



**Spaulding High School**  
**Central Vermont Career Center**  
**Barre City Elementary and Middle School**  
**Barre Town Middle and Elementary School**

*Chris Hennessey, M.Ed.*  
Superintendent of Schools

*A rock solid education for a lifetime of discovery*

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## **MEMORANDUM**

**TO:** Barre Unified Union School District Curriculum Committee  
Renee Badeau (Chair), Alice Farrell (Vice Chair), Tim Boltin

**DATE:** August 6, 2021

**RE:** BUUSD Curriculum Committee Meeting  
August 17, 2021 @ 5:30 p.m \*In-person at BUUSD Central Office  
Google Meeting ID: [meeting link](#)  
Phone Number: 1-314-833-7087 PIN: 310 922 215#

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

## **AGENDA**

1. Call to Order
2. Additions/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
  - 4.1. Meeting minutes from June 22, 2021
5. New Business
  - 5.1. Review Curriculum Committee work plan for 2021 - 2022 Work Plan
  - 5.2. Review of Grant Expenditures 2021 - 2022 Grant Expenditures Support to Struggling Students
  - 5.3. Vertical and Horizontal Alignment of the written Curriculum based on proficiency based Learning Process for Establishing Aligned Curriculum
6. Old Business
7. Other Business

8. Items for Future Agenda:
9. Next Meeting Date: September 28, 2021 via video conference - Google Meet
10. Adjournment

Parking Lot of items:

#### BOARD/COMMITTEE MEETING NORMS

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

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## BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

BUUSD Central Office and Via Video Conference – Google Meet  
June 22, 2021 - 5:30 p.m.

### MINUTES

#### COMMITTEE MEMBERS PRESENT:

Renee Badeau, Chair (BT)  
Alice Farrell, Vice-Chair (BC)  
Tim Boltin, (BC)

#### COMMITTEE MEMBERS ABSENT:

#### ADMINISTRATORS PRESENT:

Mary Ellen Simmons, Assistant Superintendent of Instruction  
Chris Hennessey, BCEMS Principal

#### OTHER BOARD MEMBERS PRESENT:

Chris Parker  
Sonya Spaulding

#### COMMUNITY MEMBERS PRESENT:

Alice Flanders                      Karen Fredericks                      Josh Howard                      Sue Paxman                      Terry Reil

#### **1. Call to Order**

**The Chair, Ms. Badeau, called the Tuesday, June 22, 2021, BUUSD Curriculum Committee meeting to order at 5:34 p.m., which was held at the BUUSD Central Office and via video conference.**

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

There were no changes to the Agenda.

Ms. Badeau reviewed the ‘Meeting Norms’ as listed at the end of the Agenda.

It was noted that video access to the meeting is not working for all individuals. It is hoped that this issue will be resolved prior to the Board Meeting on 06/24/21.

#### **3. Public Comment**

None.

#### **4. Approval of Minutes -**

##### **4.1 April 27, 2021 Curriculum Committee Meeting Minutes**

**On a motion by Mr. Boltin, seconded by Mrs. Farrell, the Committee unanimously voted to approve the minutes of the April 27, 2021 BUUSD Curriculum Committee Meeting.**

#### **5. New Business**

##### **5.1 Review of Grant Expenditures 2021 – 2022**

Ms. Simmons advised that the BUUSD is in the process of looking at Federal Grants, part of which involves reviewing the Recovery Plan, the Vision, Mission, and Strategic Planning Plan, and the Transition to All In-person Learning Plan. The Business Office and Ms. Simmons have been working closely to coordinate the effort so that resources can be maximized. The Consolidated Federal Grant is written prior to the ESSER grant. Grant planning also involved gathering community in-put, including feedback from the Design Team, the Barre 35 Recovery Planning Team, and the Equity Team. The Grants include four focus areas: Student Achievement, Student Engagement, Social/Emotional Support/Health & Wellness/Equity, and Capital Improvements. There is data to support each of the sections. The total Consolidated Federal Grant is \$1,689,058 (which is lower than last year’s grant of \$2,373,069). This year, all three buildings are considered Title I schools and all are included in the grant. Ms. Simmons advised that she received a large report, citing multiple reasons for the reductions. One of the largest reasons is that the free/reduced lunch population is down, but it was noted that the ‘count’ does not accurately reflect the number of students who qualify. Only families who return the required paperwork can be included in the count, and many families did not submit the required paperwork. This may be due to the availability of free lunches for all students, and it is known that many high school students, fearing stigma, do not return forms. Next year it will be important to put a strong emphasis on returning forms, so that the counts will be accurate for the following year. It was noted that the student count for free and reduced was calculated prior to BTEMS being added to the grant.

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students' self-esteem (reverse discrimination), and that every student needs to understand that they are responsible for their own success (hard work results in success). Concern was raised regarding the differences between 'equity' and 'equality'. It was clarified that this item is on this evening's agenda, as an update from the Task Force. The Policy itself falls under the Policy Committee and it is believed that the Policy Committee will be following up regarding input they received at their most recent meeting.

## **6.3 Barre 35 Growing Learners; Closing Gaps**

Ms. Simmons advised that the Plan was submitted to and has been approved by, the Agency of Education, though there is still more work to do (in August). The AOE has approved the data points that were submitted for the four listed categories: Student Achievement, Student Engagement, Equity, and Social/Emotional/Health/Wellness.

## **7. Other Business**

None.

## **8. Items for Future Agendas**

Most of the discussion was held under Agenda Item 5.3.

In response to a query, it was confirmed that the Committee will be discussing SBAC results, and that SBAC results will be presented to the Board. The presentation should include historical test results, and a comparison of older results to post-pandemic results. It was noted that administrators will be analyzing the data prior to discussing it at the Committee level. The AOE has advised that this year's SBAC results should be 'used with caution', as assessments were performed towards the end of the pandemic.

The Work Plan has been discussed and an updated, more finalized version will be presented in August.

In response to a query, it was noted that the protocol is to have Agendas and all supporting documentation available seven days in advance of Committee/Board Meetings. Addendums to Agendas should be the exception, not the rule. Timely Agendas are crucial to allow sufficient time for individuals to prepare for meetings.

It was suggested that the web site be modified to have a more obvious link to Board /Committee business (rather than having it located under the 'District' tab).

## **9. Next Meeting Date**

The July 27, 2021 meeting is cancelled.

The next meeting is Tuesday, August 24, 2021 at 5:30 p.m.

## **10. Adjournment**

**On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Committee unanimously voted to adjourn at 7:17 p.m.**

Respectfully submitted,

*Andrea Poulin*

## Curriculum Committee Meeting Annual Work Plan 2021 - 2022

### Curriculum Committee FY22 Annual Work Plan

Month	Focus	Potential Collaborators/Presenters in addition to members of Curriculum Committee
August 24th	Review Work Plan for the year 2021 - 2022 Written Curriculum Documentation Process Vertical and Horizontal Alignment Proficiency Based Learning 101	
September	Reporting through the grades	
October	Professional Development Plan for the year Allied Arts - Art	Kate Hawley/Brendan Eaton
November	Fall Math Assessment Results Fall ELA Assessment Results Update from Regional Advisory Board (CVCC updates) Allied Arts - PE	Welcome new CVCC Director Jody Emerson  Jodi Bushway
December	Allied Arts - Library Proficiency Based Learning Updates	Nicole Fuller
January	Allied Arts - Health PBIS/Developmental Designs, Trauma Informed Practices	
February	Review curriculum work plan Allied Arts - Music	Bobby Booth/Peg Mehuron
March	Winter Math Assessment Results Winter ELA Assessment Results Equity Work Updates Allied Arts - Design Tech	Michael Pope/Chris Putney

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A large part of the grant this year is to gather community input, and there is a formal process for entering feedback on a survey located on the BUUSD web site. In response to a query, it was noted that grant funding cannot be utilized for staff pay increases. The grant has not been approved yet, but the BUUSD would like to continue working with Great Schools Partnership. A recent feedback form reflects very positive feedback regarding the work GSP is performing in the schools.

## **5.2 Data Reports from Spring Assessments**

Karen Fredericks, MTSS Coordinator, (Multi-Tiered Systems of Support), beginning on 07/01/21, will be presenting on this topic. It was noted that the standard protocol is to include copies of all presentations/documents in the Committee packet. Ms. Fredericks will forward the information to Jess Adams and Josh Allen, for posting of an addendum. Ms. Fredericks began the presentation which included an overview of the BUUSD Assessment Framework (local benchmark assessments are performed 3 times per year – STAR 360 for Math and ELA). Additional local assessments are also performed throughout the year, as well as SBAC testing, which is state-wide testing. These assessments are used to gather data, which drives curriculum and instruction. Ms. Simmons advised regarding where the detailed assessment framework can be located on the BUUSD website. Ms. Fredericks advised that there is a strong focus on student growth, which involves using data to identify effective strategies, measure student progress, and help build momentum. It was noted that grade 3 is a critical point in students' educational trajectories. The Committee was advised regarding grade levels tested, and information relating to the availability of historical data. Historical data is not available for STAR360 Math assessments because this the first year that this test has been used for math. Summative Data for Reading and Assessments was displayed. It was noted that some specific grades show significant deficits. The data being displayed is not disaggregated (includes regular education students, and students on IEPs). Previous reports do disaggregate data several different ways. It was noted that SBAC testing was not performed during the height of the pandemic (Spring 2020). It was stressed that data is vital to informing curriculum/instruction. Ms. Fredericks advised regarding priorities for using data in the upcoming academic year. Throughout the presentation, Committee and community members offered comments and asked questions, including a query regarding the availability of previous assessment data that can be used to correlate new testing tools with previous testing tools (pre-pandemic vs post pandemic). It was noted that SBAC assessment results were received very recently, and have not yet been thoroughly analyzed.

## **5.3 Review Curriculum Committee Work Plan for 2021 - 2022**

Ms. Simmons provided a brief overview of the process of developing a month by month 'Work Plan', advising that the topics for discussion in September 2021 include; the Assessment Framework, Progressions of learning in Math, Literacy, and Science. Going forward (starting in October), each monthly meeting will include a presentation on one of the allied arts programs (foreign languages, performing arts, physical education, art...). The Work Plan is a living document and is reviewed and updated throughout the year. Assessment results will be presented to the Committee three times a year. It was agreed that the Committee will discuss how to better communicate with parents and students on the topic of Proficiency Based Grading/Report Cards. This communication will be coordinated with the Communications Committee and Communications Department. It was agreed that some sort of information should be shared with parents/students in October. Ms. Simmons and Ms. Badeau will coordinate on this initiative. Alignment of Curriculum (vertically and horizontally) will be added to the Work Plan. Ms. Simmons advised that there are plans to add vertical and horizontal alignment of curriculum (K – 12) to the BUUSD website. Ms. Badeau requested that the August meeting include information on the 'baseline' where students are, and how funding will address identified gaps. The Committee does not plan to meet in July. Concern was raised regarding cancellation of the July meeting, at a time when data shows that students are showing significant learning gaps. It was noted that though the Committee does not plan to meet, many BUUSD employees will be working throughout the summer to put plans in place. It was noted that effective 07/01/21; Ms. Simmons title/role will change to 'Director of Curriculum, Instruction, and Assessment'. It was requested that information be provided regarding pre and post pandemic assessment data. Ms. Fredericks does have some information relating to this comparison. It was requested that the topic of Social/Emotional/Behavioral well-being be added to a future agenda. It was noted that social/emotional health will be vital when students return to school in the fall.

## **6. Old Business**

### **6.1 Vision, Mission and Strategic Plan Update**

Mrs. Spaulding advised that a full report will be presented (by the Design Team) to the Board on 06/24/21. The Design Team held its last meeting and finalized the Mission/Belief Statements, Vision Statement, and Strategic Goals. Some minor changes may be necessary prior to presentation to the Board. The goals identified in the final report should be discussed by the Committee at a future meeting.

### **6.2 Equity, Racial Justice and Inclusion Task force Updates**

Ms. Simmons advised that a group of individuals created an equity policy. An Anti-racism policy is also in development. These policies were discussed at the 06/21/21 Policy Committee meeting, where it was agreed that additional discussion may be beneficial prior to these policies being developed. The Equity Policy is on the 06/24/21 Board Meeting Agenda (as a 2<sup>nd</sup> and Final Reading and adoption). Ms. Simmons advised that although student outcomes can't be determined prior to assessments, it is crucial to provide all students with the supports they need, both academically and social/emotionally. In addition to school counselors, it is critical that teachers and other staff be trauma informed and provide supports during the entire school day (classrooms, cafeteria, recess etc.). A community member voiced concern that these policies may be setting up a double standard, and lowering some

April	Representation from teachers math focus Strategies in place to address math needs at the elementary and High School levels Allied Arts - World Language	Chris Farnham/Erin Carter
May	Start Curriculum Plan FY 22 - 23	
June	Spring Math Assessment Results Spring ELA Assessment Results Equity Work Updates Review work plan for FY 23	
July	No meeting scheduled at this time	

**Curriculum Committee Purpose:**

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

# Federal Grant Expenditures

## Consolidated Federal Grant (CFG) and ESSER I, II, III

June 15, 2021

All federal grant expenditures are in line with the BUUSD Design, Mission, and Vision Plan, Barre 35 Recovery Plan and the Return to In-person Instruction Reopening Plan. Expenditures fall into one of five categories listed below. The physical maintenance and upgrades (Capital Improvements), support student achievement in light of the COVID experience to improve instructional practices and expanded spaces for all students.

Grant planning is ongoing as administrators continuously gather information in order to maximize resources to achieve coordinated and meaningful consultation from a wide-range of stakeholders. Lisa, Business Manager and myself have been coordinating efforts to maximize the resources between the CFG grants and the ESSER funds.

Input was gathered from the Design, Mission and Vision Team, Barre 35 Recovery Team, and Equity Team meetings. This input included multiple community forums, surveys, administrators meetings and faculty team meetings. We are currently developing a website where updated information will be shared throughout the period of performance.

The total amount for the CFG 2021 - 2022 grant is \$1,689,058. (down from \$2,373,069.45 Fiscal Year 2020 - 2021)

All three buildings are now listed as title I schools (Barre Town, Barre City, and Spaulding High School) and therefore share the grant resources.

Category	Examples
Student Achievement	Interventionists, coaches, tutoring, PD for teachers, stipends for curriculum work, literacy support, restorative classroom teachers, summer school, after school program
Student Engagement	SAP Counselors, Art PD, family engagement activities, outdoor education, summer school, afterschool
Social Emotional Support and Health and Wellness	Social emotional training, wellness activities, curriculum for health, guidance and therapists
Equity	Equity audits, coordination, updated books, equity curriculum screening tool, providing supports for students in marginalized groups
Capital Improvements	Science labs, fence around school property, improvements to HVAC air systems, property for expanded green spaces, improvements for agricultural learning, etc



## Process for Establishing Learning Progressions for Vertical and Horizontal Curriculum Alignment.

1. All subjects will be reviewed and essential standards will be documented for each content area and grade level PK - Graduation.
2. Each Essential Standard will have a learning progression attached to it to support all learners at any level.
3. Once completed these will be uploaded to the Website for teachers to access.
4. The documents will be reviewed and updated to ensure accuracy.

Example:

[BUUSD Math Progression](#)

<b>Grade 7</b>	<b>Performance Indicator</b>	<b>CCSSM Code</b>	<b>Essential Standard</b>
<b>Expressions and Equations</b>	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	7.EE.B.3	*Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. (CMP3 Units: ATN, S&S)
		7.EE.B.4	*Use variables to represent quantities in a real-world or mathematical problem. (CMP3 Unit: MSA)
		7.EE.B.4	*Construct simple equations and inequalities to solve problems by reasoning about the quantities. (CMP3 Unit: MSA)
<b>Number System</b>	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.A.1	*Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers. (CMP3 Unit: ATN)
		7.NS.A.2	*Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers. (CMP3 Unit: ATN)
<b>Ratios and Proportions</b>	Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.A.1	*Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (CMP3 Unit: C&S)
		7.RP.A.2	*Recognize and represent proportional relationships between quantities. (CMP3 Units: S&S, C&S, MSA)
		7.RP.A.3	*Use proportional relationships to solve multistep ratio problems. (CMP3 Units: S&S, C&S)