

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

April 8, 2021 at 5:30 p.m.

Via Google Meet

Click this link to join the meeting remotely:

Meeting ID: meet.google.com/cin-xvqu-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. Consent Agenda
 - 4.1. Meeting Minutes - March 25, 2021
 - 4.2. Central Office Report
 - 4.3. Building Reports:
 - 4.3.1. SHS
 - 4.3.2. CVCC
 - 4.3.3. BCEMS
 - 4.3.4. BTMES
 - 4.4. Financials
 - 4.5. Personnel Memorandum
 - 4.5.1. New Hires
 - 4.5.2. Resignations
5. Current Business
 - 5.1. Presentation: Barre Area Development Presentation
 - 5.2. Discussion: The Coalition for Vermont Student Equity: Pupil Weighting Study [**ACTION**]
6. Old Business
 - 6.1. Vision, Mission, and Strategic Goals
 - 6.1.1. Presentation by Design Team
 - 6.2. Modes of Instruction Update
7. Committee Reports (5:30 pm via Google Meet)
 - 7.1.1. Communications Committee: **Met:** April 1, 2021; **Next Meeting:** May 6, 2021
 - 7.1.2. Finance Committee: **Met:** April 6, 2021; **Next Meeting:** May 4, 2021
 - 7.1.3. Facilities/Transp. Committee: **Next Meeting:** April 12, 2021 (no March meeting)
 - 7.1.4. Policy Committee: **Met:** March 15, 2021; **Next Meeting:** April 26, 2021
 - 7.1.5. Curriculum Committee: **Met:** March 23, 2021; **Next Meeting:** April 27, 2021
 - 7.1.6. Negotiations Committee: **Next Meeting:** TBD
 - 7.1.7. Regional Advisory Board (RAB): **Next Meeting:** May 3, 2021, 4:00 pm
8. Other Business/Round Table
9. Future Agenda Items
10. Next Meeting Date: Special BUUSD Board Meeting, April 15, 2021 at 5:30 pm via Google Meet

11. Executive Session
 - 11.1. Administrator and Superintendent Evaluations
 - 11.2. Negotiations
12. Adjournment

PARKING LOT OF ITEMS

- Administrative Job Descriptions: Superintendent of Schools & Assistant Superintendent of Instruction
- Legal Counsel Review - Policy (B20) Personnel Recruitment, Selection, Appointment and Background Check
- Use of Facilities: Consistent Fee Schedule and Rental Application Form
- Change in Articles of Agreement
- Negotiations/Personnel Committee
- Discussion of Students Opting Not To Participate/Attend School During COVID/Student Engagement (roll this item into the State Required Recovery Plan)
- Student Members
- Set Board Retreat Date

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
March 25, 2021 - 5:30 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Sonya Spaulding (BC) – Chair
Alice Farrell (BT) – Vice Chair
Guy Isabelle (At-Large) - Clerk
Gina Akley (BT)
Renee Badeau (BC)
Tim Boltin (BC)
Christine Parker (BT)
Sarah Pregent (BC)
Abigayle Smith (BT)

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
Hayden Coon, BCEMS Principal
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Lisa Perreault, Business Manager
Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Ken Christman	Allison Courtemanche	Erika Dolan	Josh Howard
Jenny Hyslop	Stefanie Kingzett	Colleen Kresco	Jake Larrabee	Patrick Leene
Ted Mills	Rebekah Mortenson	Megan Spaulding	Jan Trepanier	Rachael Van Vliet

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, Mrs. Spaulding, called the Thursday, March 25, 2021, Regular meeting to order at 5:31 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

Add 5.6 Addition of Budget Informational Session to Warning

In response to a query regarding whether Board training meets the legal requirement for Executive Session, Mr. Wells advised that legal counsel believes that training does meet requirements for Executive Session.

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

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

None.

3.2 Student Voice

None.

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4. Approval of Minutes

4.1 Approval of Minutes – March 11, 2021 Regular Meeting

On a motion by Mr. Isabelle, seconded by Mrs. Farrell, the Board unanimously voted to approve as amended, the Minutes of the March 11, 2021 Regular Meeting.

5. Current Business

5.1 New Hires

The resumes and BUUSD Notification of Employment Status Forms for Erica Theisen (BTMES Special Educator – Middles School), Katherine Weisheit (BUUSD Special Services – School Psychologist), and Stephanie Olsen (CVCC Exploratory Tech Instructor) were distributed. Mr. Wells provided an overview of the candidates' education and experience and advised that these candidates are being hired for the 2021/2022 academic year.

On a motion by Mr. Isabelle, seconded by Mrs. Farrell, the Board unanimously voted to approve the hiring of Erica Theisen, Katherine Weisheit, and Stephanie Olsen.

5.2 FY22 Budget Approval (Draft 4) for Revote

A document titled 'FY22 BUUSD Proposed Budget Considerations – Draft 4, Revote May 11' was distributed.

A document titled BUUSD Budget 2021 – 2022 – Draft 4 Revote May 11, 2021 – Projected Comparative Tax Rate Calculations Revised 03/16/21' was distributed.

Mrs. Pregent provided an overview of budget changes made to reduce the budget, including; using an additional \$300,000 from the Tax Stabilization Fund, and an additional \$265,000 in reductions. It was noted that no positions were cut, but rather some positions were shifted to grant funding. Additionally, reductions were made to technology equipment at the Central Office, Transportation, and Supplies (items that can be purchased in June 2021). Draft 4 results in an increase of 3.8%. Mrs. Perreault advised that the Barre City tax rate will increase by 2¢, and the Barre Town Tax Rate will decrease by 27¢ (due to the reappraisal / CLA at 100%). The new cost per pupil is \$15,554, an increase in per-pupil spending of 3.41% (over FY21), 10% lower than the state average of \$17,133. In response to a query regarding the contingency plan in the event the vote fails, Mr. Wells advised that Draft 4 Options 2 and 3 are available. It was noted that should the budget vote fail, another vote could be held by 07/01/21. It was confirmed that RIF notices must go out by 04/01/21, which is prior to the vote. Mr. Wells advised that it is believed that all current staff are necessary for the upcoming school year (and ratios are in line with teacher/student ratios in policy), and that administrators and the Board would need to look for reductions in other areas (employees not under contract, repairs, supplies etc.). Concern was voiced regarding funding of positions utilizing ESSER grants, and how those positions will be financed once grant funding is no longer available. Additional discussion included possible reasons for the budget vote failure (the increase is too high and/or tax payers are not pleased with the current product), calculation of tax increases/decreases based on the most recent appraisal, possible relief for tax payers under income sensitivity equations (approximately 68% of tax payers in the City and the Town will fall under the category of qualifying for tax credits), concern related to the elimination of a position in Technology (it was recommended that an employee with concern regarding the possible elimination of a position, contact HR regarding their concern), concern that 75% of the budget is attributed to salaries and benefits, policy related to staff/student ratios, concern that some high school students may opt for Adult Basic Education, concern that student counts for next year have not been finalized, a query regarding use of contracted staff should student counts drop dramatically, and concerns that budget cuts will not help the budget pass because many are not happy with the current hybrid learning product. It was clarified that the budget being presented to voters is for the next academic year and it is anticipated that all students will be back to full time in-person learning. Mrs. Perreault advised that an analysis performed for an 8 year period indicates the average tax increase for that timeframe was 3% for Barre City and 0% for Barre Town.

On a motion by Mrs. Pregent, seconded by Mrs. Akley, the Board voted 8 to 1 to approve FY22 Budget Draft 4 for an expenditure budget of \$ 50,372,954.

Mrs. Akley, Ms. Badeau, Mrs. Farrell, Mr. Isabelle, Ms. Parker, Mrs. Pregent, Ms. Smith and Mrs. Spaulding voted for the motion. Mr. Boltin voted against the motion.

5.3 Warning Approval for Revote

Three BUUSD Warnings for the May 11, 2021 Vote were distributed. Based on the Board's approval of a draft budget, the Board will approve the appropriate Warning. Mrs. Perreault advised that the required Budget Informational Meeting will need to be added to the Warning. The Warning will be amended to include the appropriate language to advise of the Informational Meeting that will be held on Tuesday, May 10, 2021 at 5:30 p.m.

On a motion by Mrs. Pregent, seconded by Mr. Isabelle, the Board unanimously voted to approve as amended, with appropriate language to advise of the Budget Informational Meeting, the 'Barre Unified Union School District Warning for the May 11, 2021 Vote', with an expenditure budget of \$ 50,372,954.

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5.4 Approval of Designated and Alternative Finance Committee Persons to Sign Warrant

Mrs. Perreault provided a brief overview of the Warrant procedures, and advised that it is the recommendation of the Finance Committee to designate Mrs. Pregent as the primary Board Member to sign Warrants, and to designate Ms. Badeau as the Alternative Board Member to sign Warrants.

On a motion by Mr. Isabelle, seconded by Ms. Parker the Board unanimously agreed to accept the Finance Committee's recommendation, and voted to designate Mrs. Pregent as the primary Board Member to sign Warrants, and to designate Ms. Badeau as the Alternative Board Member to sign Warrants.

5.5 Process and Timeline for CVCC Director Search

A document titled 'Director of Central Vermont Career Center Search Process' was distributed.

Mrs. Marold advised that the BUUSD has started putting the Hiring Committee together. Mr. Wells provided an overview of the timeline and process of the hiring process. There are currently four candidates for the position.

There will be a Special Meeting of the Board on 04/15/21 for the purpose of approving the hiring of a candidate.

5.6 Addition of Budget Informational Session to Warning

This item was discussed and action was taken under Agenda Item 5.3

6. Old Business

6.1 Vision, Mission, & Strategic Goals

The Design Team met on 03/24/21 and is in the process of analyzing the data. Most of the feedback falls into one of four main categories. The Team is beginning to work on defining the Vision and Mission. The Design Team would like to present to the Board on 04/08/21. This date will be confirmed with the Design Team.

6.2 Modes of Instruction Update

A document titled 'Modes of Instruction Update' was distributed. Mr. Wells provided an overview of the information provided in the addendum. The CDC has updated guidance at the Federal level. Mr. Wells provided an overview of the changes. Mr. Wells anticipates revised guidelines from the State of Vermont. Dependent on new guidelines from the State (anticipated 04/04/21), it is anticipated that in-person learning will be increased beginning on 04/12/21. The principals within the district have been working together to plan for the change in social distancing guidelines. Once plans are finalized, they will be shared with the Board and the community. A community member voiced concern regarding not combining Friday's in-service day with the COVID-19 vaccination day. Mr. Wells advised that the in-service day will involve reviewing data and working on the Recovery Plan. A number of the programs slated for professional development involve the use of outside personnel and those individuals could not be rescheduled. The date for the second vaccine was determined by the State. Concern was expressed that the change to social distancing guidelines by the CDC is not being implemented immediately. Mr. Wells advised that the BUUSD must follow the guidance issued by the State of Vermont. In addition to reconfiguration of classrooms, changes will also need to be made to transportation services. Mr. Wells advised that the Secretary of Education will be providing additional information on guidance the first week in April. Ms. Parker would have preferred that professional development and vaccinations have been coordinated, citing concern that many students will only receive one day of in-person learning the week of 03/29/21.

7. Other Business/Round Table

Mrs. Pregent thanked Mrs. Perreault and administrators for their work on budget Draft 4 and is pleased that the Board approved the latest draft.

Mrs. Farrell queried regarding future discussion on high school students who are not participating in hybrid learning. This item is listed as a future agenda item and will be included as part of the Recovery Plan.

Mrs. Akley reported that she has heard from a teacher who is feeling 'a bit beat up lately', and she publicly thanked the teachers for all of the work they have performed during this challenging year.

Ms. Parker thanked Mrs. Pregent for her work on the Finance Committee and for serving as Chair of that Committee. Ms. Parker is excited about the upcoming 04/12/21 date of a return to more in-person learning.

Ms. Badeau and Ms. Smith echoed the sentiments of Mrs. Akley, and thanked the Finance Committee for the extra meeting and the work they performed to allow budget Draft 4 to be presented this evening.

Mrs. Spaulding advised that she sent a poll regarding availability for a Board Retreat. Given the responses she has received, she will be sending out an additional poll with expanded dates.

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8. Future Agenda Items

The next meeting is Thursday, April 8, 2021 at 5:30 p.m. via video conference – Google Meet

A Special Board Meeting will be held on Thursday, April 15, 2021 at 5:30 p.m. for the purpose of selecting a new Director for the Central Vermont Career Center

- Administrator and Superintendent Evaluations (04/08/21)
- Presentation by Design Team – Vision, Mission & Strategic Goals Initiative (04/08/21)
- Administrative Job Descriptions: Superintendent of Schools & Assistant Superintendent of Instruction (TBD)
- Policy B20 – Personnel Recruitment, Selection, Appointment and Background Check – Legal Counsel Review (TBD)
- Use of Facilities: Consistent Fee Schedule and Rental Application Form (TBD)
- Change in Articles of Agreement (TBD)
- Negotiations/Personnel Committee (TBD)
- Discussion of Students Opting Not To Participate/Attend School During COVID/Student Engagement (roll this item into the State Required Recovery Plan (TBD))

9. Executive Session as Needed

9.1 Student Matter (Appeal to Board)

9.2 Open Meeting Laws and Robert's Rules of Order – Basics for Boards Training

Items proposed for discussion in Executive Session include a Student Matter (Appeal to the Board), and Basics for Boards Training (Open Meeting Laws and Robert's Rules of Order).

Mr. Delcore voiced concern that the entire discussion of Board Training meets the qualifying requirements for Executive Session. Mrs. Poulin read from 1 VSA §. Executive Sessions (excerpts) requirements that state "Confidential attorney-client communications made for the purpose of providing professional legal services to the body". It was noted that Board training has, in the past, been held in a public forum.

On a motion by Mr. Isabelle, seconded by Mrs. Akley, the Board unanimously voted to enter into Executive Session, with Mr. Wells and Pietro Lynn in attendance, at 6:42 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion.

Mr. Wells briefly exited Executive Session and reported that BUUSD counsel, Pietro Lynn, has advised that training session with the attorney is not a public meeting, and is not an Executive Session matter, but stated that Board training can be private. Only the Student Matter will be discussed in Executive Session. Board training will occur after the Board exits Executive Session, but training will not be open to the public (in an open meeting).

Mr. Delcore, for the record, objects to holding the training meeting in private, "How does the Board legally meet, without legally meeting". Mr. Delcore advised that when the Board meets, they are either in open session or closed session (Executive Session). On a matter of principle, Mr. Delcore reiterated his objection for the record.

The remaining information was provided by the Board Clerk.

On a motion by Mrs. Pregent, seconded by Ms. Parker, the Board unanimously voted to exit Executive Session at 7:01 p.m.

10. Adjournment

On a motion by Mrs. Pregent, seconded by Mrs. Farrell, the Board unanimously voted to adjourn at 7:02 p.m.

The Board went into training.

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."

CVCC Swag Day:



BTMES: Hat Day



BCEMS: "Worry Monsters"!



Worry Dolls are small, hand-made dolls that originate from Guatemala. According to legend, Guatemalan children tell their worries to the Worry Dolls, placing them under their pillow when they go to bed at night. By morning, the dolls have gifted them with the wisdom and knowledge to eliminate their worries.

Spaulding High School Band - COVID Sessions Unplugged



Spaulding Girls Hockey team won their 30th straight game!

https://www.timesargus.com/slider/roundup-spaulding-sinks-harwood-3-1/article_1c5ad30a-5f3a-5a57-9806-031c618c9be3.html



SUPERINTENDENT NEWS

Dear BUUSD Community,

BUUSD teachers and staff participated in a valuable professional development session on March 26th. The focus of this session was on using data to assess student progress and develop next steps to close achievement gaps. This work dovetails perfectly into our Barre 35: Growing Learners and Closing Gaps plan. We will be well positioned to submit our needs assessment to the Agency of Education as we plan strategies over coming years that will best support Barre students.

Our Improving Student Learning team continues to meet monthly and spent its last session analyzing feedback from the March 26th inservice. Input from teachers has been invaluable as we work to provide professional development that meets our district's needs.

Work is continuing on developing programs for elementary, middle and high school students this summer. In addition to our collaborative elementary age summer camp with the YMCA, administrators and school leaders are developing plans to support our older students that will be announced in the coming weeks.

I am pleased to announce that the School Board approved a revised budget draft to bring to voters on May 11th. This current proposal preserves services for students while bringing the overall spending increase down to 3.8% Look for more information in the coming weeks as we share information about Barre schools and the budget with our school community.

- 2021-2022 Letters of Intent for Teachers were distributed at the end of March and are due back by April 15 per Article 4 of the Master Agreement. Please refer to this article for further information.
- 2021-2022 Letters of Intent for Para-Educators and non-union Continuation Letters will be distributed on or before May 1 and are due back by May 16.
- **Reminder - Licenses expiring June 30, 2021:** 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. LSB Reps per building are listed below.
 - **BCEMS** - Shelley Bessette (sbessbce@buusd.org); Ben Matthews (bmattbce@buusd.org); Jason Woodard, Co-Chair (jwoodbce@buusd.org)
 - **BTMES** - Lauralea Curavoo (lcurabte@buusd.org); Sarah Goodrich (sgoodbte@buusd.org); Shelby Lindley (slindbte@buusd.org)
 - **SHS** - Lauren Buck (lbuckshs@buusd.org); Yoko Kishishita, Co-Chair (ykishshs@buusd.org); Ben Moore (bmoorshs@buusd.org)

CURRICULUM INSTRUCTION & ASSESSMENT NEWS

- The grant work continues, as this is the time of year when we check in to make sure the current grant still fits its purpose, all expenditures are spent down, and reconciling the financial side of the grants is completed. In addition, this is the time of year when we look at possibilities for next year's grant based on the district's recovery plan focus on growing learners and closing gaps.
- We just wrapped up the final in-service day of the year, coordinated with the help of teachers, curriculum leaders, improving student learning team members, administrators and the superintendent. The focus of the March 26th in-service day was to examine data to make determinations for practices in the classroom. In addition, there was a section on technology skills, a section around looking at data with collaborative practices by grade level and a section for planning time to create units of study to address the areas of need as indicated in the data analysis.
- The equity work continues to move forward. The draft Racial Equity policy was recently distributed. The next step will be to create procedures for the policy followed by professional development. The next part of the equity work includes five evening sessions with Dr. Luvelle Brown, focused on creating a culture of equity in excellence.
- Work continues in the planning for the Barre 35; Growing Learners and Closing Gaps with a team formed. The plan will address how the school plans on supporting students in their learning and closing gaps for students as result of the COVID pandemic. Included in the plan is a heavy emphasis on intervention services by our most experienced teachers.
- Recently I met with the EL teachers to discuss English Learners in our schools. Did you know that the Barre schools are currently serving about 25 English Learner students. The languages span about 9 different languages. Our Director of Communication, Josh Allen is working on a system to translate all school notices into these 9 languages as an option for families to keep abreast of what is happening in the schools.

FACILITIES NEWS



Work continues in all BUUSD buildings with cleaning/sanitizing for the Covid virus. Spring time clean up has begun! Cleaning of the parking lots, grassy areas, playing fields, entrance ways and any areas that just need spring cleaning. Servicing of snow removal equipment will begin soon, as well as taking the grass cutting equipment out of hibernation.

Work has begun with planning for prospective summer vacation projects. Small scale projects will be performed during the upcoming April vacation break. A new back up generator is scheduled to be installed during the April vacation break at BTMES! The expense of the generator is being paid for by the Town of Barre municipal budget, in coordination with Barre Town School.



BUSINESS OFFICE NEWS

Our FY22 BUUSD Budget revote will take place on May 11th. Please vote if you are a resident on Barre City or Barre Town!



Special thanks this month to Ashley Young, Senior Accountant/Food Service Supervisor and our food service team! They have been working extra hard providing free meals to Barre students. Thank you, Ashley, Monica and the Lexington food service team!!!



Supper Program - We have submitted an application to the AOE to implement a supper program for students in our Barre Schools. We anticipate the program to start the first week of April. This will provide the option of a free supper to all our students in the Barre Schools through 9/30/21.

P-EBT Benefits should soon be issued to families whose students are eligible for free/reduced meals. We are just uploading the first round of data to DCF by the end of the week and benefits should be issued in the beginning of April.

The USDA has extended our waiver to provide FREE breakfast & lunch to the children of Barre through September 30, 2021. Previously, the waivers were set to expire on June 30, 2021. Over the next few months, we will be releasing details on our summer food service program for FY22. Stay tuned!

Good news, the Treasury Department and Internal Revenue Service announced that the federal income tax filing due date for individuals for the 2020 tax year will be automatically extended from April 15, 2021, to May 17, 2021.

Please contact us if you have any questions!

MEDICAID NEWS

Medicaid billing is progressing with most of February logs in and being billed. March 28 is the last day to bill September logs. Docusped has been updated to enable an auto save IEPs and IEP revisions. Instructions for saving will be going out to case managers within the next week.



HUMAN RESOURCES NEWS

The HR Department is hard at work recruiting teachers and staff for the 2021-22 school year. Please keep an eye on our employment page at <https://www.buUSD.org/district/employment>

As you may know, Penny Chamberlin, Director of CVCC has accepted an exciting new position as the superintendent in the Orleans Central Supervisory Union. The search process is well under way and the committee hopes to present 1-3 candidates to the superintendent on April 12. If everything goes as planned, the board will interview the final candidate on April 15. We wish Penny our very best as she takes on her new role.

If you haven't done so already, please audit your AESOP balances for absences taken this school year. Pay special attention to any time that was used for COVID quarantine that is still showing as as regular sick time. Please call Leslie Babic if you believe there is an error.

Traveling over the April break? Check your Vermont travel guidelines before you go. The state of Vermont has specific quarantine guidelines and sometimes may differ from the CDC. For instance, if you have tested positive in the last 90 days, you must quarantine when returning to Vermont. Vermont's ACCD travel guidelines can be found at: <https://accd.vermont.gov>

Humorous safety alert! Now that the winter is over and the snow has gone (hopefully) our risk of falling on ice and snow has gone away. However, as we do every year, we would like to remind you to be careful when breaking out your spring and summer shoes. As we get used to our sandals and flip flops there is an increased risk of slip and falls.

EARLY EDUCATION/ACT 166 NEWS

Registration of students and preschools for how our region provides Act 166 funding (Universal Preschool) continue to take place. At the same time community and school programs are working closely to plan for the spring assessments of learning and summer coordinations.

The Barre City and Barre Town Prekindergarten Programs will hold their annual Prekindergarten Screening and Open House on Wednesday, May 5th and Wednesday, May 12th. If you have a child who is 3 or 4 by September 1st of this year, please call your school registrar to make an appointment.

BUUSD PreK teachers will be participating in a week-long Educating Children Outdoors (ECO) training from June 21-25th at the North Branch Nature Center in Montpelier. From the NBNC website: "ECO is a standards-based nature immersion program that works in collaboration with public school teachers and their students. ECO's goal is to help children and their schools to develop a lasting relationship with the natural world and foster a sense of place and stewardship in our local Vermont communities."

The last day of preschool for all BUUSD Prekindergarten students will be Friday, June 18th.

COMMUNICATIONS NEWS



#iamBarre

Beginning this month, BUUSD will be running a social media campaign that we are calling #iamBarre.

What is #iamBarre?

A group of BUUSD parents started #iamBarre in the winter of 2020, using the hashtag to make a unified effort to change the narrative in Barre around education and to emphasize the need to invest in our future, the children of Barre.

How can I participate in this movement?

On your social media platform of choice, make a public post describing your student, their interests, their favorite part about school, along with a photo or video. Make sure to use the hashtag #iamBarre so your post will sit alongside those from the larger school community.

We will be sharing some of our favorites on social media and we encourage you to share your favorites as well!

Example Post

I am a 5th grader who loves to read and write. I am a #tech user and I use my Chromebook every day. I am a soccer player and I love my school. I am the future. #iamBarre

We encourage everyone to be creative with their posts as we all reignite the #iamBarre movement. Together, we are the future and we are Barre.

THINGS TO KNOW:

To our friends at BUUSD: We would like to renew our offer of a discount program to all of your employees. The program includes:

- 10% off all automotive repairs including parts and labor over \$100.00
- 10% off all oil and filter changes
- 5% off all tire purchases
- 5% off State Inspections

*Discount does not apply to Spring and Fall tire changeovers Apart from the employee discount program, we will also offer monthly specials on service. Thank you for your continued patronage! Steve Jones & David Jones Allan Jones & Sons, Inc. 150 Ayers Street Barre, VT 05641 802-476-6741 or 802-479-1449

Blue Cross Blue Shield Extras: <https://www.bcbsvt.com/health-and-wellness/blue-extras>



SPECIAL EDUCATION NEWS




The Vermont Agency of Education Special Education Department recently announced that as part of the American Rescue Plan, additional funds are being made available to states for IDEA Section 611, Section 619, and IDEA part C funds. This will increase our local allocation of IDEA Grant funds. The Department has let us know that they are working to finalize the award numbers and will send as soon as possible.

Our Special Education Leadership Team and special education staff in BCEMS and BTMES recently read the article [10 Best Practices for Improving Special Education](#), written by Nate Levenson of the District Management Group (DMG). We discussed and strategized ways to implement best practices in special education, including by continuing to explore specialization and seeking professional learning to improve instructional skills.



We are also working on a plan to implement evaluation teams beginning in the 2021-22 school year. These teams will consist of school psychologists and special educators who focus primarily in the area of special education evaluations for their buildings. We have interviewed internal special educators who expressed interest in taking on this role and are happy to announce that Jessica Maurais will be the evaluator at BCEMS and Tammy Poitras will hold this position at BTMES. Discussions and planning for the evaluation team serving SHS and SEA are still underway.

We will be partnering with the Central Vermont School District to offer an Orton Gillingham course this summer. The course will be offered on July 13, 14, 15 and July 20, 21, 22 with an additional 24 hours of follow up coursework to take place in the fall. Information has been shared with teachers and special education staff. Anyone with questions is asked to contact Stacy Anderson or Mary Ellen Simmons.



UPCOMING CALENDAR EVENTS:

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

- April 1 - BUUSD Communications Committee Meeting
 - April 6 - BUUSD Finance Committee Meeting
 - April 8 - BUUSD Board Meeting
 - April 12 - BUUSD Facilities/Transportation Committee Meeting
 - April 15 - Special BUUSD Board Meeting
 - April 19 - 23 - Spring Break - No School
 - April 22 - BUUSD Board Meeting
 - April 26 - BUUSD Policy Committee Meeting
 - April 27 - BUUSD Curriculum Committee Meeting
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TECHNOLOGY NEWS

Internet Safety Tips

I want to remind everyone to continue to be vigilant while surfing the internet and using emails. There is an uptick in cyberattacks targeting K-12 schools. [Read the FBI's bulletin on March 16th](#), calling attention to the recent increase in ransomware targeting educational institutes in the country.

What do I need to do? Simple, go to the [BUUSD Internet Safety Tips](#) webpage to learn more about:

- Phishing
- Spoofing
- How to protect yourself
- Virus prevention tips
- Two-factor Authentication



Educational Technology Apps

Student privacy is a constant concern to keep in mind when selecting digital tools, especially those requiring students to create accounts. This video offers a summary of the issue. It provides some examples that could help you identify which online educational services and applications are privacy-friendly and protect student data from improper use and disclosure.



Infinite Campus Gradebook New Features

[Control Center – New features](#)

[Gradebook Set Up](#)

[Creating Resources in Folders](#)



Google Educator Resources

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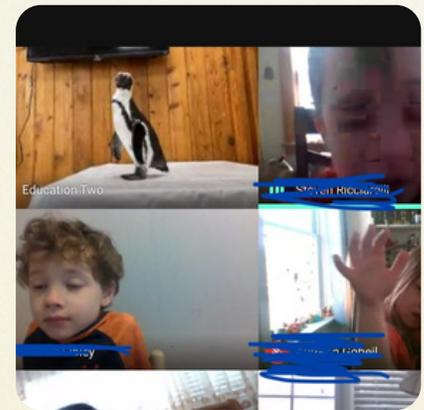
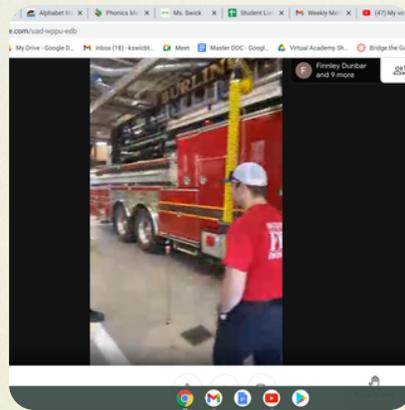
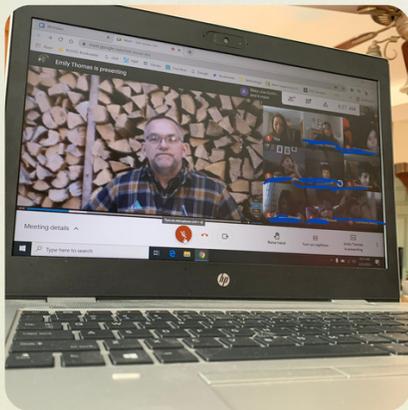
Teachers, students, parents, or guardians can learn from these [digital skills training](#) videos from Google. Feel free to use or share with students and families

BARRE VIRTUAL ACADEMY NEWS

So much has been happening In the Barre Virtual Academy this month! Our students have "traveled" everywhere from the Maryland Zoo (where they got to Zoom with live animals!), the Smithsonian and all the way back to a local sugarhouse and the Burlington Fire Department.

Our teachers wrap up parent teacher conferences this week. Also, planning for getting about 160 students into a district building for SBACs Is underway, and we will be finalizing plans soon.

Venus Dean joined our team and Is currently providing Intervention services to our students In grades K-8. She delivered bags of manipulatives to our youngest students so they could have all they needed for Intervention services!



After studying weathering, erosion, deposition, and mountain formation, students created models to show the cycle. Then, they recorded videos of themselves explaining their models. She inserted their videos into a google slideshow. In their synchronous class, students "toured the museum galleries" and clicked on the names of the students whose models they wanted to view. They watched the video explanations and left positive feedback to each other in the comments on the slides. Check out the Gallery Walk [HERE!](#)

**Spotlight on
Student Work!
Heather Harrison's
6th Grade Class**

PATH NEWS

As the "Tidal Wave" PATH Adventure comes to a close, we wanted to share details on Prizes & Points!

Prizes??? Here's what you could win...

Grand Prize: \$2500

Three Second Place Prize Winners will each receive a Yeti Hopper Backpack Cooler!

Three Third Place Prize Winners will each receive a KitchenAid Stand Mixer!

DO YOU WANT TO BE INCLUDED IN THE PRIZE DRAWINGS???

If so you must earn ALL 50 Adventure points AND complete the Adventure survey by Thursday, April 29th**.

- When you registered for Tidal Wave you received 10 Adventure points.
- You must record one or more workouts for each of the 10 weeks of the Adventure to receive 30 points (3 points per week x 10 weeks).

You must complete the Adventure Participant Survey to receive the remaining 10 points. **THIS IS NOT THE SAME AS THE HEALTHY LIFE SURVEY.**

AREN'T SURE IF YOU'VE EARNED ALL 50 POINTS?

HERE'S HOW TO CHECK:

Log into your PATH account and scroll down to the Tidal Wave Adventure option (look for the Tidal Wave Adventure logo and name). To the far right you will see the number of Adventure points you've earned out of the 50 possible. For example if you have not entered any progress it would show 10/50 Points (10 for registering, of 50 possible). For a breakdown of those points click on the "View Points" option directly under that point total. If you've done everything you will see (50/50) and the breakdown will show:

Adventure Registration (10 points)

Successfully Earned Points for Week ___ (3 point entry) - you need one of these for each week (1 thru 10).

Adventure Participant Survey Completed (10 points)

****POINTS NOTE:**

- The Adventure area of the website will stay open through June 30, 2021.
- You WILL be able to earn your full 50 Adventure points through June 30, 2021.
- You will NOT be included in the prize drawings if you wait until after April 29th to earn your full 50 Adventure points.

Winners will be announced via the PATH website and Facebook as soon as they've all been notified.

Thank you for participating in Tidal Wave! We hope you will join us in November when registration opens for the NEW Adventure!



FRONT DESK NEWS

A - NEW MONTH
 P - PUSH YOURSELF
 R - REJUVENATE
 I - INSPIRE OTHERS
 L - LAUGH LOTS



Central Office Staff

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

Superintendents Office

David Wells, Superintendent
 Tina Gilbert, Executive Assistant

Asst. Superintendent of Instruction

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

Technology

Emmanuel Ajanma, Director
 Megan Gonyaw, Admin Assistant

Communications

Josh Allen, Specialist

Early Education

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

Special Education

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

Facilities

Jamie Evans, Director





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

April 1, 2021
 Principal's Report

Athletics:

- In honor of National Athletic Training Month, we recognize Tide Nation's own athletic trainer, **Chelsey Hoyt**, for helping to foster and reestablish a winning culture in our athletic programs and her continuous and outstanding commitment to the student-athletes of Spaulding High School.
- Spring guidance is similar to that for the fall season. We are in the process of starting spring sports and look forward to some great weather!

School Community:

- Please see the attached Newsletters ([March 8](#), [March 15](#), [March 22](#), [March 29](#))
- On March 15th, **Emily LaRose** (senior), was featured as one of 16 students in the state performing in the Poetry Out Loud Showcase who were competing for a national spot in the April competition.
- March 28th is National I Matter You Matter Day. This year, SHS recognized this on April 1st & 2nd. Students and staff shared messages of appreciation for one another. A moment of silence was also recognized in honor of the those that lost their lives to violence in the recent events in Atlanta, GA and Boulder, CO.
- We are proud to announce Spaulding High School's Class of 2021 Valedictorian, **David Poulin**, and Salutatorian, **Jacob Allen**.

David Poulin, son of Phillip and Andrea Poulin, is an accomplished student and athlete. Besides the rigorous academic courses that David has pursued, he is an active member in Band, Jazz Band, Book Club, Math Club, Scholar's Bowl, Magic the Gathering, National Honor Society, Indoor & Outdoor Track and Cross Country. He also holds the current school record for the 3000m indoor track record and was a member of the 4x800 and 4x400 teams that set school records last season. David is a National Merit Scholar finalist - an award for those that achieve the top scores on the PSAT/NMSQT, which represents less than one percent of high school students in the country. David is planning on pursuing mechanical engineering and/or pre-med.

Jacob Allen, son of Chad and Sherri Allen, is also an accomplished student and athlete. Jacob also has availed himself of a rigorous course load, volunteered with Special Olympics and is the Senior Class President. Jacob is an active member of Band, Marching Band, Student Council, National Honor Society, Math Club, Key Club, Cross Country, Outdoor Track, and Basketball (although not this year). He also won the Hugh O'Brian Award for Youth Leadership. Jacob is planning on pursuing business

- The students in **John Bushnell's HIS317: World War II** class had an amazing opportunity on March 23rd. Brad Gallimore from Norwich University is a retired Navy officer who was assigned with the very prestigious Joint POW/MIA Accounting Command (JPAC). These active duty service members (from all branches) respond to reports that may lead to the recovery of human remains of US Service members killed/missing from previous wars. While serving on that team, Brad traveled to Palau and Peleliu where he worked to recover remains of a Marine pilot shot down in a Corsair during WWII among others. Along the way his team came across many artifacts, cave complexes, and fighting positions (both Japanese and American). Brad talked about his experiences and discussed his work with the students. After the presentation, Mr. Bushnell wrote:

Thematically, having Sgt. Maj. Gallimore as a guest speaker fit perfectly with one of the overarching themes of the course, which is the human side of warfare. Prior to Sgt. Maj. Gallimore's visit, students learned about differing American and Japanese efforts to recover their war dead from foreign battlefields so that they could return human remains to their respective home countries and provide closure for families. Additionally, students are investigating multiple perspectives regarding Japan's use of kamikaze pilots as well as America's decision to drop two atomic bombs. In these lessons, students gain insight into the overwhelming human cost of the war and use primary source evidence to come to their own conclusions whether this cost is worth the results envisioned at the time. Conversely, these lessons have been designed for students to understand that there is a story behind every soldier and every casualty, and that these people have parents, siblings, and children. Sgt. Maj. Gallimore informed us that the pilot whose remains were recovered during their mission on Peleliu in 2005 had been missing in action since 1944. The pilot's widow did not have closure for over sixty years, and she wrote a letter that shared this sentiment with the JPAC team that embarked on the recovery mission. This story, which is such a powerful testament to sacrifices made in times of war, is one of many.

Cognitively, these lessons are designed as historical investigations to challenge and enhance students' critical thinking skills. Students are evaluating and critiquing primary source evidence by first establishing the context and the subtext of each source, and then weighing the validity of the source based. All of these factors are considered as students conduct their historical investigations and ultimately come to their final conclusions about the past. These critical thinking skills of analyzing and evaluating will be essential as students move to the highest level of cognitive engagement in the final week of the course, during which they will create a product reflecting the outcome of research on a World War Two topic of their choosing.

- We are in the process of helping our current 8th grade students recognize all that Spaulding HS has to offer. Ry Hoffman, Head of Guidance, has been doing an amazing job of communicating with our sending schools, incoming students and parents, and those that express interest in Spaulding. I highly recommend taking a look at the [Guidance Website](#) for a variety of videos and resources. With the assistance of Josh Allen and Michelle LaFrancis, we also prepared a short [video](#), which we plan to produce more regularly.

Staff Person of the Week:

- **Linda Senecal** - *This year, Linda Senecal has jumped in to provide all kinds of support, both remote and in-person, ranging from Driver Ed, US History, English,*

employment services and Science...! I truly appreciate how versatile she is to work with students - with passion for students' success! - Yoko Kishishita

She has been a tremendous support for the students she works one-on-one with and she really goes out of her way to be available and do whatever it takes to help see them through both academically and on a personal level for those kids. The students she works with have really different needs and she fills the gaps for those students' needs excellently. - Colin Crawford-Stempel

She is so dedicated, RELIABLE, and a life saver with the students that are struggling so much. - Jess Kulis

- **Ryan Dunlea** - *I would like to nominate Mr. Dunlea because he is always really helpful even during remote learning. Mr. Dunlea always makes math fun and brings a smile to my face when I get to see him. He is always on top of emails which makes getting help from him super easy. And Mr. Dunlea just has an all-around fun and loving personality which makes him really easy to come and talk to. - Mandy Dutton*
- **Colin Crawford-Stempel** - *Colin goes above and beyond to help his students. Not only does Colin communicate well and meet with his students during the week, but he has also helped some of them on the weekend! He makes sure that his lessons are accessible to all learners, providing alternative versions of some assignments to meet the needs of all students. He cares deeply about his students academically, but also mentally, making sure that they are doing ok. He infuses humor into his Google Classroom posts that, hopefully, students get a kick out of. I know I do. Colin is great to work with and should be recognized for all of the work he does for his students. - Tracy Bonoyer*
- **Alex Washburn** - *She goes above and beyond to be communicative and proactive to keep my student's accommodations and learning needs in mind. - Jessica Kulis*

Alex Washburn is one of the first teachers I have worked with who regularly reaches out to me (it's usually the other way around) to go over assignments, to check in before progress reports, etc. She is always volunteering her time to meet individually with students, she has great ideas for how to accommodate materials, and is incredibly responsive and communicative with parents. She just really goes above and beyond to do everything she can for students. SHS is lucky to have her! - Lindsay Peterson

- **Matt Martino** - *Matt goes above and beyond in terms of his support for the students in our community. He develops strong working relationships with the students on his caseload and holds them to high standards while making sure their unique needs are met. His demeanor in meetings with parents is always professional yet friendly and approachable. In a recent meeting, I heard a parent say to Matt "thank you from the bottom of my heart" and "you are a lifesaver." Although this is only one of many examples of Matt's positive impact on our students and our community, it embodies the commitment and hard work that he brings to Spaulding every day and reflects the "Tide Pride" spirit that we strive for. - John Bushnell*

- **Peggy Portelance** - *I nominate Peggy Portelance because she is the most helpful person in the world to me. She has helped me with literally everything this year from figuring out my school schedule, to staying on top of work, to helping me with college stuff and personal things too. I absolutely love her and she has been one of my biggest supporters throughout high school especially this year. She is always on top of everything which is very helpful even though I'm sure it can be stressful for her during virtual learning. She's probably gotten staff person of the week already because she's so great.* - Emily LaRose

I nominate Peggy Portelance because she has been really nice and sweet to me and gets me. - Jaelyn Huckins

- **Ben Ark** - *I nominate Mr. Ark because he is always on a meeting longer than usual to help me in case I need it. He is also very encouraging. He helped me prepare for my first job interview this week.* – Grace Berry
- **Elisha Coleman** - *Elisha was an essential player in getting a student of ours to come into the building for in-person learning. She was persistent in her efforts and was amazingly supportive of the student.* – Peggy Portelance
- **Tracy Bonoyer** - *Tracy's ability to make valuable connections with students and colleagues alike make her an incredible asset to our school community. Her constant encouragement, enthusiasm, and upbeat personality are all contributions that continue to positively impact the culture of our school. Tracy generously gives much of her time to checking in on the wellbeing of all students and staff members - she is never "too busy" to catch up or lend a helping hand. Her energy is simply infectious!* - Gretchen Singer
- *I would like to nominate Tracy Bonoyer, she is always super positive, helpful, and is overall a great person.* - Jocelyn Fortier
- *Tracy Bonoyer embodies professionalism while maintaining such a positive attitude while attempting to care for all her students who struggle. She takes the time to engage in conversation with them, actively listen to their struggles and needs, along with providing them solutions or just a lending ear. But more importantly, she meets them where they are at and uplifts them where they need to be. In turn, we are very lucky to have her as a member of this community.* - Michelle LaFrancis

Student of the Week

- **Emily LaRose** - *I nominate Emily LaRose for Student of the Week for her work on Poetry Out Loud! Her work on the two poems she chose was outstanding! She will participate in the Vermont Poetry Out Loud Showcase next Monday at 7:00!* - Sue Brennan
- **Rebecca Isaac** - *Becca is the ideal student to have in Work Based Learning because her growth mindset and willingness to pivot/reflect upon her own learning is impressive. She contributes to classroom discussions, she is not afraid to share her experiences as an employee and make connections to the soft skills needed to maintain or qualify for a*

position. But more importantly she is hardworking (works 20-30 hours at times), strives for academic excellence, and tries to be supportive of her peers and friends. I am so proud of Becca and her realizing one's career path is not linear and sometimes there's a few potholes that come our way. - Michelle LaFrancis

- **Sydney Shute** - *Sydney is taking Algebra 2 this semester. She and I meet twice a week for extra help with this. She consistently shows up on time and sticks with a problem until she understands it. Although this material is difficult for Syd she works so hard to grasp it. Also, she smiles a lot and is fun to work with. - Jim Willis*
- **Brooklynn Burnell** - *It is her first year here at SHS after traveling around from several other schools. Transitioning to a new school is always tough, but Brooklynn has shown enthusiasm for her new place. She comes to school every day (and early!) with a smile on her face and a dedication to the day. In class she is always the first student to raise her hand in discussions, and always problem solving when there is a challenge in front of her. She is truly an exemplary student who deserves recognition. - Sam Loesch*
- **Emma Delisle** - *I am told by her how much stress she goes through in a day. She is trying so hard in her school work and stuff. Not only that but she makes time for others. I am going through a really hard time and she makes time to help me. - Sage Slopnick*
- **Paige Dickinson/Dylan Bailey-Coakley** - *They stepped up when a medical issue took place in our classroom this week. I want to thank them for all of their help and for doing the right thing under pressure. - Brandi Dewey*
- **Kaden Luster** - *He comes into class each day with an eager face to learn. He sits away from the group so he can be more focused on class work. He plugs away each class and completes a majority of what is assigned each day. He will log in during drop in office hours to just say hi. Always a bright spot in the day. – Ben Ark*
- **Charlotte Young** - *Charlotte has worked incredibly hard all week in Pre-Calculus. We have spent a lot of time going over homework and she has been asking really good questions. Recently she did an amazing on her assessment and should be proud of the work she put in. – Jesse Willard*
- **Cordell Akers** - *Every morning, on his hybrid days, this young man is patiently waiting in the vestibule for the doors to open. As we go out to get ready for our screenings, I lug out the bin of fresh masks. He is always waiting at the door to help me navigate them through. I appreciate his consistent, unsolicited kindness. – Kerry Stabell*

Athlete of the Week

- **Isaiah Terrill** (Varsity Boys Basketball) - *I almost wrote to you this morning to nominate our entire team. In the game, 10 guys scored between 4 and 8 points to get the win, and the past two practices have been some of the best of the year with their energy and hard work, they are actually tired at the end of practice.*

If I had to choose one it would be Isaiah Terrill. His defensive energy has been contagious and has increased the team's level of performance. He works hard in

practice and is a key component to our strategy on a nightly basis. He contributes on the offensive end too but when he is struggling on offense he picks up his defense even higher so he makes sure he is contributing to our success. - Jesse Willard, coach



“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

Admin

Penny and Scott continue to engage in district committee work, as Penny and Scott remain connected through Policy and Facilities, while also serving, along with Jennifer Luck-Hill as CVCC representatives on the BUUSD Design Committee.

As we support CVCC current work, we also look ahead guiding Team Leader transition, and help inform the re-envisioning and governance work.

Governance: Penny has almost completed presenting a proposal for a study of a new Governance structure at the CVCC sending schools, school boards. The Harwood presentation will take place April 14, 2021. The proposal has been well received by the schools so far. The study committee work is scheduled to begin in early-April, comprised of a representative group from our service region.

Administrative Team (Kara, Laurie, Sarah)- The administrative team, along with the rest of the events team, have pulled off a successful partial ceremony to CVCC's new NTHS inductees. 28 students have been inducted for year 2021. A newspaper announcement was made in the WORLD and a more formal announcement will be made at the End of Year Awards ceremony in June. See the attached WORLD announcement for the list of the 2021 NTHS students.

Teaching Staff- Jeneve Joslin (Medical Professions Instructor), Carl Matteson (Emergency Services Instructor), and Dimitri Kolomeitsev (Building Trades Instructor) attended their second AOE Cluster meetings for this school year during the month of March. Wendy Clark and Kristine McSheffrey (Baking and Culinary Arts instructors), and Christina Currier and Cindy MacRitchie (Cosmetology Instructors) attended their second VT CTE Proficiency meetings of this school year. Amanda Garland is the Chair of the Barre city Community Garden Committee and the Tree Stewardship Committee. These are also her Advisory Committees for CTE. She meets 2 times a month with these committees. She and her students have received approval to begin on a Tree Nursery at the Orange Reservoir. Amanda has supported a Tick Education offering for residents of Barre City. The EMS SimBaby has arrived and been set up. Both medical field instructors, Carl and Jeneve, began their remote training on how to use the SimBaby that they will be using in their programs. The Simulation baby represents a 9 month-old that acts as a pediatric patient for students to learn with. The manikin provides realistic practice by being a critically ill child that needs assessment and treatment. Students will be able to practice assessment, diagnosis, and intervention on a manikin that will provide a more confident response in real emergency situations.

Recruitment Team- The first round of applications have been processed and student interviews were scheduled using a google calendar tool for appointment slots. CVCC has moved to online applications, online interview sign ups, and remote interviews. This process took some time to set up. Laurie Morvan worked really hard to make sure the set up was a smooth process for everyone. She provided clear step by step directions and sent out communications on a regular basis to everyone involved. The overall outcome, according to feedback, was appreciated by students, parents, guidance counselors and teachers. Using the online set up has really made the process more efficient and students more

independent. The first round interviews are completed and with minimal bumps. Not always the case with a new roll out! CVCC is still accepting applications for all programs, especially for Emergency Services, Medical Professions, and Natural Resources. Here is a link to DestinationCVCC.org that was created for Middle School students to provide more information about CVCC. Our 2nd round application deadline is May 3rd.

PROGRAM HIGHLIGHTS



Cosmetology 1: has been busy working in the shop learning new hair cutting and coloring techniques. Some students were learning how to prep and give a client a perfect ombre color while practicing and perfecting the style in the salon. Students were also learning how to do a fade for a short style hair cut. With each of these new skills they are learning in class, they are also hard at work practicing for their up and coming Skills USA competition!



Cosmetology 2: Students are working diligently to prepare for their state exam and be ready for the salon industry!

DMA 1: Here are the students' newest projects shared with a link to their website!

Full_class page: <https://cvccdigitalmediaarts.com/>

This year's group: <https://sites.google.com/buusd.org/dma-i-website-2020-2021>

Emergency Services:



Emergency Medical Services, 2021 M.
Practicing filling and injecting syringe,
CVCC



Emergency Medical Services, 2021. A.
checks vital signs of the practice
patient. CVCC

STUDENT HIGHLIGHTS

Delaney Partlow: Delaney partlow is a student at CVCC in Medical Professions. She currently works in the HealthCare field at Four Seasons Care home (FS) in Northfield, VT. When the facility she works for had an outbreak, Delaney continued to provide care for the residents at FS. She shared with VT Digger about her first hand experience with working in a field that can put health care workers at risk and how that impacted her. Thank you to Delaney for being an essential person during a time of uncertainty.

<https://vtdigger.org/2021/03/07/virus-in-vermont-teenagers-new-job-turns-into-nursing-home-covid-outbreak/>

Congratulations to the students in DMA 1 for completing certifications in one or more of the following categories!

Adobe Photoshop ACA Certification: Braeden Adams, Blue Christensen, Lillian Ecklund Gustavson, Landon Flood, Jillian Haviliand, Julia Light, Elias Manriquez, Sam Watson



Adobe Visual Design Professional Certified: Lillian Ecklund Gustavson, Jillian Haviliand, Julia Light, Elias Manriquez

L. E. Gustavson

Adobe Illustrator ACA Certification: Lillian Ecklund Gustavson, Julia Light



Sam Watson

STAFF HIGHLIGHTS

Gerry Reymore- Gerry has spent 2020-2021 preparing teachers, staff, and students for WorkKeys Assessments that are an AOE requirement. Act WorkKeys is an assessment tool to measure students' workplace skills that can impact job performance. These assessments measure a range of skills relevant to occupations in industry. If students successfully complete the 3 WorkKeys assessments in math, graphic literacy and workplace documents they can earn a National Career Readiness certificate. Teachers have been prepped with materials provided by Gerry to help aid in instruction to prepare students for these assessments. Gerry has assisted in training permanent substitutes on how to be proctors for WorkKeys. Students have the opportunity to work on 1 thru 7 different levels in each focus area. There will be 2 assessments completed to check for improvement throughout the 2020-2021 school year. Gerry prepared a spring testing schedule that has to be adjusted several times. He has done this with patience and grace as he accepted that change is constant. Especially this year! Gerry has also put together the Program of Studies and the final product has been delivered. Gerry puts a lot of time and focus into everything he does and the outcome is reflected in the end product. Thank you, Gerry for all you do!

**Submitted by: CVCC Administrative Assistant
3.26.2021**

UPCOMING EVENTS: Recruitment, Quarter 3 Awards



Central Vermont Career Center (CVCC) 2021 National Technical Honor Society (NTHS)

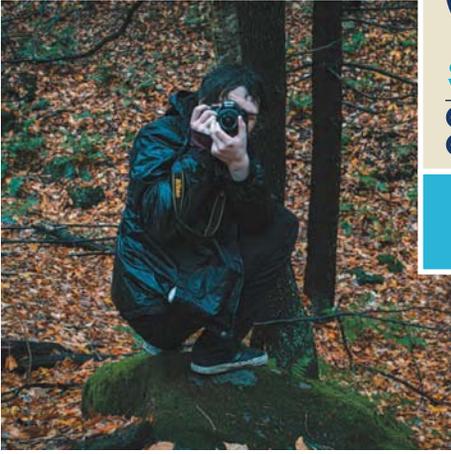
Student Inductees • March 11, 2021

Congratulations CVCC Students!

Student	Program	School
Adams, Braeden	Digital Media Arts 1	MHS
Badger, Chelsie	Cosmetology Year 1	MHS
Bristow, Logan	Medical Professions	SHS
Burachowski, Abigail	Medical Professions	SHS
Dimario, Zennor	Automotive Technology	HUHS
Duncan, Lydia	Cosmetology Year 1	MHS
Dunkling, Joshua	Electrical Technology	TUHS
Gagne, Christian	Electrical Technology	SHS
Grant, Bridget	Human Services/Co-op	U32
Guyette, Liam	Plumbing & Heat./Co-op	HUHS
Hill, Hunter	Cosmetology Year 1	CVCC
Kragh, Hannah	Digital Media Arts 2	HMSCHL
Kragh, Sebastian	Electrical Technology	HMSCHL
LaPera, Maddie	Medical Professions	MHS
LaRose, Arthur	Emergency Services	U32
Light, Julia	Digital Media Arts 1	TUHS
Madison, Riven	Digital Media Arts 1	TUHS
McCarthy, Ned	Plumbing and Heating	SHS
Newland, Haley	Medical Professions	TUHS
Partlow, Delaney	Medical Professions	SHS
Pierce, Nicholas	Electrical Technology	SHS
Preddy, Lauren	Cosmetology 1	SHS
Reed, Riley	Cosmetology 1	U32
Sainz II, Joshua	Building Trades	TUHS
Smith, Aubrie	Cosmetology Year 2	CVCC
Thayer, Rebecca	Cosmetology 1	U32
Thompson, August	Natural Res./Co-op	U32
Watt, Aliyah	Emergency Services	HUHS



CENTRAL CAREER
VERMONT CENTER



Based in the heart of Vermont, the Central Vermont Career Center has served students throughout the Green Mountain State since 1969.

Through a progressive outlook on education and the professional opportunities of a career-based education, our students learn the skills that lead to lifetime careers and academic excellence for a 21st century world.

Together, we are the future professionals of Vermont.



Education that **works.**

8000 # of hours EACH CVCC student spends practicing their skills during the school year.



20 students earned **105** college credits across **3** programs!

130 students earned **369** credentials across all programs!



Program of Studies

Information About CVCC Programs

- Introduction and Admissions / 2-3
- Automotive Technology / 4-5
- Baking & Culinary Arts / 6-7
- Building Trades / 8-9
- Cosmetology I & II / 10-11
- Digital Media Arts I & II / 12-13
- Electrical Technology / 14-15
- Emergency Services / 16-17
- Exploratory Technology / 18-19
- Medical Professions / 20-21
- Natural Resources and Sustainability / 22-23
- Plumbing and Heating / 24-25
- Co-operative Education Program / 26
- Work-Based Learning Program / 27
- Summary of Opportunities / 28

Inside Back Cover:

- Summary of Vermont Proficiency Graduation-Based Indicators
- CVCC Embedded Credits

Thank you to our students who served as front-line emergency workers during the most difficult times of the COVID-19 Pandemic.

Photos of students included in this Program of Studies were taken pre-COVID-19. CVCC has worked diligently during the Pandemic to keep our students and staff safe.



At CVCC...

- We **BUILD**
- We **CREATE**
- We **VENTURE**
- We **COLLABORATE**
- We **DESIGN**
- We **LEARN**

76% of Electrical and Plumbing students complete one year of apprenticeship and continue into the field.



The CVCC Admissions Process

Visit www.cvcc.org and www.destinationcvcc.org to complete our online application, sign up for online events, and to learn more about CVCC Admissions!

CVCC Admissions Timeline

(Subject to change each year. Check our website for an updated calendar)

- January to March** CVCC will market programs
- March** CVCC applications are due
- March** Sign up with your Guidance Counselor for CVCC Program Shadow & Interview Day to visit two programs via our **NEW online application**
- April** CVCC admissions decisions are made

The Path to CVCC

1. **Explore** www.cvcc.org and www.destinationcvcc.org
2. **Investigate** and choose two cvcc programs from the websites
3. **Complete and submit** our online application located on the websites
4. **Possess a strong desire** to learn and participate safely in the CVCC school community!!



4 Automotive Technology

What You'll Do

Shift your career into 5th gear with Automotive Technology! Whether you love trucks, cars, ATVs or snow-machines, it all starts with understanding the automotive service industry. Get direct experience with power and hand tools, plus learn welding skills. Dive into steering and suspension, brake systems, electronics and engine performance, and prepare for General Service Technician Training. Learn proper repair and maintenance procedures to service automobiles and light trucks—a green light to success!

Career Opportunities & Typical Salaries

- Automotive Technician (\$37,000)
- Diesel Service Technician (\$42,000)
- Heavy Equipment Specialist (\$44,000)
- Aircraft Mechanic & Technician (\$55,000)



Academic Opportunities

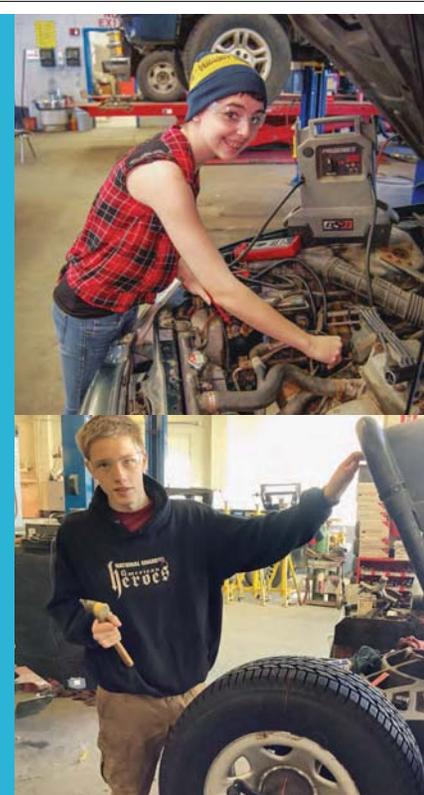
Successful students in this program have these academic opportunities available:

- S/P2 Mechanical Safety Certification
- Mechanical and Light Duty Repair (MLR) ASE Certification
- ALI Lift Safety Certification
- Snap-On Multimeter Certification
- Ability to earn post-secondary credits and/or industry credentials while at CVCC

*"What do I most appreciate about CVCC?
Knowledge of the instructors – it's top notch."*

– A CVCC parent

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Vermont Proficiency-Based Graduation Indicators

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- Math: 1, 2, 3, 4, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 8
- Transferable Skills: 1, 2, 3, 4, 5

Textbook

Automotive Technology Students use this industry-recognized text, although others may also be used throughout the year.

- Electude Automotive E-Learning (<http://www.electude.com>)

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 11.3 (Electude Automotive E-Learning)

Math Skills

Successful students in this program should expect to master these skills.

- Reading a micrometer (digital and gauge)
- Metric system
- Fractions, decimals, percentages
- Ratios and proportions
- Ohm's Law and Pascal's Law (note: the use of these two laws require the ability to work with formulas, such as $E=I \times R$, for different needs)
- Measurement
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins the year with safety training. Students are trained and required to pass these safety exams before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- S/P2 Mechanical Repair Safety Certification

Automotive Technology 5



6 Baking & Culinary Arts

What You'll Do

The folding of a croissant, the lattice work of a pie—your hands will transform sugar, butter and flour into awe-inspiring creations in Baking Arts. From sourcing ingredients to artistically presenting them on a plate, Culinary Arts will teach you classical recipes, methods and techniques, as well as new trends in food preparation. In lecture and lab, learn foundational principles, methods/preparations, plus customer service skills, culinary math, and workplace skills. As you get an overview of different parts of the hospitality industry, you'll learn about their distinguishing characteristics and trends. Graduate on track for success!

Career Opportunities & Typical Salaries

- Cake Designer (\$30,000)
- Executive Chef/Pastry Chef (\$40,000-\$90,000)
- Sous Chef/Pastry Sous Chef (\$30,000-\$80,000)
- Food & Beverage Manager (\$35,000-\$60,000)
- Health Inspector (\$50,000)



Academic Opportunities

Successful students in this program have these academic opportunities available:

- ServSafe® Manager/Allergens Certification
- S/P2 Culinary Workplace Safety Certification
- Ability to earn post secondary credits and/or industry credentials while at CVCC

"CVCC is forever at the top of my appreciation and gratitude list for the amazing educational opportunities, the drive and motivation, the rigor and accountability and most importantly the genuine respect and relationship building you do with all scholars!" – A CVCC parent

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- Math: 1, 2
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 8
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

- Baking & Culinary Arts Students use these industry-recognized texts, although others may also be used throughout the year.
- Foundations of Restaurant Management and Culinary Arts - Pearson
 - CIA Introduction to Culinary Arts
 - ServSafe, 7th edition, National Restaurant Association
 - Culinary Math Principles and Applications, 2nd edition

Reading Level

Students will need to read and comprehend at a 10th to 12th grade level.

Math Skills

- Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.
- Conversions
 - Fractions, decimals, and percentages
 - Measurements
 - Estimating
 - Volume
 - Geometry (spatial abilities)
 - Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- ServSafe® Manager Certification (nationally recognized certificate)
- S/P2 Culinary Safety Certification



Baking & Culinary Arts 7

8

Building Trades

What You'll Do

Do you wonder how structures are made? In Building Trades you'll learn residential and commercial skills from the ground up while earning the NCCER credentials. Along the way, you'll learn the principles and skills of general carpentry. A real foundation for your future career!

Career Opportunities & Typical Salaries

- Carpenter (\$41,000)
- Construction Laborer (\$29,000)
- Drywall Tapers & Finishers (\$43,000)
- Stone Mason (\$42,000)

Academic Opportunities

Successful students in this program have these academic opportunities available:

- Occupational Safety & Health (OSHA) 10-hour Certification
- National Center for Construction Education & Research (NCCER) – Core Curriculum
- NCCER – Carpentry Level 1 & 2 available
- Ability to earn post secondary credits and/or industry credentials while at CVCC



"I appreciate that I can learn exactly what I want to learn."

– A CVCC student

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- Math: 1, 2, 3, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 8
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

- Building Trades students use these industry-recognized texts, although others may also be used throughout the year.
- National Center for Construction Education and Research (NCCER) Core Curriculum - Pearson
 - National Center for Construction Education and Research (NCCER) Carpentry Level 1 - Pearson

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 10.4 (NCCER Text)

Math Skills

- Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.
- Pythagorean theorem
 - Fractions, decimals, percentages
 - Measuring quickly with tape measure to an accuracy of 1/8 inch
 - Ratios and proportions
 - Finding area
 - Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Occupational Safety and Health (OSHA) 10-hour Certification



Building Trades 9

10

Cosmetology I & II

What You'll Do

Cosmetology prepares you to put your artistic skills to work making people look and feel their best. Learn all you need for the State Board of Cosmetology license exam—hair cutting and coloring, chemical texturizing, waxing, skin care, nail services, and makeup application—in the CVCC in-house salon.

Career Opportunities & Typical Salaries

- Cosmetologist (\$16,000-\$41,000)
- Makeup Artist (\$24,000-\$54,000)
- Nail Technician (\$16,000-\$33,000)
- Skin Care Specialist (\$17,000-\$51,000)

Academic Opportunities

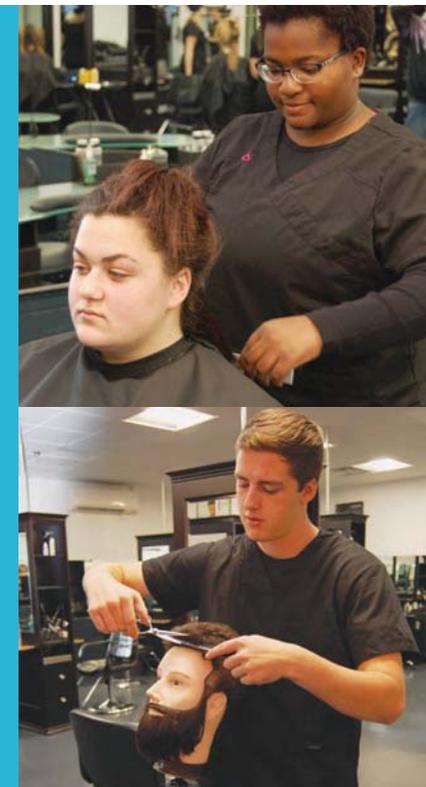
Successful students in this program have these academic opportunities available:

- Students who have successfully completed 1,000 hours can sit for the Vermont Licensing Exam for Cosmetology (second year of program required).
- Ability to earn post secondary credits and/or industry credentials while at CVCC

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– A CVCC parent

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- Math: 1, 2, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 3
- Transferable Skills: 1, 2, 3, 4, 5

Textbook

Cosmetology students use these industry-recognized texts, although others may also be used throughout the year.

- Pivot Point Cosmetology Textbook and Lab-Pivot Point
- Milady Standard Cosmetology-Cengage Learning

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 14.0 (Milady Text)
- 11.5 (Pivot Point Text and Lab)

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Fahrenheit temperature
- Measure length and angles
- Fractions, decimals, percentages
- Ratios and proportions
- Probability
- Calculate wages
- Money and financial management
- Reading scales and gauges
- Time management
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Safety and Infection Control (exam content from VT State Salon Regulations)
- Occupational Safety and Health (OSHA) 10-hour Certification



Cosmetology 11

12

Digital Media Arts I & II

What You'll Do

This program is the home of creativity and collaborative project-based learning at the Career Center. Enhance your vision of the world in our photography unit where you can master cameras and manipulation software. Learn new ways of communicating and work with community professionals in your community during our graphic design unit. Bring your movie ideas to life during our filmmaking unit where you gain access to industry-standard camera equipment and learn to master software. Through photography, graphics, film, music, web design, and animation our students master creativity for the entire world of media possibilities.

Career Opportunities & Typical Salaries

- Graphic Designer (\$44,000)
- Web Developer (\$63,000)
- Multi-Media Artist (\$61,000)
- Animator (\$64,000)
- Film/Video Editors & Camera Operator (\$46,000)



Academic Opportunities

Successful students in this program have these academic opportunities available:

- Adobe Certification in Adobe Illustrator and Photoshop (DMA I)
- Adobe Certification in Premier-Pro (DMA II)
- Ability to earn post secondary credits and/or industry credentials while at CVCC
- DMA now offers a second-year program for advanced study within your chosen media path. DMA II's curriculum puts an emphasis on portfolio development to advance your career and/or secondary education

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- Math: 1, 2, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Media Arts: 1, 2, 3, 4
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

Digital Media Arts Students use these industry-recognized texts, although others may also be used throughout the year.

- Pearson "MyGraphicsLab" Adobe eTextbooks for Photoshop, Illustrator, and Premiere Pro
- "How To Design Cool Stuff" — John McWade

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 11.4 (MyGraphics Lab)
- 9.5 (How To Design Cool Stuff)

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Measuring
- Fractions, decimals, percentages
- Ratios and proportions
- Conversions between units and file structures
- Visual spatial cognition
- Geometry (spatial abilities)
- Algorithms
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Digital Citizenship and Copyright Law-CVCC Designed Examination featuring content approved by Common Sense Media Incorporated.
- Occupational Safety and Health (OSHA) 10-hour Certification (DMA II)



Digital Media Arts 13

14

Electrical Technology

What You'll Do

Imagine having the skills to wire a house, bringing power to it for the first time! In the Electrical Technology program, you'll learn everything you need to prepare for a career as an electrician, including a registered apprenticeship: install, connect, test, and maintain electrical systems. Learn residential and commercial skills and earn NCCER credentials—power your future!

Career Opportunities & Typical Salaries

- Electrician (\$50,000)
- Line Installer & Repairer (\$58,000)
- Electrical & Electronics Installers (\$51,000)
- Wind Turbine Technicians (\$46,000)



Academic Opportunities

Successful students in this program have these academic opportunities available:

- National Center for Construction Education & Research (NCCER) – Core Curriculum
- NCCER – Electrical Level 1 & 2 available
- Occupational Safety & Health (OSHA) 10-hour Certification
- 750-2,100 hours credited toward the Vermont Electrical Registered Apprenticeship Program
- Opportunity to take the Vermont Electrical Apprentice Program exam and
- Ability to earn post secondary credits and/or industry credentials while at CVCC

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- Math: 1, 2, 4, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 8
- Transferable Skills: 1, 2, 3, 4, 5

Textbook

Electrical Technology Students use this industry-recognized text, although others may also be used throughout the year.

- National Electrical Code: Electrical Residential Wiring-NFPA 70
- National Center for Construction Education & Research (NCCER) texts – Pearson

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 13.3 (Electrical Residential Wiring)

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Ohm's law
- Manipulating formulas
- Frequent complex calculations
- Voltage drop calculation
- Measuring
- Using industry code charts
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Occupational Safety and Health (OSHA) 10-hour Certification

Electrical Technology 15



16 Emergency Services

What We Do

Would you know what to do in an emergency? People depend on the quick reaction and competent care provided by EMTs responding to their call. Our Emergency Services program will prepare you to handle many types of emergencies and become fully prepared to enter the Emergency Services workforce or enter into post-secondary education and training.

Career Opportunities & Typical Salaries

- Emergency Medical Technician (\$34,000)
- Paramedic (\$44,000)
- Emergency Management Specialist (\$45,000)
- Flight Paramedic (\$50,000)
- Law Enforcement (\$63,000)

Academic Opportunities

Successful students in this program have these academic opportunities available:

- Emergency Medical Technician Certification
- CPR/AED/First Aid Certification
- FEMA certification courses
- Hazardous Materials Awareness Certification
- Field experience with local Emergency Services
- Ability to earn post secondary credits and/or industry credentials while at CVCC



"My child is happy and loves going to school." – A CVCC parent

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- Math: 1, 3, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 3
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

Emergency Services Students use these industry-recognized texts, although others may also be used throughout the year.

- Emergency Care (Edition 13) -Daniel Limmer and Michael O'Keefe

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 14.3 (Emergency Care)

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Use of military time
- Fractions, decimals, and percentages
- Ratios and proportions
- Reading gauges
- Metric to standard conversion
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- American Heart Association First Aid and CPR
- Occupational Safety and Health (OSHA) 10-hour Certification

Emergency Services 17



18 Exploratory Technology

What You'll Do

Our Exploratory Technology program is just that: a wonderful way to gain foundational skills and explore career pathways and the many opportunities available in this 9th- and 10th-grade educational experience. You'll balance your time honing your academic skills and shadowing each of the Career Center's programs, really giving you an up-close look at what the classes and instructors are like. While you're at it, you'll develop critical thinking, reasoning, and problem solving skills, and personal finance—skills that you can use for the rest of your life!

Academic Opportunities

Successful students in this 9th- & 10th-grade program have these academic opportunities available:

- National Center for Construction Education & Research (NCCER) – Core Curriculum
- Earn academic credits in English, Math, Science, and Social Studies
- OSHA 10-hour Certification – General Industry
- Shadow-driven career exploration
- Project-based learning in woodshop and leather studio



"CVCC is responsive to the community."
– A CVCC community member

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- Math: 1, 2, 3, 5, 6
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 3
- Transferable Skills: 1, 2, 3, 4, 5
- Global Citizenship: 1

Textbooks

Exploratory Technology Students use these industry-recognized texts, although others may also be used throughout the year.

- Entering the World of Work - Glencoe
- Various Trade Texts

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 9.2 (Entering the World of Work)
- Various trade texts have been chosen to read at the 10th grade level.

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Trade-specific math
- Measurements and construction calculations
- Fractions, decimals, and percentages
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Wood Shop and Hand Tool Safety Program Certification (CVCC Designed)
- Occupational Safety & Health (OSHA) 10-hour Certification

Exploratory Technology 19

20 Medical Professions

What You'll Do

Health care jobs are predicted to be the largest and fastest growing career sector. In this program you'll learn human biology, the science of nutrition, basic clinical assessment skills, vital signs, blood glucose monitoring, medical terminology, phlebotomy, professionalism skills, first aid and CPR, electronic health record training and basic suturing. You'll also explore a variety of the medical professions through job shadowing—what they are, what they do, and what training they require.

Career Opportunities & Typical Salaries*

- Pharmacy Technician (\$20,000-\$80,000)
- Medical Secretary (\$20,000-\$80,000)
- Resident Nurse (\$50,000-\$160,000)
- Nutritionist (\$50,000-\$160,000)
- Physician's Assistant (\$50,000-\$160,000)
- Physical Therapist (\$50,000-\$160,000)

Academic Opportunities

Successful students in this program have these academic opportunities available:

- Heartsaver Certification – American Heart Association (AHA) Basic Life Support
- First Aid Certification – AHA
- Occupational Safety and Health (OSHA) 10-hour Certification
- Blood Borne Pathogen Certification
- Earn post secondary credits and/or industry credentials while at CVCC
- HIPPA/Confidentiality Training
- Phlebotomy Training
- NHA Certified Electronic Health Record Specialist (CEHRS)

* See our website for a complete list of Career / Academic opportunities

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- Math: 1, 2
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 3
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

Medical Professions Students use these industry-recognized texts, although others may also be used throughout the year.

- Discovering Nutrition, 6th edition - Paul Insel
- Human Biology, 9th edition - Daniel Chiras
- Introduction to Healthcare, 5th edition - Haroun and Mitchell

Reading Level

Texts for this course are written at an 11th grade reading level.

Recommended Math and Science Skills

Successful students in this program should expect to master these math and science skills. Previous preparation and training in these areas are critical for academic success in this program.

- Chemistry
- Biology
- Fractions, decimals, and percentages
- Ratios and proportions
- Units and conversions
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- American Heart Association First Aid and CPR
- Occupational Safety and Health (OSHA) 10-hour Certification

Medical Professions 21

22 Natural Resources & Sustainability

What You'll Do

Why sit at a desk when there's a great big universe to explore? Through applied education, students in the Natural Resources & Sustainability program study real-world solutions to sustainability issues and complete projects that are important to their community.

Career Opportunities & Typical Salaries

- Conservation Scientist & Forester (\$52,000)
- Hydroponics Technician (\$28,300)
- Farm & Ranch Technician (\$28,000)
- Environmental Scientist (\$41,000)
- Forest & Conservation Technician (\$34,000)
- Game Warden (\$45,000)

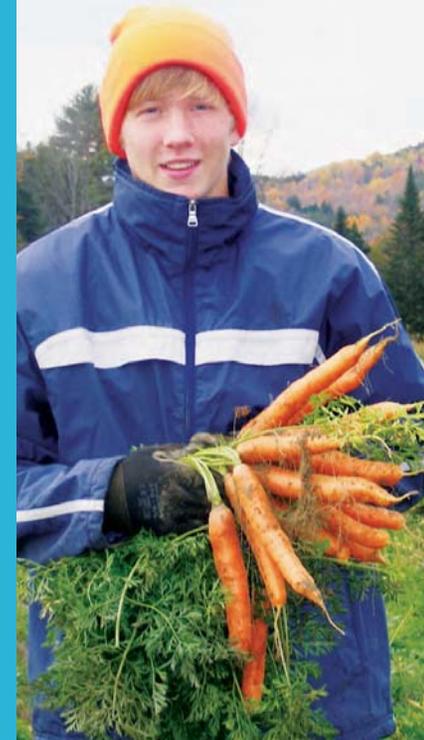
Academic Opportunities

Successful students in this program have these academic opportunities available:

- Wilderness First Aid Certification (WFA)
- Occupational Safety & Health (OSHA) 10-hour Certification
- Outdoor Professional Safety Certification
- Ability to earn post secondary credits and/or industry credentials while at CVCC
- Game of Logging Certification

"I feel comfortable. I feel supported. I'm learning really important things."
– A CVCC student

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Vermont Proficiency-Based Graduation Indicators

While covering a full curriculum of content specific to this trade, students in this program will be trained and assessed on the following high school-level academic proficiencies using the following indicators from Vermont's Proficiency-Based Graduation Requirements. For more information about Vermont's Proficiency-Based Graduation Requirements, visit the Vermont Agency of Education's website.

- Math: 1, 2, 3, 5, 6
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 2, 4, 8
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

Natural Resources and Sustainability Students use this industry-recognized text, although others may also be used throughout the year.

- Exploring Global Issues (Social, Economic, and Environmental Interconnections) - Facing the Future
- Horticulture Today - Elizabeth Driscoll and Jodi Songer Riedel

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into this school year."

- 11.7 (Exploring Global Issues)
- 12.0 (Horticulture Today)

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Scale factors
- Measurements
- Unit conversions
- Scale maps
- Volume
- Area
- Polynomial equations
- Basic algebra
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Outdoor Professional Safety Program Certification (CVCC Designed)
- Occupational Safety and Health (OSHA) 10-hour Certification

Natural Resources & Sustainability 23



24 Plumbing & Heating

What You'll Do

Want a career that's really heating up? The Plumbing & Heating program prepares you for entry-level jobs, including a registered apprenticeship, by helping you gain basic knowledge of plumbing and hydronic heating systems, as well as earning NCCER credentials. The job opportunity outlook for both fields is strong, meaning graduates of this program are in high demand.

Career Opportunities & Typical Salaries

- Plumbing, Pipe Fitters & Steam Fitters (\$54,000)
- Heating, Air Conditioning & Refrigeration Mechanic/Installer (\$50,000)
- Boilermaker (\$62,000)
- Pipelayer (\$39,000)

Academic Opportunities

Successful students in this program have these academic opportunities available:

- National Center for Construction Education & Research (NCCER) - Core
- NCCER Plumbing 1 & 2; Hydronic Heating and Pipelayer
- Occupational Safety & Health (OSHA) 10-hour Certification
- 750-2,100 hours credited toward the Vermont Plumbing Registered Apprenticeship Program
- Opportunity to take the 1st and 2nd year tests of the Vermont Plumbing Registered Apprenticeship Program
- Ability to earn post secondary credits and/or industry credentials while at CVCC



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Vermont Proficiency-Based Graduation Indicators

While covering a full curriculum of content specific to this trade, students in this program will be trained and assessed on the following high school-level academic proficiencies using the following indicators from Vermont's Proficiency-Based Graduation Requirements. For more information about Vermont's Proficiency-Based Graduation Requirements, visit the Vermont Agency of Education's website.

- Math: 1, 2, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 8
- Transferable Skills: 1, 2, 3, 4, 5

Textbooks

Plumbing and Heating Students use these industry-recognized texts, although others may also be used throughout the year.

- Plumbing and Heating (Second Edition) - Michael Joyce
- Modern Hydronic Heating (Third Edition) - John Siegenthaler
- National Center for Construction Education & Research (NCCER) texts - Pearson

Reading Level

Textbooks and the majority of class texts in this course are written at the following grade level. The first number correlates to the grade level and the decimal refers to the monthly progress throughout the year. For example, an 11.3 would translate to an "11th grade reading level, approximately three months into the school year."

- 12.0 (Plumbing and Heating)
- 11.8 (Modern Hydronic Heating)

Math Skills

Successful students in this program should expect to master these math skills. Previous preparation and training in these areas are critical for academic success in this program.

- Ohm's law
- Pascal's law
- Pythagorean theorem
- Measuring
- Fractions, decimals, and percentages
- Angles
- Using industry code charts
- Basic math (addition, subtraction, multiplication, division)

CVCC Safety Exam

Every CVCC Program begins their year with safety training. Students are trained and required to pass the safety exam before they can participate in program lab settings. For more information about these exams, contact the CVCC School Counseling Coordinator.

- Occupational Safety and Health (OSHA) 10-hour Certification



Plumbing & Heating 25

26 Co-operative Education

What We Do

The Co-operative Education program takes technical training beyond the classroom by providing opportunities for students to apply their learning in a workplace setting. This program is a collaboration between CVCC and area employers and is designed to offer paid or unpaid career-related experiences that build on and expand a student's skills. Whether the goal is to develop self-confidence, employability skills or advanced job placement, this career-based curriculum encourages students to put their education to work. Students will be immersed in on the job training opportunities up to four days a week, and attend CVCC one day a week.

Current Employers:

- Stones Service Station
- Teds Kar Kare
- Clarks Collision
- SD Ireland
- Cody Chevrolet
- Buddy's Burgers
- Montpelier School Food Service
- Garnet Transport
- Barre EMS
- Waterbury Ambulance Service
- Turtle Island Children's Center
- Lloyd Plumbing & Heating
- Bourne's Energy
- Ceres Greens
- Northland Visual Design & Construction



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14,000
Total student hours worked last year

\$175,000
Total student wages earned last year

Work-Based Learning Program

What We Do

Do you think you'd enjoy a particular career, but aren't sure what it's really like? Maybe you've decided what you'll do after graduation, and want to get a jumpstart on making connections? In either case, the Co-operative Education program takes academic and technical training beyond the classroom and into the field, so you can test your skills and gain valuable experience in a workplace setting. A collaboration between the Central Vermont Career Center and local employers, the Co-op program offers paid and unpaid career-related jobs. Develop self-confidence, grow your employability skills, and get one step closer to lining up a fantastic job!

Opportunities

- Job shadowing
- Career work experience
- Career technical education
- Registered apprenticeship
- Career preparation & training

Skills Acquired

- Decision making, problem solving and critical thinking skills
- Stronger communication through reading, writing, listening and speaking
- Professionalism and business ethics
- Teamwork with fellow employees
- Industry Standards



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Summary of Opportunities (Successful students in these programs have these opportunities available to them)

Automotive Technology	<ul style="list-style-type: none"> • S/P2 Mechanical Safety Certification • Mechanical and Light Duty Repair (MLR) ASE Certification • TIA Tire Service Chart 	<ul style="list-style-type: none"> • AOCA Certified Lube Technician • Snap-On Multimeter Certification • Ability to earn post-secondary credits and/or industry credentials while at CVCC
Baking & Culinary Arts	<ul style="list-style-type: none"> • ServSafe® Manager/Allergens Certification • ServSafe® Allergens Certification • S/P2 Culinary Workplace Safety Certification 	<ul style="list-style-type: none"> • Ability to earn post-secondary credits and/or industry credentials while at CVCC
Building Trades	<ul style="list-style-type: none"> • Occupational Safety & Health (OSHA) 10-hour certification • National Center for Construction Education & Research (NCCER) – Core Curriculum 	<ul style="list-style-type: none"> • NCCER – Carpentry Level 1 & 2 available • Ability to earn post-secondary credits and/or industry credentials while at CVCC
Cosmetology I & II	<ul style="list-style-type: none"> • Students who have successfully completed 1,000 hours can sit for the Vermont Licensing Exam for Cosmetology (second year of program required) 	<ul style="list-style-type: none"> • OSHA 10 Certification • Ability to earn post-secondary credits and/or industry credentials while at CVCC
Digital Media Arts I & II	<ul style="list-style-type: none"> • Adobe Certification in Adobe Illustrator and Photoshop • Adobe Certification in Premiere-Pro (DMA II) • Ability to earn post-secondary credits and/or industry credentials while at CVCC 	<ul style="list-style-type: none"> • DMA offers a second-year program for advanced study within your chosen media path. DMA II's curriculum puts an emphasis on portfolio development to advance your career and/or secondary education
Electrical Technology	<ul style="list-style-type: none"> • National Center for Construction Education & Research (NCCER) – Core Curriculum, Electrician 1 & 2 • Occupational Safety & Health (OSHA) 10-hour certification • 300 hours credited toward the Vermont Electrical Registered Apprenticeship Program 	<ul style="list-style-type: none"> • Opportunity to test for the 1st year of the Vermont Electrical Apprenticeship Program • Ability to earn post-secondary credits and/or industry credentials while at CVCC
Emergency Services	<ul style="list-style-type: none"> • CPR/AED/First Aid Certification • Eligible for NREMT Certification • OSHA 10 Certification • Hazardous Materials Certification 	<ul style="list-style-type: none"> • Field experience with local emergency departments • Ability to earn post-secondary credits and/or industry credentials while at CVCC
Exploratory Technology	<ul style="list-style-type: none"> • National Center for Construction Education & Research (NCCER) – Core Curriculum • Earn academic credits in English, Math, Science, & Social Studies • OSHA 10 Certification – General Industry 	<ul style="list-style-type: none"> • Exploration and experiences while participating in every program at the Career Center • Project-based learning opportunities • First Aid/CPR Certification
Medical Professions	<ul style="list-style-type: none"> • CPR/AED Certification – American Heart Association (AHA) • First Aid Certification – AHA • OSHA 10 Certification • Blood Borne Pathogen Certification • Governor's Career Readiness Certificate 	<ul style="list-style-type: none"> • Ability to earn post-secondary credits and/or industry credentials while at CVCC • HIPPA/Confidentiality Training • NHA Certified Electronic Health Record Specialist (CEHRS)
Natural Resources & Sustainability	<ul style="list-style-type: none"> • Wilderness First Aid Certification (WFA) • Occupational Safety & Health (OSHA) 10-hour Certification • Outdoor Professional Safety Certification 	<ul style="list-style-type: none"> • Ability to earn post-secondary credits and/or industry credentials while at CVCC • Game of Logging Certification
Plumbing & Heating	<ul style="list-style-type: none"> • National Center for Construction Education & Research (NCCER) – Core; Plumbing 1 & 2; Hydronic Heating and Pipelayer • Occupational Safety & Health (OSHA) 10-hour Certification • 750-2,100 hours credited toward the Vermont Plumbing Registered Apprenticeship Program 	<ul style="list-style-type: none"> • Opportunity to take the 1st year test of the Vermont Plumbing Registered Apprenticeship Program • Ability to earn post-secondary credits and/or industry credentials while at CVCC

Summary of Vermont Proficiency Graduation-Based Indicators

While covering a full curriculum of content specific to their trades, students in CVCC programs will be trained and assessed using high school-level proficiencies from the Vermont Agency of Education's Indicators for Proficiency-Based Graduation Requirements.

CVCC is currently in the process of aligning additional proficiency indicators for literacy and other academic areas. Contact the instructor for updates and more information. For more information about Vermont's Proficiency-Based Graduation Requirements visit the Vermont Agency of Education's website at <https://education.vermont.gov>.

Automotive Technology

- Math: 1, 2, 3, 4, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 8
- Transferable Skills: 1, 2, 3, 4, 5

Baking & Culinary Arts

- Math: 1, 2
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 8
- Transferable Skills: 1, 2, 3, 4, 5

Building Trades

- Math: 1, 2, 3, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 8
- Transferable Skills: 1, 2, 3, 4, 5

Cosmetology I & II

- Math: 1, 2, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 3
- Transferable Skills: 1, 2, 3, 4, 5

Digital Media Arts I & II

- Math: 1, 2, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Media Arts: 1, 2, 3, 4
- Transferable Skills: 1, 2, 3, 4, 5

Electrical Technology

- Math: 1, 2, 4, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 8
- Transferable Skills: 1, 2, 3, 4, 5

Emergency Services

- Math: 1, 3, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 3
- Transferable Skills: 1, 2, 3, 4, 5

Exploratory Technology

- Math: 1, 2, 3, 5, 6
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 1, 2, 3
- Transferable Skills: 1, 2, 3, 4, 5
- Global Citizenship: 1

Medical Professions

- Math: 1, 2
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 3
- Transferable Skills: 1, 2, 3, 4, 5

Natural Resources & Sustainability

- Math: 1, 2, 3, 5, 6
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 2, 4, 8
- Transferable Skills: 1, 2, 3, 4, 5

Plumbing & Heating

- Math: 1, 2, 5
- English & Literacy: 1, 2, 3, 4, 5, 6
- Work Based Learning: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Science: 8
- Transferable Skills: 1, 2, 3, 4, 5

CVCC embedded credits aligned with sending schools (see notes)

PROGRAM	ENGLISH	MATH	SCIENCE	ART	SOCIAL STUDIES (not US History)	OTHER
Automotive Technology	👉	👉	👉	👉		1/2 PE, 1/2 Elective
Baking & Culinary Arts	👉	👉	👉	👉		1 Elective
Building Trades	👉	👉	👉	👉		1 PE
Cosmetology (2-year program)	👉	👉	👉	👉		1 Elective
Digital Media Arts I & II	👉	👉	👉	👉		1 Elective
Electrical Technology	👉	👉	👉	👉		1 Elective
Emergency Services	👉	👉	👉	👉		1/2 PE, 1/2 Elective
Exploratory Technology (10th grade only)	👉	👉	👉	👉		1/2 PE, 1/2 Elective
Medical Professions	👉	👉	👉	👉		1 Elective
Natural Resources & Sustainability	👉	👉	👉	👉		1 PE
Plumbing & Heating	👉	👉	👉	👉		1 Elective

NOTES:

- COOP earns same credits/proficiencies as the program
- Upon successful completion of a CVCC program each student will be awarded the allowed credits from their sending school.



2021
Program of
Studies

Give us a call, schedule a visit,
or check out our website:

www.cvtcc.org
www.destinationcvtcc.org

Central Vermont Career Center
155 Ayers Street, Suite 2
Barre, VT 05641
802.476.6237



Follow us on facebook to receive post updates about events, news, and check out photos and video from our programs!



Thank you to our students who served as front-line emergency workers during the most difficult times of the COVID-19 Pandemic.



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

April, 2021

Dear Barre Unified Union School District Board,

We would like to start this month's BCEMS report by sharing how much our Peak and Ujamaa teams are looking forward to the impending full time return of our 7th and 8th graders! Really, all of us are! You should be proud of how our older students, their families, and all of their teachers adapted to an incredibly challenging situation this past year, but we are certainly all ready to return to some semblance of normalcy. The impending new guidance coming from the AOE will pose some new challenges, no doubt, but we can assure you that we will be ready to meet them.

We would also like to share some updates that have been cause for celebration in our school community this year. When we presented our first draft of the BCEMS budget this winter, you likely noticed we proposed reducing the behavior staff by a 1.0 FTE professional level position. Those of you who have been connected in any way to BCEMS over the years may have done a double take when you saw this! We want you all to know that this reduction was not due to budgetary needs. Indeed, the decision to make this cut was a reflection on the many improvements to our student support system we have put in place over the past three years.

This work began promptly upon our arrival to BCEMS in 2018, and we want you to know candidly that the work is nowhere near completed! Changing the culture of a school and how a community responds to behavioral challenges takes time, but we sensed immediately that our talented teams were open to and clamoring for change to better serve our kids and their families. Building internal capacity to help our students has been key; we have spoken often of how impactful Developmental Designs has been for our middle school, but we have also worked closely with the Northeast Family Institute, Infinite Horizons, and numerous other organizations to train our staff in trauma informed best practices. Additionally, the elementary school is in the process of reinstituting Positive Behavioral Interventions and Supports (PBIS) into the community; this commitment to PBIS for our K-4 students connects perfectly to the Developmental Designs approach to community building that has been so successful for our 5th to 8th graders, and we are very excited about it! We have also significantly reduced our reliance on outside agencies such as Washington County Mental Health while also

greatly improving our working relationships with their teams. Much credit is due to these agencies for adapting their practices and philosophy to our changing needs and expectations.

Most importantly however, we want to highlight two of the programs we have developed in recent years to meet the needs of our students and their families:

* The Restorative Classroom is in its first year this year, and is paid for entirely by grant funding. The program supports elementary students in a small group setting who have been identified as having mental health needs related to trauma and adverse childhood experiences. The program includes a certified teacher, **Denise Latshaw**; a licensed mental health clinician, **Amanda Rigatti**, and a behavior interventionist, **Courtney Kerrick**. To date, this program has simply changed the narrative for the students it serves. The team is not only providing experiences and learning more tailored to the needs of these children, but they are also allowing them to be successful with fewer supports and interventions. In less than a year the Restorative Classroom has successfully eliminated the need for a WCMH 1:1 Behavior Interventionist and kept three students on our campus who in past years would have been placed with outside service providers. Although these numbers are not necessarily reflected as budget reductions, they would certainly have shown up in overages for both regular and special education. More importantly of course, the children are here at BCEMS where they truly belong. This Restorative Classroom is also allowing for our support teams to better meet the needs of other students in our school - thus the reduction of a behavior specialist in our budget.

* Room 207 serves the needs of our middle school students in ways that most of us didn't experience when we were students. Started four years ago by our behavior team in response to an alarming and long standing number of discipline referrals across the middle school, Room 207 takes a proactive, preemptive, and respectful approach to challenging behaviors consistent with Developmental Designs practices. The program has been so successful that we no longer have a traditional "planning room" at BCEMS; again, those of you who have been connected to our school over the years may find this news quite surprising! The talented middle school team of Behavior Specialists **Sarah Jordan**, **Heather MacAskill**, and **Kristin Morrison** along with Behavior Interventionist **Suzie Jacobs** has transformed the way in which our community helps students manage their emotions, academic difficulties, and relational challenges. Their focus on building trusting relationships while holding students accountable for their behavior has had an enormous impact on the climate of our school, and we can see the results in our classrooms on a daily basis.

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

To be clear, the early success of these two programs has not solved every concern we have for the children of BCEMS - there is still lots of work to do! (We are looking ahead to creating similar options for our older elementary students as just one example.) Above all else however, we want you to know that you have the right team in place here at BCEMS to continue this work. Our Assistant Principal **Pierre LaFlamme**, our counseling team, our special educators, our classroom teachers, all of us... are deeply committed to improving the lives of the children of the Barre community. You can have confidence in this!

We know that the impact this work has on our students shouldn't be measured in dollars and cents, but instead by the success and growth of them both as learners and as people. We sense that you all agree with this, and we want the community to share in the pride we have in the growing transformation of our school community. To that end, we hope that you will afford a spot in a future board agenda to invite members of our teams to highlight the changes of the last three years while answering some of your questions. Additionally, we are currently working with **Josh Allen** to develop a video to highlight the successes of all of these programs to get the word out to the community.

In the meantime, we welcome your questions, and we eagerly await the opportunity to further publicly share these celebrations with all of you.

Respectfully, Chris and Hayden

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

Garden News

April 2, 2021

Garden Coordinator: Christie Mainart

cmainbce@buusd.org

Garden Happenings

- Sending thanks to the students from the Restorative Classroom and Kate Hawley for painting these beautiful planting containers (at right) that will be hung on the garden's fence later this spring.
- The greenhouse has started cooking! Its garden bed has been amended with compost, so it's ready for Roberta's students to plant some spinach, lettuce, chard, and radish seeds in the warming soil next week.
 - It'll be fun to see at which rate these plants grow compared to later plantings in warmer conditions. Come observe with your students!
 - We'll have another little experiment going on in this bed, too. I left a small portion to the left of it unamended so that we can see if the same seed varieties planted in either section (amended vs. unamended) fare differently in their growth and production.
- I'll be taking some students to the greenhouse next week to start peas and cabbage in seed trays.
- The greenhouse will be unlocked each morning beginning Wednesday, April 7th, so that you and students can wander over to explore anything that's happening inside. Just do your best not to leave the door propped open so that it stays nice and warm in there.



Current Inquiries

- Post-winter cleanup has begun in the garden. The perennial flower bed is looking pretty good, but there are a lot of scattered leaves throughout the garden that need to be raked up and removed. Let me know if any of your students can help work on this task.
- I'm still on the lookout for some more teachers with students interested in starting seeds in seed trays in the greenhouse upon the return from April break. Remember- I can help! Reach out to sign up for this simple and engaging learning experience with them.
- Anyone interested in creating some waterproof storyboards about the life cycles of apple trees, tomatoes, bees, butterflies, etc. to hang on the back fence this spring? Or if you are interested but lack the resources, just reach out.

Barre Town Middle & Elementary School



Building Report

April 8, 2021

Arrival and Pick-Up: Thank you for everyone's flexibility and patience as we continue to work with Town employees and the BT Police Dept. to snake through the parking lot while the Recreation Road is drying out. While we fully understand it's not ideal, it is helping to remove a bit of traffic congestion off Websterville Rd. and Quarry Hill Rd. Our hope is that weather will be in our favor and the Recreation Rd. will soon dry out so that we can resume using this road.

Bus Routes: Bus routes are currently being revamped in anticipation of the increase of in-person instruction of our 7th & 8th graders. If there is an increase of in-person instruction for our upper grades, any changes in bus times that must occur will be communicated to families as soon as possible. If you are interested in having your child ride the bus, please reach out to our Transportation Coordinator, Terrie Murray, so she can incorporate your information into the planning.

Crops by Kids Garden: Planning is underway for the upcoming garden season. Fresh mulch, a few minor repairs (fencing, signage, etc.) and pruning of the kiwi above the pergola are a few projects that will take place in addition to the planting of seeds!

Dinner: Starting on April 1, students across our District started taking home dinner to enjoy. This free dinner (also includes a little activity) is open and available to any student enrolled in the BUUSD and all schools within the District are open sites for dinner pick-ups from 2:30 - 3:30pm, Monday-Friday.

Generator: The generator is still on schedule! Delivery and installation is expected to take place during the week of April vacation.

Last day for Preschool: The last day for Preschool students will be Friday, June 18th. All PK teachers will begin a weeklong ECO training on Monday, June 21st.

Positive Behavioral Intervention Supports (PBIS): While our elementary students work hard on having the BTS Way be a part of everyday practices...

Be Respectful
Take Responsibility
Stay Safe

Our PBIS practices have a fresh look and feel for our students and staff. Bi-weekly videos highlight various ways the BTS Way is showcased and accomplished, along with highlighting birthdays!

PBIS Virtual Messages

[3/8 PBIS Message](#)

[3/22 PBIS Message](#)

The PBIS team is looking forward to taking part in the BEST Institute in mid-June to reflect on our current practices and to see how we can enhance our good work, based on staff feedback and best practices from the field!

Puppets in Education: We are excited to have virtual performances that will focus on anxiety/worry for all students in grades 1 & 2 on Thursday, April 15. A special thanks to the Vermont Department of Mental Health for supporting this program for our students.

Report Cards: Quarter 3 report cards will go home with students in grades 1-8 on Friday, April 16.

Smarter Balanced Assessment Consortium (SBAC): Students in grades 3-8 will take part in the online SBAC in the areas of math and literacy shortly after April vacation. Check out [Practice Tests and Sample Questions - SmarterBalanced](#) to get a sense of what the test is like.

BARRE UNIFIED UNION SCHOOL DISTRICT - FY21 YEAR END PROJECTION REPORT - April 6, 2021

Location	Account Number / Description	Adopted Budget	Y-T-D Expenses	Encumbrances	Year-end Projection	BALANCE	Narrative
		7/1/2020 - 6/30/2021	7/1/20-3/29/21	3/29/2021	3/29/2021	7/1/20-6/30/21	
1	BTMES 1101 PRESCHOOL	\$458,156	\$241,067	\$137,964	\$400,050	\$58,106	*
2	BTMES 1101 DIRECT INSTRUCTION	\$4,004,936	\$2,343,409	\$1,325,938	\$3,890,000	\$114,936	*
3	BTMES 1102 ART	\$106,813	\$62,342	\$38,282	\$105,000	\$1,813	
4	BTMES 1103 INTERVENTION	\$650,945	\$405,594	\$258,643	\$665,000	-\$14,055	
5	BTMES 1104 ENGLISH SECOND LANGUAGE	\$39,381	\$23,364	\$14,575	\$39,000	\$381	
6	BTMES 1105 FAMILY & CONSUMER SCIENCES	\$53,131	\$31,027	\$19,329	\$53,000	\$131	
7	BTMES 1106 WORLD LANGUAGE	\$74,256	\$40,610	\$23,957	\$68,000	\$6,256	
8	BTMES 1108 MUSIC	\$151,680	\$83,413	\$50,565	\$136,000	\$15,680	
9	BTMES 1109 PHYSICAL EDUCATION	\$196,500	\$73,959	\$57,605	\$135,000	\$61,500	*
10	BTMES 1110 TECH ED	\$38,222	\$21,307	\$12,515	\$38,000	\$222	
11	BTMES 1501 CO-CURRICULAR	\$76,600	\$31,170	\$0	\$70,000	\$6,600	
12	BTMES 2120 GUIDANCE	\$148,920	\$93,410	\$58,985	\$155,000	-\$6,080	
13	BTMES 2131 HEALTH	\$167,723	\$10,582	\$63,191	\$167,000	\$723	
14	BTMES 2141 BEHAVIOR SUPPORT	\$82,542	\$82,776	\$49,026	\$135,000	-\$52,458	*
15	BTMES 2220 LIBRARY	\$185,498	\$98,841	\$53,414	\$155,000	\$30,498	*
16	BTMES 2410 PRINCIPALS OFFICE	\$690,298	\$432,245	\$122,160	\$610,000	\$80,298	*
17	BTMES 2491 DUPLICATING	\$50,851	\$32,366	\$10,461	\$50,000	\$851	
18	BTMES 2610 FACILITIES	\$1,285,927	\$956,713	\$169,920	\$1,245,000	\$40,927	*
19	BTMES 2660 SCHOOL RESOURCE OFFICER	\$50,000	\$7,377	\$0	\$25,000	\$25,000	
20	BTMES 2716 CO-CURR TRANSPORTATION	\$25,000	\$0	\$0	\$10,000	\$15,000	
21	TOTAL 1020 BARRE TOWN SCHOOL	\$8,537,379	\$5,071,572	\$2,466,530	\$8,151,050	\$386,329	
22	SHS 1101 DIRECT INSTRUCTION	\$1,201,523	\$625,982	\$244,343	\$1,100,000	\$101,523	*
23	SHS 1102 ART	\$151,713	\$89,793	\$50,140	\$150,000	\$1,713	
24	SHS 1104 ENGLISH SECOND LANGUAGE	\$12,054	\$0	\$0	\$0	\$12,054	
25	SHS 1105 FAMILY & CONSUMER SCIENCES	\$131,840	\$79,154	\$49,209	\$130,000	\$1,840	
26	SHS 1106 WORLD LANGUAGE	\$236,539	\$141,932	\$87,448	\$234,000	\$2,539	
27	SHS 1108 MUSIC	\$155,072	\$77,842	\$45,883	\$155,000	\$72	
28	SHS 1109 PHYSICAL EDUCATION	\$114,944	\$70,830	\$44,144	\$120,000	-\$5,056	
29	SHS 1111 ENGLISH	\$520,743	\$276,752	\$167,240	\$450,000	\$70,743	*
30	SHS 1112 MATH	\$643,197	\$398,947	\$242,333	\$645,000	-\$1,803	
31	SHS 1113 SCIENCE	\$405,365	\$202,439	\$119,241	\$330,000	\$75,365	*
32	SHS 1114 SOCIAL STUDIES	\$407,495	\$238,359	\$141,896	\$380,000	\$27,495	

33	SHS	1115 BUSINESS ED	\$74,182	\$37,491	\$21,784	\$61,000	\$13,182
34	SHS	1116 WORK BASED LEARNING	\$195,654	\$121,749	\$73,019	\$197,000	-\$1,346
35	SHS	1117 DRIVER'S ED	\$78,243	\$29,238	\$13,115	\$48,000	\$30,243
36	SHS	1118 PHOENIX PROG	\$158,089	\$96,820	\$61,072	\$158,000	\$89
37	SHS	1119 COLLEGE EXAMS	\$0	\$325	\$1,008	\$1,500	-\$1,500
38	SHS	1301 TECHNICAL EDUCATION	\$915,645	\$424,846	\$0	\$900,000	\$15,645
39	SHS	1401 ATHLETICS	\$464,723	\$257,077	\$51,112	\$445,000	\$19,723
40	SHS	1501 CO-CURRICULAR	\$79,200	\$20,685	\$175	\$60,000	\$19,200
41	SHS	2120 GUIDANCE	\$478,327	\$284,571	\$151,733	\$450,000	\$28,327
42	SHS	2131 HEALTH	\$125,100	\$75,050	\$44,347	\$125,000	\$100
43	SHS	2141 BEHAVIOR SUPPORT	\$0	\$34,309	\$21,301	\$56,000	-\$56,000 *
44	SHS	2190 JROTC	\$118,632	\$115,289	\$28,375	\$189,000	-\$70,368 *
45	SHS	2220 LIBRARY	\$172,772	\$81,294	\$44,732	\$150,000	\$22,772 *
46	SHS	2410 PRINCIPALS OFFICE	\$684,553	\$484,078	\$138,475	\$665,000	\$19,553
47	SHS	2610 FACILITIES	\$1,222,362	\$891,034	\$162,320	\$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	\$17,713	\$0	\$65,000	\$30,000
50	SHS	2716 CO-CURR TRANSPORTATION	\$37,000	\$52	\$0	\$10,000	\$27,000
51	SHS	5020 LONG TERM DEBT	\$225,000	\$223,911	\$0	\$223,991	\$1,009
52	TOTAL	1276 SPAULDING HIGH SCHOOL	\$9,155,151	\$5,397,562	\$2,004,445	\$8,723,491	\$431,660
53	BCEMS	1101 PRESCHOOL	\$498,130	\$303,694	\$180,606	\$495,000	\$3,130
54	BCEMS	1101 DIRECT INSTRUCTION	\$4,497,630	\$2,550,842	\$1,432,201	\$4,390,000	\$107,630 *
55	BCEMS	1102 ART	\$143,734	\$72,002	\$27,357	\$130,000	\$13,734
56	BCEMS	1103 INTERVENTION	\$138,259	\$70,759	\$56,507	\$130,000	\$8,259
57	BCEMS	1104 ENGLISH SECOND LANGUAGE	\$38,564	\$18,585	\$11,588	\$35,000	\$3,564
58	BCEMS	1105 FAMILY & CONSUMER SCIENCES	\$75,804	\$44,605	\$27,979	\$75,000	\$804
59	BCEMS	1106 WORLD LANGUAGE	\$50,356	\$27,223	\$16,890	\$45,000	\$5,356
60	BCEMS	1108 MUSIC	\$128,331	\$53,084	\$26,275	\$95,000	\$33,331 *
61	BCEMS	1109 PHYSICAL EDUCATION	\$184,558	\$113,491	\$69,003	\$184,000	\$558
62	BCEMS	1110 TECH ED	\$60,722	\$36,215	\$21,317	\$60,000	\$722
63	BCEMS	1120 READING RECOVERY	\$39,314	\$18,916	\$11,628	\$35,000	\$4,314
64	BCEMS	1401 ATHLETICS	\$37,020	\$26,279	\$0	\$35,000	\$2,020
65	BCEMS	1501 CO-CURRICULAR	\$10,200	\$8,047	\$0	\$10,000	\$200
66	BCEMS	2120 GUIDANCE	\$360,667	\$163,100	\$100,559	\$300,000	\$60,667 *
67	BCEMS	2131 HEALTH	\$128,371	\$72,768	\$45,597	\$128,000	\$371
68	BCEMS	2140 PSYCHOLOGICAL SERVICES	\$50,000	\$0	\$0	\$50,000	\$0 *
69	BCEMS	2141 BEHAVIOR SUPPORT	\$547,295	\$327,455	\$158,294	\$500,000	\$47,295 *

70	BCEMS	2220 LIBRARY	\$143,290	\$67,572	\$37,542	\$120,000	\$23,290 *
71	BCEMS	2410 PRINCIPALS OFFICE	\$532,675	\$393,621	\$124,008	\$525,000	\$7,675
72	BCEMS	2610 FACILITIES	\$1,184,236	\$861,771	\$174,440	\$1,145,000	\$39,236 *
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	\$5,300,631	\$2,521,791	\$8,637,480	\$362,156
76	BUUSD	2490 EARLY ED ADMIN.	\$123,460	\$87,467	\$26,150	\$120,000	\$3,460
77	BUUSD	2711 TRANSPORTATION	\$1,333,376	\$483,952	\$617,463	\$1,275,000	\$58,376
78	BUUSD	2212 CURRICULUM	\$351,917	\$122,294	\$37,604	\$220,000	\$131,917 *
79	BUUSD	2230 INSTRUCTIONAL TECHNOLOGY	\$305,000	\$239,811	\$5,253	\$305,000	\$0
80	BUUSD	2311 BOARD	\$366,640	\$297,633	\$0	\$350,000	\$16,640
81	BUUSD	2313 REVENUE ANTICIPATION NOTE INTI	\$100,000	\$0	\$0	\$100,000	\$0
82	BUUSD	2320 SUPERINTENDENT	\$274,951	\$209,150	\$53,515	\$274,000	\$951
83	BUUSD	2510 BUSINESS OFFICE/COPIERS	\$588,602	\$379,214	\$128,962	\$520,000	\$68,602 *
84	BUUSD	2560 COMMUNICATION SPECIALIST	\$84,804	\$54,853	\$16,077	\$80,000	\$4,804
85	BUUSD	2570 HUMAN RESOURCES	\$246,862	\$169,421	\$47,014	\$235,000	\$11,862
86	BUUSD	2580 TECHNOLOGY-Includes Erate Equip.	\$1,248,572	\$970,098	\$228,834	\$1,300,000	-\$51,428 *
87	BUUSD	2610 FACILITIES	\$242,693	\$172,680	\$40,238	\$240,000	\$2,693
88	BUUSD	2711 TRANSPORTATION	\$47,500	\$21,673	\$17,280	\$45,000	\$2,500
89	BUUSD	1201 SPEC ED DIRECT INSTR	\$9,342,504	\$6,136,997	\$2,991,917	\$9,500,000	-\$157,496 *
90	BUUSD	1202 SPEC ED ESY	\$80,000	\$29,970	\$0	\$29,968	\$50,032 *
91	BUUSD	1206 SEA PROGRAM	\$552,104	\$297,275	\$178,603	\$520,000	\$32,104
92	BUUSD	2131 PT	\$40,151	\$25,951	\$8,327	\$40,000	\$151
93	BUUSD	2140 PSYCHOLOGICAL SERVICES	\$558,196	\$252,274	\$161,690	\$500,000	\$58,196 *
94	BUUSD	2151 SPED SLP - SPEECH LANG	\$878,409	\$514,244	\$315,143	\$850,000	\$28,409
95	BUUSD	2160 SPED OCCU THERAPIST	\$246,154	\$133,039	\$84,398	\$230,000	\$16,154
96	BUUSD	2490 SPECIAL EDUCATION ADMIN.	\$647,634	\$377,471	\$105,892	\$550,000	\$97,634 *
97	BUUSD	2711 TRANSPORTATION	\$314,950	\$202,883	\$170,932	\$385,000	-\$70,050 *
98	BUUSD	1204 SEA PROGRAM- Non Reimb.	\$103,525	\$60,556	\$40,684	\$110,000	-\$6,475
99	BUUSD	1214 ECSE DIRECT INSTR	\$242,273	\$122,577	\$119,855	\$270,000	-\$27,727
100	BUUSD	1215 ECSE ESY DIRECT INSTR	\$9,025	\$5,946	\$0	\$5,946	\$3,079
101	BUUSD	2610 SEA UTILITIES	\$10,500	\$3,857	\$2,550	\$10,000	\$500
102	TOTAL	3097 BARRE UNIFIED UNION SCHOOL DIS'	\$18,339,802	\$11,371,286	\$5,398,381	\$18,064,914	\$274,888
103		GRAND TOTAL	\$45,031,968	\$27,141,051	\$12,391,147	\$43,576,935	\$1,455,033

REVENUE- FY21

	Account Number / Description	Adopted Budget	Y-T-D Revenue	Year-end Projection
		7/1/20-6/30/21	7/1/20-3/30/21	7/1/20-6/30/21
104	TUITION PRESCHOOL	\$0	\$8,662	\$10,000
105	TUITION-SECONDARY	\$200,000	\$136,697	\$200,000
106	INTEREST REVENUE	\$55,000	\$74,983	\$100,000
107	FACILITY RENTAL	\$12,000	\$156,789	\$156,789 *
108	MISC REVENUE	\$15,000	\$7,789	\$8,000
109	GATE RECEIPT REVENUE	\$0	\$0	\$0
110	COBRA INS. REVENUE	\$5,000	\$14,324	\$14,324
111	VSBIT GRANTS/INS REVENUE	\$0	\$3,974	\$10,000
112	AP EXAM FEES - REVENUE	\$0	\$1,971	\$1,971
113	JROTC REVENUE	\$0	\$60,288	\$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	\$8,943,417	\$0
117	TRANSPORT STATE AID	\$530,000	\$378,344	\$530,000
118	DRIVERS EDUCATION	\$6,000	\$4,588	\$5,000
119	HIGH SCHOOL COMPLETION	\$6,000	\$784	\$1,000
120	VT DEPT PUBLIC SAFETY GRANT - REV	\$0	\$0	
121	FUND BALANCE APPLIED	\$200,000	\$0	\$200,000
122	MIS GRANTS REVENUE	\$0	\$14,650	\$14,650
123	SPED EXCESS COST TUITION	\$10,000	\$0	\$0
124	SPEC ED MAINSTREAM BLOCK	\$884,021	\$884,021	\$884,021
125	SPED INTENSIVE REIMB	\$5,521,872	\$2,713,852	\$4,900,000
126	SPED EXTRA ORD.	\$850,000	\$0	\$700,000
127	SPED ECSE	\$200,635	\$200,410	\$200,410
128	SPED STATE PLACED	\$500,000	\$128,519	\$400,000
129	CVCC ASSESSMENT		\$0	\$200,000
130	INDIRECT ADMIN. REIMB.		\$0	\$55,000
131	ERATE		\$0	\$133,000
132	SOLAR REBATE		\$0	\$0
133	GRAND TOTAL	\$45,029,968.00	\$29,830,286.00	\$44,838,605

134 BUUSD SURPLUS/(DEFICIT) \$1,261,670 Less \$392,321

PROJECTED YR-END COVID-19

135	**	LESS CRF, BUDGETED (REPURPOSED)	\$302,321	Deduct Ed Spend
136		CRF NON BUDGETED-Fully Reimbursed	\$764,179	
137	**	LESS ESSER BUDGETED	\$90,000	Deduct Ed spend
138		ESSER I NON-BUDGETED	\$835,000	
139		ESSER I INDEPENDENT SCHOOLS	\$72,417	
140		ESSER II & III, FY22 & FY23		

LINE NARRATIVE-3/31/21

- 1 Reduced to 3 classrooms
- 2 Teacher salaries/student tuition, supplies
- 9 Opening, recently filled
- 14 Offset by Assist. Principal Vacancy
- 15 Savings from para vacancy
- 16 Assist. Principapl 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 Permanent Sub. 1 yr.
- 66 Reduction in staff
- 69 Reduction in staff
- 70 Reduction in staff
- 78 Moved to COVID-19 and CFP Funding
- 83 Savings in business office wages/benefits, included copier lease
- 86 Reimbursed by Erate
- 89 Tuition/Contracted services
- 90 Fewer services for ESY
- 93 Unable to fill position
- 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
April 6, 2021**

	FY21 BUDGET	YTD Expenses	Encumb.	Total Projected Expenses	OVER/ UNDER BUDGET
ACCOUNT DESCRIPTION	7/1/20-6/30/21	3/29/2021	7/1/20-3/29/21	7/1/20-6/30/21	Estimated
1 Special Education Instruction	\$77,389	\$45,384	\$28,331	\$77,000	\$389
					\$0
2 Tech Ed Instruction	\$1,756,225	\$933,660	\$503,429	\$1,500,000	\$256,225
					\$0
3 Co-Curricular	\$20,564	\$1,363	\$850	\$10,000	\$10,564
					\$0
4 Guidance Services	\$69,664	\$43,878	\$27,326	\$71,500	-\$1,836
					\$0
5 Health Services	\$28,465	\$16,792	\$9,735	\$28,000	\$465
					\$0
6 Staff Support Services	\$2,730	\$500	\$0	\$2,730	\$0
					\$0
7 Library Services	\$28,975	\$14,393	\$6,856	\$24,000	\$4,975
					\$0
8 Technology	\$49,000	\$2,255	\$60,036	\$64,000	-\$15,000
					\$0
9 Office of the Superintendent	\$207,914	\$0	\$0	\$207,914	\$0
					\$0
10 Directors' Office	\$560,086	\$396,999	\$107,068	\$520,000	\$40,086
					\$0
11 School Resource Officer	\$8,500	\$0	\$0	\$5,000	\$3,500
					\$0
12 RAN Interest	\$7,500	\$0	\$0	\$7,500	\$0
					\$0
13 Facilities	\$218,224	\$175,340	\$23,401	\$215,000	\$3,224
					\$0
14 Transportation	\$44,200	\$4,574	\$680	\$25,000	\$19,200

						\$0
15	Bond Debt	\$51,000	\$49,131	\$0	\$49,131	\$1,869
						\$0
16	GRAND TOTAL	\$3,130,436	\$1,684,269	\$767,712	\$2,806,775	\$323,661

FY21 Revenue Year-End Projection

Account Description	FY21 Budget 7/1/20-6/30/21	YTD Revenue 7/1/20-3/29/21	Total Projected Revenue 7/1/20-6/30/21	
17				
18	CVCC Tuition - Sending LEAs	\$1,151,258	\$1,141,686	\$1,151,258
19	CVCC Tuition - Student/Adult	\$18,000	\$7,750	\$10,000
20	Cosmetology - Salon Rev	\$3,000	\$0	\$2,000
21	Culinary - Bake Rev	\$6,000	\$0	\$4,000
22	Building Trades - Constr. Rev	\$0	\$0	\$0
23	Auto Tech - Garage -Auto Repairs	\$9,000	\$0	\$5,000
24	Digital Media - Graphic Rev	\$0	\$0	\$0
25	Miscellaneous	\$0	\$2,611	\$2,611
26	Sale of Assets	\$0	\$0	\$0
27	State VT Ed Support Grant	\$1,268,082	\$838,405	\$1,268,082
28	VT Tuition Reduction Rev	\$510,048	\$252,986	\$510,048
29	VT Salary Asst. COOP Coord.	\$35,466	\$24,826	\$35,466
30	VT Salary Asst. Guid. Coord.	\$30,270	\$0	\$30,270
31	VT Salary Asst. 50% VOC DIREC	\$60,310	\$60,312	\$60,312
32	VT Salary Asst. 35% VOC Assist.	\$39,002	\$39,000	\$39,000
33	Grants - Misc.	\$0	\$7,500	\$7,500
34	PRIOR Yr. Carry-forward			
35		\$3,130,436	\$2,375,076	\$3,125,547
36	CVCC PROJECTED SURPLUS (DEFICIT)			-\$4,889
				\$318,772

LINE NARRATIVE

2 GEERS Grant

4.5.1
fy22

BARRE UNIFIED UNION SCHOOL DISTRICT

NEW HIRE NOTIFICATION FORM

Complete and Submit to the Central Office
(please submit via email to hr@buusd.org)

Date Received by Central Office:

To be Completed by Hiring Administrator: (please leave notes for Central Office on the back page)

Name: Location:

Submission Date: Administrator Action/Checklist Complete: Y N

Position: Grade (If Applicable):

Endorsement (If Applicable): Hourly-Non Exempt Salary-Exempt

Hours Per Day: Scheduled Hours: a.m. to p.m.

Account Code:

Replacement? Y N

If Yes, For Whom? Salary Rate: \$

Administrator Approval: Signature Date:

REVERSE SIDE: Complete the New Hire Checklist prior to emailing candidate packet for Superintendent review.

For Central Office Use Only:

Contract Complete Date Offer Letter Complete Date DOH

Total Years of Experience: Step: Salary Placement: \$

Hourly Rate: \$ Salary Rate: \$ Seniority Date:

Contract Type: Teacher Para Replacement Interim Offer/Non-Contracted Letters
 AFSCME N/A

Days Per Year: Salary: \$ Contract Days:

Teacher: AOE Endorsement: YES NO *New Jersey*

If No, Required: Provisional Emergency Apprenticeship

Para-Educator: Associates Degree YES NO (If NO) → ParaPro YES has passed ParaPro
 NO will need to take ParaPro

Superintendent and/or HR Director Approval Signature

Date

Christine Jennifer DiCicco

115 Kimberly Lane Minotola, New Jersey 08341
609-602-3498 cdicicco95@gmail.com

Education

Rowan University

Glassboro, New Jersey

Bachelor of Arts

Major: Elementary Education, **Minor:** Child Drama

GPA: 3.750

Credit Hours: 126

Attended September 1998 to May 2002

Degree conferred May 2002

Transcript

(1.2MB)

Experience

Vineland Public Charter School

Aug 2016 - Present

First Grade Teacher

Vineland, New Jersey

- Plan and implement lessons for Foundations, Reading, Math, Writing, Science, and Social Studies based on the Marzano strategies
- Write and refer to scales for each unit
- Track student data based on Link It testing, DIBELS, DRA, benchmark testing, unit testing, and informal assessments and observations and differentiate instruction accordingly
- Mentor new teachers

Reason for leaving: We would like to move to Vermont.

Supervisor: Kim Garcia (856-691-1004)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

John C. Milanesi

Sep 2014 - Jun 2016

Substitute Teacher

Buena, New Jersey

- Assumed all duties of the regular teacher or assistant in classes from Preschool to Third Grade.
- Built trusting, respectful relationships with all students, staff, and administration in the school.
- Learned and incorporated High Scope Curriculum and philosophy.
- Memorized and enforced all school safety rules and procedures.

Reason for leaving: I was offered a permanent position at the Vineland Public Charter School.

Supervisor: Anna Bettini (856-697-0605)

Experience Type: Public School, Part-time

It is **OK** to contact this employer

Compass Academy Charter School

Aug 2013 - Jun 2014

Kindergarten Teacher

Vineland, New Jersey

- Planned Instruction consistent with the district approved curriculum using Journey's Math and Reading and Foss Science as resources
- Administered formal and informal measures of assessment, including MAP testing
- Modified instruction to meet the needs of students
- Communicated effectively with students, parents, classroom assistant, grade level partner, and other staff
- Implemented The Daily 5 during small group time
- Taught Gym and Spanish as well as Reading, Writing, Math, Science, Social Studies, and social skills.
- Provided a positive first school experience for my young learners
- Introduced concepts of the Let Me Learn process
- Helped plan the Spring Musical

Reason for leaving: I wanted to spend time at home with my young son.

Supervisor: Sue Little ((856)-899-5570)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

John C. Milanese

Jan 2010 - Jun 2010

Kindergarten Teacher

Buena, New Jersey

- Introduced letter recognition using the Foundations program
- Utilized the Expressions Math Series to familiarize students with Math topics they will explore in detail in the older grades; such as graphing, addition and subtraction, time, money, etc.
- Devised stations to work with small groups and to teach independent thinking and learning
- Rearranged the classroom and schedule to bring structure to the students' day
- Worked cooperatively with the ESL teacher, classroom aide, and grade partner
- Modified lessons for English Language Learners
- Evaluated students and made suggestions for next year's placement
- Used Dibles and MAP testing to target students' strengths and weaknesses

Reason for leaving: It was a long term substitute position. The regular teacher returned the following school year.

Supervisor: Anna Bettini (856-697-0605)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Collings Lakes Elementary School

Jan 2009 - Jun 2009

Kindergarten Teacher

Collings Lakes, New Jersey

- Used a combination of whole and small group instruction to teach Math, Reading, Writing, Science, and Social Studies
- Planned and prepared independent stations daily
- Incorporated High Scope ideas into instruction and classroom decisions
- Worked cooperatively with grade partner and classroom assistant
- Wrote weekly classroom newsletter to communicate steadily with parents
- Created new management plans to encourage proper school behavior in students through positive reinforcement
- Monitored and reported on children's development and identified those with possible learning disabilities
- Collaborated with parents, other teachers, and child study team to identify the best placement for students in September

- Used Dibbles test results as one tool for determining student strengths and weaknesses

Reason for leaving: It was a long term substitute position. The regular teacher came back in September.

Supervisor: Dan Benedetto ((609) 561-4994)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Governor Charles Stratton School

Aug 2007 - Jun 2008

First, then Third Grade Teachers

Swedesboro, New Jersey

Third Grade:

- Co-taught with Special Education teacher in an inclusion classroom
- Modified lessons and assessments to accommodate all learning styles
- Kept students interested and engaged post ASK test
- Created a learning profile for each student
- Invited students to reverse rolls and become teachers, allowing them to reteach something I have already taught that they felt they had mastered

First Grade:

- Created fun and interesting ways to teach the New Jersey content standards in Reading, Writing, Math, Science, and Social Studies
- Instilled a love of learning in my students
- Designed my classroom as a working community where students helped each other learn and grow
- Worked cooperatively with grade level team
- Used MAP test results as one tool for assessing strengths and weaknesses
- Differentiated instruction to meet the needs of all the learners in my classroom
- Worked as an after school tutor to help prepare fourth grade students for the New Jersey ASK test

Reason for leaving: Long term substitute positions, regular teachers came back.

Supervisor: Mr. Titus (856-241-1552)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Tomorrow's World Preschool

Jan 2005 - Jul 2006

Preschool Teacher

Marmora, New Jersey

- Wrote and implemented Pre-K lesson plans based on a Kindergarten Curriculum
- Utilized centers, puppets, technology, and educational games to reach all learners
- Communicated daily with parents and other staff members
- Created a warm, interactive classroom environment designed to encourage learning
- Improved and expanded on children's social skills through modeling and redirection
- Wrote and helped direct the 2006 Christmas play. Also created the scenery and props for the play

Reason for leaving: We moved to Buena, New Jersey.

Supervisor: Josephine Yuhas (609-390-1670)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Extras

The accomplishment I am most proud of at my current job is the relationships I build with my students and their families. I am often sought after for my advice concerning how to best achieve this. The bonds I build with my students is so strong and lasting, that when former students are struggling in their current classes, they often come back to me for a reset. I also have former parents who reach out to me for assistance. I attend things such as school plays and sporting events. I go above and beyond for my students and their families and as a result, they work hard for me and reach their academic goals.

Neil Kelly
12 Cottage St, Apt #4
Barre, VT 05641

Barre Unified Union School District
Attn: David Wells, Superintendent of Schools
120 Ayers St.
Barre, VT 05641

March 9th 2021

Dear David,

Please allow this letter to inform you of my voluntary resignation from Barre Town Middle and Elementary School effective the conclusion of the 2020-2021 school year.

The decision to no longer serve as a teacher in the BUUSD does not come easy, and is a decision that tugs at my heart. The decision stems from my moving back to Massachusetts, my home state, to be closer to family and relatives. It is not at all personal. I must thank you and Erica Pearson for extending the opportunity to serve in your district the past two school years. The faculty, staff, and students of Barre Town Middle and Elementary School have given me more personally and professionally than I can ever adequately express gratitude for.

I wish you, Erica, my fellow colleagues, and the children of the BUUSD nothing but the best in your future endeavors, and hope our paths may cross again one day-soon.

All the best,

 3/9/21
Neil Kelly

Resignations for FY22

On Tue, Mar 23, 2021 at 3:48 PM Adrienne Feeser <afeesbce@buusd.org> wrote:
Good afternoon David,

It is with a heavy heart that I write to inform you that I have decided to resign from my position as middle school art teacher at the end of the school year.
As much as I love Vermont and my job here, I feel that it's in the best interest of my son to be home, closer to family in Pennsylvania.

I have had an amazing eight years at BCEMS, and am filled with so much gratitude and love for everyone I've had the opportunity to work with over the years. I've cultivated some very dear friendships, grown tremendously as an educator, been a part of an incredible school community, all while spending each day doing what I love the most. Barre City is truly a special place and I will miss it greatly. Please let me know how you would like me to proceed.

Sincerely,
Adrienne Feeser

Dale A. Burnash
1 King Street
Barre, VT 05641
(802) 274-9075
daburnash@gmail.com

David Wells
Superintendent of Schools BUUSD
120 Ayer Street
Barre, VT 05641

Carol Marold
Director of Human Resources
120 Ayer Street
Barre, VT 05641

March 31, 2021

Dear Mr. Wells and Ms. Marold,

I am contacting you to formally inform you that I am not returning for the upcoming school year (2021 – 22). After nearly 36 years, I have decided to retire from teaching and pursue other endeavors. While I am sad about closing this chapter in my life, I am excited about the next.

I started teaching at Barre City in 2015. As an outsider coming into the district, I soon discovered that Barre City Elementary and Middle School is an amazing school with amazing people. I'm sure you already know this. The faculty, staff, and administration are so dedicated for providing the best quality education and care for our students. My thoughts still haven't changed.

There are so many I would like to recognize that I have had the pleasure of working with. Starting with the previous administration; John Pandolfo, Jim Taffel, and Jackie Tolman, who had faith in me and hired me. They were all very supportive administrators. Currently, Chris Hennessey and Pierre LaFlamme are wonderfully, supportive leaders. It has been a pleasure working with them. I have had wonderful teammates in the math and science departments. Barb Bruger was my first teammate in the classroom at Barre City. She was great to work with and has since retired. My other teammates have included Heather Harrison, Crissy Bell, Karen Fredericks, Christine Everett, Katie Naylor, Megan Wieber, and most recently, Lizzie Fanning. I couldn't ask for a finer group of talented people to work with. All an absolute pleasure and I am going to miss working with them all.

There are so many more individuals that I would like to recognize; from tech ops, to the specials teachers (art, Spanish, design lab, health, music), to guidance, to special education, to the individuals in the office, and the custodians. There are too many to individually recognize. All are great people also. I'm probably missing someone.

In closing, if you have any questions, please do not hesitate to contact me.

Sincerely,

Dale A. Burnash
Grade 6 Teacher, BCEMS

From: **Douglas Korb** <dkorb@windhamcentralboard.org>

Date: Thu, Apr 1, 2021 at 5:21 PM

Subject: Fwd: Coalition for Vermont Student Equity

To: <sspaulding@buusd.org>

Good Evening Chair Spaulding,

My name is Douglas Korb. I'm Chair of the Marlboro School Board and I am writing to you on behalf of **The Coalition for Vermont Student Equity (CVTSE)** to encourage you to join with us in advocating to the legislature to take action this year and fix the broken Pupil Weighting formula. We are a group of School Boards from all over Vermont who are organizing to ensure changes are made to the current weighting system that exists within the funding model.

In 2019 a study commissioned by the legislature and researched by prestigious faculty members at the University of Vermont and Rutgers University, link below, found the current weighting formula used by Vermont to determine how much funding each district receives, was incorrect. The researchers proposed significant changes to how equalized pupils are calculated. This verified something most of us already knew - **Vermont's system for funding education penalizes students based on their geographic location, level of poverty, and if they are English language learners.** The Coalition for Vermont Student Equity is working hard to convince the legislature that this inequity must be addressed now. We are hopeful that by increasing our membership we can make our voice even louder as we continue to push our representatives to take action.

To date we have successfully lobbied the Senate to take up a bill, S.13, which for much of the session they said was not going to happen. On March 25, 2021 the Senate passed this bill on a unanimous voice vote. The road ahead is steep and bumpy... we have to convince the House to take the bill up while we advocate for some significant improvements the Coalition believes are necessary.

According to the Legislative Joint Fiscal Office (JFO) weighting simulation produced with FY20 data, Barre Unified School District would see an equalized pupil weighting change of 4.9% if the new weights were adopted. This type of increase can go a long way in helping school boards find new ways to provide equitable opportunities, as required by the Vermont Constitution, for our children.

I am including some additional information below about our coalition, the weighting study, and some data from the most recent data from the JFO illustrating the effects of the new weights. Should you be interested in learning more, please let me know. I'm happy to answer any questions you may have and would be happy to attend your board meeting if you'd like me to speak about our coalition. I can be reached via email and/or phone. (dkorb@windhamcentralboard.org / 802-380-5001)

Douglas Korb
School Director
Marlboro School District

Coalition Website: <http://www.cvtse.org/>

Weighting Study: <https://legislature.vermont.gov/assets/Legislative-Reports/edu-legislative-report-pupil-weighting-factors-2019.pdf>

JFO Budget Year 2018 Simulation (considers recent act 46

mergers): <https://www.google.com/url?q=https://ljfo.vermont.gov/assets/Subjects/Equalized-Pupil-Weighting/31f695302d/FY20AnalysisProposedEqualizedPupilWeights-v2.pdf&sa=D&source=editors&ust=1617058344559000&usg=AFQjCNFNUt7M6-eVZr9n0WiDmb2Yxj0wDw>

From: **Douglas Korb** <dkorb@windhamcentralboard.org>

Date: Thu, Apr 1, 2021 at 8:10 PM

Subject: Re: Coalition for Vermont Student Equity

To: Sonya Spaulding - she & her <sspaulding@buusd.org>

Hi Sonya,

Very glad to hear this! When Marlboro decided to join in this advocacy we made the following resolution - like other Boards. You may find it helpful as it pledges simply allegiance to changing the weights as opposed to any particular group.

Proposed resolution: **Therefore, be it resolved, the _____ hereby joins with other Vermont school boards to advocate to the Vermont legislature for the adoption of the recommendations of the Vermont Pupil Weighting Factors Report (Act 173 of 2018, Sec. 11).**

And, while you will say it is “favorable” to your district, we are one of many districts trying to change that narrative and thinking. It’s not that it is favorable, rather you will see proper equitable distribution from the Ed fund that your district has likely been denied for over 20 years. Many legislators from overweighted districts try to frame this argument as a winners/losers debate, but that is not really the case. There have only been losers and that is the generation of kids from rural, impoverished or ELL backgrounds who haven’t had resources that other overweighted districts have - from paras and highly paid staff to simple infrastructure.

Thanks again and look forward to hearing back from you.

Best wishes,

Douglas

Belief Statements

Central Vermont Career Center

We believe in the power and importance of CTE Education

Strategic Plan Theme Legend:

1 = Equitable access to learning resources

2 = Communications and relationship building

3 = Curriculum and career pathways

4 = Student wellness

5 = Student Investment in Learning

Barre UUSD Belief Statements

We believe:

- *(2,4) Students and staff are invaluable to the community*
- *(4) Students matter*
- *(2) Staff matter*
- *(3,4) All students and staff deserve a learning environment that fosters physical and emotional health*
- *(3,4) Environmental stewardship is a responsibility for all*
- *(3,4,5) The delivery of education resources should be student-focused to maintain a culture where every student can achieve*
- *(1,3) Equity means that every student has different needs and that their needs should be met no matter where they are from or which school they attend*

- *(2,3) Students are most successful when there is mutual respect and active collaboration between students, teachers, parents, and the community*
- *(2,3,5) Educators and parents together inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as adults*
- *(3,4) Students should learn transferable skills that enable them to become creative and resilient thinkers, to sustain their own sense of purpose and life path, and to balance academic and social emotional growth*
- *(3) All staff deserve deep investments in training, professional development, and support*

BUUSD MISSION STATEMENT

(4/6 DRAFT)

Your mission statement drives the organization. It is what you do/the core of the business, and from it come the objectives and finally, what it takes to reach those objectives. It also shapes your organization's culture.

Current Strategic Plan Themes

1. Communications and Relationships
2. Equitable Access to Learning Resources
3. Curriculum and Career Pathways
4. Student Wellness
5. Student Investment in Learning

JF Draft

BUUSD students are deeply invested in learning and skillful educators help them develop their unique talents and passions to become successful adults and citizens.

MP Draft

The BUUSD is a community that empowers students of all backgrounds to discover and pursue their unique passions, build diverse relationships, and develop their skills for meaningful futures.

Colorado Sample Mission

To spark adventure and wonder, foster inquiry and community, and build the character and ability of students to take on the world's greatest challenges.

AOE Covid Recovery Plan Key words

Equity, engagement, academic support, social emotional support

Sample Vision Statements

(4/6 Draft)

Definition of vision: A vision statement focuses on tomorrow and what an organization wants to ultimately become.

Central Vermont Career Center Vision

Education That Works

Possible BUUSD Vision Statements

1. *“Ensuring Success for Every Child”* (BUUSD current vision)
2. *Preparing Tomorrow’s Generation Today*
3. *Preparing Tomorrow’s Generation for Citizenship, Employment, and Continued Learning*
4. *Supporting Today’s Students for a Successful Tomorrow*
5. *A Community That Supports Students for Future Success*

Charlotte-Mecklenburg, NC VISION

The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

San Francisco University HS Vision

We are a courageous community dedicating ourselves to:

EMBRACING

Education as a transformational, rather than a transactional, endeavor

EMPOWERING

Our students to invent and sustain their own vision of success and sense of purpose

ESTABLISHING

A school culture that provides a dynamic and challenging education while simultaneously promoting wellness, care, and wholeness

EMBODYING

Our fundamental belief that collaboration among people with diverse backgrounds and life experiences is essential to deep learning

ENSURING

That University High School remains a strategically nimble institution, engaged in learning, reflection, and growth on all levels

Rhino Foods Vision

Delicious Things, Done Right

Central Vermont Medical Center Vision

Working together, we improve people's lives

Shriner's Hospitals for Children Vision

Become the best at transforming children's lives by providing exceptional healthcare through innovative research, in a patient and family-centered environment.

Strategic Plan Structure

Vision - Where we are going

Mission - What we do

Beliefs - What we value

Goals - What are our targets for success

- Strategic - Board role
- Operational - Administrator Cabinet role

Action Steps - How we will achieve our goals

Metrics - System for measuring goal success throughout plan implementation process

Implementation Timeline - Identifies the planning steps, deliverable dates, and assessment intervals for the School Board to monitor plan progress

Planning Steps to Date

1. Design Team has met 7 times to shape the planning process
2. Hosted three sets of forums and gathered feedback from 100+ stakeholders
 - a. What the District should Stop-Start-Continue doing...
 - b. What are the Strengths-Opportunities-Aspirations-Results
 - c. Identify Beliefs and anticipate influence that societal, education, technology, and business trends will have on the District
3. Used forum data to generate survey questions from which 460 people responded
4. Design Team is now using the above feedback to complete the planning process identified above
5. Solicit draft plan feedback from Administrators, School Board, and through another community survey

6. Present final plan to the School Board for possible adoption on April 22nd