

MINUTES



**Addison Central School District
ACSD Board
Board Meeting
Monday, May 22, 2023, 6:30 pm - 8:30 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/83830159620>

- A. Call to Order Upon Reaching A Quorum
 - 1. Introductions - Board Members, Administrators and Staff
 - 2. Public Comment
- B. Recommendation to Approve Minutes of 5/3, 5/8, 5/9, 5/12 & 5/18
- C. Approve ACSD Bills
- D. Report of the Superintendent
 - 1. Discussion: Strategic Plan for Equity
 - 2. Discussion: International Baccalaureate Presentation
 - 3. Professional Appointments
- E. Report of the Board
 - 1. Action: Skatepark Support Letter
- F. Other
- G. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3)
- H. Adjournment

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MINUTES



Addison Central School District

ACSD Board

Special Meeting

Wednesday, May 3, 2023, 6:30 pm - 8:30 pm

208 Charles Middlebury, VT and Virtual Connection

In-Person Attendance

Barbara Wilson; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum;
Jason Chance; Joanna Doria; Mary Heather Noble; Steve Orzech;
Suzanne Buck; Tricia Allen

Remote Attendance

Lindsey Hescock

Not In Attendance

Brian Bauer; Ellie Romp

Please click the link below to join the webinar:

Link to join Webinar

<https://us06web.zoom.us/j/84421161686?>

- A. Call to Order Upon Reaching a Quorum Meeting called to order at 6:30 p.m.
- B. Introductions - Board Members, Administrators and Staff
- C. Public Comment
No public comment.
- D. Discussion: Interim Superintendent Search Process and Timeline

Barb Wilson opened the meeting with a proposed timeline for completing the search for an interim Superintendent and stated her goal for the meeting is to have agreement on the process and approach for selecting the candidate. She opened the floor for questions and comments on the illustrated timeline (~6 week process).

Mary Heather Noble added that the Communications & Engagement Committee recently met and agreed that the process needs to be communicated to the community as soon as possible, to reassure people that the Board is working on it.

James Malcolm noted the difference between hiring and interim and a full superintendent, emphasizing the need to move swiftly and not be slowed down by stakeholder groups, etc. -- we don't have the time for that.

Ellen Whelan-Wuest provided some feedback she has heard about the update emails being too long that people didn't read them. People didn't seem to know information that had been provided in the communications, so it isn't landing well. Suzanne Buck suggested using bullet points.

Joanna Doria requested clarification about the expected duration for an interim superintendent -the responses were at least a year, possibly two (the last interim served 2 years before Peter Burrows was hired).

Barb asked the Board to weigh in on whether to involve the full board in reviewing/interviewing candidates or have a search committee. The consensus was to have a hiring committee of ~6 people to enable swift review/first round interviewing. Jason Chance and Ellen Whelan-Wuest advocated for bringing in additional voices into the process -- especially admin and teachers. Suzanne Buck advocated for making sure the community has a chance to meet candidates, even via zoom to make the process feel more transparent.

There was considerable discussion around balancing having a small, nimble committee and including perspectives beyond the Board's. The timeline is essentially 4-6 weeks if the District is to have any overlap between Peter Burrows and the Interim Superintendent. There is also concern from a staff retention perspective about involving them in the process. People are feeling anxious. Barb Wilson suggested having a committee with 3 board members, 2 admin, and 1 teacher. Steve Orzech noted that the committee should have another board member to appropriately weight the Board's role in the decision.

Steve Orzech made a motion to form an Ad Hoc Interim Superintendent Search Committee consisting of 4 board members, 2 administrators, and 1 teacher to screen candidates and present up to 2 viable options to the full board. Ellen Whelan-Wuest seconded.

There was some discussion about whether 7 people would be too many.

Joanna Doria made a motion to amend the original motion to reduce the Ad Hoc Search

Committee to include 3 board members, 1 administrator, and 1 teacher. Tricia Allen seconded. Continued discussion revealed some concern about only having 1 administrator -- which wouldn't allow both a central office and building-based administrator. Barb Wilson called a vote on the motion to amend: 1 aye, 10 nays. The motion to amend failed.

Suzanne Buck made a motion to amend the original motion to specify more detail for the make up of the Ad Hoc Search Committee: 4 board members, 1 central office administrator, 1 buildingbased administrator, and 1 teacher. Jason Chance seconded. The motion passed unanimously -so the original motion made by Steve Orzech was amended as follows:

Motion to create an Ad Hoc Interim Superintendent Search Committee consisting of 4 board members, 1 central office administrator, 1 building-based administrator, and 1 teacher to screen candidates and present up to 2 viable options to the full board. The amended motion passed unanimously.

Additional discussion regarding the specific charge of the Ad Hoc Search Committee, and whether that should include first round interviews. Ellen Whelan-Wuest made a motion to charge the newly formed Ad Hoc Search Committee to screen resumes for the interim superintendent position, conduct interviews, and select up to 2 candidates for final interviews before the full Board. Jamie McCallum seconded. The motion passed unanimously.

The conversation then turned to selection criteria -- and any specific must-haves for the interim position. There was back-and-forth about whether this discussion was necessary, as the Ad Hoc Search Committee will include Board members who are well-versed in what the Board is looking for based on the recent search process. Ellen Whelan Wuest suggested the following 3 points:

- Superintendent or Interim Superintendent Experience
- Strength in developing and overseeing District-Wide budget
- Proven strength in leadership and uniting staff

The Board focused on the remainder of the process once final candidates are presented to the full Board. There was considerable discussion, but general agreement that the process would be similar to the interviewing that was done for the first search: full board agrees on questions to ask the candidate in a 60-90 minute session. Several members advocated for hosting another community zoom to present candidates to the ACSD community. There was some concern about what to do if only 1 candidate is advanced to the full board -- most agreed that it would still be a good opportunity for the community and candidate to engage, and make the process as transparent as possible, given the expedited nature of the search.

Proposed dates for timeline:

May 4 - 12: Board receives applicant materials from McPherson & Jacobson

Week of May 15: Ad Hoc Search committee screens applications, conducts interviews, and identifies up to 2 finalists for interviews with the full board.

Week of May 22: Final candidate interviews with the full board, followed by a community zoom.

End of May: Board makes selection and hires interim superintendent to begin in early/mid June.

Suzanne Buck reminded the group that an offer will need to be contingent on AOE approval, and appropriate licensing. Lindsey Hescock advised the Board to avoid scheduling a community zoom on May 25th, since that is "move up evening" for incoming 6th graders to MUMS.

Barb Wilson asked for Board volunteers to serve on the Ad Hoc Search Committee. Suzanne Buck, Steve Orzech, Joanna Doria, and Jason Chance volunteered. Suzanne Buck will chair. Mary Heather Noble will continue to serve as a liaison between the Ad Hoc Search Committee, Emily Blistein, and McPherson & Jacobson.

1. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3)

Entered Executive Session at 8:18 p.m.

Exited Executive Session and re-entered Open Session at 8:35 p.m.

Motion to enter Executive Session to discuss personnel pursuant to 1 VSA Section 313 (a) (3).

Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

E. Other

None.

F. Adjourn

Meeting adjourned at 8:35 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Jason Chance Status: Passed

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MINUTES



Addison Central School District

ACSD Board

Board Retreat

Tuesday, May 9, 2023, 5:00 pm - 8:30 pm

208 Charles Avenue, Middlebury VT

In Attendance

Barbara Wilson; Ellie Romp; James Malcolm; Jason Chance; Joanna Doria; Lindsey Hescok; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

Not In Attendance

Brian Bauer; Ellen Whelan-Wuest; Jamie McCallum

A. Call to Order Upon Reaching a Quorum Board Training started at 5:10 p.m.

B. Introductions: Board Members, Administrators & Trainer

Elaine Pinckney, consultant from Vermont School Board Association also present to lead board training.

C. Board Member Training with Elaine Pinckney

Board Training lead by Elaine Pinckney of VSBA. Topics covered included a summary of concepts from The Governance Core, including elements of governance mindset, board coherence, governance culture, governance jobs, and governance tools. Key concepts specifically covered for setting the ACSD's Board's governance mindset included Systems Thinking, Strategic Focus, Deep Learning and Managing Manners. The training also included activities to revisit the Board's Vision and Mission, and review and refine Board Norms. D. Adjournment

Training ended at 8:35 p.m.

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MINUTES



Addison Central School District

ACSD Board

Special Meeting

Friday, May 12, 2023, 7:00 pm - 8:30 pm

VIRTUAL ONLY

Remote Attendance

Barbara Wilson; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Lindsey Hescok; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

Not In Attendance

Brian Bauer; Ellen Whelan-Wuest; Ellie Romp

Link to join Webinar

<https://us06web.zoom.us/j/86916874597>

A. Call to Order Upon Reaching a Quorum

Meeting called to order at 7:08 p.m. All members in attendance participated remotely. 1. Introductions - Board Members, Administrators and Staff

B. Public Comment

No public comment.

C. Discussion: Interim Superintendent Search Process

Barb Wilson opened the discussion with a summary of concerns that had been brought to her attention by Suzanne Buck, Chair of the Ad Hoc Interim Superintendent Search Committee, concerning the search process. The administrators serving on the committee felt that the Board's criteria were too limiting, and prevented their favorite candidate from advancing to the interview stage. They feel that they were not included in setting the criteria and as a result are participating in a process that does not include their voice. Suzanne brought the matter to Barb's attention, and Barb is bringing it up for Board discussion, since setting the "must-have" criteria for the position is a full Board decision.

Suzanne Buck was invited to summarize the first meeting of the Ad Hoc Committee, and explain the concerns of the administrative members of the committee. Steve Orzech called for Point of Order, noting that the discussion would be more appropriately held in Executive Session, since the matter involves the

hiring process for the Interim Superintendent, and specific candidate names might be mentioned.

The Board agreed to move into Executive Session.

- D. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3) Entered Executive Session at 7:15 p.m.

Exited Executive Session at 8:18 p.m.

Motion to enter Executive Session to discuss personnel recruitment per 1 VSA 313 (a) 3. Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

- E. Other

None.

- F. Adjourn

Meeting adjourned at 8:19 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: James Malcolm Status: Passed

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MINUTES



Addison Central School District

ACSD Board

Special Meeting

Thursday, May 18, 2023, 8:15 am - 9:15 am

VIRTUAL ONLY

Remote Attendance

Barbara Wilson; Ellen Whelan-Wuest; James Malcolm; Jason Chance;
Joanna Doria; Lindsey Hescok; Mary Heather Noble; Steve Orzech;
Suzanne Buck

Not In Attendance

Brian Bauer; Ellie Romp; Jamie McCallum; Tricia Allen

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/87874547644>

- A. Call to Order Upon Reaching a Quorum Meeting called to order at 8:15 a.m.
- B. Introductions - Board Members, Administrators and Staff
- C. Public Comment

No public comment.

- 1. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3)

Entered Executive Session at 8:18 a.m.

Exited Executive Session and re-entered Open Session at 8:55 a.m.

Motion to enter Executive Session to discuss personnel matters around Interim Superintendent Search per 1 VSA 313 (a) 3.

Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

- D. Other

Ad Hoc Interim Superintendent Search Committee report accepted. Mary Heather Noble will ask Dr. John Gratto of McPherson & Jacobson to notify candidates and schedule interviews with the full Board.

Motion to accept the report of the Ad Hoc Interim Superintendent Search Committee as presented.

Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

E. Adjourn

Meeting adjourned at 8:57 a.m.

Motion to adjourn.

Move: Suzanne Buck Second: James Malcolm Status: Passed

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ACSD Action Team Progress Report

Strategic Plan for Equity 2023



The Process: Strategic Planning Phases



PHASE 1	November 2021. The Advisory Committee, composed of diverse community stakeholders, is formed to begin to engage the community and serve as advisors to the Board to create an initial equity definition and identify potential topics for the strategic plan. The district begins to gather community input.
PHASE 2	August 2022. The Board picks up the work, reviewing the report of the Advisory Committee and community input, defining core values, refining the equity definition, revisiting its mission and vision, and identifying three goals to drive the work ahead.
PHASE 3	January 2023. The Action Team begins to meet. Their charge is to develop measurable outcomes, strategies, tasks, and timelines under each of the Board's strategic goals. The Team will use the equity definition as a framework when making its recommendations.
PHASE 4	June 2023. The Action Team brings a draft Strategic Plan to the Board for discussion and approval. This work will guide district efforts to advance the goals over the next five school years, 2023-2028 (tentative timing), and deepen the district's equity work.

The Action Team

- Membership intentionally designed. 4 students, 3 parents/caregivers, 3 educators/staff, 1 building-based administrator, the ACSD Director of Equity and Student Services, Director of Finance and Operations, and Assistant Superintendent of Teaching and Learning.
- Particular attention was given to selecting members who hold underrepresented identities (ex: Black, Indigenous, people of color, LGBTQ+ folks, people living in poverty, people living with a disability, etc.).
- Additional intentional design: stipends, accessible meetings, ACSD community partnering with board/staff (new for ACSD).

The Action Team

- **Core responsibilities:** 1) Develop action steps under each goal, 2) Narrow steps to the ones that are most impactful, equitable, and strategic, 3) Use data, experts, and discussion to develop action steps, 4) Define what success looks like under each goal, 5) Work with an equity lens
- Met twice a month since January 2023 with several meetings with stakeholders in the spring
- Co-Chair model. Youth and adult partnership design and co-leadership opportunity

Action Team in Detail



PART 1	January-February. Action Team formed and worked to understand data, state of ACSD schools, analysis, community feedback to-date, and board goals.
PART 2	March-April. Action Team gained further perspective from “experts/stakeholders” in community on impactful and strategic steps the district can take to advance progress under the board goals. Focus areas: marginalized students/families, socioeconomics and poverty, special education/disabilities, and equitable access to resources.
PART 3	April-May. The Action Team began to narrow action steps looking for high impact, strategic and necessary steps to advance goals. Team surveyed MUMS and MUHS students (24+% response rate) to see what they would prioritize/what was missed. Team documented additional recommendations as necessary for the district.
PART 4	May-June. The Action Team is finalizing recommended strategies and action steps to include in the strategic plan for the board to discuss and approve. The Team used an equity impact tool in determining recommendations.

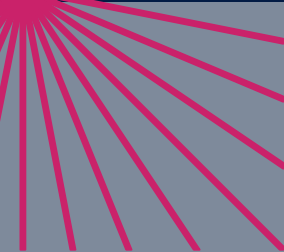
Final Steps



June-August 2023 Board reviews Action Team recommendations and approves final strategic plan including goals, strategies and action steps.

August-October 2023 ACSD staff work with new interim Superintendent, staff, and relevant stakeholders to create an implementation plan of strategic plan. Plan will include action steps timelines, benchmarks, and evaluation points.

April-May 2024. First evaluation of strategic plan progress.



VISION

Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.

The Board - GOALS

01

BELONGING. Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.

02

ACCESS. ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

03

SUCCESS. ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

The Board: Equity Definition

Educational equity means that our schools provide each student with a high-quality, universally designed, and culturally responsive curriculum. It also means students will be able to access programs and services that meet their needs. Our students succeed when we are responsive to their academic, social, and emotional wellbeing.

Educational equity means valuing various identities because diversity enriches our school community. This includes, but is not limited to, identities based on race, ethnicity, religion, family economics, class, geography, ability, language, sexual orientation, gender, immigration status, or initial proficiencies.

The Board: Equity Definition

Educational equity requires ongoing efforts to identify, acknowledge, and disrupt inequitable practices in our district. It requires us to acknowledge our biases as individuals and as a district. We also must commit to making changes to address inequities to improve outcomes for all students.

ACSD adopted an equity policy (C29) in 2020, which includes a more detailed equity definition and implementation statement. The policy can be found on the district policy [website](#).

Unpacking IB @ MUHS

Recap for ACSD Leaders - May 4, 2023

Updated and shared with ACSD Board - May 22, 2023

Setting the Context

The graphic features a light gray background with two broad, horizontal brushstrokes. The top stroke is a deep blue, and the bottom stroke is a lighter, cyan blue. A white rectangular border is centered over the intersection of these strokes. Inside the border, the text 'Faculty Meeting' is written in a large, bold, white sans-serif font. Below it, the date 'April 17, 2023' is written in a smaller, medium-blue sans-serif font, followed by 'MUHS COMMONS' in a bold, dark blue sans-serif font.

Faculty Meeting

April 17, 2023
MUHS COMMONS



IB @ MUHS

*Preparing for a May 3
conversation*

**Vermont's focus on
coordinated curriculum.**

**Education for
a better and
more peaceful
world**

Caitlin is biased toward IB.

**7 years of
collaborative
effort**

Criteria/Proficiencies

**Vermont's requirements
around PBL.**

Transferable Skills/ATLs



Help me understand.

Which of our frustrations are about the framework, and which are about our local approach to implementation? Which are about IB, and which are about DP?



Let's talk.

*Please feel free to use some of
your common planning time to
complete this survey this week.*

Framing the Conversation

Middlebury Union High School

International Baccalaureate

Reflection, Conversation, Planning

May 3, 2023

MUHS IB Perspectives (Staff) Survey

- Emailed to 149 people through the MUHS Private list.
- 104 employees are listed for MUHS in the ACSD Universal Staff Directory.*
- 29 people responded to this survey.

***Approximate response rate: 28%**

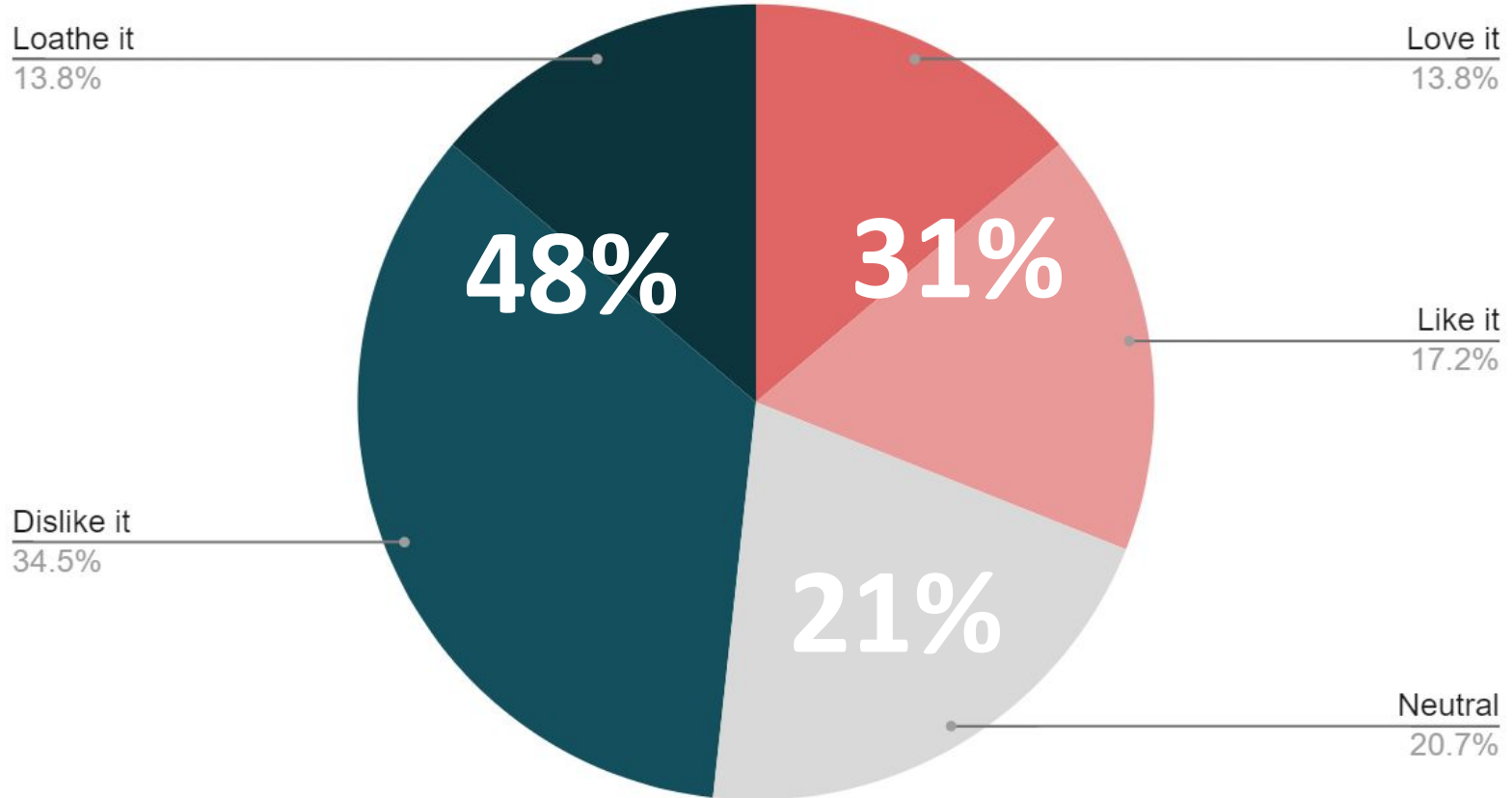
You can view all survey responses [here](#).

Purpose of Survey

- To understand with more specificity what people do and do not like about IB.
- To look for strengths and to uncover limitations and frustrations.
- To frame today's conversation.
- To identify next steps to strengthen our collective practices and better support all learners at MUHS.

**First/Big
Impressions**

In general, how do you feel about International Baccalaureate?



Three Types of Questions

1. How do we feel?

Highly problematic	Ineffective, inappropriate, or unimportant	Poorly implemented here	Has potential	Generally positive	Especially helpful, essential, or exciting

2. How are we doing?

We're getting this all wrong.	There must be a better way.	This could use some tweaking.	We're trending in the right direction.	We're nailing this.	Not sure.

3. Tell me more.

Open-ended responses.

Core Components

Elements that apply to the full continuum of IB programs
(PYP, MYP, DP, and CP)

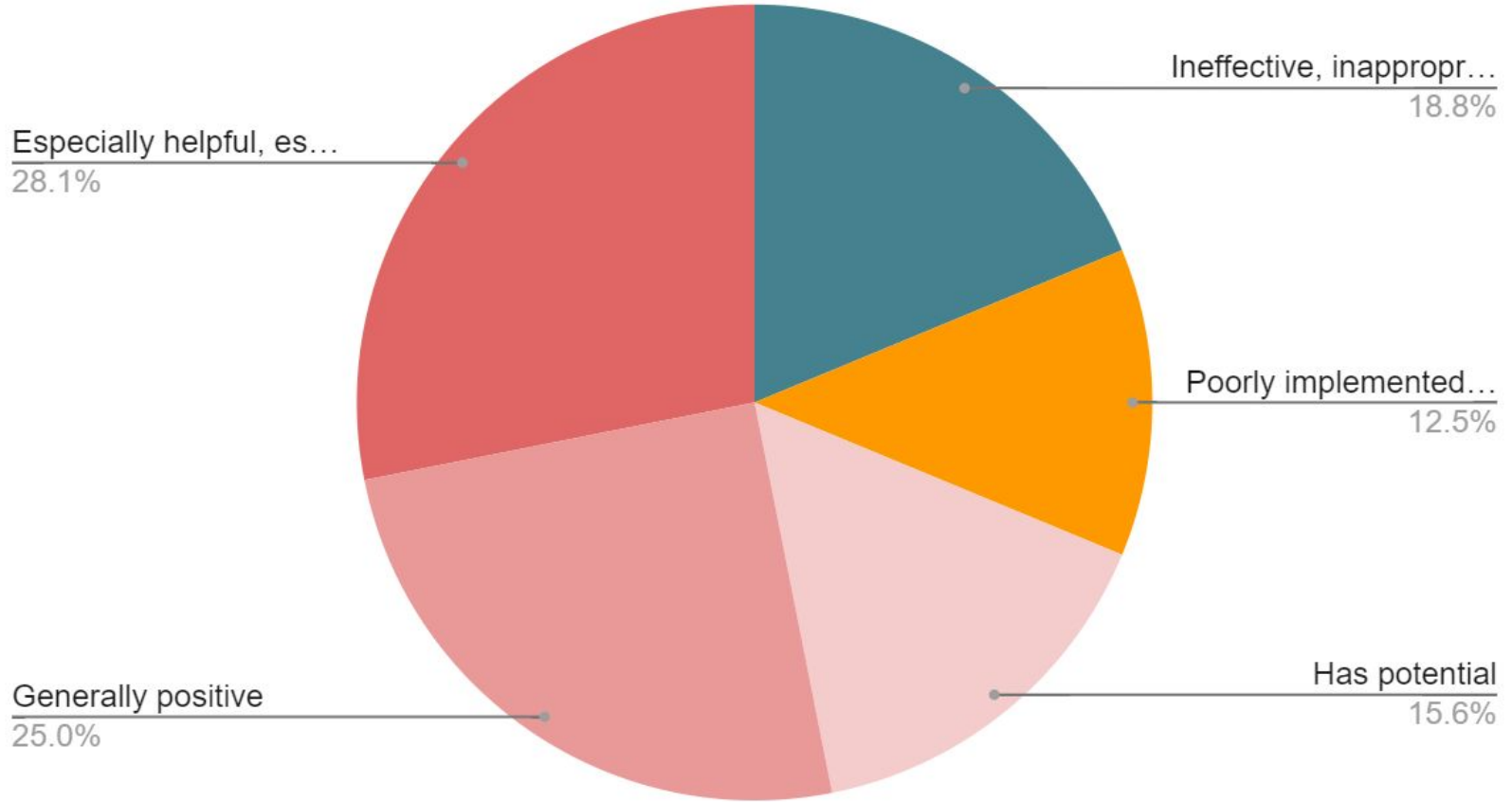
How do we feel about **core components** of the IB continuum?

- Mission statement
- Learner profile
- International mindedness
- Language requirements
- ATLs
- Approaches to teaching
- Guiding and supporting documents
- Approach to learning diversity
- Elitism

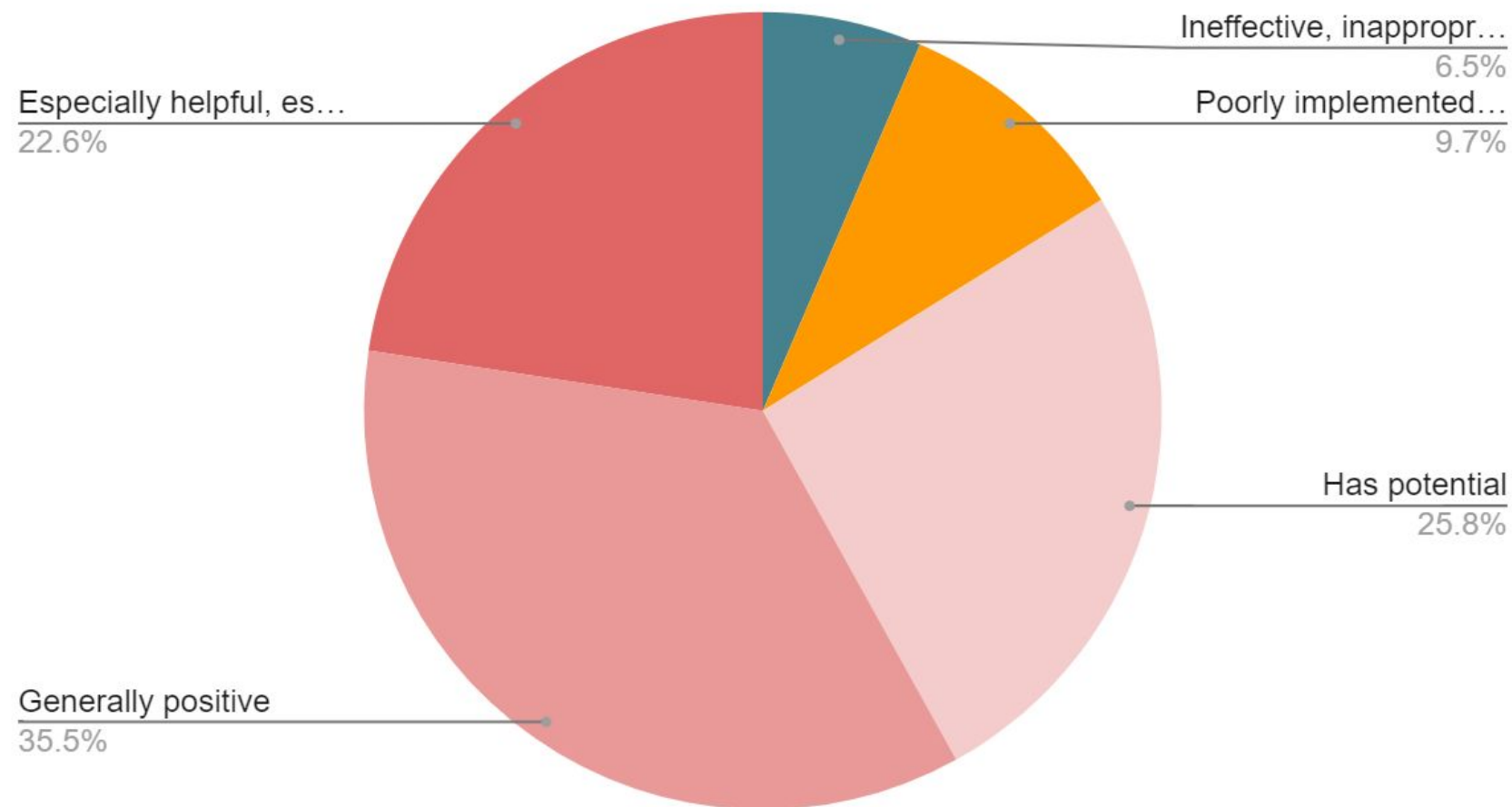
How do we feel about . . . ?

- Especially helpful, essential, or exciting
- Generally positive
- Has potential
- Poorly implemented here
- Ineffective, inappropriate, or unimportant
- Highly problematic

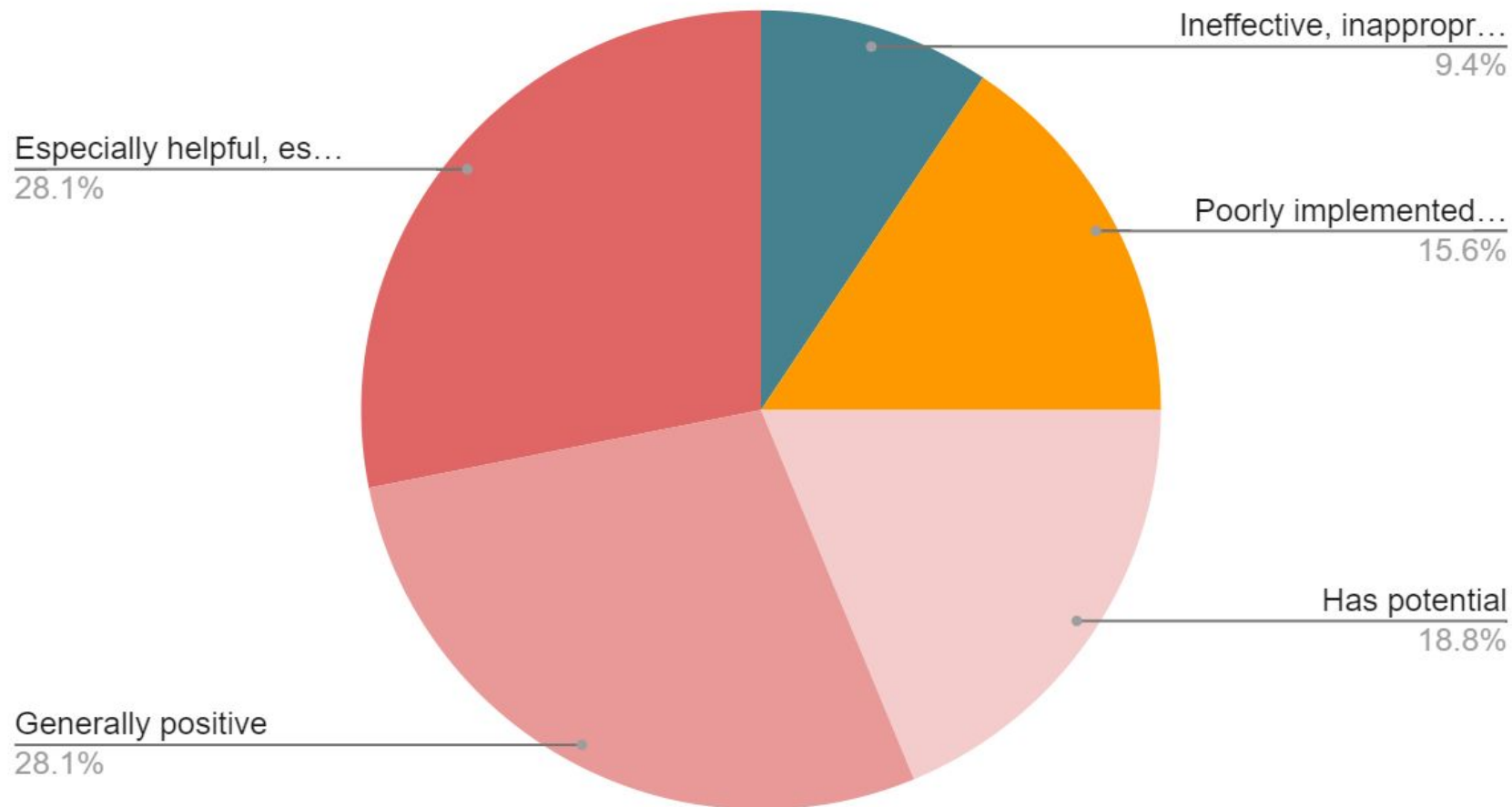
IB Mission Statement



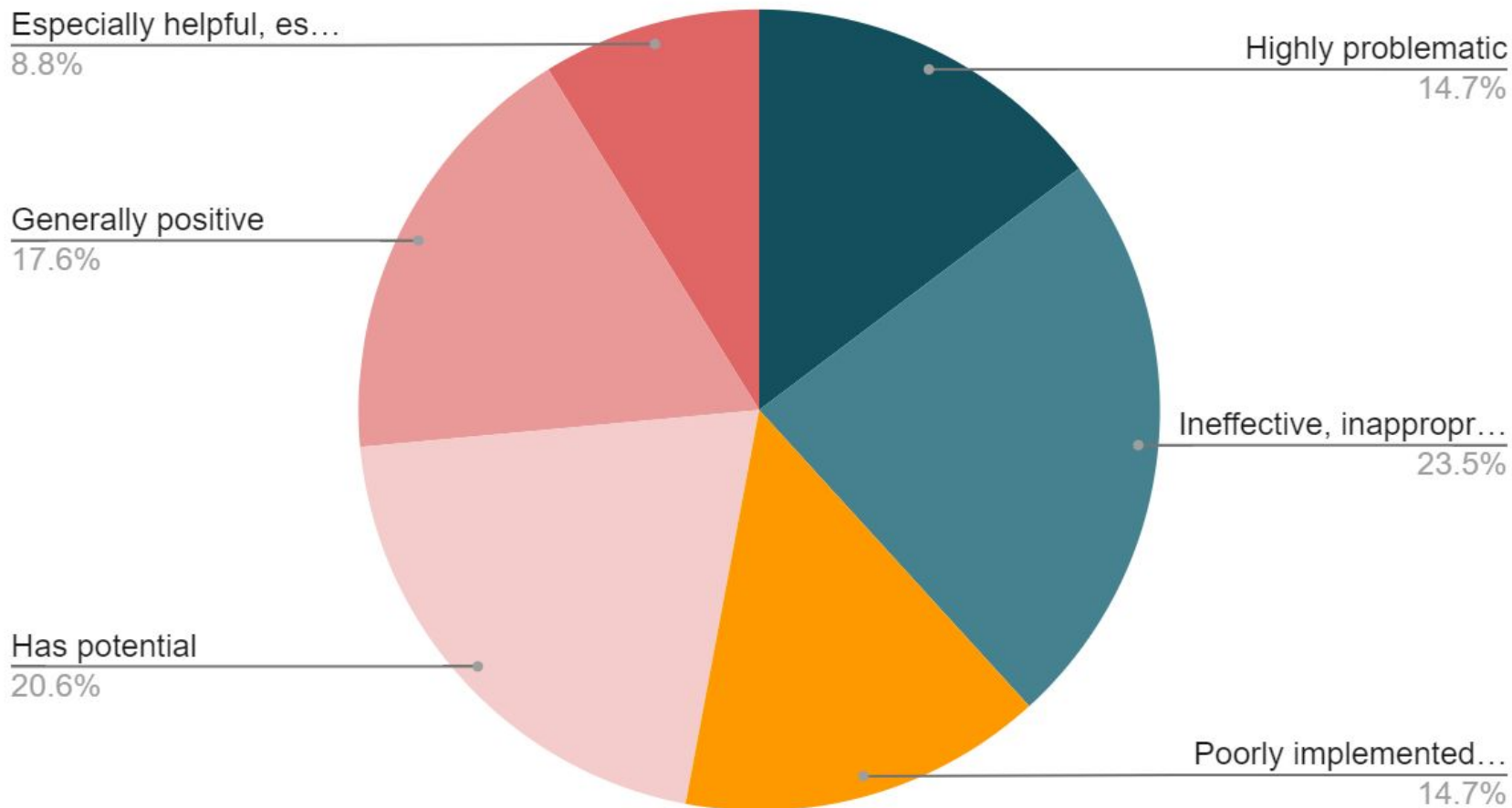
Learner Profile



Focus on International Mindedness



Requirements Around Language Learning



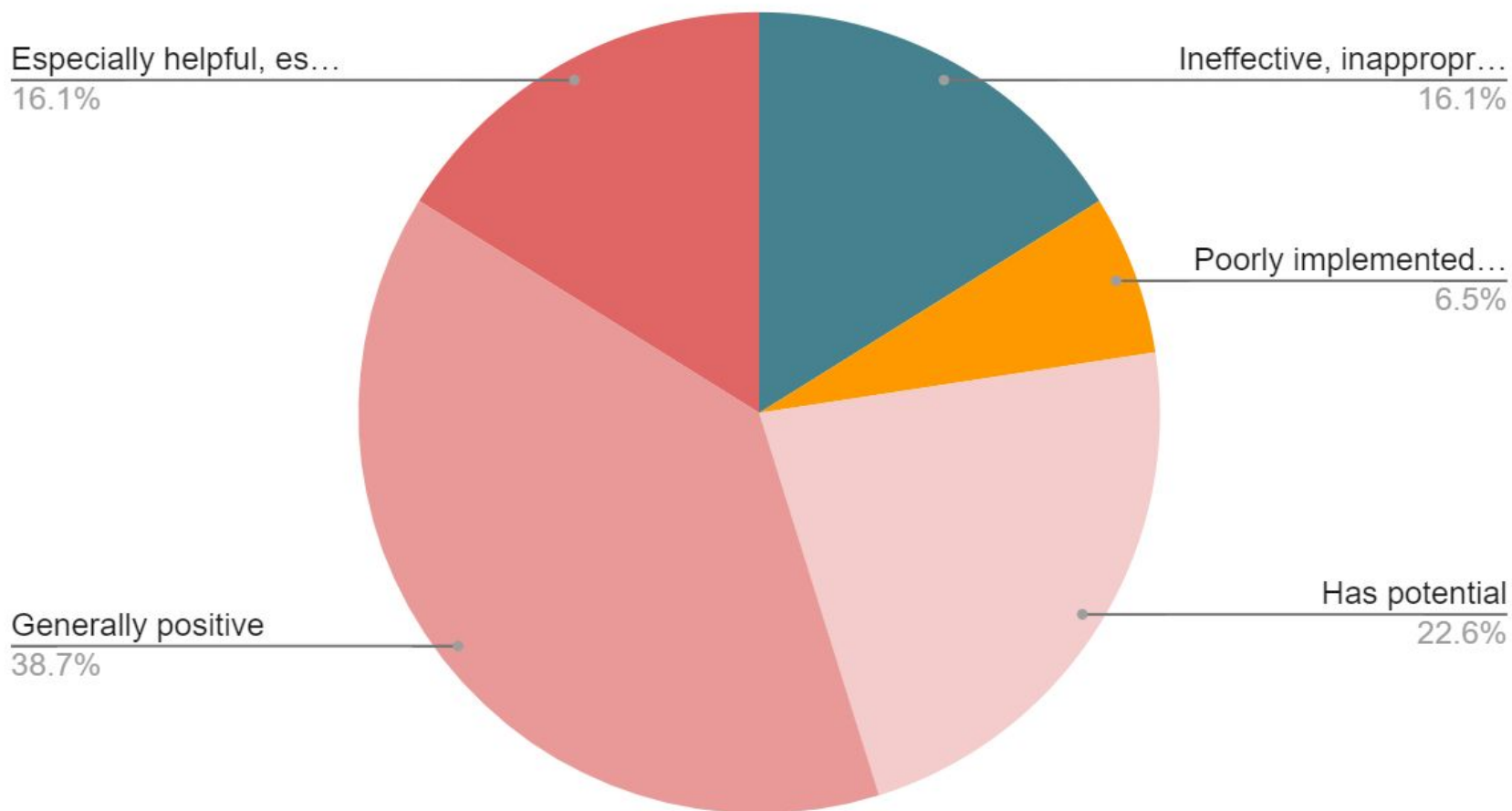
Elements specific to the

MYP

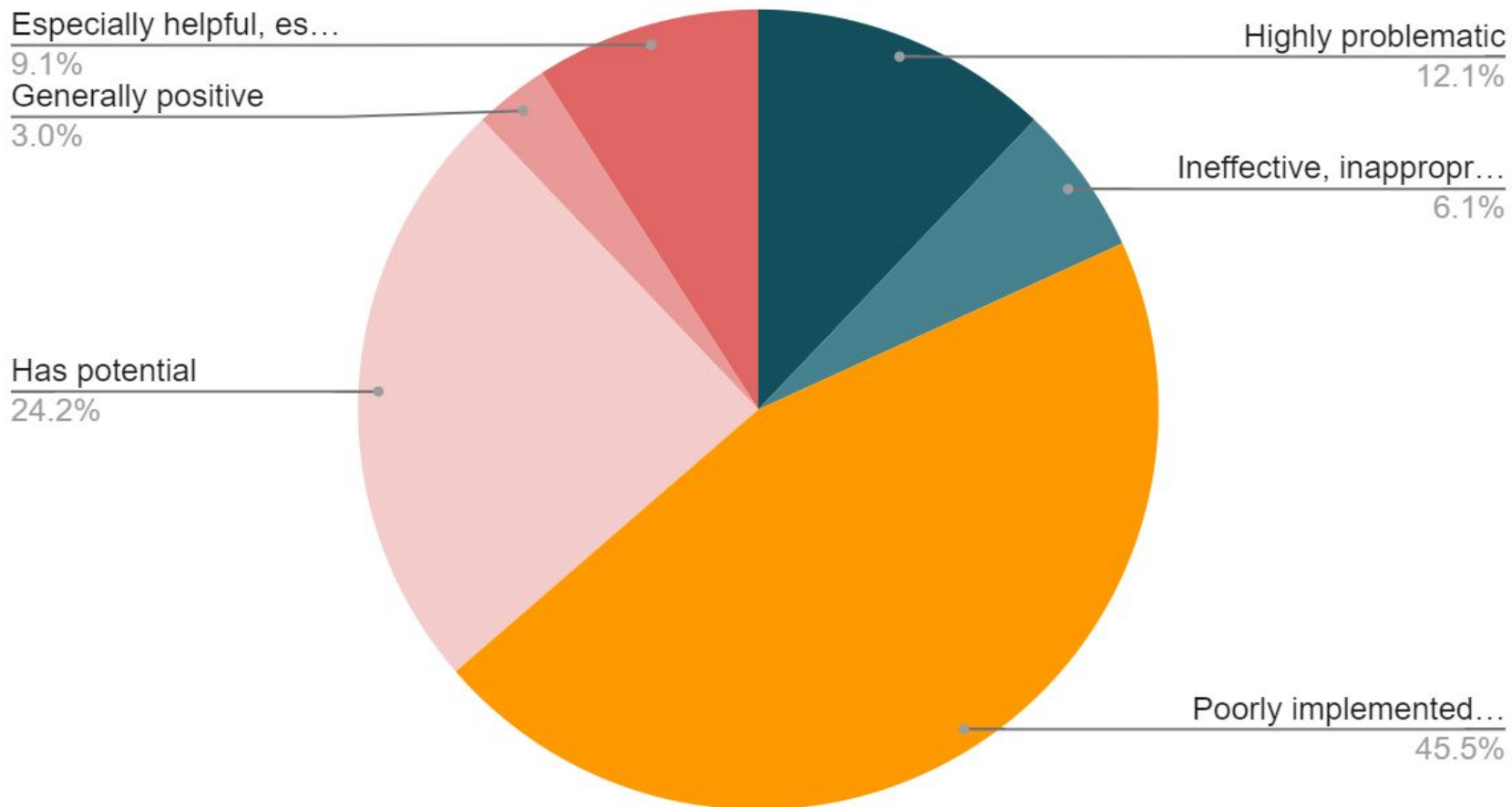
How do we feel about the **MYP**?

- Unit planner
- Rubrics
- Subject group overviews
- Global contexts
- Interdisciplinary units
- Personal Project

MYP Rubrics



Interdisciplinary Units



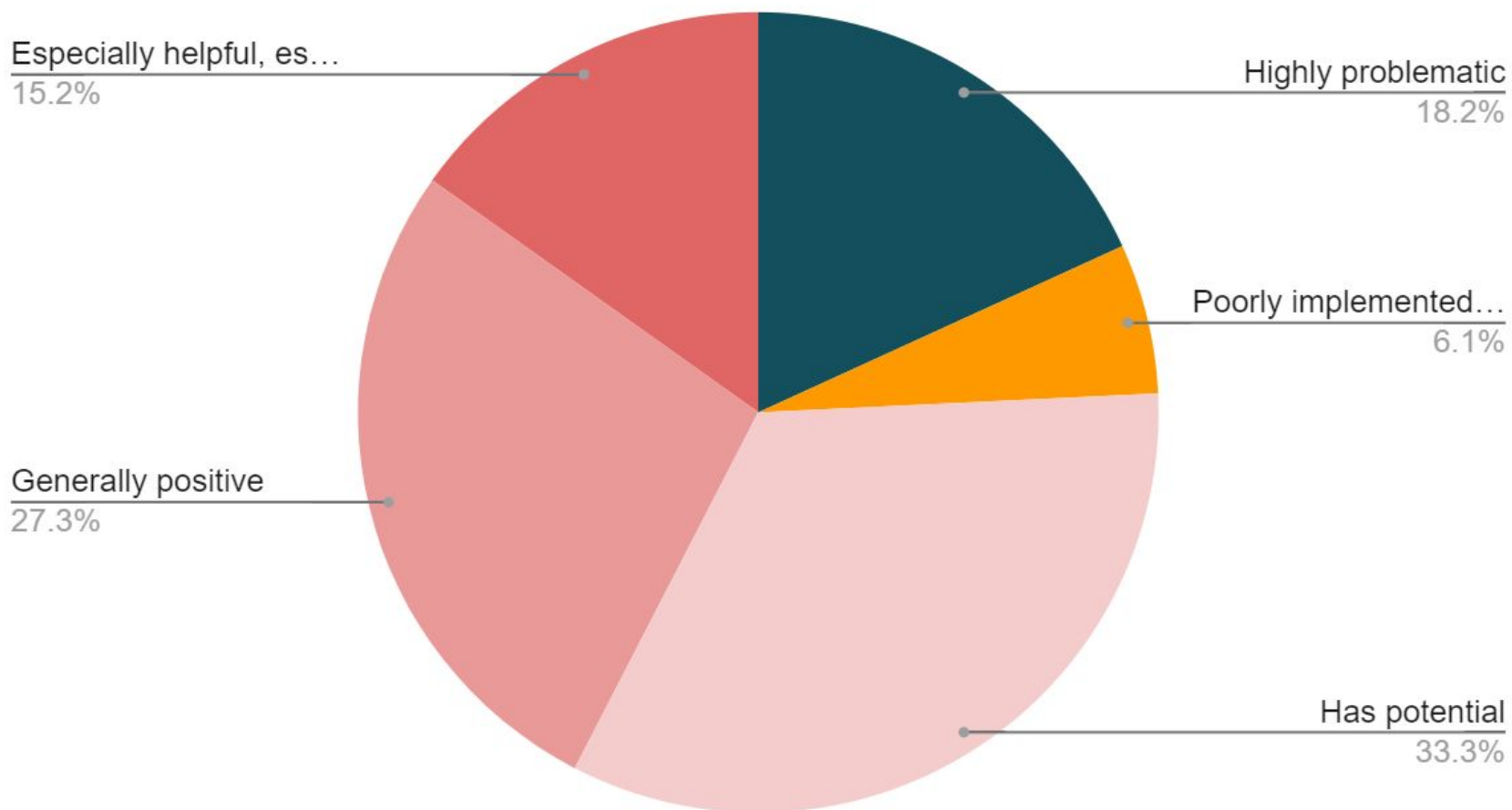
Elements specific to the

DP

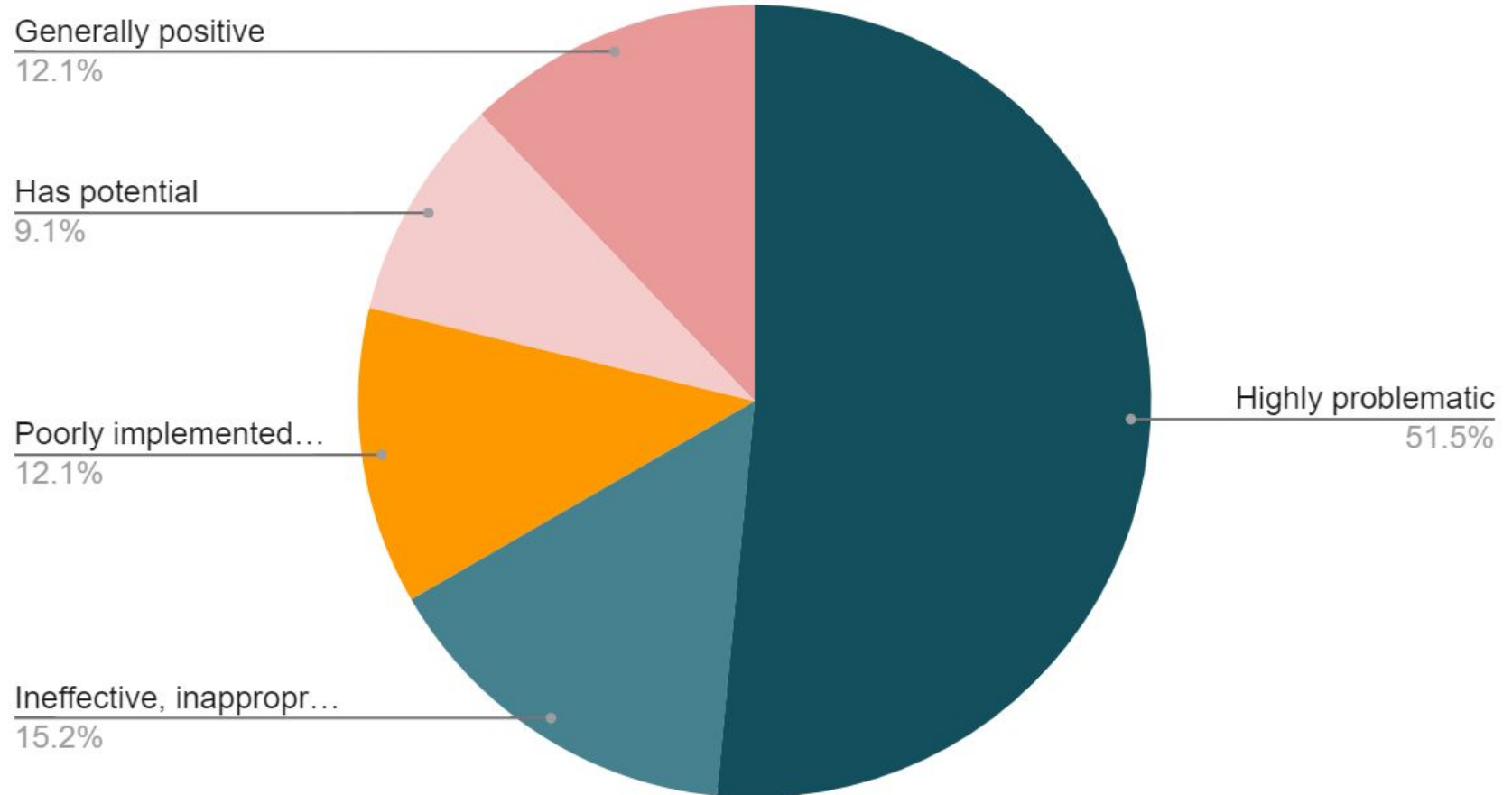
How do we feel about the DP?

- DP rubrics
- DP courses
- 2-year courses
- Full DP courseload
- DP stress
- TOK
- CAS
- EE

DP Courses



The Full Diploma Courseload



The Stress Experienced by DP Students

Generally positive

6.9%

Has potential

3.4%

Poorly implemented...

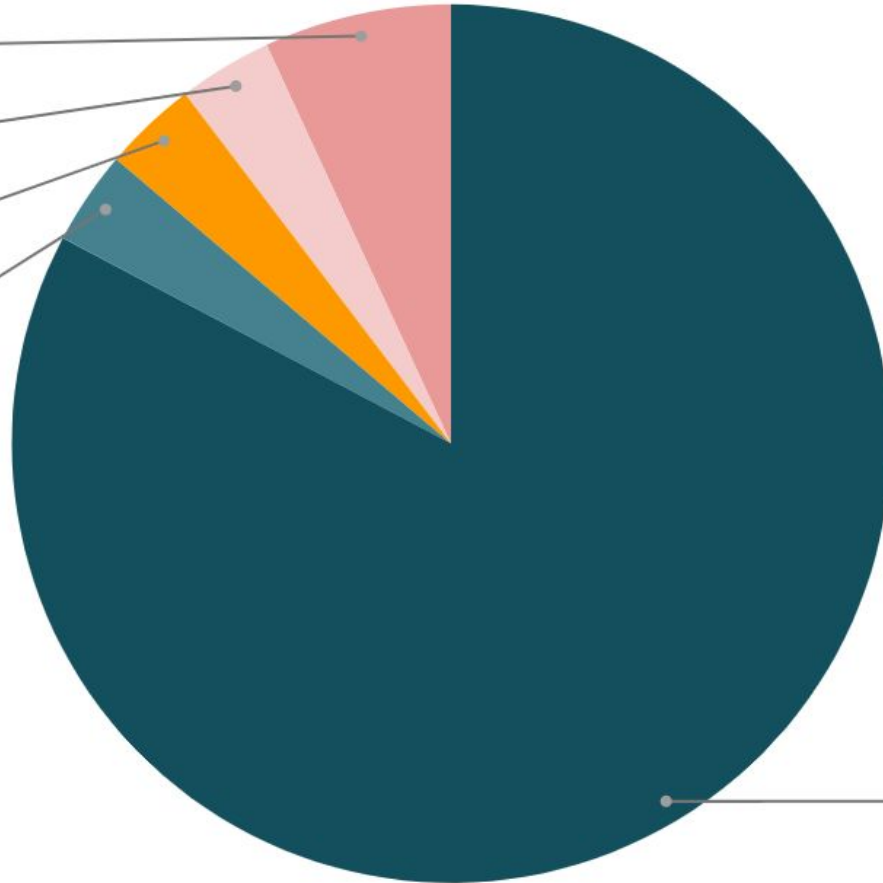
3.4%

Ineffective, inappropr...

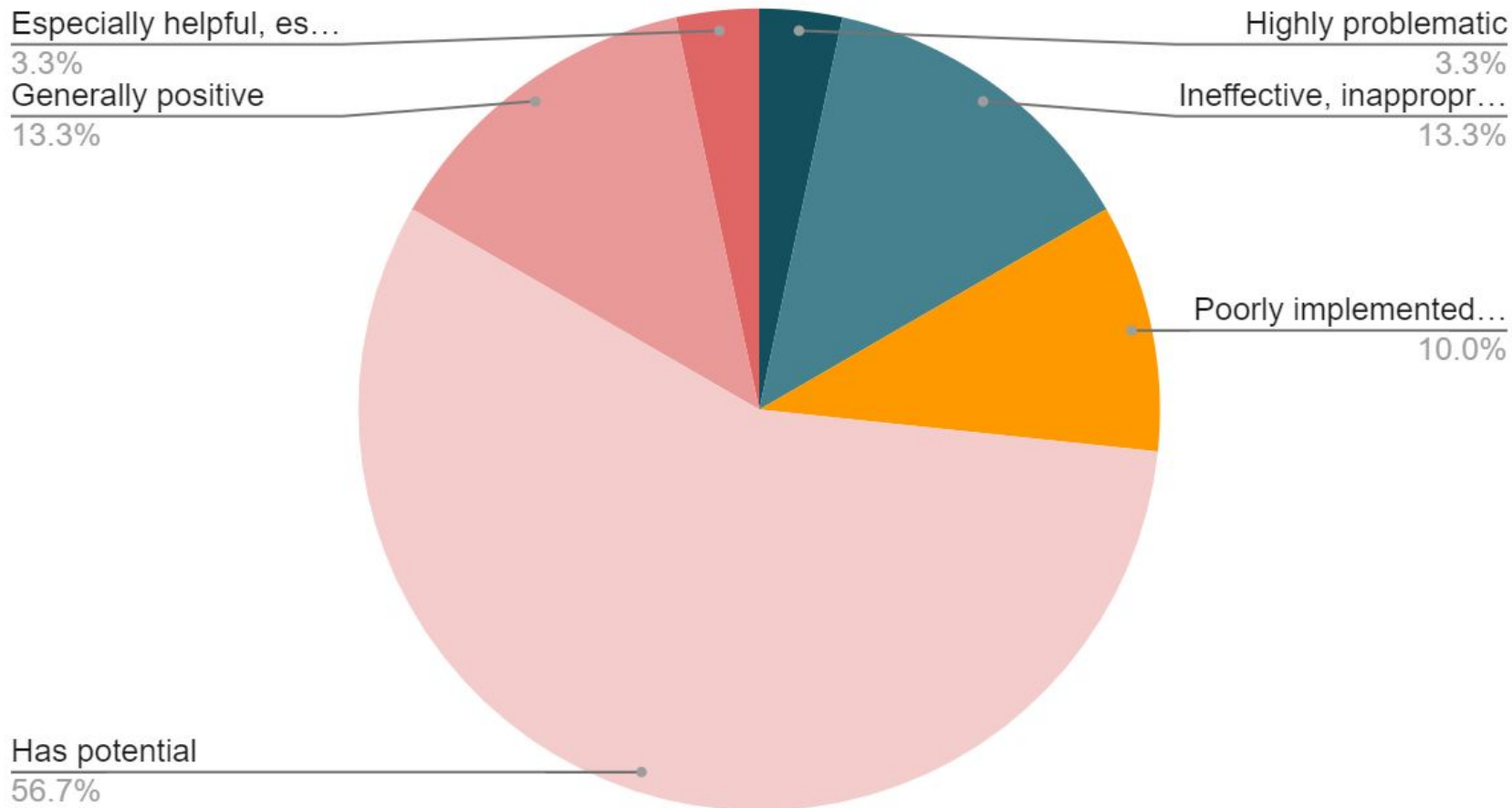
3.4%

Highly problematic

82.8%



Creativity, Activity, Service (CAS)



Topics related to our

Local

Implementation

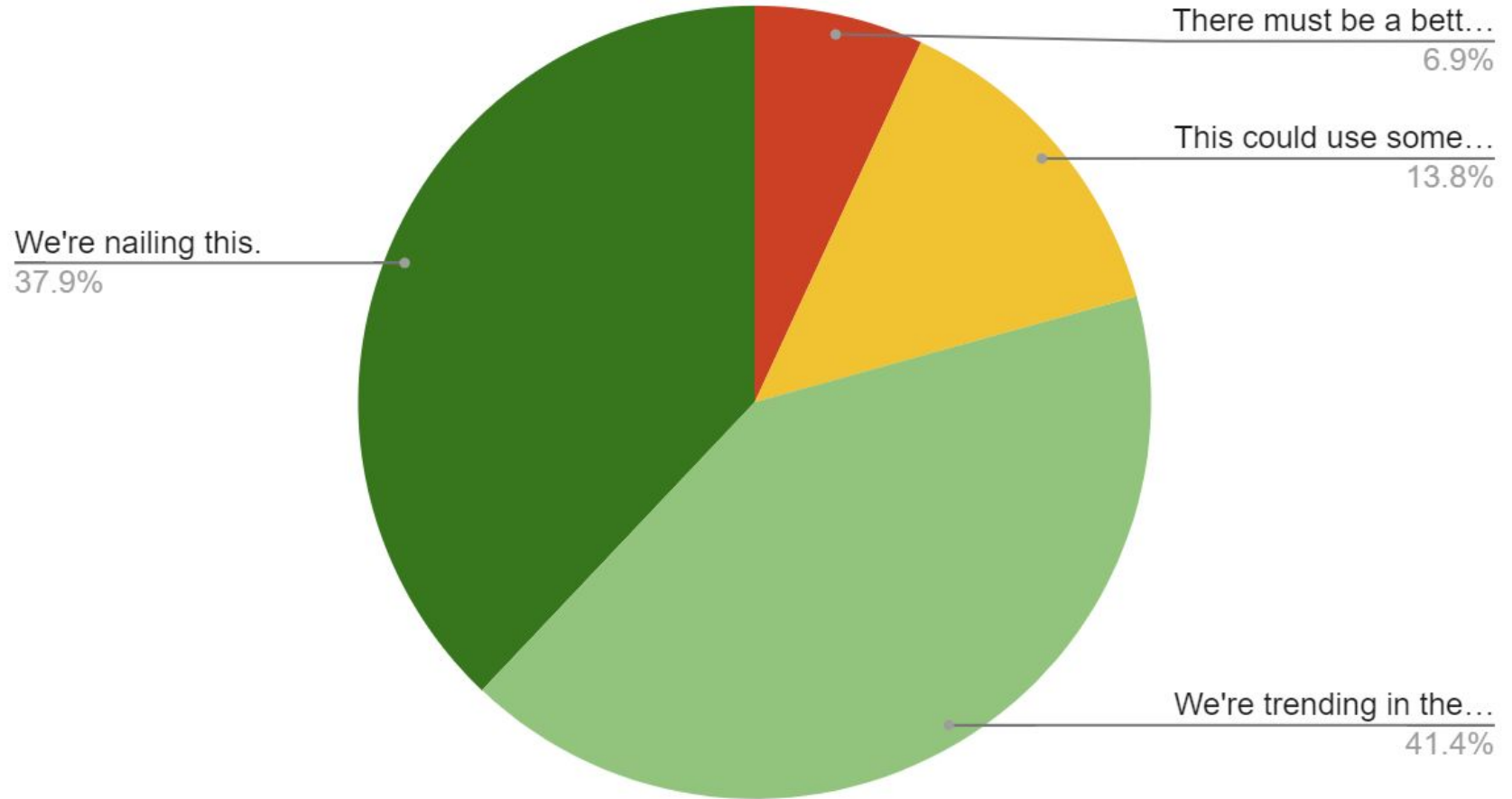
Local Implementation Challenges

- Departmental curriculum collaboration
- MUMS-MUHS continuum collaboration
- Documented shared curriculum
- Proficiency-based grading and reporting
- Grade 11-12 rubrics
- ManageBac
- The balance of course offerings across content areas
- The current distribution of preps across teachers
- Including students not taking IB exams in DP courses
- Teacher workload
- TOK as a graduation requirement for all
- Requirements around language learning
- The year-long block schedule

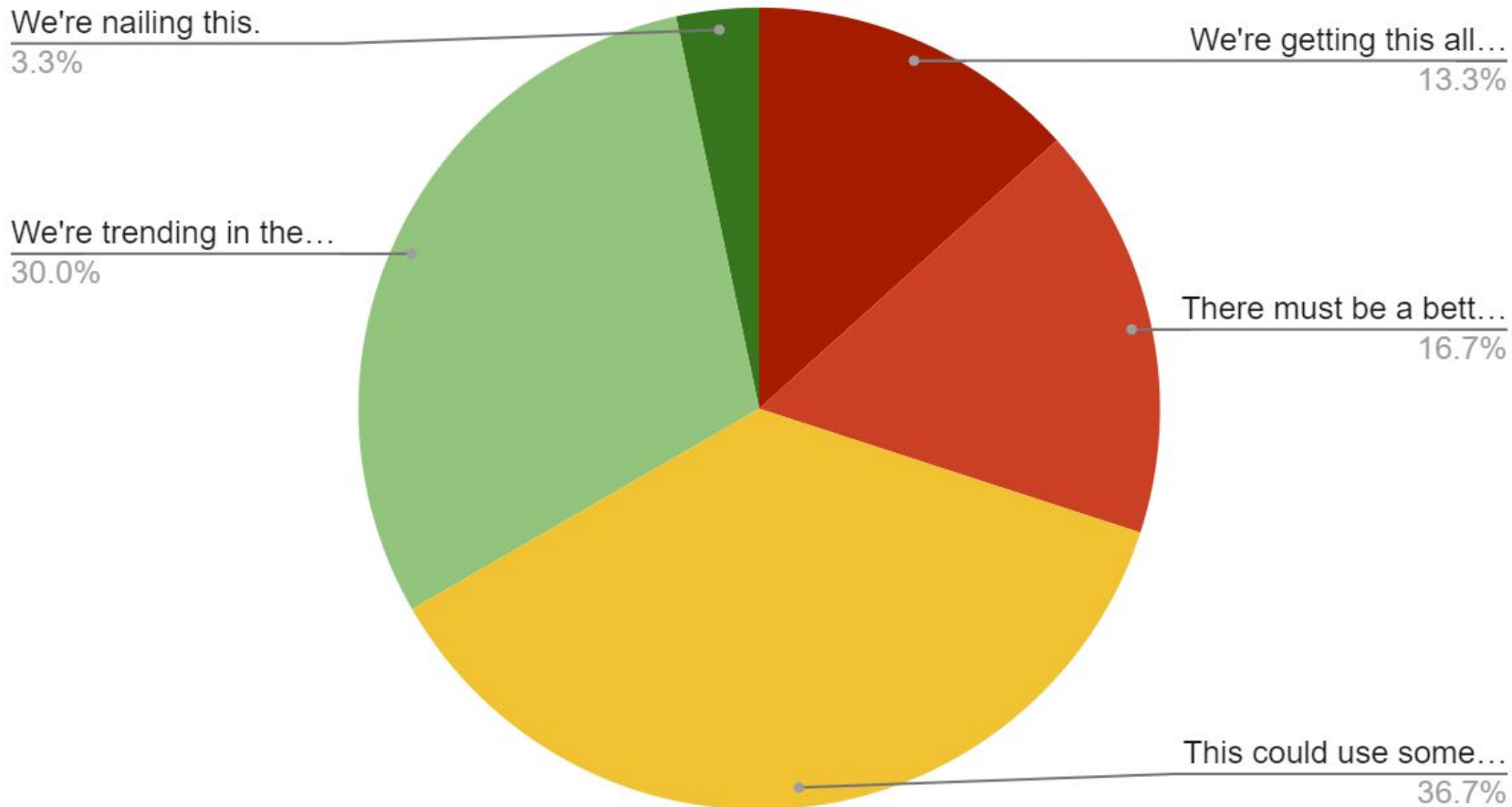
What do we think about . . . ?

- We're nailing this.
- We're trending in the right direction.
- This could use some tweaking.
- There must be a better way.
- We're getting this all wrong.
- Not sure.

Departmental Curriculum Collaboration



MUMS-MUHS Continuum Collaboration



ManageBac

This could use some...

6.9%

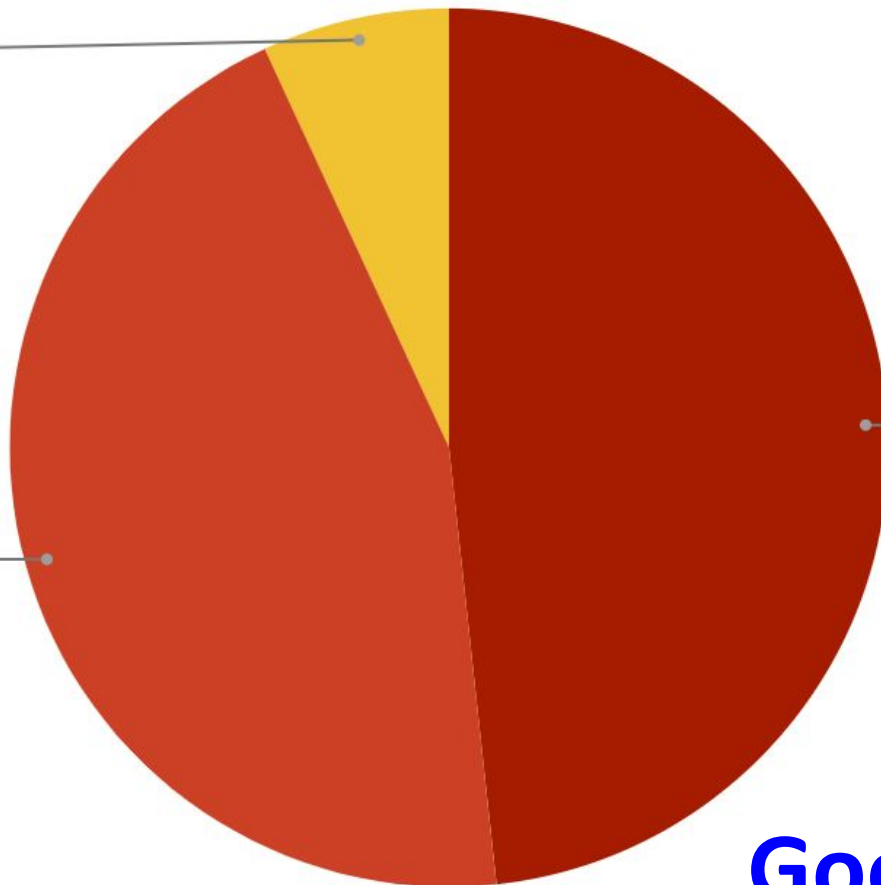
There must be a bett...

44.8%

We're getting this all...

48.3%

Good news . . .



LMS UPDATE

We are still on track to use . . .

Google Classroom *for communication with students,*

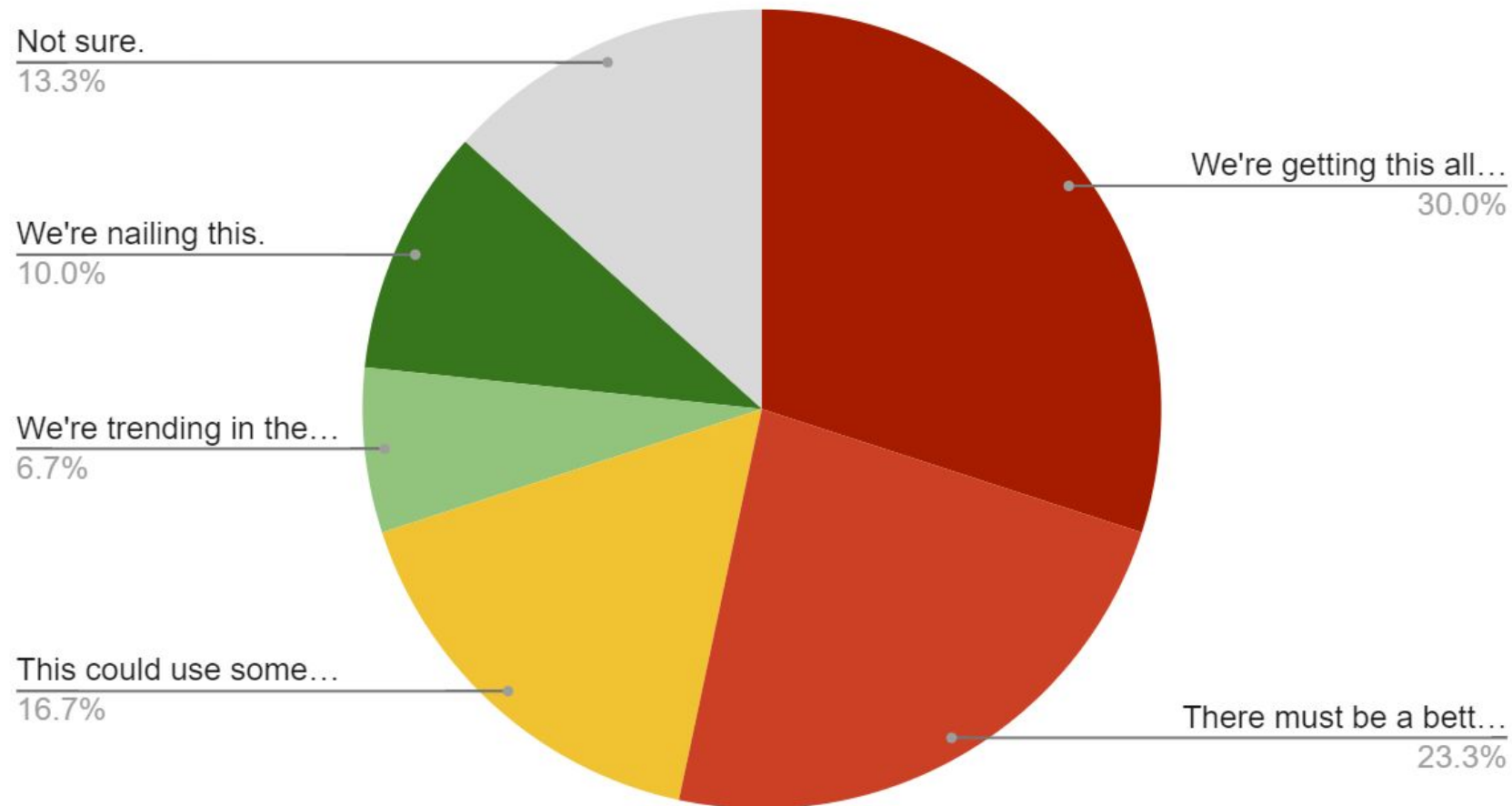
Google Shared Drives *for curriculum collaboration and documentation,*

PowerSchool *for grading and reporting,*

and **ManageBac** *for DP-specific tasks only*

. . . next school year.

The Year-Long Block Schedule



Flexible Pathways

Issues Related to **Flexible Pathways**

- The perception that the IB DP is the best pathway to graduation at MUHS
- The pressure high achieving students feel to take on the full DP
- The current balance of DP and non-DP course offerings for 11th and 12th graders
- The lack of equally robust alternative pathways

Perception: DP = Best Pathway

We're nailing this.

10.3%

We're trending in the...

6.9%

This could use some...

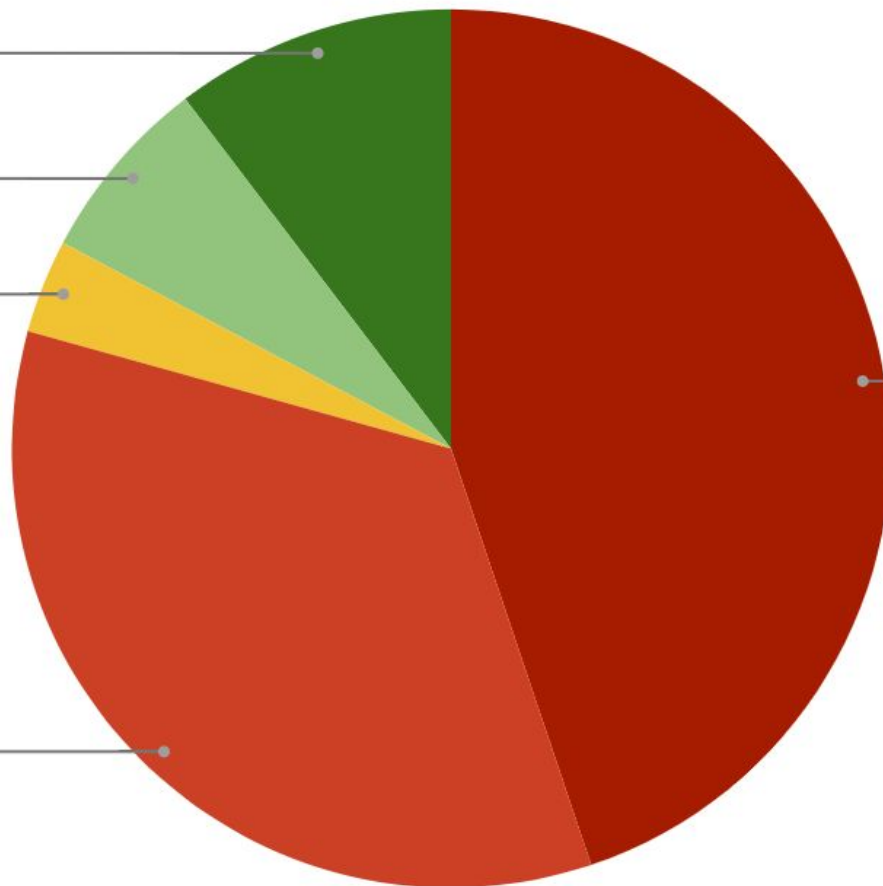
3.4%

There must be a bett...

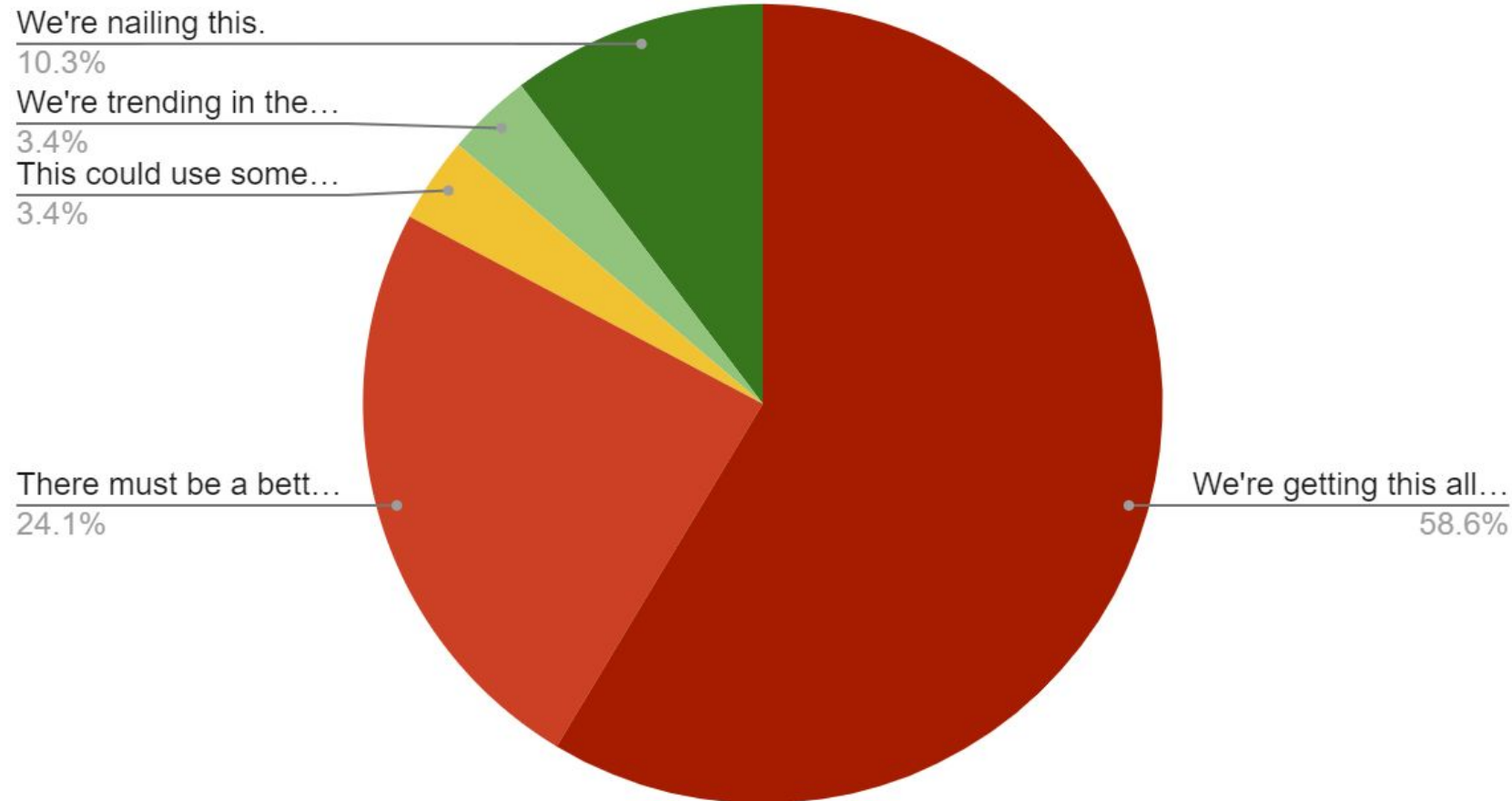
34.5%

We're getting this all...

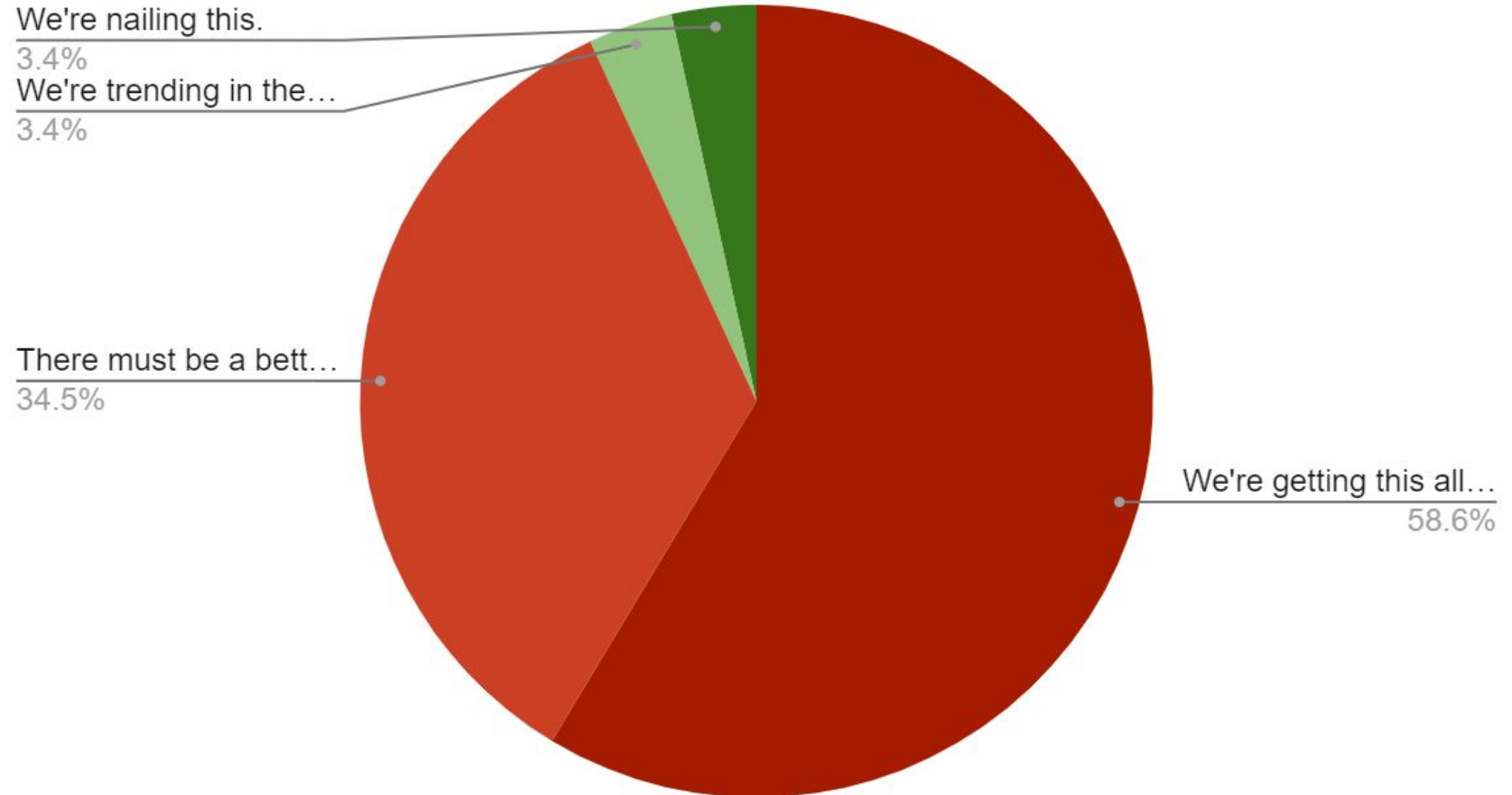
44.8%



Pressure High-Achieving Students Feel to Take on the Full DP



Lack of Equally Robust Alternative Pathways



Conversation Groups & Protocol

Time Check: 3:00

1	2	3	4	5	6
A. Susan	A. Brittany	C. Nicole	A.Cindy	B. Emily	A. Chris
B. Derek	B. Nichole	C. Natasha	C. Al	G. Chris	C. Kate
B. Hunter	C. Steve	C. Joe	D. Rob	H. Anna	C. Nicole
B. Brian	C. Dan	D. Stephen	K. Ben	L. Henry	C. Keith
D. Matthew	F. Sean	D. Erin	L. Reeves	L. Liz	M. Michele
J. Brooke	L. Kelly	H. Jay	L. Melanie	L. Ben	S. Faith
N. John	M. Tara	H. Megan	M. Mark	O. Gar	Sh. Sarah
Q. Pam	M. Amy	M. Arlene	P. Adrien	P. Roberto	So. Sarah
S. Ben	S. Stephanie	O. Larry	R. David	S. Ariell	S. Lea
T. Adam	S. Michelle	S. Joe	R. George	S. Lisa	S. Cathy
W. Nancy	W. Kylie	S. Eileen	W. Kate	W. Ben	W. Keith

All of the pie graphs →

[Core Components](#)

[MYP](#)

[DP](#)

[Local Implementation](#)

[Flexible Pathways](#)

International Baccalaureate
Small groups report out.

Time Check: **4:00**

International Baccalaureate

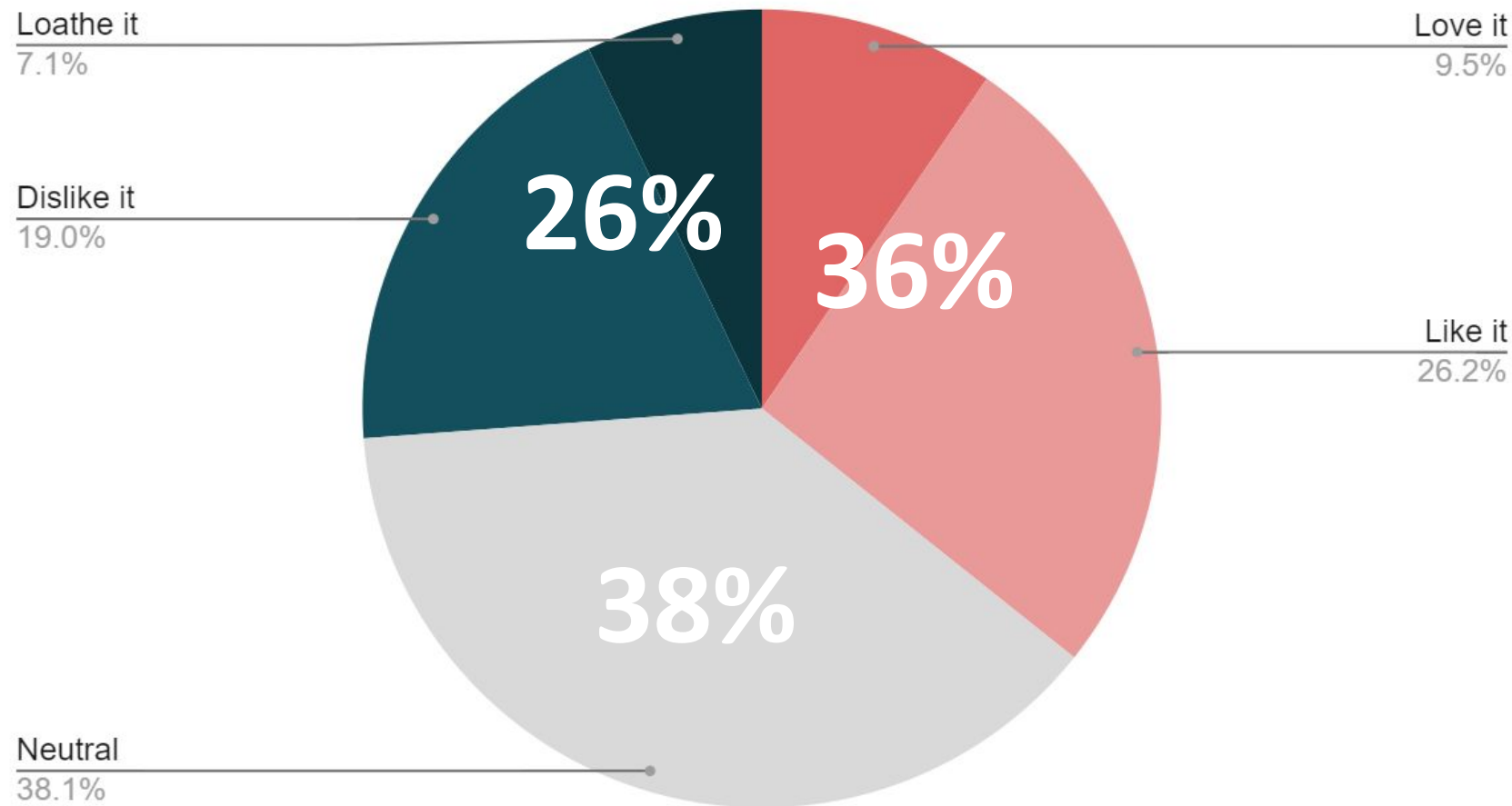
Where to from here?

EXIT TICKET

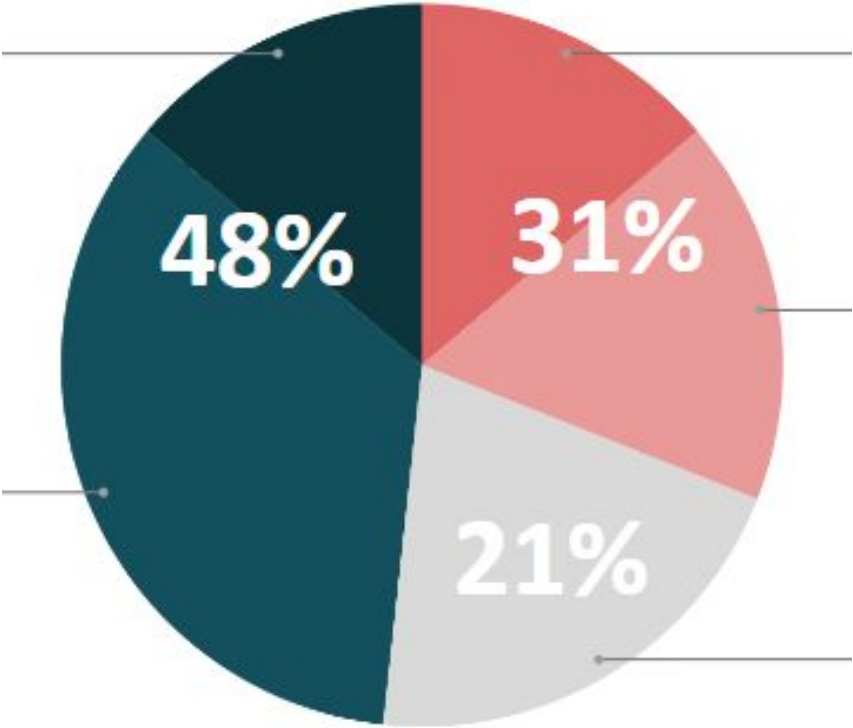
Exit Ticket Results

(42 responses)

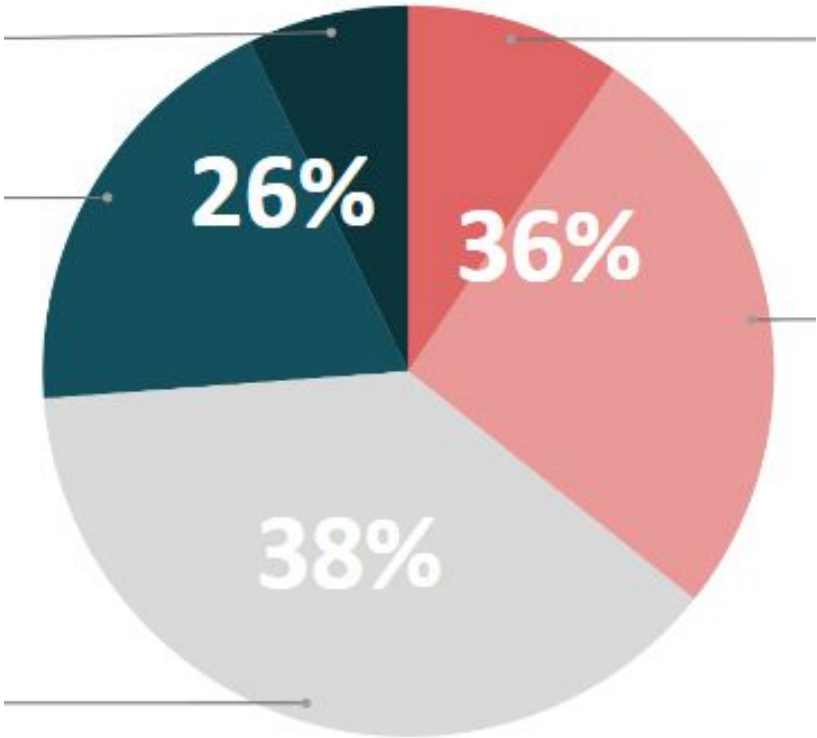
In general, how do you feel about International Baccalaureate?



29 Responses Before Talking



42 Responses After Talking



In general, how do you feel we are doing at this stage in our IB implementation?

Not sure.

4.8%

We're trending in the ri...

11.9%

We're getting this all w...

7.1%

There must be a better...

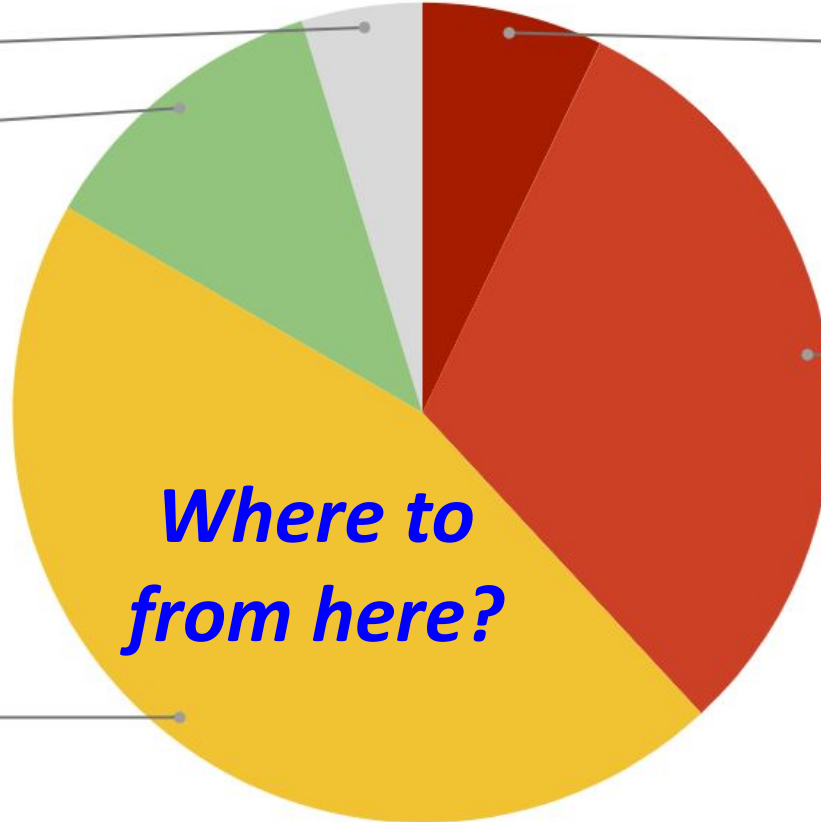
31.0%

This could use some t...

45.2%

0% think, "We're nailing this."

***Where to
from here?***



Middlebury Union High School

Faculty Meeting

May 15, 2023

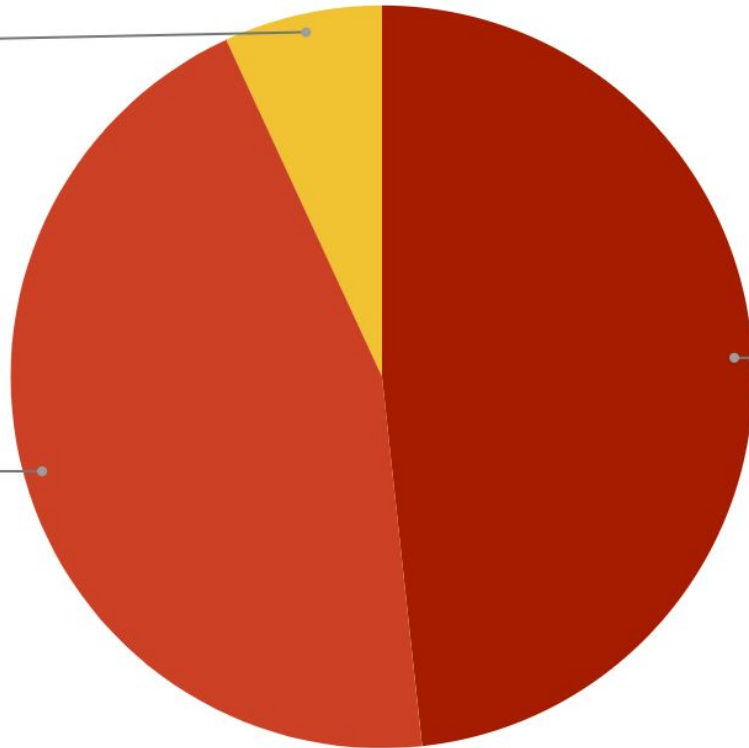
IB Next Steps

ManageBac

This could use some...
6.9%

There must be a bett...
44.8%

We're getting this all...
48.3%



IB Next Steps

Lack of Equally Robust Alternative Pathways

We're nailing this.

3.4%

We're trending in the...

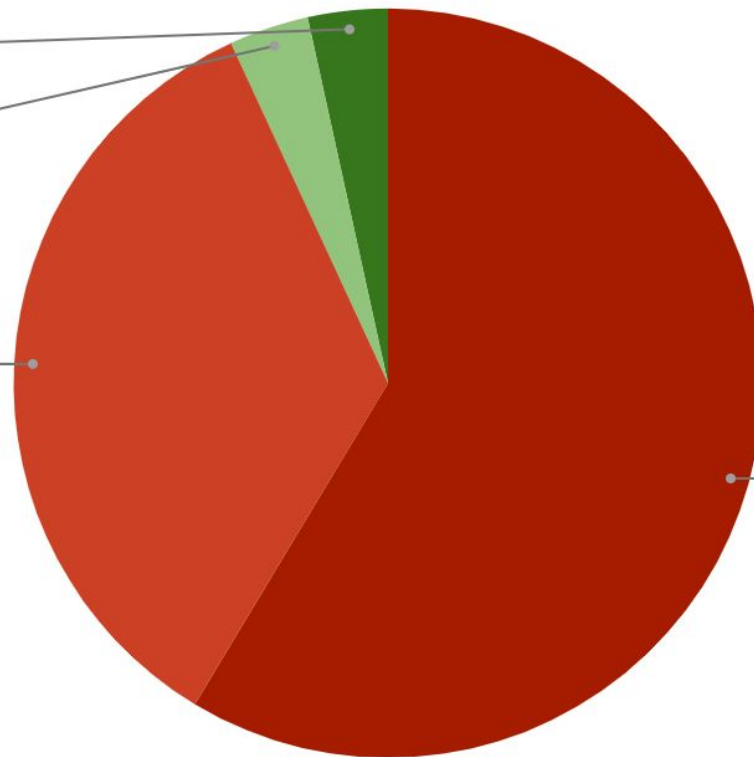
3.4%

There must be a bett...

34.5%

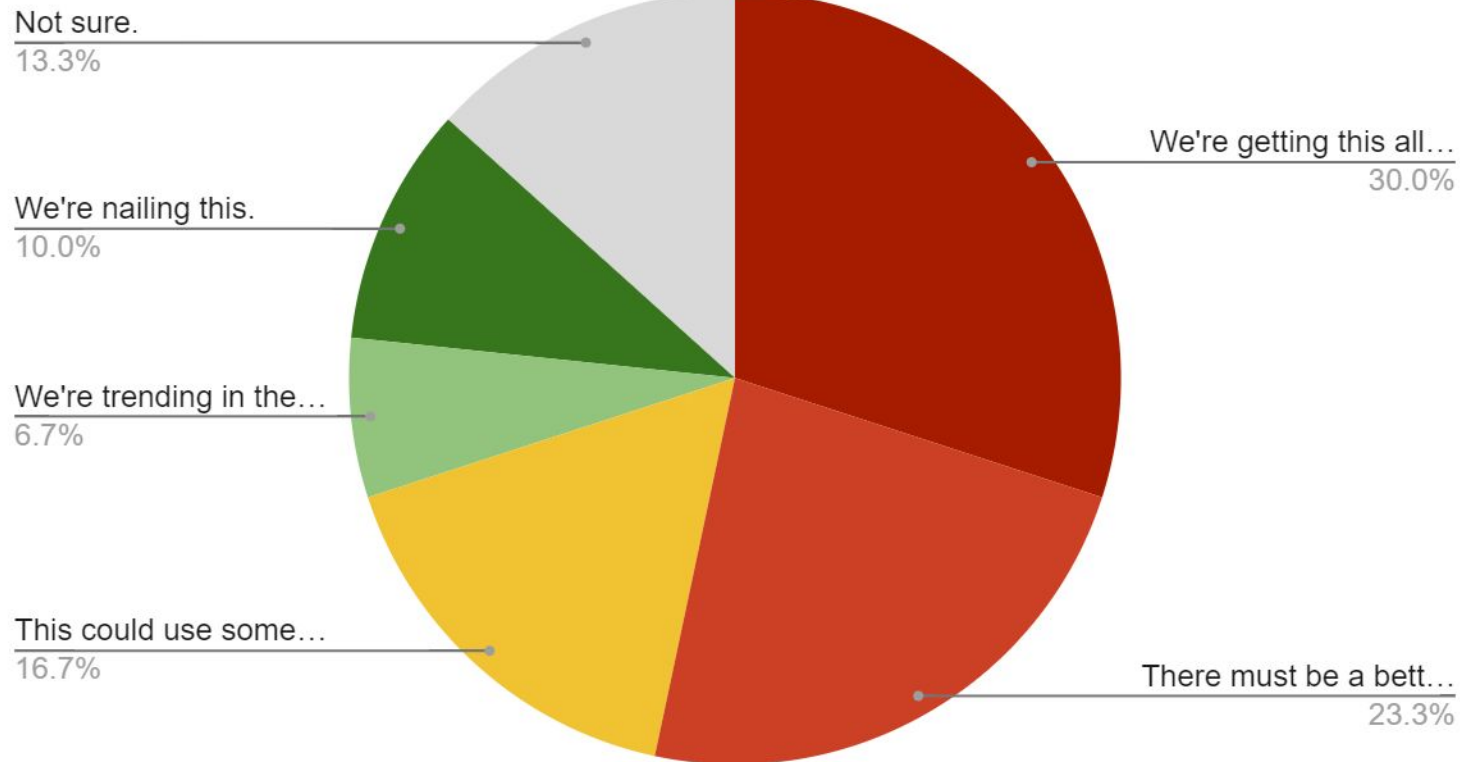
We're getting this all...

58.6%



IB Next Steps

The Year-Long Block Schedule



IB Next Steps

The Stress Experienced by DP Students

Generally positive

6.9%

Has potential

3.4%

Poorly implemented...

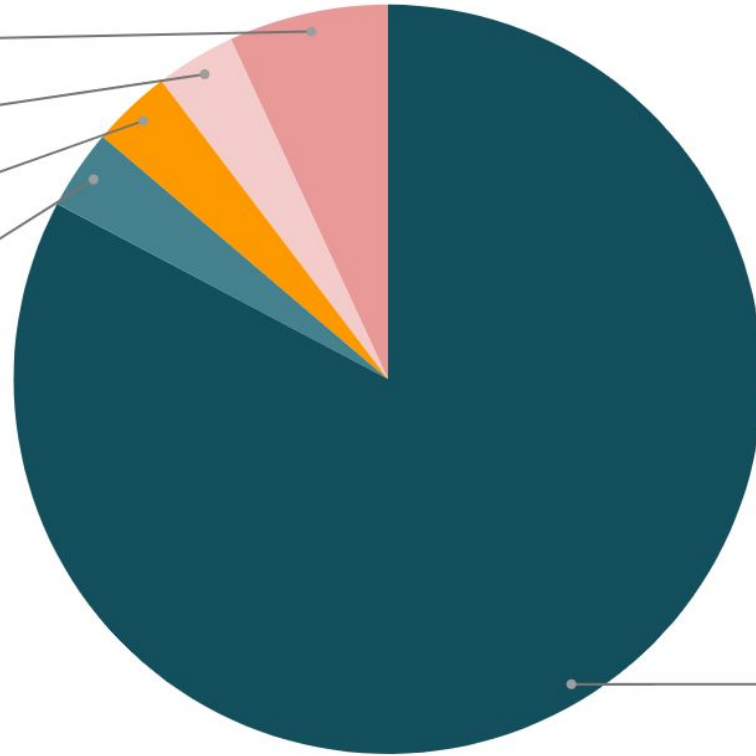
3.4%

Ineffective, inappropr...

3.4%

Highly problematic

82.8%





IB Next Steps

- Survey other ACSD educators
- Talk to students
- Expand the conversation
- NEASC-IB reauthorization
- Ongoing reflection

New England Association of Schools and Colleges

Addison Central School District								
Faculty Positions								
2023-2024 School Year								
School	Last	First	Position	Assignment	FTE			
Departing								
Cornwall	Colby	Chelsea	Classroom Teacher		1.00			
ACSD	Collette	Barbara	Special Educator		1.00			
MHS	Douglas	Troy	PE		1.00			
Cornwall	Gratton	Kendra	Music		0.25			
MUHS	Lang	Henry	Lang & Literature		1.00			
ACSD	Monaghan	Mark	Tech Integration Specialist		0.60			
ACSD	Rector	Alyssa	SLP		1.00			
New hires								
MUMS	Bauer	Katy	Lang & Lit		1.00			
Bridport/Shoreham/Weybridge	Bellomo	Anthony	PE		1.00			
Cornwall	Cunningham	Kate	Music		0.20	Current ACSD music teacher added .20		
MUMS	Haugen	Julie	Land & Lit		1.00			
ACSD	Priest	Jeffrey	School Psychologist		1.00			
ACSD	Rueppel	Colleen	Special Educator		1.00			

RENEWAL OF and AMENDMENTS TO
LEASE AGREEMENT
BETWEEN TOWN OF MIDDLEBURY AND ADDISON CENTRAL SCHOOL DISTRICT

The parties to that certain Lease Agreement between SCHOOL DISTRICT NUMBER FOUR and TOWN OF MIDDLEBURY dated September 14, 1995 and recorded at Book 156, Page 743 of the Town of Middlebury Land Records (hereafter referred to as "Lease"), hereby agree to amend and renew the Lease as follows.

1. LESSOR shall be ADDISON CENTRAL SCHOOL DISTRICT, as successor in interest to the original LESSOR, School District Number Four in Middlebury.
2. Any references in the Lease to the Memorial Sports Center, swimming pool and Recreation Building center shall also be deemed to include outdoor courts and pavilion.
3. Article V, Section 1 is deleted and replaced with the following:

1. The Leased Premises shall be utilized in common by LESSOR and LESSEE for recreational and educational purposes only. For the term of this Lease, LESSEE shall have sole responsibility for meeting the requirements of all local, state, or federal laws, regulations, policies, permits or approvals and of all previous or contemporaneous grants or agreements relating to use, operation or maintenance of the Leased Premises (including but not limited to the requirements of any applicable Land and Water Conservation Fund grants), unless such compliance by LESSEE is prevented by LESSOR. LESSEE shall indemnify and hold LESSOR harmless for and against any claims, actions, demands, expenses or liabilities arising out of such requirements or out of any failure of LESSEE to meet such requirements.

4. The last sentence of Article V, Section 3.B, is deleted and replaced with the following:

The parties further acknowledge and agree that during the term of this Lease, the Leased Premises will be available to the general public for recreational use more than fifty percent (50%) of the available time.

5. Article VI, requiring approval and ratification of the Lease by voters of the school district at a special meeting is deleted and replaced with the following:

This Lease Agreement and any amendments, renewals or extensions thereof shall become effective upon approval by the Middlebury Selectboard and the Board of Directors of the Addison Central School District.

6. The reference to "Kidspace structure" in Article IX, Section 2 is replaced with "any playground structures".
7. The Lease is renewed for a term beginning January 1, 2021 and ending December 31, 2021. During that period, the parties will discuss the terms of the Lease and agree on any further amendments that may be appropriate or advisable. The parties continue to anticipate and expect that following such discussions, this Lease will be renewed (with any agreed-upon amendments) for subsequent terms as contemplated in Article II of the Lease.

IN WITNESS WHEREOF, Lessor and Lessee have hereunto set their hands as of the latest date shown below.

TOWN OF MIDDLEBURY

By: _____
Duly Authorized Agent

Date: _____

STATE OF VERMONT
COUNTY OF ADDISON

This record was acknowledged before me on _____, 202__, by Kathleen Ramsay as duly authorized agent for the Town of Middlebury.

Notary Public
My Commission Expires: __/__/__

ADDISON CENTRAL SCHOOL DISTRICT

By: Brittany Selman
Duly Authorized Agent

Date: 1/11/2021

STATE OF VERMONT
COUNTY OF ADDISON

This record was acknowledged before me on 1/11, 2021, by
Korrie Fundes as duly authorized agent for the Addison Central School
District.

Korrie Fundes
Notary Public

My Commission Expires: 1/31/21

Sponsor

LEASE AGREEMENT

September *JE*
BW

This Lease Agreement, made this 14th day of ~~July~~, 1995, by and between SCHOOL DISTRICT NUMBER FOUR IN MIDDLEBURY, a municipal corporation situate in Addison County, State of Vermont (hereinafter called "LESSOR") and the TOWN OF MIDDLEBURY, a municipal corporation situate in Addison County, State of Vermont (hereinafter called "LESSEE"):

W I T N E S S E T H:

LESSOR and LESSEE, for and in consideration of the keeping by the parties of their respective obligations herein contained and other valuable consideration paid in hand, agree as follows:

ARTICLE I - LEASED PREMISES

Upon the terms and conditions hereinafter set forth and in consideration of the payment of the rents and the prompt performance by LESSEE of the covenants and agreements to be kept and performed by LESSEE and subject to existing easements, rights of way and restrictions of record, LESSOR does hereby lease, let and demise to LESSEE and LESSEE hereby leases from LESSOR the following described premises situate easterly of Court Street in Middlebury, County of Addison, and State of Vermont:

Beginning at a point marked by a marble monument at the northeasterly corner of lands now or formerly of one Wesco, Inc.;

thence S 77° 30' W 165.00 feet along the northerly line of said Wesco to a point marked by an iron pin;

thence N 12° 10' W 138.5 feet along or near the easterly edge of the right of way of Court Street to a point marked

successive twenty-five (25) year terms and one successive twenty-four (24) year term and agree to attempt to negotiate such renewals in good faith, subject to the right of each party to seek such modifications hereof as shall be reasonably necessary to protect the legitimate municipal, educational or governmental functions of the respective parties.

ARTICLE III - RENT

The rent which LESSEE agrees to pay to LESSOR for the term of the Lease shall be Ten Dollars (\$10.00) payable in advance upon the execution of this Lease.

ARTICLE IV - INDEMNIFICATION OF LESSOR AND INSURANCE

1. Indemnification by LESSEE. During the entire term of the Lease, LESSEE will indemnify and hold LESSOR harmless for and against any and all claims, debts, demands, or obligations which may be made against LESSOR or against LESSOR's title in the premises arising out of or in connection with any alleged act or omission of LESSEE or any person claiming under, by or through LESSEE, including but not limited to:

A. Any actions for violations of local, state, or federal statutes, regulations, ordinances, policies, permits, or approvals; and

B. Any actions for violation of any agreements affecting the Leased Premises to which LESSEE or LESSOR are parties;

C. Any actions for damages to personal property and to the injury of a person(s) or death of person(s) on or in the

occurrence (to be increased during the term hereof in the same amounts and at the same times that the Town of Middlebury increases its public liability coverage) for damages incurred or claimed for bodily injury or death or for damages to property. All such policies shall name LESSEE and LESSOR as their respective interests may appear as the persons insured by such policies and shall contain a clause providing that coverage shall not be cancelled upon less than thirty (30) days advance written notice to LESSOR. LESSEE shall provide LESSOR with copies of such policies within ten (10) days from the date of execution of this Lease Agreement.

ARTICLE V - USES OF PREMISES

1. The Leased Premises shall be utilized in common by LESSOR and LESSEE for recreational and educational purposes only. LESSOR and LESSEE affirm their intent that the Leased Premises shall be maintained and operated for public outdoor recreation uses in perpetuity consistent with applicable Department of Interior National Park Services regulations. For the term of this Lease, LESSEE shall have sole responsibility for meeting the requirements of such regulations and all requirements of all other local, state or federal laws, regulations, policies, permits or approvals and of all previous or contemporaneous grants or agreements relating to use, operation or maintenance of the Leased Premises or funding, construction, maintenance, use, repair, replacement, or operation of any facilities, structures, equipment or other improvements on, under or over the Leased

but not limited to physical education. Notwithstanding the foregoing, LESSOR shall obtain LESSEE's approval of LESSOR's use of the Memorial Sports Center, swimming pool, and Recreation Building center; LESSEE shall not unreasonably withhold such approval. With respect to use of the Leased Premises by LESSOR, the parties agree as follows:

i. During LESSOR's use of the Leased Premises, if damage is caused by any unsupervised or improperly controlled students, staff or invitees of LESSOR to the leasehold improvements, then LESSOR shall reimburse and pay LESSEE the cost of repairing such damage, or, at LESSOR's option, LESSOR may repair such damage provided that such repair shall commence within thirty (30) days from the date of damage and shall thereafter be diligently pursued to completion.

ii. During school hours and other times when LESSOR is using the Leased Premises for school or school-related activities, LESSOR will indemnify and hold LESSEE harmless for and against any and all claims, debts, demands, or obligations which may be made against LESSEE arising out of or in connection with any alleged act or omission of LESSOR or any person claiming under, by or through LESSOR or LESSOR's officers, Prudential Committee, staff, employees, contractors, agents, guests, licensees, and invitees, unless the acts or omissions are related to the maintenance or condition of the Leased Premises.

iii. LESSOR shall cause to be issued by an insurance company a policy or policies of insurance in the form

respect to the Memorial Sports Center, swimming pool, and Recreation Building Center, LESSOR shall not schedule use of facilities on the Leased Premises without first determining that such use does not conflict with programs, events or uses previously scheduled by the Middlebury Recreation Department. In the event of any such conflict, LESSOR shall not proceed with such scheduling and use without LESSEE's prior consent, which shall not be unreasonably withheld. LESSEE shall not be required to grant consent solely because LESSOR's proposed use outside of school hours is a school-related activity. The parties further acknowledge and agree that during the term of this Lease the Leased Premises will be available to the general public for recreational use more than fifty percent (50%) of the available time, and that, subject to the terms of this Lease Agreement, the Leased Premises are to be operated by LESSEE for public outdoor recreation purposes in compliance with the provisions of the Land and Water Conservation Fund Act and implementing policies, guidelines and manuals.

ARTICLE VI - DISTRICT VOTE

This Lease Agreement is effective upon execution hereof subject to approval and ratification hereof by a majority of the voters of the School District Number Four in Middlebury present at a special meeting to be warned for that purpose by the Prudential Committee of the District. If a majority of such voters do not ratify and/or approve this Lease Agreement within thirty (30) days from the date of execution hereof by all

thirty (30) day period if LESSEE or LESSOR has undertaken actions designed to correct the default within a reasonable period of time and actually corrects the default within a reasonable period of time.

3. In the event of litigation to enforce the terms of this Agreement, the prevailing party shall be entitled to an award of court costs and reasonable attorney's fees.

ARTICLE IX - ADDITIONAL COVENANTS OF LESSEE

1. LESSEE shall maintain the existing two-way traffic lane located on the westerly portion of the Leased Premises that runs from the northerly entrance on Court Street to a point at the southerly boundary of the Leased Premises where said two-way traffic lane adjoins a one-way traffic lane. Said one-way traffic lane runs in a northern direction through LESSOR's lands and premises. LESSOR, its agents, employees, contractors, guests and invitees reserve the right to use said two-way traffic lane.

2. All facilities and equipment now located on the Leased Premises (except for that portion of the Kidspace structure located on the Leased Premises) and any such facilities or equipment placed thereon after the execution of this Lease shall be maintained by LESSEE in good order and repair during the term of this Lease.

3. The Leased Premises shall be identified by LESSEE as being publicly owned and operated as a public outdoor recreation facility in all of LESSEE's applicable signs, literature and advertising. LESSEE should also post signs identifying the

IN WITNESS WHEREOF, the parties hereto have executed this
Lease at Middlebury, Vermont, on the day and year first above
written.

IN PRESENCE OF:

SCHOOL DISTRICT NUMBER FOUR
IN MIDDLEBURY

Frank J. Fouch
Witness as to Each

Betty J. Wheeler
Witness as to Each

By: Carol J. Ekels

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

PRUDENTIAL COMMITTEE

TOWN OF MIDDLEBURY

Betty J. Wheeler
Witness as to Each

Frank J. Fouch
Witness as to Each

By: Michael Kieran

By: Joseph B. Daulton

By: Ricardo L. Pominville

By: Betty C. Newcomb

By: Peter Lebendian

By: W. K. King

By: Sevin D. Gargis

BOARD OF SELECTMEN

STATE OF VERMONT
ADDISON COUNTY, SS.

At Middlebury, in said County, this 14th day of ~~July~~ September
1995, personally appeared Carol J. Ekels

members of the Prudential Committee of School District Number



Let's build
a skatepark
together!

Photo: Manchester Skatepark

**Skateparks help
build and sustain
healthy communities.**





The Middlebury Skatepark Project is a volunteer-run, 501(c)3 registered non-profit, dedicated to the creation and stewardship of a concrete skatepark in Middlebury.

Over the past year we've heard overwhelming community support for a Middlebury skatepark from kids, parents, teachers, business owners, community leaders and service organizations.

MIDDLEBURY SKATEPARK PROJECT

Letters of Support



December 5, 2022

Celia Heath, Public Health & Advocacy Coordinator
United Way of Addison County
Middlebury, VT

Dear Grant Review Committee,

It is my pleasure to write a letter in support of the Middlebury Skatepark Project on behalf of the United Way of Addison County and the PEEPS coalition.

United Way of Addison County, since September of 2021, is a coalition, PEEPS (Physical Education, Emotional, and Social) Skatepark Project is a coalition of physical and mental health professionals.

In conclusion, United Way of Addison County and the Middlebury Skatepark Project are committed to promoting the physical and mental health of the community at large.

Sincerely,

Celia Heath

Celia Heath
Public Health & Advocacy Coordinator
Chair of PEEPS Coalition

175 Wilson Road, Suite 101
P.O. Box 555
Middlebury, VT. 05753
(802) 388-7189



March 8th, 2023

The Middlebury Parks and Recreation Advisory Committee recently had the opportunity to view a presentation by the Middlebury Skatepark Project regarding plans and progress on the project.



Town of Middlebury
77 Main Street
Middlebury, Vermont 05753

April 11, 2023

We are pleased to write in support of the Middlebury Skatepark Project and their initiative to build a concrete skatepark in Recreation Park. We agree a skatepark facility will be a popular addition to outdoor recreation options in Middlebury and wholeheartedly support their planning and fundraising efforts.

The construction of the skatepark would demonstrate our commitment to improving the physical and mental health of youth in our community. While skatepark sports are an accessible recreation option for people of all ages and backgrounds, they are particularly appealing to youth and teens, especially those who do not participate in traditional team sports. Skateparks also inspire unstructured play which is a key contributor to the development and mental health of adolescents. As young people recover from the period of isolation brought on by the COVID-19 pandemic, they need more outlets for healthy outdoor activities that allow them to socialize, express themselves and build community.

We also recognize the economic benefits of a professionally designed, one-of-a-kind concrete skatepark facility and believe it will draw visitors from nearby towns and regions to Middlebury's core downtown district.

We wish success in the current fundraising and outreach efforts of the Middlebury Skatepark Project and we look forward to a productive partnership going forward.

Middlebury Selectboard

Brian Carpenter
Brian Carpenter, Chair

Andy Hooper
Andy Hooper, Vice Chair

Heather Seely
Heather Seely

Lindsey Fuentes-George
Lindsey Fuentes-George

Farhad Khan
Farhad Khan

Dan Brown
Dan Brown

Isabel Gogarty
Isabel Gogarty

Lindsey Fuentes-George, Executive Director

77 Mary Hogan Drive
Middlebury, VT 05753



I am writing to express our enthusiasm for the Middlebury Skatepark Project. The project is thrilled to offer our support to the Middlebury Skatepark Project, a non-profit organization who envisions a community where everyone is supported to realize their full potential. We are in our programs report that they feel isolated and not supported based on their race, sexuality or gender. Teens rarely engage in traditional team sports but are hard to find in Middlebury.

Our participants' desire for outdoor recreation is very strong. We have strongly that outdoor recreation is vital for our youth and are searching ways to increase interest. Outdoor activities our teens do show an interest in is skateboarding. We have witnessed firsthand the saying, "If your city has a skatepark" as teen center participants are on our paved entrance.

About the Middlebury Skatepark is its ability to be inclusive of all backgrounds. The culture of a skatepark is a life choice and supports the many who feel that the community which aligns with our mission.

Heather believes that the creation of a skatepark will greatly benefit the community and pledge time and money to help see the project through.





Letters of Support

“The Middlebury Teen Center believes that the creation of a skatepark will greatly enhance our own efforts and pledge time and money to help see the project through completion”

– Lindsey Fuentes-George, The Teen Center

“As parents, we recognize that a skatepark has the ability to include all ages where whole families can recreate outdoors together, strengthening family connections. We as an organization wholeheartedly support the coalition and pledge to offer volunteer hours to help make the park a reality.”

– Julie Barry, on behalf of the Friends of MUMS Leadership Team

“We believe a skate park at Rec. Park would be a true asset to the town and would be another step in the departmental and committee’s goal of revitalizing the park and making it a true family destination.”

– Greg Boglioli, Middlebury Parks and Recreation Advisory Committee

Press Coverage

ADDISON COUNTY INDEPENDENT

NEWS

Group rallying for new Middlebury skatepark



TEN-YEAR-OLD Ruby Murphy practices on a ramp during one of the weekly skateboard sessions at Harold Curtis Park in East Middlebury. Ruby's dad, Ethan, is co-leader of a local group seeking to build a skatepark in Middlebury. Photo by Scott Bourne, courtesy of Middlebury Parks & Recreation

May 5, 2022

By John Flowers

The Middlebury Campus

Tuesday, May 16, 2023



LOCAL

Community members, students hope to bring skatepark to Middlebury



By Ben Wagner
September 29, 2022 | 6:00am EDT



It can be hard to find a place to skateboard in Vermont — and even harder to find a safe place to experiment with new skills. Currently, most local skateboarders make the trek to permanent skateparks in Burlington, Vt. for a space to hone their craft.

ADDISON COUNTY INDEPENDENT

OP/ED

Editorial: Skatepark — That's the spirit

April 28, 2022

By Angelo Lynn



ANGELO LYNN

If you've never tapped into MiniBur, a newsletter curated by the Addison Independent's social media editor Megan James, you should. It's billed as the community's "source for family fun" and has a breezy, personal touch that keys into family activities and all things young families in the area need, want and do.

This Tuesday's newsletter (it's every Tuesday) broadcasts a recent drive to create a new skate park in Middlebury. The group involved, calling itself the

Middlebury Skatepark Coalition, currently has 50 members and has set this Friday, April 29 (at the Ilsley Library community room at 5 p.m.) as an informational meeting to get the ball rolling.



**Community
Support and
Enthusiasm!**



NOV 2022
**Successful, well-attended
fundraiser at Notte Pizza**



MARCH 2023
**Popular
skateboarding
clinics at MUMS**





Abbreviated Timeline of Work Completed

April 2022:

First community skatepark meeting.

May 2022:

Dustin Hunt (Parks and Recreation) recommends Recreation Park for future skatepark, which will help position the park as a “hub” of activity in Middlebury.

September 2022:

Middlebury College architecture student Clark O’Bryan conducts site analysis of four possible skatepark locations and recommends Recreation Park as the preferred location.

October 2022:

Meeting with Bill Kernan (Department of Public Works) and Dustin Hunt to discuss the project and path forward with the town.

January 2023:

Incorporated with the state of Vermont & formed a board with 12 directors.



Abbreviated Timeline of Work Completed

February 2023:

Meeting with Bruce MacIntyre (ACSD director of facilities) to discuss potential permits & other requirements for placement of the skatepark in Recreation Park.

State wetlands ecologist visits Rec Park to mark wetlands boundary.

Feb/March 2023:

Additional permit research conducted.

March 2023:

Meeting with Jen Kravitz to discuss skatepark project and its proximity to Mary Hogan.

Received 501(c)3 status.

April 2023:

Gave update to the Middlebury Selectboard and received a Letter of Support.

May 2023:

Meeting with Peter Burrows to discuss skatepark project and meeting with the ACSD board.



Proposed Location:

Recreation Park
near the town pool
and bike pump track

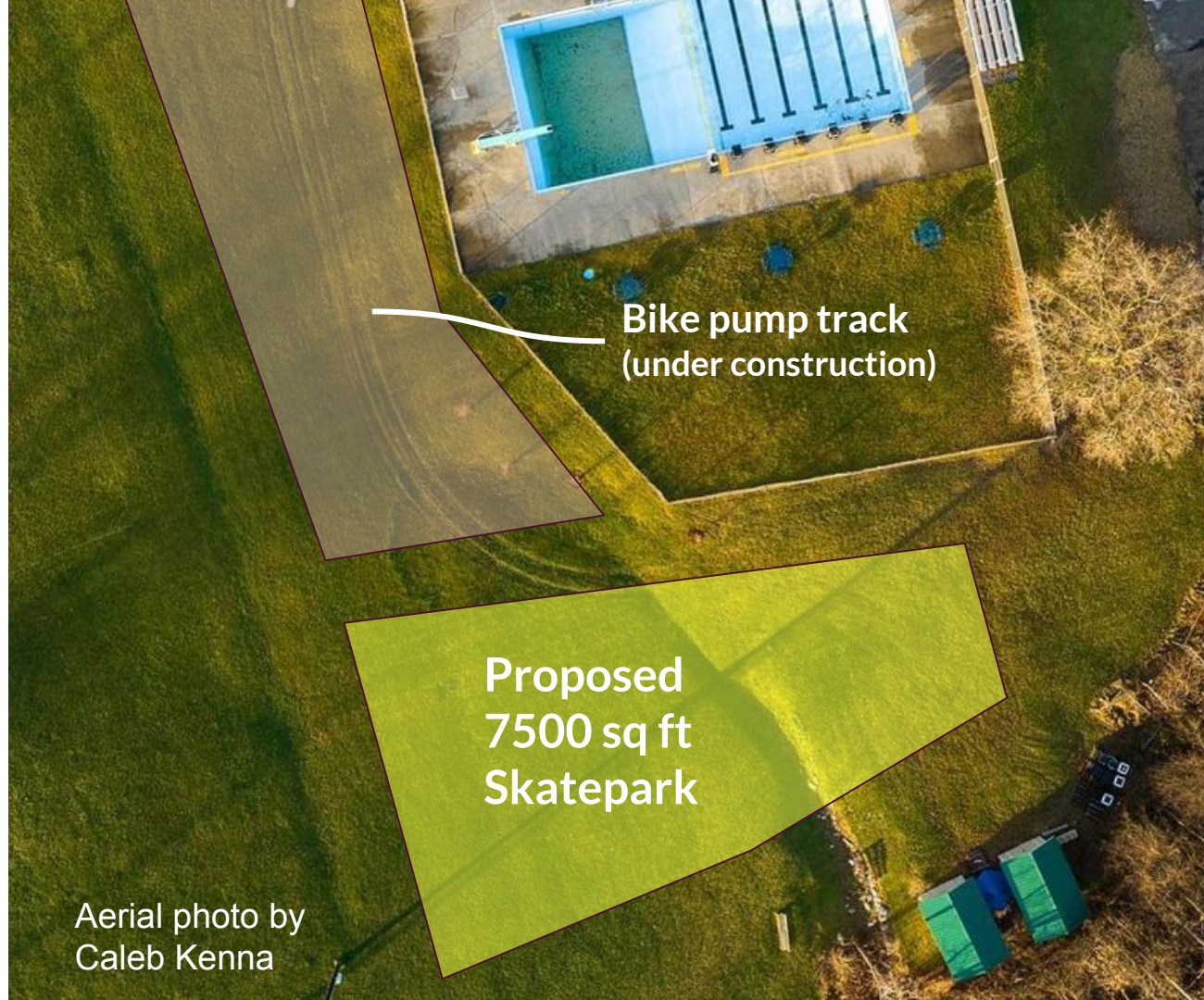
Recommended Size:

7500 square feet



Benefits of this location

- Recommended by **Parks and Recreation** Superintendent Dustin Hunt and **Department of Public Works** Director of Operations Bill Kernan
- Near other recreation facilities and the Teen Center
- Near amenities such as a restroom and water fountain (at the Teen Center) and picnic pavilion
- Parking already available
- Central location, walkable or rideable from downtown, schools and the college
- Easily accessible via transit
- Highly visible and active area



Aerial photo by
Caleb Kenna

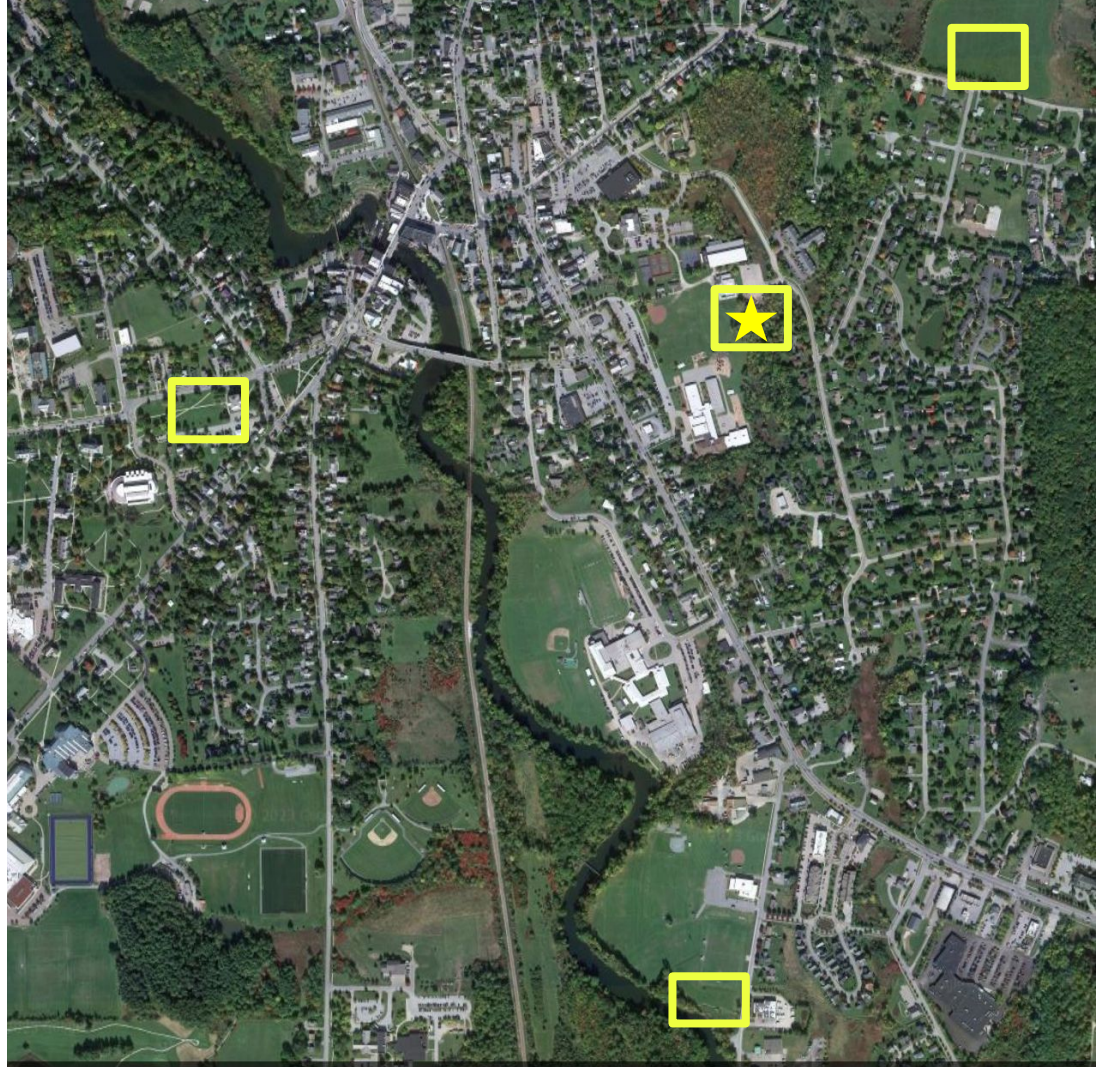
Alternate locations

Middlebury College architecture student Clark O'Bryan conducted a site analysis of four potential locations for the skatepark. The sites were ranked according to **Access**, **Visibility**, **Activity** and **Feasibility**.

<https://storymaps.arcgis.com/stories/65ef9adbbf4f4292b35ca6c702221f08>

The Recreation Park location was the frontrunner on nearly all metrics, with the only significant potential challenge being drainage at the site, which can be mitigated by stormwater infrastructure.

Being the hub of recreation activities in Middlebury, Recreation Park is the preferred location for the skatepark.



Timeline

We are here!

Phase one/two goal: **\$400,000**

PHASE ONE FUNDRAISING

4-6 months

Seed Funding,
Local Grants, Events,
Business Donations

PHASE TWO FUNDRAISING

6-12 months

State and Federal
Grants, Crowdfunding,
Ticketed Events

RFP

2 months

Hire experienced skatepark
design/build firm. Rounds
of community feedback.

FINALIZE DESIGNS

3-4 months

FINAL FUNDING

3-4 months

Town Funds,
In-Kind,
Sponsorships

BUILD THE SKATEPARK!

3-4 months

Site Work
Forms, Concrete
Grand Opening!

DESIGN/BUILD PROCESS

The most cost- and time-efficient process for skatepark construction is **design/build**. This means that one firm is hired to design and build the park, requiring only one RFP.





“What will the Middlebury Skatepark look like?”

While we do not have a design yet, here are few examples of **modern, professionally-designed and -built, concrete skateparks** that are similar in size to what we are proposing:

Berry Skatepark, Selma, CA – Site Design Group, Inc.



Shoreview Skatepark, Minneapolis, MN – Spohn Ranch Skateparks



Gorham Skatepark, Gorham, ME – Pillar Design Studios



Wilsonville Skatepark, Wilsonville, OR – Dreamland Skateparks



The Middlebury Skatepark...

Will be open to ALL types of wheeled sports!



The Middlebury Skatepark...

Will be appropriate and approachable for **beginners and small children**, while still offering a progression of more challenging obstacles and features for more **advanced riders and skaters**.



Great skatepark design also includes...

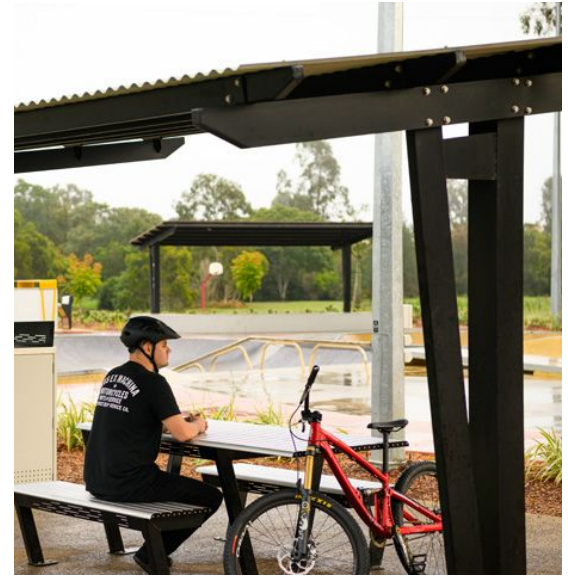
Green infrastructure,
stormwater management



Unique sculptural
(skatable) elements



Seating and shade,
places for spectators





**SKATE AT
YOUR OWN
RISK**

Insurance

Skateparks are covered under the Town of Middlebury's insurance policy covering Recreation Park, just like any other outdoor recreation facility or playground.

I reviewed the current (old) lease and as expected there is a hold harmless and indemnification section for both the town (and the school district when it is using the facilities for school functions/activities). PACIF's coverage exceeds the current coverage limits outlined in the lease. The Town's liability coverage would naturally extend to any municipal operations, including a municipal skatepark, in accordance with Agreements, Conditions, Definitions, Extensions, and terms of the coverage documents.

Once the skatepark facilities are constructed, if they are town-owned, please remember to add them to the property schedule. I'd also recommend that Jeff LaBossiere conduct a walkthrough to check the new structures for compliance with best practice safety measures.

Hopefully this is helpful. If you need anything else, please let me know.

Best,
Fred



Frederick J. Satink

Deputy Director, Underwriting & Loss Control
Vermont League of Cities & Towns PACIF
89 Main St., Suite 4
Montpelier, Vermont 05602



**SKATE AT
YOUR OWN
RISK**

Liability

The skatepark will be unsupervised and open to the public whenever Recreation Park is open to the public, just like any other outdoor recreation facility or playground.

“Research in skatepark-rich states like California ... reveals that the fear of liability lawsuits is ungrounded. Skateparks do not invite liability suits any more than existing public ball fields and courts, playgrounds, and swimming pools.”

-- *Public Skatepark Development Guide*

(Data from California Joint Powers Insurance Authority: cjpia.org)



Maintenance

The Parks and Recreation Department has agreed to provide regular maintenance to the skatepark just as it does with other recreation facilities in Recreation Park.

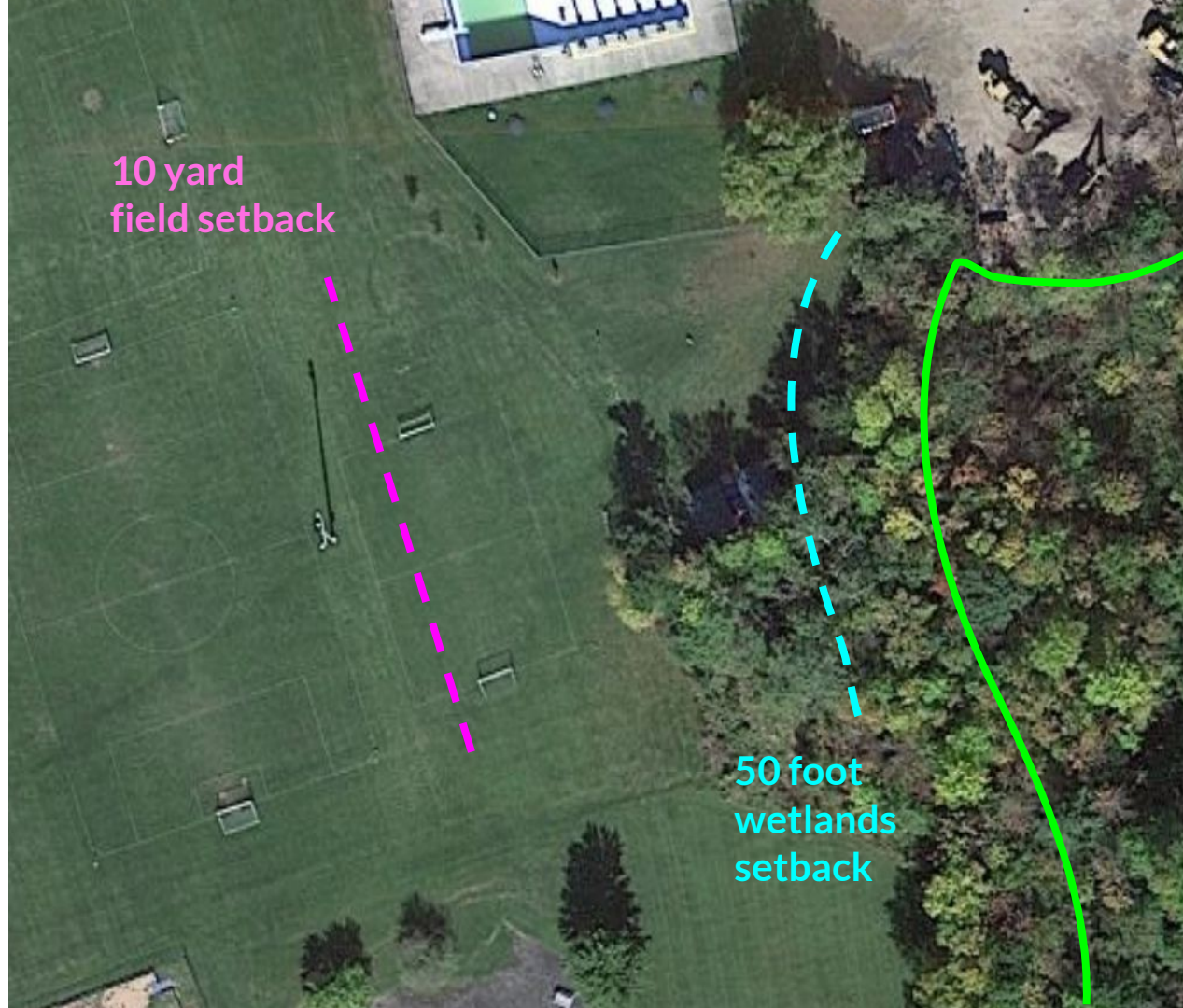
Stewardship

The Middlebury Skatepark Project is committed to providing continued stewardship for the skatepark after it has been built. This includes:

- Regular inspections for needed repairs/potential hazards to report to Parks & Rec
- Light maintenance
- Litter clean up
- Leaf and snow removal

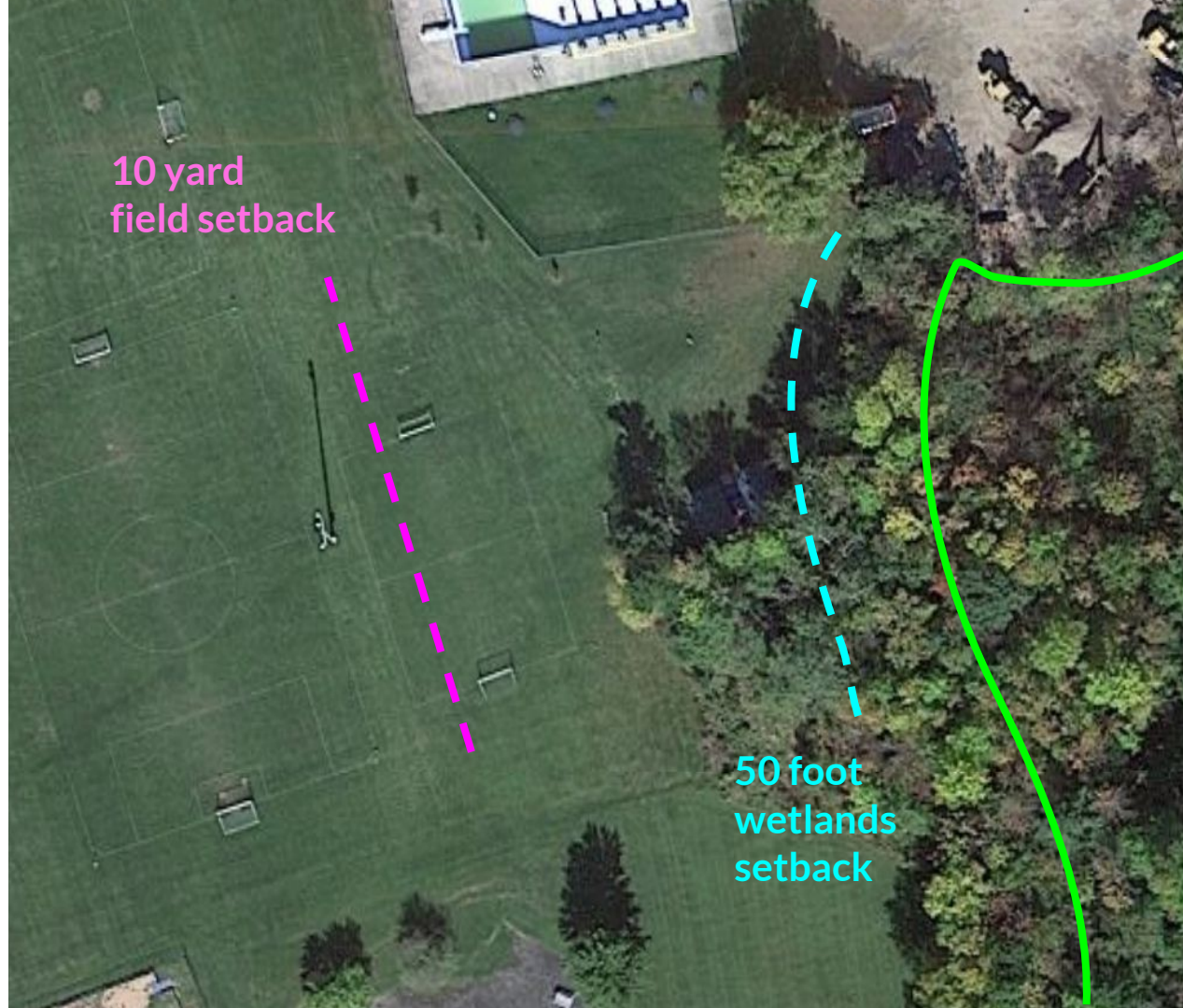
Permits and Setbacks

- 10 yard setback from the soccer fields
- **Wetlands:** A state ecologist has marked the wetlands boundary. As long as we build beyond 50 foot buffer, *we will not require a permit.*
- **Stormwater:** The park's impervious surface will be accounted for in the stormwater design / permit for the town's portion of the Mary Hogan site. The skatepark will have its own stormwater management design as well.



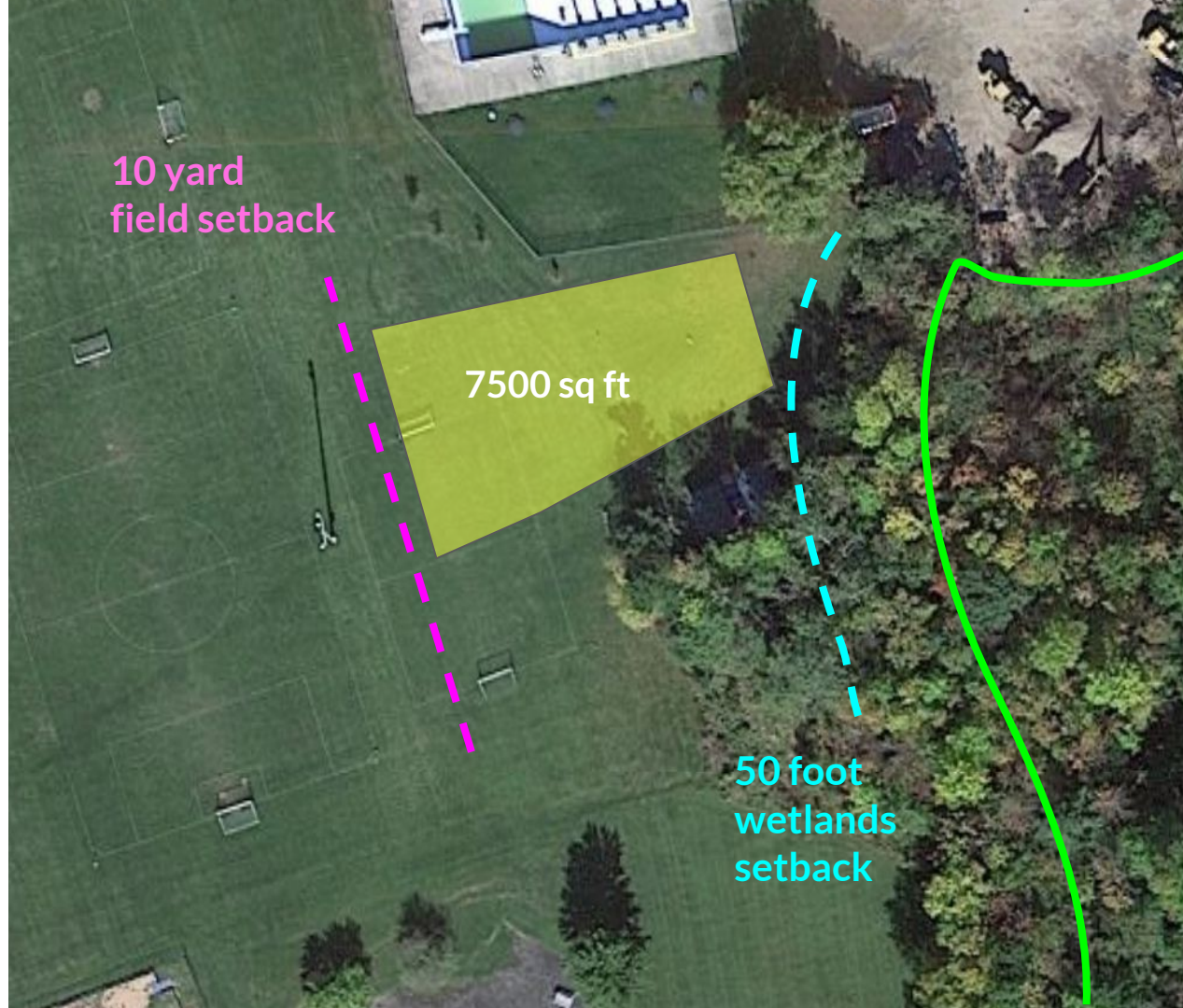
Permits and Setbacks

- **Stream Alteration Permit:**
Not needed
- **Endangered Species Taking Permit:**
Not needed as long as we do not remove any trees
- **Act 250:**
Site has an existing Act 250 permit, an amendment shall be filed via the Town of Middlebury once the stormwater permit is issued, and when we have a final skatepark design.



Possible Footprint

~7500 square feet



Open Hours

The skatepark will be open to the public during Recreation Park's standard open hours (since the park will not be lit, the park will likely not be used after dark).

Recreation Park hours

7am - midnight

The skatepark should remain open to the public on school days during school hours.



Recreation Park Lease

A lot has changed since 1995.

We are in the advantageous position that the lease is currently being reviewed and has not yet been executed for another 25 years.

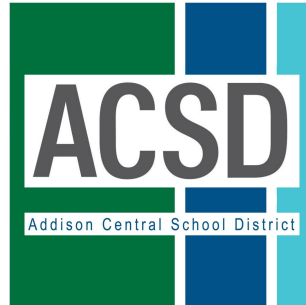
With two (potential) new recreation facilities coming to Recreation Park – the pump track and the skatepark – we have the opportunity to update and clarify the rules and guidelines outlined in the agreement. ***Clarity in the rules will make it safer for the kids.***

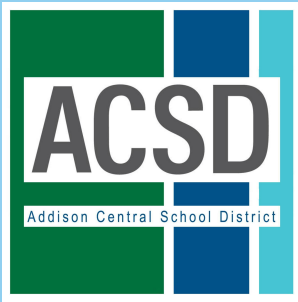
Opportunity to Update/Clarify the Agreement

What is the official boundary of Mary Hogan Elementary School?
How can the boundary be marked to make it clear to the public?

Can we clarify who can use the sports fields and when? Can they be made publicly accessible during school hours, and if students are using it, treat it as an “off campus” visit – like visiting a park?

Could the pump track and skatepark be mentioned in the lease in the same way Memorial Sports Center, the swimming pool, sports courts and picnic pavilion are now?





Our request from the ACSD board

We are seeking a letter of permission from the landowner (ACSD) to construct a permanent concrete skatepark at Recreation Park.

This permission is essential for fundraising at this stage and the continuation of the Middlebury skatepark effort.

Potential donors need assurance that the skatepark will have a home. Some of the grants we are pursuing have the requirement of landowner permission before we are able to apply.

We are confident that the skatepark will be a beloved new recreation facility, used by ACSD students, families and teachers. We are excited by the opportunity to work with ACSD to make the skatepark the safest facility possible, and to help clarify language in the Recreation Park lease to allow the public to enjoy the park while keeping students safe during school hours.



7500 sq ft concrete skatepark ***Professionally designed and built***

Anticipated completion: 1-3 years

Estimated total cost: \$375,000 - \$565,000

Funding: Grants, major donations, service organizations,
crowdfunding, events, other grassroots fundraising



7500 sq ft concrete skatepark Professionally designed and built

Anticipated completion: 1-3 years

Estimated total cost: \$375,000 - \$565,000



Interim wood mini ramp Designed and built by the community

Anticipated completion: **June or July 2023!**

Estimated cost: \$5,000 - \$7,000

For illustrative purposes only



Interim wood mini ramp Designed and built by the community

Anticipated completion: June or July 2023!

Estimated cost: \$5,000 - \$7,000

Funding: \$5,000 Spark Connecting Community grant, in-kind donations from community partners

Community Partners: Silver Maple Construction, Middlebury Department of Public Works, rk Miles, Nop Metalworks, mini ramp builders, enthusiastic volunteers

Ideal Location: at the proposed future concrete skatepark site next to the town pool and bike pump track. Once the concrete skatepark is ready to be built, the mini ramp can be disassembled and moved to another location (for example, the Recreation Center or East Middlebury)

Interim wood mini ramp

Designed and built by the community

Footprint: Approximately 26' x 32'

Site Prep: top layer of grass/soil removed and ~12" of gravel added by the Department of Public Works

Construction Preparation: Base elements to be cut and assembled by Silver Maple Construction with input from experienced ramp builders

Volunteer Build Day: Community members will assemble the ramp elements, cover the ramp with the skate surface and build a railing.

Mural: The sides of the ramp will be painted, borrowing motifs from Michael Kin's mural at Mary Hogan.





What we are requesting from the board today:

- (1) We are requesting a letter of permission to construct a concrete skatepark at the proposed location in Recreation Park (approximate completion in 1-3 years)

and

- (2) We are requesting permission to construct a temporary mini-ramp at the same location in June or July this year. We have money, volunteers, materials at the ready to make this happen *this summer* for our community.

Thank you for your time and consideration!



Let's build a skatepark together!

Middlebury needs a skatepark,
and we need **your help** to build it!

A public, concrete skatepark is...

A COMMUNITY GATHERING PLACE a safe spot to skate, roll and ride
a place to meet like-minded friends **A TOURIST ATTRACTION**
a municipal recreation facility **UNIQUE fun!** for all ability levels
welcoming **creative** **STRESS RELIEF**
landscape architecture **FOR EVERYBODY** an event space
a casual hang out spot **FREE**

...essential!



Photo: Manchester Skatepark,
Manchester, Vermont

Skateparks help
build & sustain
healthy communities.

Aside from being *incredibly fun*, skateparks
offer a myriad of benefits to communities:



PHYSICAL HEALTH

Skatepark sports are a financially accessible recreation option for people of all ages, in particular for youth who do not participate in team sports or have interest in traditional fitness activities.



MENTAL HEALTH

A skatepark provides a safe place to have fun, build community, exercise and socialize. Research shows that unstructured play is a key contributor to the healthy development of adolescents.



COMMUNITY

Skateparks draw people together from a wide range of ages, ethnicities, genders, socio-economic backgrounds, and abilities to practice, share knowledge and cheer each other on!



ECONOMY

A high-quality, unique, concrete skatepark is a tourist attraction! While the park itself is free, visitors drawn to the park will spend their dollars at gas stations, retail shops, even hotels.



Second Open

Let's build a skatepark together!

Middlebury needs a skatepark, and we need **your help** to build it!

A public, concrete skatepark is...

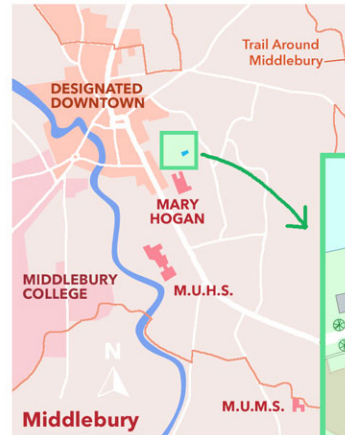
A COMMUNITY GATHERING PLACE a safe spot to skate, roll and ride
a place to meet like-minded friends
A TOURIST ATTRACTION
a municipal recreation facility
UNIQUE fun! for all ability levels
welcoming creative **STRESS RELIEF**
landscape architecture FOR EVERYBODY an event space
a casual hang out spot **FREE**

...essential!

YOUR SUPPORT

will enable the Middlebury Skatepark Project, in partnership with the Town of Middlebury, to construct a safe, professionally-designed and -built concrete skatepark that is free and accessible to all.

SKATEPARK LOCATION



The skatepark will activate an underutilized section of Recreation Park, and along with the new pump track, shall provide a much-needed venue for alternative recreation.



Recreation Park is within walking distance to schools, Middlebury's designated downtown area, and Middlebury College.

SKATEPARK TIMELINE

Phase one/two goal: **\$400,000**

PHASE ONE FUNDRAISING	PHASE TWO FUNDRAISING	RFP	FINALIZE DESIGNS	FINAL FUNDING	BUILD THE SKATEPARK!
4-6 months Seed Funding, Local Grants, Events, Business Donations	6-12 months State and Federal Grants, Crowdfunding, Ticketed Events	2 months Hire experienced skatepark design/build firm. Rounds of community feedback.	3-4 months	3-4 months Town Funds, In-Kind, Sponsorships	3-4 months Site Work Forms, Concrete Grand Opening!

DESIGN/BUILD PROCESS

The most cost- and time-efficient process for skatepark construction is **design/build**. This means that one firm is hired to design and build the park, requiring only one RFP.



"I love to skate/scooter/bike and it is hard to get up to Burlington. It would be nice to have a place close to home to hang out with my friends!"

Jack MacIntyre
age 9, Middlebury

OUR PARTNERS



Additionally, we are proud to have the support of the following organizations:



Gathering Place Skatepark
Tulsa, OK



Back

“ I feel like the skatepark provides a safe environment for kids of all ages – adults too – to share a common bond. **And for every time you slam, you learn to get back up and try it again.** I think that’s a pretty powerful tool. So, if you give these kids a place and an outlet to skate, that’s really rad.”

Holden Barth, Burlington, VT
Quoted in VT Sports Magazine



For more information, latest updates and upcoming events, visit our website:

MIDDLEBURYSKATEPARK.COM

Middlebury Skatepark Project is a volunteer-run, 501(c)(3) registered non-profit dedicated to the creation and stewardship of a concrete skatepark in Middlebury, Vermont.

EIN: 92-1730030

BOARD OF DIRECTORS

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FOUNDATIONAL LITERACY REPORT K-5

*“Literacy is a fundamental human right
that empowers individuals in a society.”*

~ The Reading League (TRL), 2022

May 2023

PRESENTED TO

ACSD Board and
Community

PRESENTED BY

Heather Gebo,
Literacy Coordinator



A CALL TO ACTION

Reading research spanning over thirty years continues to confirm the importance of explicit, systematic instruction in key components of literacy. This research can be found in foundational texts from *Becoming a Nation of Readers* (NIE, 1985) to *Beginning to Read* (Adams, 1990) and the *Report of the National Reading Panel*, (NIH, 2000), In 2019 the Vermont Agency of Education (AOE) produced *A Blueprint for Early Literacy Comprehensive System of Services, PreK through Third Grade* which describes steps for districts and schools to build systems around early literacy. Importantly, the Blueprint serves as a local call to action. It reveals that Vermont continues to have significant disparities in reading scores in third grade, especially among students from historically marginalized groups. To address the disparities, the *Blueprint* focuses on the alignment of instruction, assessment, and professional development in schools and districts (VT AOE, 2019). **This Foundational Literacy Report describes what we are doing in ACSD to answer that call.**



INTRODUCTION

Ensuring a solid and consistent foundation of literacy instruction is vital for all students to become fully literate. As a core equity strategy, ACSD is committed to ensuring consistency with instructional practices, assessment, and data collection across all seven elementary schools. Our goal is to strengthen a “preventative” model of literacy learning that includes screening, instruction, and progress monitoring. As we enhance our preventative model we will rely less on the “remedial” model which responds only as students are already slipping behind (Torgensen, 1998). With a stronger focus on foundational literacy, we anticipate growth across schools as students build knowledge and learn skills that will carry them through their entire lives.



This report includes a review of the research about best practices in literacy instruction focusing on the following reading models: the Simple View of Reading (Gough & Tunmer, 1986), Scarborough’s Rope (Scarborough, 2001), and the Active View of Reading (Duke & Cartwright, 2021). These literacy models support the work to move forward with comprehensive and consistent literacy instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension (National Reading Panel, 2000), in addition to building background and content knowledge and executive function skills and developing a culture of loving learning and literacy.

To bridge the gap from where we are to where ACSD is going with a district-wide approach to literacy instruction, we first needed to assess current practices across ACSD elementary schools. In the fall of 2021, interviews were conducted with ACSD’s elementary principals to understand the existing expectations and priorities around English language arts across our seven elementary schools. Commonalities and inconsistencies were identified. More information was gathered from classroom observations, surveys, and teacher interviews throughout the year. This report draws on this range of local sources to describe existing approaches to literacy development across ACSD; it outlines current research around effective literacy practices and programs; and it describes concrete steps -- many already underway -- to strengthen our collective practice and improve student literacy achievement in the years ahead.

KEY RECOMMENDATIONS

- **Develop district-wide scope and sequences** around essential components of literacy instruction to include phonemic awareness, phonics, word study, writing instruction, and reading comprehension through integrated content instruction.
- **Fund additional literacy resources** to ensure equitable access to high-quality, evidence-based instructional materials which build content knowledge, update classroom libraries, and explore technology resources.
- **Update our local assessment system** to include more comprehensive, consistent literacy assessments district-wide, including screeners, diagnostics, progress monitoring, and professional development for teachers to utilize the data from assessments.
- **Invest in professional development** for educators around evidence-based best practices with reading and writing instruction.



THE STATE OF THE WORK

As we finalize this report in the Spring of 2023, we have already made significant progress since collecting baseline data in the last school year.

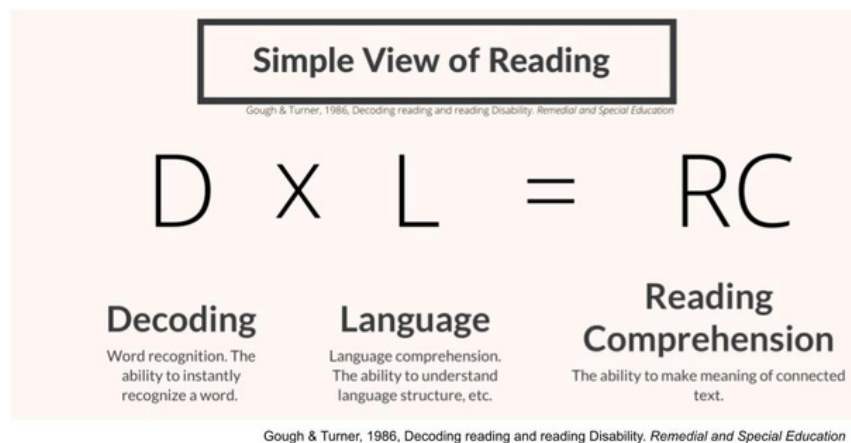
- **Fundations:** Prior to 2021, ACSD had committed to Fundations as a common phonics program. Based on information collected in 2021-2022, Fundations phonics materials were updated for all classrooms, kindergarten through third grade, and teachers who had not received recent professional development in Fundations were trained. Fundations training continues to be provided to teachers who are new to ACSD or to K-3 teaching roles.
- The **elementary interventionists across ACSD schools have been trained in Orton-Gillingham practices**, which include multi-sensory, explicit, systematic instruction for phonemic awareness, phonics, and orthography.
- **Local professional development** for elementary administrators, classroom teachers, and interventionists titled *Literacy: A Common, Solid Foundation* shared the information included in this report. The multiple sciences involved in reading have recently garnered a new wave of attention. The presentation and Active View of Reading can be a catalyst for further discussions to lead our future professional development and planning for shifting instruction and allocation of resources.
- Additionally, a **book study** using *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom* (Burkins & Yates, 2021) was offered to elementary interventionists and educators in the spring of 2022. The book reaffirms teachers' work to support young readers while outlining shifts in instruction that can strengthen teacher best practices, elevate student success, and align with research from multiple science fields around literacy instruction. This text will continue to be used as a core text for additional book studies in the future.
- In the summer of 2022, **an elementary team collaborated to develop a scope and sequence for phonemic awareness, recommend common assessments, and provide data tracking**. In addition, the literacy coordinator worked with a grade-level team to focus on their writing instruction practices within their IB units. This work has carried over to other grade levels throughout the year with the collaboration of the PYP coordinators.
- In September 2022, all kindergarten through second-grade classrooms in the district were provided with **Geodes decodable texts which align with the Fundations program**. Professional development in October 2022 was provided to use these texts, in addition to offering support throughout the year for implementation. During the winter of 2023, the literacy coordinator has provided professional development at the elementary schools to strengthen phonics instruction and share research about orthographic learning and evidence-based practices.

SECTION 1

The Science of Reading and Evidence-Based Instructional Practices

The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading

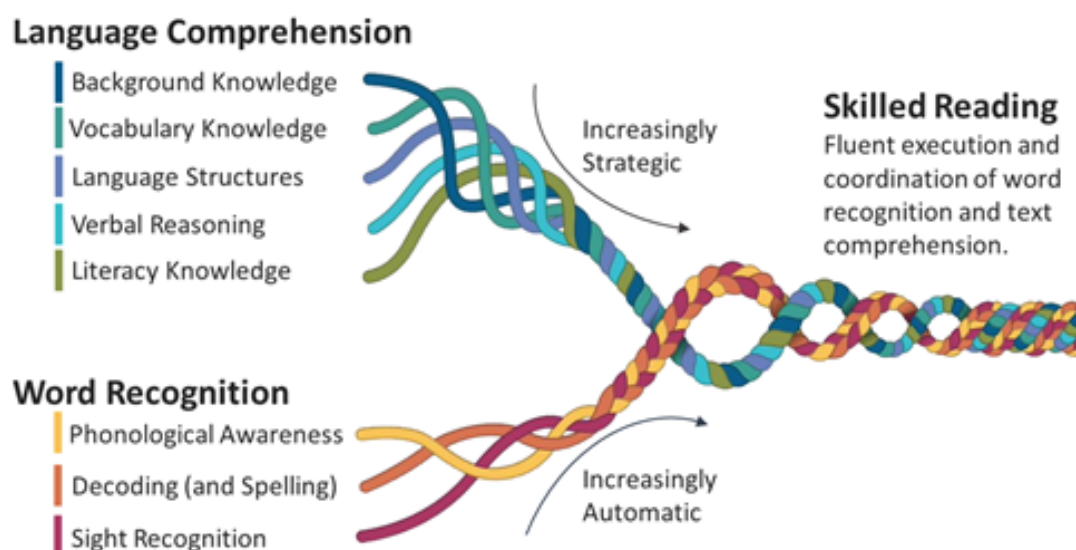
Over twenty years ago, in response to the lagging literacy skills of students in the United States, the National Reading Panel (NRP) released their report titled *Teaching Children to Read*. The research cited in that report is still relevant today, and the pool of research on effective literacy instruction has only become more robust in the years since. This much is clear: the **five key components** students need to acquire to become skilled readers are **phonemic awareness, phonics skills, vocabulary knowledge, text reading fluency, and reading comprehension** (Ehri, 2020).



Inquiry into how we learn to read goes further than the NRP's 2000 report. *The Simple View of Reading* has been used to explain reading since 1986 (Gough & Tunmer). It demonstrates that reading is the product of two independent components: **decoding and language comprehension**. When students lack either of these component skills, the goal of making meaning from text is incomplete. More detailed information can be found on [Reading Rockets](#).



In 2001, Hollis Scarborough released her model of skilled reading, referred to as *Scarborough's Reading Rope*. It unpacks the *Simple View of Reading* into specific components of reading instruction that fall under language comprehension and word recognition. These component threads combine to become stronger bonds when woven together. This model supports the complexity of teaching reading by identifying the building blocks of each of these categories. More information about *Scarborough's Reading Rope* can be found on [Reading Rockets](#).

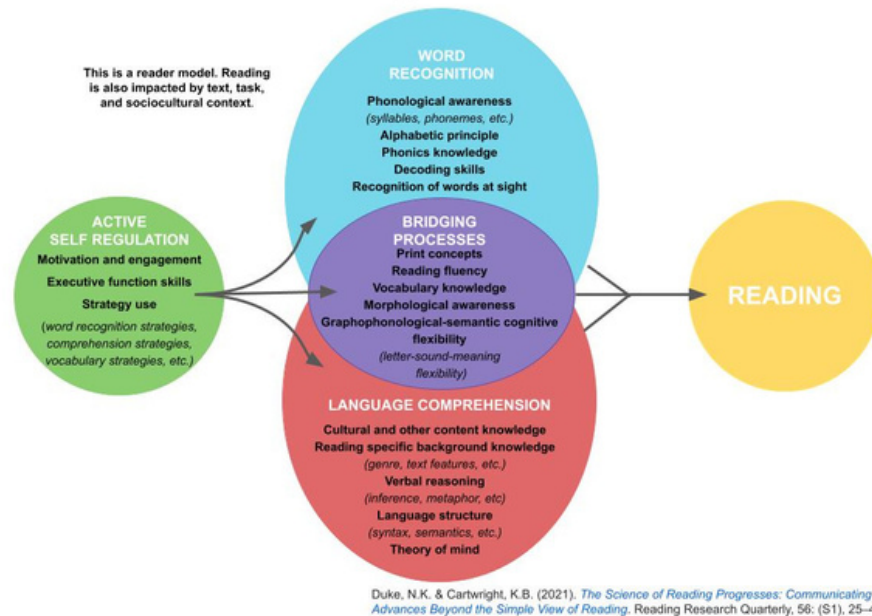


Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.

In 2021, researchers and professors Nell Duke and Kelly Cartwright released their model of reading, called the *Active View of Reading*. Their expansion of *Scarborough's Rope* and the *Simple View of Reading* acknowledges the separate components or strands but emphasizes the overlap of these components. The *Active View of Reading* also addresses how self-regulation and executive function skills impact student engagement. Using similar terminology, the *Active View of Reading* recognizes the elements of **word recognition** with phonological awareness, alphabetic principle, phonics knowledge, decoding skills, and recognition of words at sight. This model also identifies several **bridging processes** between word recognition and **language comprehension**. The bridging processes include print concepts, reading fluency, vocabulary knowledge, morphological awareness, and graphophonological-semantic cognitive flexibility. Elements of **language comprehension** include cultural and other content knowledge, reading-specific background knowledge, verbal reasoning, language structure, and theory of mind.

Components of literacy aligned to the *Active View of Reading* are addressed in this report, and this model will be the framework for further exploration and explanation of our work ahead. This model was presented to administrators and teachers in 2022 and has been referred to often in subsequent professional development to solidify its foundation in our work districtwide. The research document is available [here](#).

Active View of Reading



Recommended Literacy Blocks

The National Reading Panel indicates that all classrooms should have at least ninety to one hundred and twenty minutes daily for literacy instruction (NIH, 2000). This literacy block will look different across grade levels, but each block should include components of literacy education described in the *Active View of Reading*. In primary grades, more emphasis is placed on the foundational literacy skills of word recognition components, such as phonemic awareness, phonics, and decoding skills. This helps students develop fluency and enables them to become successful readers. Discussing shared texts and questions builds background knowledge, vocabulary, content area knowledge, and comprehension strategies to create analytical thinkers. These components are referred to as bridging processes in the *Active View of Reading*. This had previously been a focus in upper elementary grades, but they are vital to building knowledge in the early grades as well.

In primary grades, explicit, systematic instruction of phonemic awareness, phonics, and direct instruction of reading skills, along with fluency and independent reading is the foundational work necessary to support children learning to read. In the upper grades, foundational skills include word study with morphology, Greek/Latin roots, and direct instruction of reading skills and comprehension strategies through small groups or literature circles. Students in upper grades need more time for independent reading in literature-rich environments (Lipson, 2007).

Components of literacy instruction to be addressed daily within the school day:

- Phonemic awareness (5-10 minutes) - predominantly in primary grades, and upper grades when needed (NIH, 2000)
- Phonics/Word study (20-30 minutes) - In ACSD, this is taught through *Foundations* in grades K-3. Word study in upper grades includes morphology and Greek/Latin roots (Blevins, 2016)
- Explicit, direct instruction of reading skills (e.g., focus lesson, small group with instructional texts, or strategy groups)
- Independent reading (15-20 minutes for K-2, 30-45 minutes for older grades)
- Fluency work - practice repeated readings with texts and opportunities to listen to strong models of fluent reading
- Interactive read-aloud (e.g., planned discussion points & questions, content area alignment, print concepts)
- Vocabulary instruction - aligned with content areas to make connections (NIH, 2000)
- Writing instruction (e.g., syntax, grammar, genres, responses to reading, and topics studied)



SECTION 2

Literacy in ACSD

Data Review

In ACSD, much like the rest of the United States, thirty to forty percent of our student population scores below proficient on standardized assessments. These district scores have remained fairly static over the past five years (ACSD, SBAC, 2015-2020). These scores coupled with the impact of the pandemic, make literacy a focal point in the Strategic Plan reports as well as our COVID Recovery Plan.

For students in elementary schools, the Formative Assessment System for Teachers (**FAST**) is used to screen students from kindergarten through fifth grade tri-annually. There are a number of assessment and progress monitoring tools and resources for specific lessons for the whole class, small groups, and intervention situations. The assessments focused on English language arts include EarlyReading, aReading, and CBM-Reading (Curriculum-Based Measurement). District scores over the past seven years have fluctuated, but there are notable decreases in the scores especially in primary grades over this time period. Our goal of working towards a prevention model rather than an intervention model will support an intentional focus on the early grades that will bolster their literacy skills in later grades.

FAST benchmark proficiency	earlyReading Kindergarten	earlyReading 1st Grade	aReading Kindergarten	aReading 1st Grade	aReading 2nd Grade	aReading 3rd Grade	aReading 4th Grade	aReading 5th Grade
These scores indicate the overall yearly benchmark average percentage of students at or above proficiency in English language arts with the FAST earlyReading in kindergarten and first grade, and FAST aReading for kindergarten through fifth grade. Assessed components include phonemic awareness, word recognition, grammar, fluency, and vocabulary.								
2015-2016	60	49	59	45	63	80	69	70
2016-2017	52	67	64	59	60	62	77	66
2017-2018	46	46	52	52	70	68	73	81
2018-2019	34	41	53	54	58	72	71	76
2019-2020*	50	42	56	48	55	60	76	74
2020-2021	47	40	51	44	53	62	67	72
2021-2022	50	40	51	43	53	66	63	71

* only two FAST testing periods in 2019-2020

Additionally for students in grades three through eight, the Smarter Balanced Assessment (SBAC) has been administered yearly in the spring. It was also administered every other year with ninth and eleventh-grade students. Below are the results from the SBAC English language arts exams. The scores below represent the district-level reports for the past six years. The SBAC was not given to students in the spring of 2020, due to Covid.

	ACSD						Vermont					
	2016	2017	2018	2019	2020	2021*	2016	2017	2018	2019	2020	2021*
Grade 3	73	57	48	49	—	50	54	49	50	50	—	43
Grade 4	51	65	54	51	—	54	54	49	53	51	—	45
Grade 5	61	59	71	64	—	56	58	55	55	56	—	49
Grade 6	65	57	55	69	—	52	56	52	53	53	—	44
Grade 7	72	68	64	50	—	54	58	55	57	56	—	52
Grade 8	69	64	72	58	—	65	59	55	57	53	—	52
Grade 9	—	—	58	69	—	58	—	—	55	57	—	55
Grade 11	66	66	—	—	—	—	57	59	—	—	—	—

*During the 2020-2021 school year, schools were required to administer statewide assessments. Vermont schools administered the SBAC in person and participation was variable for various reasons. Comparing the 2021 results to previous years is discouraged (VT AOE, Fact Sheet 2021). This table represents scores of proficiency in English language arts for ACSD students in comparison to all Vermont students.

The scores on these universal screeners and state standardized assessments indicate how the literacy scores in ACSD have dropped or fluctuated little over the past few years. This provides a baseline for our work ahead to intentionally shift our instructional practices and enable our students to reach their full potential through evidence-based literacy instruction.

Moving from Balanced Literacy to Structured Literacy

Up to this point, there has been some progress to establish consistent literacy structures across ACSD's elementary schools. Information about how teachers are currently using literacy time blocks was acquired through observations, discussions, and surveys with educators and our elementary administrators¹. This information tells us where we are and where we need to focus attention to achieve more successful literacy outcomes for our students.

A Balanced Literacy approach has been the predominant practice throughout our elementary schools, especially in primary grades. Characteristics of a Balanced Literacy approach include:

¹ Survey responses about instructional practices and programs can be found in the Appendix.

whole group mini-lessons, Guided Reading (Fountas & Pinnell, 1996), small groups with leveled or predictable texts, the three-cueing system, some phonics instruction, and phonemic awareness addressed inconsistently². Focus on rich literature with shared readings is designed to expand understanding of the text and focus on meaning with context and pictures (Lorimor-Easley, N.A. & Reed, D.K, 2019).

Missing from Balanced Literacy is sequential and explicit instruction around foundational literacy components of phonemic awareness, phonics, vocabulary, and connected texts. Many of the reading strategies taught through a Balanced Literacy model are characteristics displayed by struggling readers; strategies from the three-cueing system to guess a word, skip a word, or think of a word that might make sense. Successful readers attend to each part of words as they learn to decode words with automaticity through orthographic learning (Kilpatrick, 2016).

With research and evidence-based practices, the district is moving from a Balanced Literacy Approach toward a Structured Literacy Model. Structured Literacy is based on science and emphasizes explicit and systematic instruction. Instruction encompasses phonological and phonemic awareness, word recognition, phonics, and decoding, spelling (encoding), and syntax. Foundational instruction moves students through phonemic awareness activities, an introduction to letters and the sound-symbol relationship, then onto blending and segmenting closed syllables, into the other five syllable types and multisyllabic words. Throughout this evolution, students practice and apply their phonemic awareness and phonics skills with decodable texts until these types of texts are no longer necessary. Students move from simple to more complex phonics skills while teachers assess their progress and reteach where necessary. This language learning is cumulative, so skills need to be mastered before moving forward (Lorimor-Easley & Reed, 2019). For young students who cannot yet access rich literature through independent reading, teachers share read-aloud texts with complex vocabulary and sentence structure in a range of topics to build background and content knowledge, and comprehension skills.

Educators and administrators in ACSD have varied expertise with Structured Literacy. Some common professional development has begun but we need to continue this focus in our work ahead. During the summer of 2022, a team of educators met to develop a scope & sequence for phonemic awareness. Educators in primary grades received professional development focused on phonemic awareness during pre-week which included the rollout of the scope & sequence, common assessments. In the fall, they had an opportunity to choose a program for our primary grades. Teachers selected the *Heggerty Phonemic Awareness* program with materials provided to any educators who needed them. David Kilpatrick's *Equipped for Reading Success* was provided for older students with phonemic awareness deficits.

2 Spreadsheet of PreK-5 Literacy Programs and Assessments can be found in the Appendix.

Foundations, from Wilson Language, is the chosen District phonics program for kindergarten to grade three. Though the District already utilized *Foundations*, updates for kits and materials were needed. We received a grant in fall of 2021 to update all teacher kits and materials. An integral part of structured literacy instruction includes texts students read to practice skills learned in phonics and phonemic awareness instruction. Research supports using predominantly decodable texts with young learners to apply and practice of those skills. In the fall of 2022, *Geodes*, a decodable text series was provided for all district kindergarten to second-grade classrooms. The *Geodes* program, from Great Minds, is aligned with the *Foundations* program and includes an entire year's worth of decodable texts for students. There is still a need for additional decodable texts for older struggling students and to supplement current classroom libraries.

Work Underway

Since the fall of 2021, the partnership between International Baccalaureate (IB) Primary Years Program (PYP) Coordinators and the Literacy Coordinator has brought a focus to our literacy efforts. We have collaborated with teachers to align vocabulary and literacy standards more cohesively into the elementary curriculum. In February 2022, during collaborative professional development, coordinators provided explicit vocabulary instruction, and grade-level teams began to build essential vocabulary lists for each unit with embedded explicit instruction.



Grade-level teams identified several mentor texts for each unit to build background knowledge, vocabulary, and comprehension. This work has continued through the 2022-2023 school year. After the teams have completed their essential lists, they will be reviewed horizontally as grade-level teams and vertically by grades below and above their own. This ensures continuity across grade levels and educators are aware of connections to previously learned vocabulary.

During Curriculum Camp in 2022, grade-level teams began linking literacy standards to specific units. This remains a focus throughout 2022-2023 and district-wide scope and sequences for all grade levels around foundational literacy skills, reading comprehension, and writing units of study are being created. The IB framework provides a coordinated curriculum for all students with content-rich, transdisciplinary instruction woven into comprehensive literacy instruction.

Explicitly building knowledge in school is an equity issue which levels the playing field for all students while valuing the knowledge they bring (Knowledge Matters, n.d.). To that end we are working to explicitly build a literacy curriculum that incorporates relevant content and writing assignments within the units. Our ACSD grade-level teams have identified a gap in consistent writing models and programs and they will focus on integrating writing skills within units both vertically and horizontally. The [Knowledge Matters Campaign](#) includes several research resources that explain to the importance of pairing building content-area knowledge with the language arts block.

Teams are building common resources for lessons and creating common prompts to use for calibration and assessment of student writing. Rubrics are being used by students and educators to assess instructional needs in writing.

Elementary interventionists have met with the Literacy Coordinator regularly over the past two years to discuss current practices, data, and upcoming foci for the group. One goal includes working with the Director of Equity and Student Services to develop a consistent process for identifying struggling students, using common diagnostic assessments, planning evidence-based interventions, and progress monitoring students. The role of interventionists in schools continues to evolve to address the needs of both teachers and students and can look different from one school to another. Interventionists are co-teaching and modeling foundational skills lessons in classes while also meeting with small groups of students for targeted instruction.



SECTION 3

LOOKING FORWARD

Recommendations for Improvement

To build more consistency across our district around foundational literacy instruction, we can take direction from the Vermont *Blueprint for Early Literacy* which states, “We believe that a collaborative, coordinated, equitable and aligned PreK-third grade literacy system holds the potential for improving reading outcomes and closing achievement gaps” (VT AOE, 2019, p5). The following are several recommendations for targeted improvement in the coming years.

- **Provide educators with additional professional development with the universal screener FASTBridge** to build their understanding of how the assessment tool can be used for diagnostic assessment, progress monitoring, and using the data to inform instruction.
- **Have consistent recommendations for diagnostic assessments and provide training for educators to use these assessments.** Some work has been done with interventionists, the Literacy Coordinator, and the Director of Equity and Student Services to move to consistency. There will be more collaboration with special educators and when decisions are finalized the information will be shared with administrators and educators.
- **Select and implement a common data management tool** to organize assessment results from universal, diagnostic, and preventative screeners to enable multiple parties to access and discuss the range of data.
- **Discontinue the use of assessments that do not align with research** and are not being used consistently across our elementary schools. Currently, one of the diagnostic, formative assessments used in many of our schools is the Fountas and Pinnell Benchmark Assessment System (BAS) for reading skills and comprehension. This assessment aligns with a leveled book system and is contradictory to the focus we are placing on phonemic awareness, phonics, and decodable texts in the primary grades. Alternatives for assessing student reading in the early grades include using Oral Reading Fluency and Words Correct Per Minute guidelines for reading assessment. Additionally, it is worth noting Nell Duke’s Listen to Reading/Watch While Writing Protocol as an alternative formative assessment. This protocol can be used in a similar way to running records, but can also be used to assess student writing and assess specific decoding knowledge.

- **Consider additional preventative screeners to help identify students who may have difficulties in literacy components before they are reading.** Using a Rapid Automatized Naming (RAN) assessment as early as kindergarten can identify students who may have processing difficulties and need more repetitions and intensive practice as they learn phonemic awareness and phonics skills. In addition to phonological awareness, letter name, and sound knowledge, RAN assessments are identified as a strong predictor for later reading (McWeeny, et al, 2022). Once students have learned the letter names and sounds, FastBridge has sub-skill assessments of RAN with letter names or numbers.
- **Further invest in embedded professional development in the form of coaching to strengthen literacy instruction.** According to the Vermont Agency of Education, “Teachers need access to high-quality professional learning as schools build a community of early literacy experts. This can be accomplished through collaborative professional development and embedded professional learning supports such as literacy coaches” (VT AOE, 2019, p18-19). A model of coaching has begun in our elementary school. It is offered as an optional professional development opportunity for educators. A coaching cycle includes identifying an area of growth, collecting data, setting goals, learning with research, modeling or co-planning, deciding on a strategy for instruction, practicing, and reflecting (Knight, 2018).

The Vision

- All primary educators will have up-to-date *Foundations* training and new teachers will receive training when they join the district or change grade levels.
- Primary teachers will consistently teach explicit phonemic awareness and phonics in their classrooms and students will apply these skills through practice with decodable texts.
- Improved professional development around Structured Literacy and the science of learning will increase the expertise of all educators and administrators. In the upcoming year, educators will have access to common diagnostic assessments and use the results to plan instruction and discuss data with administrators and other educators.
- Scope and sequences around direct foundational literacy instruction will be complete and tools such as rubrics or learning scales will enable teachers to report on student progress more effectively to families.
- Scope and sequences will be aligned to our elementary Program of Inquiry (POI) tying explicit literacy instruction to our IB curriculum. This will include vocabulary, reading, and writing development in units of inquiry that also build background knowledge through links to science and social studies content shared through text sets and shared reading.

- Educators will be able to look at the vertical alignment of literacy components and find ways to make instruction more cohesive from one grade to another by building upon previously taught skills and teaching with more complexity in each grade level.
- Assessments will be reviewed to support the complexity of reading instruction and the district will move towards consistent assessment use between schools and grades.

The Goal

Recognizing the link between third-grade reading proficiency and future academic success (Fiester, 2013), **90% of our third graders will be reading at grade level by the spring of 2026.**

This ambitious goal points toward challenging and rewarding work ahead. With common professional development of evidence-based instructional practices, foundational knowledge of the science of literacy for educators and administrators, high-quality instructional materials and resources, and common literacy data, ACSD literacy scores can and will rise and provide all of our students with the literacy foundation they need to become successful, literate community members.



APPENDIX

Information Gathered about Literacy Instruction in ACSD

Visits to the elementary schools to observe in classrooms and speak with elementary teachers took place through the 2021-22 school year and continue now. A survey of teachers was sent out in November 2021. Questions centered around programs and teaching practices teachers use in their rooms, literacy block planning, as well as asking about professional development needs, and how teachers may work with the literacy coordinator. Information from these visits and surveys is compiled in the links below:

- [21-22 Lit Programs by School](#)
- [21-22: PreK-5 Literacy Programs & Assessments](#)
- [21-22 Supplement: Literacy Survey Teacher Responses](#)



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ACSD

May 9, 2023

Norms Activity

Norm	Comments	Determination
#1 We will be fully present at the meeting by becoming familiar with material before we arrive and by being attentive to behaviors that affect physical and mental engagement.	"Also, we will be responsible for catching up with missed meetings." "Meetings running way over, without a break, without food/drink - this wouldn't be expected of staff or students."	10 dots
#2 We will invite and welcome the contributions of every member and listen to each other.	Redundant (#5)	10 dots General consensus to combine #2 and #5
#3 We will be involved to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting.	"Not sure this is always best. Some don't want their disagreements/ issues included in the public record." "Sometimes this can feel confrontational and some members might feel safer talking individually with people they are in disagreement with." "Second part, yes. Don't understand how first part intersects with two previous norms." "I think we tend to get every board member's input. Sometimes that is not necessary."	4 dots
#4 We will operate in a respectful ,	"Staff and community missing?"	9 dots

collegial, and friendly atmosphere. We will use humor, as appropriate, to help us work better. (effective listening – shared air time, respectfully responding to each other’s opinions. We are responsible for helping each other adhere to our group norms.)	<p>“Remove this (parenthetical) part.”</p> <p>“Humor statement seems unnecessary.” x2</p> <p>“Replace ‘friendly’ with respectful.”</p> <p>“We don’t know each other very well”. --yet!</p>	Not sure where the group landed on the “humor” discussion
#5 We will all work together to understand all points of view before we call for a decision.	“Redundant? – #2 ‘invite and welcome’”	8 dots General consensus to combine #5 and #2
#6 We will use the district mission statement as a guide to ensure academic success for all students	<p>“Expand this to include NSBA 8 Characteristics of an Effective Board.”</p> <p>“Academic is too narrow – learning? well-being?”</p> <p>“Still think academics is the primary job, but agree that well-being should be added.”</p> <p>“Is this a norm?”</p>	6 dots General consensus that this is superfluous – the mission / vision statement itself addresses this.
#7 We will have fun together, as appropriate, for the betterment of the group.	“Who will fund this fun? Does it serve our mission/ vision?”	7 dots
#8 We will utilize Robert’s Rules of Order to run our meetings and enforce the grup norms.	<p>“Is this a requirement?”</p> <p>YES</p>	8 dots Required by law; not needed as a norm.
#9 We will celebrate accomplishments and milestones, as appropriate, for our board members, district leaders, students, and teachers.	<p>“For our district leaders and students.”</p> <p>“Allot time for this AS WELL AS board self-evaluation – board review of every meeting.</p> <p>“Common sense; not needed in norms”</p>	9 dots

ACSD

May 9, 2023

Governance Mindset - Key Take-Aways/ Comments

- Diagnostic Manual
- Where's the equity segment?
- Board/ Administration: Steering: Rowing
- Need full board commitment on Deep Learning
- Definition of Roles
- Superintendent Evaluation
- Board Self-Evaluation
- Orientation of new board members

Parking Lot

- Factions on the board
- Data needed (interrupted by COVID)- reset needed
- Equity programs -- funding and programs
- Strategic Plan needs outcome measures
- Financial Pressures: Spending Threshold/ ACT 173
- Board Work Plan Calendar

Eight Characteristics of Effective Boards (NSBA)

1. Commit to a vision of high expectations for student achievement.
2. Have strong shared beliefs and values about what is possible for students and their ability to learn.
3. Are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Have a collaborative relationship with staff and community.
5. Are data savvy.
6. Align and sustain resources to meet district goals.
7. Lead as a unified team with the superintendent.
8. Take part in team development and training.