

## AGENDA



**Addison Central School District  
ACSD Board  
Board Meeting  
Monday, March 13, 2023, 5:30 pm - 8:00 pm  
753 Lincoln Road, Ripton 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/83349261363>

- A. Call to Order Upon Reaching A Quorum
  - 1. Introductions - Board Members, Administrators and Staff
- B. Action: Board Reorganization - Election of Officers:
  - 1. Board Chair
  - 2. Vice-Chair
  - 3. Clerk
  - 4. Appoint Truancy Officer
  - 5. Appoint PAHCC Representative
- C. Establish Regular Board Meeting Date and Time
- D. Public Comment
- E. Recommendation to Approve Minutes of February 28, 2023, March 1, 2023 and March 2, 2023
- F. Approve ACSD Bills
- G. Ripton School Presentation
- H. Report of the Superintendent
  - 1. Discussion: ACSD Student Services Presentation
- I. Report of the Board
  - 1. Action: Approve GMP Kitchen Project
- J. Other

## K. Adjournment

### \*Public Comment Guidelines:

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## MINUTES



### Addison Central School District

### ACSD Board

### Board Meeting

Tuesday, February 28, 2023, 6:00 pm - 7:00 pm

73 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

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### **In Attendance**

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum; Jennifer Nuceder; Joanna Doria; Lindsey Hescocock; Mary Gill; Mary Heather Noble; Steve Orzech; Suzanne Buck; Victoria Jette

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

Meeting called to order at 6:00 p.m.

#### B. Report of the Board

##### 1. Executive Session: Superintendent Evaluation

30 min

Entered Executive Session at 6:02 p.m.

Returned to Open Session at 6:45 p.m.

Motion to enter Executive Session to discuss Superintendent Evaluation.

Move: Barbara Wilson Second: Mary Gill Status: Passed

##### 2. Discussion: Annual Meeting

Victoria Jette described the Annual Meeting process, to be moderated by former Governor Douglass. Suzanne Buck stated that we will need to make a motion to nominate Governor Douglass as the moderator, vote on it, and then he will take over leading the meeting. We will also need to nominate and vote for the Board Treasurer and Board Clerk.

Steve Orzech reminded the group that this is an open annual meeting, not a Board meeting, so the public is welcome to ask questions and Governor Douglass will be calling on audience members to speak.

#### C. Other

None.

#### D. Adjournment

Meeting adjourned at 6:55 p.m.

Motion to adjourn.

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

Total Meeting Time: 0h 30m

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## MINUTES



### Addison Central School District

### ACSD Board

### Annual Meeting

Tuesday, February 28, 2023, 7:00 pm - 9:00 pm

73 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

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### **In Attendance**

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum; Jennifer Nuceder; Joanna Doria; Lindsey Hescocock; Mary Gill; Mary Heather Noble; Steve Orzech; Suzanne Buck; Victoria Jette

Please click the link below to join the webinar:

#### **Link to join Webinar**

<https://us06web.zoom.us/j/88121315350>

#### **A. ACSD Annual Meeting**

Meeting opened at 7:05 p.m.

##### **Article 1:**

Victoria Jette welcomed nominations for meeting moderator. Suzanne Buck nominated former Governor Jim Douglass. Mary Gill seconded. Motion passed.

Governor Douglass welcomed nominations for Board Treasurer. Suzanne Buck nominated Michelle Warren. Victoria Jette seconded. Motion passed. Michelle Warren is Board Treasurer.

Governor Douglass welcomed nominations for Board Clerk. Suzanne Buck nominated Linda Barrett. Mary Heather Noble seconded. Motion passed. Linda Barrett is Board Clerk.

##### **Article 2:**

Governor Douglass welcomed a motion from the audience to accept the District's Annual Report and FY24 Budget Book. Izzy Gogarty made the motion, Linda Barrett seconded. The motion passed.

##### **Article 3:**

Governor Douglass welcomed a motion to accept Article 3 of the warning, to authorize the ACSD Board of Directors under 16 VSA 562 (9), to borrow money by issuance of bonds or notes not in excess of anticipated revenue for the school year. James Malcolm made the motion. Steve

Orzech seconded. The motion passed.

Article 4:

Governor Douglass welcomed any other business before the start of the public information meeting on the FY24 budget. James Malcolm stood and expressed gratitude toward outgoing Board members Jen Nuceder, Victoria Jette and Mary Gill.

At the conclusion of the remarks and applause, Suzanne Buck made a motion to adjourn. Mary Gill seconded. This portion of the meeting was adjourned -- followed immediately by the public information meeting for the ACSD FY24 Budget.

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## MINUTES



### Addison Central School District

### ACSD Board

### Special Meeting

Wednesday, March 1, 2023, 5:30 pm - 8:00 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

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### **In Attendance**

Barbara Wilson; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum;  
Jennifer Nuceder; Joanna Doria; Lindsey Hescocock; Mary Gill; Mary Heather  
Noble; Steve Orzech; Suzanne Buck; Victoria Jette

### **Not In Attendance**

Brian Bauer

Please click the link below to join the webinar:

Link to join Webinar

<https://us06web.zoom.us/j/81633568651>

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

Meeting called to order at 5:32 p.m.

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

ACSD Administration present: Peter Burrows, Superintendent; Will Hatch, Director of Technology; Matt Corrente, Director of Finance and Operations (remote); Michelle Steele, MUHS Language Teacher (remote)

Others present:

Narges Anzali, ACSD Board Student Representative

Dr. John Gratto, consultant with McPherson & Jacobson

#### **B. Public Comment**

Jenn Billings, Former MUMS Teacher read a portion of a prepared statement. She is a Middlebury resident and taxpayer, and worked at MUMS for 20 years. She has seen many changes that have driven costs up, most recently: 1) IB, and 2) increase in administration. She is here today because she wanted to bring the Board's attention to a recent decision made by the ACSD administration -- they have created a new position for one of the current co-principals at

MUMS that will be funded by grant money. She expressed dismay at this decision, stating that grant money should instead be directed toward positions that directly serve students, such as paraprofessionals or other classroom supports. When she worked at MUMS she requested scribe supports for some students and was told that there wasn't money to meet that request. She wants to know where the funding to support adding a co-principal and dean of students came from. Last year's failed leadership at MUMS pushed teachers to leave the district. There needs to be adequate accountability – grant money should serve students, not struggling administrators.

C. Recommendation to Approve Minutes of February 13, 2023

James Malcolm commended the recorder on the thoroughness of the minutes, especially considering the challenging nature of the discussion.

Motion to approve the minutes of February 13, 2023.

Move: Barbara Wilson Second: James Malcolm Status: Passed

D. Report of the Board

1. Action: Approve Sabbatical Side letter

Victoria Jette updated the Board on the work of the Negotiations Committee to create a side letter to the teacher contract to allow for the Board's consideration of a sabbatical request. She and Peter Burrows do not feel the Board needs to go into Executive Session to review and approve, since the side letter does not reveal any negotiations strategy. The side letter included in the meeting materials is straight-forward and has been approved by the Negotiations Committee.

Peter Burrows added that the intent was to provide for clarity, and allow for equitable teacher access to the sabbatical benefit referenced in the contract. The function of the side letter is to allow for approval of Michelle Steele's specific request. The Negotiations Committee will need to revisit specific parameters around a sabbatical benefit (should the Board choose to do so) when contract negotiations open this year.

James Malcolm noted that this issue was very public and seemed controversial, but in fact the administration and Board were in a bind because there was not enough structure around how this benefit would be approved. Addressing it this way makes sense. Suzanne Buck underscored the Board's need to research this issue when it opens contract negotiations in the future -- how have other school districts handled sabbaticals in their teacher contracts? Lindsey requested clarification on whether this would be a paid sabbatical. Victoria Jette confirmed that it would be paid -- if it were unpaid it would just be a request for leave.

Motion to accept the side letter agreement to the contract between the ACSD and ACEA as presented.

Move: Barbara Wilson Second: Jamie McCallum Status: Passed

2. Action: Approve Sabbatical Request

Victoria Jette stated that since the side letter of agreement has been approved, the Board may consider Michelle Steele's specific request for sabbatical to take advantage of her Fulbright Award-sponsored research trip. She asked Michelle to provide a few details about her intended request.

Michelle Steele explained that her Fulbright Award granted her 4 months of research in another country to learn best practices in teaching and instruction in her area of study

(French) and bring those findings back to ACSD. She will be spending that time in Morocco studying the impacts of de-colonization on local curriculum development in the area, and how to de-centralize white European perspectives in all levels of language and cultural instruction.

Victoria congratulated her on the honor and wished her well in her research on behalf of the Board.

Motion to approve Michelle Steele's request for sabbatical to support her Fulbright Award in Research.

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

### 3. Superintendent Search Update

Mary Heather Noble provided a brief update on the Superintendent Search Process -- all of the Stakeholder Forums have been completed and comments have been compiled and sent to the Board. Dr. Gratto from McPherson & Jacobson is present to help the Board review those materials and go through its own process to identify preferred superintendent qualifications for the position description. She then turned it over to Dr. Gratto to lead the Board through the process.

The work took a few hours and included:

- Receiving Summary of Stakeholder Feedback Report
- Moderated identification of the Board's preferred candidate qualifications, using the Nominal Group Technique and incorporating the themes from stakeholder feedback
- Review of updated Superintendent Search timeline

Mary Heather Noble also shared the draft Superintendent Search Brochure, which includes details about the ACSD community and schools, points of pride, and will also include the final position description.

The Final Summary of Stakeholder Feedback Report is posted at <https://www.acsdvt.org/Page/6742>.

The Board's preferred qualifications include:

- Having a data driven approach, understanding equity and the diverse needs of students and families;
- Being collaborative and skillful at bringing people to consensus;
- Having a strong background in special education and socioeconomic diversity, and working in rural communities;
- Being able to delegate and hold people accountable, being able to assess the effectiveness of staff, monitor and adjust, make sure staff have resources necessary to be successful;
- Being a system level thinker by keeping student outcomes at the forefront; anticipate unintended consequences;
- Someone with a proven record in a leadership position with positive recommendations from former workers.

Dr. Gratto will refine these preferences into sentences, recognizing the overlap with some other identified qualifications. Mary Heather will put this into a position description to share with the full Board before McPherson & Jacobson posts the position.

The updated search timeline:

- Post position by Monday March 6th. Position closes Thursday, March 23rd.
- Dr. Gratto will review applications and identify viable candidates by March 31.
- Viable candidates will be asked to create 9-min interview video recordings. Dr. Gratto will send videos to Board for viewing by April 6.
- April 10 -- Dr. Gratto meets with Board to review videos and select top 5 candidates for first round of interviews.
- April 18, 19, 20 -- Round 1 interviews (zoom or in-person TBD). Board selects Finalists
- May 2 and May 4 -- Finalist interviews, including District tour and interviews with stakeholder groups (will include administrators & teachers, students, parents & caregivers -- process for selecting stakeholder groups TBD).

#### E. Other

Victoria Jette reminded Board members about the Special Board Meeting scheduled for Thursday, March 2nd at 5:00 p.m.

#### F. Adjournment

Motion to adjourn.

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

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## MINUTES



### Addison Central School District

### ACSD Board

### Special Meeting

Thursday, March 2, 2023, 5:00 pm - 6:00 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

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#### 1. Call to Order Upon Reaching a Quorum

Meeting called to order at 5:07 p.m.

Attendees included: Peter Burrows, ACSD Superintendent; Nicole Carter ACSD Director of Equity and Student Services; Pietro Lynn, Legal Counsel for ACSD.

#### 2. Executive Session - Personnel 1 VSA 313 (a) (3)

Entered Executive Session at 5:08 p.m.

Returned to Open Session at 6:03 p.m.

Motion to enter Executive Session to discuss a personnel matter.

Move: Suzanne Buck Second: Barbara Wilson Status: Passed

#### 3. Other

Peter Burrows took the opportunity to follow up on the public comment that was made at the March 1, 2023 Special Board Meeting regarding the creation of a new Student Response Position for the District. He mentioned that student behavioral incidents these past few years have created a significant increase in the amount of time that school principals have been spending on response, investigation, and related paperwork -- mostly in the Middlebury schools. Administrators have been requesting assistance with this work because it is interfering with their ability to address their other administrative responsibilities. The response process outlined in our Hazing, Harassment & Bullying (HHB) Policy is becoming burdensome due to the magnitude of incidents, and Principals have been asking for relief for a while now.

Peter said that his team agreed to pilot something, and began thinking about how it might look back in November. He feels this grant funded position will allow ACSD to follow its HHB policy and enable Principals to return to their efforts to create culture.

Mary Heather Noble said that this need wasn't communicated well to the Board, since it has

been omitted from prior Superintendent reports, and has not come up during the individual school presentations -- except perhaps MUMS. She said that the decision to create a position seemed abrupt and out-of-the-blue, and that most Board members who aren't able to spend time at MUMS or MUHS didn't have any indication that this need was so urgent. She asked Peter to elaborate on the specific needs, and which schools they are most necessary. Peter answered that it is primarily an issue in the secondary schools, mostly MUMS but MUHS as well. There have also been some HHB problems at Mary Hogan, but not to the same degree. Peter said that the student/principal ratio at the Middlebury schools as compared to that in the smaller schools is part of the reason why the issues are focused in Middlebury. Mary Hogan, MUMS, and MUHS have 2 principals for 300 - 500 students, as opposed to 1 principal per 45 students -- so when there are increased incidents, one of those principals bears the brunt of the work required by the HHB policy.

Suzanne Buck noted that this specific issue was not warned in the agenda and suggested having a warned update at a future meeting where the public has an opportunity to hear.

#### 4. Adjournment

Meeting adjourned at 6:15 p.m.

Motion to adjourn.

Move: James Malcolm Second: Mary Heather Noble Status: Passed

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## ACSD Superintendent's Board Report

Date: March 13 , 2023

### Strategic Plan Goals

#### Educational Success, Equity & Student Services - Nicole Carter & Caitlin Steele

This month marks the beginning of coordinating and aligning our educational success, equity and student services bridge from the 22-23 school year to the 23-24 school year. Much of the planning took place many months ago but now is when we begin to set the stage for how we can connect dots between the two school years for staff, board members, and the community. To this end, one of our major efforts for the 22-23 school year is a districtwide design and implementation of Response to Intervention (RtI).

RtI as it is commonly referred to, is an approach to understanding and monitoring student's academic progress (it can include SEL too) so that student support systems and staff instructional practices are evidence-based, data-driven, and reduce the likelihood of access to effective instruction being confused for a learning disability. While RtI is conceptualized as a Tier 2 practice, it is a practice that impacts all three tiers at once. A vibrant RtI system feeds equally vibrant practices in Tiers 1 and 3. It is, in other words, the lynch pin of a Multi Tiered System of Supports (MTSS) system.

In planning for the design and implementation of RtI in ACSD we deliberately brought teachers into the heart of the work, asking them to meet as a group, with leaders, to think deeply about RtI, believing that "educators are receptive to change when two conditions exist: first, they understand the need for the change and, second, they believe that they either possess the skills necessary to implement the change or have the support for acquiring the skills necessary to implement the change." We were not wrong about the power of this approach. Teachers have spent the year identifying our prioritized RtI themes for 23-24 and beyond (see below) and are now actively working on completing the work in our first year of a multi-year iterative design/implementation process:

#### BROAD THEMES *from your top 5 takeaways*

Group	Theme
1	Tier 1 Evidence-Based Practices (EBP)
2	Data Screeners/ACSD Common Metrics
3	Data Diagnostics for Tier 2 Interventions
4	Tier 2 Evidence-Based Practices
5	Progress Monitoring Process and Agreements
6	Building Shared Understanding
7	Building Support Across the District and Community

Record group members in the corresponding tabs in our [RtI Meeting Notes](#) spreadsheet.



As we look forward to the next stage in this work, this year's Rtl work will inform how we bring all ACSD staff into the work in ways that we hope will foster understanding of complex educational state and federal policy, agency in how ACSD staff approaches the policy changes, and the skills necessary to implement the changes. If anyone is going to get Rtl right it is ACSD's staff- the thoughtfulness and clarity about our 22-23 Rtl work belongs to them.

## Finance and Operations - Matthew Corrente

- Budget - We have a FY24 Budget! As we celebrate the end of this year's process and approval, the focus is on identification of areas of improvement for next year. To date those include:
  - IB - we have identified a need to provide more granular information on annual IB costs and will include a thorough accounting of those in the next cycle.
  - Funding sources - we are continuing to unravel the complex web of multi-location personnel funding and look forward to increased clarity here.
  - School Profiles - we feel these were a successful addition to the budget book plan to analyze additional relevant data for these reports.
  - Special Education and Curriculum formatting overhauls - we are developing new logic-models to better represent the operational structure of these cost centers as they evolve.
- Personnel
  - Data Collection - we are working with cost center managers to collect and synchronize personnel data in a standardized system.
  - Grant Management - as FY23 begins to wind down, we are auditing investments to ensure continuity and optimal use of funds in both ESSER II and ARP ESSER for FY24.
- Facilities
  - We are looking forward to beginning the construction phase of the MUHS Cafeteria Project. and are finalizing a GMP document from Bradloaf as well as a detailed breakdown of all additional soft costs associated with the project.
  - Additionally, we are trying to determine if Federal pre-qualification bidding rules will allow us to expedite action on the MH Ventilation Project. If we are allowed to use the pool of pre-qualified bidders from the MUHS project, the goal would be to begin and complete a significant portion of the project this summer.
- Transportation
  - We have seen interest in bidding from two additional firms DATCO and National Express. TBD if they submit bids.
  - Here is the timeline for the process:

Event	Date	Time
Issue Request for Bid	February 8, 2023	
Pre-Bid Webinar (email to register)	February 17, 2023	10:00am

Deadline for Final Questions	March 10, 2023	4:00pm
Final Question Response	March, 17, 2023	4:00pm
Bids Due; Opening	April 3, 2023	1:00pm
School Boards Approval	Mid-April to May 2023	tbd
Project Start	July 2023	tbd

○

## Communications and Engagement - Emily Blistein

- **Supporting the superintendent search**
  - Much of my work over the past several weeks has been to support the board's consultant with the superintendent search including supporting the public engagement forms, posting updates, and designing the brochure.
- **Action Team and the Next Strategic Plan**
  - The Action team began meeting in late January and updates are posted [here](#).
- **Family and Community engagement**
  - **Website:** We are in the middle of designing our NEW website! This stage has involved migrating and designing new pages and content and working to begin training select staff. We hope to launch in mid-April.
  - **Family Newsletters:** You can view the [January](#) and [February](#) district family newsletters. January focused on the upcoming superintendent search and February focused on civic engagement in our schools and the upcoming town meeting and board elections.
  - **Special Newsletters:** Given everything that is happening in the district, we have also crafted two special newsletters to keep the public informed. You can view and share newsletters about the [Strategic Plan](#) and [Superintendent Search](#).
- **Social media**
  - January and February brought many opportunities to celebrate our students as they [enjoy the snow](#) and [excel in winter sports](#). We also [celebrated our school counselors](#), enjoyed [singing valentines](#), and [winter carnival activities](#)!
  - Follow our [Instagram](#) | [Facebook](#) | [Twitter](#) accounts. If you don't use social media, you can still see our posts (like a news feed) on [Instagram](#). If you do use social media, your "likes", shares, and comments increases our reach!

## ACSD Schools

### Bridport Central School - Matthew Brankman

On February 15th, BCS hosted our first annual Community Meeting. The meeting focused on our plans for next year's classrooms, checking in on the current state of our school (celebrations,

concerns, challenges), and setting a plan for the future.

We were very excited to have so many parents and students attend and discuss our community, our school, and our school community! The highlights of the evening included:

- A discussion regarding school safety and the need for better communication from the school
- A discussion about a student led chicken coop & chicken raising project
- Plans for an outdoor classroom
- Plans for a "legacy" orchard to be planted by each departing fifth grade class
- A plan for student's to work with the PTO to purchase new playground equipment
- A discussion of how we teach literacy, and why it is working better than it has in the past
- A discussion of equity as related to BCS (transportation, after school activities, etc.)
- Several not so funny jokes by Mr. Brankman

Although many of these topics are related to ACSD as a district, we focused on what our community can do to help get some of these projects off the ground. As always, BCS staff and teachers are so thankful to serve the community of Bridport and we appreciate all the families who joined us on February 15th!

### **Cornwall School - Heather Raabe**

I'm sure this is being reiterated by all principals, but it's pretty amazing how quickly time seems to be going by! In meeting with FOCS, our parent group, this morning we were talking about plans through to the end of the year!

Here are some highlights from the past few weeks and looking forward:

- In March, author Mike Rex will be coming to Cornwall for a full day. While he is in town, he will also visit Bridport and Shoreham for half days.
- 5th graders are preparing for their Exhibition in April
- VSO is coming to Cornwall next week
- Representatives from each class are forming a Cornwall Action Committee and will potentially be working with HOPE
- A visiting "artist" (a food artist), Algonesh Michael will be sharing about Ethiopian culture while preparing and sharing a meal
- 4th and 5th grade band members performed with other students in the district at Salisbury School and also performed on their own for the whole school
- Kindergarten students set up an art exhibit and invited other classes and families to see their artwork
- Students are in the process of developing a Cornwall School newspaper



I could keep listing highlights, because there is a lot of energy and momentum within classes and throughout the building. However, I would like to recognize the work that goes into making those things happen. Teachers have arranged opportunities with organizations/individuals, have communicated with all involved and created schedules, and have written grant requests to obtain funding (thank you to ACEEF for providing some of the funding). They have also provided choice, flexibility, and opportunity to students, which has led to some of the learning opportunities. Many of those ideas stem from following questions that arise throughout the day during IB units of inquiry. Students share ideas and as they explore those ideas, learn how to put them into action and make them happen!

### **Mary Hogan School - Jennifer Kravitz**

We are so glad to have some snow on the ground and students have been enjoying playing in it at recess. After such a wonky weather winter, the snow is appreciated, even in March. We have been



out on snow over the past month, with the kindergarten learning how to cross country ski up at Rikert. Our 5th grade students have also been up to the Snow Bowl downhill skiing with Snow Bowl staff. Students have also been out in the snow and woods, exploring the winter landscape. The 3rd graders have been learning about the tracks and scat they may find in the woods by Mary Hogan and will adventure out to Battell Woods soon. Each week they focus on a different animal - mink, skunk, beaver, etc. The 2nd and 4th grade students have

started units of inquiry that have them outside in the woods and thinking about water quality in Barnes Brook. This is the start of some work they will do over the spring. The PE classes have taken advantage of some sunny weather to play capture the flag in the woods and kickball in the snowy field. And, of course our PE students are out and about each adventure day during the week.

Two other highlights from last month were the band and chorus concerts and our most recent spirit day (backwards day!). The band and chorus thrilled the whole school during the February All School Meeting, playing the music to a folk tale about a goose and old woman that they created. The chorus had us singing “Wake Me Up,” “Wellerman,” “Peace Round,” “Don’t Worry Be Happy,” and the Vermont State Song. They did a second concert that night for the larger Mary Hogan community. Both were such joyful and beautiful events for our school. We had some fun, too, with our continued spirit days each month. I think the most favorite one of the year started off March - Backwards Day. Students wore clothes backward, walked backwards, talked backwards, and did some of their schedule backwards that day. It was fun and funny all around.



Throughout all of this, we have had some staffing challenges with some resignations of paraprofessionals. We have been working to fill those positions as well as daily absences as best we can. We also developed an onboarding tool for paraprofessionals and some mentoring for new staff members. These supports augment the monthly paraprofessional meetings we have each month to ensure that staff feel supported and up to speed. Finally, we met together as a staff to consider what else we can do to support these vital positions at Mary Hogan. This collaborative work feels positive and solutions-focused, as well as exciting.

The whole staff has also been continuing to work on our implementation of the Responsive Classroom approach. We started this work in the fall during inservice in August and October. A Responsive Classroom working group, led by Jenny Urban, has been bringing professional development and alignment to our faculty and paraprofessional meetings. The philosophy and approaches feel more aligned now and we are excited to continue growing in this area - both as a school as we develop our vision and approach towards teaching self-discipline as well as a district through district professional development next school year.

### **Ripton Elementary School - Tracey Harrington**

February moved quickly into March with snowstorms, inservice days and vacation, not to mention periodic bouts of illness that continue to challenge staff and families. The school community has been updated periodically about the search for a new principal. A number of visits and meetings will be happening the week of March 6th, with a possible decision by the following week. We are grateful to the staff, parents and district leaders who are investing their time and energy into this important process. I am starting to get my head around what it will be like to transition out of this role, and it is hard to imagine. A highlight for students right now is the intense work they’re doing to put on a





performance of Alice In Wonderland by the end of March. We are thrilled to have RES parent, Tara Gallner, willing to lead this work --from casting the roles, to running rehearsals, to helping with set design and construction. This is one thing we haven't done in my time at RES yet, and it's nice to see it coming together.

In April, we will welcome back Artist in Residence, Fua Nascimento, to teach us the fascinating art of Capoeira. Thank you to ACEEF and FORS for the financial support to make this experience happen. Fua's work teaching Capoeira extends so far beyond just the moves and exercises. He focuses on the culture and beliefs behind the artform which are deeply rooted in community, hope and resilience.



Teachers and staff continue to participate in professional development and district level collaboration that supports our work with students. We have been looking at ways to incorporate structured partner reading into the daily literacy block, which has been shown to support with fluency development for all readers. We are also looking to do something similar with math fact fluency as well. As winter winds its way into mud season, we are enjoying this March snow and the opportunities it provides for downhill skiing and playing outside. There's a lot to come in the next few months and we know it will be an exciting time.

### Salisbury Community School - Bjarki Sears

Wow, is it March already? The year is absolutely flying by at Salisbury Community School- it seems like we were just having mid-winter events, and now we are planning for our spring ones! We are looking forward to so many springtime things: having a bike trailer for a week, Title 1 Family Literacy Nights, 4th graders releasing their classroom trout, KEEC at Keewaydin for our 5th graders, inviting Taiko Drummers for a residency, and more! I have a hunch the end of the year is going to fly by even faster than the rest of it has!



February had a few important traditions as well. We celebrated the 100th Day, of course, and classes had individual ways of marking the day. Together, we



celebrated Valentine's Day with an ice cream social, and students gave out individual valentines in their room. It's lovely to see how inclusive families and students are on those days- every student gets a class worth of Valentines. February saw the return of the rural elementary school combined concert to Salisbury, and Music Teacher Sarah Metcalf did a wonderful job

bringing everyone together after a four year hiatus- it was great to see the gym so packed. Next time we will need to borrow some chairs from another school!

We made some staffing adjustments this month, as our need for special education services has outstripped the coverage our .6 Special Educator position can provide. Thankfully, through planning with Central Office and our staff, we have been able to provide the student supports we need by having our Academic Interventionist pick up some student services, but this is tight and unsustainable (as it pulls availability away from the interventionist for other students). Looking forward to 23-24, Special Education staffing is an area that will have to be looked at closely.

### **Shoreham Elementary School - Andy Johnson**

It is amazing to think Spring is right around the corner and our students have been enjoying the outdoors at recess and in their learning. Our second visit from the Middlebury Area Land Trust provided students with rich opportunities to engage with our outdoor learning space. Our student council is collecting ideas and presenting a plan to redesign the outdoor classroom here at Shoreham.

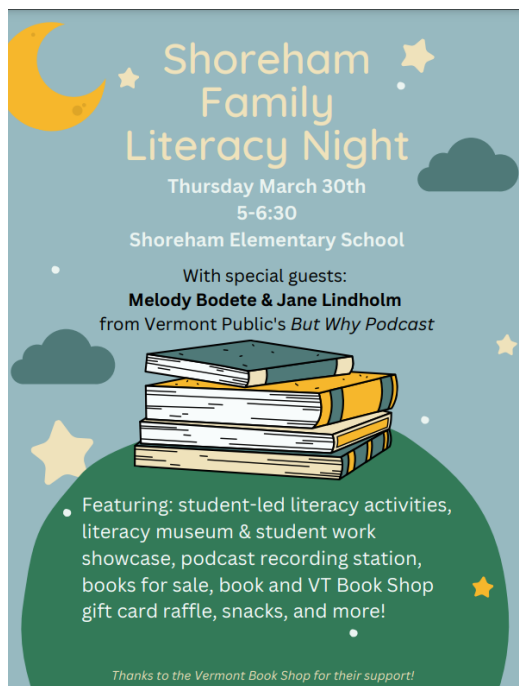


The 4th and 5th grade Band presented a performance for the entire school. The growth of knowledge and skills were just amazing. Through the performance, students heard the simplicity of a beginning piece, were presented with the different instruments in the ensemble, and at the end were treated to a complex piece where different sections fit together to make an extraordinary piece of music come to life. Congratulations to all students for taking a risk and coming so far this year.





Our school is proudly participating in a month of Kindness in March! **“March into Kindness”** will take place March 6th-31st! Students will be using resources from **“The Great Kindness Challenge,”** which is “a week-long program dedicated to creating a culture of kindness and compassion in communities worldwide.” During the month, students will engage in kindness activities to help promote positive school culture. Classrooms will be counting the number of kind acts students and staff complete this month. If our school completes 50 acts of kindness we will end the month with a school wide celebration! We are so thankful for Julie Hayyet, our school counselor, for leading this work.



We are so excited to announce our Family Literacy Night coming up on March 30th. We will be hosting Melody Bodete and Jane Lindholm as guest speakers and have students lead literacy activities for visiting families that demonstrate the learning that happens in the classroom. Thank you to Abby Adams, our school librarian, and Martha Santa Maria, Shoreham’s literacy interventionist for planning this wonderful event.

### **Weybridge Elementary School - Christina Johnston**

The past week was quite an emotional week for our school community. It was Kirsten Leavstrom’s last week as our administrative assistant extraordinaire. Her departure is huge for all of us.

We are incredibly fortunate that Kathy Mason, our former administrative assistant, has agreed to come back into that position on a part-time basis for the balance of the year. Mo Bissonette is joining us as well in the paraprofessional capacity that Kirsten filled, also on a part-time basis.

Just prior to February vacation we had an all school cooking day including a black bean soup and Hoppin John stew. In addition, each student made an individual loaf of bread. Happily we have begun shifting back to having Barbara Palmer prepare at least some breakfasts on site. It’s great to have the aromas of freshly prepared food wafting through the building again. We’re looking

forward to a traditional Pi Day celebration and luncheon on 3/14 - circular food and circular conversation.



Following the big band and chorus concert at Salisbury organized and directed by Sarah Metcalf, we had a school-based concert February 15. As usual the quality of the performance was excellent, demonstrating the students' remarkable growth. The chorus also performed at our farewell gathering for Kirsten.

Looking ahead, the teachers and I are beginning to examine the new VTCAP assessments which we will administer after April vacation. We are also in the early planning stages of our spring engineering project which will occur in May.

### **Middlebury Union Middle School - Michaela Wisell and Michael Dudek**

Mother Nature has reminded us that Winter is still here with the beautiful snow settling in on our beautiful landscape. As we look out our office window, there are reminders that Spring season is right around the corner. Spring brings change, inspiration, and opportunities for all of us to experience. MUMS has been and will continue to celebrate all that is great. As we continue into semester two, students have come to us full of ideas of how we can celebrate community. This month, our Student Ambassadors are leading our school in a focus on gratitude and celebrating members of our community whose contributions often get overlooked or taken for granted. Gratitude helps us to see how we are supported and valued by others and brings greater appreciation to life. Gratitude practices can replace habits of negative thinking with greater optimism, which also supports resiliency and our ability to work through challenges. Regular practice of gratitude brings physical, psychological, and social benefits. Additionally, our parents group, Friends of MUMS, will be hosting a DJ Ice Skating Night later this month for grades 6 -8, while our Volleyball March Madness and intramural basketball league have taken over our gymnasium with enthusiastic student-athletes.

As our academic year comes to a close, our leadership and counseling team have been collaborating with our elementary schools and high school to transition our rising 6th grade and 9th graders. Our rising 9th graders have toured the career center, met with high school counselors, and have chosen their electives for next year. At MUMS, we are organizing informational parent sessions, social events for students, and a move-up orientation. We have begun to review student data and discuss appropriate team placement for students. We are eager to welcome our rising 6th grade to MUMS in late May.

Our parent-led “Friends of MUMS” group continues to meet on a regular basis to discuss ways to celebrate and support our community. Discussion around outdoor activities for our students, Flex block enrichment opportunities, social events and end of year celebrations are in the works. More to come!

Academic enrichment and a student showcase of learning was also celebrated within our community last month. In particular, we highlighted our Language Acquisition department by celebrating “Mardi Gras” and “Carnaval.” Many of our MUMS students attended and participated in the event, which was wonderful to see! Highlights from French teacher, Denise Berube-Mayone, included “...students being exposed to music from Québec, Louisiana, France and Martinique, as well as learning about Mardi Gras & its masques, costumes & disguises. It was terrific to see students excited about presenting in another language!”

An IB experience and “the study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.” ([ibo.org](http://ibo.org))

Looking forward to sharing additional events and information next month.



## **Middlebury Union High School - Caitlin Steele**

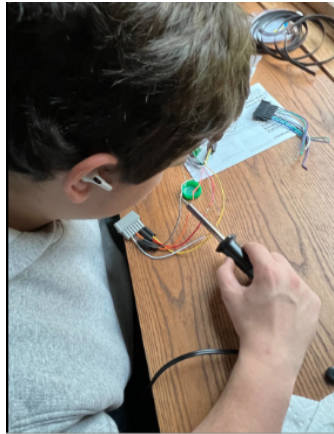
### **Middle Years Program (MYP) News:**

Grade 10 students have submitted their personal project reports, and our faculty will score them in small groups at our early release afternoon on March 8. In the report, the students had to explain how they planned out their projects and applied specific Approaches to Learning skills during the process, like research, critical and creative thinking, self management, and

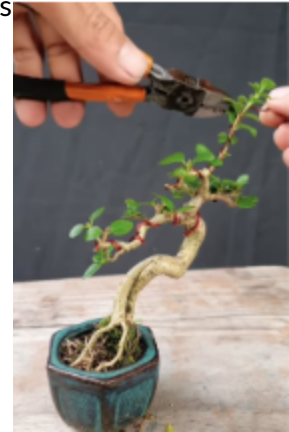
communication. They also had to evaluate the success of the project and reflect on their learning. Below, you can see some examples of students' projects and evidence of their process. You will have an opportunity to attend our personal project exhibition when students will talk about their work this spring.



Eva - Sewing a reversible bow tie.



Michael - How to wire and install a double din radio.



Addison - How to make a bonsai tree and learn about the science behind it.

### **Diploma Program (DP) News:**

Full diploma candidates and certificate candidates are in the final month and a half of completing Internal Assessments (IA's) in each of their Year 2 DP courses. The IA is worth about 20% of the final score in each subject. Here is our [IA calendar](#) which shows you how many IAs have been completed and which subjects still need to be completed.

The full diploma candidates have also been required to complete an essay in Theory of Knowledge (TOK), this essay is assessed by the IB. Students had to select one of six prompts and write a 1,600 word essay addressing the selected prompt. Below are two examples of the prompts that students could choose from.

“For artists and natural scientists, which is more important: what can be explained or what cannot be explained? Discuss with reference to the arts and the natural sciences.”

“Are visual representations always helpful in the communication of knowledge? Discuss with reference to the human sciences and mathematics.”

### **Activities Department Updates**

**Senior Play**

This year's senior play is *Madagascar Jr.* Students and their drama/theater advisors have been working hard! Performances are March 16th and 17th at 7:00 pm and March 18th at 12:00 pm and 2:00 pm. Tickets can be purchased online <https://www.showtix4u.com/events/22970>

**Hope Happens Here**

Hope Happens Here is planning a mental health week for the end of March. There will be daily activities for students to engage in during lunch/advisory time to promote mental health. Their goal is to normalize conversations around mental health challenges and spread the message that it is okay to not be okay and that there are lots of great resources in our community.

**Winter Sports Wrap Up****Girls' Basketball**

Record: 6-13

Final game was a play down vs. Spaulding HS on Feb. 22nd.

**Boys' Basketball:**

Record: 10-11

Final game was a play down vs. Harwood Union HS on Feb 28th. Highlight from that game was 12th grader Penn Riney surpassing 1000 pts. in his high school career.

**Dance:**

The dance team took 2nd place in both the Pom and Hip Hop divisions at the State Championships on Feb. 18th. The team will travel to Bellingham, MA for the New England Championships on March 11th.

**Gymnastics:**

In spite of small numbers our gymnastics team had a strong showing at the state championship meet on Feb. 18th.

**Girls' Ice Hockey:**

Record: 12-9

The number 5 seeded tiger girls' hockey team took on number 1 seeded Woodstock in the Div. 2 semifinal game on Saturday, March 4th.

**Boys' Ice Hockey:**

Record: 9-9-2

Final game was a playdown vs. Burr & Burton Academy on Feb. 25th.

**Nordic:**

Both the Girls' and Boys' Nordic teams swept the Div. 2 State Championships this year winning open and relay races in both disciplines.

**Wrestling:**

Three of our wrestlers finished in the top 10 at the State Championships on Feb. 25th. Tenth grader Alex Sperry finished 6th in the 120 lb weight class, tenth grader Avery Carl finished 3rd in the 132 lb weight class, and 12th grader Nick Sheldrick finished first in the 285 lb weight class. Nick and Avery will attend the New England Wrestling Championships in Providence, RI on March 4th.

**School Counseling Office:**

School Counselors have just finished meetings with all 10th and 11th graders for academic, and future planning. The course selection process for current grades 8-11 MUHS students is complete. We have participated in IB DP Information Night and the 8th Grade Parent Night (in person). The school counselors gave a presentation to 8th graders at MUMS on what to expect at the high school and to support students in selecting classes for next year (2023-24). We will be taking a group of 20 sophomores and juniors to the College and Career Pathways program, sponsored by VSAC and held on St. Michael's College campus on March 16. We will officially launch the annual MiddCAM program, our partnership with Middlebury College, whereby Panthers mentor Tigers as they navigate the college admission process. This is a supplement to the services provided by the school counseling department.



# Access, Success, and Belonging

## *Building a System to Support All Learners*

*This year's work, Act 173 Funding, Special Education Data 22-23, and The Special Education Process*

Presentation 1: 4/11/22

This is Presentation 2: 3/15/23



# Building a Multi-Tiered System of Supports: The work in 22-23



# Work Area #1: Strengthening Tier 1 UNIVERSAL



**TIER 1**

**2022-2023**

Coordinate Core Curriculum: IB PYP, MYP, MUHS 11-12th

Universal Design For Learning (UDL)

Universal Screeners: K-5 FAST; 6-9th Star; K-12th Panorama

Districtwide Data Analysis

# Work Area #2: Tier 2 System Building

Step 1

## **TIER 2**

**2022-2023**

Rtl Design and Implementation

Comprehensive Data Collection: EST and 504

District and School PSTs

EST Plan Alignment

Interventionists: Identifying Best Practices

# Work Area #3: Understanding Tier 3 Rule Changes



**TIER 3**

## **RULE 2360 CHANGES**

**Special Education Service Providers:**  
**The staff with skill to support progress**

**Adverse Effect:**  
**EVIDENCE-BASED instructional data required**

IEPs will include **FUNCTIONAL SKILLS**,  
written parent input, IEP goals, more data.

**2022-2023**

**Coordinated Leadership: Laura NUgent  
and Tracey Harrington**

**ACSD Coordinated Professional  
Development to understand:**

New rules are aligned with federal  
special education regulations.

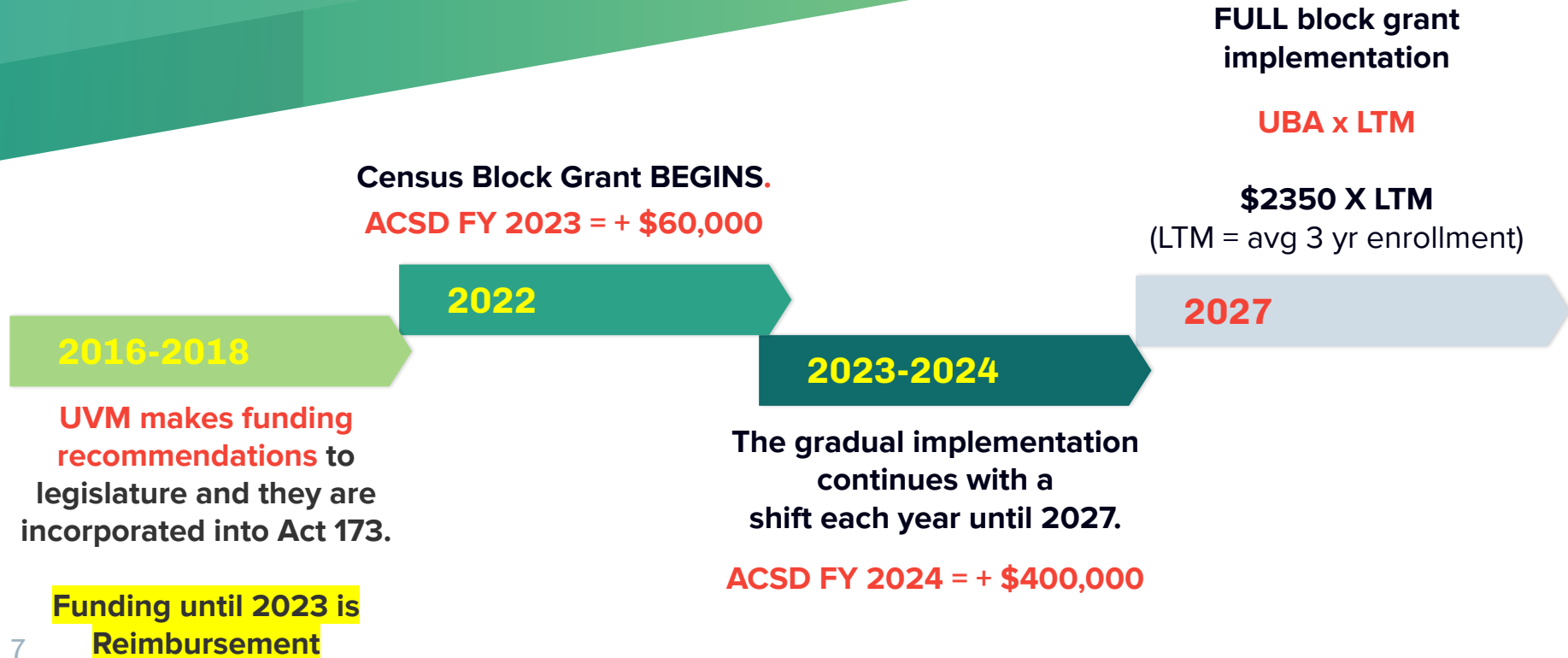
Several fundamental changes related to

- Eligibility
- Personnel requirements
- Service delivery

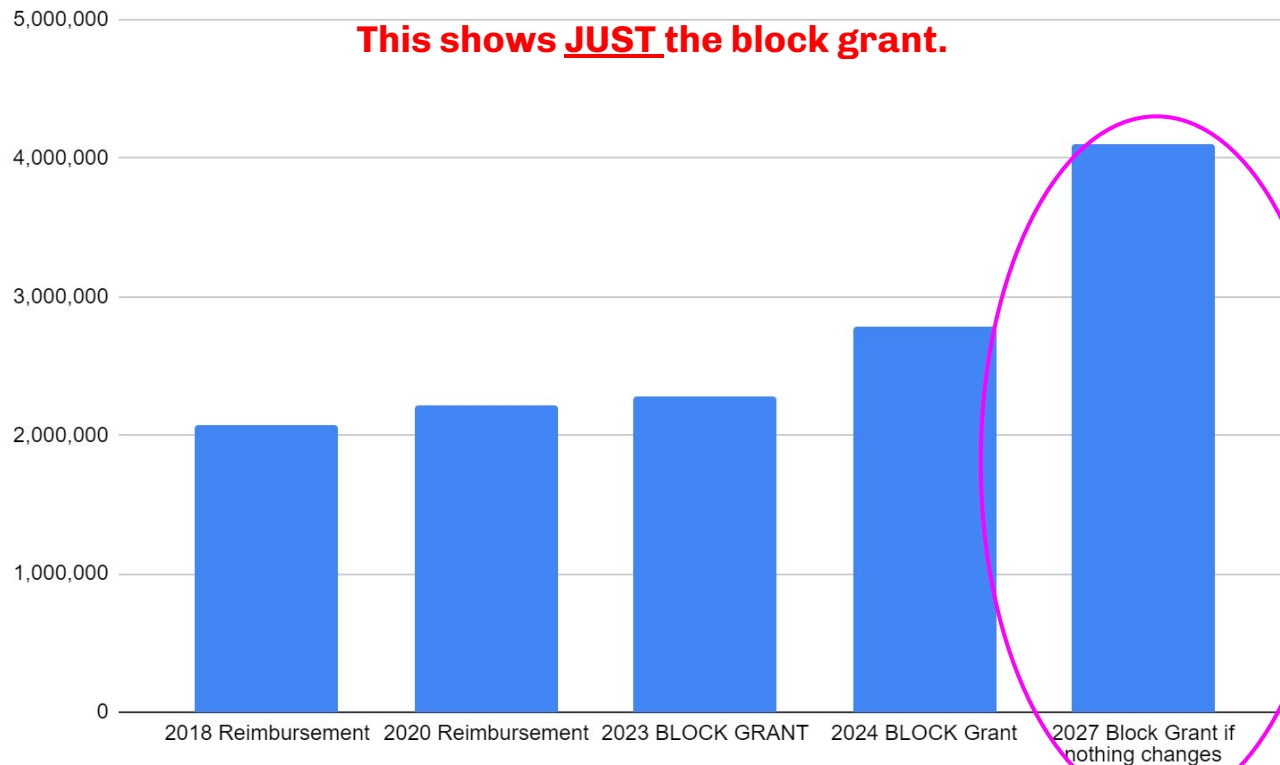
**Full Implementation 7/1/2023**

# Act 173 Special Education Funding

# Work Area # 4: Special Education Funding



# Special Education Funding Changes: *Reimbursement vs. Block Grant*

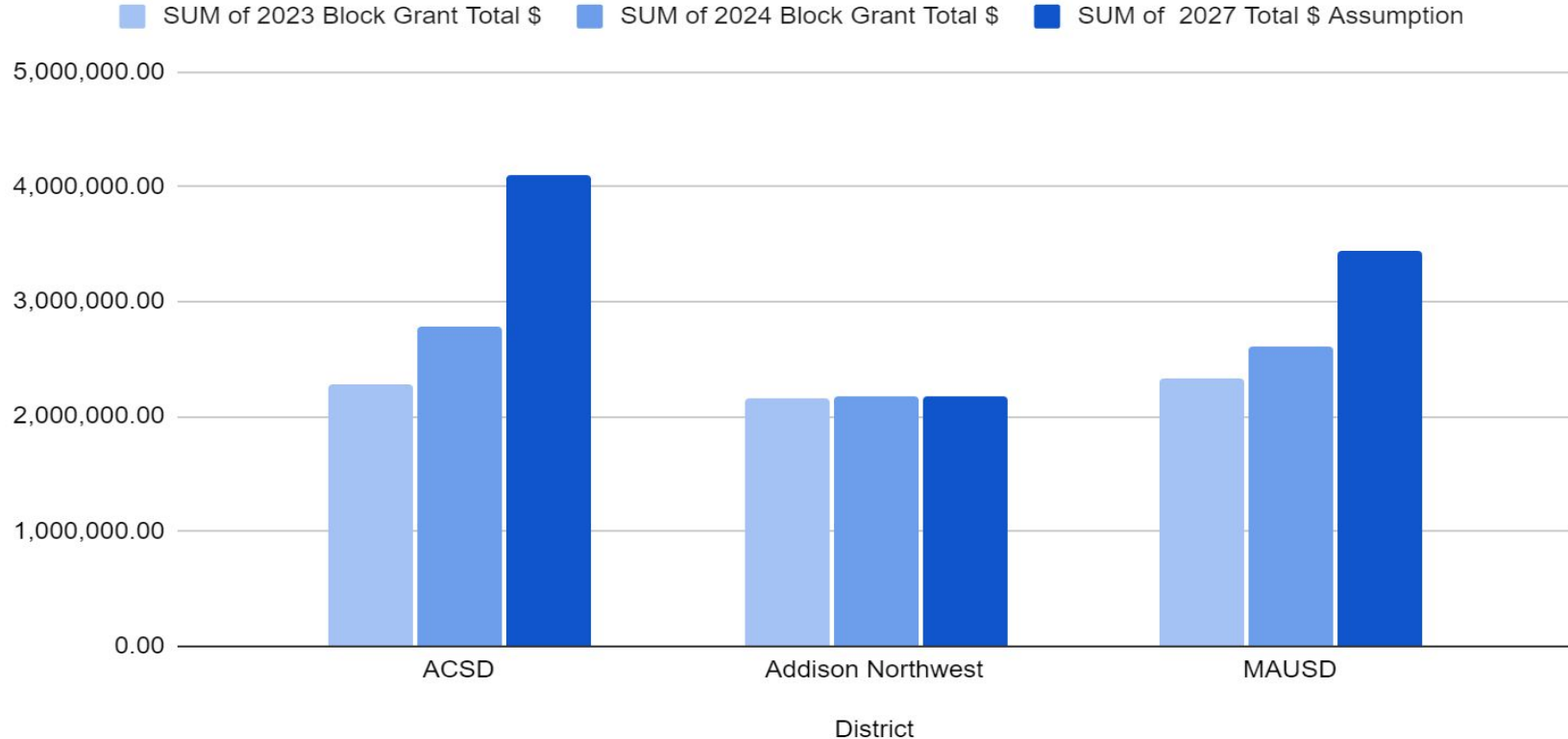


**The final 2027 number  
is based on static  
enrollment from FY  
24-26**

# Special Education Funding Changes: Addison County

## Vermont's Census Block Grant in Addison County: 2023, 2024, and Full Implementation in 2027

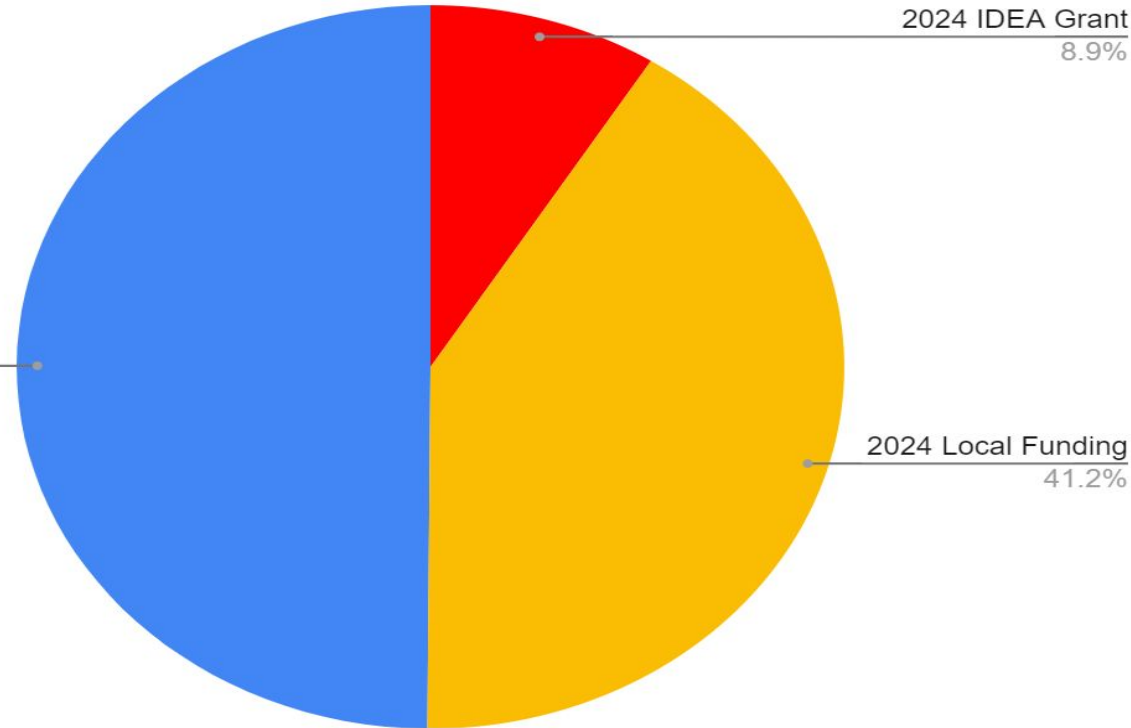
**ASSUMPTION OF STATIC  
LTM FROM FY 23**



# Special Education Funding: 3 Sources

**Total Special Education Spending FY 2024.**

***Block Grant + IDEA Grant + Local Funding.***



2024 BLOCK Grant  
49.9%

This is the portion that is NO LONGER reimbursement and is now a census based formula.

2024 IDEA Grant  
8.9%

This grant is a formula; from Fed Govt.

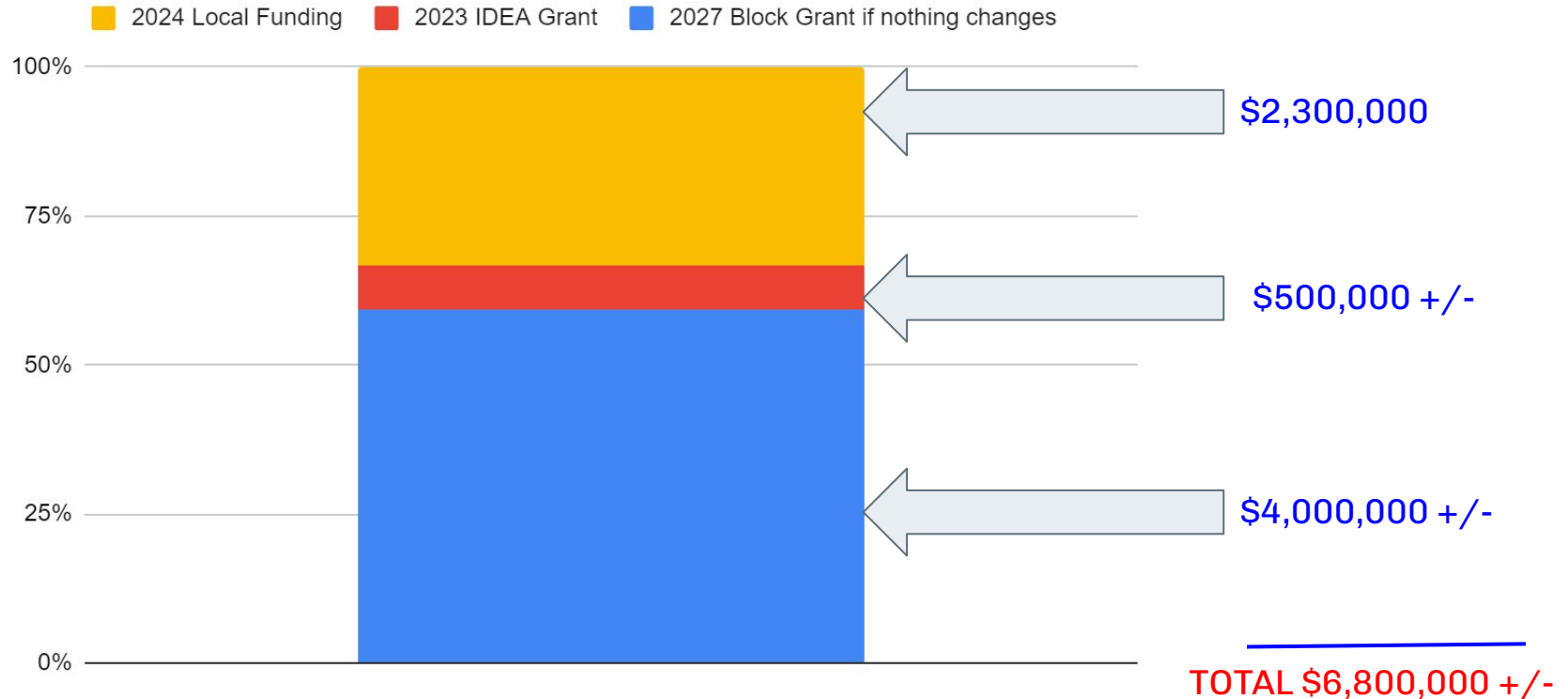
2024 Local Funding  
41.2%

**Note:**  
*Maintenance of Effort Prevents a School District from Cutting Local Funding.*



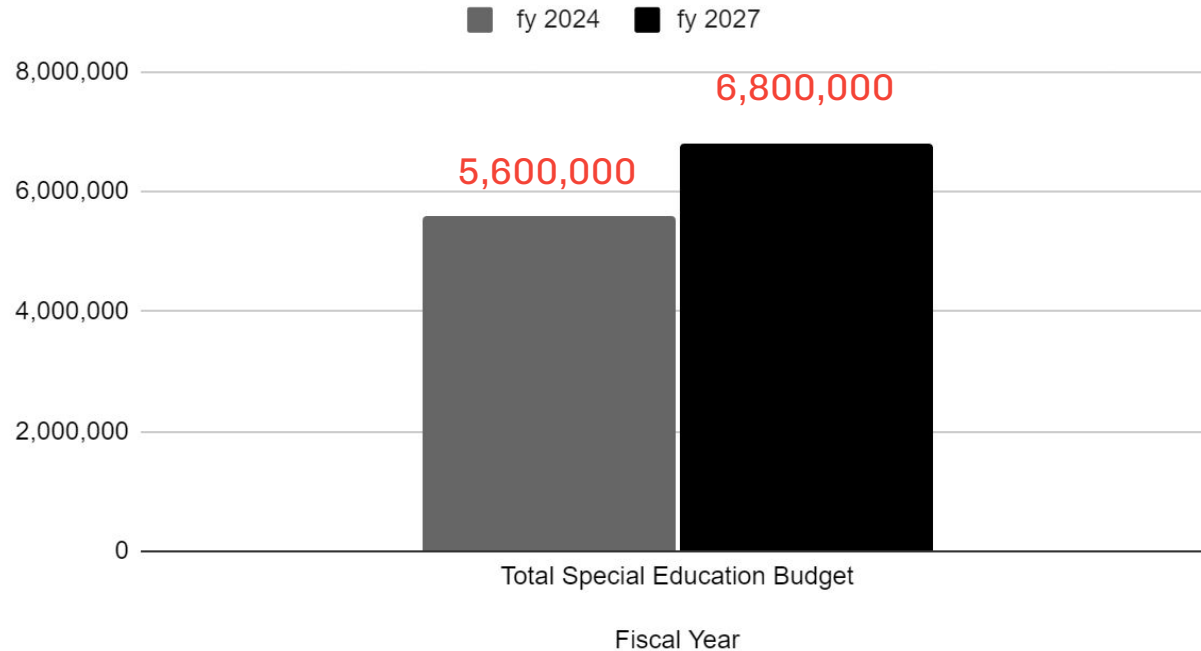
# Special Education Funding: *Total Funding FY 27*

## *If enrollment (LTM) holds steady*



# ACSD Special Education TOTAL Budget Comparison

## Special Education TOTAL Funding Comparison: Fy 24 and FY 27



# ACSD Special Education Staffing: *FY 23 and FY 24*

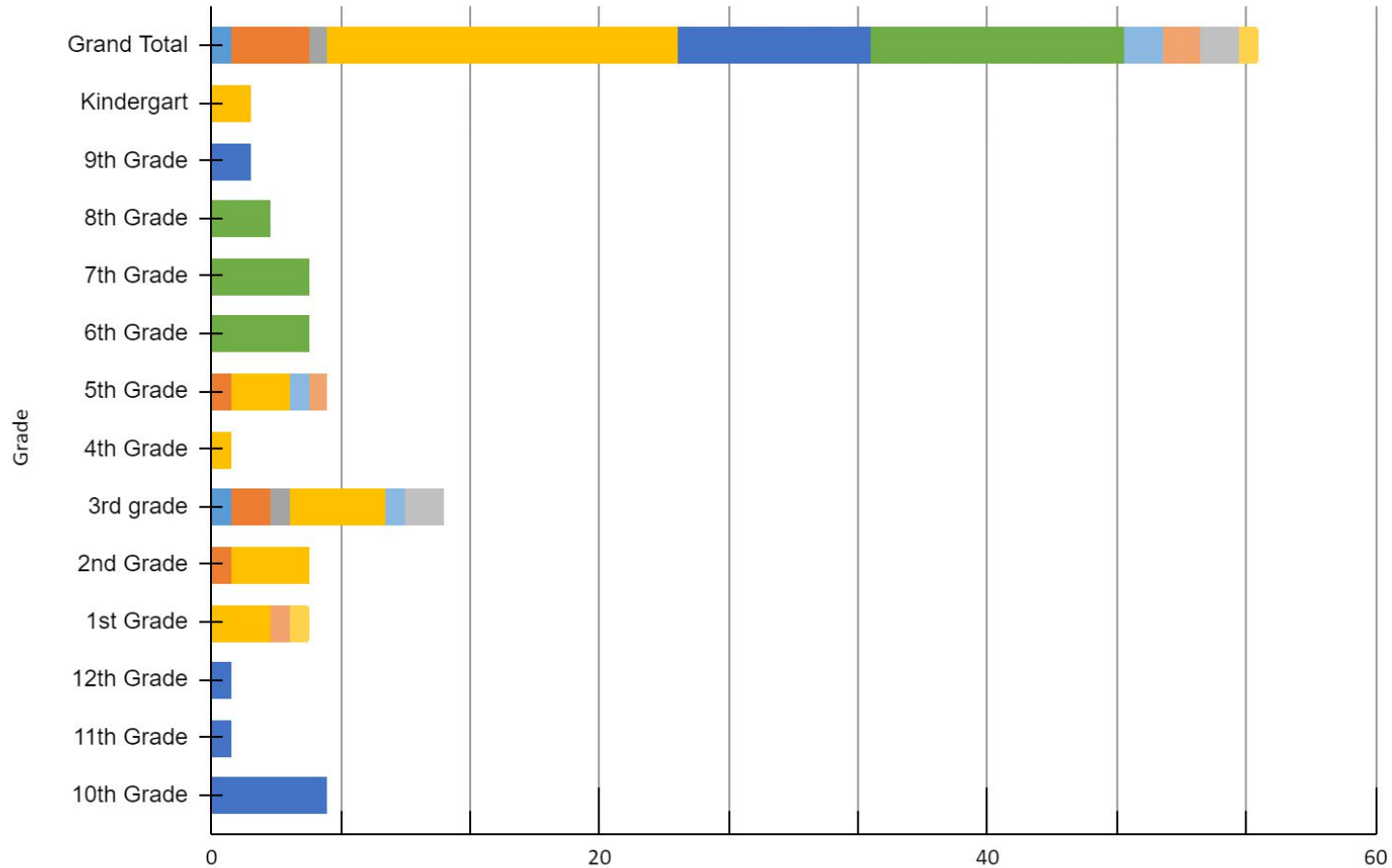
Special Education Direct Service Providers	Number of Funded Positions	Current Staffing Status
Psychologist	2	1.2 openings
Special Educator Evaluation Team	2	1 potential
Special Educator	30	30
Speech Language Pathologist (SLP)	5	2 openings
Special Education Paraeducators	41	3-4 openings
Special Education Related Service Providers		
Occupational Therapy (OT)	3 contracted	n/a
Physical Therapy (PT)	2 contracted	n/a
Board Certified Behavior Analyst (BCBA)	3	Filled
Prevention Specialist (Licensed Social Worker)	2	Filled
CSAC Contracts	7.5 contracted	n/a

# The Special Education Data, 22-23

# Requests for an Initial Special Education Evaluation, 22-23,

<b>Requests</b> <b>for a Special</b> <b>Education</b> <b>Evaluation</b> <b>(8/22 to 2/23)</b>	<b>Approved Requests</b> <b>for a Special</b> <b>Education</b> <b>Evaluation Team</b> <b>Meeting</b> <b>(8/22 to 2/23)</b>	<b>Requests that were</b> <b>referred from the team</b> <b>for an Evaluation</b> <b>(8/22 to 2/23)</b>	<b>Number of students</b> <b>referred for an</b> <b>evaluation found</b> <b>eligible for an IEP</b> <b>(8/22-8/23)</b>
<b>ACSD Electronic</b> <b>Referral System</b>	<b>Reviewed using State and</b> <b>Federal Regulations</b>	<b>Evaluation Team:</b> <b>Parent(s), LEA,</b> <b>Psychologist, Teacher,</b> <b>Special Ed Eval Member,</b> <b>Principal</b>	<b>Eligibility Team Decision:</b> <b>Parent(s), LEA,</b> <b>Psychologist, Teacher,</b> <b>Special Ed Eval Member,</b> <b>Principal</b>
<b>100%</b> <b>(55)</b>	<b>96% referred for EPT</b> <b>meeting</b> <b>(53)</b>	<b>95% referred for</b> <b>Evaluation by EPT Team</b> <b>(50)</b>	<b>81% Eligible for IEP</b> <b>(40)</b>

## ACSD K-12 Initial Evaluation Meetings by Grade, 8/2022-to present



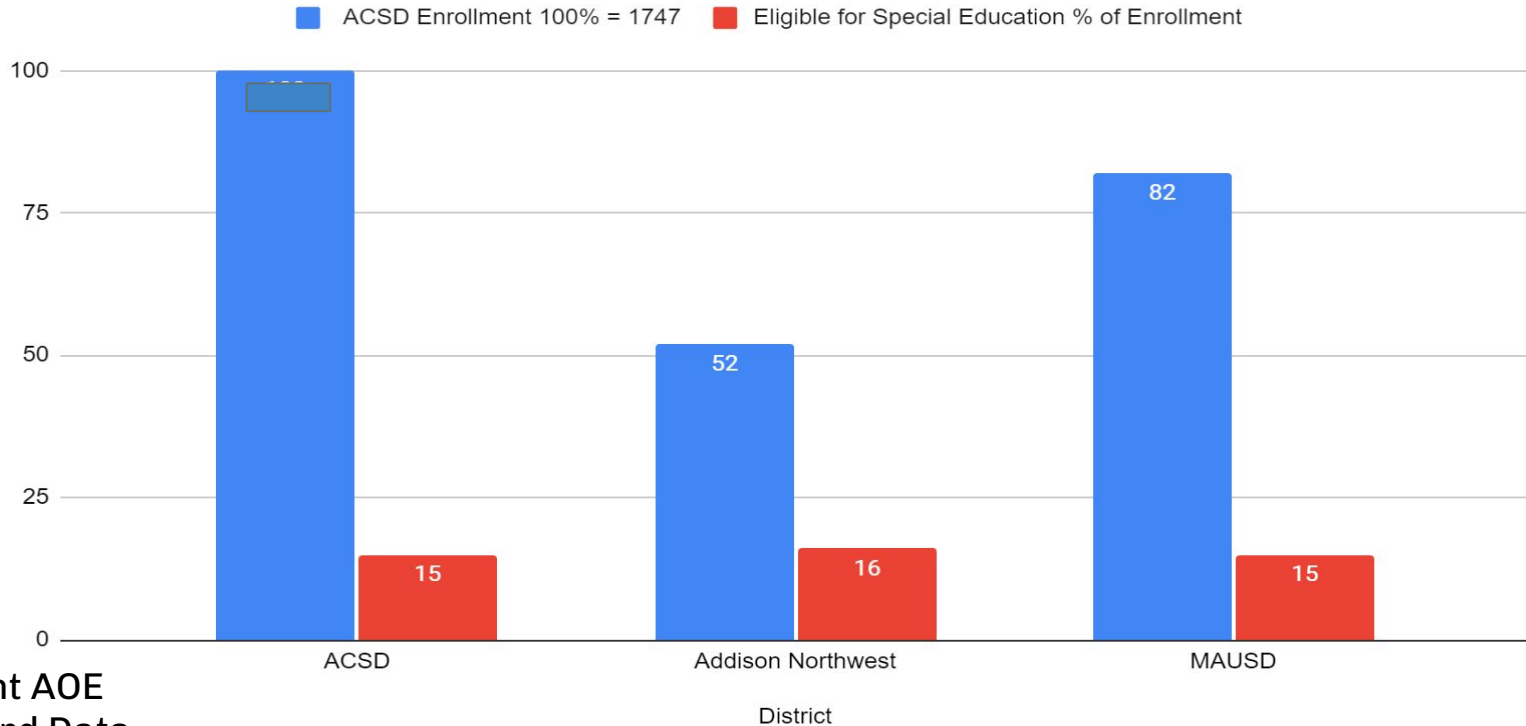
# Federal Data: VERMONT *Special Education, Percentage Eligible, 20-21*

National Center for  
Education Statistics,  
U.S. DOE

State or jurisdiction	3- to 21-year-olds served		
	2020-21	As a percent of public school enrollment, 2020-21	Percent change in number served, 2000-01 to 2020-21
1	9	10	11
<b>United States</b>	<b>7,182,916</b>	<b>14.5</b>	<b>14.1</b>
Connecticut	84,155	16.5	13.9
Maine	34,482	20.0	-3.2
Massachusetts	175,548	19.0	8.2
New Hampshire	29,199	17.3	-2.9
Rhode Island	23,949	17.2	-22.1
Vermont	15,154	18.4	11.2

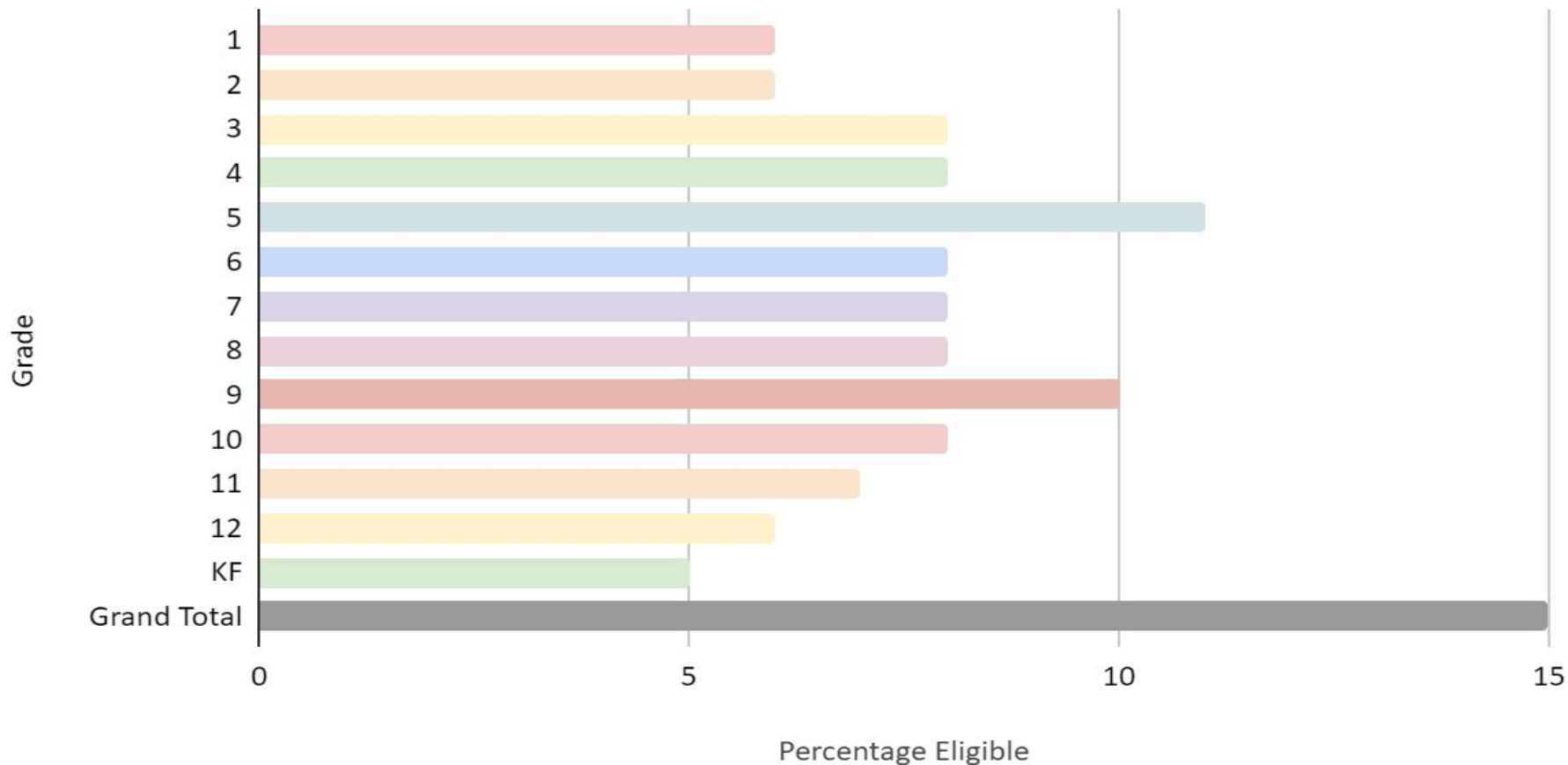
# Federal Data: *Special Education, Addison County, Percentage Eligible, 2021*

## Addison County Comparison to ACSD: Enrollment and IEP Identification

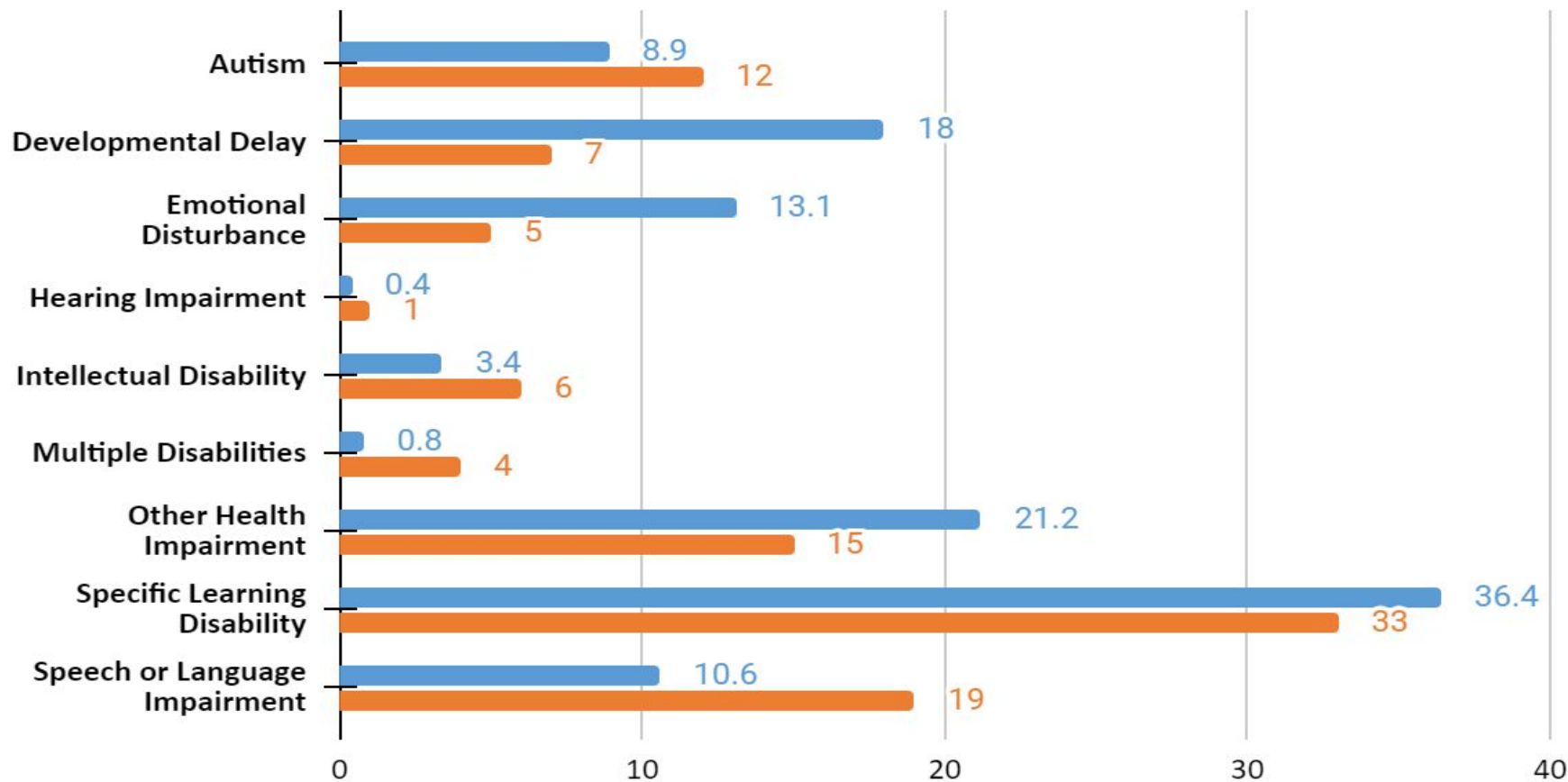




## 2023 ACSD K-12 Special Education: % of eligible students per grade



■ Percentage Distribution at ACSD (22-23) ■ Percentage Distribution Nationally (20-21)



# The Special Education Process (Big Picture)

# Special education requires a strict process and a flexible instructional mindset.

- The Special Education Process is very technical and is monitored for annual compliance. School districts must show evidence of following the process, often with 100% as the only accepted target.
- No two students have the same instructional needs and IEP teams require support from evaluators, administrators, interventionists, teachers, and families, to develop IEP goals

Special Education Regulations are designed to ensure *both access and progress in the least restrictive environment*.

- School districts *have to be able to demonstrate evidence for the level of restriction*. This means:
  - We must have school data and school experts weigh in on needs
  - *We must consider* that courts can hold school districts responsible for both doing too much and doing too little.

Special Education is an entitlement. Parents have the right to disagree with school decisions and ask for a mediator or due process hearing officer to step in.

- Special Education can include disagreement between schools and parents. This is not a bad thing, but it is a thing. And it means:
  - School Districts need to understand what has been allowed elsewhere and why.
  - School District employees need to follow highly technical processes based on what has been allowed, or not, elsewhere.


Special Education is a partially funded mandate *with fully implemented regulations. IDEA was designed to be funded at 40% and has recently hovered at about 15%* <sup>(1)</sup>.

- School districts *may consider* cost; we can select the less expensive option if the services are the same.
- To help us be flexible with needs as they arise, ACSD centralizes all Special Education resources to then distribute according to IEP services. Resources are then not tied to schools, but to student need.

*Questions*

?





"Policy implementation in the end, *comes down to the people who actually implement it.*"

*Michael Lipsky, 1980*

## MEMORANDUM

**To:** Addison Central School District School Board  
**From:** Bruce. MacIntire, ACSD Director of Facilities  
**Date:** March 8, 2023  
**Subject:** Cafeteria Project Guaranteed Maximum Price (GMP) Construction Cost

**Purpose:** The purpose of this memo is to approve the Guaranteed Maximum Price (GMP) construction cost for the upcoming MUHS Cafeteria/Kitchen Renovation Project.

GMP		
Division	Trade	Reconciled Bids
1	General Conditions 16 Weeks	\$ 207,429.00
1a	General Conditions + 4 Weeks	\$ 31,637.00
2	Selective Demolition	\$ 65,575.00
2a	Sawcutting	\$ 20,225.00
2b	Interior Excavation and Backfill	\$ 67,660.00
2c	Dumpsters (Demo/CMU/Concrete)	\$ 23,860.00
3	Cast In Place Concrete	\$ 56,117.00
4	Masonry	\$ 7,600.00
5a	Metal Fabrications	\$ 81,566.00
6	Rough Carpentry	\$ 14,398.00
6a	Architectural Woodwork	\$ 48,247.00
7c	Metal Roof Flashing & Repair	\$ 55,814.00
7d	Sealants	\$ 1,500.00
7e	Fire stopping	\$ 2,000.00
8	Metal Doors and Frames	\$ 27,235.00
8a	Specialty Doors	\$ 16,080.00
8b	Skylights	\$ 10,170.00
8c	Glazing	\$ 360.00
9	Drywall Partitions & ACT	\$ 127,115.00
9a	Tile	\$ 69,300.00
9b	Resilient Floors	\$ 23,050.00
9c	Cafeteria Flooring Alternate	\$ 86,845.00
9e	Paints and Coatings	\$ 9,570.00
10a	Specialties	\$ 2,800.00
11	Food Service Equipment	\$ 363,300.00
15	Mechanical	\$ 252,860.00
15a	Fire Protection	\$ 18,790.00
16	Electrical and Fire Alarm	\$ 101,544.00
17	Allowances:	
17a	No. 1: Clean up MEP @ Mezz	\$ 15,000.00
17b	No. 2: Louvers	\$ 6,000.00
17c	No. 3: Floor Prep	\$ 21,000.00
17d	No. 4: Overtime/Shift work/Weekend	\$ 34,000.00
17e	No. 5: NFPA 241	\$ 13,000.00
17f	No. 6: Material Escalation	\$ 30,000.00
17g	No. 7: Revised Kitchen Equip. Spec	\$ 20,000.00
17h	No. 8: Access Controls	\$ 4,000.00
	<b>SUB-TOTAL</b>	<b>\$ 1,935,647.00</b>
	<b>OH &amp; P @ 2.75%</b>	<b>\$ 53,230.00</b>
	<b>Const. Contingency @ 2.5%</b>	<b>\$ 49,722.00</b>
	<b>TOTAL</b>	<b>\$ 2,038,599</b>

On November 14, 2022 the ACSD Board approved the bid received from Bread Loaf Construction to provide Construction Management (CM) services for the MUHS Cafeteria/Kitchen Renovation Project.

In a construction management delivery method for construction, the CM is responsible for bidding out the scope of the project to the subcontractors who will ultimately be doing the work.

Following the completion of the construction documents created by the design team of TruexCullins and Breadloaf, requested proposals from subcontractors for each division of the project based on the plans and specifications provided. The combined sum of all bids received plus the CM fees and general conditions based on Breadloaf's contract, make up the total GMP cost of construction..

Vermont bid law [16 V.S.A. § 559\(b\)\(2\)](#) requires that the GMP be approved by the school board.

**Motion/Recommendation:** To approve the MUHS Cafeteria/Kitchen Renovation Project at the Guaranteed Maximum Price construction cost of \$2,038,599.00 and authorize Bread Loaf to move forward with the project.

### **Total Project Cost Summary**

<b>Project Budget</b>			<b>TruexCullins</b>	
MUHS Kitchen and Cafeteria Renovation			3/8/2023	
<b>Category</b>	<b>Category Cost</b>	<b>Budget</b>	<b>Notes</b>	
<b>1 Legal/Administrative</b>	<b>\$20,000</b>			
A Owner's Project Manager		\$15,000		
B Builder's Risk Insurance		\$5,000		
<b>2 Architectural and Engineering (A/E) Fees</b>	<b>\$254,602</b>			
A Architecture & Engineering Design Services		\$239,050		
B Existing Condition Drawings		\$4,795		
C A/E Additional Services		\$5,976	2.5%	
D Printing and Travel - estimate		\$4,781	2.0%	
<b>3 Special Consultants</b>	<b>\$10,300</b>			
A Cost Estimating		\$10,300		
<b>4 Testing</b>	<b>\$15,000</b>			
B Concrete		\$1,500		
C Steel		\$1,500		
E MEP Commissioning		\$12,000		
<b>5 Environmental Remediation</b>	<b>\$31,500</b>			
A Asbestos Testing and Abatement		\$30,000		
B PCB Testing		\$1,500		
<b>6 Preconstruction Services</b>	<b>\$2,000</b>			
A CM Pre-Bond Services		\$2,000		
<b>7 Construction Costs</b>	<b>\$2,038,599</b>			
A Construction		\$ 2,038,599	Breadloaf GMP	
<b>8 Typical Owner Furnished Equipment</b>	<b>\$5,000</b>			
A Loose Equipment		\$5,000		
<b>9 Typical Items Furnished By Owner</b>	<b>\$2,000</b>			
A Signage		\$2,000		
<b>10 Telecommunications/AV Equipment</b>	<b>\$3,000</b>			
A Audio/Visual		\$3,000	Monitors	
<b>11 Permits</b>	<b>\$16,309</b>			
A State Building Permit		\$16,309	8\$ per \$1000, \$185,000 max	
<b>12 Utility Company Charges</b>	<b>\$0</b>			
<b>13 Moving Costs</b>	<b>\$2,000</b>			
A Movers		\$2,000		
<b>14 Subtotal</b>	<b>\$2,400,310</b>	<b>\$2,400,310</b>		
<b>15 Contingency Costs</b>	<b>\$180,023</b>			
A Owner Project Contingency		\$180,023	7.5%	
<b>16 Total Project Cost</b>	<b>\$2,580,333</b>			