

**Co-Principals' Report to the BMU Board of School Directors**  
**Wednesday, September 1, 2021**

Please accept this document as our Co-Principals' Report to the BMU Board of School Directors for Wednesday, September 1, 2021.

**I. Opening of the 2021-2022 School year - Communication to Students & Parents/Guardians**

Dear BMU Parents/Guardians and Students,

Welcome to the 2021-2022 school year! After an unprecedented school year through which we all persevered we are looking forward to the start of the new academic year.

We would like to take this opportunity to introduce and welcome the following new members to our school community:

Christina Arnold; Special Education Teacher (Grade 2 and half of Grade 3)

Elizabeth Baillargeon; Grade 2 Teacher

Emily Bushway; Grade 1 Teacher

Jennifer DeBois; High School Science Teacher

Alexander Kinlock; Middle School Math Teacher

Samuel Matthews; Physical Education Teacher

Paul Pellegrino; Food Service Director

Emily Provine; Middle School Science Teacher

Patricia (Trish) Rafter; High School Math Teacher

Calen Reed; Special Education Teacher (Grades K & 1)

Jessica Schaffer; OESU Student Services Coordinator (Shared between BMU, WRVS, & Thetford Elementary)

Laurie Smith; Special Education Teacher (Grades 5 & 6)

Anna Westbrook; High School English Teacher & Interventionist

Amanda Welch, Kitchen Staff

Helen Woodworth, Kitchen Staff

Roxana Zampieri; Instrumental Instructor (.4 FTE at BMU)

In order to increase the chances of all BMU students starting the school year on time, the **Annual BMU Open House held prior to the school year starting is canceled for the 2021/2022 school year**. We encourage parents to reach out to teachers with any questions you need answered for a successful start.

**The first day of school for students (Grades 1-12) is Thursday, August 26, 2021. The first day of school for students in preschool and Kindergarten is Monday, August 30, 2021. Classes begin at 7:45am. This first day of school will be an A-Day for middle and high school students.** Information about school busses (pick up and drop off) can be found in the student's informational packet (which will

be mailed to you) and in the *Bridge Weekly*. We will have supervision of students available as of 7:00am. However, we ask that students not arrive and/or be dropped off here at school prior to 7:15am. A grab-n-go breakfast will be available to students upon their arrival at 7:15am.

In terms of COVID-19 protocols for the start of the school year, per guidelines received from state and national agencies, the Supervisory Union Leadership Team has made the decision to move forward with enhanced safety measures to start the school year in order to best protect the health and well-being of students and staff. Therefore, upon student's arrival on Thursday, August 26th, the following expectations/restrictions will be in place:

- All students and staff will **wear a mask** inside the building. Students may take their mask off outside when social distancing measures are in place.
- Students will have **assigned seating** in classrooms in the event we must embark on contact tracing. If possible, students and staff will be spaced 6 feet apart. If that's not possible due to space constraints, students and staff will be spaced 3 feet apart. Consistent spacing measures can be challenging, especially for younger students, but we will do our best to ensure a 3 foot minimum distance.
- **Remote Learning** - Per guidelines from the Vermont Agency of Education BMU will not have a remote learning option nor a hybrid learning option for students this year. All students are to be present in school for classes. Given the uncertainty of COVID-19, should the school (either in its entirety or specific grades or classes) have to move to remote learning information will be provided (for example regarding expected duration of remote learning, class schedules, etc.) through the OESU's communication system.
- **STAY HOME WHEN SICK**. One of the best safety measures we can put in place is for students to stay home when experiencing COVID-19 symptoms.
- BMU will have an **isolation room** for the 2021/2022 school year. Any student experiencing COVID-19 symptoms will be placed in the isolation room until he/she can be picked up by a parent/guardian. If your child tests positive for COVID-19, it is essential you communicate this with the school nurse immediately.
- **Field Trips** are allowed during the 2021/2022 school year. However, all field trips must be approved by administration and increased safety measures will be in place. No international field trips will take place for BMU during the 2021/2022 school year.
- **Visitors and volunteers** will be based on necessity to start this school year. We will work to limit student exposure to visitors and volunteers.
- We will work to establish and maintain **grade level cohorts (pods)**. There may be some multi-grade mixing in small groups when necessary. However, strict distancing measures will be in place. Each elementary grade will be its own pod. 7th and 8th grade will be a pod and high school will be a pod.
- **Sports** will proceed as normal at this point. Any specific information for parents will be communicated out by our Athletic Director, Todd Powers.
- All students riding a **bus** will wear a mask while on the bus. We ask all students riding a bus to bring their own mask. However, masks will be available on buses in the event a student does not have a mask. Traditional seating on the bus will be acceptable.

- **Lunch** will be eaten in the classrooms for all grades preK-6. Students in grades 7-12 will eat lunch in the cafeteria. We hope to transition to all grades eating lunch in the cafeteria at some point in the near future.
- **Parent Drop-Off/Pick-Up** - At this time (subject to change at any point during the school year) we will plan for student drop-off and pick-up to be done by parents the same way as last year. To begin the school year, parents are not permitted to enter the building, so drop-off will occur at the carport (main entrance) and pick-up will be done by driving around the building. You will find a full description of this and a diagram in the packet being sent home. **Parents will only enter the building if absolutely necessary and by appointment only to begin the school year. The only exception to this is for parents of preschool students and kindergarten students. For the first week of school (8/30/21 - 9/3/21) preschool and kindergarten students may be brought to classrooms by parents. After 9/3/21, those parents will have to complete drop-off outside the building.**
- **Surveillance testing** will be available to all students and staff this year. More detailed information will be sent home to parents soon outlining this voluntary process.

We would like to share some **upcoming important dates** with you and ask that you put these in your calendars:

**Early Release Dates** (students will be released at 12:00noon): Friday, 10/08/21, Wednesday, 11/03/21, Wednesday, February 2, 2022, Friday, April 15, 2022, and Wednesday, May 4, 2022.

**Academic Night; Grades 5-12 (Pending COVID-19 status at the time of this scheduled event)** - Thursday, October 7, 2021. This will be an opportunity for parents to follow your student's schedule and have the opportunity to learn about your student's school day. Teachers will present an overview of their curriculum and class expectations. In addition, as co-principals we will host a brief presentation/overview of the school's progress and Nicole Bell, the Curriculum Director for the Orange East Supervisory Union will be present to give an overview of how BMU uses federal Title I funds. More information about this evening will be forthcoming.

**Fall Parent Teacher Conferences-** Thursday, October 7, 2021 (PreK-4 only) & Friday, October 8, 2021.

**Spring Parent Teacher Conferences** - Thursday, April 14, 2022 & Friday, October 15, 2022

**High School Graduation** - Saturday, June 18, 2022 10:00am

**School Safety** - Along with a variety of emergency procedures, BMU will continue to be an ALICE in-training school. ALICE stands for; Alert, Lockdown, Inform, Counter, and Evacuate. As ALICE's training website says, this is a proactive, options-based plan for civilian response to a Violent Critical Incident. ALICE authorizes and empowers individuals to utilize human action, building infrastructure, and communication options to increase their chances of survival ([WWW.ALICETRAINING.COM](http://WWW.ALICETRAINING.COM)).

We are currently in our fourth year of an "ALICE in training" school. However, due to the COVID restrictions we faced last year and being completely remote the spring before, we were not able to progress at the rate of training we had hoped. We plan to continue our work this year with staff and students and plan to conduct a comprehensive drill in the near future.

**Closed Campus** - As a reminder, BMU is a “closed campus”. This means that only seniors (who are eligible and have signed parental permission on file) are allowed to leave campus during the school day and/or not be assigned to a study hall. We will only be allowing students below 12th grade to sign out and leave during the school day for scheduled appointments. Students below the 12th grade do not have permission to leave school/campus early and/or arrive late to school because of a scheduled study hall, to get lunch off campus, etc. In the event that a student needs to leave campus during the school day, a written note needs to be submitted to the school receptionist at least 24 hours prior to the appointment.

In the continuing saga for COVID-19 we are doing everything we can to prepare for a safe, healthy, and exciting 2021-2022 school year. We are anxiously awaiting for the building to come back to life when the students return on August 26th. Thank you.

Sincerely,  
Scott Blood, ME.D.  
Principal; Grades PreK-6

John L. Barone, Sr., Ed.D.  
Principal; Grades 7-12

## II. BMU’s Action Plan/Corrective Action Plan

### Blue Mountain Union School District Continuous Strategic Action/Improvement Plan: 2016-2017; 2017-2018; 2018-2019; 2019-2020; 2020-2021

**Target Goal #1: A Systemic and Comprehensive Approach** – Careful examination of research on systemic change shows significant relationships between systemic organization and capacity and student achievement (Huie, Buttram, Deviney, Murphy & Ramos, 2001). In addition, real and enduring change is complex and requires commitment and creative thinking (Fullan, 1997; Senge, et al., 1999, 2000). VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide: © 2014, P.6.

**Target Goal #2: Effective Collaboration** – Research suggests that most organizations can benefit and improve by developing a collaborative culture (darling-Hammond, 1997, Fullan, 1999; Goddard, Goddard, & Taschannen-Moran, 2007). A collaborative culture is a distinguishing feature of effective schools (Lipson et, al, 2004), and a necessary condition for successful multi-tiered systems. . VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide: © 2014, P.12.

**Target Goal #3: High-Quality Instruction and Intervention** – A multi-tiered system of RtII focuses first on ensuring that students are experiencing the highest-quality classroom instruction – instruction that is differentiated and responsive to diverse students and provides appropriate feedback for both academic success and socially effective behavior. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide: © 2014, P.19.

**Target Goal #4: Comprehensive and Balanced Assessments** – Good decision making for groups and individuals requires good information. This critical component acknowledges the central role of assessment in an effective MTSS-RtII system. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide: © 2014, P.26.

**Target Goal #5: Expertise (Well-Designed Professional Learning** – Expertise and professional learning are the “fuel that drives the RtII Engine” (Batsche, n.d.). The four critical components of MTSS-RtII described in the Field Guide require significant expertise. The development and refinement of this expertise must be supported by well-designed opportunities for professional learning. This goal addresses the significance of expertise and professional learning and offer guidance for how to plan for and tailor professional learning in a multi-tiered system of RtII. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide: © 2014.

Five years ago, BMU went through the process of developing a 5 year Action/Continuous Improvement Plan. We aligned our plan to Vermont's MTSS Framework and created the 5 goals presented above. Under each goal we created a series of action steps reflecting identified areas of growth/need/improvement resulting from a comprehensive review of student performance data. We also embraced the concept of "One-Plan-Planning" in which we embedded all of our required plans (Action Plan, Technology Plan, CFG Assurances, etc) into one document. Each year, as part of our summer retreat work, the BMU Leadership Team revisited the plan and updated each of the action steps. We are pleased to announce that we have met all of our goals and actions steps in our original plan.

It is now time to write our next five year Action/Continuous Improvement Plan. Under guidelines from the Vermont Agency of Education - through the Vermont Education Quality Standards:

#### 2125 Continuous Improvement Plan

A Continuous Improvement Plan, as required in 16 V.S.A. §165, shall be developed and implemented in each public school district. The plan shall be designed to improve the performance of all students enrolled in the district. If a school district comprises more than one school building, a combined plan for some or all the buildings may be developed. The plan, however, may reflect the different needs of individual schools.

The plan should be the overall planning and implementation document for the school, incorporating other planning requirements (either from the state, the federal government, local requirements, or external grant requirements) into a single planning document.

The plan shall be developed with the involvement of school board members, students, teachers, administrators, parents and other community members. The plan shall be reviewed at least annually for effectiveness toward meeting the stated goals, and shall be revised as necessary.

We would like to request 2 to 3 members of the BMU Board of School Directors to be part of the development process of our next Action/Improvement Plan. We have not set any specific dates or times to begin this work. Once we have all the details worked out, we will follow up and communicate with all of you.

### **III. BMU's Local Assessment Plan**

Per BMU's 2021-2022 Local Assessment Plan, the following local assessments will be administered to students during September, 2021:

- 8/30-9/30 POA Grades K-2
- 8/30-9/30 PNOA Grades K-2
- 9/07-9/30 - STAR Reading & STAR Math Grades 3-8
- 9/07-9/30 - STAR Reading Grades 9 & 10

This year, we have added the PNOA (Primary Numeracy Observation Assessment) to grades Kindergarten through 2 and the STAR Reading Assessment has been expanded to include grades 9 & 10.

We will provide an overview of the fall local assessment data and the Spring 2021 Local Assessment Data/SBAC Data as our October Co-Principals' Report to the Board.

Respectfully submitted,  
Scott Blood & John Barone  
Co-Principals