



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

Chris Hennessey, M.Ed.
Superintendent of Schools

A rock solid education for a lifetime of discovery

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MEMORANDUM

TO: **Barre Unified Union School District Curriculum Committee**
Sarah Pregent (Chair), Paul Malone (V. Chair), Chris Parker, Nancy Leclerc,
Melissa Battah, Rachel Aldrich

DATE: December 29, 2022

RE: BUUSD Curriculum Committee Meeting
January 5, 2023 @ 6:00 pm
In-Person: Spaulding High School Library, 155 Ayers St, Barre
Remote Options: Google Meeting ID: [meeting link](#)
Phone Number: 1-413-327-0525 PIN: 177 328 274#

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

AGENDA

1. Call to Order
2. Additions/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
 - 4.1. Meeting minutes from November 3, 2022
5. New Business
 - 5.1. Fall Climate Survey: Update on Next Step
 - 5.2. Intervention and Enrichment Programs
6. Old Business
7. Items for Future Agenda
8. Next Meeting Date: February 2, 2023 at 6:00 pm, SHS Library or via Google Meet.
9. Adjournment (appreciations and gratitude)

Parking Lot of items:

- A. DSA - Developmental Spelling Analysis

- B. Consolidated Federal Programs
- C. Professional Development

BOARD/COMMITTEE MEETING NORMS

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

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BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet
November 3, 2022 - 6:00 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Sarah Pregent (BC) – Chair
Paul Malone (BT) – Vice Chair
Rachel Aldrich-Whalen (BC Community Member)
Melissa Battah (BT Community Member)
Nancy Leclerc (At-Large)

COMMITTEE MEMBERS ABSENT:

Chris Parker (BT)

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Karen Fredericks, Director of Curriculum, Instruction, and Assessment

OTHER BOARD MEMBERS PRESENT:

Tim Boltin
Terry Reil

COMMUNITY MEMBERS PRESENT:

James Carpenter Josh Howard Sue Paxman William Toborg Hayes Walker

1. Call to Order

The Chair, Mrs. Pregent, called the Thursday, November 3, 2022, BUUSD Curriculum Committee meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

James Carpenter addressed the Committee, advising that he is attending the meeting, to advocate for reinstatement of the PSTL Program (Problem Solving Through Literacy) at Barre Town School. Mr. Carpenter advised that at the last meeting at which he addressed this Program, he left the meeting feeling that the PSTL Program is something that should be looked at again at BTMES. The meeting at which it was discussed included community and Board Member feedback that lauded the Program and the benefits it provides to students. Mr. Carpenter provided an overview of some of the benefits of the program and requested that the Committee or the Board reach out to constituents who either had students in the PSTL Program, or were students themselves. Mr. Carpenter is disappointed to see that the PSTL Program has been removed from the Committee's Parking Lot and advised that its removal gives the impression that this Committee and the Board hope the Program 'goes away quietly'. Mr. Carpenter noted that the Program was cut without teacher, student, or community input. Mr. Carpenter advised that at a recent meeting, someone announced that the 'teacher no longer wanted to teach the program'. This is misinformation. Mr. Carpenter advised that he was the teacher for this Program and he has always advocated for the Program. Mr. Carpenter advised that though BCEMS has enjoyed a reading enrichment program for the past three years, BTMES has not. Mr. Carpenter advised that in spite of numerous inquiries, no one has been able to tell him why PSTL was cut. Mr. Carpenter noted that this Program has been a cornerstone of BTMES for 25 years. Mr. Carpenter noted that as the District commits more and more money towards areas and positions that have very little or no interaction with students, and will not impact student learning, test scores, or enjoyment of school, Mr. Carpenter requests that the Committee and the Board consider putting some of those funds back towards engaging, enriching, student centered programs (like PSTL). Mr. Carpenter thanked the Committee for their time. It was noted that PSTL was originally suspended due to COVID (students could not be co-mingled). Spring of 2020 was the last time PSTL was held. This is the 3rd year that the school has been without the Program. Mr. Carpenter advised that after COVID restrictions were lifted, no one could/would advise him regarding why the Program was not reinstated, and additionally advised that the (his) position of 'Reading Enrichment' is still in the budget, though he was moved into a regular 7th grade ELA teacher position. Mrs. Pregent is of the understanding that the Program was still in the budget. Mr. Hennessey would like Ms. Pearson in attendance for discussion of this Program. This item will be added to the next Agenda.

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4. Approval of Minutes -

4.1 October 6, 2022 Curriculum Committee Meeting Minutes

On a motion by Mr. Malone, seconded by Mrs. Leclerc, the Committee unanimously voted to approve the minutes of the October 6, 2022 BUUSD Curriculum Committee Meeting.

5. New Business

5.1 Curriculum Department Organization Flow Chart

An organizational flow chart was distributed.

Ms. Fredericks provided an overview of the flow chart which advises on how her position interacts with administrators, Instructional Coaches, Teacher Leaders, Interventionists, the Grants and Data Coordinator, and an administrative assistant. Ms. Fredericks provided an overview of the responsibilities of each position listed in the flow chart, and advised regarding the number of positions at each school. Ms. Fredericks answered questions from the Committee. Mrs. Leclerc queried regarding the start and end time at SHS. Mr. Hennessey advised that students are dismissed at 2:45 and teachers are expected to be at the school for an additional 20 minutes (3:05 p.m.). Teachers are present to give students assistance from 2:45 until 3:05. Mrs. Leclerc queried regarding the change in student dismissal time and if it shortens the instruction time for students. Mr. Hennessey advised that the student day is part of the Collective Bargaining Agreement, as well as the contract (and is done in minutes), and doesn't shorten the academic day, but creates different opportunities for students to access teachers. It was noted that there are different ways in which students can access help and support from teachers, including; before and after school, as well as on PAS days.

5.2 Percentages: Student Drop-out Rates and School Completion Rates

An untitled document containing statistics relating to Spaulding High School was distributed.

Ms. Fredericks provided an overview of the local data included in the report which was generated on 06/02/22. It was noted that most of the categories had fewer than 5 students, and therefore data could not be provided (due to the risk of identifying individual students). Overall, there were 86% of students who graduated or were returning. It was noted that drop out data is difficult to define as many districts report data differently. Ms. Fredericks provided a brief overview of the data provided by the AOE (dated 10/26/22).

5.3 Use of Diagnostic Assessment Data to Assist Teachers with Identifying Student Needs

A document titled 'Diagnostic Assessment Data to Assist with Identifying Student Needs'

Ms. Fredericks is presenting the data on behalf of a faculty member. Ms. Fredericks provided definitions of some of the terms contained in the document and advised how the assessments assist with identifying strengths and weaknesses. The assessments can be utilized for students who are above or below grade level. Ms. Fredericks believes the data pertains to 35 third grade students. Data is presented for the Fall of 2021 and the Spring of 2022. Ms. Fredericks advised that this assessment provides data for very specific skills, and informs instruction. Lengthy discussion was held including; far fewer students needing interventions (compared to last year), deficiencies in a previous program and how a new program (more phonics based) is benefiting students, additional information relating to the data, and various assessments by grade, including additional diagnostics based on assessment results. Mr. Hennessey advised that SBAC testing will no longer occur and that information relating to its replacement will be forthcoming. Ms. Fredericks answered questions from the Board. Ms. Paxman queried regarding programs for students who excel. Mrs. Prent advised regarding previous discussion of embedded honors and AP classes at the high school. Ms. Fredericks reported that differentiation is used in grades Pre-k through 2, and advised regarding what is available for the remainder of elementary school grades and the middle school, including the WIN (What I Need) block. In response to a query, it was noted that there is not cohesion between the schools (BCEMS and BTMES). Mrs. Leclerc requested that additional information be provided at a future meeting (for those needing interventions and those who excel). Ms. Aldrich-Whalen, Mrs. Battah, and Mrs. Prent advised regarding their students' experiences. Mrs. Poulin voiced concern regarding the total amount of academic time that was lost by shortening the school day at SHS (from 3:05 dismissal to 2:45 dismissal). Mr. Malone believes it's important that the District not hold back learning from the 'high flyers' especially students at the high school level that will be continuing on to higher education and qualify for scholarships at SHS. Mrs. Leclerc is concerned regarding equity, serving all students equally (those who need assistance and those who excel).

6. Old Business

None.

7. Items for Future Agendas

January:

- Fall Climate Survey
- PSTL Program
- WIN Programs – Presentation/Details

February:

- DSA – Developmental Spelling Analysis – February

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- Consolidated Federal Programs – TBD

Restorative Classrooms will be added to a future Board Meeting (BCEMS Principals will be asked to provide information in their Building Report).

Mr. Howard requested that the Committee discuss homogenous classrooms.

Mrs. Pregent will send Mr. Howard information regarding proficiency assessments. This matter was discussed at the August meeting.

Mrs. Battah queried regarding holding discussion of staff training for students with autism.

SHS Schedule – Information will be put in the Building Report

Ms. Fredericks advised regarding upcoming literacy nights; November 9, 2022 at BTMES and November 16, 2022 at BCEMS. These events are open to all families.

8. Next Meeting Date

The December 1, 2022 meeting is cancelled.

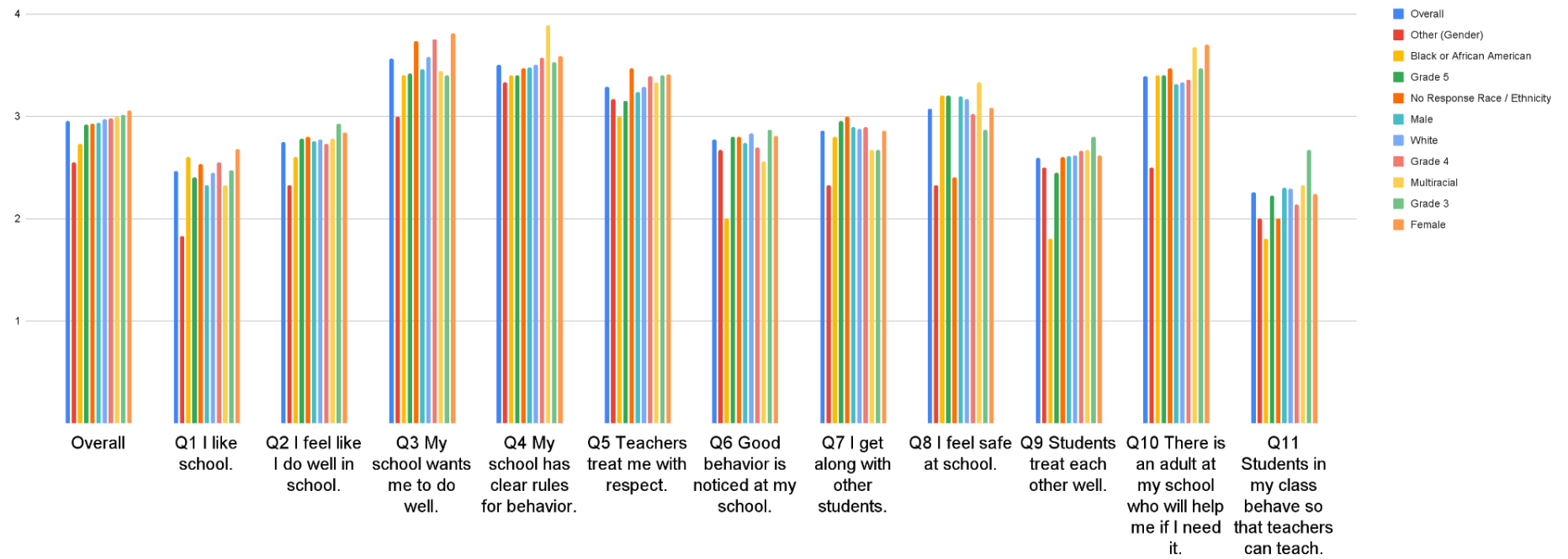
The next meeting is Thursday, January 5, 2023 at 6:00 p.m. at the Spaulding High School Library and via video conference.

9. Adjournment

On a motion by Mr. Malone, seconded by Mrs. Battah, the Committee unanimously voted to adjourn at 7:37 p.m.

Respectfully submitted,
Andrea Poulin

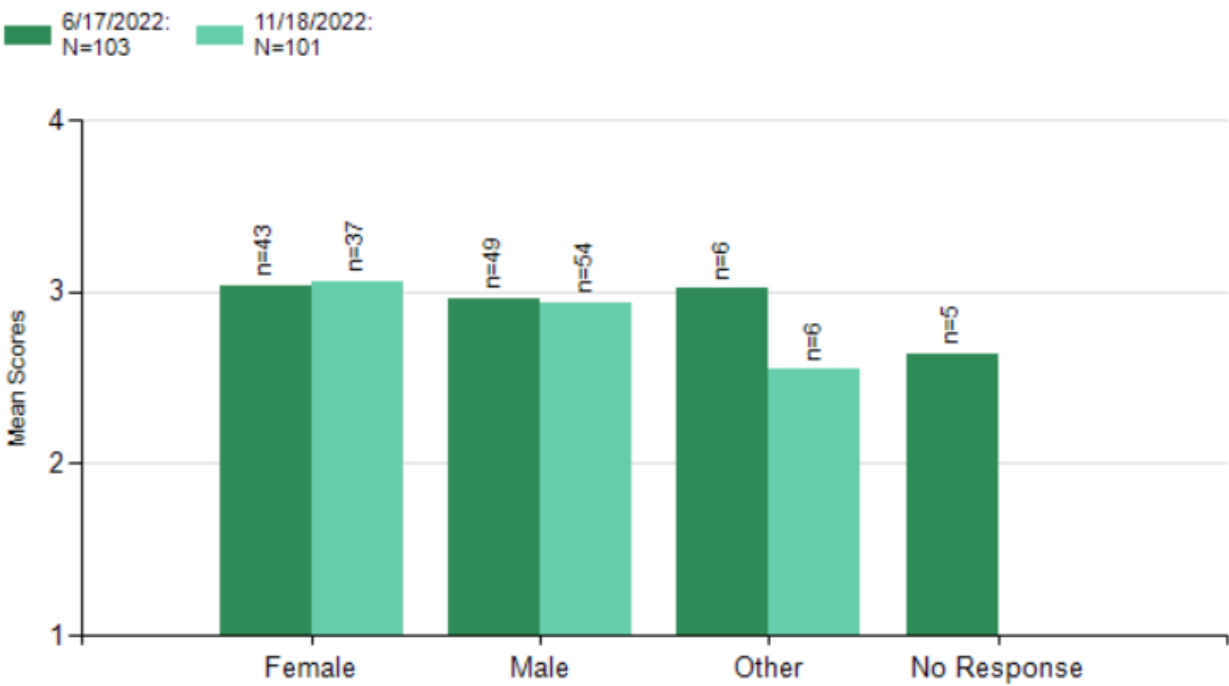
3rd-5th Fall Combined Barre Town



Barre Town Middle & Elementary School

Barre, Vermont

School Climate Survey: Elementary
– Scores By Gender –
School Years: 2021 - 2022

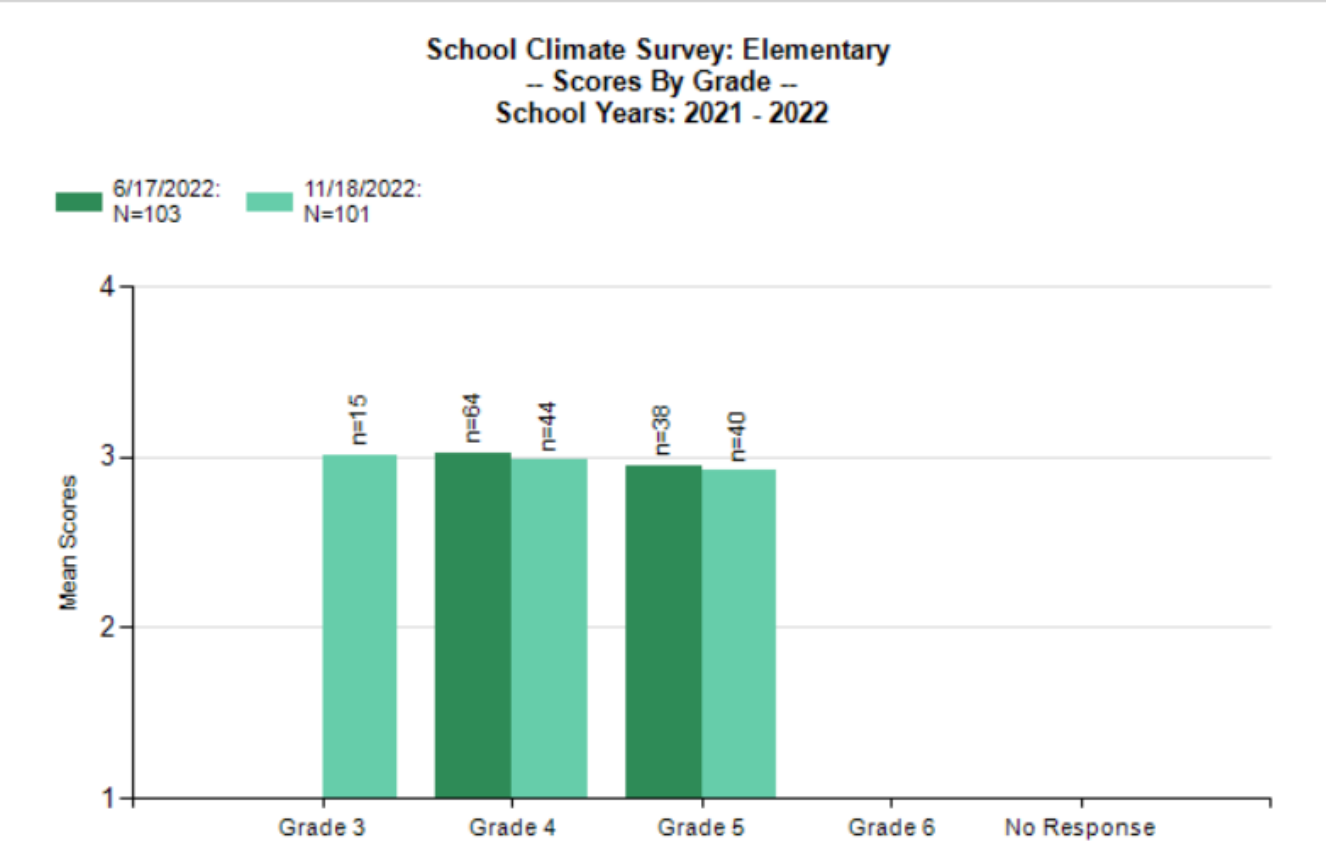


N=Number of respondents
n=number of subset of respondents

Survey Date	Female	Male	Other	No Response
6/17/2022	n=43	n=49	n=6	n=5
	3.04	2.96	3.02	2.64
11/18/2022	n=37	n=54	n=6	n=4
	3.06	2.94	2.55	

Barre Town Middle & Elementary School

Barre, Vermont



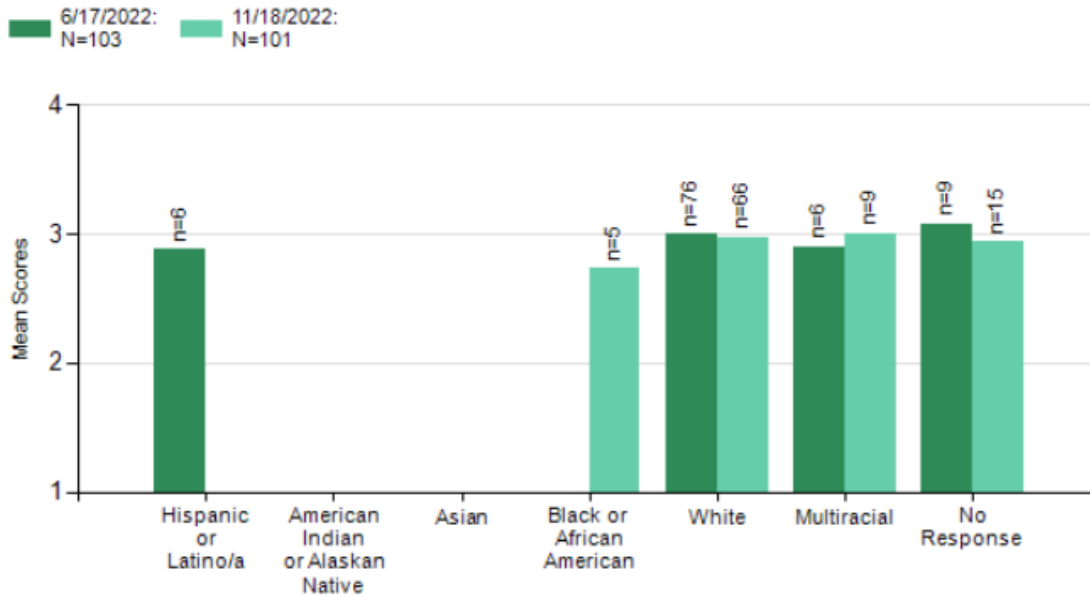
N=Number of respondents
n=number of subset of respondents

Survey Date	Grade 3	Grade 4	Grade 5	Grade 6	No Response
6/17/2022	n=0	n=64	n=38	n=1	n=0
		3.02	2.95		
11/18/2022	n=15	n=44	n=40	n=0	n=2
	3.01	2.98	2.92		

Barre Town Middle & Elementary School

Barre, Vermont

School Climate Survey: Elementary – Scores By Race/Ethnicity – School Years: 2021 - 2022



N=Number of respondents
n=number of subset of respondents

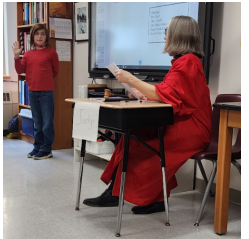
Survey Date	Hispanic or Latino/a	American Indian or Alaskan Native	Asian	Black or African American	White	Multiracial	No Response
6/17/2022	n=6 2.88	n=4	n=1	n=1	n=76 3	n=6 2.89	n=9 3.07
11/18/2022	n=2 2.73	n=4	n=0	n=5	n=66 2.97	n=9 3	n=15 2.93

To preserve anonymity, responses will not be shown for groups with $n < 5$. Their data are included in the other reports.


Observations State what is significant or what trends and patterns appear in the data. How do the data sets compare? I see... I observe... I notice...	Inferences What do the data suggest? What implications can you draw? What assumptions do the data suggest? It seems as though... I wonder if this is because... It would be interesting to see...	Questions/Next Steps What questions do the data raise for you? What next steps do these data suggest? What other data or research should be investigated?

BUUSD Enrichment and Intervention Examples

Our schools call this flexible block of time different things, however the intention is the same--provide students with engaging, targeted instruction that takes place outside of grade level instruction.

Target ability level	WIN Group Name	Goals	Ways the learning is made to be engaging
A mix of ability levels	ELA News-paper	To publish a 4 page newspaper/newsletter several times a quarter in which students write, edit, interview, proofread, collaborate, and design a newspaper/newsletter to be read by their peers and school staff.	Student choice, interaction with peers and staff
Above grade level	4th Grade Challenge Reading	<ul style="list-style-type: none"> -Use evidence from a text to support arguments -Make inferences -Summarize parts of a text -Identify the main idea and/or key elements 	<p>Hold a "mock trial"</p> <p>Students read, discuss, and collect evidence up to a pivotal part of the text. Pause the reading and turn the students attention to the two main arguments. Assign roles: attorneys for the defense and prosecution, witnesses etc. Provide time and support to help students gather evidence, prepare questions and learn about the trial process and trial etiquette. Invite other adults in the building to get involved by being a judge, or member of the jury.</p> 
At and Above grade level	Math WIN	Explore different methods for problem solving. Complete several un-scaffolded, low-floor, high-ceiling problem solving tasks both individually and in groups. Explain reasoning for problem solving methods used.	Students will take what they have learned and create their own problem solving tasks. The final project is a BreakOut activity created by the WIN students that can then be attempted by all students in the core classes.

At and above grade level	Communication, perseverance, and problem solving	To give students experience working in diverse groups to solve problems. To learn from failure and revise work. To communicate effectively.	Many of these goals are accomplished through engineering tasks. Also, tasks are geared towards clear direct communication. Students work in groups where they need to communicate their ideas as well as communicate their own needs and the needs of the group.
Above grade level	Challenge Literacy	<ul style="list-style-type: none"> -Reading comprehension (literal and inferential) -Reading fluency -Use evidence from text to support your claim (citing direct quotes with page numbers) -Summarizing skills -Write complex sentences with more complicated grammar -Paragraph level writing -Develop Research skills (finding sources; note-taking in your own words; organizing your notes into a shareable format) -Grammatical structures, homophones, and punctuation (esp. commas and semicolons) -Build vocabulary AND develop vocabulary strategies for students to use independently -Understand narrative structure and the decisions authors make when they write books -Figurative language, metaphors, idioms Teamwork, cooperation, and community 	<p>Balance of independent, partner, and whole-group work</p> <p>Circle Greeting and game every Monday for community building</p> <p>Mock trial!</p> <p>Students make up their own comprehension questions, which we turn into games</p> <p>Student-chosen research topics connected to book content (5th/6th grade)</p> <p>Vocabulary games</p> <p>Students (5th/6th) get to vote on which books to read after previewing the options I'm offering each quarter (agency and buy-in)</p> <p>The class makes their own reading calendar of how many pages to read per day, based on everyone's individual reading rates and also how quickly they want to finish the book (agency and buy-in)</p> <p>Escape Rooms every quarter for 21st century skills</p>

At grade level	Problem Solving and Math Games	To teach problem solving strategies 2-3 days per week and to teach game strategies 1-2 days and if time we use 1 day for math help and homework.	Board games provide a social way to work on strategies and visual spatial awareness and have been proven to help students with math skills. Problem solving - we use interesting problems that work on concepts covered in class and students work on communication and problem solving strategies in small groups.
At grade level	Green Screen	Students will create their own green screen projects and present them	Students come up with their own project ideas and create videos collaboratively. It's a very independent class, with the Tech Integrationist and faculty acting as advisors.
At grade level	Literacy Intervention	Proper use of punctuation, grammar, spelling, sentence structure. Writing	They are reading true stories which give great detail about history, they need to correct the stories.
At grade level	Video Creation and Editing	The goals of this WIN were to have students learn basic video creation and editing skills. Students plan, video, create, and edit videos based on a topic provided by staff (Silly News Report). Then once skills are learned, students create videos based around independent interests.	Students are allowed to be creative, tying their interests, sense of humor, and/or skills into the video. They are able to choose a topic that interests them, investigate, research, and create something about that topic. Using the WeVideo program, their chromebooks, and school cameras also adds to the engagement. Sample Video
At/ Above grade level	Fluency and Technology	Improve students' fluency and prosody through engaging experiences; practice personal responsibility and being a positive community member.	Students practice fluency and prosody with readers' theater texts. They collaborate on a stop-motion animation to accompany the reading of the script to produce a video. They learn about set design, video editing, and teamwork. Sample Video 
At/ Above grade level	Literacy W.I.N.	Goals for this W.I.N. include a 40 Book Challenge for the year, reading comprehension (including: character, setting, conflict, resolution, theme), genre study, morphology, grammar, usage,	By building a literacy community, taking time to talk about great books, going to the library, having "Drop Everything and Read" days, having positive talk about writing, and encouraging those habits that good writers have. We do Daily Edits. We use journals to keep track of the books we read, and write letters to each other about our reading. We learn Greek and Latin roots and create our own dictionary of

		mechanics, sentence variety (simple, compound, complex)	invented words. Engaging with my students about the books I read, love and don't love. Encouraging them by building a supportive literacy-rich relationship.
Below grade level	Literacy Intervention	Improve students' reading and writing skills, targeting decoding, encoding, morphonology, and syntax	The Orton-Gillingham approach is combined with middle-school content. OG is multisensory, systematic, sequential, and cumulative, building from previous instruction so that students feel successful.
Below grade level	Reading Intervention Just Words	The goal of this win, briefly, is to improve students' phonemic awareness and improve their reading fluency. In more detail, students are learning sound-letter correspondence, syllabication, and reading and spelling using consonant digraphs, consonant blends, welded sounds, and inflected endings.	Students will practice identifying letter sounds given the letter name and letter names given the letter sound. They will use phonetic principals to segment and sound out words ("tap out"), building them with sound cards, air writing them, or writing them on whiteboards or paper. They will identify the phonetic components in words (digraphs, blends, etc...), segment words into syllables, and identify the syllable types. They will read, define, spell, and use high-frequency non-phonetic words. Every week, students' progress will be assessed through a quick-check or an assessment.
Below grade level	Reading Intervention, grades 7-8	Students will be able to identify the main idea and supporting details of a brief informational text. They will be able to identify the claims, reasons, and evidence in an argument or persuasive text. They will be able to use informational texts to form a claim, craft reasons for the claim, and identify evidence to support their reasons.	Students read engaging informational texts and completed graphic organizers to identify the topic, what happened with/to the topic, who was involved, where it happened, when it happened, how it happened, and why it happened. We did this work as a group at first. Then students did it independently. Students watched lessons on claims, reasons, and evidence on Reading A-Z. They matched a claim to the reasons that supported it. Then they read short argument texts and identified the claims and reasons. They matched reasons to the evidence that supported them. Then they read short argument texts and identified the claims, reasons, and evidence. They will choose a research topic from a list. Then they will gather information from selected sources and use the information to form a claim and reasons and identify the evidence that supports them.
Below grade level	Literacy Intervention	Phonemic Awareness, Handwriting, Letters/Sounds, Blending & Segmenting	Multi-Faceted Approach to all of the above

		(Reading & Spelling) Words, Syllables, Morphology & Trick Words.	
Below grade level	Literacy	To work on reading and writing skills that align with students' IEP goals and objectives	We read a book about the history of donuts. We focused on word reading, vocabulary, and comprehension. Students then completed a donut writing assignment. First, they came up with an original donut idea. Then, they used markers and colored paper to create a poster of their donut. Finally, they wrote a paragraph describing their donut. We celebrated by having a donut party where we ate donuts and watched a read aloud of "Arnie the Doughnut."
We have all levels during this time	Menu time	Students work on reading and math menus while the teacher pulls small groups to work on skills students need more help in.	Menus include paper pencil and hands on activities and games