

Addendum
BUUSD Board Meeting
June 2, 2025

BUUSD Special Services Board Report June, 2025

As I sit down to write my first, year-end final Board Report, I find myself reflecting upon the full first year I have spent in the Barre School District and would like to extend my thanks to our school Board members for their dedication and service to the Barre community. We are excited for the next phase of our work together, and a warm welcome to our new board members.

Through this first year, there have been several developments at multiple levels of special services and we are very excited to move forward with plans for next year. Just one example is working with our incredible occupational and physical therapists, planning for universal tier 1 instruction to all students, specifically for our earliest learners. This is in development for Fall 2025 at Barre City and Barre Town. The importance of teaching all students cognitive, physical, and motor skills through this partnership can help build students’ self-esteem and sense of accomplishment. This can have a lasting impact on a students’ educational experience.

Over the course of the year, and more intensely the last 6 months, we have been working on refining and creating alignment in our Pre-K enrollment process, updating the rising 9th grade transition work to inform high school programming, Extended School Year process and programming, refining our district evaluation process and procedures, and revising our service delivery model at Spaulding. Our staff are some of the most dedicated and committed, and should be commended for their efforts both with students every day, as well as a willingness to lean into change and actively lead the work.

Below you will find our current child count, as well as updates regarding some of the bigger work happening at BUUSD now, and what to expect coming 2025-2026! I can’t express enough how welcoming this community and staff have been. It has been a wonderful first year, and I look forward to many years to come.

BUUSD Special Services Child Count:

Please see the child count information below. The first table is the current child count as of 5/28/2025, broken down by grade and school. The total is listed in the final column, with the district total of 598.

As of (date):	5/28/2025		ACTIVE CC STATUS		
GRADE	B CITY	B TOWN	SHS	SEA	Total per grade:
EE	34	26			60
K-FT	15	16			31
1	19	17			36
2	18	23			41
3	26	20			46
4	23	20			43

5	21	27			48
6	23	19			42
7	22	18		0	40
8	20	21		0	41
9			42	5	47
10			42	14	56
11			27	9	36
12			24	7	31
Total per school:	221	207	135	35	District Total 598
For Comparison:	B City	B Town	SHS	SEA	Total
December 2024	219	200	165	37	621
December 2023	221	207	147	54	629
Sept 2023	228	206	151	60	645
July 2023	217	190	155	48	610
December 2022	221	193	161	(combined with SHS)	575
September 2022	211	186	171	combined with SHS)	568

[BUUSD Special Services Updates:](#)
[Link to Fall Community Forum Slides](#)
[Link to Spring Community Forum Slides](#)

Meagan Roy: Independent Review and Collaboration

The Superintendent and Director of Special Services reached out to Dr. Meagan Roy (former Vermont Superintendent and Director of Special Services) late last summer/early fall, in hopes of partnering with her to gain understanding of the status of the BUUSD special services and MTSS system. She has been conducting an independent review of our special services systems and MTSS programming with a focus on minimizing cost and maximizing quality. This review was focused on evaluating the effectiveness of our current service delivery practices, identifying strengths, and pinpointing areas that may require improvement. It is an opportunity for us to gain an external perspective on our internal operations, with the goal of enhancing the overall quality and efficiency of the services we provide. We will be using her data and report to improve our continuum of services provided to students in the least restrictive environment. Dr.

Roy met with staff in various roles throughout the district, visited every building, and engaged in observations Pre-K-12th grade. Dr. Roy will be sharing a full report with the district leadership. Results from the report will be shared during a district special services department meeting during the June in-service on Wednesday June 18th, with an in-person presentation by Dr. Roy. We are excited to learn more about our strengths and ways to leverage them, areas for improvement, and opportunities to include them in our future systems work and professional development district wide.

Spaulding Special Services Delivery Model

Since January, the special services department has met weekly to reflect on our delivery model, specifically - how and where we provide special services. Our focus in examining the model was to maximize time students remain in class receiving their tier 1 instruction. Research shows that tier 1 instruction is key to students' success. Additionally, a focus on creating opportunities to provide specially designed instruction targeted at student's IEP needs led to slight schedule changes to allow for this work to take place for all IEP students, capturing all IEP services. As a result, the 2025-2026 Spaulding schedule includes specific service blocks during blocks 2 and 3, as well as using Crimson block (and sometimes advisory) to work with students and provide necessary skills work. Services will be provided as frequently as needed to address IEP needs, each consisting of 30minutes - enough to complete direct instruction, enough to maintain sustained attention and engagement from students.

Meetings with Barre Town and Barre City rising 9th grade families/caregivers have begun and will continue through the end of the school year, providing opportunities for them to learn about SHS's service delivery model. We are excited about these next steps and our continued efforts toward providing high quality special education services for all students.

2025-2026 Professional Development Plan

For the 2025-2026 school year, the professional development (PD) plan will continue to prioritize growth and building capacity across all staff roles, and prioritizing opportunities for targeted training and education. To begin, this June inservice, all BUUSD support staff will be receiving CPI verbal de-escalation training. In the fall, all BUUSD support staff will receive Handle with Care training.

A key component of next year's plan includes a year-long training series for all support staff as well as social workers and licensed mental health clinicians, delivered in collaboration with Green Mountain Behavior Consultants and Washington County Mental Health. This partnership will provide ongoing professional learning during designated PD days, as well as on-site consultation to support the implementation of best practices in behavioral and mental health support.

Special educators will engage in year-long professional development that is aligned with the broader training provided to teaching staff, with a focus on fostering a strong interface between general and special education. This alignment supports the district's goal of building a robust Multi-Tiered System of Supports (MTSS), ensuring all students have access to high-quality instruction and individualized target interventions as needed. These coordinated

efforts reflect our commitment to inclusive, collaborative, and evidence-based professional learning throughout the district.

Our occupational therapists (OTs) and physical therapists (PTs) have developed individually tailored, year-long PD plans aligned with the professional goals and vision for their work in the Barre Unified Union School District. Similarly, our Speech and Language Pathologists (SLPs) will be developing a year-long scope and sequence aligned with their goals and work in BUUSD.

In collaboration with Amanda Riggelman, Director of Curriculum, we are truly excited about our professional development focus for the 2025-2026 school year. We have received and heard feedback from staff, caregivers, community and board members about the importance of training and development for our committed BUUSD staff and are thrilled to be able to share more details moving forward about our response!

AOE Investigation

The district communicated out in March that the AOE would be initiating an investigation at BUUSD. Since then, members of the AOE team have visited each of our school buildings, and engaged in observations. They have met in person with staff, and are continuing with additional interviews with staff of various roles throughout the district (Prek-High School). Following the completion of their work, they will complete a report to share with the district. We have been told that a report can take up to 3 months to produce from the date of completion of interviews, which are scheduled from May 16-June 6th. The district will anticipate a report from the AOE some time mid-late fall.

Extended School Year: What is ESY?

ESY are specialized educational programs provided beyond the regular school year to support students with disabilities. ESY is designed to help eligible students maintain critical skills, prevent significant regression, and ensure continued progress toward their Individualized Education Program (IEP) goals. The goal is to support access to education in the Fall, given the summer gap in school programming.

There is often misunderstanding about the process and offering of ESY. Not all students on IEPs receive ESY. Some students with multiple goals and corresponding services on an IEP may only receive ESY for one but not all goals. It is often a celebration for when a student does not NEED extended school year services.

What is the Eligibility Process? Our staff engage in formative, regular progress monitoring throughout the year. Additionally, we collect specific data following larger gaps in services (such as February break) to help determine what impact a summer might have on their skill maintenance over summer and re-acquisition at the start of the school year. Gap in Services informs amount of recoup/regression. Next year, we will collect specific data over winter December break & February break to have two additional data sets along with progress monitoring. This year, upon return from February break, our educators took data collection for several weeks to compare from prior to break and analyze. Over March/April, staff were asked to analyze data, complete forms with their recommendations, including the data to support

students eligibility (yes/no) based on meeting criteria. Following the collection of data for all students, we determined the amount of services to address the need, finalizing the schedule. During April and May, conversations have been had about ESY offerings and recommendations.

Eligibility decisions should always be data-driven. IEP teams must rely on objective information, such as progress monitoring data, skill mastery data from the current IEP goals, observational notes and teacher input, parent-reported information, results from formative assessments, including skill retention checklists or curriculum-based measurements.

This year, ESY will be held over 3 weeks.

Schedule and Dates: June 30th-July 17th; 8:30 am-12:30pm PreK: 8:30am-11:30am (1 session)

Monday-Thursday/PreK (Tuesday-Thursday)

Length: Full day if need due to multiple services meeting criteria

Drive In Services for students needing a single service

Type of Direct Services Offered: Math, Literacy, Speech/Language, Social Emotional Learning, Life skills/Independent living Skills