

## MINUTES



**Addison Central School District  
ACSD Board  
Board Meeting  
Monday, September 26, 2022, 6:30 pm - 9:00 pm  
208 Charles Avenue, Middlebury, VT & Virtual Connection**

*ACSD District Vision and Mission*

### **OUR VISION**

*All students will reach their full academic potential and be prepared for success as engaged citizens.*

### **OUR MISSION**

*To provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.*

Please click the link below to join the webinar: <https://us06web.zoom.us/j/81040357713>

- A. Call to Order Upon Reaching A Quorum
  - 1. Introductions - Board Members, Administrators and Staff
  - 2. Public Comment
- B. Recommendation to Approve Minutes of 9/12/2022
- C. Approve ACSD Bills
- D. Discussion: Board Strategic Plan Development
- E. Report of the Superintendent
  - 1. Discussion: ACSD Enrollment
- F. Report of the Board
  - 1. Action: Continuous Improvement Plan
  - 2. Action: Construction Management Bidders
  - 3. Action: VEHI Annual Meeting and Proxy Votes
  - 4. Discussion: Committee Updates
- G. Other
- H. Adjournment

#### **\*Public Comment Guidelines:**

Public comments are encouraged and welcome at each regular board meeting during the period designated for public comment. Comments are limited to three minutes per person. Citizens will be called to make their statement by the board chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.



## MINUTES



**Addison Central School District  
ACSD Board  
Board Retreat  
Monday, September 12, 2022, 3:00 pm - 8:00 pm  
208 Charles Avenue, Middlebury, VT & Virtual Connection**

*ACSD District Vision and Mission*

### **OUR VISION**

*All students will reach their full academic potential and be prepared for success as engaged citizens.*

### **OUR MISSION**

*To provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.*

### **In-Person Attendance**

Barbara Wilson; Brian Bauer; James Malcolm; Jamie McCallum; Jennifer Nueder; Joanna Doria; Mary Gill; Mary Heather Noble; Peter Conlon; Steve Orzech; Suzanne Buck; Victoria Jette

### **Remote Attendance**

Lindsey Hescocock

Please click the link below to join the webinar: <https://us06web.zoom.us/j/89956103270>

#### **A. Call to Order Upon Reaching A Quorum**

Meeting called to order by Board Chair Victoria Jette at 4:35 p.m. She then handed it over to Peter Burrows to introduce Emma Mulvaney-Stanak, consultant and moderator for the strategic planning session.

##### **1. Introductions - Board Members, Administrators and Staff**

ACSD Administration present: Peter Burrows, Superintendent; Caitlin Steele, Assistant Superintendent of Teaching and Learning; Nicole Carter, Director of Equity and Student Services; Emily Blistein, Director of Communications; Justin Campbell, MUHS Principal

Others present: Emma Mulvaney-Stanak, Consultant and Moderator; Amanda Gomes, student representative from the Strategic Plan for Equity Advisory Committee; Ruth Bernstein, community representative from the Strategic Plan for Equity Advisory Committee.

#### **B. ACSD Board Retreat**

The Board participated in its Strategic Planning retreat work, moderated by Emma Mulvaney-Stanak and student representative Amanda Gomes. Emma started the work with sharing a group agreement to guide how the Board would work together. Then Emma and Amanda presented a summary of the Strategic Planning Advisory Committee's work around the District's equity audit findings, and the Committee's recommendations for incorporating equity into the Board's Strategic Plan Goals.

The Board worked both as a full Board and in small group action teams to identify Board values and core beliefs, refine its definition of "equity" and revisit its mission and vision for the future. The group also practiced creating Theory of Action statements to work on creating goals that are strategic, measurable, attainable, realistic, time-bound, inclusive, and equitable.

#### C. Other

Mary Heather Noble and Emily Blistein updated the Board on a recent Communications & Engagement Committee meeting -- the Committee is working to establish a presence at regular community events to increase visibility and recruit applicants for Paraprofessionals, custodial staff, and school volunteers. Upcoming events that the committee would like to take advantage of include the Shoreham Apple Festival, Middlebury Thursday Markets, and Friday night Football games. The idea is to get out where folks already gather -- this is just a first attempt. Emily will already be doing this, and we are inviting Board members to sign up and join her if interested. Mary Heather wanted to check in with the full board before proceeding with the idea, and also emphasized that this is an opportunity for us to listen/have informal conversations. One question we'd like to ask people is how/where they like to receive their information and how they'd like to engage with ACSD.

Victoria and others expressed support for the concept. The Communications & Engagement committee will put together a sign-up/email to plug interested Board members into the events. Emily will also add Board members to individual school email lists so that we receive info from all schools about their functions/events.

#### D. Adjournment

Adjourned at 8:30 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Victoria Jette Status: Passed

#### \*Public Comment Guidelines:

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## **Addison Central School District Strategic Plan 2022-2027**

### **ACSD Board Values**

Inclusive	Safety	Success
Community	Education	Equity
Learning	Engagement	Trust
		Sense of Belonging

### **ACSD Core Beliefs**

1. We value every student in our district. We value students' multiple identities, abilities and life experiences they bring to our school. This includes all students' identities based on race, gender, sexuality, learning and physical ability, socio-economic status, language ability, and immigration status.
2. Every student should have opportunities to learn and grow within our district that meet their individual needs and abilities.
3. Every student has the ability to learn and be successful.
4. We value all parents and caregivers for their wisdom, life experience and support of our students. Their participation in our district is critical to our collective success.
5. We value our staff for their skill, expertise and life experience offered to our students and district. Their success in our district is critical to our collective success.
6. All members of the community should feel safe and have a sense of belonging in our schools and district, regardless of their identity or background.
7. We should provide inclusive environments for students, staff and families/caregivers to successfully learn and engage in our schools/district.
8. ACSD is a learning community where we believe all students, staff, and school community members (including the school board) can learn and grow. This includes understanding how our individual behavior and systems prevent equitable learning environments based on conscious and unconscious bias.

### **Equity Definition**

**Next Draft 9/21:** Educational equity is an ongoing effort to acknowledge and remove barriers that stand in the way of students attaining academic success and social and emotional well-being. Removing barriers means, but is not limited to, addressing racism, homophobia, and ableism, offering equitable access to programs, preparing students to be ready to learn, and being an active partner to support students' mental and physical well-being. Educational equity also means valuing students, families and staff's multiple identities that enrich our school community. This includes identity based on race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity, immigration status or initial proficiencies. .

**Draft 9/19:** Educational equity means every student can access educational success and a positive experience in our district across race, gender, ethnicity, language, ability status, sexual orientation, citizenship status, background, or family income. Educational equity is more than accessing academic success. It includes providing an environment where students' emotional and social well-being is supported and valued. Educational equity is ongoing work; it is an active process and commitment made by our school district. Part of our success is to find, understand and remove barriers within our school system that create inequities for students, staff and parents/caregivers.

## **Vision and Mission Statements**

### **Next Draft 9/21/22:**

Our **vision** is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools and make positive contributions to our community.

Our **mission** is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

### **Draft 9/19/22:**

Our **vision** is that all ACSD students reach their full learning potential, have a sense of belonging and contribute to our communities in ways that create a more equitable, healthy and vibrant (change word?) world.

Our **mission** is to provide high-quality(?), supportive,, and diverse learning environments that inspire a passion for learning, cultivates empathy and self-awareness, and prepares our students for the world.

### **Current Version:**

(**Vision** statement 2016) All students will reach their full academic potential and be prepared for success as engaged citizens.

Our **mission** is to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.

## **Theory of Action Statements**

### **Draft 9/21/22:**

1. If students are provided instruction that builds on their experiences, then they will demonstrate excitement to learn, grow and succeed. .
2. If adults listen to students' voices and create an environment that values students' identities and life experiences, then students will feel valued.
3. If staff receive consistent support to meet students' academic and social emotional learning needs, then students' outcomes will improve.
4. If ACSD expects staff to teach and support students in equitable ways, then the district needs to be clear on our definition of educational equity and provide ongoing learning opportunities.
5. If we want families and caregivers to be engaged in the education of their students, then we must find inclusive ways to engage them.
6. If the schools collaborate with the community to provide varied learning opportunities for students, then students will be better able to learn and grow. .
7. If ACSD communicates with families and caregivers in clear and concise ways, then engagement will increase.

### **Draft 9/19/22:**

1. If students are provided instruction that builds on their learned experiences, then they will demonstrate academic growth and success.

2. If adults and students listen to students' voices and create an environment that values students' identities and life experiences, then students will feel valued.
3. If staff receive consistent support for teaching students with additional academic and social emotional learning needs, then all levels of student experiences and outcomes will improve.
4. If ACSD expects staff to teach and support students in equitable ways, then we need to be clear on what we mean by educational equity and provide ongoing learning opportunities for all staff.
5. If the school community is to be engaged in education, then we must find inclusive and diverse ways to involve all parts of our community.
6. If the school community collaborates on ways to provide diverse learning opportunities for students, then students will be better able to learn and succeed.
7. If ACSD communicates with the community in clear, concise and transparent ways, then engagement and collaboration will increase.

### **Goals**

Should be inspiring, concise and clear. Provide direction for action teams but also move you towards your vision and reflect your values/beliefs.

#### **Next Draft 9/21/22:**

1. Everyone will feel safe, welcomed and included in our schools and district. Students and families will be able to access information in multiple ways that prioritize supporting student learning, sense of belonging and supporting them in making positive contributions to our community.
2. ACSD will allocate resources to address student needs across the district in an equitable manner that maintains infrastructure and facilities that allow varied learning environments and equitable outcomes for our students.
3. ACSD's learning environment will encourage a passion for learning and value diversity of identities and abilities, while preparing our students to positively contribute to our community.

#### **Draft 9/19/22:**

1. Everyone (All students and families) will feel safe, welcomed and included in all of our schools and district. ACSD's school community will be able to access information in accessible ways, the district, schools and staff in easy and accessible ways that prioritize helping students to reach their full learning potential and become positive contributors to our communities and world.
2. ACSD will allocate resources to address student needs across the district in an equitable manner that creates the infrastructure and facilities for diverse learning and equitable outcomes for our students.
3. ACSD's learning environment will encourage a love of learning, recognize and incorporate the diversity of identities, while preparing our students to contribute to our community.







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## Continuous Improvement Plan

from the [Vermont Education CIP Template](#)

**LEA:** Addison Central School District (ACSD)

**LEA Continuous Improvement Plan Contact Name:** Caitlin Steele

**LEA Continuous Improvement Plan Contact Email:** [csteele@acsdvt.org](mailto:csteele@acsdvt.org)

### Collaborative Stakeholders Represented:

Throughout the past two years, we have conducted extensive stakeholder engagement, well documented in our district COVID Recovery Plan and Public Plan for ARP ESSER Spending. Rather than conduct new stakeholder engagement for this report, we leaned on the past two years of communication and synthesis and the priorities that have emerged through that work to define two concrete goals aligned with the focus areas of the CIP process and right-sized to a two-year review cycle. In particular,

- Consulting on our Safe and Healthy Schools goal: ACSD comprehensive health curriculum educators including Gina Ciancia and Eva McDonough (Nurses), Julie Hayyat (Counselor), Izzy Gogarty and Anna Hand (Health Teachers), Caitlin Steele (Assistant Superintendent of Teaching and Learning)
- Consulting on our Academic Achievement goal: Peter Burrows (Superintendent), Nicole Carter (Director of Equity and Student Services), Caitlin Steele (Assistant Superintendent of Teaching and Learning), Laura Nugent and Tracey Harrington (Special Education Directors), Heather Gebo (Literacy Coordinator), Joy Dobson (Elementary Curriculum Coordinator), ACSD principals

## Continuous Improvement Plan Development

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
<p><b>Safe and Healthy Schools</b></p>	<p>Strengthen district-wide comprehensive health curriculum with a focus on alcohol, tobacco, and other drugs; mental and emotional health; and sexual health and violence prevention.</p>	<p>Identify a leadership team composed of educators representing nurses, counselors, and health educators. (Done.)</p> <p>Meet collaboratively with all district health educators at least 5 times in SY22-23.</p> <p>Audit district-wide curriculum (explicit and implicit) based on the Health Education Curriculum Analysis Tool (HECAT), including an overview of curriculum materials available in each school.</p> <p>Assess curriculum materials gaps. Identify evidence-based curriculum to be used across all seven elementary schools. Fund and purchase.</p> <p>Identify highly effective professional development for health educators (including but not limited to elementary nurses and counselors) to attend in common.</p> <p>Engage collaborative partners to uplift implicit work done at each school. Improve collective understanding that a comprehensive health curriculum does not only happen within the silo of “health class.”</p>	<p>District agreements on what will be common across all elementary schools.</p> <p>Full sets of evidence-based curriculum materials purchased for all schools, as needed.</p> <p>Vetted professional development opportunities provided to all health educators.</p> <p>Increasing alignment of curriculum across three content areas based on HECAT analysis.</p>	<p>Title IV planning investment for leadership team (summer 2022).</p> <p>Local curriculum dollars.</p> <p>ESSER, Title II, or additional Title IV funds as needed, available, and aligned with project outcomes.</p> <p>Collaborative planning time for leaders (compensated beyond contract obligations).</p> <p>Collaborative planning time for district-wide health educators during early release and in-service days.</p>

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
<p><b>Academic Achievement</b></p>	<p>Beginning with a schoolwide focus (at all schools) on rebuilding community and connection as the foundation for all learning, strengthen district-wide Multi-Tiered System of Services (MTSS) to ensure all students experience access, success, and belonging at school.</p>	<p>Practice community building and restorative circles among educators to strengthen community connections.</p> <p>Review and update district assessment agreements with attention to universal screeners for literacy, math, and SEL.</p> <p>Continue strong focus on early literacy including implementation of newly developed district-wide phonemic awareness scope and sequence and increased use of decodable texts aligned with phonics curriculum.</p> <p>Focus on transferable skill development including implementation of newly developed Approaches to Learning (ATL) elementary scope and sequence.</p> <p>Engage teacher groups (elementary grade level teams and secondary department chairs) in collaborative activities to reflect on and refine curriculum through the lens of Universal Design for Learning (UDL).</p> <p>Establish Problem Solving Teams (PST) at the school and district level with regular cycles of data review to inform updates to Tier 1 practices.</p> <p>Adopt consistent Educational Support Team (EST) forms and processes</p>	<p>This year, we will measure success based on implementation of common agreements district-wide including</p> <ul style="list-style-type: none"> <li>● Consistent use of common digitized forms (which populate data spreadsheets)</li> <li>● Regular participation in PST and EST meetings</li> <li>● Identification of common evidence-based resources and practices for intervention</li> <li>● Reflection on and tuning of systems design</li> </ul> <p>With better alignment of practices across schools, we will be better prepared to set data-driven district-level goals for the years ahead.</p>	<p>ESSER funds for literacy PD, collaboration, and materials.</p> <p>Title IV funds for ATL scope and sequence development.</p> <p>Local professional development and curriculum funds and additional grant funds as needed.</p> <p>Time committed during district-wide early release days for MTSS initiatives including</p> <ul style="list-style-type: none"> <li>● Classroom teachers strengthening curriculum and instruction through UDL</li> <li>● Principals, interventionists, etc. collaborating to build Rtl systems and practices</li> <li>● Special educators supported in implementing new special education rule changes</li> </ul>

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		<p>across all ACSD schools. Digitize forms, wherever possible.</p> <p>Team principals, curriculum coordinators, special education directors, and interventionists to learn together about Response to Intervention (Rtl) and to co-design an intervention model aligned with Act 173.</p> <p>Train special educators in changes to practice aligned with updated Rule 2360.</p>		

**Equity Supports** (required if your SU/SD or a specific school is eligible for Equity Supports)

Based on the 2018-2019 equity supports eligibility list,

LEA: **Addison Central School District** is eligible for equity supports based on achievement gaps for (1) students who are Hispanic and (2) those who fall within the category of historically marginalized students.

School: **Mary Hogan Elementary School** is eligible for equity supports based on achievement gaps for (1) students eligible for FRL and (2) those who fall within the category of historically marginalized students.

School: **Middlebury Union Middle School** is eligible for equity supports based on achievement gaps for (1) students on IEPs and (2) those who fall within the category of historically marginalized students.

Middlebury Union High School is not currently eligible for equity supports, and at all other ACSD schools in most categories, student counts are too low to determine eligibility. However, we understand equity challenges as systemic and all activities outlined above are aimed at addressing equity gaps both in terms of the richness of our curriculum and the experience of access, success, and belonging for all students.

## Plan Evaluation and Revision

### Process of Evaluating the Implementation and Results of your Continuous Improvement Plan

#### Safe and Healthy Schools

The leadership team for our safe and healthy schools goal is currently collecting baseline data on curriculum alignment using HECAT forms, with a focus on three content areas: alcohol, tobacco, and other drugs; mental and emotional health; and sexual health and violence prevention. They are actively including colleagues (e.g., nurses, counselors, principals, curriculum leaders, and health educators) in this analysis. The team will analyze results to identify strengths and gaps of health instruction across schools which will inform selection of evidence-based curriculum materials and curation of targeted professional learning experiences. In the spring of 2023, after several collaborative sessions, the team will reflect on progress made in alignment of curriculum across the three focus content areas and set new goals for a second year of collaboration.

#### Academic Achievement

Baseline data from a spring 2022 culture and climate survey showed that ACSD students and educators alike were suffering. Our focus on rebuilding community and connection as the foundation for learning is a response to that. We will implement the same survey again after the first six weeks of school. This will provide us an opportunity to reflect and adjust our community building and wellness efforts as needed.

To inform full implementation of MTSS, we have scheduled a series of meetings throughout the year. Some sessions focus on data-driven decision making (reviewing results from FASTBridge and STAR 360 math and literacy and Panoram SEL screeners). Other sessions focus on collective reflective practice as we consider what is working and what needs tuning.

#### Agreements in year 1 include

1. Participation in monthly meetings focused on district-level problem solving (DPST) and instructional leadership
2. Implementation of school-level problem solving teams (PST) at least monthly
3. Implementation of mandated processes and forms for EST. 504, and special education
4. Implementation of universal screeners for math, literacy, and SEL on a common schedule

Toward the end of SY22-23, we will reflect on our success with these agreements and establish new goals for a second year.

## MEMORANDUM

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**To:** Addison Central School District School Board  
**From:** Bruce. MacIntire, ACSD Director of Facilities  
**Date:** August 20, 2022  
**Subject:** Construction Manager Prequalification for Cafeteria Project

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**Purpose:** The purpose of this memo is to prequalify Construction Managers for the 2023 cafeteria renovation project. We are recommending the following construction firms be approved as prequalified contractors to bid on the Construction Management (CM) for construction services for the upcoming building project.

The first required step in bidding any construction work that might exceed \$500,000.00 is to prequalify any contractors interested in bidding on the project. Vermont bid law [16 V.S.A. § 559\(b\)\(2\)](#) requires that for any construction contract that exceeds that amount, contractors must be prequalified by the Board prior to being approved to bid on the project.

An advertisement was placed in the local newspaper, VT Bid Board and Work In Progress soliciting proposals from interested Construction Management firms. Additionally, formal invitations were sent to eight firms (listed below) who received a copy of the Request for Qualifications (RFQ). Six firms responded to the RFQ.

In order to be prequalified each firms must demonstrate that they meet the following criteria:

- Project Understanding and Approach – understanding of the logistical challenges of this project and ability to translate that into actionable phasing plans
- Capacity – ability to staff the project adequately both in the office and field with quality personnel to provide the proper logistics, service and workforce to meet the contract schedule and requirements
- Quality of Personnel – Experience, thoroughness, accuracy, composure and communication skills of the personnel assigned to the project. Those assigned should be present at the interview, if invited)
- Experience – Experience with similar projects – maintaining Owner’s ongoing operations during a large infrastructure renovation project.

Following the review of each firm's qualification proposals and reference checks, the committee has established that Bread Loaf, Neagley & Chase, ReArch, Russel and DEW Construction meet the approved pre qualification criteria as qualified bidders.

Organization	Date sent	Received	Meets Requirements	Reason
Bread Loaf	By Invite 7/8	8/15	✓	
Neagley & Chase	By Invite 7/8	8/15	✓	
ReArch	By Invite 7/8	8/15	✓	
Russel	By Invite 7/8	8/15	✓	
Stewart Construction	By Invite 7/8			No Response
McKernon	By Invite 7/8			No Response
DEW	By Invite 7/8	8/15	✓	
Naylor & Breen	By Invite 7/8	8/15		Insufficient Information Provided

Only the prequalified contractors will be allowed to submit a fee proposal, and we must select the lowest bidder (unless bids are within 1%) from those who prequalify and submit a bid. The fee proposal bids will be opened at the November 14th board meeting.

**Recommended Motion:**

I move to prequalify Bread Loaf, Neagley & Chase, ReArch, Russel and DEW Construction to be approved as qualified bidders to submit a fee proposal for Construction Manager as constructor for the 2023 cafeteria project.



Vermont Education Health Initiative  
52 Pike Drive  
Berlin, VT 05602  
802/223-5040

## MEMO

To: VEHI Member School Board Chairs, Superintendents and Business Officials  
From: Bobby-Jo Salls, VEHI Program Manager  
Date: September 6, 2022  
Re: **VEHI Annual Meeting Notice**

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The Vermont Education Health Initiative (VEHI) will hold its Annual Meeting on Friday, **October 21, 2022 at 8:15 AM** at the Lake Morey Inn in Fairlee, Vermont. Included with this Memo are **Exhibit A: Notice of the 2022 Annual Meeting** and a copy of the Minutes of the 2021 Annual Meeting.

A school district is a member of VEHI, and therefore eligible to vote at the upcoming meeting if it has a signed Health and/or Dental Member Agreement on file with VEHI by 4:00 PM on October 7, 2022. The membership list is posted online at [www.vehi.org](http://www.vehi.org), and will close at 4:00 PM on October 7<sup>th</sup>. Members of both the Health and Dental programs have two votes. Members may vote in-person by designating an authorized representative to attend the meeting or may vote via proxy by appointing the VEHI Board to cast the vote(s). We ask each member to complete **Exhibit B: Proxy/Certificate of Authority**, enclosed, and **send it ahead** of the meeting to the following address. This will allow authorized representatives to receive their voting cards in an expedited manner at the meeting on the 21<sup>st</sup>.

Vermont Education Health Initiative  
Attention: Bobby-Jo Salls/Lisa Locke  
52 Pike Drive  
Berlin, VT 05602

You may submit Proxy/Certificate of Authority forms on the day of the meeting, however it may take longer to sign in and receive voting cards. **Please note, there is no action item requiring a vote of the membership on the enclosed Agenda.**

We hope you will attend the Annual Member Meeting where we share the accomplishments of the Trust over the past year and answer any questions on the upcoming year.

Our Annual Report will soon be available online. At least two years of financial audits are also available online. Our most recent audit is posted. All documents can be found on our website at [www.vehi.org](http://www.vehi.org).

We look forward to seeing you at the Lake Morey Inn on October 21<sup>st</sup>.

Enclosures