MINUTES



Addison Central School District ACSD Board Board Meeting Monday, June 12, 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:

Link to join Webinar

https://us06web.zoom.us/j/88346927001

Α.	Call to Order Upon Reaching A Quorum										
	1. Introductions - Board Members, Administrators and Staff										
	2. Public Comment										
Β.	Recommendation to Approve Minutes of 5/22, 5/23, 5/30, and 6/5										
C.	Approve ACSD Bills										
D.	. Report of the Superintendent										
	1. Discussion: ACSD Literacy System Development	20 min									
	2. Discussion: ACSD FY23 Assessment Report	20 min									
	3. Discussion: FY22 Audit	10 min									
	4. Action: Approve Tax Anticipation Note	5 min									
	5. Action: Approve Professional Appointments	5 min									
Ε.	Report of the Board										
	1. Discussion: Committee Updates										
	a. Finance Committee Update: Transportation and Auditor RFP	10 min									
F.	Other										
G.	Executive Session: Contract Negotiations VSA 313 (a)3										
Н.	Adjournment										

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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.

In-Person Attendance

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; Ellie Romp; James Malcolm; Joanna Doria; Lindsey Hescock; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

Remote Attendance Jason Chance Not In Attendance

Jamie McCallum

A. Call to Order Upon Reaching A Quorum Meeting called to order

at 6:32 p.m.

1. Introductions - Board Members, Administrators and Staff

ACSD Staff and Administrators also present: Nicole Carter, Assistant Superintendent and

Director of Equity & Student Services; Heather Crowley, Executive Assistant to the

Superintendent; Matt Corrente, Director of Finance & Operations; Will Hatch, Director of

Technology; Emily Blistein, Director of Communications & Engagement; and Caitlin Steele,

Principal of MUHS and outgoing Director of Teaching & Learning

Other guests: Emma Mulvaney-Stanak, Consultant; Camila Blanco, MUHS Student representative on the ACSD Strategic Planning Action Team; Samantha Paine, Shoreham and MUHS Parent representative on the ACSD Strategic Planning Action Team; Ethan Murphy, President of Middlebury Skatepark Project; Jill Quackenbush, Secretary & Treasurer of Middlebury Skatepark Project

2. Public Comment

Mary Slosar of Weybridge spoke up as a parent and representative of the ACSD SEPAC --

she heard that the Policy Committee will be revisiting the recently adopted Family Engagement Policy, and wanted to state her perspective: This is a real cultural values decision that the full Board should consider and make a decision. The AOE has a selfassessment guide on family engagement that she encourages the Board to use -- she is happy to share the link. She believes this is not just for the Policy Committee to discuss, the for the full Board -- as this is a systems/culture/values discussion.

B. Recommendation to Approve Minutes of 5/3, 5/8, 5/9, 5/12 & 5/18

Barb Wilson suggested that the meeting minutes from 5/3, 5/8. 5/9, 5/12, and 5/18 be considered and approved collectively. Steve Orzech objected, noting that many Board members have missed several meetings, and that they traditionally would abstain from voting if they missed meetings. He believes this information is important for the public record. Mary Heather Noble agreed, and stated that doing each meeting individually is fine for the minutes.

For 5/3/23 minutes: Steve Orzech made a motion to approve the 5/3 minutes. Suzanne Buck seconded. The motion passed with 11 'ayes.' Ellie Romp abstained.

For 5/8/23 meeting: Suzanne Buck made a motion to approve the 5/8 minutes. James Malcolm noted that the 5/8 meeting is listed as a Special Board Meeting, but was in fact a regularly scheduled meeting. Mary Heather Noble and Heather Crowley will make that correction. Steve Orzech seconded. The motion passed with 12 'ayes.'

For 5/9/23 meeting: Steve Orzech made a motion to approve the 5/9 minutes. James Malcolm seconded. The motion passed with 11 'ayes.' Ellen Whelan-Wuest abstained.

For 5/12/23 meeting: Suzanne Buck made a motion to approve the 5/12 minutes. Ellie Romp seconded. The motion passed with 10 'ayes.' Ellen Whelan-Wuest and Ellie Romp abstained.

For 5/18/23 meeting: Suzanne Buck made a motion to approve the 5/18 minutes. Steve Orzech seconded. The motion passed with 9 'ayes.' Brian Bauer, Ellen Whelan-Wuest, and Ellie Romp abstained.

C. Approve ACSD Bills

James Malcolm presented a summary of the ACSD Bills read since the last regular Board meeting on 5/3/23. They were reviewed by both Jason Chance and himself.

General Fund: \$548,929.02 McGilton Fund: \$3,000 Payroll: \$927,757.70

Motion to approve and pay the ACSD Bills as presented. Move: James Malcolm Second: Steve Orzech Status: Passed

D. Report of the Superintendent

Nicole Carter opened the discussion on behalf of Peter Burrows, who was absent. She introduced Emma Mulvaney-Stanak, the consultant who has been facilitating work on the Strategic Plan for Equity, as well as the two co-chairs of the Strategic Planning Action Team: Camila Bianco -- MUHS Student representative, and Samantha Paine -- Shoreham and MUHS Parent representative.

1. Discussion: Strategic Plan for Equity

Emma Mulvaney-Stanak lead the Board through a slideshow presentation to review the Strategic Planning work that has been completed to date, including Phase 1, 2 and 3 of the process. Phase 3 has been ongoing since January 2023, and includes the work of the Action Team to translate the Board's Strategic Planning Goals into actionable strategies and tasks. The Action Team consists of 4 students, 3 parents/caregivers, 3 educators, 1 building-based admin, the Director of Equity and Student Services, the Director of Finance & Operations, and the Director of Teaching & Learning.

The process: The Action Team identified a few focus areas for the work -marginalized students & families, socio-economic barriers & poverty, special education & disability, and equitable access to resources. They invited a number of experts into their sessions, depending on the focus area, and asked: What is ACSD doing well, and what are the areas needing improvement? There was a much longer list for areas where ACSD needs improvement. MUMS and MUHS students were also surveyed and confirmed the expert opinions. The group is now reviewing the list of needs with an equity impact perspective (how to maximize the equity impact for the greatest number of people). Final steps will include a report from the Action Team to the Board, which summarizes its recommended strategies/action steps. This is expected sometime in June/July. Then assuming the Board approves the Strategic Plan, it can begin working with the interim superintendent and staff in August/Sept/Oct to create benchmarks and implement the plan.

Members of the Board asked questions about the "Equitable Access to Resources" focus -which includes things like equitable access to transportation, early education, and after school/enrichment programming across the District. Others asked for additional information on the "Equity Impact Tool" and student survey. Barb Wilson asked about next steps -- Emma Mulvaney-Stanak responded that the Board should expect to add the Strategic Plan to a meeting Agenda in July/August and invite the Action Team to receive the report.

2. Discussion: International Baccalaureate Presentation

Caitlin Steele presented preliminary results of her work to conduct a reflective analysis of the IB program. Initial work focused on MUHS staff and students to ask about what is appreciated and disliked about the IB framework, the local implementation of IB in the school, and to identify whether the concerns/critiques are centered more around IB as a whole, or around the Diploma Program specifically. She provided a very brief snapshot of survey results:

- She received positive feedback on the IB mission and learner profile, the IB rubrics, onCAS, and on MUHS departmental collaboration.

- There was negative feedback on the year-long block schedule, mixed feelings about thelanguage requirement, ManageBac, and the student/teacher stress levels associated with the full DP course load. There was also feedback indicating that the interdisciplinary units could be better implemented, and that the MUMS-MUHS collaboration needs improvement.

Caitlin also acknowledged issues around providing equivalent support and attention to flexible pathways to graduation from MUHS, so that all students feel seen, heard, welcome, and celebrated no matter which path they choose. Some issues to tackle: a perception that DP is the best/most valid path, pressure on high-achieving students to enroll in full DP even if they don't want to/think it's best for them, variety of DP/non-DP classes, and lack of equally robust alternative pathways.

The District's To-Do: Expand the reflective surveys to all ACSD educators to look at the PYP at all 7 elementary schools and MYP at MUMS, talk to students, expand the conversation to parents & caregivers, and incorporate this effort into ACSD's NEASC and IB reauthorization process.

The Board asked questions and brought up a number of additional considerations, including:

- Perceptions around the inflexibility of the IB program

- Whether the IB program is yielding higher skills in students (or whether it's still too early totell -- current 2nd graders are the only students who have only received IB instruction) - If other Districts with IB schools have also experienced similar issues and whether ACSD could network and benefit from their solutions
- How IB can accommodate relaxing the language requirement for some special educationstudents
- 3. Professional Appointments

Suzanne Buck noted that the list of professional appointments had a typo.

Motion to approve the additional ACSD professional appointments for the '23-'24 academic year as presented.

Move: Steve Orzech Second: Ellen Whelan-Wuest Status: Passed

- E. Report of the Board
 - 1. Action: Skatepark Support Letter

Nicole Carter introduced Ethan Murphy and Jill Quackenbush of the Middlebury Skatepark

Project to lead a presentation on the proposed Skatepark to be located at the Middlebury Recreation fields adjacent to Mary Hogan School. (See meeting materials.)

The proposed location is ACSD property under lease by the Middlebury Parks & Recreation Department. The Middlebury Skatepark is seeking permission for use of the land to construct a temporary skate structure and eventually a concrete skatepark open to the public.

Highlights of the presentation:

- This request and presentation is a culmination of a year's worth of work. They have receivedoverwhelming support from parents, community, and the Middlebury Parks & Recreation Department.
- Alternative sites were considered, but this location is the one recommended by the Parks &

Rec Dept. They have worked with Dustin Hunt of Midd Parks & Rec, Bruce Macintire of ACSD, Peter Burrows of ACSD, and Jen Kravitz with the Mary Hogan School to answer questions and address concerns. This site was chosen because of its central location and public accessibility, access to bathrooms and water, and availability of parking. The project will comply with all wetland, utility and other setback requirements.

- Insurance will be covered by Middlebury Parks & Rec -- the Lease requires \$2 millionliability for a single incident, and their policy covers up to \$10 million.

- Maintenance will be shared by Midd Parks & Rec and the Middlebury Skatepark Projectorganization.
- Cost of the project \$5,000 \$7,000 for the concrete park. Project completion will take 1-3 years, depending on fundraising. The organization needs permission & letters of support to secure grants and other funding.
- The request includes: 1) letter of permission from ACSD Board for construction of theconcrete skatepark, and 2) permission to construct a temporary mini ramp for skating while fundraising and planning for the concrete skatepark continues.

Board questions:

James Malcolm asked about current field uses -- the fields are used for soccer, etc -- but Parks & Rec reportedly has flexibility to offset this. Steve Orzech asked about the intent of keeping the park open to the public during school hours -- and whether this could potentially invite conflict between adult users and school activities. Suzanne Buck asked about accessibility to other ACSD users outside of Middlebury. Mary Heather Noble asked about parameters of the lease agreement, noting that the liability insurance requirements should probably be updated to reflect higher risk/unsupervised activities at the bike pump track and skatepark. She also wondered about the possibility of needing that area for construction/staging with any future renovations to Mary Hogan School. Lindsey Hescock echoed Steve Orzech's concerns about use during school hours, and liability issues. James Malcolm and Mary Heather Noble agreed that most of these matters are lease agreement/operational issues.

Tricia Allen and Ellen Whelan-Wuest expressed their support for the project and commended the organizers for their efforts.

James Malcolm made a motion to authorize Barb Wilson to issue a letter of permission to the Middlebury Skatepark Project to construct a concrete skatepark at the site described in the meeting materials. Brian Bauer seconded. The motion passed unanimously.

James Malcolm made a motion to authorize Barb Wilson to issue permission to the

Middlebury Skatepark Project to install a temporary skate ramp at the site while plans for the permanent park proceed. Brian Bauer seconded. The motion passed unanimously.

F. Other

None.

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

Entered Executive Session at 9:00 p.m. Exited Executive Session and re-entered Open Session at 9:45 p.m.

Motion to enter Executive Session to discuss personnel matter related to Interim Superintendent Search, per 1 VSA 313 (a) 3.

Move: Mary Heather Noble Second: Joanna Doria Status: Passed

H. Adjournment

Meeting adjourned at 9:47 p.m.

Respectfully submitted,

Mary Heather Noble ACSD Board Secretary

Motion to adjourn.

Move: Suzanne Buck Second: James Malcolm Status: Passed

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MINUTES



Addison Central School District ACSD Board Special Meeting Tuesday, May 23, 2023, 4:00 pm - 5:30 pm 208 Charles Avenue, Middlebury VT

In Attendance

Barbara Wilson; Ellen Whelan-Wuest; Ellie Romp; James Malcolm; Joanna Doria; Lindsey Hescock; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

Not In Attendance

Brian Bauer; Jamie McCallum; Jason Chance

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 4:04 p.m.

B. Public Comment

No public comment.

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

Entered Executive Session at 4:08 p.m. Existed Executive Session and re-entered Open Session at 5:41 p.m.

Motion to enter Executive Session per 1 VSA 313 (a) 3, for personnel matter to conduct interview for Interim Superintendent position.

Move: Joanna Doria Second: Mary Heather Noble Status: Passed

D. Other

None.

E. Adjourn

Meeting adjourned at 5:41 p.m.

Respectfully submitted,

Mary Heather Noble ACSD Board Secretary

Motion to adjourn.

Move: Suzanne Buck Second: Ellen Whelan-Wuest Status: Passed

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MINUTES



Addison Central School District ACSD Board Special Meeting Tuesday, May 30, 2023, 4:30 pm - 6:00 pm 372 Mainelli Rd, Middlebury, VT 05753

In Attendance

Barbara Wilson; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Steve Orzech; Suzanne Buck;

Tricia Allen Not In Attendance

Brian Bauer; Ellie Romp; Lindsey Hescock; Mary Heather Noble

- A. Call to Order Upon Reaching A Quorum Meeting called to order at 4.31 p.m.
- B. Public Comment

No public comment.

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

Entered Executive Session at 4:34 p.m.

Exited Executive Session and re-entered Open Session at 6:41 p.m.

Motion to enter go into executive session for the purpose of personnel, per 1 VSA 313 (a) 3. Move: Joanna Doria Second: Suzanne Buck Status: Passed

D. Other

Motion to authorize the chair to move ahead with interim Superintendent negotiations.

Move: Jason Chance Second: Ellen Whelan-Wuest Status: Passed

E. Adjourn

Meeting adjourned at 6:45 p.m.

Respectfully submitted,

Suzanne S. Buck, Acting Clerk

Motion to adjourn.

Move: Jamie McCallum Second: Jason Chance Status: Passed

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MINUTES



Addison Central School District ACSD Board Special Meeting Monday, June 5, 2023, 4:30 pm - 6:00 pm 208 Charles Avenue, Middlebury VT & Virtual Connection

In-Person Attendance

Barbara Wilson; Ellie Romp; James Malcolm; Jamie McCallum; Lindsey Hescock; Steve Orzech; Suzanne Buck

Remote Attendance

Joanna Doria; Mary Heather Noble

Not In Attendance

Brian Bauer; Ellen Whelan-Wuest; Jason Chance; Tricia Allen

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 4:39 p.m. by Barb Wilson.

B. Public Comment

No public comment.

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

Entered Executive Session at 4:40 p.m. Exited Executive Session and returned to Open Session at 5:35 p.m.

Motion to enter executive session to discuss personnel matter related to Interim Superintendent search per 1 VSA 313 (a) 3.

Move: Steve Orzech Second: James Malcolm Status: Passed

D. Other

Lindsey Hescock abstained.

Motion to authorize the Board Chair to complete negotiations with the Interim Superintendent candidate for the 2023-2024 academic year.

Move: Suzanne Buck Second: Jamie McCallum Status: Passed

E. Adjourn

Meeting adjourned at 5:37 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Jamie McCallum Status: Passed

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chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.



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.**



ACSD Foundational Literacy Report May 2025

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, evidencebased 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.

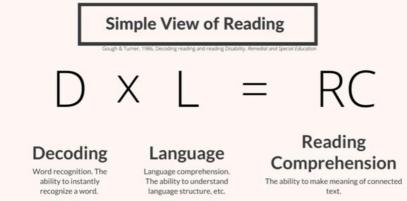
- **Fundations**: Prior to 2021, ACSD had committed to <u>Fundations</u> as a common phonics program. Based on information collected in 2021-2022, Fundations phonics materials were updated for all classrooms, kindergarten through third grade, and teachers who had not received recent professional development 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).

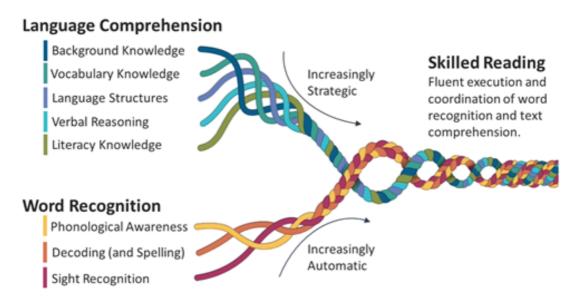


Gough & Turner, 1986, Decoding reading and reading Disability. Remedial and Special Education

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 <u>Reading Rockets</u>.



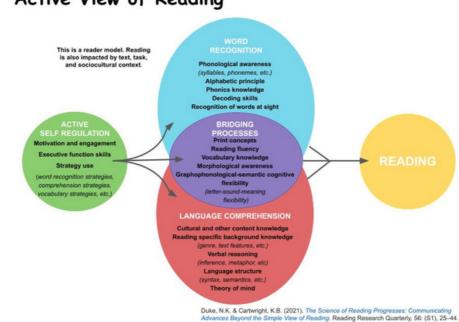
In 2001, Hollis Scarborough released her model of skilled reading, referred to as *Scarborough's Reading Rope*. It unpacks the *Simple View of Reading* into specific components of reading instruction that fall under language comprehension and word recognition. These component threads combine to become 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 <u>Reading Rockets</u>.



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 <u>here</u>.



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 *Fundations* 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 1st Grade	aReading Kindergarten	aReading 1st Grade	aReading 2nd Grade	aReading 3rd Grade	aReading 4th Grade	aReading 5th Grade
language arts	with the FAST	verall yearly ben earlyReading ir nents include pl	n kindergarten a	nd first grad	e, and FAST	aReading fo	r kindergarte	en through
2015-2016	60	49	59	45	63	80	69	70
2016-2017	016-2017 52 67		64	59 60		62	77	66
2017-2018	17-2018 46 46		52	52	70	68	73	81
2018-2019	34	41	53	54	58	72	71	76
2019-2020*	19-2020* 50 42		56	48	55	60	76	74
2020-2021	20-2021 47 40		51	44	44 53		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.

Fundations, from Wilson Language, is the chosen District phonics program for kindergarten to grade three. Though the District already utilized *Fundations*, 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 *Fundations* 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 coplanning, deciding on a strategy for instruction, practicing, and reflecting (Knight, 2018).

The Vision

- All primary educators will have up-to-date *Fundations* 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 End of Year Data Report

2022-2023 Year End Report

<u>2021-2022 End of Year Report</u>

Warning this is BASELINE data!



When reading the baseline data in this slideshow you may be tempted to create a "story" of what it means, why it is, and what we should do in response. PLEASE resist this temptation.

LET THIS DATA MAKE YOU CURIOUS, BUT NOT CONVINCED OF ANYTHING.

Baseline data helps to:

- set realistic goals and measure the progress towards them;
- maintain accountability and inform us about the impact of our efforts
- **inform and motivate** stakeholders to pay attention to certain issues and increase their participation;
- **provide justification** for policy makers and donors for a project intervention;
- **shape expectations** and communication strategies (IFRC, Baseline Basics, 2013).

Generally speaking, baselines allow us to establish whether change has occurred or not.



Purpose of the slides

TIER 3 Specialized Instruction Access and Progress

TIER 2 Targeted Instruction Early Detection and Response

TIER 1 Universal Instruction Universal Practices

POLICIES AND PROCEDURES OF A DISTRICT/STATE/NATION To build an effective MTSS we need to develop and review our data.

Introduction to the slides



Each set of slides provides a snapshot of information

- The baseline (first time) data from 2022-2023
- Helpful information about the data
- How ACSD's MTSS work addresses the data

School Enrollment and Title 1 Status, 2022-2023



ACSD School	Enrollment June 2023	Title 1
MUHS	510	
MUMS	367	
Mary Hogan	376	targeted
Cornwall	93	
Shoreham	76	targeted
Salisbury	65	Schoolwide
Bridport	65	Schoolwide
Ripton	44	targeted
Weybridge	44	

Helpful information about School Enrollment and Title 1 data, 2022-2023



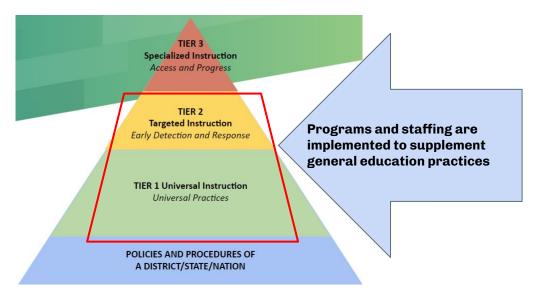
ACSD School	#	Title 1
MUHS	510	
MUMS	367	
Mary Hogan	376	targeted
Cornwall	93	
Shoreham	76	targeted
Salisbury	65	Schoolwide
Bridport	65	Schoolwide
Ripton	44	targeted
Weybridge	44	

- This is the enrollment from June 2023
- Title 1 is federal assistance public school districts receive "to support students from low-income families to ensure that all children meet challenging state academic standards"
- *Targeted assistance* means more than 30% but less than 40% low-income
 - Resources are targeted only to students most at-risk academically in math or reading.
- Schoolwide assistance promotes improved instruction for all students and comprehensive school reform

How ACSD's MTSS work addresses the data 2022-2023



ACSD School	#	Title 1
MUHS	510	
MUMS	367	
Mary Hogan	376	targeted
Cornwall	93	
Shoreham	76	targeted
Salisbury	65	Schoolwide
Bridport	65	Schoolwide
Ripton	44	targeted
Weybridge	44	



ACSD Instructional Plans, 2022-2023



ACSD School	#	Title 1	% 504 and IEP	EST Plans	% Total Plans
MUHS	510		27%	9%	37%
MUMS	367		27%	24%	53%
Mary Hogan	376	targeted	22%	20%	42%
Cornwall	93		21%	11%	33%
Shoreham	76	targeted	28%	Between 0-15%	28%
Salisbury	65	Schoolwide	22%	Between 0-18%	43%
Bridport	65	Schoolwide	Between 0-18%	Between 0-18%	23%
Ripton	44	targeted	27%	Between 0-25%	41%
Weybridge	44		25%	Between 0-25%	34%

Helpful information about instructional plan data, 2022-2023

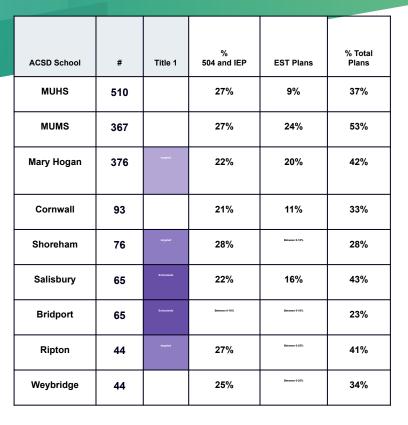


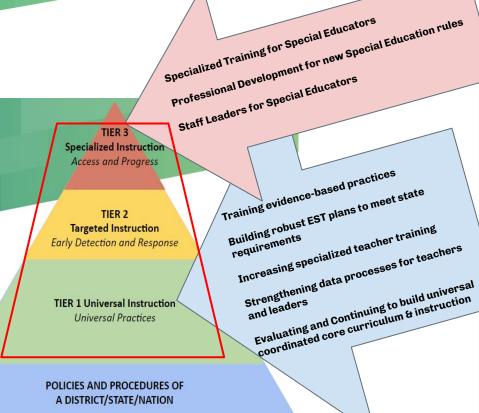
ACSD School	#	Title 1	% 504 and IEP	EST Plans	% Total Plans
MUHS	510		27%	9%	37%
MUMS	367		27%	24%	53%
Mary Hogan	376	tergeled	22%	20%	42%
Cornwall	93		21%	11%	33%
Shoreham	76	targeted	28%	Between 0-15%	28%
Salisbury	65	Schoolwide	22%	16%	43%
Bridport	65	Schoolwide	Between 6-19%	Between 0-18%	23%
Ripton	44	targeted	27%	Between 0-25%	41%
Weybridge	44		25%	Between 0-25%	34%

- This chart shows you what percentage of students in each building need a plan beyond Tier 1 (universal general curriculum)
- 504 and IEP plans support students who have a **federally identified need** for support to access the general curriculum
 - A 504 plan is a civil right to access an environment
 - An IEP plan defines and tracks specialized instruction
- Educational Support Team (EST) plans are a Vermont-only school identified short-term targeted intervention plan to help students build skills and the school to increase its capacity

Between 0-18%

How ACSD's MTSS work addresses the data 2022-2023





Addison Central Sch

Spring Universal Screener Data, 2022-2023



							Add	ison Central School Dis
ACSD School	#	Title 1	K-1 Reading* High Risk >25%	2-5 Reading** HIGH Risk ≥25%	2-5 CBM*** HIGH Risk ≥25%	K-1 Math**** HIGH Risk >25%	2nd-5th grade Math ^{*****} HIGH Risk >25%	Star Assessments 6-9
MUHS	510							Invalid Implementation
MUMS	367							Invalid Implementation
Mary Hogan	376	targeted						
Cornwall	93							
Shoreham	76	targeted						
Salisbury	65	Schoolwide						
Bridport	65	Schoolwide						
Ripton	44							
Weybridge	44							

*K-1 reading 14 subtests to screen early literacy skills such as phonics and fluency

**2-5 reading is to screen broad reading achievement

***2-5 CBM to screen oral reading fluency, aligned with common core: print concepts, phonological awareness, phonics and word recognition, fluency

****K-1 Math to screen early numeracy skills: numbers, relations, and operations

*****2-5 Math to screen broad mathematic skills (11 skills), aligned with common core,

Helpful information about spring universal screener data, 2022-2023



ACSD School	#	Title 1	K-1 Reading High Risk >25%	2-5 Reading HIGH Risk >25%	2-5 CBM HIGH Risk >25%	K-1 Math HIGH Risk >25%	2nd-5th grade Math HIGH Risk >25%	Star Assessments 6-9
MUHS	510							Invalid Implementation
MUMS	367							Invalid Implementation
Mary Hogan	376	targeted						
Cornwall	93							
Shoreham	76	targeted						
Salisbury	65	Schoolwide						
Bridport	65	Schoolwide						
Ripton	44							
Weybridge	44							

- Universal screener data is taken three times a year and is used to determine how to support students. Using it to identify practices/staffing/systems in the school and district is just beginning.
 - This chart shows the schools in which MORE than 25% of the students screened in the spring of 2023 are likely to fall below the end-of-year performance target.
 - Why 25%? N=11 for identifiable students and 25% gets us above N=11 at WES
- High-risk means a student needs intensive instructional support
- The universal screener data from MUMS and MUHS is invalid for a variety of implementation reasons; this has been addressed for 23-24 with a new/better screener and process for both schools.

How ACSD's MTSS work addresses the data 2022-2023



									_
ACSD School	#	Title 1	K-1 Reading High Risk >25%	2-5 Reading HIGH Risk >25%	2-5 CBM HIGH Risk >25%	K-1 Math HIGH Risk >25%	2nd-5th grade Math HIGH Risk >25%	Star Assessments 6-9	
MUHS	510							Invalid Implementation	TIER 3 Specialized Instruction Access and Progress
MUMS	367							Invalid Implementation	Used for EST plans to identify needs and
Mary Hogan	376							-	TIER 2 design effective interventions Targeted Instruction Early Detection and Response School and district leaders are
Cornwall	93								implementing SYSTEM and PRACTICE problem-solving teams to improve Tier 1 practices
Shoreham	76								TIER 1 Universal Instruction Universal Practices
Salisbury	65							-	
Bridport	65								
Ripton	44								POLICIES AND PROCEDURES OF A DISTRICT/STATE/NATION
Weybridge	44								

School Enrollment and Social Emotional Learning Data, 2022-2023



			Panorama SEL Summary
ACSD School	#	Title 1	>25% Some or No Strengths on 3 or more out of 6 measures
MUHS	510		
MUMS	367		
Mary Hogan	376	targeted	
Cornwall	93		
Shoreham	76	targeted	
Salisbury	65	Schoolwide	
Bridport	65	Schoolwide	
Ripton	44		
Weybridge	44		

Helpful information about SEL universal screener data, 2022-2023



ACSD School	#	Title 1	Panorama SEL Summary >25% Some or No Strengths on 3 or more out of 6 measures
MUHS	510		
MUMS	367		
Mary Hogan	376	targeted	
Cornwall	93		
Shoreham	76	targeted	
Salisbury	65	Schoolwide	
Bridport	65	Schoolwide	
Ripton	44		
Weybridge	44		

- Students assess themselves 3-12th grade. Teachers assess students K-2nd grade
 - Why 25%? N=11 for identifiable students and 25% gets us above N=11 at WES
- There are 6 identified areas of assessment:
 - Self-Efficacy
 - Growth Mindset
 - Grit
 - Self-Management
 - Social Awareness
 - Classroom Effort
- The Center for Academic Social Emotional Learning (CASEL) ranks Panorama #1 for SEL measurement tools
 - Designed to help leaders and teachers measure SEL to support school improvement plans and to support student SEL needs

How ACSD's MTSS work addresses the data 2022-2023



<u> </u>	<u>JZ3</u>			
ACSD School	#	Title 1	Panorama SEL Summary >25% Some or No Strengths on 3 or more out of 6 measures	TIER 3 Specialized Instruction
MUHS	510			Access and Progress TIER 2 TIER 2 This data will be used to identify this data will be used to ide
MUMS	367			TIER 2 Targeted Instruction Targeted Instruction Targeted Instruction Targeted Instruction Targeted Instruction
Mary Hogan	376	targeted		largeted Instruction
Cornwall	93			a Leaders will use time, and
Shoreham	76	targeted		TIER 1 Universal Instruction Universal Practices Universal Practices Universal Practices Universal Practices Universal Practices
Salisbury	65	Schoolwide		pi e univer
Bridport	65	Schoolwide		
Ripton	44			POLICIES AND PROCEDURES OF A DISTRICT/STATE/NATION
Weybridge	44			

School Enrollment and MUHS Graduation Data, 2019-2021



ACSD School	#	Title 1	State Reported 4 year Graduation Rates 2019-2021
MUHS	510		2019: 83% (22 students) (6 yr: 91%) 2020: 86% (18 students) (6 yr: 91%) 2021: 83 % (22 students) (6 yr: 84%)

Four-, Five-, and Six-Year Cohort Graduation Rates

	20	13	20	14	20	15	20	16	20	17	20	18	20	19	20	20	20	21
	VT	MU HS																
4-year	87	87	88	86	88	86	88	85	89	90	85	90	85	83	83	86	83	83
5-year	91	93	90	91	91	87	91	90	90	88	91	90						
6-year	91	92	91	94	91	93	92	88	91	90	91	88	92	91	88	91	87	84

* According to the Vermont Agency of Education's Education Dashboard. Five-year rates not published for the classes of 2019, 2020, and 2021.

44

Weybridge

Helpful information about MUHS Graduation data, 2019-2021



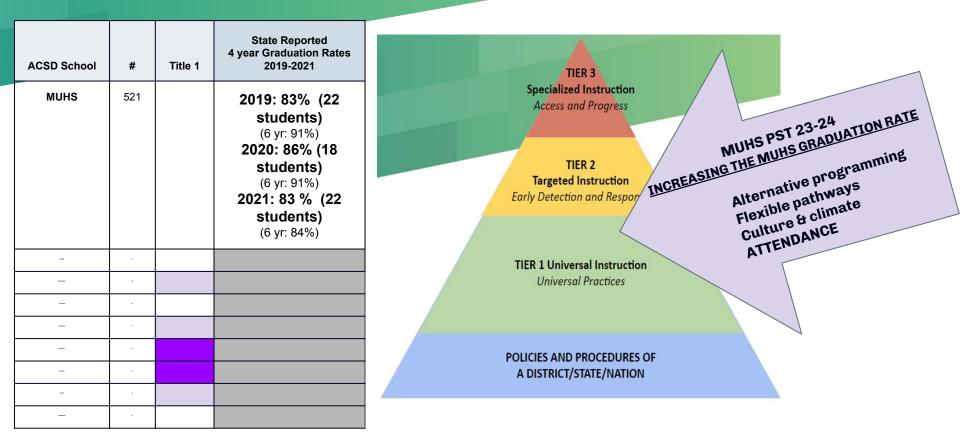
ACSD S	chool	#	Т	itle 1	4 ye	State Rep ear Graduat 2019-20	ion Rates	
MUH	IS	521			2	2019: 83% studen (6 yr: 91 2020: 86° studen (6 yr: 91 021: 83 ° studen (6 yr: 84	nts) %) % (18 nts) %) % (22 nts)	•
					Fo	ur-, Five-,	and Six-Yea	ar Col

This is the most recent Vermont state data set we can access; we are using it as our formal metric because it is calculated by the state and used in comparison with the state rate (and other districts).

	20	13	20	14	20	15	20	16	20	17	20	18	20)19	20	20	20	21
	VT	MU HS	VT	ML HS														
4-year	87	87	88	86	88	86	88	85	89	90	85	90	85	83	83	86	83	83
5-year	91	93	90	91	91	87	91	90	90	88	91	90			-	1227		
6-year	91	92	91	94	91	93	92	88	91	90	91	88	92	91	88	91	87	84

How ACSD's MTSS work addresses the data





Summary of the Work Ahead

ACSD Baseline Data from the 2023-2024 school year

Summary Data Set, 2022-2023

ACSD School	#	Title 1	% 504 and IEP	EST Plans	% Total Plans	K-1 Reading High Risk >25%	2-5 Reading HIGH Risk >25%	2-5 CBM HIGH Risk >25%	K-1 Math HIGH Risk >25%	2nd-5th grade Math HIGH Risk >25%	Star Assessments 6-9	Panorama SEL Summary Some or No Strengths >25% an 3 or more out of 6 measures	State Reported 4 year Graduation Rates 2019-2021
MUHS	510		27%	9%	37%						Invalid Implementation		2019: 83% (22 students) (6 yr: 91%) 2020: 86% (18 students) (6 yr: 91%) 2021: 83% (22 students) (6 yr: 84%)
MUMS	367		27%	24%	53%						Invalid Implementation		
Mary Hogan	376	targeted	22%	20%	42%								
Cornwall	93		21%	11%	33%								
Shoreham	76	targeted	28%	Between 0-15%	28%								
Salisbury	65	Schoolwide	22%	16%	43%								
Bridport	65	Schoolwide	Between 0-18%	Between 0-18%	23%								
Ripton	44	targeted	27%	Between 0-25%	41%								
Weybridge	44		25%	Between 0-25%	34%								

ACSD

Summary: How ACSD's MTSS-work is aligned with the data



Title 1 Schools	Policies and Procedures		Tier 1: Universal Instructional Practices and Systems	Tiers	2 and 3: Targeted and Specialized Practices and Systems
Programs and staffing are provided to supplement general education practices in some ACSD schools: Academic Interventionists Behavior Specialist	ess ion esponse ruction es	1) 2) 3) 4) 5) 6) 7)	 Universal Instructional Practices and Systems EST plans using screener data to identify instructional needs: Each school has a staff team reviewing screener data and recommending students for short-term targeted interventions Teachers and interventions use screener data to identify interventions needed for targeted instruction School and district leaders meet as problem-solving teams to identify practices and systems in need of "problem-solving" Principals work with school staff to review universal core curriculum and skill-teaching needs- classwide and schoolwide ACSD Leaders will use this data to inform system design, professional development, and universal practices Evaluating and continuing to build universal core curriculum & instruction Strengthening data processes for teachers and leaders MUHS: Flexible pathways; Culture & climate; ATTENDANCE 	1) 2) 3) 4) 5) 6) 7)	Practices and Systems Specialized Training for Special Educators Professional Development for new Special Education rules Specialized leadership for Special Educators Training evidence-based practices for targeted and specialized instruction Building robust EST plans to meet state requirements Increasing specialized teacher training MUHS: Alternative programming
A DISTRICT/STATE/N	ATION				



49 Charles Avenue Middlebury, VT 05753 P. 802-382-1274 F. 802-388-0024 Business Office 802-382-1273 Student Services 802-382-1287

TO: ACSD Board

FROM: Matthew Corrente

- RE: ACSD Tax Anticipation Note approval
- DATE: June 12, 2023

As with each new fiscal year, ACSD needs to borrow funds in order to meet its cash flow obligations in FY24. Please approve the following motion:

Approve a \$3,125,422.00 operating line of credit from the National Bank of Middlebury, due no later than June 30, 2024, at an interest rate of 3.0% and authorize the Treasurer, Business Manager, and Assistant Business Manager to borrow against the line of credit as needed on behalf of the board.

The Board resolution and Promissory Note will be sent electronically for signature to the Board Secretary and Treasurer.

Thank you.

Addison Central School District					
Faculty Positions					
2023-2024 School Year					
School	Last	First	Position	Assignment	FTE
Departing					
New hires					
MUMS	Dudsak	Marc	Math Interventionist		1.00
MUHS	Harlow	Samantha	Language & Literature		1.00
Cornwall, Ripton, Salisbury	Jones	Haysal	School		1.00 One year only for 2022-2023, hired permanently
MHS	Killkelley	Matthew	Classroom Teacher		1.00
MHS	Leavitt	Delaynah	Classroom Teacher		1.00
MUHS	Schademan	Emily	School Counselor		1.00
MUHS	Vantine	Laura	Lead Teacher/Program Coordinator		1.00
MHS	Wisnowski	Frankie	Classroom Teacher		1.00 One year only for 2022-2023 in Salisbury, hired permanently at MHS
Transfers					
MUMS	Broderson	Jan	transfer from Math to Design		
Shoreham	Grandits-Griffin	Megan	Classroom Teacher, transfer from MHS to Shoreham		
MHS	Krizo	Natalie	transfer from Classroom Teacher to Interventionist		

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

TRANSPORTATION CONTRACT PROPOSAL Jun 13, 2023

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

TRANSPORTATION AGREEMENT

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- 3. PERIOD of PERFORMANCE
- 4. CONTRACT
- 5. GUARANTEES
- 6. PAYMENTS
- 7. SAVINGS CLAUSE
- 8. SPECIFICATIONS

APPENDICES

- APPENDIX A BASE PROGRAM CONTRACT
- APPENDIX D CURRENT CONTRACTED SERVICES
- APPENDIX E COMMITMENT TO FLEET ELECTRIFICATION
- APPENDIX F SCHOOL DETAILS AND BELL TIMES

1.0 GENERAL CONDITIONS

IN unison and cooperation, the school districts of Addison County, Vermont, known herein and henceforth as the Addison County Consortium do hereby agree to contract with Student Transportation of Vermont dba. Bet-Cha Transit to provide student transportation services in the Addison Central, Addison Northwest, and Mount Abraham school districts for a three-year (July 1, 2023 to June 30, 2026) period.

2.0 TERMS

"ACC" - Addison County Consortium. Representing the Addison Central, Addison Northwest, and Mount Abraham school districts along with their respective Boards of Education.

"Contractor" - Student Transportation of Vermont dba. Bet-Cha Transit

3.0 PERIOD of PERFORMANCE

3.1 PERIOD

This contract shall remain in effect for a period of three years and commence on July 1, 2023 until June 30, 2026.

3.2 TRANSPORTATION PROGRAM

The Contract will include home-to-school transportation, including special education, summer and extra-curricular services.

The program described herein covers various aspects of the transportation program operated by the ACC Districts. A description of current contracted services is included in Appendix "D".

The ACC also operates multiple Summer Programs which have varying time periods June/July/August for K- 9th grade students, for which transportation is provided to-and-from the designated locations, as well as certain extra-curricular trips during the days the program operates. A detailed description of summer transportation services will be provided annually to the contractor with as much advance notice as possible.

3.2.2 For home-to-school and special education services, vehicle prices will be based upon the time that the vehicle is serving the Constituent District, from terminal to terminal in both the AM and PM. Should the Contractor's terminal be located outside the District limits, the prices shall be based upon the time that the vehicle crosses into or out of the District limits in the AM and PM. All full day buses shall be based on a four (4) hour day. The length of day shall be determined solely by the District. The ACC reserves the right to require documentation and verification on any run where the requested billing exceeds the route time as defined by the ACC. All routes must be operated in the most efficient manner possible. If the Contractor is utilizing multiple terminal locations within the County, the terminal closest to the beginning of the run must be used for billing purposes.

In the event that a bus is required to transport a District employee, such as a Monitor, and that employee requires a drop off location that adds additional time to the end of the run, that additional time will be considered "live time" and will be added to the regular run time.

Should a bus only be required for either an AM or PM run, payment shall be made for 75% of the base daily rate for that sized vehicle.

<u>3.2.3 Special Runs</u>: For special runs defined as those in service of field trips, athletics, extracurricular events, and late buses, the Contractor shall submit a rate per hour, and mile for field trips and athletics with a guaranteed minimum of two (2) hours. In the event that a field or sports trip is not canceled by the Constituent District with at least two (2) hours of notice provided to the Contractor, and if the Contractor can demonstrate to the satisfaction of the District that he/she incurred labor costs due to the late cancellation, then the District will pay the Contractor a cancellation fee of \$50.00.

For trips outside of the District limits, the Contractor shall submit a rate per hour and all trips shall be guaranteed a minimum of two (2) hours. All times that exceed the two hours shall be billed at the same hourly rate with charges rounded to the nearest half hour. Additionally, the Contractor shall submit a rate per mile which will be charged for all miles that exceed 15 miles per trip. Therefore, there would be no mileage charge for the first 15 miles. The mileage rate shall be in addition to the hourly rate.

In the event that the Contractor elects to "deadhead" a round trip special run route by:

a. dropping students off and having the driver return with an empty bus, or

b. sending an empty bus out of the district to pick up students for a return-only trip, the ACC will not be held liable for any empty-bus driver time or deadhead mileage. For each special run, the Districts will be billed for only **one** outbound charge, **one** inbound charge, and **one** service charge. It is up to the Contractor to determine how best to structure the individual legs of each trip within this framework.

Buses can be used for any combination of in-School District and out-of-School District routes as determined by the Districts.

3.2.4 If unusual bus usage situations should occur that are not envisioned in the above pricing examples, the Districts and the Contractor shall discuss the appropriate billing charge prior to the initiation of the service. Should the Contractor fail to bring this situation to the attention of the Districts prior to performing the service, the Districts reserve the right to determine the most appropriate method of reimbursing the Contractor.

These minimum guarantees may be modified for specialized routes, early dismissals, or exceptional circumstances as determined by the Districts. Prior to the initiation of any route, the Constituent District will notify the Contractor of the time allocation and approved payment basis for the route.

Support for any "excess billing" shall be supplied to the Constituent District as requested and included in the monthly invoice. Given the dynamic nature of transportation, as route changes occur, the payment basis for the route may increase or decrease. Contractor's billing must reflect these changes, and all such changes must be approved in advance and in writing by the District.

3.2.5 The school year for bid calculation usage will be based upon 176 days. The aggregate total cost of the three Contract years will be considered the Contract cost.

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

4.0 CONTRACT

- 4.1 This agreement has been received with the understanding that its acceptance, in writing, by the ACC, approved by the Boards of Education, shall constitute Contracts between the Contractor and the Districts. The Contracts shall bind the Contractor to furnish the labor and material required at the prices and in accordance with the conditions of his/her Bid.
- 4.2 If the Contractor fails to furnish service on the date of commencement of the Contracts, or should it default in meeting any obligation under said Contracts during the term of the Contracts or should the Contractor fail, or be delinquent (as determined by the ACC), in its preparation of the procedures required in meeting the terms, conditions and provisions of the specifications in a timely fashion, the Contractor will be notified in writing by the ACC. If within (10) days after written notification by the ACC, the Contractor has not taken such measures, as will, in the sole and reasonable opinion of the ACC, insure the satisfactory progress and performance of the service, then the ACC shall have the right to declare the Contractor in default and in addition, to any other legal or equitable remedies available to it, the ACC, upon declaring the Contractor in default may upon written notice to the Contractor, take the following action:

4.3.1 Withhold any funds due the Contractor under this Contract and have the right of set-off, recoupment, and/or counterclaim against said funds for any claims for which the ACC might have against the Contractor.

4.3.2 Commence providing the services contracted with the Contractor, either directly, or through another Contractor.

The Contractor shall be responsible and obligated for all damages caused by said default and for all costs and damages suffered by the ACC. Said damages are to include reasonable attorney's fees incurred in enforcing said claim against the Contractor, as well as Bid/RFP development fees, and attorney's fees incurred in Contracting with another party.

- 4.4 It is mutually understood and agreed that the Contractor shall not assign, transfer, convey, subcontract, or otherwise dispose of these Contracts or its right, title, or interest herein, or its power to execute such Contract, or any part thereof to any person, company or corporation, without the previous written consent of the ACC. It is understood that a stock ownership change in the Contractor's firm (if a corporation) is considered a material change to the contracts and the ACC has the right to terminate the contracts at the end of the school year in which the stock ownership change occurs. The Contractor is required to inform the Districts in a timely manner, in writing, of any such ownership changes. Failure to comply with this provision may be considered a default of this contract by the Contractor and the Districts retain all rights to remedy this default as detailed in these specifications or as allowed under applicable laws and regulations.
- 4.5 The General Conditions, Specifications, and Addenda shall form a part of these Contracts and the provisions thereof shall be binding upon the parties hereto. The term "Contract Documents" shall include all of the aforesaid together with the Contracts themselves.
- 4.6 Each and every provision of law and clause required by law to be inserted herein and these Contracts shall be deemed to be inserted herein and these Contracts shall be read and enforced as though it were included herein, and if through a mistake or otherwise, any such provision is not inserted or is not correctly inserted, then upon the application of either party, the Contracts shall forthwith be physically amended to make such insertion or any necessary correction.
- 4.7 It is understood that the Contracts in no way excludes the ACC from using its own vehicles, or services provided by/through other Districts, agencies, or in any way limits the ACC from using other Contractors in performing similar or other services.
- 4.9 The ACC may terminate these Contracts any time by a notice in writing from the Districts to the Contractor. If the Contracts are terminated by the Constituent Districts as provided herein, the Contractor will be paid an amount which bears the same ratio to the total compensation as the services performed bear to the total services of the Contractor covered by this Contract, less payments of compensation previously made.
- 4.10 No action or failure to act on the part of the ACC to enforce its rights or remedies under the Contract shall constitute a waiver of any right or remedy to which the ACC is entitled, nor shall such action or failure to act on the part of the ACC waive any duty on the part of the Contractor to perform under the Contract nor shall such action or failure to act constitute approval of or acquiescence in any breach hereunder, except as may be specifically agreed in writing.

4.11 In case of any ambiguity, inconsistency, or error in any of the Contract Documents or of a conflict between the provision of a Contract Document and provisions of a State or Federal Law or regulation, the Contractor is required to draw such matter to the attention of the ACC Superintendents or their designees.

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

5.0 GUARANTEES BY THE CONTRACTOR

5.1 The ACC may at any time by a written order, require the performance of such extra transportation services or changes in the transportation services as it may find necessary or desirable. The amount of compensation to be paid to the Contractor for any extra transportation services as ordered shall be determined by the applicable prices, set forth in the Contracts. The ACC shall not be liable for any extra transportation services or increased compensation unless authorized in advance by the ACC's written order.

The Contractor should note that information about the current routes is included in Appendix "D" and a good faith estimate of required services for the July 1, 2023-June 30, 2026 school year, and the summer of 2023, has been provided in Appendix "D". Changes in circumstances can occur due to, but not limited to, enrollment changes, school schedule changes, ACC employee labor agreement changes, and traffic and construction demands. The Contractor guarantees that it will be able to accommodate a variety of changes over the life of the Contracts and provide additional vehicles as "adds", reduce vehicles as "deletes", or modify daily usage schedules, as needed.

5.2 All materials, supplies, services, and the quality of the materials, supplies, and services shall be subject to inspection, examination, and test by the Constituent Districts. The selection of experts, bureaus, laboratories and/or agencies for the inspection, examination, and tests shall be made by the Districts.

The Constituent Districts reserve the right to reject all materials, supplies, and services, and the quality of materials, supplies, and services that do not meet its standards.

5.3 The Contractor warrants and guarantees:

5.3.1 That Contractor is financially solvent, and the Contractor is experienced in and competent to perform the type of work and to furnish the materials, supplies, and equipment to be performed or furnished by it.

5.3.2 That Contractor shall procure and maintain solely at its own expense Worker's Compensation and Vermont State Disability Insurance for all its employees engaged in the performance of the proposed Contract. Certificates of Insurance will be submitted to

the ACC Business Office no later than 30 days before the commencement of each year's service.

5.3.3 That it will comply with Federal and State Fair Labor Standards Act minimum wage standards set by law as well as the Patient Protection and Affordable Care Act (PPACA), or any successor health care law, as to all of its employees while they are engaged in work under any Contract between the Contractor and the Constituent Districts.

5.3.4 That it will comply with the United States Occupational Safety and Health Act ("OSHA") and the "Toxic Substances Act" ("Right To Know Act") with respect to all operations or activities on ACC premises, and all other Federal, State, or local laws, rules or regulations concerning the handling and disposal of toxic or hazardous substances and wastes.

5.3.5 The Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, religion, sex, age, national origin, age, disability, sexual orientation, military status, veteran status, domestic violence victim status, marital status, or other status protected by law. Such action shall be taken with reference but not limited to: recruitment, employment, job assignment, promotion, upgrading, demotion, transfer, layoff, or termination, rates of pay or other forms of compensation, and selection for training or retraining, including apprenticeship and on-the-job training. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth provisions of this nondiscrimination clause.

5.3.6 The Contractor will state, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, that all qualified applicants will be afforded equal employment opportunities without discrimination based on race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability or domestic violence victim status or other status protected by law.

5.3.7 The Contractor will cause the foregoing provisions to be inserted in all sub-Contracts for any work covered by this Contract so that such provisions will be binding upon each sub-Contractor, provided that the noted provisions shall not apply to Contracts or subContracts for standard commercial supplies or raw materials.

5.3.8 That Contractor will comply solely at its own expense with all Federal provisions for drug and alcohol testing and be responsible for any and all fines related thereto, and that it will comply with the Drug and Alcohol Testing Policy of the Constituent Districts. In particular, the ACC requires that bus drivers be required to submit to a drug/alcohol test if an accident occurs that results in any person being transported to a hospital, or if

a vehicle is required to be towed, or if there is \$1,000 or more in estimated damages. This requirement is for the protection of the ACC, the Contractor, and the Driver.

5.3.9 The Contractor will comply with all other applicable Federal, State, and/or local laws, rules, and regulations, and the policies and procedures of the ACC.

5.3.10 Contractor shall be expected to understand and have knowledge of all statutes, Federal and State, including Commissioner of Education Regulations, regarding transportation of students, and in particular, special needs students, and to have taken those statutes and regulations into consideration in making their Bid.

5.3.11 In the performance of these contracts, Contractor is an independent contractor, the ACC being interested only in having the bus transportation services performed. For all purposes of these contracts, all bus drivers, aides and others engaged by Contractor for the performance of this contract shall be considered employees of Contractor and not the ACC, unless otherwise specifically designated by the ACC. In certain instances, the ACC may employ nurses or aides directly (or through a contract with an outside agency), and the Contractor will facilitate their travel and work on the buses.

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

6.0 PAYMENTS

- 6.1 The acceptance by the Contractor of the final payment shall release the Districts of all liability to the Contractor for all things done or furnished in connection with this work and for every act and neglect of the Districts and others relating to or arising out of this work.
- 6.2 Payments of any claim shall not preclude the Districts from making claim for adjustment on any item found not to have been in accordance with Contract Documents.
- 6.3 The Districts may withhold from the Contractor so much of the payment due it as may in the judgment of the District be necessary to assure the payment of just claims then due and unpaid of any persons supplying labor or materials. The Districts shall have the right to apply such withheld payments to any claims or to secure such protection as it deems necessary. Such application of said money shall be deemed payments for the account of the Contractor.
- 6.4 The Contract awarded herein shall be contingent upon appropriation by the voters of funds sufficient to meet the Constituent Districts' operating costs, as budgeted for each fiscal year. If the voters shall fail or refuse to appropriate the funds deemed necessary by the ACC, or if anticipated revenues of the Districts from Federal and State sources are reduced, the District reserves the right to cancel the Contract(s) upon thirty (30) calendar days written notice without further liability to the Contractor(s).
- 6.5 Payments for services rendered under the provisions of a Contract awarded hereunder shall be made upon receipt of a proper itemized invoice. Such payments shall be made monthly on the basis of services already rendered. Districts and Contractor shall meet prior to the commencement of services to develop an invoice form or electronic format and supporting detail to meet the needs of the Districts, including a requirement for multiple copies of the invoices. At the ACC's option, an automated invoicing format may be developed, and the Contractor agrees to submit the invoices utilizing the electronic format. At a minimum, the invoice shall include details on the number of vehicles utilized, by vehicle category, on a daily basis. Such payments shall be made monthly on the basis of the number of buses required, and or students transported, at the service levels required by the transportation program. No payment will be made for spare buses unless used in actual service for additional routes. The number of buses paid for are those buses that the District has

approved for daily routes, special routes, or field and sports trips. <u>No payment will be made</u> for buses that are scheduled but fail to provide services due to mechanical problems, driver shortages, weather conditions, or similar operating issues that are deemed by the Districts to be within the control of the Contractor. All invoices for services rendered must be submitted within 30 days of the end of the month in which services were provided. Delayed billing is not acceptable and will not be honored by the ACC.

Fuel reconciliation and/or billing shall be submitted to the Districts on a monthly basis, or as required by the Districts.

The Contractor shall maintain records during the term of the Contract of the daily services provided to the ACC on a route by route basis and shall submit such records upon request by the District for audit in support of each of the monthly invoices. As stated herein, length of day for each bus shall be determined by the District consistent with the route schedules and detail contained in these specifications.

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

7.0 SAVINGS CLAUSE

7.1 The Contractor shall not be held responsible for any losses resulting if the fulfillment of the terms of these contracts shall be delayed or prevented by wars, acts of public enemies, fires, floods, acts of God, or for any other acts not within the control of the Contractor and which by exercise of reasonable diligence it is unable to prevent.

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

8.0 SPECIFICATIONS

8.1 <u>SCOPE</u>

These specifications are intended to provide for school bus services for the safe transportation of students for the three districts in the Addison County Consortium (ACC). The July 1, 2023 - June 30, 2024 transportation programs of the Districts are defined and described at Appendix "A" annexed to these specifications.

It should be noted that the Transportation Program typically varies each year based upon a number of factors, including but not limited to, classroom locations, placements, and student requests.

8.2 ADDISON COUNTY CONSORTIUM DISTRICT REPRESENTATIVES

The Superintendent or his/her designees from each district in the ACC will represent the Boards of Education in all matters pertaining to the performance of these Contracts.

8.3 BID BOND

The Contractor is required to furnish, at its expense, a Bid Bond or certified check payable to each of the three ACC Districts in the amount of ten percent (10%) of the calculated bid amount for each district.

The Bid Bond or certified check will be deposited with each respective District as a guarantee that the Contract will be signed and delivered by the Contractor, and in default thereof, the amount of such check or Bid Bond shall be retained for use of the Districts as liquidated damages on account of such default.

8.4 PERFORMANCE BOND

The Contractor shall furnish the annual cost of providing a performance bond in an amount equal to 100 percent (100%) of each estimated annual contract to guarantee the faithful performance of the Contract. Such performance bonds shall be maintained in full force and effect until the Contracts have been fully performed. The surety company furnishing such performance bond shall be authorized to do business in the State of Vermont, must be

satisfactory to the Board. The performance bond shall be furnished to the District <u>at least</u> <u>15 days</u> before the initiation of the contract service, and a renewal bond shall be provided to the District <u>at least 30 days prior</u> to each subsequent contract year. Failure to submit the required <u>annual bond</u> may result in termination of this Contract at the sole discretion of each District.

A determination on the acceptance of the Performance Bond ultimately rests solely with each District. The Performance Bond or other security must be submitted on an annual basis. Failure to renew the Bond for each succeeding contract year shall be a default by the Contractor.

The Districts in the ACC will not accept a cash deposit in lieu of a Performance Bond.

8.5 INSURANCE

The Contractor shall provide the following insurance:

8.5.1 All insurance and bonds are to be issued not only upon the ratings requested herein but also only from companies licensed to do business in the State of Vermont. Notwithstanding any terms, conditions or provisions, in any other writing between the parties, the contractor hereby agrees to effectuate the naming of the Districts as an additional insured on the contractor's insurance policies, with the exception of workers' compensation and Vermont State disability.

8.5.2 The following minimum insurance must be maintained in full force during the term of the Contract by the Contractor at its own expense:

a) Automobile insurance. Symbol "1", covering all automobiles and buses, including hired and non-owned vehicles is strongly preferred. However, at the District's discretion, a combination of symbols 2, 7, 8, and 9 covering all Owned automobiles and buses and including hired and non owned vehicles might be acceptable. If symbols 2, 7, 8, and 9 are used, leased vehicles must be included within the definition of owned vehicles.

A combined single limit of bodily injury and property damage of \$5,000,000 per occurrence is required for owned, hired and borrowed and non-owned motor vehicles.

An additional insured endorsement is required and must be provided with a certificate of insurance. The ACC, at its sole discretion may accept endorsement CA 20 48 2/99 instead. Either endorsement must name each of the three Districts' Board of Education, and any of its respective public officials, agents, employees and volunteers. A waiver of subrogation in favor of the additional insured must apply.

Coverage should be at least equal to the standard ISO CA 00 01 with No manuscript endorsements reducing or limiting coverage unless approved in writing beforehand by the ACC.

b) Commercial General Liability with limits of at least \$1,000,000 per occurrence/\$2,000,000 aggregate. Coverage is to be provided for bodily injury, property damage, products/completed operation, personal injury and advertising injury. Coverage is to be at least equal to ISO form CG 0001. An additional endorsement using CG 2026 or equivalent naming the three Districts' Board of Education, and any of its respective public officials, agents and employees must be included. The decision to accept an alternative endorsement rests solely with the ACC. A Waiver of subrogation in favor of the additional insured must apply. The certificate must state which endorsement is being used, and a copy of the endorsement must be attached to the certificate of insurance.

c) \$9,000,000 umbrella or excess liability coverage is required. Must at least follow form over the Auto Liability, General Liability, and Employers Liability.

d) The liability limits can be accomplished by a combination of primary and excess policies, if needed.

e) Workers Compensation and Employers Liability is required covering all employees and meeting the requirements of Vermont State law. A waiver of subrogation in favor of the three District Boards of Education, and any of its respective public officials, agents and employees must be included.

f) Sexual Misconduct and molestation insurance must be provided with limits of at least \$1,000,000 and must include an additional insured endorsement naming each of the three District Boards of Education, and any of its respective public officials, agents, employees and volunteers. This can be either a separate policy or as an endorsement to the General Liability. If endorsed on the General Liability, it must be clearly stated that the Automobile exclusion on the General Liability policy does not apply to this coverage. The commercial general liability policy must <u>affirmatively</u> provide coverage for claims of negligent hiring, training and supervision, which may arise in the context of sexual molestation, abuse harassment, or similar sexual misconduct.

8.5.3 The automobile liability insurance shall also cover any liability arising out of the use by the Contractor of hired or non-owned vehicles as might be used incident to the completion of the Contracts.

8.5.4 Said policy or policies shall be primary and noncontributory to any policies of insurance available to the three Districts in the ACC. The Contractor shall self-insure any applicable deductibles, and the Contractor shall also agree to indemnify the

Districts for any applicable deductibles and self-insured retentions. The Districts and/or its representative retain the right to make inquiries to the Contractor, its agents or broker and insurer directly.

8.5.5 The limits outlined above are strictly minimum amounts. The ACC encourages the use of higher limits and assumes no liability in the event that claims are presented against the Contractor for amounts in excess of these minimum limits.

8.5.6 The Contractor shall deposit with the Districts satisfactory evidence of insurance (including renewals) showing minimum coverage as required above with proof of premiums paid up-to-date. <u>Annual</u> certificates of insurance evidencing insurance coverage shall be provided to the Districts no later than August 1st of each contract year, or June 15th of each contract year if Summer Transportation services are being provided. It is the Contractor's responsibility to initiate this submission, and the lack of any specific request from the Districts does not eliminate the mandate. Contractor acknowledges that failure to obtain such insurance on behalf of the ACC constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the Districts. The contractor is to provide the Districts with a certificate of insurance, evidencing the above requirements have been met, prior to the commencement of work or use of facilities.

8.5.7 The Contractor shall hold harmless, defend and indemnify the Districts from all claims for damages to property and bodily injury, including death, which may arise from operations under the Contract, including but not limited to claims brought against the Districts by third parties, employees of the Districts, or employees of the Contractor.

8.5.8 All insurance certificates shall show the name and address of the insured Contractor, the policy number, the type of coverage, the inception and expiration dates, and it shall clearly state what, if any, coverage is excluded by special or manuscript endorsement or otherwise excepting such as appear in the standard ISO policies as they relate to this Contract. The ACC reserves the right to make direct inquiry to the insurance carrier for an explanation of coverage and the Contractor agrees to assist in obtaining any such desired information. Contractor acknowledges that failure to provide the mandated insurance on behalf of the Districts constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the Districts.

8.5.9 In fulfilling the obligations of the Contracts, care must be exercised by the Contractor to avoid damage to or disfigurement of the buildings, equipment, driveways, or other property of the Districts. The Contractor shall be required to make the necessary repairs at its expense, as soon as possible after the damage occurs, for any property damaged by the Contractor or its employees.

8.5.10 The Contractor acknowledges that the procurement of such insurance as

required herein is intended to benefit not only the Districts in the ACC but also the District's insurers.

8.6 BOOKS AND RECORDS

The Contractor shall consent and agree to audits of any and all financial records relating to the proposed Contracts by the three Districts in the ACC. In addition to this statutory requirement, it is understood that any records maintained by the Contractor in connection with the performance of obligations arising out of the Contracts may be examined at a mutually agreeable time by duly authorized representatives of the Districts, and all records shall be kept for a minimum of three (3) years following expiration of the Contracts. The Contractor shall also allow School District representatives proper access to garage facilities, maintenance records and buses for purposes of review and inspection.

8.7 <u>TERM</u>

The term of the Contract shall be for a three (3) year period, beginning 7/1/2023, and ending with the 2025- 2026 school year (June 30, 2026).

8.8 CONTRACTOR'S RESPONSIBILITIES

8.8.1 <u>Personnel Matters:</u> All transportation personnel shall be the responsibility of the Contractor and shall be Contractor's employees. All drivers, mechanics, and attendants/monitors must meet all legal and regulatory requirements for holding their respective positions and shall in all respects be in compliance with all requirements of law, ordinance or Commissioner of Education regulations, including all required driving, licensing, training, and certification. In addition, the Contractor will be responsible for fulfilling the fingerprinting requirements, background check requirements, and drug and alcohol testing requirements pursuant to all Federal and State Department of Transportation, State Education Department, and State Department of Motor Vehicles regulations, and Board of Education policy.

8.8.1.1 It is recognized that for the protection of the children, drivers, attendants/monitors, and all other personnel coming in contact with the children must be of stable personality and of the highest moral character. The School Districts place upon the Contractor, and the Contractor agrees to accept, the full responsibility of assuring such qualities in personnel. The Contractor agrees not to allow any person to drive a school bus or be an attendant/monitor, whose moral character is not of the highest level or whose conduct might in any way expose any child to any impropriety of word or conduct whatsoever. Nor shall the Contractor allow any person to drive a school bus or be an attendant/monitor who is not physically and/or emotionally capable of performing the essential functions of their job, with or without reasonable accommodation. No person who is serving a sentence in a penal or correctional institution shall be employed or work under this Contract. All drivers and attendants/monitors must understand and speak English

with proficiency.

8.8.1.2 The responsibility for hiring and discharging personnel with respect to all obligations arising from the Contract shall rest entirely upon the Contractor, and the Contractor agrees not to enter into any agreement or arrangement with any employee, person, group, or organization which will in any way interfere with the ability to comply with this requirement, except as otherwise required or permitted by law. The Contractor further agrees that the Districts of the ACC, their Superintendents, or designees shall have the right to direct the removal of any person (driver, attendant/monitor, or office personnel) servicing this Contract for any reason. Said District's requirement to remove a person shall be provided in writing to the Contractor, stating the reason(s), and will not be in conflict with any law or regulation. The Districts have the right to require immediate removal of any person should conditions warrant as solely determined by the Districts.

Should drivers be utilized, who are not assigned to the three Districts of the ACC program on a regular basis, said driver(s) must be reported to the Districts prior to their providing services in the Districts. All drivers providing services to the Districts must be approved for service by the Superintendents of each District pursuant to State regulations. No drivers may be utilized "from another terminal" without the District's approval.

The Boards reserve the right, in the exercise of its sound discretion, to reject drivers or attendants/monitors, or to direct that they be replaced, without being limited to considerations of health and driving records. Such drivers or attendants/monitors shall be removed from the routes immediately upon notice from the Boards to the Contractor. The Boards also reserve the right to directly employ certain attendants/monitors, or to contract with an agency for certain nursing services, to provide specialized services or medical support to individual students.

8.8.1.3 A "Contract Manager (or similar function/title)" will be provided by the Contractor hereunder. Said supervisor must have complete authority over the operation of the Contractor's buses and must be dedicated to the three Districts of the ACC. This supervisor will be directly responsible for working with the Districts' supervisory personnel on all routing of buses and contacts with parents regarding transportation problems within the School Districts; provided, however, that all such routing and parent contacts are authorized by officials of the School Districts as designated by the School District's Superintendents, or designees. Said supervisor also shall be responsible for compliance by drivers with all School Districts transportation policies, all statistical studies and reports required by the School Districts on pupil load, driver and student discipline problems, and accident reports.

The Contract Manager shall meet with the Districts upon request but no less than twice per school year to review operations and to discuss service options or issues. The Districts reserve the right to interview and approve/disapprove of any person to be assigned to the Contract Manager position. Should a change in employment occur during the term of the contract, the Districts shall be notified, and the Districts reserve the right to interview and approve/disapprove of any candidate.

8.8.1.3.1 Said Contract Manager or his/her ACC approved designee(s), shall be available at the dispatching station during all hours that regularly scheduled morning, mid-day, and afternoon services are being performed pursuant to the Contract, as well as prior to the beginning of each day's hours of service, and for meetings with representatives of the Districts.

8.8.1.3.2 The Contract Manager must be located at the transportation facility servicing the Districts, is not required to be a full-time position, but must be readily available to meet the District's needs. This position is assumed to be administrative with responsibility to oversee this contract.

8.8.1.4 <u>Dispatcher(s)</u>: A "Dispatcher" function shall exist within the terminal with said position staffed from one hour before to one-half hour after the AM and PM route operating times. The person serving in this capacity shall be trained in the assignment of buses and drivers, the use of radio systems, effective communications with parents and District staff members, and such other areas as may be necessary to effectuate the coordinated and efficient provision of transportation services. The Dispatcher(s) shall serve at a designated telephone number to answer calls concerning daily service, including missed service and late pickups or drop-offs. Said Dispatcher will maintain contact with the Districts until the last student is off the last bus and the Dispatcher notifies the Districts that all of the students have been delivered to the designated drop-off point. The Contractor shall be responsible for maintaining services and facilities each day until the Districts are notified.

The Contractor shall provide the District with emergency contact information for issues arising from after-hour runs, and on weekends. A Contractor representative must be accessible when District runs are scheduled to operate.

The Contractor must provide a cell phone for the terminal for use during any power outages. The cost of all phone services shall be the responsibility of the Contractor.

The Dispatcher shall not serve as an assigned or scheduled route driver, or perform maintenance functions, during their scheduled dispatching times. At no time during normal route operating times shall the Terminal be without a Terminal Manager and/or Dispatcher on-site. In the event that emergencies require that the Dispatcher substitute on a route, advanced notice must be provided to the Districts, and qualified and trained substitute staffing must be provided.

The Districts reserve the right to interview and approve/disapprove of any person to be assigned to the Dispatcher position. Should a change in employment occur during the term of the contract, the Districts shall be notified, and the Districts reserve the right to interview and approve/disapprove of any candidate.

8.8.1.5 <u>Operations/Safety Supervisor</u>: The Contractor shall provide safety and driver training to the staff serving the Districts through a safety supervisor. This position does not need to be full-time dedicated to the three Districts of the ACC but must be allocated sufficient time to reasonably perform training, road checks, and training of the staff members serving the Districts. It is expected <u>and required</u> that the Safety Supervisor allocate more time to the three Districts of the ACC operations when new and inexperienced drivers are being utilized, including supplemental training and road observations. The Operation/Safety Supervisor must submit written reports to the Districts, at least quarterly, on all driver training programs, including new hires and existing drivers.

8.8.1.6 <u>Other Employees</u>: The above detailed employees shall be provided by the Contractor as a minimum in order to provide the quality of services expected by the Districts. It is the Contractor's responsibility to determine what additional employees may be required to meet the program needs.

8.8.1.7 All drivers and attendants/monitors provided by the Contractor pursuant to the Contract shall be properly dressed. The Contractor shall submit their proposed dress code to the Districts for their review and approval, with said approval not unreasonably withheld. These same employees shall be expected to maintain a positive attitude about their work and shall endeavor to represent the Contractor and the Districts of the ACC in a positive way.

8.8.1.8 The Contractor must comply with all State, Federal, and local laws and regulations, as well as the Regulations of the Commissioner of Education regarding school bus driver employment and bus operation, and any regulations relative to the employment of attendants and monitors.

8.8.1.9 Each driver and each attendant/monitor performing services pursuant to the Contract shall be involved in all safety programs that are or may be required by the laws, rules and regulations of the State of Vermont as well as training in recognition of child abuse in an educational setting and the reporting requirements. Any Contractor hereunder must comply particularly with the Regulations of the Commissioner of Education as they apply to safety regulations for drivers and attendants/monitors. District Administrators or representatives reserve the right to attend any of these training meetings.

The Districts reserve the right to provide specialized training with the cost of said training borne by the Districts, with associated wages for the attendees paid by the Contractor. In particular, all drivers and monitors must attend and participate in Epi Pen training which will be provided by the District's nurse. In some instances, student needs may mandate more focused training of a driver or aide assigned to a student's bus. The Contractor agrees to fully cooperate in the provision of this training. Any training required by regulation or law shall be the responsibility of the

Contractor with the cost of said training borne by the Contractor.

During the term of the contract, the Districts may have students who require access to Epi-pen autoinjectors for emergency situations. The Districts will provide detailed training to the Contractor's drivers and attendants on the administration of the vital service, and the Districts strongly encourage the Contractor to facilitate this potentially life-saving effort. Pursuant to State regulations, the Contractor will be required to provide these services consistent with said regulations and related procedures. The Contractor shall follow Districts policies and procedures relative to safety training as defined in this section.

8.8.1.10 The physical examinations of drivers and attendants/monitors shall be at the driver's and the attendant's/monitor's expense or the Contractor's expense. All examinations are to be completed as required by regulations of the Commissioner of Education and the Commissioner of Motor Vehicles. All drivers and attendants/monitors must also comply with any Federal drug and alcohol testing requirements which compliance will be solely at the Contractor's expense, and any physical ability tests that may be mandated during the term of these Contracts.

Each driver or aide performing services pursuant to the Contracts must undergo the physical examinations and the reports thereof shall be transmitted to the District Superintendents, or designees, in writing on the forms prescribed by the Districts. The Districts reserve the right to have its doctor examine anyone providing service under this Contract with the cost of such examination at the District's expense.

Nothing in this section shall be construed to require the Contractor to provide any information, or perform any tests, that would be contrary to any Local, State or Federal regulations or laws.

8.8.1.11 The Contractor shall submit to the Districts of the ACC, no later than one week prior to the first week of school for the Contracts, a list of the names and addresses of all regular and substitute drivers (including mechanics as drivers, clerical personnel as drivers, the Contract/Terminal Manager, any Assistant Terminal Manager, and any Dispatcher as a driver), and all regular and substitute attendants/monitors employed to provide the services required hereunder. Said list shall be updated by the Contractor by adding or deleting such information regarding any such driver hired or terminated after that date and at the time such hiring, or termination takes place. Information on temporary drivers from other Contractor locations must be provided to the Districts prior to providing services to the Districts.

Completed driver and attendant/monitor application forms are to be submitted to the Districts, in a file, along with a certification that the Contractor's Terminal Manager has verified previous employment, reviewed driver's license and abstract, obtained letters of reference, completed fingerprint forms, obtained the applicant's authorization for a criminal background check, provided the applicant with at least three (3) hours of school bus safety instruction including one (1) hour of actual bus driving, and conducted a personal interview.

8.8.1.12 <u>The Contractor shall at all times have stand-by drivers in the event of</u> mechanical or other difficulties to maintain and provide the services which are required under this <u>Contract</u>. The number of stand-by drivers shall not be less than two (2) per <u>District</u>. These drivers cannot be used for any other purpose without the prior express permission of the <u>Districts</u>.

8.8.1.13 The Contractor shall be responsible for providing practice and instruction to the drivers with regard to the location, use, and operation of the emergency door(s), fire extinguisher(s), first aid equipment, and windows as well as roof hatches as means of escape in case of accident. Upon request, the Contractor will provide the Districts with attendance sheets verifying each driver's attendance at the instructional program as well as a copy of any instructional plans and materials.

8.8.1.14 The Contractor will inform all personnel providing services under the Contract that changes in routes, stops, or schedules may be made only with the prior written approval of the Districts. Additionally, prior to transporting students on their assigned routes, all drivers shall traverse ("dry route") their assigned routes until they become familiar with all stops and roads. The Contractor shall provide the Districts with a written certification of the date that each driver completed their dry runs.

Drivers are to pick-up/drop-off students only at the three Districts of the ACC designated bus stops. Courtesy bus stops are specifically forbidden without the prior approval of the Districts.

The Contractor, along with the respective driver and attendant/monitor will be responsible for the safety and supervision of the children transported under the Contract. To the extent that the Districts designate that a car seat must be utilized, an individual with the appropriate level of training and qualifications will be assigned to assist the child by placing the child in the seat and properly securing them consistent with the car seat design recommendations.

If requested by the Districts, the driver will enforce the request for assigned seating on the bus. The Districts will work with the Contractor and driver to develop the seating chart, and the driver will implement and enforce this requirement.

8.8.1.15 Students shall be discharged pursuant to District's policies. The Contractor shall be responsible for the safety of the students from the time the student enters the vehicle to the time that the student is properly discharged from the vehicle. No students who are younger than the second grade will be dropped off if no adult can be seen waiting to receive the student, and the child will be returned to school to wait for their parents in the respective office. During the course of the contract the Districts reserve the right to determine other age groups that require supervision

when released. Should the age group change, the Districts will provide this notice to the Contractor in writing. If there is no one to meet the student at the bus stop, the student is to be kept on the bus and dispatch is to be notified IMMEDIATELY.

8.8.1.16 No alcoholic beverages or intoxicants may be brought to or consumed upon any of the three Districts of the ACC premises or buses utilized pursuant to the Contract by any employee of the Contractor, nor shall any employee be under the influence of or impaired by any alcoholic beverages, intoxicants, or prescription drugs. Additionally, neither weapons nor smoking/vaping are allowed on the buses or on school property. The Contractor is required to inform its employees of this provision. Alcoholic beverages may not be available or consumed at the bus terminal. The three Districts of the ACC have a "drug free zone" policy on school property.

8.8.1.17 Each driver and attendant/monitor will remain aboard his or her assigned bus at all times that pupils are aboard said bus and while waiting at the designated areas to disembark/embark pupils.

8.8.1.18 Under no circumstances, shall a driver refuse to pick-up or discharge a pupil at an established school bus stop, unless authorized in advance by the Districts, nor shall a driver remove a pupil from a bus providing services hereunder before reaching the pupil's intended destination, except in the case of an emergency.

Under no circumstances shall a driver allow an unauthorized person to enter or ride the bus, including parents, unauthorized students, non-assigned employees, or children of the driver. The Districts are the sole authority to approve additional personnel to ride the bus.

Monitors assigned to buses for discipline purposes (non IEP) shall be required to safely move throughout the bus during the run, and not simply be located in one seat for the entire route. The intent of this mandate is to enhance the supervision of students. The Districts reserve the right to observe this relocation of the monitor using the video cameras, especially should student discipline or student observation issues arise on a bus. Failure of the monitor to follow this mandate could result in the District's request for the replacement of the monitor, and/or such other damages as defined herein.

8.8.1.19 The Contractor must provide a private telephone number, or cell phone number, to allow the Districts immediate and direct access to the bus terminal. The Contractor is required to provide a fax machine in the bus terminal and provide said number to the Districts. Additionally, the Contractor is required to have access to Internet communications and periodically check its e-mail address that the Contractor will supply to the School Districts.

8.8.1.20 The three Districts of the ACC reserve the right to require a change in the route assignment of a driver and an attendant/monitor should circumstances

warrant due to the fact that the actions and conduct of bus drivers and attendants/monitors reflect upon the Districts as a whole. The Superintendents or his/her designees shall have the final authority in these matters.

8.8.1.21 The Contractor must supply a sufficient number of trained mechanics to meet the DOT inspection goals as detailed in these specifications. The Contractor is responsible for providing all necessary training to ensure that the maintenance staff is capable and efficient in the maintenance of the vehicles utilized under the terms of this Contract.

8.8.1.22 The Contractor will have access to the Internet, and the Contractor is responsible for the training necessary to allow the Contractor's employees to maximize the use of this resource. The Contractor will have email accounts assigned and they shall be checked regularly by the Terminal personnel. The Contractor must ensure that the terminal has sufficient computer equipment to allow the use of common word processing and spreadsheet programs. In order to facilitate communications with the Districts in similar formats, the use of Microsoft Word and Excel are strongly recommended. Additionally, pursuant to requirements of Section 8.8.2, the terminal is required to have access to the GPS software. The Contractor is responsible for any internet costs, related computer equipment, and staff training, and the Contractor is responsible for ensuring that said computer equipment is of sufficient capacity to efficiently operate the required software.

8.8.2 <u>Vehicles:</u>

8.8.2.1 It shall be the responsibility of the Contractor to provide a sufficient number of school buses, with sufficient capacities to meet adequately the needs of the three Districts of the ACC as solely determined by the Districts. All vehicles will have valid Vermont Department of Transportation operating certificates and be maintained in safe and suitable condition for operation. It is the responsibility of the Contractor to provide safe, proper, and appropriate maintenance on vehicles used during the term of this Contract, and to ensure the proper cleanliness of the buses. Additionally, the Contractor is responsible for having in place a system to secure the entry to the buses to prevent rodents or animals from entering the buses while parked under the care of the Contractor.

In addition to the necessary vehicles to meet the scheduled needs, the Contractor is required to have <u>at least 10% of each vehicle size</u> as spare vehicles located at such a place to ensure that the spare vehicle can respond to an in-District vehicle need within <u>30 minutes</u>. The spare vehicles must be operational and must be capable of performing services as detailed herein. Vehicles that are "out-of-operation" or are receiving maintenance services that make them unavailable for service, do not qualify as operating spare vehicles. The Districts reserve the right to establish a vehicle review system which will mandate that the Contractor provide specific information on the spare vehicles, including capacity, bus number, and vehicle identification number. Stand-by drivers must be available to operate these vehicles.

Based on current vehicle usage and program requirements, the Districts have supplied information about program needs for this bid in Appendix A.

There shall be no buses used in the performance of this contract over ten (10) years old, and the average age of the buses in use must not exceed 5.5 years (including route and spare buses). Vehicle ages for compliance with this provision are calculated at the beginning of each school year by taking the current calendar year and subtracting the chassis year. For example, a 2020 model year bus would be considered four years old for the 2023-2024 school year. All buses added by the Contractor once the contract is started must be "new" at the time of addition to the fleet, with the exception of any buses designated as a spare vehicle only. Spare vehicles added to the fleet shall be no older than six (6) years and shall have less than 80,000 miles at the time of addition. The spare vehicles must be operational and must be capable of performing services as detailed herein. Vehicles that are "out-of-operation" or are receiving maintenance services that make them unavailable for service, do not qualify as operating spare vehicles. The average fleet age calculation would be performed at the beginning of each school year unless the Districts determined that the Contractor removed "newer" vehicles during the school year once the average age calculation was performed. Should this blatant violation of the contract occur, the Districts reserve the right to terminate the contract pursuant to the termination procedures as detailed herein. If unforeseen circumstances create supply side issues for the contractor that will prohibit compliance with this specification, the contractor shall submit a written waiver request to the Districts.

The Superintendents reserve the right to reject buses to be used under these contracts. In the event of rejection, the Contractor will be fully responsible for replacing those rejected vehicles.

8.8.2.1.1 Buses shall include the following features as a minimum:

All vehicles, including substitute/replacement vehicles, are to be equipped with digital video and sound recording equipment that shall include features no less than the ability to mark events for quick searching; the ability to quick search by date, time, or event; the ability to record vehicle information such as speed, turn signals, stop arm signals, braking, etc.; image downloading; and a removable hard disk storage capacity of at least 60 GB.

The responsibility for the installation and maintenance of this equipment shall be with the Contractor.

The use of this equipment shall be in conformance with the three Districts of the ACC policies. The Districts shall have immediate access to the video output, upon request. Immediate access shall be defined as within one hour of the end of the

scheduled AM or PM run at the District's request, and access shall be furnished through internet communication or other media transfer mechanisms. Access to video output is of paramount importance to the Districts, and access is occasionally required as part of student discipline or criminal investigations. If camera equipment is not operational, in addition to the liquidated damages detailed in Section 8.16.11 of these specifications, the Districts reserve the right to assess the Contractor with the cost of any legal fees required due to the failure of the Contractor's camera equipment.

Four video cameras and sound recording equipment are required in each full-sized passenger bus (4 for 77 passengers AND 59 +2 Pos. W/C) and must be placed in consultation with the Districts with camera coverage shown to cover entryway, driver, middle and rear seats. The Districts envision a camera system similar to the Seon Trooper TH4 Digital Video System, or an equivalent. Alternate systems will be considered that are equal to the Seon specifications as determined by the Districts.

The Contractor shall have in place a camera maintenance program to ensure that cameras are operational in all active buses, including both video and audio recording. The maintenance program shall include a procedure for the testing of cameras and said procedure description shall be provided to the Districts. Upon request from the Districts, the Contractor shall immediately provide the District a copy of the camera maintenance log including details on camera tests. The Districts will strictly enforce the mandate to have operational cameras in all buses providing services pursuant to these contracts. No camera systems may exceed seven (7) years of age in order to ensure consistent and reliable operations.

8.8.2.1.2 "Child Check Mate" (or equivalent) child check system is to be installed on all vehicles dedicated to the three Districts of the ACC.

8.8.2.1.3 Two-way radios of at least 50-watt capacity, business band sufficient to reach all vehicles in operation from the most distant point of the three Districts of the ACC to the dispatching station, which shall be maintained in operable condition at all times by the Contractor. No vehicles shall be operated outside the Districts boundaries without an operating two-way means of communication. Certain areas of the Districts have historically experienced poor radio coverage. In areas with poor coverage, alternative emergency communications procedures or equipment (i.e. cell phone) must be provided by the Contractor. All radios or cell phones must be utilized consistent with Federal and State usage regulations.

All vehicles that transport disabled/special needs children, and travel outside of the radio coverage area, shall be equipped with cellular or digital telephones at no additional cost to the Districts. These cellular or digital telephones shall be operated consistent with State laws.

8.8.2.1.4 When approved car seats and child safety/child restraint requirements are needed for specific students, they shall be provided by the Contractor at its

expense. Any seats for special education and pre-kindergarten and kindergarten students must meet FMVSS 213, 302 Regulations and be approved in advance by the Districts.

8.8.2.1.5 Buses transporting students must be restricted to the transportation of student's grades K-12, and/or authorized personnel only. The Districts specifically prohibit the transport of any children (i.e. driver's preschool children), other than those attending any of the three Districts of the ACC. All such transportation must be consistent with State regulations. The cost of any equipment (seat belts; car seats) required shall be the responsibility of the Contractor.

<u>8.8.2.1.6 Fuel Type and Fleet Electrification</u>: All 65+ passenger vehicles are to be diesel fueled <u>or electric</u> unless an exception is specifically approved in advance by the three Districts of the ACC.

8.8.2.1.7 Commitment to Electrification: Contractors will be required to submit a report detailing their plans and commitment to electrify fleet vehicles within the next five years. The Carrier shall submit an **annual** report to ACC detailing progress towards that goal including but not limited to 1.) number of electric buses added 2.) number of diesel buses replaced 3.) % of ACC electrified 4.) % of total fleet electrified. The Carrier agrees to work with ACC cooperatively to purchase electric buses if it is found that, by doing so, they gain any incentive or advantage that makes electrification financially viable.

8.8.2.1.8 All buses must meet industry standard drawstring tests.

8.8.2.1.9 The Districts require operating GPS services on all vehicles. All vehicles must be equipped with a Global Positioning System (GPS) system that will provide the Districts with access to the GPS data at the District's offices. The Contractor will provide a detailed narrative on the system, and collateral materials which describe the system, provider, and features. The GPS system must be able to provide the Districts with specific times for house or school pick-up or drop off occurrences. Included in the GPS system would be the necessary software module(s). The Contractor would be responsible for providing this software to the Districts.

8.8.2.2 Full sized buses shall be a minimum of 65/66-student passenger capacity.

8.8.2.3 Special education vehicles must accommodate any "special" needs of students at the expense of the Contractor. This includes air conditioning if required by the student's Individual Educational Plan (IEP).

8.8.2.4 The Superintendents or his/her designees reserve the right to reject buses to be used under these Contracts. In the event of rejection, the Contractor will be fully responsible for replacing those rejected vehicles.

8.8.2.5 Contractors are required to provide with their Bid, on Appendix "B", the make, model, year, fuel type, and student seating capacity of each vehicle to be used in fulfilling these Contracts. The Districts of the ACC reserve the right to inspect all vehicles prior to any Contract award, and during the term of the Contract. If vehicles are to be purchased to fulfill this Contract, a letter from the sales agent or vehicle distributor as to vehicle(s) descriptions and timely availability must be enclosed with the Bid. Documentation as to financial approvals or Company financial resources available to purchase the required vehicles must be enclosed with the Bid.

8.8.2.6 No later than 30 days from receipt but not later than August 15th, of each year of the Contracts, the Contractor shall submit to the Districts the then current copy of its Vermont State Department of Transportation (DOT) **Bus Inspection System Operator Profile** for the terminal(s) from which it is operating these Contracts. In addition to any accompanying correspondence from the Department of Transportation, the copy shall be of the State's reporting period, April 1st to March 31st, and show the Defect Summary, the Preventative Codes Summary, and the Inspection Summary as well as any other Summary Reports that the Department of Transportation may provide in the future.

8.8.2.6.1 The Districts reserve the right to request periodically that the Contractor provide more current Profiles if the current Profile is not satisfactory to the Districts. They also reserve the right to request current and past Department of Transportation VN-029-OOS inspection report forms for vehicles in service to the Districts.

8.8.2.6.2 Profiles that are not acceptable and can subject the Contractor to a requirement for a corrective action plan, non-performance damages, or cancellation of these Contracts are those that are not in compliance with the Vermont Agency of Transportation of Motor Vehicles School Bus Inspection Program.

8.8.2.7 In order to assist in student and parent identification of vehicles, the Districts require that buses assigned to routes be maintained on those routes as much as possible. The buses must be equipped with visible signs designating either bus numbers, colors, or route numbers. In the event that a spare bus is utilized on a route, the signage on the spare bus must replicate the information for the regularly scheduled bus. The Districts or the school buildings must be notified when a spare bus is assigned to a route.

8.8.2.8 All buses must be maintained in a neat and clean condition, both inside and out, at all times that weather permits. Each bus must have an exterior bus washing at a minimum of once per month during the school year. Should the Contractor fail to meet the monthly washing mandate, the Districts reserve the right to contract with an outside service and charge the cost to the account of the Contractor with the right of offset to any outstanding invoices. The Contractor shall be responsible for cleaning or eradication of any infestations or contaminations as required by the

Districts or such other regulatory authority.

8.8.3 Facilities:

8.8.3.1 It shall be the responsibility of the Contractor to provide adequate repair, maintenance and parking for vehicles in the operation of the Contracts. The "Park Out" of buses overnight is acceptable given the **prior authorization and approval from the Districts.** Consideration will also be given to park-outs during the day; however, the Contractor must submit to the Districts a detailed program for driver observation and vehicle security that meets the approval of the Districts. The approval of said detailed program shall be the sole responsibility of the Districts.

8.8.3.2 The Contractor shall provide the exact location of the maintenance facilities that will be utilized to park and repair/maintain vehicles in use for the three Districts in the ACC. The Districts reserve the right to inspect the facilities to determine its adequacy.

8.8.4 <u>Fuel:</u>

The Contractor shall provide at their own expense all vehicle fuels (electricity, diesel and regular grade gasoline) used to fulfill requirements detailed in the Bid. The Districts shall not provide fuel of any type or fuel storage in any amount to support these contracts. Additionally, the Contractor is responsible for paying all local, state and federal taxes on fuels used in connection with this contract.

The Contractor shall plan on a fuel (diesel and regular gasoline) price of \$5.00 per US Gallon (inclusive of all taxes) and a fleet average of eight (8) miles per gallon (MPG). These values shall be used to calculate monthly fuel surcharges due the Contractor and fuel credits due the Districts. The Contractor shall calculate monthly fuel use and submit a separate surcharge or credit invoice with monthly transportation invoices. Surcharge and credit calculation shall equal the product of total fleet miles divided by eight(8) MPG times the difference between \$5.00 per US Gallon and monthly average fuel price for New England found on the US Energy Administration website:

https://www.eia.gov/dnav/pet/pet_pri_gnd_dcus_nus_w.htm

listing monthly retail diesel and regular grade gasoline fuel prices.

<u>Fuel surcharge payments due to the Contractor shall be invoiced monthly with</u> <u>transportation invoices and paid according to the contract terms. Fuel credits due</u> <u>to the ACC Districts shall be invoiced by the Contractor with monthly transportation</u> <u>invoices. Credits shall be subtracted from the monthly invoice amount.</u>

Miles traveled will be calculated using computerized routing software to generate a report of the total daily garage-to-garage mileage for each route, if the contractor's

facility is located within the ACC Districts limits. Should the contractor's facility be located outside of these limits, the miles traveled will be calculated from the vehicle's entry point into the District's limits, and exit point out of the District's limits. The routes will be revised only in the case of a significant change in the route, but not for minor changes, (e.g. a route which usually has three schools on it will not be redone on a day when one of the schools is not in session).

8.8.5 Tolls, Parking Fees, and Meal Reimbursements:

The cost of tolls and parking fees incurred by the Contractor for Field and Sports Trips will be reimbursed by the Districts upon presentation of approved receipts. The Districts reserve the right to bundle reimbursement requests to monthly disbursement for ease of processing. Tolls for any "deadhead" miles will not be reimbursed unless the cost of tolls is incurred through a "drop and pick" structure of a Field or Sports Trip.

8.8.6 Advertising:

Buses used to transport students shall not display any advertisement, political or otherwise, either inside or outside of the vehicle without the expressed written prior consent of the Districts. Should the Districts approve advertising on or in the vehicles providing services pursuant to these contracts, the Districts shall receive 60% of the net profits from the advertising as verified by an independent accounting firm.

8.8.7 Public Relations:

The Contractor will cooperate with the Districts in maintaining a quality public relations program with the parents, community and news media so that any pertinent items affecting the transportation program, can be brought to the attention of the public.

8.9 SAFETY REQUIREMENTS

School transportation vehicles must be operated at all times by capable and competent personnel at safe and reasonable rates of speed. The three Districts of the ACC Boards of Education, through the Superintendents, reserve the right to require any and all reasonable precautions for the safety of students in their transportation to and from school. All students are to enter and leave vehicles at the curb or roadside (except special education students who may have specialized loading requirements), or at designated locations identified by the Districts. At no time are pupils to be transported off the public highways, except in compliance with the specific direction of the Districts.

8.10 ROUTE SCHEDULING

8.10.1 Route scheduling will be performed by the Contractor with the help and cooperation of the Districts when needed. The Districts reserve the right to change any and all routes, times routes are to be operated, bus stops and any other such adjustments that conditions may necessitate. No route changes are to be made by the Contractor, or any driver, without permission of the Districts. Periodically, the Districts may request the assistance of the Contractor to evaluate or revise certain routes.

All routes shall be consistent with District Policies and practice, and they shall be designed to maximize efficiency and minimize costs to the Districts. The routing information provided to the Districts by the Contractor shall include, but not be limited to, ridership lists by bus, grade, and school; driver directions; and route maps. Route information shall be provided in a timely fashion. The Contractor shall be responsible for notifying parents/families during the summer of any new or changed services. As a part of the Contractor, and the Contractor shall be responsible for efficiently handling all parent inquiries consistent with the requirements and policies of the Districts.

In order to evaluate the effectiveness of the routes, the Districts require that the Contractor perform a ridership audit (count) every day for the first week of the school year, and three additional weeks during the school year on a schedule determined by the District (fall, winter, spring). The forms for the count, and the reporting of the data, shall be suggested by the Contractor and must be approved by the Districts.

The Contractor is required to provide an industry accepted routing software program such as Versatrans. The Versatrans software is preferred, however, an alternative system which is equal to or better in the sole judgment of the Districts, will be considered. The Districts will be provided a full license, including full/unlimited access as opposed to "read only" access. Additionally, the Districts shall be provided the option of having remote access to the program. All student data is the property of the Districts, and any information contained in the software relative to confidential student information, including but not limited to special needs students, must be held in the strictest confidence consistent with District policies, State and Federal laws and regulations, and industry best practices.

8.10.2 The three Districts of the ACC also reserve the right to notify the Contractor of changes of the starting and dismissal time of a school or schools, and services required by such changes shall be without incremental charges except those consistent with the pricing schedule detailed herein.

8.10.3 Both parties to the Contract agree to cooperate in revising the routes specified herein to improve service, operating efficiencies or economy. No route changes or bus stop locations are to be made by the Contractor without the prior written permission of the Districts.

No routes are to be doubled by the Contractor without the prior approval of the Districts. All routes shall schedule the same driver in the morning and in the afternoon unless the Districts in the ACC approve a change. Drivers may not leave their designated daily routes to perform field or sports trips. Prior to the beginning of each year and each summer session, the Contractor will provide a route schematic for each route that includes the assigned driver's name and bus number. This information is to be updated whenever permanent driver and/or bus changes are made.

8.10.4 Students shall be delivered to their respective schools before the start of school, and vehicles must be at their designated parking areas before the end of school. Arrival and departure times may be modified by the Districts.

To determine the beginning of the length of the afternoon route, the schedule shall begin at the time the bus is scheduled to be at the first school building to pick-up students.

8.10.5 The number of days for which transportation will be required during the regular school year will be governed by the actual school calendar as adopted by the three Districts of the ACC Boards of Education including the calendars of all other schools for which the Districts are responsible for furnishing transportation.

When schools are closed (for any reason, including "Acts of God"), transportation is to be furnished on such other days as the Superintendents declare official school days. The Contractor shall not be required to furnish any transportation on mandated legal holidays to any schools, including the non-public schools, unless the student's attendance at the non-public school, and such transportation, is required under the student's IEP. The list of mandated legal holidays is contained in Chapter 7 of the Vermont Legislature General Provision and is reflected in the three Districts of the ACC's calendars. However, if school is in session, transportation must be provided on Election Day and President's Day (Washington's and Lincoln's Birthday celebration).

8.10.6 It is understood that on those days that the three Districts of the ACC schools are closed and other locations to which Districts are transported are open, the Contractor may be required to furnish any required transportation to those locations. Transportation to special education locations will follow the official calendar of these locations. It is the responsibility of the Contractor to secure the calendars, to be knowledgeable of the start/end school day times, and the drop-off/pick-up locations of the public schools as well as the special education and homeless student instructional locations.

8.10.7 Each bus used under this Contract will display the proper <u>route designation</u> when on scheduled routes or trips. The route designations will be securely attached to vehicles in locations approved by the Transportation Supervisor or his/her designee.

8.10.8 The Contractor will be responsible for furnishing transportation to all schools and locations as required by the three Districts of the ACC.

8.10.9 SCHEDULE VARIATIONS

<u>Dismissal Schedules</u> - The service contracted on regular routes is mutually understood to be contingent on the time schedules set forth in the regular route specifications. The Contractor shall also provide:

8.10.9.1 The three Districts of the ACC early dismissals when required.

8.10.9.2 Early dismissals as per calendars provided by the Districts, including during the month of September and late activity schedules as per published schedule

8.10.9.3 Comparable transportation from all non-public schools covered by these Contracts on days when the Districts have other than regular dismissals

8.10.9.4 Early dismissals of any and all schools for parent conferences, special events, emergencies, etc.

8.10.9.5 Comparable transportation for special education locations on days when the Districts are closed for any reason and the special education locations are open.

8.10.9.6 Dismissal as required during January and June examination weeks in the high schools.

8.10.9.7 Dismissals as required during June examination week at the middle and the elementary schools of the three Districts of the ACC as well as any and all non-public schools to which transportation is provided under these Contracts.

8.10.9.8 Summer transportation as required by the individual student programs.

8.10.9.9 The Contractor will provide updated route data, mileage and other additional information deemed necessary by the Districts.

8.10.10 TRIAL RUNS

At a time established by the three Districts of the ACC within two (2) weeks prior to the first day of service under these Contracts, each regular driver will make at least

one (1) trial a.m. and p.m. route to include all stops assigned on the route. The Contractor will identify any routes where there is an indication of an inability to perform regularly to schedule and to serve the pupils safely, and the Contractor shall advise the Districts of the same. Contractor must provide written verification of this trial route process to the Districts no later than September 1st of each Contract year. Trial routes must be operated during the typical AM and PM times in order to replicate common traffic issues and challenges. Trial runs must be operated by the driver using their actual assigned vehicle, or a vehicle with similar capacity and features. Operating trial runs using a personal auto is not acceptable. The cost of providing these mandated trial routes shall be at no additional charge to the three Districts of the ACC and no billing for these routes shall occur.

8.11 OPERATING MATTERS

8.11.1 The three Districts of the ACC <u>Operating Policies</u>: Contractor shall conform to and abide by the policies, rules, and regulations of the Districts as set out in the present written policies and rules of the Districts, relevant to student transportation, as modified by current practice, and such other future regulations as may reasonably be required by the Districts. The Districts policies are available on their websites at:

https://www.acsdvt.org/

https://www.anwsd.org/board-policies-procedures.php

<u>Policies and Procedures – Policies and Procedures – Mount Abraham Unified School</u> <u>District (mausd.org)</u>

8.11.2 <u>Driver Training and Additional Training</u>: All bus drivers must receive and participate in required safety instruction as outlined in the State of Vermont laws and regulations. The cost of such instruction shall be paid by the Contractor. Additionally, drivers assigned to vehicles with automated lift systems shall receive training on the proper, safe use of the systems. Drivers shall also receive training on the proper methods of securing each type of wheelchair transported under these Contracts.

Upon request from the Districts, the Contractor will provide the Districts with attendance sheets verifying each driver's attendance at the instructional program as well as a copy of any instructional plans and materials.

8.11.3 <u>Emergency Bus Drill</u>: The Contractor shall be responsible for providing practice and instruction with regard to the location, use and operation of emergency door, fire extinguisher, first aid equipment, and windows as a means of escape in case of fire or accident. Drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to

approach, board, disembark, and move away from the bus after disembarking. Each drill shall emphasize specific hazards encountered by children during snow, ice, rain, and other inclement weather including, but not limited to, poor driver visibility, reduced vehicular control, and reduced hearing. All such drills shall include instruction in the importance of orderly conduct by all school bus passengers with specific emphasis given to student discipline rules and regulations promulgated by the Districts.

Such drills shall be held at such times and in such fashion as may be required by law or regulation. The Contractor shall, when requested, provide buses and drivers for student emergency bus safety drill instruction, according to State Education Department regulations, as well as new student bus safety orientation held in late summer or early fall. Such services shall be provided at no additional cost to the Districts.

8.11.4.1 <u>Emergency Closings</u>: The Contractor will be required to consult with the Superintendents or his/her designees, during times of inclement weather, about road conditions and the potential of closing school. The Contractor shall be responsible for providing the regularly scheduled buses in the event that schools are closed early in any school day due to weather conditions or other emergency declared by the Superintendents or his/her designees. It is understood that time is of the essence in providing such buses, and that such buses will be provided as soon as possible, but in no event will the arrival of the buses at the designated locations be more than one (1) hour after notification is given to the Contractor by the Districts.

Should the Districts experience an emergency which requires the movement of students or residents, the Contractor shall provide, to the best of its ability, the vehicles and drivers to meet the emergency need. A rate for reimbursement of costs incurred by the Contractor shall be mutually agreed to with the Districts of the ACC.

8.11.4.2 The Carrier shall, in the event of any Governmental Emergency Declaration that results in an immediate and sustained loss of more than 25% of the ACC routes being canceled, agree to the development and implementation of a contingency plan including the negotiation of a reduced fee schedule for the duration of the emergency declaration.

8.11.4.2.a "Sustained" as used here is defined as any period of time greater than 30 days.

8.11.4.2.b Any government relief funding or grant received by the Contractor shall, wherever possible, be applied towards offsetting any potential losses due to the aforementioned fee reductions.

8.11.5 Contractor's Monthly Reports: The Contractor shall deliver its written report

of operations on a monthly basis to the Districts. Said report shall include matters such as: actual performance related to scheduled performance, student discipline matters and accidents, specific driver and bus aide training programs, driver and bus aide discipline matters and related documentation, and other items related to the performance of the Contract. The Contractor and the District shall meet prior to the beginning of school to finalize the information to be contained on this report.

8.11.6 <u>Accidents</u>: In addition to monthly reports, in the event of any accident involving the operation of a school bus, the District's designated liaison must be notified immediately. Any written reports which may be necessary will be completed by the Contractor within twenty-four (24) hours and police reports within 5 days. Contractor must also comply with all Federal, State, and/or District regulations or policies relative to accident reporting, investigations, and reviews. The Districts reserve the right to actively participate in any accident review of a vehicle in which its students are being transported.

The Districts reserve the right to have a driver involved in what it deems a preventable accident removed from service to the District and complete an approved retraining program prior to returning to service. The cost of the retaining, including any cost for the continuation of the driver on the Contractor's payroll during this non-driving time, shall be borne by the Contractor.

8.11.7 <u>Student Discipline Matters</u>: In addition to monthly reports, in the event of any student discipline matter involving District students, the Contractor shall immediately notify the individual school building, and the District's liaison, in the manner as prescribed by District policy and procedure. The Contractor shall follow the discipline operating procedures as defined by the Districts. Violation of good conduct, and improper behavior on the part of students, shall be handled strictly according to the procedures in effect in the Districts during the term of these contracts. It is of paramount importance that drivers and bus aides maintain good order on the school buses. Drivers and/or bus aides may be required to attend suspension or corrective hearings in relation to the poor bus conduct of student(s) that were or are in their charge. This attendance is mandatory and failure to attend may cause withdrawal of the District's certification (approval) of any driver or aide who fails to do so. Any cost or salary reimbursement for attendance by drivers or aides shall be borne by the Contractor.

8.11.8 <u>Student Counts</u>: A student count is required at least two times per school year. The Districts will provide the Contractor with the schedule for these student counts. The Contractor will provide whatever assistance is requested to assist the Districts in the compilation of this data.

8.11.9 Non-District Students: Subject to Law and Commissioner's Regulations, only those children, adults or other person(s) authorized by the three Districts in the ACC to be transported shall be transported under these Contracts. The Contractor

shall agree to secure the prior written approval of the Districts before agreeing to undertake the transportation of pupils for other districts, schools, or individuals in conjunction with the trips specified in these Contracts, and to furnish the Districts with copies of each such related Contract with another school, district, or individual for such transportation. The Districts reserve the right to assign students from other districts to buses/routes. Should such assignment result in increased route time as defined herein, the Contractor shall be compensated upon the approval of the Districts, according to the prices submitted in this Bid. **The Contractor agrees to cooperate fully with the three Districts in the ACC's policy of cooperative transportation with other districts, schools and agencies.**

8.11.10 <u>Rights to Property</u>: As a condition of these Contracts, the Contractor agrees to allow the three Districts in the ACC Administrative personnel or their authorized representative(s) on any leased or owned property connected with the service provided to the Districts for the purpose of inspection or transportation program review at any time. Furthermore, it is agreed that if it is deemed necessary by the Districts, due to inadequate service or poor performance, dispatch or management personnel may be supplied by the Districts to work directly with the Contractor's management or dispatching personnel at the Contractor's location(s) connected with this Contract. The cost of such personnel will be deducted from payments due the Contractor. The Contractor shall also make the garage terminal available for inspection of equipment by District personnel.

8.11.11 <u>The three Districts of the ACC Property</u>: In fulfilling the obligations of the Contracts, care must be exercised by the Contractor to avoid damage to or disfigurement of the buildings, equipment, driveways, or other property of the Districts. The Contractor shall be required to make the necessary repairs at its expense, as soon as possible after the damage occurs, for any property damaged by the Contractor or its employees.

8.12 COMPLIANCE REQUIREMENTS

8.12.1 COMPLIANCE WITH TITLE IX REGULATIONS

In compliance with Title IX, Education Amendments of 1972 (prohibiting sex discrimination in education), the three Districts of the ACC require any person, organization, group or other entity with which it Contracts, sub-Contracts, or otherwise arranges to provide services or benefits (including Bids) to comply fully with Title IX.

TITLE IX STATES: NO PERSON SHALL, ON THE BASIS OF SEX, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY EDUCATION PROGRAM OR ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE.

8.12.2 COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT AND

SECTION 504 OF THE REHABILITATION ACT OF 1973

In compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, (prohibiting discrimination against any person who is qualified with a disability), the three Districts of the ACC require that any person, organization, group, or other entity with which it Contracts, sub-Contracts, or otherwise arranges to provide services or benefits (including Bids) to comply fully.

8.13 TERMINATION OF CONTRACT BY BOARDS

The three Districts of the ACC may terminate the Contract any time by notice in writing from their respective Boards to the Contractor, because of the lack of appropriate funding to operate the transportation program.

If the Contract is terminated by the Districts as provided herein, the Contractor will be paid for services actually and satisfactorily rendered by Contractor prior to the date of termination. Any pre-payments made to the Contractor by the Districts pursuant to the terms of the Contract will be adjusted and any monies that should be refunded to the Districts will be remitted within 15 days.

8.14 CONTRACTOR'S DEFAULT

If, at any time during the term of these Contracts, the Contractor, in the sole discretion of the ACC; (a) has failed to provide the level of services required under these Contracts; (b) has failed to fulfill services required in accordance with agreed schedules; (c) has become insolvent; (d) makes an assignment for the benefit of creditors; (e) files a voluntary petition in bankruptcy; (f) is subject to an involuntary petition in bankruptcy not discharged within thirty (30) days; (g) abandons the work; (h) subcontracts, assigns, transfers, conveys or otherwise disposes of its obligations under these Contracts other than as provided herein; (i) fails to provide the insurance required in these Contracts; (j) fails to provide the Performance Bond required by these Contracts; or (k) fails to comply with any other term or condition contained in these Contracts, the Boards shall have the right to terminate the Contracts upon written notice to the Contractor.

The above remedies are in addition to any other remedies the Boards of the three Districts in the ACC may have.

In the event of cancellation of these Contracts and the necessity to proposal or otherwise negotiate any new contracts for transportation service with another contractor, the Contractor will be responsible for indemnifying the Boards and the Districts for costs incurred in obtaining new contracts including any and all increase in costs for transportation service for the duration of the term of the original Contracts, irrespective of the Performance Bond.

In addition, in the event that the buses contracted for herein are unavailable for service,

the Contractor shall be considered in default and the Districts shall be free to contract with any other person or company for bus service. In addition, one-day cessation of bus services shall constitute a default of the Contract. Cessation of bus services shall mean the absence from service of more than four (4) vehicles on any day.

In the event of a cessation of service because of a labor dispute, strike, or other cause beyond the control of the Contractor, the Contractor shall notify the Districts as soon as such information becomes known to it, and the Districts shall be free to make interim arrangements for bus service. The Contractor shall obtain temporary interim service and shall compensate the Districts for any increase in costs incurred by virtue of this cessation. If reasonable interim bus service meeting all requirements cannot be obtained after reasonable efforts by the Contractor within five (5) school days of the cessation of service, the Districts shall have the option of terminating the Contract, calling the performance bond and/or other security or taking such action as may be authorized by law.

In all cases where the Contractor ceases service for one or more school days, the Districts shall also have the unilateral right to declare the Contractor in default and call for the performance of the surety under the bond or other security; and any performance bond submitted with these Contracts to the Districts shall so specifically state.

8.15 <u>CONTRACT</u>

The Contractor shall be required to execute Contracts on the appropriate form furnished by the Commissioner of Education which shall contain such additional provisions as are contained in the Contract Documents. The Contracts shall be subject to the approval of the Boards of Education for each of the three Districts and the Commissioner of Education. A copy of each Contract is available for inspection at the School Business Offices. These Contracts shall contain a default provision for all obligations of Contractor contained in the Bid submission, Certifications, General Conditions, Specifications, and said Contracts. The Contractor, upon failure or refusal to execute and deliver the Contracts, or such bonds or insurance as required by the Contracts, within twenty-one days, after it has received notice of the acceptance of its Bid, shall forfeit to the owner, as liquidated damages for such failure of refusal, the security with its bond.

The Contracts shall be governed by and under the laws of the State of Vermont. In the event that a dispute arises between the parties, the venue for the resolution of such dispute shall be in a Vermont State Court of competent jurisdiction, sitting in the County of Addison, State of Vermont.

8.16 NON-PERFORMANCE DAMAGES

The Districts have included non-performance damages in the event that financial remedies are needed to ensure a high-quality transportation service. The Districts and Contractor agree that in certain circumstances, the actual amount of damages incurred by the School Districts will be difficult to assess and/or may be immeasurable. Accordingly, under the following circumstances, the Districts may assess damages against the Contractor, to be paid as liquidated damages and not as a penalty or forfeiture. In addition, the Districts will not pay for any services that have not been provided. Prior to the implementation of any liquidated damages, the Districts will notify the Contractor via email or in writing of the infraction and will attempt to meet with the Contractor to determine if there are any mitigating circumstances that have caused the service issue that might lead to the issuance of liquidated damages. Whenever possible, the Contractor will be provided with an opportunity to cure the infraction. Determinations as to cause, and as to a reasonable time to cure, will be made solely by the Districts.

In view of the difficulty the three Districts in the ACC will suffer by reason of default on the part of the Contractor, the Contractor, through their voluntary submission of their bid, hereby stipulates that the following sums shall be deemed liquidated damages and enforceable for breach of these Contracts:

8.16.1 If at any time the Contractor does not provide the required number of buses, drivers or aides necessary under these Contracts, the Districts may deduct from its monthly payment the pro-rata cost of the vehicle for that day, plus liquidated damages of \$100.00, or the cost of the District's expense for engaging alternate transportation during the period that the Contractor is not in compliance with the terms of the Contracts, whichever amount is greater. Included in this provision would be any runs where the Contractor "doubles up" the run due to driver shortages. Making changes to run schedules, including the merging of runs due to driver shortages, is specifically prohibited and is subject to the liquidated damages stated in this Section.

8.16.1.2 Route Cancellation Summary Reports for <u>all</u> ACC routes shall be prepared monthly by the Contractor and delivered to each ACC Business Manager. These reports shall list all canceled routes by driver name and route location as well as the days missed.

8.16.1.3 Any single route cancellation lasting more than five consecutive days shall be subject to an additional \$100 for each missed day.

8.16.2 If the Contractor does not supply the necessary spare vehicles to operate the Transportation Program within the 30-minute reporting requirement, the Districts shall deduct from the monthly payment the pro-rata cost of the vehicle(s) for that day, plus \$100.00 per vehicle as liquidated damages.

8.16.3 If the Contractor utilizes vehicles in service to the Districts that do not meet the requirements stated in Section 8.8.2 of these specifications, the Districts shall deduct from the monthly payment the sum of \$100.00 per day as liquidated damages for each vehicle operating in violation of the vehicle requirements.

8.16.4 These Contracts envision a quality, responsive transportation program that minimizes the District's involvement in the day-to-day operation of the program. Should operating problems occur which require the involvement of the Districts,

the Districts reserve the right to officially notify the Contractor of such problems. Should similar operating problems reoccur within thirty (30) days, the Districts reserve the right to deduct \$100.00 from the monthly payment as liquidated damages for each such occurrence.

8.16.5 The Districts consider the presence of the Terminal Manager, or his/herACC Districts approved designee, at the dispatching station during regularly scheduled morning, mid-day, and afternoon hours critically necessary for the Contractor to meet his oversight responsibility. If the Terminal Manager, or his/her approved designee, is not present during these time periods, the Districts shall have the right to deduct \$100.00 as liquidated damages for each operating time period (morning operation, mid-day operation, and/or afternoon operation), or fraction thereof, the Terminal Manager or his/her approved designee is not present. The damage assessment shall not be imposed if the Terminal Manager or his/her designee has to leave the dispatching station for an accident or some other transportation emergency.

8.16.6 If at any time the Contractor uses a driver in the performance of these Contracts who has not been approved by the Superintendents for the specific school year and/or does not meet the requirements of the State of Vermont or of these Contracts, Districts reserve the right to deduct \$200.00 per day as liquidated damages, plus the cost of the route operated by the non-approved driver from the monthly billing for service for each driver so employed.

8.16.7 Because the completion of Trial Routes is necessary to ensure that each driver is familiar with the area travel by his/her route, the location of the route's bus stops, helps to identify any need for any route modification(s), and helps to establish the smooth start-up of the transportation program, the failure to complete a Trial Route at the time and in the manner required by these specifications is considered a critical failure to meet the specifications of these Contracts. For each time period (morning route, mid-day route, afternoon route) for which a Trial Route is not completed, the Districts reserve the right to deduct liquidated damages of \$100.00 from the monthly payment to the Contractor.

8.16.8 A reliable transportation system is important to meet the educational requirements of the students and the Districts. To this end, students must be picked up in the AM and delivered home in the PM in an efficient manner. If a bus is more than 15 minutes late in the AM, or PM, the Districts reserve the right to deduct liquidated damages of \$100.00 per day from the monthly billing. Should situations beyond the control of the Contractor cause the late pick-up or drop-off (weather, traffic, etc.), the damages will not be assessed.

8.16.9 In the event a strike or other occurrence causes an interruption of services for more than 24 hours, the Districts shall have the right to secure such other transportation as may be necessary and charge the cost of the same to the account of the Contractor. There will be no payment to Contractor for days no service is

provided, and the Contractor is responsible for any incremental financial liability to the Districts.

8.16.10 The Districts require that all buses that are utilized in the performance of these Contracts have **operating and active** two-way radios. All vehicles that transport children outside of the radio coverage shall be equipped with cellular or digital telephones or cellular two-way radios at no additional cost to the Districts. There will be no payment to the Contractor for days when a vehicle is used without operating radios, and a \$200.00 per day per bus liquidated damage shall be assessed for any vehicle which does not comply with this requirement.

8.16.11 The District requires that all buses have <u>operable</u> digital cameras. \$250 per day per bus liquidated damage may be assessed for any bus that violates this mandate. The Contractor is required to provide the District with video output within 1 hour of the end of the scheduled AM or PM run of the District's request. If the video output is not provided in a timely fashion, the Contractor will be assessed liquidated damages of \$100 per day for each day that the video submission is delayed.

A similar liquidated damage assessment of \$250 per day per bus shall be assessed for any bus that is operated without the GPS capability. Included in this provision for GPS shall be any vehicle that is operated without the knowledge of the Districts and without the proper asset notification provided to the Districts.

8.16.12 The Contractor is required to maintain a spare bus ratio of at least 10% of each vehicle size. Should the Contractor fail to meet this provision for more than 24 hours without a justifiable reason as solely determined by the Districts, the Contractor may be assessed a \$100 per day per bus liquidated damage. Vehicles must meet the age requirements as detailed herein. Buses that do not comply with these mandates, and that are found to be operating on any route in violation of these Contracts, will result in liquidated damages of \$50 per day plus the per diem cost of the vehicle.

8.16.13 Extra-curricular transportation is an important element of the District's educational program. Therefore, it is expected that the Contractor will meet the District's needs given that the Districts duly inform the Contractor of any trip at least 24 hours ahead of said trip. Failure by the Contractor to provide the necessary driver(s) will result in non-payment by the Districts for the trip, \$50 per missed trip liquidated damage deduction from any payments due to the Contractor under these Contracts, and a reimbursement to the Districts for any financial damages that the Districts may incur as a result of the missed trip (e.g., referee fees, entrance fees, alternative services etc.). If a bus is more than 15 minutes late for any aspect of a scheduled trip, the Districts will not be billed for the trip. This provision will apply should a driver perform a trip without adequate directions, or should the driver get lost during the performance of the run. Drivers are expected to perform the services for the Districts equipped with proper directions and trip

details.

However, the Districts realize that situations may occur, due to rescheduled events or other unplanned circumstances, where the Contractor has an insufficient number of vehicles or drivers to perform the requested extra-curricular services. In this event, the Contractor must make every effort to secure the necessary vehicles or drivers and must notify the Districts at the earliest possible date/time of the potential shortage. No damages would be charged in this situation. It must be understood that this clause only refers to vehicles. The Contractor is expected and required to have a sufficient staff to meet the District's needs.

8.16.14 As noted in these Specifications, the Contractor and/or drivers are prohibited from changing any routes without prior District approval. If such unauthorized changes are made, the Districts reserve the right to withhold payment for any routes that are modified in an unauthorized fashion.

8.16.15 If the Contractor fails to meet any of the requirements stated in these specifications that is not previously addressed in this Section 8.18, the Contractor shall be liable to a deduction of \$300 per day as liquidated damages per failure from the monthly payment for each such occurrence.

8.16.16 It is understood and agreed by the Contractor that the assessment of non-performance liquidated damages shall be in addition to the right of the School Districts to terminate these Contracts and that in the event of termination, the above liquidated damages will be applied and assessed for the full period of any non-compliance during the school year. The rights and remedies set forth in this Section are in addition to any other rights or remedies available to the Districts under these Contracts, in law and equity.

The Districts shall accumulate any liquidated damages and delay any assessment to the Contractor unless and until the accumulated liquidated damages reach or exceed \$1,000 in any school year. Should the assessment level be reached, the Districts reserve the right to assess all accumulated liquidated damages. During the term of any accumulation, the Districts will provide the Contractor notice of liquidated damages assessed and provide the Contractor an opportunity to remedy the violating actions and/or respond to the District's determination.

It is expressly understood by the Contractor that the Districts, by not exercising its rights, or by waiving any of the provisions of these contracts, or by exercising the provisions of these contracts in a particular way, shall not be deemed to have waived any of its rights or the contract requirements despite any previous non-exercise or waiver.

8.17 <u>ACTS NOT IN CONTROL OF CONTRACTOR</u>: The Contractor shall not be held responsible for any losses resulting if the fulfillment of the terms of these Contracts shall be delayed or prevented by wars, acts of public enemies, fires, floods, acts of God, or for

any other acts not within the control of the Contractor, and which by exercise of reasonable diligence it is unable to prevent, except for strikes or labor unrest.

8.18 <u>NO ASSIGNMENT BY CONTRACTOR</u>: It is mutually understood and agreed that the Contractor shall not assign, transfer, convey, sublet, or otherwise dispose of these Contracts or its right, title, or interest herein, or its power to execute such Contracts, or any part thereof to any person, company or corporation, without the prior written consent of the School Districts. A sale of stock in a corporation, a change in partners in a partnership, or a change in membership in a LLC, which results in a change in the contract assignment under this provision.

8.19 <u>INCORPORATION OF DOCUMENTS</u>: All of the Proposal Documents listed in the Table of Contents to the Specifications and Proposal Forms, to include the General Conditions, Specifications, Notice to Proposer, and Addenda shall form a part of these Contracts and the provisions thereof shall be binding upon the parties hereto.

8.20 <u>OTHER CONTRACTORS</u>: It is the District in the ACC's desire and intention to award a contract to one Contractor. However, in order to meet the operating requirements of the School Districts, it is understood that these Contracts in no way excludes the School Districts from using their own vehicles, drivers, aides, or services provided by other School Districts. The School Districts may also use services from other contractors to meet the School District's needs.

8.21 <u>NO WAIVER</u>: No action or failure to act on the part of the School Districts to enforce its rights or remedies under these Contracts shall constitute a waiver of any right or remedy to which the School Districts are entitled, nor shall such action or failure to act on the part of the School Districts waive any duty on the part of the Contractor to perform under these Contracts nor shall such action or failure to act constitute approval of or acquiescence in any breach thereunder, except as may be specifically agreed in writing.

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

9.0 SIGNATURES

Student Transportation of Vermont Representative	Date
Addison Central School District Board Chair	Date
Addison Northwest School District Board Chair	Date
Mount Abraham Unified School District Board Chair	Date

Addison County Consortium

ADDISON CENTRAL SCHOOL DISTRICT ADDISON NORTHWEST SCHOOL DISTRICT MOUNT ABRAHAM UNIFIED SCHOOL DISTRICT

10.0 APPENDICES

- A. Base Program Contract (A1-3)
- B. Current Contracted Services [Information for Contractor] (D1-3)
- C. Commitment to Fleet Electrification (E)
- D. Schools Detail and Bell Times [Information for Contractor] (F1-3)

APPENDIX A-1: ACSD BASE PROGRAM

Summary of Transportation Program

As part of the Addison County Consortium, the Addison Central School District is seeking transportation contractors to supply yellow school bus services for its home-to-school, including special education and extra-curricular needs, transportation program. The initial term of the Contract shall be July 1, 2023 until June 30, 2026.

All schools within the District provide pupil transportation for eligible public school education students attending K-5 programs at 7 area school buildings, 6-8 programs at Middlebury Union Middle School, and 9-12 programs at Middlebury Union High School. Bus routes are assigned by town with all students from that town riding the same bus(es) regardless of grade level. Buses from the rural towns (Ripton, Mountain, Weybridge, Cornwall, Salisbury, Shoreham, and Bridport) pick up and drop off at their respective elementary schools before continuing on to the central secondary schools in Middlebury. Buses in Middlebury pick up and drop off at the secondary schools first before proceeding to Mary Hogan Elementary. Afternoon routes mimic this pattern in reverse.

It is anticipated that bus drivers work up to 4 hours per day. Morning bell times are in the 7:30-8:00am range. Afternoon times fall in the 2:40-3:15 range but can vary based on various programs. There are periodic (monthly) early release days throughout the school year. The school year typically begins the last Wednesday in August and concludes by June 30 at the latest.

ACSD provides additional transportation information on its website at the following address: <u>https://www.acsdvt.org/domain/1236</u>

Town	Number of 77 Pass. Buses	Enrolled Elem.	Enrolled Sec.	Enrolled Total
Middlebury	5	374	426	800
Cornwall	2	93	104	197
Bridport	3	63	51	114
Ripton	1	46	35	81
Salisbury	2	65	91	156
Shoreham	3	75	81	156
Weybridge	2	43	43	86
Mountain* (Hancock, Granville, Rochester)	1	2	54	56
Special Education	1 (van with WC access)	tbd	tbd	tbd

ACSD requests pricing for the following 20 routes and ridership plus additional special services and extra curricular transportation services:

COST BREAKDOWN FOR 19 REGULAR ROUTES

\$62

\$65

2024-2025

2025-2026

School Year	Cost Per Bus Route	Cost Extension (x19)	% Change	Additional Costs?
2023-2024	\$67760	\$1,287,440	4.6%	\$11500
2024-2025	\$70809	\$1,345,374	4.5%	\$12017
2025-2026	\$73995	\$1,405,916	4.5%	\$12558

COST BREAKDOWN FOR SPECIAL SERVICES ROUTES - (Center Point van would provide 1-2 students with transportation to Burlington, VT each day.)

School Year	Cost Per Special Services Van (day)	Cost Per Special Services Van (year)	Cost Per Center Point (or equivalent) Van (day)	Other Services Costs (day)
2023-2024	\$385	\$67,760	\$385	\$385
2024-2025	\$402	\$70,792	\$402	\$402
2025-2026	\$420	\$73,920	\$420	\$420
COST BREAKDOWN F	OR EXTRA CURRICULA	R SERVICES 77 Passenge	er Bus - (Field Trips, A	thletics)
School Year	Rate Per Hour (2h minimum)	Cost Per Mile (After 15 miles)	Cancellation Charge	Other Charges?
2023-2024	\$60	\$0.95	\$50	\$14

\$55

\$60

\$0.99

\$1.03

\$14

\$14

APPENDIX A-2: ANWSD BASE PROGRAM

Summary of Transportation Program

As part of the Addison County Consortium, the Addison Northwest School District is seeking transportation contractors to supply yellow school bus services for its home-to-school, including special education, vocational, and extra-curricular needs transportation programs. The initial term of the Contract shall be July 1, 2023 until June 30, 2028. Extensions are to be determined.

All schools within the District provide pupil transportation for eligible public school education students attending K-6 programs at 2 area school buildings, and 7-12 programs at Vergennes Union Middle/High School. Bus routes are assigned by town with all students from that town riding the same bus(es) regardless of grade level. Buses from the rural towns (Addison, Ferrisburgh, Panton, Vergennes, Waltham) pick up and drop off at their respective elementary schools before continuing on to the central secondary school in Vergennes. Buses in Vergennes pick up and drop off at the secondary schools first before proceeding to Vergennes Elementary. Afternoon routes mimic this pattern in reverse.

It is anticipated that bus drivers work up to 4 hours per day. Morning bell times are 8:00am for all three school locations. Afternoon times fall in the 2:55-3:05 range but can vary based on various programs. There are periodic (monthly) early release days throughout the school year. The school year typically begins the last Wednesday in August and concludes by June 30 at the latest.

ANWSD provides additional transportation information on its website at the following address: https://www.anwsd.org/

ANWSD requests pricing for the following 10 routes and ridership, vocational transportation to and from the Patricia Hannaford Career Center, plus additional special services and extra curricular transportation services:

Town	Number of 77 Pass. Buses	Enrolled Elem.	Enrolled Sec.	Enrolled Total
Addison	2	87	58	145
Ferrisburgh	5	144	134	278
Panton/Waltham	1	58	62	120
Vergennes	2	167	142	309
Vocational to PAHCC	1	0	35-50	35-50
Special Education	1 (van with WC access)	tbd	tbd	tbd

COST BREAKDOWN FOR 10 REGULAR ROUTES

School Year	Cost Per Bus Route	Cost Extension (x10)	% Change	Additional Costs?
2023-2024	\$64341	\$643410	14%	\$11500
2024-2025	\$70775	\$707750	10%	\$12017
2025-2026	\$77449	\$774490	9.4%	\$12558

COST BREAKDOWN FOR VOCATIONAL ROUTE

School Year	Cost Per Vocational Bus (day)	Cost Per Vocational Bus (year)
2023-2024	\$60 per hour/2 hr mimimum	\$21120
2024-2025	\$62.70 per hour/2 hr mimimum	\$22070
2025-2026	\$65.52 per hour/2 hr mimimum	\$23063

COST BREAKDOWN FOR SPECIAL SERVICES ROUTES - This is the Special Services Van with Wheelchair access. We do not currently use this but need a price in case the service is needed in the future.

School Year	Cost Per Special Services Van (day)	Cost Per Special Services Van (year)
2023-2024	\$385	\$67760
2024-2025	\$402	\$70792
2025-2026	\$420	\$73920

COST BREAKDOWN FOR EXTRA CURRICULAR SERVICES 77 Passenger Bus - (Field Trips, Athletics, Other)

School Year	Rate Per Hour (2h minimum)	Cost Per Mile (After 15 miles)	Cancellation Charge	Other Charges?
2023-2024	\$60	\$0.95	\$50 Less than 2 hr notice	\$14
2024-2025	\$62	\$0.99	\$55 Less than 2 hr notice	\$14
2025-2026	\$65	\$1.03	\$60 Less than 2 hr notice	\$14

ATTACHMENT A-3: MAUSD BASE PROGRAM

Summary of Transportation Program

As part of the Addison County Consortium, the Mount Abraham Unified School District (MAUSD) is seeking transportation contractors to supply yellow school bus services for its home-to-school, including special education and extra-curricular needs, transportation program. The initial term of the Contract shall be July 1, 2023 until June 30, 2028. Extensions are to be determined.

All schools within the District provide pupil transportation for eligible public school education students attending K-6 programs at 5 area school buildings, 7-8 programs at Mount Abraham Middle School, and 9-12 programs at Mount Abraham High School. Bus routes are assigned by town with all students from that town riding the same bus(es) regardless of grade level. Buses from the towns (Bristol, Monkton, New Haven, Starksboro) pick up and drop off at their respective elementary schools before continuing on to the central secondary schools in Bristol. Buses in Bristol pick up and drop off at the Elementary school first before proceeding to Mount Abraham Middle/High School. Afternoon routes mimic this pattern in reverse.

It is anticipated that bus drivers work up to 4 hours per day. Morning bell times are in the 7:55-8:15am range. Afternoon times fall in the 2:45-3:00 range but can vary based on various programs. There are periodic (monthly) early release days throughout the school year. The school year typically begins the last Wednesday in August and concludes by June 30 at the latest.

MAUSD provides additional transportation information on its website at the following address:

Bus Routes – Transportation – Mount Abraham Unified School District (mausd.org)

MAUSD requests pricing for the following 16 routes vocational transportation to and from the Patricia Hannaford Career Center, and ridership plus additional special services and extra curricular transportation services:

Town	Number of 77 Pass. Buses	Enrolled Elem.	Enrolled Sec.	Enrolled Total
Bristol	4	255	235	490
Monkton	4	128	111	239
New Haven	4	92	92	184
Starksboro	4	100	116	216
Vocational to PAHCC	1	-	35-50	35-50
Special Education	1 (van with WC access)	tbd	tbd	tbd

School Year	Cost Per Bus Route	Cost Extension (x16)	% Change	Additional Costs?
2023-2024	\$64,274	\$1,028,384	29.6%	\$11500
2024-2025	\$70,840	\$1,133,440	10.2%	\$12017
2025-2026	\$77,449	\$1,239,184	9.3%	\$12558

COST BREAKDOWN FOR 16 REGULAR ROUTES

COST BREAKDOWN FOR VOCATIONAL ROUTE

School Year	Cost Per Vocational Bus (day)	Cost Per Vocational Bus (year)
2023-2024	\$60 per hour/2 hr mimimum	\$21120
2024-2025	\$62.70 per hour/2 hr mimimum	\$22070
2025-2026	\$65.52 per hour/2 hr mimimum	\$23063

COST BREAKDOWN FOR SPECIAL SERVICES ROUTES - This is the Special Services Van with Wheelchair <u>access. We do not currently use this but need a price in case the service is needed in the future.</u>

School Year	Cost Per Special Services Van (day)	Cost Per Special Services Van (year)
2023-2024	\$385	\$67760
2024-2025	\$402	\$70792
2025-2026	\$420	\$73920

COST BREAKDOWN FOR EXTRA CURRICULAR SERVICES 77 Passenger Bus - (Field Trips, Athletics, Other)

School Year	Rate Per Hour (2h minimum)	Cost Per Mile (After 15 miles)	Cancellation Charge	Other Charges?
2023-2024	\$60	\$0.95	\$50 Less than 2 hr notice	\$14
2024-2025	\$62	\$0.99	\$55 Less than 2 hr notice	\$14
2025-2026	\$65	\$1.03	\$60 Less than 2 hr notice	\$14

Appendix D-1 ACSD - Current Contracted Services

- 2018 2019 (19) Regular route buses \$764,932.00 Special education van \$40,495.00 Center Point \$40,495.00 Special Services \$40,495.00
- 2019 2020 (19) Regular route buses \$818,477.00 Special education van \$43,329.00 Center Point \$43,329.00 Special Services \$43,329.00
- 2020 2021 (19) Regular route buses \$908,509.00 Special education van \$48,095.00 Center Point \$48,095.00 Special Services \$48,095.00
- 2021 2022 (19) Regular route buses \$1,044,786.00 Special education van \$55,309.00 Center Point \$55,309.00 Special Services \$55,309.00
- 2022 2023 (19) Regular route buses \$1,231,269.00 Special education van \$65,154.00 Center Point \$65,154.00 Special Services \$65,154.00

Extra Curricular Trips compensation will be paid at the following rates:

	Per Mile/Per Hour/Minimum		
2018-2019	\$2.25	\$25.75	\$45.00
2019-2020	\$2.30	\$26.50	\$45.50
2020-2021	\$2.35	\$27.25	\$46.00
2021-2022	\$2.40	\$28.00	\$46.50
2022-2023	\$2.45	\$28.75	\$46.50

Appendix D-2 ANWSD - Current Contracted Services

2018 - 2019	(12) Regular route buses \$536,880.00 Vocational Bus * \$225.00 per Day Special Services Van with Wheelchair \$338.57 per Day
2019 - 2020	(11) Regular route buses \$565,972.00 Vocational Bus * \$235.00 per Day Special Services Van with Wheelchair \$372.00 per Day
2020 - 2021	(10) Regular route buses \$529,950.00 Vocational Bus * \$240.00 per Day Special Services Van with Wheelchair \$383.00 per Day
2021 - 2022	(10) Regular route buses \$545,850.00 Vocational Bus * \$245.00 per day Special Services Wheelchair Van \$385.00 per day
2022 - 2023	(10) Regular route buses \$564,410.00 Vocational Bus * \$253.00 per Day Special Services Wheelchair Van \$398.00 per day

* Not to exceed 4.5 hours per day utilizing existing route bus

Extra Curricular, Athletics and Other Trips compensation are paid at the following rates:

	Per Mile/Per Hour/Minimum		
2018-2019	\$2.35	\$22.25	\$44.50
2019-2020	\$2.40	\$22.50	\$45.00
2020-2021	\$2.45	\$22.75	\$45.50
2021-2022	\$2.50	\$23.00	\$46.00
2022-2023	\$2.55	\$23.75	\$47.50

Appendix D-3 MAUSD - Current Contracted Services

2018 - 2019	(16) Regular route buses \$685,725.00 Vocational Bus * \$220.00 per Day Special Services Van with Wheelchair \$277.00 per Day
2019 - 2020	(16) Regular route buses \$706,297.00 Vocational Bus * \$226.00 per Day Special Services Van with Wheelchair \$285.31 per Day
2020 - 2021	(16) Regular route buses \$727,485.00 Vocational Bus * \$233.00 per Day Special Services Van with Wheelchair \$293.87 per Day
2021 - 2022	(16) Regular route buses \$749,310.00 Vocational Bus * \$240.00 per day Special Services Wheelchair Van \$302.69 per day
2022 - 2023	(16) Regular route buses \$771,790.00 Vocational Bus * \$248.00 per Day Special Services Wheelchair Van \$311.77 per day

* Not to exceed 4.5 hours per day utilizing existing route bus

Extra Curricular, Athletics and Other Trips compensation are paid at the following rates:

	Per Mile/Per Hour/Minimum		
2018-2019	\$2.15	\$22.00	\$85.00
2019-2020	\$2.21	\$22.66	\$87.55
2020-2021	\$2.28	\$23.34	\$90.18
2021-2022	\$2.35	\$24.04	\$92.89
2022-2023	\$2.42	\$24.76	\$95.68

Appendix E: Commitment to Fleet Electrification [one copy per bid]

IN THAT electricity is, as of 2023, an available alternate fuel source for school buses AND the Addison County Consortium has, for the sake of student health and the reduction of fossil fuel emissions, identified an immediate and permanent interest in converting ALL school transport to electric vehicles as efficiently and as soon as possible, it is hereby required that ANY Contractor for the Contract does agree to and sign the following Commitment:

Commitment to Electrification

- 1. In the Bid Contractors are required to submit a letter detailing the 5 year plan of the company to convert fleet vehicles to electric buses. The content of the letter shall be used in consideration of the Contract Award.
- 2. In Year 1 and Each of the Following Contract Years Contractor will submit a progress report to the ACC detailing achievement towards the aforementioned plan.
- During the Contract Period Contractor agrees to work with ACC in any situation whereby the strategic partnership between Contractor and Districts allows electric vehicle purchases to become feasible or achievable as through the use of grant funds or other incentives.

As a Legal representative on behalf of ______, I hereby pledge to help support and (company name) uphold the Addison County Consortium's commitment to divest from fossil fuels.

Signed

Date

Appendix F-1: ACSD: School Details and Bell Times

School	Address	Morning Bell / AM Dropoff	Dismissal Bell/PM Pickup
Mary Hogan	201 Mary Hogan Drive Middlebury, VT 05753	8:00am	3:00pm
Ripton	PO Box 155, 753 Lincoln Road Ripton, VT 05766	7:45am	3:05pm
Salisbury	286 Kelly Cross Road Salisbury, VT 05769	7:40am	2:45pm
Bridport	3442 VT Route 22A Bridport, VT 05734	7:35am	3:40pm
Shoreham	130 School Road Shoreham, VT 05770	7:30am	2:45pm
Cornwall	112 School Road Cornwall, VT 05753	7:45am	2:50pm
Weybridge	210 Quaker Village Road Weybridge, VT 05753	7:45am	2:50pm

A. Secondary Schools

School	Address	Morning Bell	Dismissal Bell
Middlebury Union Middle School	48 Deerfield Lane Middlebury, VT 05753	7:55am	3:15pm
Middlebury Union High School	73 Charles Avenue Middlebury, VT 05753	7:50am	3:10pm

Appendix F-2: ANWSD: School Details and Bell Times

B. Elementary Schools

School	Address	Morning Bell	Dismissal Bell
Ferrisburgh	56 Little Chicago Road Ferrisburgh, VT 05456	8:00am	3:05pm
Vergennes	43 East Street Vergennes, VT 05491	8:00am	3:05pm

C. Secondary Schools

School	Address	Morning Bell	Dismissal Bell
Vergennes Union Middle/High School	50 Monkton Road Vergennes, VT 05491	8:00am	2:55pm

Appendix F-3: MAUSD: School Details and Bell Times

D. Elementary Schools

School	Address	Morning Bell	Dismissal Bell
Bristol Elementary	57 Mountain Street Bristol, VT 05443	7:55am	2:55pm
Monkton Central	1036 Monkton Road Monkton, VT 05469	7:55am	2:55pm
Beeman Elementary	50 North Street New Haven, VT 05472	7:55am	2:55pm
Robinson Elementary	41 Parsonage Road Starksboro, VT 05487	7:55am	2:55pm

E. Secondary Schools

School	Address	Morning Bell	Dismissal Bell
Mount Abraham Middle/High School	220 Airport Drive Bristol, VT 05443	8:20am	2:47pm
Patricia A Hannaford Career Center	51 Charles Ave., Middlebury, VT 05753	8:45am	2:20pm

Contract Obligations Checklist

- 1. Monthly Report to District
 - a. Route Mileage
 - b. Fuel Surcharge/Credit
 - c. Extracurricular Trips Log (miles, hours, \$)
 - d. Missed Routes
 - e. Other Credits

September	October	November
December	January	February
March	🗆 April	🗆 May
🗆 June	🗆 July	August

- 2. Bi-Annual Meetings
- 3. Annual Bus Inspection System Operator Profile
- 4. Annual Certificate of Insurance
- 5. Annual Trial Route Completion



ACSD Year-End Data Report

2022-2023

<u>2021-2022 End of Year Report</u>

Warning this is BASELINE data!



When reading the baseline data in this slideshow you may be tempted to create a "story" of what it means, why it is, and what we should do in response. PLEASE resist this temptation.

LET THIS DATA MAKE YOU CURIOUS, BUT NOT CONVINCED OF ANYTHING.

Baseline data helps to:

- set realistic goals and measure the progress towards them;
- maintain accountability and inform us about the impact of our efforts
- **inform and motivate** stakeholders to pay attention to certain issues and increase their participation;
- **provide justification** for policy makers and donors for a project intervention;
- **shape expectations** and communication strategies (IFRC, Baseline Basics, 2013).

Generally speaking, baselines allow us to establish whether change has occurred or not.



Purpose of the slides

TIER 3 Specialized Instruction Access and Progress

TIER 2 Targeted Instruction Early Detection and Response

TIER 1 Universal Instruction Universal Practices

POLICIES AND PROCEDURES OF A DISTRICT/STATE/NATION To build an effective system of supports (MTSS- Multi Tiered System of Supports) we need to develop and review our data.

Introduction to the slides



Each set of slides provides a snapshot of information

- The baseline (first time) data from 2022-2023
- Helpful information about the data
- How ACSD's MTSS work addresses the data

School Enrollment and Title 1 Status, 2022-2023



ACSD School	Enrollment June 2023	Title 1
MUHS	510	
MUMS	367	
Mary Hogan	376	targeted
Cornwall	93	
Shoreham	76	targeted
Salisbury	65	Schoolwide
Bridport	65	Schoolwide
Ripton	44	targeted
Weybridge	44	

Helpful information about School Enrollment and Title 1 data, 2022-2023



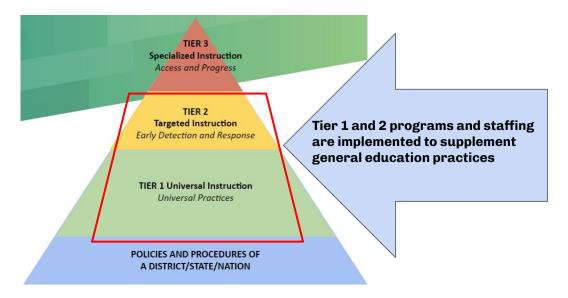
ACSD School	#	Title 1
MUHS	510	
MUMS	367	
Mary Hogan	376	targeted
Cornwall	93	
Shoreham	76	targeted
Salisbury	65	Schoolwide
Bridport	65	Schoolwide
Ripton	44	targeted
Weybridge	44	

- This is the enrollment from June 2023
- Title 1 is federal assistance public school districts receive "to support students from low-income families to ensure that all children meet challenging state academic standards"
- *Targeted assistance* means more than 30% but less than 40% low-income
 - Resources are targeted only to students most at-risk academically in math or reading.
- Schoolwide assistance promotes improved instruction for all students and comprehensive school reform

How ACSD's MTSS work addresses the data 2022-2023



ACSD School	#	Title 1
MUHS	510	
MUMS	367	
Mary Hogan	376	targeted
Cornwall	93	
Shoreham	76	targeted
Salisbury	65	Schoolwide
Bridport	65	Schoolwide
Ripton	44	targeted
Weybridge	44	



ACSD Instructional Plans, 2022-2023



ACSD School	#	Title 1	% Total of students with support plans (IEP, 504, and EST)
MUHS	510		37%
MUMS	367		53%
Mary Hogan	376	targeted	42%
Cornwall	93		33%
Shoreham	76	targeted	28%
Salisbury	65	Schoolwide	43%
Bridport	65	Schoolwide	23%
Ripton	44	targeted	41%
Weybridge	44		34%

Helpful information about instructional plan data, 2022-2023



ACSD School	#	Title 1	% Total of students with support plans (IEP, 504, and EST)
MUHS	510		37%
MUMS	367		53%
Mary Hogan	376	targeted	42%
Cornwall	93		33%
Shoreham	76	targeted	28%
Salisbury	65	Schoolwide	43%
Bridport	65	Schoolwide	23%
Ripton	44	targeted	41%
Weybridge	44		34%

- This chart shows you what percentage of students in each building need a plan beyond Tier 1 (universal general curriculum)
- 504 and IEP plans support students who have a **federally** identified need for support to access the general curriculum
 - A 504 plan is a civil right to access an environment
 - An IEP plan defines and tracks specialized instruction, in addition to access
- Educational Support Team (EST) plans are a Vermont-only school identified short-term targeted intervention plan to help students build skills and to help the school to track how to increase its capacity

How ACSD's MTSS work addresses the data Addison Central Sch 2022-2023 Specialized Training for Special Educators Professional Development for new Special Education rules ACSD School # Title 1 % Total of students with support plans (IEP, 504, and EST) Staff Leaders for Special Educators 37% MUHS 510 TIER 3 MUMS 367 53% Specialized Instruction Access and Progress Training evidence-based practices 42% Mary Hogan 376 Building robust EST plans to meet state TIER 2 Increasing specialized teacher training **Targeted Instruction** Cornwall 33% 93 requirements Strengthening data processes for teachers Early Detection and Response Shoreham 76 28% Evaluating and continuing to build universal Evaluating and continuing to pund universal coordinated core curriculum & instruction and leaders TIER 1 Universal Instruction Schoolwide Salisbury 65 43% Universal Practices Schoolwide 23% Bridport 65 POLICIES AND PROCEDURES OF Ripton 41% 44 A DISTRICT/STATE/NATION Weybridge 44 34%

Spring Universal Screener Data, 2022-2023



							Add	ison Central School Dist
ACSD School	#	Title 1	K-1 Reading* High Risk >25%	2-5 Reading** HIGH Risk ≥25%	2-5 CBM*** HIGH Risk >25%	K-1 Math**** HIGH Risk >25%	2nd-5th grade Math ^{*****} HIGH Risk >25%	Star Assessments 6-9
MUHS	510							Invalid Implementation
MUMS	367							Invalid Implementation
Mary Hogan	376	targeted						
Cornwall	93							
Shoreham	76	targeted						
Salisbury	65	Schoolwide						
Bridport	65	Schoolwide						
Ripton	44							
Weybridge	44							

*K-1 reading 14 subtests to screen early literacy skills such as phonics and fluency

**2-5 reading is to screen broad reading achievement

***2-5 CBM to screen oral reading fluency, aligned with common core: print concepts, phonological awareness, phonics and word recognition, fluency

****K-1 Math to screen early numeracy skills: numbers, relations, and operations

*****2-5 Math to screen broad mathematic skills (11 skills), aligned with common core,

Helpful information about spring universal screener data, 2022-2023



ACSD School	#	Title 1	K-1 Reading High Risk >25%	2-5 Reading HIGH Risk >25%	2-5 CBM HIGH Risk >25%	K-1 Math HIGH Risk >25%	2nd-5th grade Math HIGH Risk >25%	Star Assessments 6-9
MUHS	510							Invalid Implementation
MUMS	367							Invalid Implementation
Mary Hogan	376	targeted						
Cornwall	93							
Shoreham	76	targeted						
Salisbury	65	Schoolwide						
Bridport	65	Schoolwide						
Ripton	44	targeted						
Weybridge	44							

- Universal screener data is taken three times a year and is used to determine how to support students. Using it to identify practices/staffing/systems in the school and district is just beginning.
 - This chart shows the schools in which MORE than 25% of the students screened in the spring of 2023 are likely to fall below the end-of-year performance target.
 - Why 25%? N=11 for identifiable students and 25% gets us above N=11 at WES
- High-risk means a student needs intensive instructional support
- The universal screener data from MUMS and MUHS is invalid for a variety of implementation reasons; this has been addressed for 23-24 with a new/better screener and process for both schools.

How ACSD's MTSS work addresses the data 2022-2023



									1
ACSD School	#	Title 1	K-1 Reading High Risk >25%	2-5 Reading HIGH Risk >25%	2-5 CBM HIGH Risk >25%	K-1 Math HIGH Risk >25%	2nd-5th grade Math HIGH Risk >25%	Star Assessments 6-9	
MUHS	510							Invalid Implementation	TIER 3 Specialized Instruction Access and Progress
MUMS	367							Invalid Implementation	Used for EST plans to identify needs and to
Mary Hogan	376	targeted							TIER 2 design effective interventions Targeted Instruction School and district leaders are
Cornwall	93								implementing SYSTEM and PRACTICE problem-solving teams to improve Tier 1 practices
Shoreham	76	targeted							TIER 1 Universal Instruction Universal Practices Refining universal core curriculum and skill-teaching
Salisbury	65	Schoolwide							Universal Practices
Bridport	65	Schoolwide							
Ripton	44	targeted							POLICIES AND PROCEDURES OF A DISTRICT/STATE/NATION
Weybridge	44								

School Enrollment and Social Emotional Learning Data, 2022-2023



			Panorama SEL Summary >25% Some or No Strengths
ACSD School	#	Title 1	on 4 or more out of 6 measures
MUHS	510		
MUMS	367		
Mary Hogan	376	targeted	
Cornwall	93		
Shoreham	76	targeted	
Salisbury	65	Schoolwide	
Bridport	65	Schoolwide	
Ripton	44		
Weybridge	44		

Helpful information about SEL universal screener data, 2022-2023



			Panorama SEL Summary
			>25%
			Some or No Strengths
ACSD School	#	Title 1	on 4 or more out of 6 measures
	π	The T	ineasures
MUHS	510		
MUMO	207		
MUMS	367		
Mary Hogan	376	targeted	
Cornwall	93		
.		targeted	
Shoreham	76	largeteu	
Salisbury	65	Schoolwide	
Junobuly			
Bridport	65	Schoolwide	
Ripton	44		
Weybridge	44		

- Students assess themselves 3-12th grade. Teachers assess students K-2nd grade
 - Why 25%? N=11 for identifiable students and 25% gets us above N=11 at WES
- The Center for Academic Social Emotional Learning (CASEL) ranks Panorama #1 for SEL measurement tools
 - Designed to help leaders and teachers measure SEL to support school improvement plans and to support student SEL needs
- There are 6 identified areas of assessment:
 - Self-Efficacy
 - Growth Mindset
 - Grit
 - Self-Management
 - Social Awareness
 - Classroom Effort

How ACSD's MTSS work addresses the data 2022-2023



<u>ZUZZ-ZU</u>	JZ3			
ACSD School	#	Title 1	Panorama SEL Summary >25% Some or No Strengths on 3 or more out of 6 measures	TIER 3 Specialized Instruction Access and Progress
MUHS	510			This data will be used to identify
MUMS	367			functional skill needs,
Mary Hogan	376	targeted		Targeted Instruction and classwide/schoolwide Early Detection and Response practices
Cornwall	93			ACSD Leaders will use this data to inform system design,
Shoreham	76	targeted		TIER 1 Universal Instruction Universal Practices professional development, and universal practices
Salisbury	65	Schoolwide		
Bridport	65	Schoolwide		
Ripton	44			POLICIES AND PROCEDURES OF A DISTRICT/STATE/NATION
Weybridge	44			

School Enrollment and MUHS Graduation Data, 2019-2021



ACSD School	#	Title 1	State Reported 4 year Graduation Rates 2019-2021
MUHS	510		2019: 83% (22 students) (6 yr: 91%) 2020: 86% (18 students) (6 yr: 91%) 2021: 83 % (22 students) (6 yr: 84%)

Four-, Five-, and Six-Year Cohort Graduation Rates

	20	13	20	14	20	15	20	16	20	17	20	18	20	19	20	20	20	21
	VT	MU HS																
4-year	87	87	88	86	88	86	88	85	89	90	85	90	85	83	83	86	83	83
5-year	91	93	90	91	91	87	91	90	90	88	91	90						
6-year	91	92	91	94	91	93	92	88	91	90	91	88	92	91	88	91	87	84

* According to the Vermont Agency of Education's Education Dashboard. Five-year rates not published for the classes of 2019, 2020, and 2021.

44

Weybridge

Helpful information about MUHS Graduation data, 2019-2021



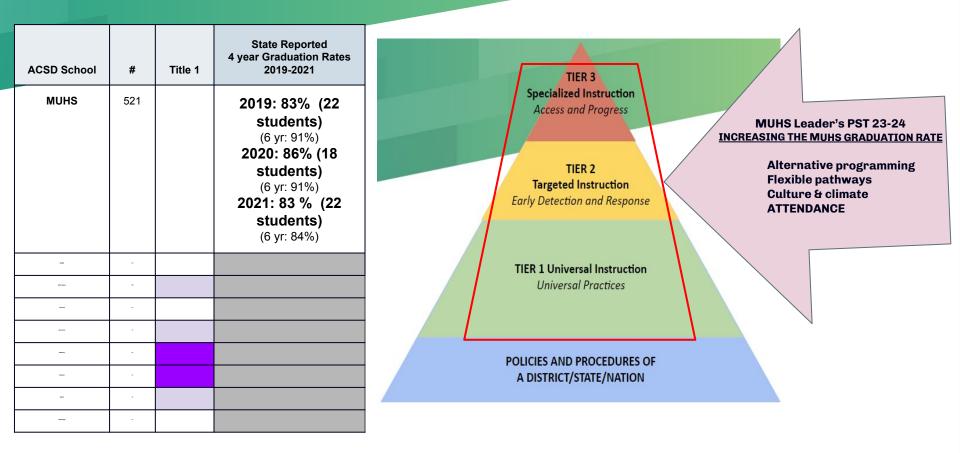
ACSD S	chool	#	Т	itle 1	4 ye	State Rep ear Graduat 2019-20	ion Rates	
MUH	IS	521			2	2019: 83% studen (6 yr: 91 2020: 86° studen (6 yr: 91 021: 83 ° studen (6 yr: 84	nts) %) % (18 nts) %) % (22 nts)	•
					Fo	ur-, Five-,	and Six-Yea	ar Col

This is the most recent Vermont state data set we can access; we are using it as our formal metric because it is calculated by the state and used in comparison with the state rate (and other districts).

	20	13	20	14	20	15	20	16	20	17	20	18	20)19	20	20	20	21
	VT	MU HS	VT	ML HS														
4-year	87	87	88	86	88	86	88	85	89	90	85	90	85	83	83	86	83	83
5-year	91	93	90	91	91	87	91	90	90	88	91	90			-	1227		
6-year	91	92	91	94	91	93	92	88	91	90	91	88	92	91	88	91	87	84

How ACSD's MTSS work addresses the data





Summary of the Work Ahead

ACSD Year-End Data from the 2023-2024 school year

Summary Data Set, 2022-2023



ACSD School	#	Title 1	% Total of students with support plans (IEP, 504, and EST)	K-1 Raading High Rak +22%	2-5 Reading HIGH Risk ≥25%	2-5 CBM HIGH Risk >25%	K-1 Math HIGH Risk >25%	2nd-5th grade Math HIGH Risk >25%	Star Assessments 6-9	Panorama SEL Summary Some or No Strongthes >25% on 3 or more out of 6 measures	State Reported 4 year Graduation Rates 2019-2021
MUHS	510		37%						Invalid Implementation		2019: 83% (22 students) (6 yr: 91%) 2020: 86% (18 students) (6 yr: 91%) 2021: 83 % (22 students) (6 yr: 84%)
MUMS	367		53%						Invalid Implementation		
Mary Hogan	376	targeted	42%								
Cornwall	93		33%								
Shoreham	76	targeted	28%								
Salisbury	65	Schoolwide	43%								
Bridport	65	Schoolwide	23%								
Ripton	44	targeted	41%								
Weybridge	44		34%								

Summary: How ACSD's MTSS-work is aligned with the data



Title 1 Schools	Policies and Procedures	Tiers 1-2: Universal and Targeted Instructional Practices and Systems	Tier 3: Specialized Practices and Systems
Programs and staffing are provided to supplement general education practices in some ACSD schools: Academic Interventionists Behavior Specialist	truction ruction d Response	 EST plans using screener data to identify instructional needs: Each school has a staff team reviewing screener data and recommending students for short-term targeted interventions Teachers and interventions use screener data to identify interventions needed for targeted instruction Building robust EST plans to meet state requirements School and district leaders meet as problem-solving teams to identify practices and systems in need of "problem-solving" Principals work with school staff to review universal core curriculum and skill-teaching needs- classwide and schoolwide ACSD Leaders will use this data to inform system design, professional development, and universal practices Evaluating and continuing to build universal core curriculum & instruction Strengthening data processes for teachers and leaders MUHS: Flexible pathways; Culture & climate; ATTENDANCE; and Alternative programming 	 Tier 2 Practices/Systems 1) Specialized Training for Special Educators 2) Professional Development for new Special Education rules 3) Specialized leadership for Special Educators 4) Training evidence-based practices for specialized instruction 5) MUHS: Alternative programming