

Addendum
Board Meeting
August 12, 2021

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:

7-27-21

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

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

Christopher J. Fenner
Superintendent Approval Signature

AUGUST 6, 2021
Date

Rebecca Wetmore Henry

8 Oak Drive Barre, Vermont 05641
802-373-0361 rawetmore@gmail.com

Education

Endicott College

Beverly, Massachusetts

Bachelor of Arts

Major: Elementary Education

GPA: 3.890

Attended September 2002 to May 2006

Degree conferred May 2006

Transcript

(included)

Experience

Williamstown Elementary School

Aug 2019 - Jun 2021

First Grade Humanities Teacher

Williamstown, VT

- Establish effective classroom management techniques (strongly influenced by Responsive Classroom) to foster a safe, productive learning environment
- Design and execute a comprehensive literacy curriculum that is rooted in Orton Gillingham and incorporates many components of Reading and Writing Workshop, Interactive Read-Alouds, Guided Reading and the Daily Five
- Collaborate with interventionists, special educators, speech-language language pathologists and para-educators to create more effective interventions/accommodations and strengthen our MTSS system
- Collaborate with literacy colleagues to develop literacy performance indicators and a curriculum map for first and second grade
- Monitor all student progress using Stern Center's OG Assessment, STAR360, DSA, Fountas & Pinnell along with self-designed assessments and use data to inform next steps (direction for whole group instruction, reading groups and/or individualized differentiation)
- Report student progress each trimester and conducted parent conferences formally twice a year but welcomed and entertained many more informal conversations via phone, email or in person.

Reason for leaving: I just need a change!

Supervisor: Derek Howard (8024336653)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Randolph Elementary School

Aug 2014 - Jun 2019

Second Grade Teacher

Randolph, VT

- Guide general education students as well as individuals with learning/behavior challenges within a mainstreamed, inclusive classroom
- Create a Common Core aligned mathematics program that includes elements from Bridges Mathematics, EngageNY and Common Core Georgia Performance Standards Framework
- Design and administer common formative assessments to guide small intervention groups
- Develop and co-teach a balanced literacy program which is strongly influenced by Reading and Writing Workshop, Guided Reading along with the Daily Five

- Differentiate word work groups that are based on Word Journeys and Wilson Language Basics: Foundations
- Actively participate on our Farm to School Committee, Math PLC and PBIS Universal Support Steering Committee
- Collaborate with 1st/2nd grade team on a weekly basis (sometimes daily basis) to meet the needs of all of our students
- Work with special educators, school counselor, principal and parents to devise strategies to support specific students' emotional/mental needs and/or behavioral challenges at school
- Collaborate with special educators to write IEP goals and report progress
- Monitor all student progress using the PNOA, DSA, Fountas and Pinnell and self-designed assessments
- Reported student progress each trimester and conducted parent conferences formally three times a year.
- Embraced PBIS and Responsive Classroom's strategies within the classroom
- Draft and execute behavioral plans for individual students

Supervisor: Erica McLaughlin (8029289555)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Wolcott Elementary School

Jul 2013 - Jun 2014

Interventionist

Wolcott, VT

- Provided small group literacy instruction created to meet individual needs:
 - two Leveled Literacy Intervention groups
 - one Wilson Foundations group
 - one Guided Reading group
 - Designed and executed a hands-on, multidisciplinary class (science and social studies program rooted in literacy - aligned with Common Core and Next Generation Science standards) for a small, diverse group of IEP students
 - Evaluated student progress using assessments from Fountas and Pinnell, AIMSWEB, POA and Galileo
 - Progress monitored student progress using AIMSWEB and LLI running records
 - Collaborated with classroom teachers to create an effective and seamless intervention program
 - Conspired with classroom teachers and specialists to meet individual students' academic needs in addition to their social and emotional needs
 - Embraced PBIS and elements of Responsive Classroom within small group settings
 - Established a successful school-wide composting program
 - Actively participated in the formation of OSSU's farm-to-school committee and Our Food Matters

Supervisor: Larry Fliegelman (802-472-6551)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Wolcott Elementary School

Jul 2012 - Jun 2013

Second Grade Teacher

Wolcott, VT

- Designed a mathematics program based on Bridges Mathematics, Investigations and Mahesh Sharma's theories
- Executed lessons from Wilson Language Basics: Foundations

- Developed a literacy curriculum that pulled elements from Reader's and Writer's Workshop and Guided Reading
- Collaborated with the K-2 team to create a multi-age science unit on biomes
- Team taught with the art and technology teachers to create a multi-disciplinary unit on polar bears
- Worked with special educators, school counselor, principal and parents to find methods to support specific students' emotional/mental needs at school
- Collaborated with special educators to write IEP goals and report progress
- Wrote EST plans and progress monitor those receiving RTI services
- Monitored all student progress using the POA, Fountas and Pinnell, Aims Web, and self-designed assessments
- Reported quarterly student progress and conduct parent conferences biannually
- Enforced discipline procedures and implement Responsive Classroom's strategies and behavioral plans for individual students

Supervisor: Larry Fliegelman (802-472- 6551)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Vergennes Union Elementary School

Jan 2012 - Apr 2012

Second Grade Teacher- Long Term Substitute

Vergennes, VT

- Developed curriculum for Reader's and Writer's Workshop
- Executed lessons from Foundations and Bridges Mathematics
- Differentiated instruction to accommodate specific students' needs
- Collaborated with special educators, school psychologist, principal and parents to generate a tailored educational program for a student
- Enforced discipline procedures and implemented Responsive Classroom's strategies
- Documented student progress formally through written reports
- Tracked student reading progress with the aid of the fountas and pinnell assessment
- Led parent/teacher conferences
- Tutored Tier 2 students (RTI) in mathematics
- Participated in faculty meetings and professional development

Reason for leaving: This position ended upon the teacher's return from maternity leave at the end of March.

Supervisor: Sanford Bassett (802-877-3761)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Christ the King School

Oct 2011 - Dec 2011

Art Teacher- Long Term Substitute

Burlington, VT

- Created and executed lessons rooted in the elements and principals of design for preschoolers through eighth graders
- Enforced discipline procedures and implemented my own classroom management strategies
- Attended faculty meetings and professional development
- Collaborated with the art teacher to generate progress reports for all students

Reason for leaving: Mid-December this position ended upon the art teacher's return from her maternity leave.

Supervisor: Paulette Thibault (802-862-6696)

Experience Type: Independent School, Full-time
It is **OK** to contact this employer

Keewaydin Environmental Education Center

Sep 2011 - Oct 2011

Educator/Counselor

Salisbury, VT

- Instructed small group investigations revolving around local history, human impact and environmental science
- Adapted lesson plans
- Led whole group activities including rock climbing, hiking and baking
- Introduced new activities to the KEEC program
- Supervised campers throughout the course of their day and overnight
- Collaborated with fellow KEEC instructors, school teachers and parents to meet the medical, social or behavioral needs of specific students
- Enforced camp rules and discipline procedures

Reason for leaving: The camp season came to a close.

Supervisor: Tim Tadlock (802-352-1052)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Weybridge Elementary School

Jun 2009 - Jun 2010

Fourth Grade Teacher

Weybridge, VT

- Designed science, socials studies and language arts curriculum that was rooted in Addison Central Supervisory Union's Grade Expectations and Vermont Standards using backward design
- Tailored the Bridges' Mathematics Program to create a math program that met the needs of a small group of students
- Coordinated field trips and in-school events such as Sheldon Museum's "Maps to the Past" and a trip to the Morgan Horse Farm revolving around heredity
- Confidently embedded technology daily with the use of document camera, powerpoint, video clips and other internet sites
- Developed an evidence folder each student that addressed the core content areas.
- Assessed student performance through multiple forms including hands-on investigations, written compositions, visual representations, verbal demonstrations, and AIMS web
- Incorporated elements of Responsive Classroom and PBIS into the classroom environment
- Worked closely with the special educator, along with other members of the EST team, to ensure students with IEPs and other educational plans recieved their accommodations
- Led parent/teacher conferences and also participated in student/parent/teacher conferences
- Fluently executed Powerteacher to log attendance, lunch/breakfast count and report student progress

Supervisor: Christina Johnston (802-545-2113)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Weybridge Elementary School

Aug 2007 - Jun 2009

Teacher- Social Studies, Science & Language Arts

Weybridge, VT

- Designed inquiry based science and social studies curricula that aligns with the Vermont Standards and Addison Central Supervisory Union's Grade Expectations
- Differentiated instruction to meet the academic, intellectual and social needs of all students.
- Coordinated field trips and in-school events such as Sheldon Museum's People of the Dawnland; Vermont Energy Education Program's Electricity and the Environment; and Vermont Fish and Wildlife's Science on the Green
- Collaborated with classroom teachers to create cross-curricular projects
- Developed an evidence folder for each student
- Assessed student performance through hands-on investigations, written compositions, visual representations, and verbal demonstrations
- Participated in the district's reporting process
- Wrote and secured a grant for a weather station
- Led reading groups

Supervisor: Christina Johnston (802-545-2113)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Additional Courses and Workshops

- Castleton University: OG Teacher Course and Practicum
- Castleton University: NGSX: Next Generation Science Exemplar
- Castleton University: First 20 Days (8 Math Practices)
- LAPDA: Reading and Writing Connections: Using what you Know about Workshop Teaching Across Reading and Writing Instruction?
- Responsive Classroom: Responsive Classroom Course for Elementary Educators
- Lesley University: Leveled Literacy Intervention Training Program
- LAPDA: Numeracy Lab
- LAPDA: Diagnosis and Remediation of Math Problems with Mahesh Sharma
- Responsive Classroom: Responsive Classroom I
- TIME for Teachers
- Castleton State College: Science and Teaching in the Elementary Classroom: Developing Student Portfolios withlended Content and Inquiry
- Johnson State College & Vermont Fish and Wildlife: Fish and Wildlife Management for Educators (Project WILD & Project Learning Tree)
- Shelburne Farms: Education for Sustainability Institute
- VT NEA Workshop: Project WET

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:	JENNIFER EVANS	Location:	BCEMS			
Submission Date:	8/2/21	Administrator Action/Checklist Complete:	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
Position:	SPECIAL EDUCATOR	Grade (If Applicable):	MIDDLE			
Endorsement (If Applicable):	needed for SpEd	<input type="checkbox"/> Hourly-Non Exempt	<input checked="" type="checkbox"/> Salary-Exempt			
Hours Per Day:		Scheduled Hours:		a.m. to		p.m.
Account Code:	101-3097-51-21-0-1201-51110					
Replacement?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N					
If Yes, For Whom?	ALLIE PAYETTE	Salary Rate:	\$			
Administrator Approval:	STACY ANDERSON	Signature Date:	8/2/21			
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:	8	Step:	13	Salary Placement:	\$ BA 30
Hourly Rate:	\$	Salary Rate:	\$	Seniority Date:	
Contract Type:	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Para	<input type="checkbox"/> Replacement	<input type="checkbox"/> Interim	<input type="checkbox"/> Offer/Non-Contracted Letters
	<input type="checkbox"/> AFSCME	<input type="checkbox"/> N/A			
Days Per Year:	190	Salary:	\$ 64 039	Contract Days:	
Teacher: AOE Endorsement:	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO			
If No, Required:	<input checked="" type="checkbox"/> Provisional	<input type="checkbox"/> Emergency	<input type="checkbox"/> Apprenticeship		
Para-Educator: Associates Degree	<input type="checkbox"/> YES	<input type="checkbox"/> NO	(If NO) → ParaPro	<input type="checkbox"/> YES has passed ParaPro	<input type="checkbox"/> NO will need to take ParaPro

Christopher J. Fenner

Superintendent Approval Signature

AUGUST 6, 2021

Date

Jennifer Evans

28 Rich Road Middlesex, Vermont 05602
802-249-9059 jennevans28rr@gmail.com

Education

Communication Sciences Dept.

Burlington, Vermont

College Coursework - no degree

Major: SLP Assistant Program

GPA: 3.890

Credit Hours: 30

Attended January 2002 to July 2007

Degree conferred July 2007

Transcript

(included)

Johnson State College

Johnson, Vermont

Bachelor of Arts

Major: Elementary Education, **Minor:** Early Childhood

Attended September 1982 to May 1987

Degree conferred May 1987

Transcript

(included)

Community College of Vermont

Online, Vermont

College Coursework - no degree

Major: Education

Credit Hours: 9

Attended June 2014 to December 2018

Degree conferred December 2018

Transcript

(258KB)

Community College of Vermont

Waterbury, Vermont

College Coursework - no degree

Major: NA

GPA: 3.660

Credit Hours: 6

Attended June 1998 to July 2002

Transcript

(included)

Experience

Barre City Elementary School

Paraprofessional

Barre, VT

Apr 2019 - Present

Supervisor: Jen Shoenig (802-476-6541)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Orange County Parent Child Center
Lead Teacher, Four-Year-Old Room
Tunbridge, VT

Aug 2018 - Apr 2019

Supervisor: Renee Hinton (802-685-2264)
Experience Type: Independent School, Full-time
It is **OK** to contact this employer

Capstone Community Action

Jan 1994 - Jun 2018

Program Manager, etc.
Barre, VT

In my 20+ year career at Community Action, I performed many tasks. Many of these positions were grant-funded with expiration dates. There were a couple brief breaks in tenure, when I explored opportunities in the education field. For 5 years, I was a home visitor, first serving families with children aged 3-5 years and then birth to 3 years. I then worked in the Welfare to Work Program for 3 years, assisting low income families to become more sustainable. I was the business counselor in the ChildCare Business Program for 2 years. I then returned to Head Start for a couple years as the Family Partner at the Learning Together Center, helping parents access services. I ended my career as a program manager in the Family, Community Support Services Department. Supervised Visitation, 3Squares Outreach, Energy Assistance, Reach Up Worksite and the local food shelf were among the programs under my supervision.

Reason for leaving: I left to pursue opportunities in the education field.

Supervisor: Various (802-479-1053)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Family Center of Washington County

Jan 2008 - Jan 2009

SLPA, 1/1 support
Montpelier, VT

Worked in a variety of positions supporting preschool aged children.

Supervisor: Melissa Tanner (802-262-3292)

Experience Type: Other, Full-time

It is **OK** to contact this employer

9 East Network

Sep 2007 - Jan 2009

SLP Assistant

Montpelier/ Randolph, VT

Worked as an assistant to speech language pathologist at Randolph Elementary School and at The New School of Montpelier, providing services to students identified as having challenges in these areas. In addition to providing one to one and small group services, assisted with medicaid billing.

Supervisor: Susan Kimmerly (802-262-0100)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Crossett Brook Middle School

Sep 1999 - Apr 2000

Learning Center Coordinator
Duxbury, VT

I worked with children individually and in small groups to provide individualized support of the classroom curriculum. I worked the special education population as well as with typical learners. I supervised the after school home work club.

Supervisor: Pamela Hanson Leisenring (802-244-6100)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

University of Vermont

Aug 1990 - Aug 1993

Child Development Specialist

Burlington, VT

Provided care for toddlers in the laboratory childcare. Worked with students and other professionals to provide quality services and develop a stimulating program for young children.

Supervisor: Dee Smith (802-656-7879)

Experience Type: Other, Full-time

It is **OK** to contact this employer

Turtle Island Children's Center

Aug 1987 - Aug 1990

Preschool Teacher

Montpelier, VT

Worked within a team to develop and implement preschool curriculum. The program emphasized experiential learning and tried to include a variety of learning modalities. Socialization and cooperation were the prime elements in our group activities.

Supervisor: Meg Baird (802-229-4047)

Experience Type: Independent School, Full-time

It is **OK** to contact this employer

Volunteer Activity

I worked with others in a monthly group for children who are being raised by grandparents or other relatives in conjunction with the Kinship Care support group run by Washington County Mental Health.

Personal Experiences/ Hobbies

- Nutrition and Wellness
 - Handicrafts
 - Chair repair and caning
-

UVM Master Gardener Course

I am a hobby gardener and completed the UVM Master Gardener's course.

HOME STUDY REPORT (AOE provided data)

	Barre City Home Study (AOE Report)				Barre Town Home Study (AOE Report)				Spaulding High Home Study (AOE Report)			
AOE Report Month	2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022
July	-	-	-	29	-	-	-	23	-	-	-	4
August	9	22	22	31	9	26	18	25	6	18	6	5
September	11	23	30		11	27	25		8	20	9	
October	11	23	41		15	28	35		9	20	13	
November	No Rpt	26	43		No Rpt	29	38		No Rpt	20	14	
December	No Rpt	26	No Rpt		No Rpt	29	No Rpt		No Rpt	21	No Rpt	
January	No Rpt	No Rpt	50		No Rpt	No Rpt	43		No Rpt	No Rpt	14	
February	No Rpt	25	52		No Rpt	30	46		No Rpt	21	14	
March	No Rpt	No Rpt	52		No Rpt	No Rpt	48		No Rpt	No Rpt	15	
April	32	25	44		32	30	48		17	21	16	
May	32	26	17		32	30	9		17	21	2	
June	35	32	20		34	39	11		17	24	4	

Superintendent's Recommendation for Use of Surplus Funds-Revised 8/11/21

Unaudited FY21 Surplus Funds - \$3,000,000

Auditor confirmed the board can take action, at a warned meeting, to assign the projected fund balance to capital projects with priorities determined by the Board and Administration

1) \$2,400,000 – Assigned to capital improvements and SEA building expenses not covered by the bond

- **Priorities:**

- **SHS Sprinkler System**
- **Roofing**
- **Parking Lot Pavement**
- **Close out Current Expense Note (CEN), issued to offset SEA Budget-CEN is not needed, this would eliminate principal/interest payments in future years.**

- **No payments have been requested from this CEN to date, no interest paid. The board has the authority at maturity (12/17/21), to renew for successive one year terms, or it can be converted into a longer-term refunding note or bond.**

2) \$600,000 - Assigned to FY22 revenue

Vermont Education Recovery Plan

LEA: BUUSD

LEA Recovery Coordinator: David Wells

LEA Recovery Team Members: Brenda Waterhouse, Jennifer Nye, Kathy Gardner, Stacy Anderson, Chris Hennessey, Erica Pearson, Hayden Coon, Mary Ellen Simmons, Tim Sanborn, Paula Beaudet, Pierre Laflamme, Sue Brennan

Collaborative Stakeholders Represented: Kathleen BrBryant, FNP, Pediatric Nurse Practitioner

Phase 1: Initial Needs Assessment

Submit by April 15, 2021

1. Gather and begin to analyze existing or easily obtainable Student Status, Demographic, and School/LEA Process Data to determine initial, highest priority recovery needs. Pay particular attention to the status of historically marginalized students (students in different racial/ethnic groups, English learners, students with disabilities, students in poverty, migrant students, military-affiliated students, homeless students, students in foster care). Draw on your learning from the data literacy professional development series to consider new and existing data sources for understanding needs.
2. In the corresponding table below, for each of the recovery areas (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success), identify or describe:
 - a. Data sources used.
 - b. Interpretation of student needs based on these data sources.
 - c. Preliminary thoughts on how to address identified needs.
 - d. Whether you would benefit from state partner assistance in this area.

See [Suggested Key Indicators](#) and [QuickScan tool](#) for data sources you may wish to use in determining the status of your recovery areas and Act 173 levers.

Phase 2: Recovery Planning and Implementation

Submit by June 1, 2021

1. It is expected that planning activities will be largely completed by May 15, 2021 (see [Guidance: Education Recovery No.1](#)). This allows ample time to finalize the plan and move toward implementation by June 1, 2021.
2. Based on the needs identified in Phase 1, generate specific strategic actions to address those needs.
3. Develop a Theory of Improvement or Logic Model to link the identified needs to specific activities. Determine steps you will take throughout the year to implement and evaluate the impact of these activities. Consider potential additional future data sources needed to answer emergent questions on student success and wellbeing.
4. Identify the specific human and material resources that will be necessary to implement your strategies and how you will pay for those resources. Refer to AOE guidance on use of ESSER funds and other relevant funding.
5. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
 - a. identified student needs.
 - b. the selected strategies and activities, including any problems of practice to be addressed.
 - c. the logic model underlying their selection.
 - d. your plan for implementation and evaluation of your activities.
 - e. the resources you will need to enact this plan and how you intend to pay for those resources.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools](#), [Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Equity Supports

If any schools in your LEA or the LEA are eligible for equity supports, please list which of the selected activities above address a reason for the eligibility. If none of the activities address eligibility, please identify a separate strategy or action for each of the organizations eligible for supports.

LEA:

School:

School:

School

Phase 3: Evaluation and Refinement of Plan

Submit by June 1, 2022

1. Explain the effectiveness of the implementation of the strategic actions and activities you engaged in during the 2021-2022 school year and what modifications to those strategies you intend to make based upon this analysis moving forward.
 - a. Determine your plan for sustaining practices that have achieved desired results.
 - b. Describe any new activities you will pursue regarding Key Student Indicators.
2. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
 - a. what you learned about the effectiveness of your implemented strategies/activities.
 - b. intended modifications to your theory of improvement, including change ideas or activities you intend to continue pursuing and those you intend to modify or replace.
 - c. how you will resource sustainability of change ideas and strategic activities.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools](#), [Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Table 1 - Phase 1: Initial Needs Assessment

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)	Assistance (Y/N)
<i>SEL, Mental Health and Well-Being</i>	Nurse reports on Wellness for students (SNAP) YRBS data (middle level and higher) (2018 data plus historical data trends)	<p>Nurse data is reflective of the year we have had. COVID has played a role in the number of students in the building which will impact the number of students who access this resource.</p> <p>This YRBS data was collected in 2019. Our numbers are, for the most part aligned to the state averages. This data will not be collected again until fall of 2021 and reported out in 2022..</p> <p>I see some data in the YRBS that could support the fact that Barre students could benefit from additional support/services.</p>	<p>It would be helpful to know what measures other districts are using to assess student Health and Well Being. Is there a comprehensive climate survey that would provide this crucial information?</p> <p>It would be ideal to extend the service of the dental van to High Schoolers.</p> <p>I'd love to advocate for extending school based health center services to other Barre schools as well. Including telehealth to increase access to services such for medical and mental health needs</p>	?
<i>Student Engagement/ Truancy</i>	Attendance Behavior Data, School-Wide Information System (SWIS) and IC	<ul style="list-style-type: none"> • N Factor for different cohorts is so small that it's in-appropriate to tease out. • Review 7 & 8 data for BCEMS. • All grades, all cohorts can use improvement. • February attendance data was better than January. March attendance was not better than February. • How is attendance taken in each grade level (different schedules due to hybrid, fully remote and in-person.) • Does this data include BVA (Barre Virtual Academy) • Are the cohorts reflecting the same way in the BVA? For example, Is the % of ELL for in-person similar to the % of ELL of the students who participated virtually? • 	<ul style="list-style-type: none"> • Truancy homeschool coordinator/social worker for every building in our District. (flexible pathways, meeting the family, creating a plan--RELATIONSHIPS!) NOT DISCIPLINE! • Mental Health--Additional counselors • Alternative learning options for our students • Community connection--mentoring, grandparent program (reading with students) • Education and work with families to value education • Communication--What does school look like? • Access to transportation (SHS) • Maintain SROs in BC and BT - relational community policing • Coordination with outside agencies (WCMHS, DCF, Etc.) 	?

	Student attendance in extracurricular activities (tutoring, athletics, girls on the run, clubs)			?
Academic Achievement & Success	<p>PK TS Gold,</p> <p>Kindergarten Readiness assessments</p> <p>PNOA (Primary Numbers and Operations Assessment), Math Lab, Star 360 MATH, FnP (Literacy assessments), Star 360 ELA, SBAC - ELA - MATH - PE - Science</p> <p>Link to Past Data</p>	<p>SBAC scores show that BUUSD students are less than 60% proficient over time in ELA. Third grade scores drop off in 2018 & 2019</p> <p>SBAC scores show that BUUSD students are less than 60% proficient over time in Math. Math scores decrease as students move up through the grades.</p>	<p>Study grade cohorts through data teams.</p> <p>Use PD sessions and PLG groups to focus on student progress and teaching practices. These groups should combine general education, special education and intervention staff.</p> <p>Use Star 360 Data to drill down and identify specific skills to be taught.</p> <p>Find strategies to enhance team based approaches to MTSS - sharing data and strategies.</p> <p>Explore ways to make instruction more cohesive across grade levels.</p> <p>Provide PD to enhance use of best practices.</p> <p>Explore use of technology to close learning gaps.</p>	?
	4 year HS graduation rate and 6 year completion rate			?

	From ESSER grant proposals		<ul style="list-style-type: none"> • Meet student literacy needs by providing a 4 credit course "The Orton Gillingham Approach to Teaching Reading and Spelling." • 	
Equity	<p>Assessment outcomes based on demographics of students to compare gen ed students to marginalized populations</p> <p>Kindergarten Readiness Data broken down by demographics</p> <p>Review of academic performance by demographics (Ex: SBAC,</p>	<p>Kindergarten Readiness</p> <ul style="list-style-type: none"> • More boys took the assessment than girls but more girls were Kindergarten ready compared to boys • Difference in Kindergarten readiness based on FRL status • Attended publicly funded PK lower on Kindergarten readiness than the private funded PK <p>SBAC Data</p> <ul style="list-style-type: none"> • FRL consistently averages 30% lower in math and ELA SBAC (grade 7 in ELA 42%) • Math scores decreased over grade level • Students on an IEP significantly lower than gen populations and lower than FRL • Boys do better in math but evens out as they get older • Girls do better in ELA • Science results get better over time except for students on IEP 	<p>Consistent use of assessment data disaggregated to identify needs for student groups. Coordinate assessment data PK - graduation to see trends.</p> <p>How do we better meet the needs in lowest categories - FRL, Student on IEP, males,...?</p> <p>Emphasis on earlier grades to address needs at PK, Kindergarten, primary grades to impact student achievement in demographic groups.</p> <p>Are we maximizing our resources and staff across the district to meet the needs of the school?</p> <p>Vertical teaming across grades and strong transition plans for students.</p>	?
	<p>Break down by demographics for honors and higher level (AP) courses</p> <p>GRAPH OF AP COURSE PARTICIPATION</p>	<p>AP Courses</p> <p>Slightly more girls than boys in honors classes</p>	<p>Embed honors in all classes for all students to access high levels of learning.</p> <p>How does SEA, CVCC and CCV courses impact these numbers?</p>	?

	Disciplinary data - IC (and SWIS) Attendance			?
	VT Indicators from VCRS: Barre City & Barre Town Now includes Barre City and Barre Town	Demographics population of community based on demographics	Would be nice to have Barre City and barre town side by side	?

Table 2-Phase 2: Recovery Planning and Implementation

Recovery Domain	Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
<i>SEL, Mental Health and Well-Being</i>	<ul style="list-style-type: none"> An increased number of Barre students have been unavailable for instruction due to social-emotional concerns. 	Increase student regulation and engagement for students negatively impacted by hybrid learning during the COVID-19 Pandemic as measured by Attendance and SWIS data	<ul style="list-style-type: none"> Provide training and professional development to all faculty and staff on regulation and engagement strategies. 	<p>FY22 to fall of 2024</p> <p>Evaluate attendance and SWIS data each quarter</p>	<ul style="list-style-type: none"> Consulting fees to licensed clinician to provide training. \$50,000 per year. ESSER II and ARP ESSER
	<ul style="list-style-type: none"> Students in Barre lack access to physical and mental health services as reported by school health offices and local service providers. 	Increase student access to medical and dental care in order to improve their overall wellbeing and to increase their readiness to learn after having restricted access to health services during the COVID-19 Pandemic.	<ul style="list-style-type: none"> Schedule a dental van to visit all three district schools. Established a tele-medicine program at Spaulding High School. Increase access to mental health services at all schools. 	<p>FY22 to fall of 2024</p> <p>Evaluate attendance and SWIS data each quarter</p>	<ul style="list-style-type: none"> Fund dental van Fund tele-medicine \$30,000 start up, \$7,000 per year afterwards. ESSER II and ARP ESSER
	<ul style="list-style-type: none"> A high number of Barre students are in out of school placements due to the social/emotional challenges they face. 	Reduce referrals to outside placements for students facing social/emotional challenges which were intensified during the COVID-19 Pandemic by providing varied	<ul style="list-style-type: none"> Establish a second Restorative Classroom at BCMES for elementary grade students. Support Restorative practices at BTMES 	<p>FY22 to fall of 2024</p> <p>Evaluate SWIS data and student rosters each quarter.</p>	<ul style="list-style-type: none"> Two licensed staff to support Restorative Classroom. One BI to support the classroom. \$225,000 per year Behavior Specialist for BTMES \$75,000 per year.

		learning opportunities within each school	through an additional behavior specialist. <ul style="list-style-type: none"> Expansion of SEA program 		<ul style="list-style-type: none"> One year funding for 2 BIs at the SEA program \$70,000 <p>ESSER II and ARP ESSER</p>
<i>Engagement/Truancy</i>	<ul style="list-style-type: none"> Truancy rates for low income Barre students have traditionally been high and have increased during the COVID-19 Pandemic. 	Reduce the high amount of truancy and lack of engagement of students (Particularly students in low income households) that was heightened during the COVID-19 Pandemic by increasing home to school coordination with area mental health and social work agencies (WCMHS, DCF, etc.).	<ul style="list-style-type: none"> Provide a social worker at each district school to work with students and families. Parent education Provide Family Engagement Coordinator to coordinate efforts across the district. 	<p>FY22 to fall of 2024</p> <p>Evaluate attendance data each quarter</p>	<ul style="list-style-type: none"> Social Worker at BTMES \$88,000 Social Worker at SHS 88,000 Funding for parent education sessions. \$15,000 Family Engagement Coordinator \$50,000 <p>ESSER II and ARP ESSER</p>
			<ul style="list-style-type: none"> Coordinate with STA (busing contractor) to provide AM & PM bus routes for high school students. 	<p>FY22 to fall of 2024</p> <p>Monitor attendance trends</p>	<p>Contract with STA for busing. \$250,000 per year.</p> <p>ESSER II and ARP ESSER</p>

<p><i>Academic Achievement and Success</i></p>	<p>Student achievement data shows that, in many cases, close to 60% of Barre's students are not proficient in literacy and mathematics. Barre's lower graduation rate was also exasperated during the pandemic. This is particularly true among low income students and students with disabilities.</p>	<p>Modify instructional practices to remedy the negative impact of the COVID-19 Pandemic on student achievement so that third grade students who are below proficiency in math and literacy will show 20% growth each year until they reach proficiency as measured by the Star 360 assessment.</p>	<ul style="list-style-type: none"> • Increase teacher capacity to provide classroom based interventions through PLG supports. • Provide additional training for administrators to support their role as instructional leaders. • Increase intervention staffing at both elementary schools to address student case-loads. • Provide increased opportunities for students to participate in summer programming which meets academic and social/emotional needs. 	<p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p>	<ul style="list-style-type: none"> • 8 additional interventionists for grades K-8 8 x \$90,000=\$720,000/year • Funding for BUUSD/GBYMCA program for grades K-6. Five week, 8-5 summer program \$800,000 for K-12 summer programs. • Funding for work outside of contracted time to develop interventions \$15,000 <p>ESSER II and ARP ESSER</p>
		<p>Modify instructional practices to remedy the negative impact of the COVID-19 Pandemic on student achievement so that the number of middle school students who meet proficiency in math and literacy as measured by the Star</p>	<ul style="list-style-type: none"> • Increase teacher capacity to provide classroom based interventions through PLG supports. • Provide additional training for administrators to support their role as 	<p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p>	<ul style="list-style-type: none"> • Funding for Beta Masters coding/video gaming program for grades 7 & 8. (part of \$800,000 yearly funding) • Funding for summer PD group to develop PASS program and develop interventions

		360 and SBAC assessments will increase by 20%.	<p>instructional leaders.</p> <ul style="list-style-type: none"> • Increase intervention staffing at both middle schools to address student case-loads. • Provide increased opportunities for students to participate in summer programming which meets academic and social/emotional needs. 		\$25,000
		Modify instructional practices to remedy the negative impact of the COVID-19 Pandemic on student achievement so that the number of high school students who meet proficiency goals to graduate from high school in four years as measured by annual graduation rates will increase by 20%.	<ul style="list-style-type: none"> • Increase teacher capacity to provide classroom based interventions through PLG supports. • Provide additional training for administrators to support their role as instructional leaders. • Increase intervention staffing at the high school to address student case-loads. • Provide increased access to flexible pathways to graduation. • Provide increased opportunities for 	Evaluate achievement data each quarter and graduation rates each year.	<ul style="list-style-type: none"> • Funding for Spaulding High School summer program. (part of \$800,000 yearly summer funds) • Funding for summer PD group to develop PASS program and develop interventions \$25,000

			<p>students to participate in summer programming which meets academic and social/emotional needs.</p> <ul style="list-style-type: none"> Enhance PASS program 		
<i>Equity</i>	<p>Achievement data for Barre students shows that the COVID-19 Pandemic has had a negative effect on underserved populations as defined by poverty, race, gender and disability.</p>	<ul style="list-style-type: none"> Reduce the negative impact of the COVID-19 Pandemic on academic achievement for underserved populations (as defined by poverty, race, gender and disability) by analyzing student achievement data and focusing on increased achievement. 	<ul style="list-style-type: none"> Provide PD (workshops, courses, etc.) for teachers and administration on the analysis of data to reach equity goals. Provide MTSS Coordinator for the district. Provide Equity Coordinator for the district. 	<p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p>	<p>Substitutes Tuition funding \$15,000</p> <p>Funding for MTSS Coordinator \$95,000</p> <p>Funding for Equity Coordinator .5FTE \$50,000</p> <p>ESSER II and ARP ESSER</p>
		<ul style="list-style-type: none"> Analyze curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues 	<ul style="list-style-type: none"> Provide PD (workshops, courses, etc.) for teachers and administration on curriculum analysis. 	<p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p>	<ul style="list-style-type: none"> \$10,000 for trainers and/or consultants <p>ESSER II and ARP ESSER</p>

Table 3-Phase 3: Plan Evaluation and Refinement

Recovery Domain	Effectiveness of strategy/activity (include supporting data)	Identified additional or modified problem(s) of practice	New or modified change ideas/activities	Refined goal/theory of improvement	Human and material resources required and how to pay for them
<i>SEL, Mental Health and Well-Being</i>					
<i>Engagement/Truancy</i>					
<i>Academic Achievement and Success</i>					
<i>Equity</i>					

Suggested Key Indicators

Refer to the following list of metrics for possible use in your Needs Assessment and planning activity. It is neither anticipated nor expected that any LEA will have access to or use all the indicators, but we believe that all LEAs have information on and will use at least some of them.

Additional recommendations:

Record both the number and percentage of students to assist your planning activity.

If possible, examine comparisons to SY 2018-2019.

To the extent practicable, break down results by historically marginalized groups, including students with disabilities (IEPs), students with 504 plans, English learners, students of different racial or ethnic backgrounds, students in poverty, migrant students, homeless students, etc.

1. Mental Health and Well Being (MH/WB)

- a. Students who experienced decline in MH/WB
 - i. Physical Health
 - ii. Socioemotional (peers, relationships, social emotional learning/SEL)
 - iii. Internalizing problems (i.e., anxiety, depression, etc.)
 - iv. Externalizing problems (i.e., acting out, behavioral challenges, etc.)
- b. Students requiring MH supports
 - i. One-on-one counseling/therapy
 - ii. Group counseling/therapy
 - iii. Behavioral intervention
 - iv. Universal SEL approaches (Tier 1)
 - v. Other (Identify what)
- c. Students requiring additional supports for well-being, including targeted assistance for physical health
- d. Students who are doing well in terms of well-being and mental health

2. Engagement/Truancy

- a. Students who remain fully engaged in school activities, by type of learning experience
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- b. Students who LEA is unable to locate/contact/ascertain status
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- c. Students significantly absent/disengaged from school
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- d. Students engaged in extracurricular offerings
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote

3. Academic Success and Achievement

- a. Students proficient in
 - i. ELA
 - ii. Math
 - iii. Science
 - iv. Social sciences
 - v. Other
- b. Students showing decline in proficiency from last year (i.e., erosion in performance, opposite of growth):
 - i. ELA
 - ii. Math
 - iii. Science
 - iv. Social sciences
 - v. Flexible Pathway: CTE
 - vi. Flexible Pathway: WBL

- vii. Flexible Pathway: DE/EC
 - viii. Other
- c. Students qualifying for an IEP
- d. Students qualifying for 504 plans (with academic accommodations)
- e. Students who advanced (grew in proficiency) from last year

Potential Data Sources

Student Status or Outcomes

- State assessments
- Local assessments
- Formative assessment measures
- Curriculum based measures
- Mental health/wellbeing screening measures
- Other student self-reports/referrals re: mental health/well being
- Grades/proficiency
- Graduation rate
- Dropout rate
- Attendance/truancy data
- Student portfolio measures
- College readiness measures
- Career readiness measures
- School climate surveys
- Physical education data
- Nurse referrals
- Counselor referrals
- Teacher absences
- Parent requests for mental health supports for child
- Kindergarten readiness measures
- EST data
- Behavior data
- Exclusionary discipline practices
- Youth Risk Behavior Survey data
- English proficiency data

Demographic

- School enrollment
- Transience
- Homelessness
- Migrant status
- Socio-economic status
- Age
- Grade
- Gender
- Race
- Ethnicity
- Language
- Disability
- Parent profiles

Perceptions

- Student, parent, teacher interviews
- Student, parent, teacher focus groups
- Student, parent, teacher questionnaires
- Student, parent, teacher surveys
- Communication records
- Meeting notes

School/LEA Process

- Local comprehensive assessment systems and practices*
- Curriculum coordination/alignment*
- EST functioning*
- Professional development planning process*
- Instructional practices /walkthrough data
- VTmtss Survey
- Integrated Field Review (IFR) report
- Analyses of technology integration practices and infrastructure
- Staff evaluations
- Mentoring practices
- Parent involvement rates

- Leadership strategies
- Data use and literacy practices
- Scheduling practices
- Planning practices
- Hiring practices
- Staff retention
- Staff credentials
- Staff vacancies
- Continuous improvement practices
- Professional learning outcomes

**Act 173 Rubric*

BARRE UNIFIED UNION SCHOOL DISTRICT - FY21 YEAR END PROJECTION REPORT - August 3, 2021

	Location	Account Number / Description	Adopted Budget	Y-T-D Expenses	Encumbrances	Year-end Projection	BALANCE	Narrative
			7/1/2020 - 6/30/2021	7/1/20-8/3/21	8/3/2021	8/3/2021	7/1/20-6/30/21	
1	BTMES	1101 PRESCHOOL	\$458,156	\$372,214	\$0	\$372,214	\$85,942 *	
2	BTMES	1101 DIRECT INSTRUCTION	\$4,004,936	\$3,720,758	\$0	\$3,720,758	\$284,178 *	
3	BTMES	1102 ART	\$106,813	\$102,850	\$0	\$102,850	\$3,963	
4	BTMES	1103 INTERVENTION	\$650,945	\$660,667	\$0	\$660,667	-\$9,722	
5	BTMES	1104 ENGLISH SECOND LANGUAGE	\$39,381	\$37,971	\$0	\$37,971	\$1,410	
6	BTMES	1105 FAMILY & CONSUMER SCIENCES	\$53,131	\$50,425	\$0	\$50,425	\$2,706	
7	BTMES	1106 WORLD LANGUAGE	\$74,256	\$64,772	\$0	\$64,772	\$9,484	
8	BTMES	1108 MUSIC	\$151,680	\$135,614	\$0	\$135,614	\$16,066	
9	BTMES	1109 PHYSICAL EDUCATION	\$196,500	\$131,738	\$0	\$131,738	\$64,762 *	
10	BTMES	1110 TECH ED	\$38,222	\$34,315	\$0	\$34,315	\$3,907	
11	BTMES	1501 CO-CURRICULAR	\$76,600	\$48,724	\$0	\$48,724	\$27,876 *	
12	BTMES	2120 GUIDANCE	\$148,920	\$156,967	\$0	\$156,967	-\$8,047	
13	BTMES	2131 HEALTH	\$167,723	\$163,554	\$0	\$163,554	\$4,169	
14	BTMES	2141 BEHAVIOR SUPPORT	\$82,542	\$131,667	\$0	\$131,667	-\$49,125 *	
15	BTMES	2220 LIBRARY	\$185,498	\$149,009	\$0	\$149,009	\$36,489 *	
16	BTMES	2410 PRINCIPALS OFFICE	\$690,298	\$584,366	\$0	\$584,366	\$105,932 *	
17	BTMES	2491 DUPLICATING	\$50,851	\$45,936	\$0	\$45,936	\$4,915	
18	BTMES	2610 FACILITIES	\$1,285,927	\$1,257,642	\$0	\$1,257,642	\$28,285 *	
19	BTMES	2660 SCHOOL RESOURCE OFFICER	\$50,000	\$20,189	\$0	\$20,189	\$29,811 *	
20	BTMES	2716 CO-CURR TRANSPORTATION	\$25,000	\$0	\$0	\$0	\$25,000 *	
21	TOTAL	1020 BARRE TOWN SCHOOL	\$8,537,379	\$7,869,378	\$0	\$7,869,378	\$668,001	
22	SHS	1101 DIRECT INSTRUCTION	\$1,201,523	\$969,752	\$0	\$969,752	\$231,771 *	
23	SHS	1102 ART	\$151,713	\$143,776	\$0	\$143,776	\$7,937	
24	SHS	1104 ENGLISH SECOND LANGUAGE	\$12,054	\$0	\$0	\$0	\$12,054	
25	SHS	1105 FAMILY & CONSUMER SCIENCES	\$131,840	\$122,540	\$0	\$122,540	\$9,300	
26	SHS	1106 WORLD LANGUAGE	\$236,539	\$229,555	\$0	\$229,555	\$6,984	
27	SHS	1108 MUSIC	\$155,072	\$125,274	\$0	\$125,274	\$29,798 *	
28	SHS	1109 PHYSICAL EDUCATION	\$114,944	\$116,265	\$0	\$116,265	-\$1,321	
29	SHS	1111 ENGLISH	\$520,743	\$447,437	\$0	\$447,437	\$73,306 *	
30	SHS	1112 MATH	\$643,197	\$643,956	\$0	\$643,956	-\$759	
31	SHS	1113 SCIENCE	\$405,365	\$324,311	\$0	\$324,311	\$81,054 *	

32	SHS	1114 SOCIAL STUDIES	\$407,495	\$381,331	\$0	\$381,331	\$26,164 *
33	SHS	1115 BUSINESS ED	\$74,182	\$59,303	\$0	\$59,303	\$14,879
34	SHS	1116 WORK BASED LEARNING	\$195,654	\$195,073	\$0	\$195,073	\$581
35	SHS	1117 DRIVER'S ED	\$78,243	\$49,903	\$0	\$49,903	\$28,340 *
36	SHS	1118 PHOENIX PROG	\$158,089	\$157,615	\$0	\$157,615	\$474
37	SHS	1119 COLLEGE EXAMS	\$0	\$2,692	\$0	\$2,692	-\$2,692
38	SHS	1301 TECHNICAL EDUCATION	\$915,645	\$893,414	\$0	\$893,414	\$22,231
39	SHS	REIMB. SENDING DISTRICTS TUITION	\$0	\$28,362	\$0	\$28,362	-\$28,362 *
40	SHS	1401 ATHLETICS	\$464,723	\$398,280	\$0	\$398,280	\$66,443 *
41	SHS	1501 CO-CURRICULAR	\$79,200	\$56,210	\$0	\$56,210	\$22,990 *
42	SHS	2120 GUIDANCE	\$478,327	\$520,898	\$0	\$520,898	-\$42,571 *
43	SHS	2131 HEALTH	\$125,100	\$114,069	\$0	\$114,069	\$11,031
44	SHS	2141 BEHAVIOR SUPPORT	\$0	\$55,762	\$0	\$55,762	-\$55,762 *
45	SHS	2190 JROTC	\$118,632	\$166,435	\$0	\$166,435	-\$47,803 *
46	SHS	2220 LIBRARY	\$172,772	\$125,629	\$0	\$125,629	\$47,143 *
47	SHS	2410 PRINCIPALS OFFICE	\$684,553	\$652,298	\$0	\$652,298	\$32,255 *
48	SHS	2610 FACILITIES	\$1,222,362	\$1,226,353	\$0	\$1,226,353	-\$3,991
49	SHS	2660 SCHOOL RESOURCE OFFICER	\$50,184	\$33,043	\$0	\$33,043	\$17,141
50	SHS	2711 TRANSPORTATION	\$95,000	\$47,787	\$0	\$47,787	\$47,213 *
51	SHS	2716 CO-CURR TRANSPORTATION	\$37,000	\$52	\$0	\$52	\$36,948 *
52	SHS	5020 LONG TERM DEBT	\$225,000	\$223,911	\$0	\$223,911	\$1,089
53	TOTAL	1276 SPAULDING HIGH SCHOOL	\$9,155,151	\$8,511,286	\$0	\$8,511,286	\$643,865
54	BCEMS	1101 PRESCHOOL	\$498,130	\$480,251	\$0	\$480,251	\$17,879
55	BCEMS	1101 DIRECT INSTRUCTION	\$4,497,630	\$4,091,628	\$0	\$4,091,628	\$406,002 *
56	BCEMS	1102 ART	\$143,734	\$99,958	\$0	\$99,958	\$43,776 *
57	BCEMS	1103 INTERVENTION	\$138,259	\$127,916	\$0	\$127,916	\$10,343
58	BCEMS	1104 ENGLISH SECOND LANGUAGE	\$38,564	\$30,192	\$0	\$30,192	\$8,372
59	BCEMS	1105 FAMILY & CONSUMER SCIENCES	\$75,804	\$75,178	\$0	\$75,178	\$626
60	BCEMS	1106 WORLD LANGUAGE	\$50,356	\$44,159	\$0	\$44,159	\$6,197
61	BCEMS	1108 MUSIC	\$128,331	\$79,164	\$0	\$79,164	\$49,167 *
62	BCEMS	1109 PHYSICAL EDUCATION	\$184,558	\$183,106	\$0	\$183,106	\$1,452
63	BCEMS	1110 TECH ED	\$60,722	\$61,648	\$0	\$61,648	-\$926
64	BCEMS	1120 READING RECOVERY	\$39,314	\$30,523	\$0	\$30,523	\$8,791
65	BCEMS	1401 ATHLETICS	\$37,020	\$27,379	\$0	\$27,379	\$9,641
66	BCEMS	1501 CO-CURRICULAR	\$10,200	\$13,113	\$0	\$13,113	-\$2,913
67	BCEMS	2120 GUIDANCE	\$360,667	\$311,642	\$0	\$311,642	\$49,025 *

68	BCEMS	2131 HEALTH	\$128,371	\$113,377	\$0	\$113,377	\$14,994
69	BCEMS	2140 PSYCHOLOGICAL SERVICES	\$50,000	\$0	\$0	\$0	\$50,000 *
70	BCEMS	2141 BEHAVIOR SUPPORT	\$547,295	\$518,533	\$0	\$518,533	\$28,762 *
71	BCEMS	2220 LIBRARY	\$143,290	\$102,206	\$0	\$102,206	\$41,084 *
72	BCEMS	2410 PRINCIPALS OFFICE	\$532,675	\$523,395	\$0	\$523,395	\$9,280
73	BCEMS	2610 FACILITIES	\$1,184,236	\$1,175,866	\$0	\$1,175,866	\$8,370 *
74	BCEMS	2660 SCHOOL RESOURCE OFFICER	\$78,000	\$58,085	\$0	\$58,085	\$19,915
75	BCEMS	5020 LONG TERM DEBT	\$72,480	\$70,602	\$0	\$70,602	\$1,878
76	TOTAL	1381 BARRE CITY SCHOOL	\$8,999,636	\$8,217,921	\$0	\$8,217,921	\$781,715
77	BUUSD	2490 EARLY ED ADMIN.	\$123,460	\$114,280	\$0	\$114,280	\$9,180
78	BUUSD	2711 TRANSPORTATION	\$1,333,376	\$1,122,029	\$0	\$1,122,029	\$211,347 *
79	BUUSD	2212 CURRICULUM	\$351,917	\$171,504	\$0	\$171,504	\$180,413 *
80	BUUSD	2230 INSTRUCTIONAL TECHNOLOGY	\$305,000	\$313,978	\$0	\$313,978	-\$8,978
81	BUUSD	2311 BOARD	\$366,640	\$332,166	\$0	\$332,166	\$34,474 *
82	BUUSD	2313 REVENUE ANTICIPATION NOTE INTI	\$100,000	\$72,807	\$0	\$72,807	\$27,193 *
83	BUUSD	2320 SUPERINTENDENT	\$274,951	\$373,889	\$0	\$373,889	-\$98,938 *
84	BUUSD	2510 BUSINESS OFFICE/COPIERS	\$588,602	\$501,775	\$0	\$501,775	\$86,827 *
85	BUUSD	2560 COMMUNICATION SPECIALIST	\$84,804	\$83,490	\$0	\$83,490	\$1,314
86	BUUSD	2570 HUMAN RESOURCES	\$246,862	\$234,800	\$0	\$234,800	\$12,062
87	BUUSD	2580 TECHNOLOGY-Includes Erate Equip.	\$1,248,572	\$1,295,146	\$0	\$1,295,146	-\$46,574 *
88	BUUSD	2610 FACILITIES	\$242,693	\$239,184	\$0	\$239,184	\$3,509
89	BUUSD	2711 TRANSPORTATION	\$47,500	\$33,262	\$0	\$33,262	\$14,238
90	BUUSD	1201 SPEC ED DIRECT INSTR	\$9,342,504	\$8,900,456	\$0	\$8,900,456	\$442,048 *
91	BUUSD	1202 SPEC ED ESY	\$80,000	\$29,970	\$0	\$29,970	\$50,030 *
92	BUUSD	1206 SEA PROGRAM	\$552,104	\$481,174	\$0	\$481,174	\$70,930 *
93	BUUSD	2131 PT	\$40,151	\$37,597	\$0	\$37,597	\$2,554
94	BUUSD	2140 PSYCHOLOGICAL SERVICES	\$558,196	\$406,120	\$0	\$406,120	\$152,076 *
95	BUUSD	2151 SPED SLP - SPEECH LANG	\$878,409	\$830,831	\$0	\$830,831	\$47,578 *
96	BUUSD	2160 SPED OCCU THERAPIST	\$246,154	\$202,127	\$0	\$202,127	\$44,027 *
97	BUUSD	2490 SPECIAL EDUCATION ADMIN.	\$647,634	\$489,578	\$0	\$489,578	\$158,056 *
98	BUUSD	2711 TRANSPORTATION	\$314,950	\$369,950	\$0	\$369,950	-\$55,000 *
99	BUUSD	1204 SEA PROGRAM- Non Reimb.	\$103,525	\$102,434	\$0	\$102,434	\$1,091
100	BUUSD	1214 ECSE DIRECT INSTR	\$242,273	\$232,523	\$0	\$232,523	\$9,750
101	BUUSD	1215 ECSE ESY DIRECT INSTR	\$9,025	\$5,946	\$0	\$5,946	\$3,079
102	BUUSD	2610 SEA UTILITIES	\$10,500	\$5,602	\$0	\$5,602	\$4,898
103	TOTAL	3097 BARRE UNIFIED UNION SCHOOL DIS'	\$18,339,802	\$16,982,618	\$0	\$16,982,618	\$1,357,184

104	GRAND TOTAL	\$45,031,968	\$41,581,203	\$0	\$41,581,203	\$3,450,765
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REVENUE- FY21

	Account Number / Description	Adopted Budget	Y-T-D Revenue	Year-end Projection
		7/1/20-6/30/21	7/1/20-8/3/21	7/1/20-6/30/21
105	TUITION PRESCHOOL	\$0	\$17,520	\$17,520
106	TUITION-SECONDARY	\$200,000	\$201,025	\$201,025
107	INTEREST REVENUE	\$55,000	\$127,231	\$127,231
108	FACILITY RENTAL	\$12,000	\$156,789	\$156,789 *
109	MISC REVENUE	\$15,000	\$22,137	\$22,137
110	GATE RECEIPT REVENUE	\$0	\$0	\$0
111	COBRA INS. REVENUE	\$5,000	\$21,739	\$21,739
112	VSBIT GRANTS/INS REVENUE	\$0	\$16,469	\$16,469
113	AP EXAM FEES - REVENUE	\$0	\$2,484	\$2,484
114	JROTC REVENUE	\$0	\$76,456	\$76,456
115	EDUCATION SPENDING	\$36,034,440	\$19,292,047	\$36,034,440 ** COVID-19
116	CITY OF BARRE EDUCATION TAX	\$0	\$5,235,976	\$0
117	TOWN OF BARRE EDUCATION TAX	\$0	\$11,234,366	\$0
118	TRANSPORT STATE AID	\$530,000	\$567,516	\$567,516
119	DRIVERS EDUCATION	\$6,000	\$13,421	\$13,421
120	HIGH SCHOOL COMPLETION	\$6,000	\$784	\$1,000
121	VT DEPT PUBLIC SAFETY GRANT - REV	\$0	\$0	\$0
122	FUND BALANCE APPLIED	\$200,000	\$0	\$0
123	MISC GRANTS REVENUE	\$0	\$15,500	\$15,500
124	SPED EXCESS COST TUITION	\$10,000	\$0	\$0
125	SPEC ED MAINSTREAM BLOCK	\$884,021	\$884,021	\$884,021
126	SPED INTENSIVE REIMB	\$5,521,872	\$5,102,860	\$4,900,000 Decrease in exp.
127	SPED EXTRA ORD.	\$850,000	\$1,058,878	\$950,000
128	SPED ECSE	\$200,635	\$200,410	\$200,410
129	SPED STATE PLACED	\$500,000	\$350,156	\$636,662
130	CVCC ASSESSMENT		\$207,914	\$207,914
131	INDIRECT ADMIN. REIMB.		\$0	\$0
132	ERATE		\$107,168	\$107,168
133	GRAND TOTAL	\$45,029,968.00	\$44,912,867.00	\$45,159,902

134	BUUSD SURPLUS/(DEFICIT)	\$3,578,699 Less \$303,051
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PROJECTED YR-END COVID-19

135	** LESS CRF, BUDGETED (REPURPOSED)	\$303,051	Deduct Ed Spend
136	CRF NON BUDGETED-Fully Reimbursed	\$764,179	
137	ESSER I INDEPENDENT SCHOOLS	\$72,417	
138	ESSER I, II, & III, FY22, FY23, and FY24	\$16,176,550	

LINE NARRATIVE-8/3/21-Primary Variances Due to COVID-19

1	Reduced to 3 classrooms
2	Teacher salaries/student tuition, supplies
9	Opening, recently filled
11	Fewer activities due to COVID-19
14	Offset by Assist. Principal Vacancy
15	Savings from para vacancy
16	Assist. Principapl vacancy
18	Savings construction services
19	Fewer needs/student days due to COVID-19
20	Fewer activities due to COVID-19
22	Savings in teacher/para
27	Savings in supplies
29	Savings from teacher salary
31	Savings from teacher salary
32	Savings from teacher salary
35	Savings from teacher salary
39	Overcharge for tuition-Reimb. Sending Districts
40	Fewer activities due to COVID-19
41	Fewer activities due to COVID-19
42	Reduction in Medicaid funding
44	Savings in line 22
45	Reimbursed by DOD
46	Savings in para wages
47	Savings in contracted serv. / supplies
50	Fewer activities due to COVID-19

51 Fewer activities due to COVID-19
55 Savings in salary/wages/benefits/supplies
60 Reduction ins staff
67 Reduction in staff
69 Restorative Classroom support
70 Reduction in staff
71 Reduction in staff
78 Fewer needs/student days due to COVID-19
79 Moved to COVID-19 and CFP Funding
84 Savings in business office wages/benefits, includes copier lease
86 Reimbursed by Erate
90 Paraeducator shortage/Tuition/Contracted services
91 Fewer services for ESY
92 Unable to fill position
97 Savings in reduction of clerical staff/admin. wages
108 Use of facility-homeless meals

Central Vermont Career Center
FY21 Year-End Projections
August 3, 2021

		FY21 BUDGET	YTD Expenses	Encumb.	<i>Total Projected Expenses</i>	OVER/ UNDER BUDGET
	ACCOUNT DESCRIPTION	7/1/20-6/30/21	7/28/2021	7/1/20-7/28/21	7/1/20-6/30/21	Estimated
1	Special Education Instruction	\$77,389	\$75,683	\$0	\$75,683	\$1,706
2	Tech Ed Instruction	\$1,756,225	\$1,758,594	\$3,200	\$1,758,594	-\$2,369
3	Co-Curricular	\$20,564	\$5,611	\$0	\$5,611	\$14,953
4	Guidance Services	\$69,664	\$72,202	\$0	\$72,202	-\$2,538
5	Health Services	\$28,465	\$25,356	\$0	\$25,356	\$3,109
6	Staff Support Services	\$2,730	\$2,669	\$0	\$2,669	\$61
7	Library Services	\$28,975	\$22,257	\$0	\$22,257	\$6,718
8	Technology	\$49,000	\$65,698	\$0	\$65,698	-\$16,698
9	Office of the Superintendent	\$207,914	\$207,914	\$0	\$207,914	\$0
10	Directors' Office	\$560,086	\$557,770	\$0	\$557,770	\$2,316
11	School Resource Officer	\$8,500	\$7,253	\$0	\$7,253	\$1,247
12	RAN Interest	\$7,500	\$4,647	\$0	\$4,647	\$2,853
13	Facilities	\$218,224	\$236,864	\$0	\$236,864	-\$18,640

14	Transportation	\$44,200	\$6,364	\$0	\$6,364	\$37,836
15	Bond Debt	\$51,000	\$49,131	\$0	\$49,131	\$1,869
16	GRAND TOTAL	\$3,130,436	\$3,098,013	\$3,200	\$3,098,013	\$32,423

FY21 Revenue Year-End Projection

	Account Description	FY21 Budget 7/1/20-6/30/21	YTD Revenue 7/1/20-7/28/21	Total Projected Revenue 7/1/20-6/30/21	
17					
18	CVCC Tuition - Sending LEAs	\$1,151,258	\$1,141,686	\$1,141,686	
19	CVCC Tuition - Student/Adult	\$18,000	\$7,750	\$7,750	
20	Cosmetology - Salon Rev	\$3,000	\$0	\$0	
21	Culinary - Bake Rev	\$6,000	\$37	\$37	
22	Building Trades - Constr. Rev	\$0	\$0	\$0	
23	Auto Tech - Garage -Auto Repairs	\$9,000	\$0	\$0	
24	Digital Media - Graphic Rev	\$0	\$0	\$0	
25	Miscellaneous	\$0	\$3,210	\$3,210	
26	Sale of Assets	\$0	\$0	\$0	
27	State VT Ed Support Grant	\$1,268,082	\$1,257,607	\$1,257,607	
28	VT Tuition Reduction Rev	\$510,048	\$505,971	\$505,971	
29	VT Salary Asst. COOP Coord.	\$35,466	\$24,826	\$24,826	
30	VT Salary Asst. Guid. Coord.	\$30,270	\$30,271	\$30,271	
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	\$3,078,170	\$3,078,170	-\$52,266
36	CVCC PROJECTED SURPLUS (DEFICIT)				-\$19,843

Barre Unified Union School District Vision, Mission, and Beliefs

The vision statement focuses on tomorrow and what the school district wants to ultimately become.

The mission drives the work of the school district. It is what we do/the core of the business, and from it come the strategic objectives and finally, what it takes to reach those objectives. It also shapes the school district's culture.

The school district's beliefs are the values upon which the strategic plan has been developed.

Vision

A rock solid education for a lifetime of discovery

Mission

To build a community of curious learners that empowers student voice and exploration through education, character development, and perseverance, so our students can take on the world's greatest challenges.

Belief Statements

We believe:

- *Students matter*
- *Staff matter*

- *Students and staff are invaluable to the community*
- *All students and staff deserve a learning environment that fosters physical and emotional health*
- *All staff deserve deep investments in training, professional development, and support*
- *Environmental stewardship is a responsibility for all*
- *The delivery of education resources should be student-focused to maintain a culture where every student can achieve*
- *Every student has different needs and their needs should be met no matter where they are from or which school they attend*
- *Students are most successful when there is mutual respect and active collaboration between students, teachers, families, and the community*
- *Educators and families 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*
- *Educators teach students 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*

Barre Unified Union School District Strategic Plan Goal Matrix

Goal 1 - Ensure Students Have Equitable Access to Learning Resources					
<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
1. A. Close student learning gaps by addressing poverty, race, and gender learning barriers	Analyze student achievement data for poverty, race, and gender differences and focus on delivery of Social Emotional, Universal Design, and Education Support Team resources to reduce assessment score differences	Professional Learning Groups monitor, monthly, student achievement progress on state and local assessments and improve growth in annual student achievement by 5% per year using SBAC, PNOA, Math Lab, Fountas and Pinnell, and Star 360 assessment systems	Principals, Superintendent & Curriculum Com. 3x per year 2021 Annual School Board Report	Principals Superintendent School Board MTSS Coordinator	School Budget Covid Funds
	Research cost/benefit analysis for providing transportation to all students for academic and co-curricular activities	Use bus routing software to analyze the most efficient way to integrate high school bus routes and integrate high school and middle school co-curricular activities	2022	Business Manager	School Budget Covid Funds

	Research cost/benefit analysis for providing local field trip transportation funds	Establish grade level sequence of field trips to access Barre learning resources like the Granite Museum, Opera House, History Museum...	2023	Business Manager	School Budget
1.B. Ensure all students and staff have access to quality learning resources	Assess curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues	Complete Equity, Inclusion and Racial Justice Task Force policy development work	2021	School Board	School Budget
	Continue PK-12 and grade level curriculum alignment and ensure continuity between all classrooms and schools	Align with staff development plan to meet goal	Elem - 2022 MS - 2023 HS - 2024	Superintendent Assistant Superintendent	Covid Funds
	Analyze school staffing, schedules, and budgets to ensure equity across the District	Update and adopt Board Policy and Administrative Procedures		Principals	School Budget
	Assess student/computer ratio and conduct analysis to provide system for updating computer utilization for each student, PK - 12	Develop multi-year Total Cost of Operation (TCO), which includes hardware purchase, training, and maintenance expense. Include funding needs in a three year budget projection cycle	2021	Technology Director and Business Manager	School Budget Covid Funds
		Align with staff development	2021 - 2026	Assistant	School

		plan to meet goal	2021 - 2026	Superintendent	Budget
		Help families access affordable internet resources Provide family training for home computer use	2021 - 2022	Technology Director and Principals Partner with Government Agencies	Possible Legislative Remedy Covid Funds
		Continue to update technology infrastructure	2022	Technology Director	School Budget

Goal 2 - Create Communication Systems That Foster Collaborative Internal and External Community Relationships

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
2.A. Improve communications between families and schools	Survey teachers and families to determine preferred two-way communications systems	Work with administrators and teachers to develop and coordinate monthly targeted communications with families	2021	Communications Director	School Budget
	Provide training for teachers and families on effective ways to utilize either the current or a new Learning Management System	Monitor trends of teachers and families who electronically access the Learning Management System	2022	Principals	School Budget Possible Covid Funds

	<p>(LMS) Infinite Campus</p> <p>Help families better understand Proficiency Based Learning (PBL) standards and related achievement</p> <p>Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network</p>	<p>Utilize periodic family surveys to gauge PBL understanding and for educators to receive family feedback</p> <p>Provide annual family training and monitor family access trends</p>	<p>2022</p> <p>2023</p>	<p>Principals and Teachers</p> <p>Technology Director</p>	
<p>2.B. Engage families and community about curriculum goals and student learning outcomes</p>	<p>Help students understand the how and why of Proficiency-based Standards learning</p> <p>Create student advisory to meet with principals and central office administrators to solicit feedback on Proficiency-based Learning process</p> <p>Host ongoing family nights to inform families about student learning expectations</p> <p>Build partnerships that both welcome</p>	<p>Conduct and analyze periodic student and family surveys</p> <p>Monitor attendance trends at public and virtual meetings to address goals of Proficiency-based Standards system. Use family feedback to modify communication strategy</p> <p>Receive School Board feedback to either reinforce or modify family and community communication strategies</p>	<p>2021</p> <p>Annually</p> <p>Annually</p>	<p>Principals</p> <p>Communications Director Special Services Director</p> <p>School Board</p> <p>Principals</p>	<p>School Budget</p> <p>Title I Funds</p>

	community into our schools and engage students with community partners				
2.C. Explore branding options for the District	<p>Research District name change rules, articles of agreement with the Agency of Education</p> <p>Research process for a District name change and the impact on the Business Office</p>	<p>Seek advice from Tech Center staff on their branding process. Explore options for working with a branding consultant. Research availability of possible local businesses with branding expertise that might donate resources</p> <p>Create a task force and timeline to study possible new District name and identity branding themes</p>	2023	<p>Communications Director</p> <p>Business Manager</p>	School Budget
<p>Goal 3 - Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers</p>					
<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
3.A. Provide summer academic and recreation services	Create an implementation plan for student summer	Contract with the YMCA to operate summer academic and recreational camps with	2021	YMCA Coordinator	Covid Funds

for students	academic and recreation services K-12	a focus on social emotional learning, school-based academic intervention, high school recovery, and provide meal services for 200 students			
3.B. Complete detailed student assessment framework	Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices	Professional Learning Groups assess all curricular areas and student needs during monthly data meetings. Weekly staff meetings focus on equity, social emotional learning work. Coordinate assessment work with Improving Student Learning Team (ISL) comprised of teachers, administrators and curriculum leaders Periodic Board monitoring reports	2021 Ongoing and formally 3x per year	MTSS Coordinator Assistant Superintendent Teachers School Board	Covid Funds School Budget
3.C. Implement Multiple Modes of instruction to reach all levels of students (Ex: Universal Design for Learning (UDL) in all classrooms)	Provide learning resources that meet diverse student learning needs	Align with staff and administrative development plan to meet goal	2022	Assistant Superintendent Principals MTSS Coordinator	School Budget

3.C. Expand alternative pathways to graduation	Identify Proficiency-based Standards graduation requirements	Assess the current baseline. Increase number of alternate pathway graduates by 5% annually	2023	Assistant Superintendent HS Principal	School Budget
3.E. Create clear scope and sequence and aligned curriculum	Articulate curriculum with proficiency standards and learning progressions, PK-12 Revise school schedules at all levels to allow for final implementation of Proficiency Based Learning/Standards Based Grading and Personalized Learning Plans. Incorporate times for retesting/reteaching and personal exploration for students.	Post on school websites Expectations communicated through online student, teacher, and family handbooks School Board Reports at Board Curriculum Committee Administrators work with Professional Learning Groups to ensure consistency across all classrooms and schools PBL and PLP implementation	2023 Annually	Assistant Superintendent Principals Teachers School Board Principals Assistant Superintendent	School Budget
3.F. All students by the end of grade three meet or exceed learning standards in math and literacy	Teachers provide intervention services and additional supports for students behind grade level	Assess grade level learning and determine what additional interventions need to be implemented	Annually	MTSS Coordinator Interventionists Teachers Principals	School Budget Covid funds

3.G. Create Personal Learning Plan (PLP) for all students in grades 7-12	Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources	Students and families establish individual goals based on personal, academic, and career interests	2023	Guidance Office and Advisors	School Budget
3.H. Provide age appropriate career cluster exposure in the curriculum for middle and high school students	Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students	Align with middle and high school students Personal Learning Plan goal needs	2024	Guidance Office and Advisors Technical Center Assistant Director Principals/Guidance	School Budget
3.I. Provide all staff and administrators with deep investments in training, professional development, and support	Align with staff and administrative development plan to meet goal	Develop and compile a staff development survey that identifies skill building areas that need addressing for each staff, teacher, and administrator	Annually	Assistant Superintendent	School Budget Grants Covid Funds
3.J. Support administrators to increase their capacity as instruction leaders	Include this priority in every administrators annual goal plan	Annually monitor the number of classroom walk throughs and formal teacher evaluations	Annually	Superintendent	School Budget

Goal 4 - Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
4.A. Provide social emotional learning resources for students across all grades	Align Positive Interventions, Behavioral Supports (PBIS) and Responsive Classrooms in elementary, Developmental Design at middle level, and Restorative practices in the high school	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2021	Principals Assistant Superintendent	School Budget and Covid Funds
4.B. Staff acquire skills and resources to support the diverse academic and social learning needs of all students	Ensure all teachers, staff, and administrators receive ongoing trauma informed training	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2022	Special Services Director Assistant Superintendent Principals	School Budget

	Continue to build student Social Emotional Learning (SEL) capacity	Assess current student behavior referrals and reduce behavior referrals by 5% annually	Annually	Special Services Director Assistant Superintendent	School Budget
4.C. Provide access to health and dental services for all students	Expand health and dental centers in all schools	Work with State Agencies to expand health and dental services in grades 9-12	2022	Superintendent, Principals, Facilities Director, and Nurses	Covid Funds
4.D. Focus on student wellness issues that include physical activity and nutrition	<p>Develop school schedules that provide teachers with the structure and flexibility to integrate age-appropriate wellness breaks for students PK-12</p> <p>Ensure all students have access to a diverse array of co-curricular and club activities</p> <p>Continue gains in providing students with nutritious school meals</p>	<p>Employee skill building integrated within the staff development plan. Staff workshops and courses correspond to program implementation timelines</p> <p>Food service director work with a nutritionist to ensure meals are healthy</p> <p>Food service director work with local food network</p>	2023	<p>Physical Education, Health Teachers, School Nurses, and Principals</p> <p>Nurses Health Teachers Food Service Director</p>	School Budget
4.E. Assess school facilities for healthy building factors, i.e. air quality, water quality, light, noise, temperature,	Create a well health task force that includes a student, staff member, community representative, and an administrator to work with the facilities	Establish an acceptable baseline for each school's well health assessment data and develop a timeline for complying with state, federal, and	2024	Facilities Director Principals	<p>Covid Funds</p> <p>School Budget</p>

cleaning, and science lab chemicals, etc.	director to monitor the quality of each school's learning environment	international norms and regulations Work with the International Well Health Institute to learn about and establish building safety norms https://wellhealthsafety.com/			
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Goal 5 - Promote Student Engagement and Ownership in Their Learning

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Who is Responsible for Monitoring Progress</i>	<i>Additional Funds Needed and Source(s)</i>
5.A. Create integrated interdisciplinary units of learning	Teachers work in Professional Learning Groups to develop interdisciplinary learning units	Students show 3% annual growth in local and state student assessment results	Annually	Teachers Principals	School Budget
5.B. Increase student ownership in accomplishing learning goals	Continue executive functioning skill building for students Help students develop self confidence and	Identify current baseline trend and increase student attendance and graduation rates by 3% per year	Annually	Teachers Principals	School Budget

	perseverance skills				
5.C. Expand student critical thinking skills	Help students acquire information gathering skills that separate facts from fiction	Increase student problem solving assessment data by 5% annually in writing, allied arts, and science...	Annually	Teachers Principals	School Budget
5.D. Develop Multi-Tiered Systems of Support (MTSS) initiative	Hire MTSS Coordinator to perform Recovery Plan Coordinator duties	Identify current baseline trend and decrease learning gaps for identified groups by 5% per year	2021	AOE required MTSS Recovery Coordinator Special Services Director	COVID funds
	Incorporate MTSS staff training in District Staff Development plan	Hire a Multi-tiered Systems of Support coordinator to align MTSS systems within and between schools	2022	Special Services Director Assistant Superintendent	Covid funds
5.E. Develop a system that promotes student voice	Ensure the curriculum and after school activities provide opportunities for students to build personal confidence by advocating for their self-interest and to engage in leadership development and public speaking experiences.	Partner with students and families to identify both competitive and collaborative co-curricular clubs, activities, and athletic programs that flexibly meet the individual and team interests of students	2023	Advisers Teachers	

5.F. Assess school culture and climate from student, teacher, and family perspectives	Conduct a school culture and climate survey that focuses on student aspirations and student voice in the school setting	Possible resources - Quaglia Institute Student, Parent, and Teacher Voice and Aspirations surveys: https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd Use survey data to inform school policy and instructional practices	2023	Superintendent	Covid Funds School Budget
5.G. Create a Personal Learning Plan (PLP) for all students in grades 7-12	Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources	Students and families collaborate with MS/HS staff to complete career interest inventories and use data to develop/update PLPs. Students and families identify PLP goals based on personal, academic, and career interests.	2024	Guidance Office Advisors Principals	School Budget

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BARRE UNIFIED UNION SCHOOL DISTRICT COMMUNICATIONS COMMITTEE MEETING BUUSD Central Office and Via Video Conference – Google Meet August 5, 2021 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Alice Farrell, Chair - (BT)
Abigayle Smith, Vice-Chair (BC)
Guy Isabelle – (At-Large)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Josh Allen, Communications Specialist

GUESTS PRESENT:

Josh Howard Sue Paxman

1. Call to Order

The Chair, Mrs. Farrell, called the Thursday, August 5, 2021 BUUSD Communications Committee meeting to order at 5:31 p.m., which was held at the BUUSD Central Office and via video conference.

2. Additions and/or Deletions to the Agenda

Add 5.4 Communication Regarding Engaging With The Board

3. Public Comment

None.

4. Approval of Minutes

4.1 Meeting Minutes for June 3, 2021 BUUSD Communications Committee Meeting

On a motion by Mr. Isabelle, seconded by Ms. Smith, the Committee unanimously voted to approve the Minutes of the June 3, 2021 BUUSD Communications Committee meeting.

5. New Business

5.1 Summer Activities

Mr. Allen advised regarding upcoming events. ESSER 3 Community Forum: In-Put on How to Spend Grant Money. This event will take place on 08/18/21 at 5:30 p.m. and will be held in the SHS Auditorium. This public forum will include a brief presentation regarding how previous grant monies (ESSER 1 and ESSER 2) were spent, and on how grant money can be used, and will then include a community in-put session. A survey regarding this matter was recently sent to community members, and many responses have already been received. The week after this presentation, there will be an event called “All In For Barre”. The BUUSD is not a sponsor of this event, but will have representatives in attendance. This event is sponsored by the Vermont Rural Consortium, and will include many different sessions. One session is an open discussion on Supporting Barre Families and Students. Mr. Allen and Mr. Hennessey will be attending this session, providing in-put and taking notes of the suggestions. Mr. Hennessey will be discussing this at the Board meeting and invites Board Members to attend.

Mr. Hennessey reported that over 300 students were served in various capacities by summer programs. Programs were conducted beginning the week of 07/04/21, and are ending this week. The school-run programs ended last week. There were very few ‘snags’ in the programs. One small cohort of third graders did experience a COVID outbreak, but were soon able to return to the program. The partnership with the YMCA worked very well, but last week, the YMCA did not have enough employees, and one camp ended three days early. The Barre Buds Program (for students on IEPs) was able to run for all planned weeks. Students had a great experience. In response to a query, Mr. Hennessey advised that a report will be generated regarding academic services provided to students over the summer. It was noted that Summer Programs were part of the State required Recovery Plan. Mr. Isabelle would like the Times Argus to run a follow-up article regarding these programs. Mr. Isabelle also suggested that Mr. Hennessey write an Op-Ed on the summer programs. Mrs. Farrell suggested that the BUUSD utilize “Fly on the Wall” and “Aired Out” to further promote the District. The Facilities Committee will be meeting next week, and it is anticipated that Mr. Evans will provide a big update. Mrs. Farrell would like promotion of facilities work completed over the summer so that community members are educated on work being performed at

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the buildings. It was noted that the SEA construction project is coming along nicely. Mr. Allen has reached out to the Barre Partnership regarding holding a ribbon cutting ceremony at the SEA building, and holding building tours for those in attendance. Mr. Isabelle would like to see that former Board Members, who were very involved in this project, are recognized for their efforts on behalf of this initiative.

5.2 Back to School Communication Report

Mr. Hennessey advised that in-person learning will resume, but there are still many unknowns as the District awaits guidance from the Agency of Education. Once the guidelines have been received from the Agency of Education, clear communication will be sent out. Much discussion on this topic will occur at the administrative retreat meetings (08/09/21 & 08/10/21). Mr. Allen has committed to providing weekly communication updates to the community. Community updates will be provided on Wednesdays. The District has also committed to providing regular updates on Front Porch Forum. On 08/15/21, from 9:00 a.m. - 5:00 p.m., the Vermont National Guard will be holding a vaccination clinic at Spaulding High School. This clinic will be open to all individuals age 12 and over who have not yet received the vaccine. As these clinics have been held at SHS in the past, the school is very well prepared to hold this event. It is hoped that this event will help raise the number of BUUSD community members who are vaccinated, and push the percentage up to or over 80% in the District. It was suggested that it may be helpful to post the percentage of employees who are fully vaccinated. It was noted that the State has reported that over 80% of adults are vaccinated, and the State is trying to focus on vaccinating eligible students. Administrators have started compiling data regarding the number of high school students that are vaccinated. Mr. Allen is also working on updating the website to include back to school information (including bus schedules). It was noted that the free lunch program is continuing this year, but, is grant funded and families still need to complete the Free and Reduced Lunch forms. It has been difficult to get this information in the past, and it is very important that all families complete the form. The District will need to heavily promote this information to the school community. It was reported that STA (transportation provider), is struggling to find bus drivers and it was noted that transportation for SHS students will not be available at the start of the school year. It would be beneficial to promote the availability of transportation for out of district tuition students (Washington, Orange, and Chelsea).

5.3 District Name Brainstorming/Re-Branding

It was suggested that Re-Branding will require input from many individuals. Some discussion of Re-Branding was held as part of the Vision/Mission/Strategic Planning Initiative, but it is not believed that this topic was a goal, though it may have been an objective. Mr. Allen advised that there are currently many more issues in play, but he believes this initiative can be a very good opportunity to solicit community involvement. It would also be a good opportunity to get CVCC Digital Media Arts students involved. There are many talented students in the DMA program, and they have assisted in past projects.

5.4 Communication Regarding Engaging With The Board

It will be beneficial to Board and Community Members, if a specific communication format is clearly communicated to all. Mr. Allen has been performing research on how other districts address this matter. Mrs. Spaulding has requested that specific information be added to the Board section of the website. Additional discussion will be necessary. Brief discussion was held regarding the current practice of appointing spokespersons for the District. Currently, the Superintendent and Board Chair are designated/appointed as official District Spokespersons. The official designation of spokespersons for the District is voted on as part of the annual Board Re-organization. In response to a query, Mr. Allen reported that his research shows that the protocol the District is following (annual appointment of spokespersons) is pretty much the standard in all/most districts.

6. Old Business

6.1 Vision, Mission, and Strategic Planning

It was suggested that the Vision/Mission/Strategic Plan be incorporated into the ESSER 3 Public Forum presentation. V/N/SP will also be incorporated into the All Staff Kick-off program. There are no plans to distribute paper copies of the Strategic Plan (to staff), but staff will be made aware of a link to the V/M/SP documentation. Mr. Allen is in the planning stage for creation of posters to promote the V/M/SP within the schools. It is anticipated that the posters will include the five agreed upon themes.

7. Other Business

In response to a query on the status of a community member's concern over the SHS nickname "Crimson Tide", it was noted that Mrs. Spaulding (at the 07/22/21 Board Meeting) advised she was removing this item from the Agenda Parking Lot.

8. Items to be Placed on Future Agendas

Mr. Hennessey is looking for community feedback, with the goal of finding a balance between providing the community with information they need, without overwhelming them with too much information/detail.

- Strengthening/Improving Communication with All Community Members
- Back to School Communication Report
- Re-cap of Board Engagement Document

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9. Next Meeting Date

The next meeting will be held on Thursday, September 2, 2021 at 5:30 p.m., at the BUUSD Central Office and via video conference.

10. Adjournment

On a motion by Mr. Isabelle, seconded by Ms. Smith, the Committee unanimously voted to adjourn at 6:30 p.m.

Respectfully submitted,

Andrea Poulin

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BARRE UNIFIED UNION SCHOOL DISTRICT FINANCE COMMITTEE MEETING

BUUSD Central Office and Via Video Conference – Google Meet
August 3, 2021 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Sarah Pregent (BC) - Chair
Renee Badeau (BT) – Vice Chair
Gina Akley (BT)
Chris Parker (BT)

COMMITTEE MEMBERS ABSENT:

OTHER BOARD MEMBERS PRESENT:

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Jamie Evans, Facilities Director
Carol Marold, Director of Human Resources
Lisa Perreault, Business Manager

PUBLIC MEMBERS PRESENT:

Josh Howard Paul Malone Terry Reil

1. Call to Order

The Chair, Mrs. Pregent, called the Tuesday, August 3, 2021 BUUSD Finance Committee meeting to order at 5:33 p.m., which was held at the BUUSD Central Office and via video conference.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes

4.1 Meeting Minutes From June 15, 2021

On a motion by Ms. Badeau, seconded by Mrs. Akley, the Committee unanimously voted to approve as amended, the Minutes of the June 15, 2021 BUUSD Finance Committee meeting.

5. New Business

5.1 Budget Development Calendar/Process

A document titled BUUSD FY23 Budget Development Schedule (dated 08/03/21).

A copy of the Budgeting Policy (F30) was distributed.

Mrs. Perreault provided a brief overview of the Budget Development Schedule and advised that it is usually reviewed by the Board in late summer. Mrs. Perreault advised that Policy F30 is included in the packet for informational purposes, but noted that the Policy Committee may wish to review the policy and make revisions (resulting from consolidation under Act 46), specifically where the policy refers to “its member districts” and perhaps replace that verbiage with “and its member schools”.

5.2 Summer Project Updates

A document titled ‘BUUSD FY22 RFP Schedule, Facility Projects, etc...Spring/Summer 2021, August, 2021’ was distributed.

Mrs. Perreault provided a brief overview of the document, advising that contracts for transportation services and wood chips are in progress. It is anticipated that the inspection for the Certificate of Occupancy of the SEA building will occur mid to late of next week (week of 08/10/21).

5.3 Use of Anticipated Surplus

A document titled ‘Superintendent’s Recommendation for Use of Surplus Funds-Revised 8/3/21’ was distributed.

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A document titled 'SHS Sprinkler Project' (including a drawing), was also distributed.

It was noted that the unaudited projected surplus is now \$3.2 million. Mr. Evans provided an overview of the 'Sprinkler' document, advising that all of the schools, except SHS are fully sprinkled. Mr. Evans provided some historical information pertaining to installation of sprinklers to various sections of SHS, including; from the Building Trades Shop, to just short of the auditorium (in 2016), the new gymnasium, locker rooms and other adjacent areas (around 1995), and the stage and auditorium. Several meetings were held with the State and various Fire Marshalls, and plans were being made to sprinkle the remainder of the building. Due to funding constraints, sprinkler installation was put on hold. Given the current surplus, Mr. Evans would like to revisit installation of sprinklers for the remainder of SHS. Mr. Hennessey advised regarding the 08/18/21 Community Forum for input on the use of ESSER funds. Mr. Malone addressed the Committee, advising that when he was on the SHS Board, and Chair of the SHS Facilities Committee, SHS was given a waiver from the State, advising that sprinklers for the remainder of the building would only be necessary if major renovations or new construction occurred. Mr. Malone advised that there is strong documentation on file at the Central Office pertaining to this waiver. Mrs. Perreault believes that there was discussion that eventually SHS would need to be fully sprinkled and advised that it will be important to review all documentation. Mr. Evans confirmed receipt of the waiver, and advised regarding installation of fire doors as part of that process, and also advised regarding subsequent discussion with Fire Marshalls. Mr. Evans advised that alterations to the current building would trigger a requirement to sprinkle the entire building. Public input was received regarding the surplus, and it was suggested that all of the surplus funds be moved to the Capital Improvement Fund and that other large projects be removed from future budgets. It was noted that the Capital Improvement Fund did not need to be used to finance the BCEMS roof project. Additional public input was received including a request that the BUUSD seek a second legal opinion relating to allocation of surplus funds, and the possibility of holding a community vote pertaining to the allocation of the surplus funds. Mrs. Perreault provided an overview of the use of the General Fund, and advised that she did seek a second legal opinion. It was noted that this year's large surplus is unprecedented and is mainly due to COVID. Funds assigned by the Board will be reflected as such in the audit. Mrs. Perreault provided a brief overview of items that contributed to the surplus. Mrs. Perreault advised regarding the recommendation to utilize \$1,000,000 to "pay off" the Current Expense Note (approved by the Board after estimates for construction of the SEA Project came in much higher than anticipated). It was noted that the Current Expense Note is a line of credit and that the BUUSD has not needed to use this line of credit. Only potential interest from the Note has been budgeted. The Committee held lengthy discussion including; the Superintendent's recommendation, public forums in general, confirmation that voters approve dollar amounts, but not how the dollars are spent, use of monies in the General Fund, and use of the Tax Stabilization Fund to 'level' the tax rate.

Mrs. Akley moved to recommend that the Board accept the Superintendent's Recommendation for Surplus Funds.

Ms. Parker seconded the motion. Addition Discussion was held. **Mrs. Akley and Ms. Parker rescinded the motion.**

The Committee agreed that Mrs. Pregent will update the Board, and advise that the Committee would like to solicit additional information, including Board Member input on how to move forward on this matter.

5.4 Review Unaudited FY21 Year-End Projections

Four documents were distributed;

BUUSD FY21 Year-End Projection Report (dated 08/03/21)

BUUSD Expense Report (dated 07/29/21)

CVCC FY21 Year-End Projections Report (dated 08/03/21)

BUUSD CVCC FY21 Budget (dated 07/29/21)

The BUUSD has an unaudited projected surplus of \$3.2 million. Most of the surplus is due to COVID.

CVCC has an unaudited projected deficit of \$20,000. Mrs. Perreault advised that there may be some minor adjustments to the CVCC projection. The Fund Balance is approximately \$180,000, some of which can be used to cover the deficit. There were no questions from the Committee.

5.5 Financial Procedures Review (if applicable)

A copy of the Purchasing Procedure, Revised 08/03/21 was distributed.

A copy of the Fiscal Management and General Financial Accountability Policy (F20) was distributed.

Mrs. Perreault advised regarding a recent change in law which amends the requirement for three bids (from projects over \$15,000, to projects over \$40,000). Mrs. Perreault advised that procedures should be changed to reflect this change and that the policy should be changed prior to changing procedures. Mrs. Akley requested that the policy contain a clause that requires Board notification for projects that are estimated at \$40,000 or below, and end up costing more than \$40,000. Mr. Evans advised that the increase in the amount for projects requiring 3 bids (from 15K to 40K) will greatly streamline the process for preparing for projects.

Ms. Parker will add policy F20 to the "Parking Lot" for the Policy Committee.

6. Old Business

None.

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7. Other Business

None.

8. Items for Future Agendas

- ESSER Fund Update – Including Survey and Forum Results
- FY21 Year-End Projections (if necessary)
- FY22 Financials

9. Next Meeting Date

The next meeting will be held on Tuesday, September 7, 2021 at 5:30 p.m., at the BUUSD Central Office and via video conference.

10. Adjournment

On a motion by Mrs. Badeau, seconded by Ms. Parker, the Committee unanimously agreed to adjourn at 7:14 p.m.

Respectfully submitted,

Andrea Poulin