.

The District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the school district in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for homeless students. Homeless students will have access to all programs and services for which they are eligible, including but not limited to special education services, preschool, school nutrition programs, and language assistance for English learners.

Definitions

- (a) **Homeless students** means those lacking a fixed, regular and adequate nighttime residence, including:
1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
 2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
 3. Living in emergency or transitional shelters;
 4. Being abandoned in hospitals;
 5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
 6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
 7. Migratory children living in conditions described in the previous examples.

- (b) **Enroll and enrollment** mean attending classes and participating fully in school activities.
- (c) **Unaccompanied youth** means a homeless child or youth not in the physical custody of a parent or guardian.
- (d) **School of Origin** includes preschools and, when a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

Implementation

The Superintendent shall develop written procedures to ensure the rights of eligible students: