

Addendum
BUUSD Board Meeting
January 22, 2025



Spaulding High School

155 Ayers Street, Suite 1
Barre, VT 05641-4300

Phone: 802-476-4811

Fax: 802-479-4535

Website: www.spauldinghs.org

Principal
Denise O. Maurice

Assistant Principal
Mari Goodridge Miller

Assistant Principal
Rebecca Busker

January 2025

SHS Students showing their talents!

On January 13, 2024 our students showcased their talents in our Winter Concert and Art show. Thank you to Mr. Booth, Ms. O'Meara, Ms. Berg and Mr. Eaton for helping the students display their talents!



Changes for Next Semester

Our data from the first half of this year showed that callback afternoons didn't result in as many successfully proficient students as hoped as well as some unsafe student behavior. As a result, we will be limiting callbacks during the spring semester to one day at the end of quarter 3 and one day at the end of quarter 4. Teachers have found that students have been procrastinating and waiting till callback days to complete work and then finding there isn't enough time to complete the work. Teachers will be encouraging students to more regularly use their advisory time (11:00-11:45 or 11:30-12:15 depending on the student's schedule) as well as Crimson Block from 2:45-3:05PM and Morning Block from 7:35-8:25AM for assistance. We will continue to send out email warnings to student guardians letting them know that their child needs to complete work.

Planning for Next Year!

Schools are always looking ahead and planning for the future while working on today. We have two big plans in the works for next year that we are very excited about! As we have more details in place, we send out information to the community and hold informational sessions for any interested families.

The first is an overhaul of how we are reporting our students' progress toward meeting the proficiency standards. While the standards are not changing, SHS will be moving to a 0-4 point reporting system that more closely aligns with our local Barre K-8 schools and is more familiar to colleges. Teachers will also be able to maximize the reporting power of our student information system and communicate more effectively with our families. There are still many details to work through and a portion of our professional development time on January 27th is dedicated to this important work.

The second is the development of a Freshman Academy. To better support our incoming ninth grade students, SHS is creating a system that is focused on the needs of new high school students. The planning is still in its very early stages, but research shows that a successful freshman year helps to determine a successful high school career and graduation.



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a lifetime of discovery.

JoAn Canning
Superintendent of Schools

Spaulding High School
Spaulding Educational Alternatives (SEA)
Barre City Elementary and Middle School
Barre Town Middle and Elementary School

BUUSD MONTHLY SCHOOL BOARD REPORT

DIRECTOR - Jesse Schattin

SCHOOL - Spaulding Educational Alternatives

MONTH - January

What do you appreciate or what are you celebrating at your school (a student, teacher, staff, team, school, etc.)

- **Congratulations to Student Graduate, Abby Boisvert**

We are thrilled to celebrate a SEA student who has successfully completed all requirements for graduation. This is a tremendous milestone, and we couldn't be prouder of her hard work, perseverance, and dedication. Way to go!

- **SEA Staff Check-Ins**

Our SEA staff has begun a weekly student check-in process to monitor progress toward graduation and IEP goals. These personalized check-ins ensure that every student has the support and guidance needed to stay on track and reach their academic and personal targets.

- **Growing Student Employment**

We are excited to see an ongoing increase in student employment opportunities thanks to our partnership with Hireability and the work of our Youth Employment Specialist. This collaboration offers hands-on experiences and cultivates essential work skills, preparing our students for success beyond the classroom.

- **New Second-Semester Electives**

Students can look forward to fresh course options next semester, including: Basketball, Bushcraft, Computer Programming, Financial Literacy, Personal Fitness, Woodshop, Cooking for Life, Journaling, Music, and Video Production.. These electives aim to spark creativity, encourage real-world exploration, and further expand students' interests and skills.

What have you seen in the classroom that highlights rigor and relevance in student learning?

- **Project-Based Learning**

Many of our students are actively engaged in project-based learning through courses like Woodshop, Autoshop, Outdoors, and Kitchen. These hands-on classes foster practical skills, teamwork, and problem-solving—all essential components of rigorous, relevant learning.

- **Science in Action**

We've been inspired by George DeNagy's juniper extract science project, which

showcased student-led inquiry and experimentation. By connecting scientific research to real-world applications, this project underscores the value of curiosity-driven, applied learning.

What are the important dates coming up?

- **Winter Partnership with Vermont Adaptive (Jan 15 – Mar 12)**

We are delighted to kick off our annual partnership with Vermont Adaptive on January 15, running through March 12. Thanks to generous scholarships, we hope to introduce 3–4 new students to skiing or snowboarding this winter while welcoming back 2–3 returning students who can't wait to hit the slopes again.

- **Family Meal in February**

Before the February break, we will host a Family Meal for students and staff. This event encourages social engagement and provides a wonderful opportunity to come together, share a meal, and celebrate our school community.



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BUUSD MONTHLY SCHOOL BOARD REPORT

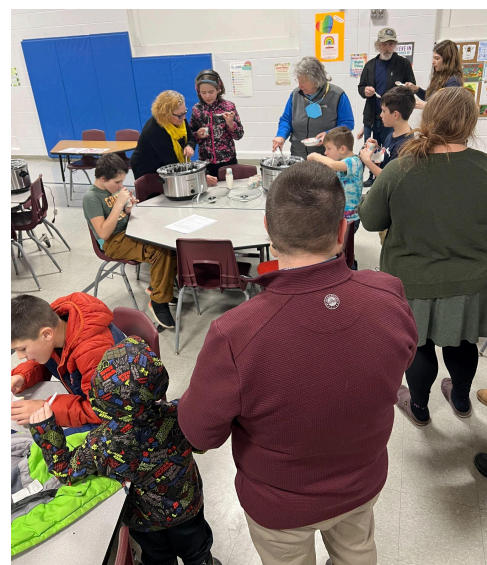
PRINCIPAL: Brenda Waterhouse
SCHOOL: Barre City Elementary & Middle School
MONTH: January, 2025

December 19th was our 2nd annual **Solstice Celebration**. Each grade level came out to a bonfire and shared hot chocolate. Several grade levels exchanged mugs to make this event especially memorable. Mr. and Mrs. Claus made a brief appearance. Although we were without the snow and music we had last year for this event, the students had a great time sharing and making a memory with their peers!

Students on the Move are getting in full swing! Students meet with advisor **Dawn Poitras** to discuss ways for students to have a voice in our school. They will be holding our second full middle school assembly this week. They will also be holding events for middle school students, including Open Gym, before and after school throughout the spring semester. These are wonderful events for students to engage with their peers. We are very appreciative of Dawn Poitras' leadership with the SOTM students.

Destination Imagination is a new club opportunity at BCEMS for students in grades 5-8. This club focuses on problem-solving, design, and collaboration. To learn more, please watch the [video](#). We are thankful for parent **Sarah Watkins**, who has offered to be the club facilitator.

Family Events: On the third Thursday of each month, we continue to offer an evening event that is informational for our families. January's highlight was Crockpot Cooking, in honor of National Slow Cooker Month. We had taste-testing and recipes to share, culminating in sending families home with crockpots filled with their choice of ingredients. February will encourage reading in honor of I Love to Read Month.



Newsletters: There are many things happening in our busy school. Please see our latest newsletters: [December 16](#), [January 6](#), [January 13](#)

BUUSD Special Services Board Report January 2025

Special Education Staffing and Child Count Data: The shortage of qualified special education teachers and support staff has been a topic of discussion for the past few years. Please see the table below for data on our district's Child Count (number of students eligible for special education) and special education staffing numbers from 2019 to present.

CHILD COUNT:

<u>PRIMARY DISABILITY - DISTRICT TOTALS</u>	<u>Dec 2024</u>	<u>Dec 2023</u>	<u>Dec 2022</u>	<u>Dec 2021</u>	<u>Dec 2020</u>	<u>Dec 2019</u>	<u>Dec 2018</u>	<u>Dec 2017</u>	<u>Dec 2016</u>	<u>Dec 2015</u>
<u>INTELLECTUAL DISABILITY</u>	25	27	27	<u>27</u>	<u>31</u>	<u>27</u>	<u>26</u>	<u>30</u>	<u>29</u>	<u>27</u>
<u>SPEECH OR LANGUAGE IMPAIRMENT</u>	44	42	35	<u>38</u>	<u>35</u>	<u>36</u>	<u>30</u>	<u>32</u>	<u>27</u>	<u>28</u>
<u>VISUAL IMPAIRMENT</u>	0	0	0	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>EMOTIONAL DISTURBANCE</u>	121	133	114	<u>111</u>	<u>115</u>	<u>104</u>	<u>103</u>	<u>96</u>	<u>87</u>	<u>90</u>
<u>OTHER HEALTH IMPAIRMENT</u>	118	108	99	<u>87</u>	<u>80</u>	<u>81</u>	<u>79</u>	<u>66</u>	<u>66</u>	<u>58</u>
<u>SPECIFIC LEARNING DISABILITY</u>	146	144	142	<u>134</u>	<u>131</u>	<u>133</u>	<u>129</u>	<u>131</u>	<u>147</u>	<u>159</u>
<u>MULTIPLE DISABILITIES</u>	1	2	2	<u>2</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>4</u>
<u>DEVELOPMENTAL DELAY</u>	121	128	115	<u>105</u>	<u>100</u>	<u>109</u>	<u>117</u>	<u>130</u>	<u>119</u>	<u>112</u>
<u>TRAUMATIC BRAIN INJURY</u>	2	1	0	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>1</u>

<u>AUTISM SPECTRUM DISORDER</u>	48	41	35	<u>34</u>	<u>37</u>	<u>40</u>	<u>39</u>	<u>32</u>	<u>33</u>	<u>33</u>
<u>HEARING LOSS</u>	6	5	4	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>ORTHOPEDIC IMPAIRMENT</u>	2	3	3	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
<u>TOTAL STUDENTS</u>	634	634	576	<u>545</u>	<u>539</u>	<u>540</u>	<u>533</u>	<u>527</u>	<u>517</u>	<u>514</u>

Staff Hiring:

We are excited to share that we have hired and filled most of the positions left vacant and budgeted as we commenced our 2024-2025 academic school year following the passing of the budget. Unfortunately, we had two unexpected special educator resignations in December and January at Spaulding, adding unexpectedly to our current vacancies. We've been able to hire skilled support staff throughout the district, in each of the buildings; as well as an evaluator to complete our evaluation team at Barre Town School. The following are the remaining Special Services positions (professional and support staff) **open** in BUUSD:

Spaulding:

Special Educators: 3

Barre City:

Special Educator: 1

Behavior Interventionist: 1

Permanent Substitute: 1

Barre Town:

Special Educator: 1

Behavior Interventionist: 1

Spaulding Educational Alternative: No open positions

High School Schedule and Service Delivery:

Spaulding High School and Spaulding Alternative Educational administration, along with district directors, are partnering to create systems and procedures that are aligned for all students regardless of the building in which they are receiving their education. This alignment helps with clear communication to parents/caregivers and consistency across buildings for our high school students. Procedures include truancy/attendance, threat assessments, and educational

programming/expectations, and new/exiting students. Additionally, consistency in our service delivery and service delivery goals is a priority not only in the high school, but across the district.

Professional Development:

Our special services department meets monthly for professional development. Our work this year is focused on social emotional and executive functioning goals and services. Additionally, twice a month, school-based special services departments meet to work on building specific PD related to the monthly themes. Additionally, our scope and sequence for PD this year for service providers is focused on service delivery. During the full-day PD, all service providers are receiving training around math, literacy, and SEL service delivery models and interventions. This month, during the January 27th PD, staff will receive the PD around math service delivery. Additionally, our evaluation team meets monthly and is reviewing our processes, as well as diving into best practice regarding decision making, and creating alignment in our processes for eligibility.

All our support staff, district-wide, are receiving training through Blazerworks and Washington County Mental Health. This includes para-educators, behavior interventionists, behavior specialists, and student support specialists Pre-K through 12th grade, including SEA. By providing a scope and sequence of professional development for all special services staff, we are building an alignment of skills, understanding, procedures, and processes that will enable us to have a solid foundation to build upon in the years to come. This coming PD, a focus will be on de-escalation strategies to support students when they are struggling.

We are also working with school principals, to align our systems' approach to supporting emotions and behavior for all students. This work will continue into the 2025-2026 school year, and we are excited to be sharing more about that as we move toward the end of the school year.

Extended School Year (ESY): Extended School Year is additional instructional services or programs provided beyond the standard school year for students with disabilities. The goal is to help prevent regression, maintain skills, and ensure that students continue to make progress in their educational goals, particularly during long breaks like summer. This year, our ESY services are tentatively scheduled Monday-Thursday, for 3 weeks, from June 30th-July 17th. Details will be forthcoming with communication to families/caregivers. All special educators pre-K through 12th grade are engaged in progress monitoring. We will be reviewing data toward the beginning of March to determine students meeting criteria for ESY.

Vermont AOE Special Education Monitoring: The Barre Unified Union School District is responsible for the overall provision of a Free Appropriate Public Education (FAPE) to FAPE to all students with disabilities, ages 3 through 21, who reside in Barre and does this through the implementation of the Individuals with Disabilities Education Act (IDEA). All Vermont districts are monitored by the Vermont Agency of Education for compliance with federal Indicators as part of the requirements of IDEA. I have learned that our district has been involved in cyclic, selective and targeted monitoring for a number of Indicators beginning in 2021. This year, our district is in target monitoring (based on last year's compliance) for Indicator 11 (initial evaluations). We are also, with several other districts, in the triennial cyclic monitoring. I have been in direct contact with the Director and Assistant Director of Special Services for the state of Vermont, and we are partnering with them to ensure that BUUSD is supported with the necessary guidance and training to increase our compliance moving forward. We have successfully submitted our report for Indicator 11; and are actively working on gathering information for the February 15th submission for the cyclic monitoring. Every district has cyclic monitoring triennially. We are providing information regarding Indicator 11 (initial evaluations), annual and triennial evaluations, transition plans (indicator 13), and summaries of performance.