

AGENDA



Addison Central School District

ACSD Board

Board Meeting

Monday, November 28, 2022, 6:30 pm - 9:00 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

ACSD District Vision and Mission

OUR VISION

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

OUR MISSION

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

Please click the link below to join the webinar:

Link to join Webinar

<https://us06web.zoom.us/j/86725344348>

- A. Call to Order Upon Reaching A Quorum
 - 1. Introductions - Board Members, Administrators and Staff
 - 2. Public Comment
- B. Recommendation to Approve Minutes of November 14, 2022
- C. Approve ACSD Bills
- D. Report of the Superintendent
- E. Report of the Board
 - 1. Discussion: Facilities Committee Report on Bond Development and Direction
- F. Policy Action: Review Adopt or Amend the following policies:
 - 1. Amend A6: Board Member Conflict of Interest
 - 2. Adopt A21: Public Participation at Board Meetings
 - 3. Amend B5: Prevention of Employee Harassment
 - 4. Amend C8: Pupil Privacy Rights
 - 5. Amend D6: Class Size
- G. Other
- H. Adjournment

*Public Comment Guidelines:

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

MINUTES



**Addison Central School District
ACSD Board
Board Meeting
Monday, November 14, 2022, 6:30 pm - 9:00 pm
112 School Road, Cornwall VT & Virtual Connection**

ACSD District Vision and Mission

OUR VISION

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

OUR MISSION

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

In-Person Attendance

Barbara Wilson; Brian Bauer; James Malcolm; Jamie McCallum; Jennifer Nueder; Joanna Doria; Lindsey Hescok; Mary Gill; Mary Heather Noble; Steve Orzech; Victoria Jette

Remote Attendance

Suzanne Buck

Not In Attendance

Peter Conlon

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/82103426101>

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 6:37 p.m.

Victoria Jette announced changes to the scheduled ACSD Board Meetings in December. The new dates and times will be December 5th at 5:30 p.m. and December 19th at 5:30 p.m. Heather Crowley will make these changes in BoardPaq.

1. Introductions - Board Members, Administrators and Staff

Also present:

ACSD Administration & Staff: Peter Burrows, Superintendent; Caitlin Steele, Assistant Superintendent of Teaching and Learning; Nicole Carter, Director of Equity and Student Services; Heather Crowley, Executive Assistant to the Superintendent; Bruce Macintire, Director of Facilities; Will Hatch, Director of Technology; Matt Corrente, Director of Finance and Operations

Narges Anzali, ACSD Board Student Representative

2. Public Comment

Peter Lynch of Shoreham urged the Board to vote down the current Charter change proposal on the table. He thinks it pits towns against each other and is unhealthy for the district. He does not observe the "one big family" idea around ACSD, and noted Peter Conlon's comment about changing the Charter to cool the temperature of the conflict in the district. The only way to do that is to allow towns to vote on school closure. Voters will respond to good arguments regarding closure. He ended with a quote from James Rebanks, author of *The Shepherd's Life*.

Tim O'Leary of Ripton said that the conversation at the last Board meeting left him wondering about changing Article 14, noting the three prevailing arguments: No change to the charter; change to allow for District Vote, or change to allow for Town Vote. He said that all parties have compelling reasons, and suggested that it would be best to allow District voters to decide how to change the charter. He met with Save Our Schools to discuss the idea and have worked together to circulate a petition in support of this idea. They have not yet gotten 5% of the electorate, but already have 420 signatures, 270 of which are from Middlebury voters. He is asking the Board to ask the electorate to help find a path to a collective truth.

Chris Kramer of Cornwall welcomed the Board to Cornwall School as the Chair of Friends of Cornwall School, and expressed his (their) support for the idea behind the petition. ACSD unified about six years ago and over this time has struggled to keep small school voters connected to the Board. How do our voices get integrated? This action would help.

Mac Cox of Ripton responded to Mary Heather Noble's recent letter in Front Porch Forum -- she makes a compelling argument, but took issue with the idea that Ripton is a case study about the lengths to which a town will go to save its school without regard to the cost. He wants to remind people that Ripton returned to ACSD because they felt they could not bear the cost of operating their school without supervisory services. He also said that the system is not democratic from Ripton's perspective. Ripton lost their preschool program last year and was never asked about it. Ripton funded and ran their school for 26 years. Act 46 made Ripton a problem. Act 46 excludes the rights of small town voters.

Tanya Scuteri of Shoreham commented on the Charter Change, noting the arguments for both positions: adding a District vote to the charter change is consistent with other District-wide voting practices, but adding a Town vote would reflect the disparate impact of closing a school on the students and families of the impacted town. The implication that rural voters would not be receptive to a well-thought out argument demonstrates a lack of understanding of, confidence in, and respect for them. We all voted on establishment of ACSD, so it makes sense to put this decision out to the District to let them choose whether the charter change should include a District vote or Town vote.

Hugh McLaughlin of Middlebury offered comments on the facilities master planning process. Cornwall has experienced the most significant growth in population over the past few years -- the primary reason for this growth is because it is outperforming other schools. Weybridge Elementary has too small of a population to report its performance results. The message is that quality matters when attracting families to a school. He understands the concern about school closure -- he would be upset if his grandchildren's school were to close, but the Board needs to resolve this elementary school issue and provide some certainty to ACSD families. Right now the only school that is certain to NOT close is Mary Hogan. He would not support a bond measure until this issue is addressed. The four largest elementary schools in ACSD

are Mary Hogan, Cornwall, Shoreham and Salisbury. We should keep and improve those and direct other students to them. The tradeoff between having all seven elementary schools is that offerings will need to be cut from the secondary schools. How small is too small to meet the high standards of ACSD?

Roxanne Vought of Weybridge commented on the Charter change question. Her family moved to Weybridge because of the high quality of Weybridge Elementary. It is a place to build relationships with neighbors and volunteerism/community. The school is the center of the community. She supports changing the charter to include a supermajority of the Board and a vote of the impacted town. This is a decision about the future of that community and should be made by the people most familiar with, and impacted by the issues in that town.

Molly Witter's of Ripton said that she wanted to plant a suggestion that if we can't empower our communities to be able to make decisions about their schools that we should consider reverting back to a Supervisory Union model. There are high-functioning well run SUs in Vermont that do a good job honoring the complexity and diversity of towns. This way Middlebury won't feel so burdened by the small town schools and the small towns won't feel so threatened by a consolidated district.

Jim Zieger of Ripton spoke specifically about the facilities aspect of the issue -- he has a background in facilities, having served on other school boards and working in firefighting and building. The facilities renovation estimates provided in the TrueEx Cullins report (\$110M for the district, \$2M for Ripton Elementary School) are not carefully calculated. These are not realist numbers. This is an overblown rough draft used as a political talking point, a scare tactic. Having the article in the paper about the cost of repairs right after the charter change article was a "political football."

Ellen Whelan-Wuest of Cornwall commented on the charter change issue. The vast majority of Districts in Vermont have a provision for Town vote prior to school closure, so this request is not extraordinary. She has a question of process -- there are people on the Board who have a clear understanding of the District's financial obligations, and she does not have any issue with that. But she does not think the Board understands how many people will come along with that perspective if they are genuinely invited into the process and conversation. If you truly bring people to the table, they will show up and listen. If it's a good argument... we care about every kid and every family. This vote is an opportunity to change the conversation, to create partners rather than opposition. This can be done through process -- it has not felt transparent or inclusive.

Ruth Bernstein of Shoreham asked the Board to please stop saying that people's only care about their school in their town. It's a mischaracterization of our beliefs and feels condescending. She believes she is fighting for equity for every student, which means keeping a school in every town because children should be educated close to home and community. Schools far away are less equitable and more apt to let children fall through the cracks. But that doesn't mean she does not understand that there may be a time when a school should be closed -- but that should be done as a last resort, thoughtfully and carefully without political pressure. The goal of ACSD should be to keep all schools open. We are all smart and capable, and care about all students. The tension is really between the desire to maintain town-based learning and the push to abolish it. Town-based schools are best for all children.

Saul Nurok of Weybridge said that he wants to promote a process to reach an outcome that we can all live with. This issue feels like a lingering cloud that won't go away. This is dividing the larger community, and community is important. Any healthy relationship requires

acceptance from all sides on the big issues. Forcing a decision on a small town would increase tensions. A few years ago, Weybridge voted not to leave ACSD. If there is a compelling argument based on facts to close a school, he would hope that the wider community would place their trust in the impacted town. Doing so would allow a town to have ownership over the decision. Please let each town have a say in its own fate.

B. Cornwall School Presentation

Mindy Harvey, Third Grade Teacher at Cornwall School led her students in the brief presentation around community connection and civic virtues.

C. Recommendation to Approve Minutes of October 24, 2022

Minutes approved with corrections to Mac Cox's name and the addition of the link to the TrueEx Cullins Facilities Report.

Motion to approve the minutes of October 24, 2022.

Move: Jennifer Nueder Second: Suzanne Buck Status: Passed

D. Approve ACSD Bills

James Malcolm presented the ACSD Bills as follows:

Read on October 31, 2022:

General Fund \$326,908.90

Payroll \$1,814.40

Payroll \$1,310.91

Payroll \$871,838.20

Read on November 14, 2022 (Will need second review by Finance Committee member):

General Fund \$792,366.54

Payroll \$267.89

Payroll \$807.70

Payroll \$8,164.95

Payroll \$1,289,685.29 (this includes payment for healthcare benefits)

Motion to approve the ACSD Bills as presented, pending second review of bills read on November 14, 2022..

Move: James Malcolm Second: Mary Gill Status: Passed

E. Professional Appointments

Barbara Wilson asked if we know about the circumstances around resignations. Peter Burrows answered that he did, but that it is not publicly discussed as a personnel matter.

Lindsey Hescocock asked if the Board is supposed to receive notification for all hires -- she has seen advertisements in the paper for coaches and other positions. Peter Burrows replied that the Board approval is only required for appointment of licensed professionals.

Steve Orzech asked about the way this process is warned on the agenda -- the Board is taking an action, but it is not warned specifically as an action. Peter Burrows said that it is the same routine housekeeping business as Board approval for paying ACSD bills, but noted that the Agenda can be clarified.

James Malcolm asked if this process was necessary, since the Superintendent is actually the one who hires and fires District staff. Mary Gill and Peter Burrows pointed out that it is actually required by VSBA/ACSD Policy.

Motion to approve ACSD Professional Appointments as presented.

Move: Barbara Wilson Second: Mary Gill Status: Passed

F. Report of the Superintendent

1. Discussion: FY24 Budget Development

Peter Burrows offered a few opening comments and introduced Matt Corrente to go over initial expectations for the upcoming FY24 budget. They met with the Finance Committee to bring numbers together. Inflation will have an impact on the non-staffing portion of the budget, which is about 20% of it. We will begin negotiation next year for new staffing contracts. On the horizon for the following year FY25 are new staffing contracts, sunseting of ESSER COVID relief funds, and phasing in of the states pupil weighting formulas -- all of which will negatively impact the District's budget. Bottom line: fairly steady for this next FY24, but anticipate much larger pressures for FY25.

Matt Corrente noted the following drivers for the FY24 budget:

- Mandatory increases in health insurance costs (12% increase)
- Inflation-driven increases in non-personnel costs (5% for energy, 4% for books & other materials)

They are currently tidying up the budget document so it is understandable for everyone -- expecting roughly a 5-7% overall increase.

Questions:

Brian Bauer asked about how heating fuel is purchase -- is it pre-paid? Doing so would likely save money. Bruce Macintire said the District has a locked in price through the bid process and that pre-paying didn't save significant money and could potentially impact the District's cash flow with a big lump sum payment. Matt Corrente said they are looking to simplify the way they budget energy costs.

James Malcom complimented Matt Corrente's work as the new Director of Finance and Operations. Steve Orzech echoed that sentiment.

Joanna Doria asked about the Principals meeting reflected in the handout -- Peter and Matt explained that this is the administration meeting with each principal to get a sense of their school's needs for the next fiscal year.

Lindsey Hescok asked a general question about where to find materials referenced in the Superintendent's report. Peter Burrows and Heather Crowley responded that the information is accessible from the posted materials on the website.

2. Discussion: Kitchen Public Bid Opening for Contractors

Bruce Macintire explained the process for how the Board selects a contractor for the MUHS Kitchen Renovation project. The Board already prequalified three firms that responded to the initial scope of work and request for bids. The bids only reflect the management fee and design work for the desired project. After the design work, they will collect bids from subcontractors to generate a more realistic project cost. This is the big reveal for the initial part (management + design) -- we will be going with the lowest bid.

BreadLoaf Corp (Middlebury): \$147,494.00

ReArch (Williston): \$251,435.00

Russel (Rutland): \$286,840.00

Questions:

Lindsey Hescocock asked if Bruce had a sense of where the final costs will land -- the last meeting suggested that inflation has already had significant impacts on the cost since we advertised the scope of work. What do we do if the total cost is much more than the money we set aside for the work? Bruce explained that they would need to scale back the scope of work to meet the budget, and if they can't do the work within the budget, they will need to come back to the Board to decide what to do. But the money spent on the design work will be spent.

Barbara Wilson clarified that the bids today are just for management and design. Hope the contract will have more specifics. Mary Heather Noble asked Bruce if he could think of any reason why BreadLoaf's bid was so much less than the others -- are they forgetting/omitting an important element? Have we worked with them before and had a good outcome? Bruce said that the District has worked with BreadLoaf before and had good outcomes -- they have the advantage of access to local subcontractors.

Motion to accept the apparent low bid for management and design of the MUHS Kitchen Renovation Project, contingent upon review of the submitted materials and confirmation of proposed figure as the lowest bid.

Move: Jennifer Nueder Second: Steve Orzech Status: Passed

G. Report of the Board

1. Action: ACSD Charter Amendment - Article 14

Note: Discussion starts at 1'25" into Board Meeting recording.

Victoria Jette reminded the group of where the charter change issue was left off from last meeting. Given the confusion around the motion that was left on the table, she has asked Mary Heather Noble to rescind the motion to allow for further dialogue. She also does not feel that the Board should take action tonight because not all Board members are present.

Steve Orzech asked -- don't we have a quorum? Victoria responded that we do, but that since this is such an important issue, she felt it would be best for all Board members to be present to vote. Her hope is that the Board can discuss and arrive to an agreement about a new motion to put on the table for action at a later meeting.

Brian Bauer asked whether the Board had to vote to take the motion off the table. There was some discussion about this, but the understanding was that Mary Heather simply needed to rescind since she made the original motion.

Mary Heather explained why she made the motion that she did at the October 24th meeting -- she felt the motion should be specific, either to amend Article 14 to allow for a District vote, or

to amend Article 14 to allow for a Town vote. It didn't make sense to have a vote about just changing the charter -- that didn't seem complete enough. She also made a comment about the inherent privilege affiliated with this particular cause, and that she wished other issues like the achievement gap or behavioral issues or student social & emotional needs motivated voters to attend Board meetings. She feels that this issue is distracting from more important education-focused work of the Board and hopes the Board will keep its mission and responsibility to all students and educators at the forefront of their minds. She then rescinded the motion made on October 24, 2022 to modify Article 14 of the Charter to provide for a District-wide vote prior to closure of any school.

Victoria Jette made a statement about the Board's mission and the work that has been done to envision schools that best meet the Board's wishes for ideal student experiences. She reminded the group that the Board is not here to make a decision about closing a school, but rather if the time comes who should bear the responsibility of making that decision. Currently the responsibility lies with a supermajority of the Board. The Ad Hoc Committee presented information about how other unified districts in Vermont handle school closure -- some are similar to our charter, some allow a town vote, and some allow a district vote prior to any school closure. The original committee that drafted ACSD's charter felt that a supermajority of the board established a very high burden of proof to allow for school closure. If we were to try to close a school today, it would not pass because the argument for doing so has not been strong and the cost of tightening our belt has not been felt. The facilities master planning process intended to get ahead of that urgency. The current charter is working, but this issue is preventing the Board from doing its work and is politicizing Board service. For that reason, she supports a compromise to change the charter to allow for a District vote.

Brian Bauer stated that he would vote no for either option because he does not feel there is enough specificity around school closure. He wants to see what criteria will be used to determine school closure, whether it is done by the board, the district, or the town. We should be voting on the criteria for keeping a school open -- does the school meet standards for delivering quality education? This is what we should be looking at.

Barbara Wilson stated that this is too important of a decision to make without investigating the merits of all the different choices. We haven't yet looked at all the different flavors and talked about how they might work for ACSD. All we have done is look at what other districts have established and how that compares with ACSD's charter. She feels it is premature to go down one path. If we actually discussed the full range of options, we might find something that satisfies all of us. She suggests continued work at the committee level before finding language for a motion.

Narges Anzali said that she doesn't know all the complexities of the issue, but as a student who went to Weybridge, she feels the elementary school is more than a school -- it is the center of the community. It would be a shame if the people in that community had no say in whether their school closes.

James Malcolm said that he has thought a lot about this since rejoining the Board after unification. Act 46 was meant to drive schools to consolidate for efficiency and equity in learning. If you look at the evolution of public schools, it is consolidation. He feels everyone's concern, and does not believe there is a way to make everyone feel comfortable with a solution unless it includes a District-wide vote prior to school closure. He feels very uncomfortable with allowing for a town veto. He also disputes the process as "undemocratic." The most fair and democratic approach is to allow for a District vote. The question of school closure will keep coming up -- both equity and finances are driving forces.

Jamie McCallum expressed confusion and dismay at the rigidity of others' opinions. If evidence doesn't matter, why are we gathering it? The Ad Hoc Committee's work raises more questions than it answers. 39 out of 46 districts have or have had town vote -- that seems like a large number, but it doesn't seem to matter. Everyone seems afraid that having a town vote will bankrupt a town. But we have no idea if that has happened. There is a fear of towns deciding the fate of their school, and it seems unfounded. We have been doing all this equity work for strategic planning -- people in a town that will lose a school are disproportionately impacted by the decision. The way to remedy that is to give them more say in that decision. He is shocked about the unwillingness to get into the details, and feels that trying to get a motion that has language that will address how a school will be closed is irresponsible. He hopes that we can look into the fears that people have and see if they're grounded. He is personally swayed by evidence -- both quantitative and anecdotal. Anecdotes like the one Narges provided are data. We need to consider that data and be more careful on this decision.

Mary Gill expressed appreciation for taking a pause on the vote. This have given the board time, and has given constituents time to contact us. Mary Heather brought up some issues that she has been thinking. The school experience is more than the building. Schools are teachers, and teachers are under significant stress. Our teachers are stretched too thin, principals are covering for teachers and doing work other than administrative work. The more schools were have open, the more teachers we need to staff them -- we need to protect our teachers and try to keep their jobs more sustainable. We need to also consider student performance -- of course COVID has had an impact -- but only 50% of 3rd graders and 58% of 9th graders are proficient in reading. That is a huge problem. 44% of 3rd graders and 34% of 9th graders are proficient in math. We should be doing better than that. We also need more preschool spots for kids -- if we want theses proficiency numbers to improve. She thinks we need more time on this charter change.

Joanna Doria agreed with Mary regarding student outcomes, but is worried about the idea that closing schools and consolidating is going to remedy that. We're asking towns to make a giant sacrifice for the better of the whole. It's not fair to ask a community -- and we've spent this whole year focusing on community, and how it enriches students -- to cut it out and not celebrate or honor it, is not right. She also wanted to confirm that the idea of district vote or town vote would be in addition to the existing supermajority board approval required to close a school. The district-wide vote could happen in another way -- if we would support a district-vote prior to school closure, why don't we ask the electorate if/how they want to change the charter? She pointed out the last line of the Save Our Schools letter about engaging in a conversation to change the charter. The petition adds another element.

Jen Nuceder stated that she did not have anything prepared. Board members spend a significant amount of time on these matters, but we also have lives -- this is exhausting. The Board does have other things to do, and these items keep getting pushed aside to keep talking about this one issue. It is exhausting. She is not certain where she sits on the matter. This is a district in a democracy -- that's our reality. If people aren't happy with it, then we can change it -- but people on the board have been studying this matter very carefully for 6 years, and if people don't trust the Board to make the right decision then we should allow for a District vote. She doesn't think it can be done with a town vote -- and it's not because of fear, it's because this is a democracy.

Suzanne Buck stated that the original committee that crafted a charter took a very long time to come up with the original Articles of Agreement. They did not expect that a supermajority would ever be a possible achievement. They were all on pins and needles when the vote for unification happened, and when it did, we went from several districts each representing our

own towns into one unified district with a board that represented the interests of all towns and families. Re: the claim that the system we have is "undemocratic" -- Suzanne explained the way board representation was determined -- it is based on census data, and Middlebury has the most voters. That's just the way it is, and we don't have any control over that. She also said that there are many people in the District who have come to her because they are unhappy with the fact that Town money was spent for a vote to ratify Ripton's withdrawal, and that those same towns did not have a say in whether Ripton could re-join. But people are afraid to speak publicly about this because it may impact friendships or business relationships. The Board currently has too much on its plate, that to rush through this is not in the District's best interest. We may need to put this off, but we do need to eventually address this. She thinks we should leave the charter as is, and put the effort into writing a procedure to develop criteria for closing a school. The only way she could support changing the Charter would be to leave the supermajority of the board and --as is done for budget and board membership-- allow for a District vote.

Steve Orzech provided a pointed response to Joanna Doria's prepared statement from the last board meeting. He does not feel gratitude toward the Ripton School Board, Save Our Schools, nor the Addison Independent's editorial position -- they are all responsible for the division and distrust around the issue of school closure. He discussed three main points: compromise, language, and purpose. He thinks that Save Our Schools has been unwilling to compromise -- they want a town vote and claim that the Board is not listening when reasonable data-based disagreement is expressed. He also suggested that SOS uses inflammatory language -- that the Board cannot be trusted and that only Towns should be trusted with the decision to close a school. He alluded to campaign finance law violations made by two SOS-backed board members, and concluded with remarks on the purpose of SOS. He said that SOS specifically exists to save the schools in their community, not to provide the best education for students across the district. He noted the contrast between that purpose and the mission of the Board. He acknowledged the harshness of his position and that he will likely become a target, but he believes an elected representative should carry out the responsibility of their position.

Lindsey Hescocock expressed appreciation for pausing the vote. She would rather take the time needed to do a quality job than to look back with regrets. She sees a sincere effort that we're all trying to do our best. She noted that the Charter is the foundational document of our District, and that we should be giving the charter change issue at least as much time as we give policies and policy reviews. She also brought up the question about whether the Board in fact has the power to change the charter, and wondered about revisiting a legal review on that. There are so many possibilities on how to change Article 14 -- town or district, supermajority or majority, binding or non-binding. She would like to bring the focus to the students, and is most interested in establishing criteria for why a school is open -- how do we do best by students? She wonders about Peter Conlon's position, and also whether the TrueEx Cullins estimates are valid. She also thinks the Board is spending too much time on this, too much other work is being tabled. She would ultimately like for the Board to feel good about its decision, and that it represents the best of us.

Brian Bauer emphasized the idea of looking at the issue from how to keep a school open, meaning what are the criteria a school must meet to provide the best for students. He would also like to see consideration of the ramifications for closing a school. He also noted that if you base the decision on objected educational criteria, you may not be able to compromise.

Barbara Wilson suggested looking at Windham Southeast District re: having to do a study to investigate the impact -- then you would know what to mitigate.

Mary Heather made a lengthy statement about hearing the need to devote more time and effort to investigating options and identifying more detailed language around the charter change, again emphasizing her concern about the Board's limited bandwidth and all the other more important work in front of the Board. She said that we need to direct our attention to students and supporting educators -- when we spin our wheels on this issue we are not doing the work that we all took an oath to do. She also stated the importance of connecting current staffing issues and the existing configuration of schools, and connecting how we distribute our resources to how well (or not) we are currently serving students and supporting teachers. The town vote issue is on the front burner and shouldn't be. She also emphasized the importance of working within the financial realities -- ignoring them is like climate change denial.

Victoria thanked everyone for sharing their perspectives, and asked the group about next steps. Jen Nuceder said that we can just leave the charter as is -- and expressed frustration about all the regular committee work that has been done to allow the District to respond to student needs in uncertain times and the community response has been political. The elementary school facilities planning was paused in light of uncertainties around funding, and the Board is not proposing school closure right now. Victoria said she is hearing that the Board is not ready to create a motion for changing the charter -- and asked the Board if it is leaving the issue for now.

James Malcolm mentioned the petition, and that the Board may need to discuss that if it is delivered. Mary Heather expressed appreciation for Suzanne's idea of working on a procedure/criteria around school closure or minimum standards for an operating school. Barb suggested forming a committee to look at that in January or February. Lindsey asked about the impact of the next round of Board elections on that work -- would like to keep the knowledge base of Board members with the most experience.

Victoria acknowledged the consensus to delay any action, and revisit discussion around inviting the Ad Hoc Committee or establishing a new committee to look at the criteria/procedure side of school closure. Jamie McCallum noted that the most important thing to come out of this discussion is the focus on student achievement. Joanna asked about when the issue will be revisited -- January or February. Mary Gill emphasized working without our financial restraints and focusing on students and teachers.

2. Discussion: Board Stipends

Victoria Jette said that the question of Board Stipends was recently brought to her attention -- other Districts in the area have higher stipends, and she wants the Board to consider whether it thinks Board stipends should be increased to be aligned with other Districts. It's not an income, but is intended to offset extra costs board members incur for their service (childcare, meals, lost wages, etc.). ACSD's current stipend is \$500 per member per year. MAUSD is at \$3500 for board chair and \$1800 for other members. ANWSD is similar. The PAHCC pays \$1200 for board members and board chair receives an additional \$1500.

Victoria expressed uncertainty about her feelings re: board stipend. It's a volunteer position and should be understood as that, but also feels it important to remove financial barriers to serving on the board. Would personally rather see that money devoted to student expenses, but supports a solution like creating a Board slush fund to cover reimbursement for expenses. That might resolve the access issue, but not raising the total amount for the whole board.

Barbara Wilson mentioned that the strategic planning work is focused on equity for the

district -- perhaps we should consider equity for the Board as well, to make sure that board members who need the stipend can easily receive it, and that we are actively accommodating potential board members for whom a financial burden might prevent them from serving.

Suzanne Buck mentioned that some Board members do not take their stipend, so even the increase may result in a slush fund. Lindsey Hescok said that she is one of the people who approached Victoria. She almost didn't run for the Board because of the financial impact. She gets paid hourly and misses a lot of work for board meetings. This has a financial impact. She saw figures in the paper for PAHCC: \$2500 for Board Chair, \$1200 for board members, \$2000 for the treasurer. Slate Valley: \$1200 for board member, \$1500 for board chair. Mount Abe: \$2400 for board chair, \$1200 for board member. It's an equity issue and she doesn't believe that board members should have to apply for assistance. Just make it hospitable for a broad range of people to be able to serve.

Steve Orzech suggested that Victoria create a proposal for the Board to consider. Victoria agreed.

H. Other

None.

I. Executive Session: Personnel

Board went into Executive Session at 9:39 p.m.

Board returned from Executive Session at 10:05 p.m.

Motion to move into Executive Session to discuss a personnel matter.

Move: Steve Orzech Second: Jamie McCallum Status: Passed

J. Adjournment

Meeting adjourned at 10:06 p.m.

Motion to adjourn.

Move: Jamie McCallum Second: Mary Gill Status: Passed

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ACSD Facilities Master Plan

Strategic Pathways



Brief summary of Facilities work to date

- Upon district unification, Board spent 4 years on facilities master planning project anticipating major facilities needs and exceeding excess spending limit (which has been temporarily suspended)
- Community and Board wrestled with facilities conversations for years
- Our facilities needs are very large
- Committee acknowledges these realities and understands that upcoming conversations may be difficult as we discuss where to direct our resources
- Committee grappled with how to move forward and are interested to hear from the full board for direction regarding bond scope: Comfort with a dollar amount/range, Facilities needs from the list of project options
- Options address facilities needs, but not ideal school

Recap of Facilities Committee Meeting 10/19/2022

- Priority System helps provide a methodology for handling and sorting deferred maintenance and system renovation projects.
- Financial Barriers - In order to pass any bond, the scope of the intended projects will likely be less than the total need, leaving some items unaddressed.
- Smart spending - \$ too expensive to not be long sighted
- Ask Board for guidance regarding where to invest
- Menu scenarios were presented and modifications are reflected in this presentation on slide 6.

Priority System

Purpose: The priority system serves as a method of triage for deferred maintenance and systems renovation projects. Using the priority system allows us to section off and act on facilities issues that may affect code compliance or building safety while maintaining strategic planning capabilities over less urgent items.

Priority 1: Code Issues & Failed Systems

Priority 1 reflects the highest level of replacement need. Systems with a Priority 1 designation are deemed to be in violation of building codes, failed past the cost of repair, or long past the time when they reached Priority 2 designation.

Examples: Life safety systems (fire alarms, egress lighting), roof integrity, major plumbing systems and pipe integrity, structural issues, ADA noncompliance.

Priority 2: End of Useable Life

All systems and materials present in the physical plants have a predetermined or calculable life expectancy. As such, we can monitor those items as they move towards that milestone. When a system or material has reached the end of its predetermined or calculated lifespan, it is moved into Priority 2. All Priority 2 items will become Priority 1 items unless acted upon.

Examples: hvac system, ceilings and lights, windows and doors, flooring, paint and other finishes.

Priority 3 also exists but refers to improvements that are additive rather than restorative. i.e. LED lighting.

Strategic Pathways: Our Options

- | | |
|---|---------------|
| 1. Do all Priority 1, P2 and P3 renovations district wide | \$102,084,331 |
| 2. Do all P1 and P2 renovations district wide | \$78,087,137 |
| 3. Do P1 & P2 renovation at MUHS and MUMS | \$62,121,496* |
| 4. Do all P1 renovations district wide | \$11,617,451 |
| 5. Do P1 renovations at MUMS and MUHS | \$9,308,462* |
| 6. Do all P1 and selected P2 projects. | \$11.6M-\$78M |

Due to volatility in the construction market these amounts are not accurate and only demonstrate the scale of what needs to be done.

*amended from 10/19/2022 version

Bond Tax Impact

Bond Amount (millions)	Annual Principal	Avg. Annual Interest	Total Annual Average Cost	Average Tax Rate Change*
\$10	\$400,000	\$208,506	\$608,506	1.8%
\$20	\$800,000	\$417,012	\$1,217,012	3.5%
\$30	\$1,200,000	\$625,518	\$1,825,518	5.3%
\$40	\$1,600,000	\$834,023	\$2,434,023	7.0%
\$50	\$2M	\$1,042,529	\$3,042,529	8.8%
\$75	\$3M	\$1,563,794	\$4,563,794	13.2%
\$100	\$4M	\$2,085,059	\$6,085,059	17.6%

*Average over POP. Assuming no change in ed spending.

Bond Tax Impact

Assumptions			
1	Property Yield Estimated for FY24		\$13,500.00
2	ACSD Weighted Pupils Est. for FY24		1720
3	Local Budget Est. for FY24 with 3% Increase		\$35,600,217.00
4	Local per pupil spending		\$20,697.80
5	Calculated District Tax Rate		\$1.53
6	Sample CLA Adjustment using District Median (Bridport)		90.58%
7	Adjusted sample District tax rate		\$1.69
8	Sample home value		\$350,000.00
9	Baseline FY24 Property Taxes on sample home		\$5,915.00
10	Bond Term		25 years
11	ED Spending Fixed After Yr 0		

Bond Tax Impact: Year 1

		\$10M	\$20M	\$30M	\$40M	\$50M	\$75M	\$100M
YEAR 1	Starting Rate	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69
	% Change	0.9%	1.7%	2.6%	3.4%	4.3%	6.4%	8.6%
	New Tax Rate	\$1.70	\$1.72	\$1.73	\$1.75	\$1.76	\$1.80	\$1.83
	New Tax Amount	\$5,965.70	\$6,016.41	\$6,067.11	\$6,117.81	\$6,168.52	\$6,295.28	\$6,422.04
	Δ in \$	\$50.70	\$101.41	\$152.11	\$202.81	\$253.52	\$380.28	\$507.04

Bond Tax Impact: Year 2

		\$10M	\$20M	\$30M	\$40M	\$50M	\$75M	\$100M
YEAR 2	Starting Rate	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69
	% Change	2.2%	4.4%	6.6%	8.8%	11.0%	16.6%	22.1%
	New Tax Rate	\$1.73	\$1.76	\$1.80	\$1.84	\$1.88	\$1.97	\$2.06
	New Tax Amount	\$6,045.68	\$6,176.37	\$6,307.05	\$6,437.74	\$6,568.42	\$6,895.13	\$7,221.84
	Δ in \$	\$130.68	\$261.37	\$392.05	\$522.74	\$653.42	\$980.13	\$1,306.84

Bond Tax Impact: Year 14

		\$10M	\$20M	\$30M	\$40M	\$50M	\$75M	\$100M
YEAR 14	Starting Rate	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69
	% Change	1.8%	3.6%	5.3%	7.1%	8.9%	13.4%	17.8%
	New Tax Rate	\$1.72	\$1.75	\$1.78	\$1.81	\$1.84	\$1.92	\$1.99
	New Tax Amount	\$6,020.47	\$6,125.93	\$6,231.40	\$6,336.86	\$6,442.33	\$6,705.99	\$6,969.65
	Δ in \$	\$105.47	\$210.93	\$316.40	\$421.86	\$527.33	\$790.99	\$1,054.65

Bond Tax Impact: Year 25

		\$10M	\$20M	\$30M	\$40M	\$50M	\$75M	\$100M
YEAR 25	Starting Rate	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69	\$1.69
	% Change	1.2%	2.5%	3.7%	4.9%	6.2%	9.3%	12.4%
	New Tax Rate	\$1.71	\$1.73	\$1.75	\$1.77	\$1.79	\$1.85	\$1.90
	New Tax Amount	\$5,988.13	\$6,061.26	\$6,134.38	\$6,207.51	\$6,280.64	\$6,463.46	\$6,646.28
	Δ in \$	\$73.13	\$146.26	\$219.38	\$292.51	\$365.64	\$548.46	\$731.28

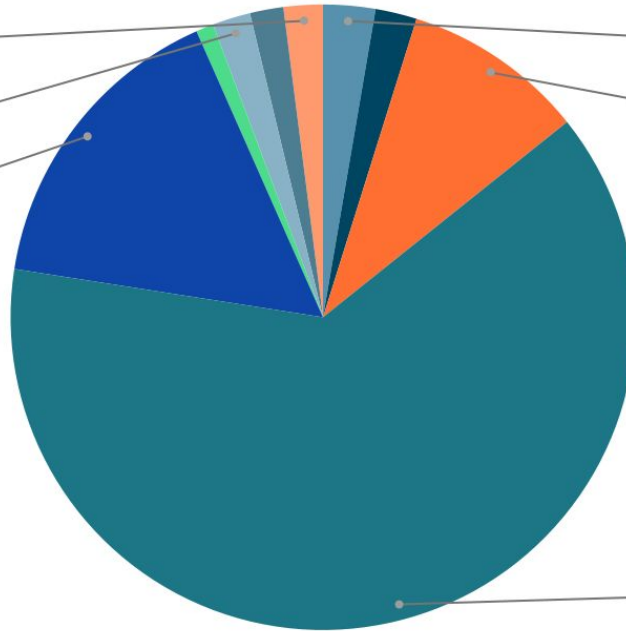
Strategic Pathways: Outside Factors

- The TruexCullins Facilities Master Plan was calculated using data from 2019. Due to market conditions, ALL COSTS have been raised by 88.5% to make them current.
- Continued inflation and interest forces will cause that number (88.5%) to continue to increase. Truex uses a flat 10% per year cost escalation factor.
- Using housing as a leading indicator, we may be able to plan major improvements around a recession or market drop that would likely lead to decreasing costs. More work for the same \$.

Priority 1 & 2 Cost Breakdown

Priority 1&2 total

Weybridge
2.0%
Salisbury
2.0%
MUMS
15.9%

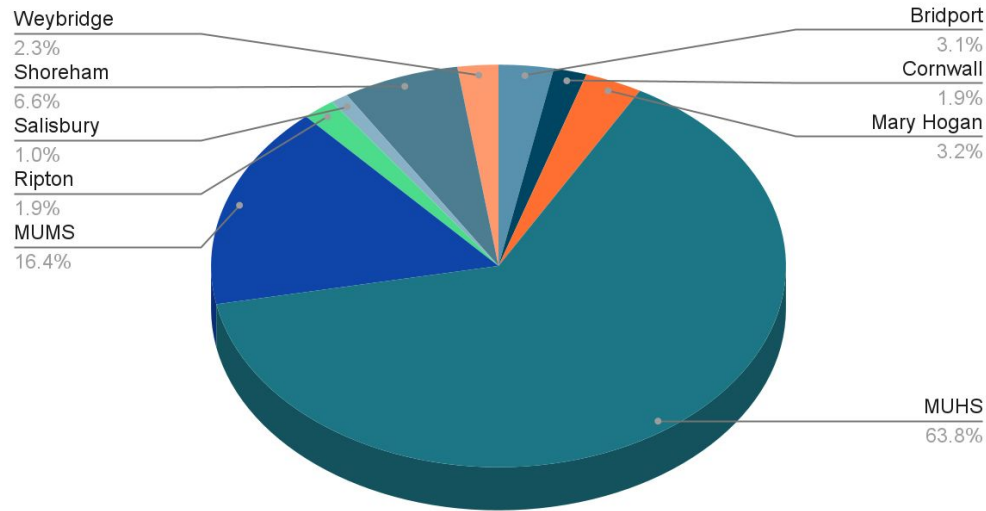


Bridport
2.7%
Mary Hogan
9.4%

MUHS
63.2%

Bridport	\$2,106,186
Cornwall	\$1,676,148
Mary Hogan	\$7,361,100
MUHS	\$49,347,317
MUMS	\$12,413,079
Ripton	\$708,537
Salisbury	\$1,536,948
Shoreham	\$1,353,721
Weybridge	\$1,584,101

Priority 1 Cost Breakdown



Bridport	\$359,292
Cornwall	\$216,451
Mary Hogan	\$375,692
MUHS	\$7,407,617
MUMS	\$1,900,845
Ripton	\$215,182
Salisbury	\$113,747
Shoreham	\$761,737
Weybridge	\$266,888

MUHS: Example of Full Project Analysis

MUHS - Preliminary Cost Opinion
3/20/2022

TrueexCullins
Education

#	Item	Priorities	Not Selected	Priority 1	Priority 2	Priority 3	Not Selected
1	2	3	4	5	6	7	8
Electrical / Fire Safety							
<i>(see Report by Peterson Associates)</i>							
Power Systems							
1	Main Service Gear	✓		\$176,000.00			
2	Electrical Distribution	✓		\$495,000.00			
3	Panel Clearance	✓		\$40,000.00			
4	Existing systems identification	✓		\$10,000.00			
5	Design Standalone systems	✓		\$10,000.00			
6	Power for new Mechanical Work	✓		\$10,000.00			
Lighting Systems							
7	Lighting systems	✓		\$2,670,000.00			
8	Lighting controls	✓		\$435,000.00			
9	Emergency lighting at Exit	✓		\$3,000.00			
10	Advised installation	✓			\$80,000.00		
Security Systems							
11	Intrusion Detection	✓				\$100,000.00	
Alarm/Communication							
12	Review existing CMAA and phone system	✓		\$250,000.00			
13	Public system upgrades	✓		\$410,000.00			
14	Public Address	✓					
Fire Alarm							
15	ADA map hold open at classrooms	✓		\$110,000.00			
Mechanical							
<i>(see Report by ENG/C)</i>							
Recondition and Control							
16	Air handling units - Areas B, C, D, and E	✓					
17	Air handling units - Areas F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z	✓		\$400,000.00			\$270,000.00
18	VAV terminals - Building 1	✓		\$1,120,000.00			
19	VAV terminals - Building 2	✓		\$1,120,000.00			
Recondition/Control phase							
20	Chilled water pumps	✓		\$176,000.00			
21	Chilled water pumps	✓		\$480,000.00			
22	Water treatment	✓		\$480,000.00			
23	Reconditioned pumps	✓		\$180,000.00			
24	ADA Control	✓				\$5,400,000.00	
25	Open - Switch Panel System	✓					\$7,400,000.00
Refrigeration							
<i>(see Report by ENG/C)</i>							
Refrigeration and Heating							
26	Refrigeration equipment	✓		\$10,000.00			
27	Under slab air conditioning	✓					
28	Under slab air conditioning	✓		\$2,500,000.00			
29	Area in Labrooms	✓		\$20,000.00			
30	Area in Labrooms	✓		\$10,000.00			
31	GAH boiler room	✓		\$50,000.00			
32	Domestic water system	✓		\$7,400,000.00			
Fire Protection							
33	Gas Detector system	✓		\$7,000.00			
34	Gas Detector system	✓		\$7,000.00			
Structural							
<i>(see Report by Engineering Ventures)</i>							
Labratory							
35	Engine inspection and design - windows	✓		\$140,000.00			
36	Engine inspection and design - Buildings 1	✓		\$80,000.00			
37	Concrete crack reinforcement - Buildings 1	✓			\$30,000.00		
38	Labratory system reinforcement - Buildings 1, 2, 3, 4	✓			\$170,000.00		
39	Labratory system reinforcement - Buildings 1	✓			\$180,000.00		
40	Labratory system reinforcement - Buildings 1	✓			\$170,000.00		
41	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
42	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
43	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
44	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
45	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
46	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
47	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
48	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
49	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
50	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
51	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
52	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
53	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
54	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
55	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
56	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
57	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
58	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
59	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
60	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
61	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
62	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
63	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
64	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
65	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
66	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
67	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
68	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
69	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
70	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
71	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
72	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
73	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
74	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
75	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
76	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
77	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
78	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
79	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
80	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
81	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
82	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
83	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
84	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
85	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
86	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
87	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
88	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
89	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
90	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
91	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
92	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
93	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
94	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
95	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
96	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
97	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
98	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
99	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		
100	Labratory system reinforcement - Buildings 1	✓			\$140,000.00		

MUMS: Example of Full Projects Analysis

Line #	Item	Priorities	Not selected				Priority 1	Priority 2	Priority 3	Not Selected
			N	E	U	S				
Electrical / Fire Safety										
(one Report by Pearson Associates)										
Power Systems										
1	Electrical Closures	✓	✓				\$3,000			
2	Preventive Maintenance	✓	✓					\$10,000		
3	Power for new Mechanical Equip						\$130,000			
Lighting Systems										
4	Fluorescent Lighting	✓	✓					\$970,000		
5	Lighting Controls	✓	✓					\$370,000		
6	Emergency Lighting in Elec. Closets	✓	✓				\$1,100			
7	Illuminated Exit Signs	✓	✓				\$10,000			
8	Emergency lighting at Exits	✓	✓				\$3,000			
9	Emergency lighting on Egress routes	✓	✓				\$1,700			
Security System										
10	Lock-down systems	✓	✓				\$40,000			
Data/Communications										
11	Replace existing phone system	✓	✓				\$100,000			
12	Remove existing COAX system	✓	✓					\$20,000		
Fire Alarm										
13	Add mag-hold opens at classrooms	✓	✓				\$20,000			
Mechanical										
(one Report by ENGVI)										
Ventilation and Controls										
14	ERVs	✓	✓					\$580,000		
15	Add Cooling	✓	✓						\$2,550,000	
16	Controls	✓	✓						\$100,000	
Heating/Cooling plant										
17	Boilers	✓	✓					\$332,000		
18	Circulator pumps	✓	✓					\$62,000		
19	Boilerhead radiators	✓	✓					\$157,000		
20	Piping insulation	✓	✓					\$60,000		
21	option Switch Fuel Source	✓	✓							\$3,410,000
Plumbing										
(one Report by ENGVI)										
Barbrooms and Plumbing										
22	Backflow preventer	✓	✓				\$20,000			
23	Existing indirect water heaters	✓	✓					\$20,000		
24	high-flow plumbing fixtures	✓	✓						\$150,000	
Fire Protection										
25	Dry Sprinkler system	✓	✓				\$30,000		\$30,000	
26	Dry Sprinkler system	✓	✓							
Structural										
(one Report by Engineering Ventures)										
Structural repairs										
27	Block crack repair	✓	✓						\$40,000	

Line #	Item	Priorities	Not selected	Enhanced	Priority 1	Priority 2	Priority 3	Not Selected
		1	2	3	4	5		
Civil / Landscapes								
See Report by Engineering Ventures								
Parking & Driveways								
28	Asphalt surfaces	✓				\$210,000		
29	Sub-base repair	✓				\$380,000		
Sidewalks								
30	Pedestrian walkways	✓			\$200,000			
31	Asphalt curb	✓			\$17,000			
Regulatory								
32	Act 84 compliance				\$286,000			
33	Green Schools funding							\$229,000
34	City water tower		✓	✓			\$10,000	
Site Drainage								
35	Sports fields		✓	✓			\$483,000	
36	Catch basins	✓			\$10,000			
37	Sink hole					\$10,000		
38	Outlet Pipe					\$1,400		
Site Work								
39	Indian Ball summer range		✓			\$14,000		
Architectural								
See Report by TravelCultivati								
Selective Demolition								
40	Selective demolition for new work	✓				\$670,000		
Exterior Windows								
41	Classroom windows	✓			\$490,000			
Roofs								
42	EPDM flat roofing	✓			\$40,000			
43	Gutters	✓			\$60,000			
Exterior Walls								
44	Fiberglass-batt insulation							\$0
45	Air sealing	✓	✓					
46	Vegetative growth	✓			\$80,000	\$80,000		
47	Masonry control joints	✓				\$40,000		
Exterior Doors								
48	Gate door threshold	✓			\$1,400			
Interior Doors								
49	Not used							
Ceilings								
50	Stained ceiling panels	✓				\$10,000		
Milewest & Equipment								
51	Classroom casework (cabinets)	✓			\$40,000	\$420,000		
52	Classroom sinks	✓			\$130,000			
53	Science casework	✓			\$10,000			
Flooring								
54	Cinder floor		✓				\$220,000	
55	Classroom flooring	✓				\$260,000		
56	Boys' bathrooms	✓				\$20,000		
57	Library Flooring	✓			\$30,000			
58	Admin office flooring	✓			\$10,000			

MUMS - Preliminary Cost Opinion						TruexCullins Education			
3/18/2022									
Line #	Item	Priorities		Material	Labor	Priority 1	Priority 2	Priority 3	Not Selected
		1	2						
Allowable portions									
59	Not used								\$0
Overheadings									
60	Not used								\$0
Aids									
61	Painting						\$150.00		
62	Wall base						\$1.00		
63	Bedroom girth						\$1.00		
64	Locker floor profiles						\$25.00		
65	Locker room lockers						\$100.00		
Kitchen									
66	Refrigeration (coolers/freezers)						\$400.00		
67	Counters per unit					\$60.00			
68	Electrical switches					\$10.00			
69	Spaced plumbing and electrical					\$1.00			
70	Electric lighting								
Totals						\$1,198.00	\$4,844.40	\$4,153.40	\$1,619.00
71	Cost Exclusion (20%)					\$239.60	\$1,321.28	\$712.60	
72	Soft Costs (20%)					\$239.60	\$1,306.36	\$882.20	
73	Maximum Material Allowance					\$2,638.80	\$1,454.56	\$7,807.00	
74	Owner Contingency (10%)					\$122.85	\$601.68	\$512.43	
75	Owner of Probable Project Cost					\$ 1,900.85	\$5,152.224	\$5,636.540	\$1,048,619
*Soft costs include A/E fees, permits, moving costs, furniture, etc.						Priority 1 subtotal	Priority 2 subtotal	Priority 3 subtotal	Project Grand Total

MH: P1 & P2

Sample P1 from Report:

- Bathrooms: No ADA restrooms at A & C wings Provide at least one public ADA restroom at both A and C wings.
- Tel/Data: Install an E911 compliant phone system throughout the school. The new phone system should be voice-over-ip (VOIP), networked, and connected to the PA system.
- Chimney: A crack in original building's chimney was observed to extend from the roofline all the way up to its crown. Additionally, the precast capstone at the chimney's crown was observed to be cracked through at two of the chimney's four sides. It is recommended that further investigation here is undertaken by both a qualified architect and a qualified structural engineer who should review the structure, determine the extent of repair efforts, and provide additional recommendations moving forward.

Sample P2 from Report:

- Exterior: Maintain and/or replace rotting wood shingles, rotting door frames, etc., at wall bases, roof soffits, window sills, etc., to prevent further damage to backup construction
- Roof: 1954 addition south roof (B Wing) in poor condition. Replace roof.

Ripton: P1 & P2

Sample P1 from Report:

- Casework: Sinks in classroom casework not accessible. Replace classroom casework, provide new roll under ADA sinks.
- Fire: Update the fire alarm system to replace the annunciation devices in all areas. Assume (26) new annunciation devices are required to replace the existing devices and provide new devices where they are currently not installed.

Sample P2 from Report:

- Wood Structure: Wood surrounding the beam that spans between the building's two entrance piers is splintering and has split in various locations. Remove the wood surrounding this beam to further investigate the cause behind this condition and replace structural elements as directed.
- Broken damper actuator arm at air handler serving Gymnasium. Repair gymnasium mixing box damper arm.

Salisbury: P1 & P2

Sample P1 from Report:

- ADA Parking: Restripe ADA compliant parking spaces and add ADA signage adjacent to parking spaces
- Emergency Lighting: Review the emergency lighting system to insure egress routes are adequately lit during a power outage. Additional emergency lights are required in the main egress hallways. Emergency fixtures are also required in all electrical rooms. Assume (16) emergency light fixtures are required.

Sample P2 from Report:

- Floors worn and damaged throughout. Replace resilient sheet and VCT flooring throughout the building. \$ 287,277
- Doors 2 Hinges failing, doors out of plumb. Replace door hinges throughout the building. \$ 100,541

Bridport: P1 & P2

Sample P1 from Report:

- Flooring: VCT flooring and adhesive present. Mitigate all exposed asbestos in Mechanical rooms.
- Fire Alarm: Replace the entire fire alarm system including all devices, horns, strobes, detection, and wiring.*has been fixed

Sample P2 from Report:

- Flooring: Replace all carpet and VCT with resilient flooring
- Distribution Pumps: Pumps appear to have motor shaft seal leaks and the pump housings are severely corroded, standing water is evident. Replace system pump.
- Roof: Repair/ replace standing seam roof, fascia, sealants.

Shoreham: P1 & P2

Sample P1 from Report:

- Roof Structure: Areas of failure and/or improper installation of roof structure. Perform in-depth structural assessment of steel roof system. *has been fixed
- Majority of windows original to building or aged replacements, inefficient and damaged. Replace with Energy Code compliant fiberglass units.
- Lighting: Poor lighting quality throughout. Classroom light levels as low as 16.4 foot candles. Replace fluorescent lighting fixtures with new direct/ indirect troffers and pendant fixtures as applicable.

Sample P2 from Report:

- Ceilings 2 Ceiling tiles in poor condition. Replace tiles; salvage grids where possible. Assume 11,000 sf of ceiling.
- Plumbing fixtures 2 Fixtures are at end of useful life. Replace all. 11 toilets; 8 lavatories.
- Panels: The electrical panel for music and guidance is almost impossible to service and presents a hazardous condition. Replace Panel "LA" with a new panel and breakers. This a 225-amp panel with 40 circuits

Cornwall: P1 & P2

Sample P1 from Report:

- Restrooms: No fully accessible toilet rooms in building. Upgrade at least 1 toilet room to fully accessible single user.
- Emergency Lighting: Provide emergency lighting at the exit doors, assume (6) outdoor LED emergency egress lights fixtures are required.

Sample P2 from Report:

- Windows and Doors: Replace all windows, seals, exterior doors, weatherstripping.
- HVAC Controls: Replace HVAC control system with current technology DDC system allowing remote monitoring and control.

Weybridge: P1 & P2

Sample P1 from Report:

- Site Structure: Unstable masonry retaining walls. Deconstruct and rebuild with reinforcement.
- Fuel oil tank: Water contamination present. Tank cannot be filled. Remove existing oil tank. Cost includes disposal, state permit, and consultant/ inspection/ reporting fees. Install new above ground tank.

Sample P2 from Report:

- Exterior Structure: Steel rebar at the surface of concrete foundations is exposed and corroding. Surrounding concrete is spalling. This condition is typical of multiple locations at both the east and west elevations of the 1966 addition. Remove loose concrete, paint the rebar with a corrosion inhibiting coating, and patch over with an appropriate concrete patching material.
- Flooring 2 Fair to poor condition. Replace all VCT and carpet with resilient sheet. Optional carpet tiles at Library.

Board Discussion

- Requesting direction regarding bond scope:
 - Comfort with a dollar amount/range?
 - Preference of facilities needs from the list of project options?
- What next?
 - Hire a consultant to begin yearlong process?

Addison Central School District

Policy: Board Member Conflict of Interest
File Code: A6
Adopted: November 21, 2016
Amended: September 17, 2018
Warned: November 18, 2022
Amended: Pending . . . November 28, 2022

Policy

It is the ethical and legal duty of all school board members to avoid conflicts of interest as well as the appearance of conflicts of interest.

Definitions

“Conflict of interest” means a situation in which a board member’s private interests, as distinguished from the board member’s interest as a member of the general public, would benefit from or be harmed by his or her actions as a member of the board.

Implementation

In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards.

- 1.A board member will not give the impression that he or she would represent special interests or partisan politics for personal gain.
- 2.A board member will not give the impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration.
- 3.A board member will not use his or her position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
- 4.A board member will not solicit or accept anything of value in return for taking particular positions on matters before the Board.
- 5.A board member will not give the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
- 6.Board members will be familiar with, and adhere to, those provisions of Vermont education law that define school board powers and govern board member compensation and public bidding processes.

Avoiding Conflicts

When a board member becomes aware that he or she is in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in state law or this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

Complaints of Conflict of Interest

When a conflict of interest claim against a board member is brought to the board in writing and is signed by another board member or a member of the public, and the board member against whom the claim is made does not concur that a conflict in fact exists, the following board procedure will be followed:

1. Upon a majority vote of the remaining board members, or upon order of the chair, the board will hold an informal hearing on the conflict of interest claim and give the board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining board members will determine by majority vote whether to:
 - a. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed;
 - b. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Vermont statute; and/or
 - c. Issue a public finding that the conflict of interest charge is supported by the evidence and the board member should be formally censured or subjected to such other action as may be allowed by law.

Legal Reference(s):

16 V.S.A. § 262(d) (Election of officers)
16 V.S.A. §557 (Gratuity/compensation prohibited)
16 V.S.A. §558 (Eligibility for election to school board)
16 V.S.A. §559 (Public bids)
16 V.S.A. §563(20) (Powers of school boards)

Cross Reference:

[1] See 16 V.S.A. §563(20). "...establish policies and procedures designed to avoid the appearance of conflict of interest."

ADDISON CENTRAL SUPERVISORY DISTRICT

Policy: PUBLIC PARTICIPATION AT BOARD MEETINGS

File Code: A21

Warned: November 18, 2022

Adopted: Pending . . . November 28, 2022

Policy

It is the policy of the board to encourage public participation at its meetings.

Background

Public participation is very important to the successful function of the Addison Central School District. The board wants to carry out its business with the benefit of public input and expertise. It also wants to keep the public informed and up-to-date on what is happening in the community's schools.

Implementation

Reasonable rules of participation may be used to ensure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner. Such rules may take into consideration such things as length of each speaker's presentation and the number of times each speaker may comment. (Procedure required)

Persons Who May Address the Board

1. Any district resident
2. School staff members, students and parents
3. Individuals who have been requested by the superintendent or the board to present a given subject
4. Persons who are directly affected by matters on the board agenda
5. Others at the discretion of the board

Public Comment on Agenda Items

1. The chair will ask for comments on agenda items before action is taken by the board.
2. When the number of people wishing to speak is large, the board may authorize the chair to use a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.

Public Input on Items Not on the Agenda

1. There will be time set aside for public input on items not on the agenda at every regular, special or emergency meeting of the board.
2. The time allotted to this item will be assigned by the chair or the person responsible for organizing the agenda.

3. The chair shall rule out of order any presentation to the board which breaches the privacy or other rights of students, parents or school employees, or which does not comply with Board policy on complaints. (See ACSD Policy A2: Key Responsibilities)

VSBA Version: March 3, 2020

Date Warned:

Date Adopted:

Legal Reference(s): 1 V.S.A. §§ 310 et seq. (Public meetings)

16 V.S.A. § 554(b) (School board meetings)

Cross Reference: Board Meetings, Agenda Preparation and Distribution

Addison Central School District

Policy: Prevention of Employee Harassment
File Code: B5
Warned: November 8, 2016
Adopted: November 21, 2016
Warned: November 18, 2022
Adopted: Pending . . . November 28, 2022

Policy

Harassment is a form of unlawful discrimination which will not be tolerated. Unwelcome sexual advances, requests for sexual favors, and other verbal written or physical conduct, constituting harassment as defined herein and by state and federal law violates this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation by the District pursuant to this policy is prohibited.

Definitions

1. **Employee:** For purposes of this policy, employee means any person who may be permitted, required or directed by the school District, in consideration of direct or indirect gain or profit, to perform services for the District.
2. **Unlawful Harassment:** Unlawful harassment is a form of discrimination. It is Verbal, written, or physical conduct based on an employee's race, religion creed, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.
3. **Sexual Harassment:** Is a form of sex discrimination and means Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - b) Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
 - c) Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
4. **Retaliation:** Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

Examples

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information, or disability. Such conduct includes, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

1. Sex

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

2. Race and Color

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

3. Religion

Harassment on the basis of religion includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

4. National Origin and Place of Birth

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

5. Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

6. Marital Status Harassment

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed parent.

7. Sexual Orientation

Sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

8. Gender Identity

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

9. Disability

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

10. Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

Procedure

1. Duty to Investigate

In the event the District receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The District is committed to take action if it learns of potential unlawful harassment, even if the aggrieved employee does not wish to file a formal complaint.

2. Designated Persons

Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the Non-Discrimination Coordinators or to the Superintendent at the following address and telephone number:

Non-Discrimination Coordinator: Director of Student Services
Address: 49 Charles Avenue, Middlebury, Vermont 05753
Telephone number: 802-382-1274

Superintendent
Address: 49 Charles Avenue, Middlebury, Vermont 05753
Telephone number: 802-382-1274

3. Investigation

Allegations of unlawful harassment will be promptly investigated by a Non-Discrimination Coordinator or his/her designee. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the District will take appropriate disciplinary and/or corrective action. The Non-Discrimination Coordinator or his/her designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s) and the complainant(s) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.

4. Filing a Complaint

Employees are encouraged to report the alleged unlawful harassment as soon as possible to the Non-Discrimination Coordinators or the Principal. The complainant will be asked to provide copies of any relevant documents or notes of events and the names of people who witnessed or were told of the unlawful harassment.

5. Alternative Complaint Processes

Employees may file complaints with both the District and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:

a. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, Telephone number: (802) 828-3171.
<http://www.atg.state.vt.us/issues/employment-law/Harassment.php> Complaints should be filed within 300 days of any unlawful harassment.

b. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, Telephone number: (617)565-3200 (voice), (617)565-3204 (TDD).
<http://www.eeoc.gov/field/boston/charge.cfm> Complaints should be filed within 300 days of any

unlawful harassment.

6. Confidentiality

The confidentiality of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of personnel records or other applicable discovery or disclosure obligations.

Legal Reference(s):

9 V.S.A. §§4502 et seq. (Public accommodations)

16 V.S.A. 11(a)(26) (Definitions)

21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment)

42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)

29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)

Addison Central School District

Policy: Pupil Privacy Rights
File Code: C8^[1]
Warned: November 8, 2016
Adopted: November 21, 2016
Warned: November 18, 2022
Amended: Pending . . . November 28, 2022

Policy

It is the intent of the Addison Central School District to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA)^[2] and Vermont State Board of Education Rules^[3] governing the administration of certain student surveys, analyses or evaluations.^[4]

Administrative Responsibilities

The superintendent or designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy and parents' access to information regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. The administrative procedures shall include provisions that address the following legal requirements:^[5]

1. The right of parents of a student to inspect, upon request, surveys created by third parties before the administration of the surveys to the student.
2. Any applicable procedures for granting a request by a parent for access to such a survey within reasonable time after a request is received.
3. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment (PPRA.)^[6]
4. The right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.^[7]
5. The administration of physical examinations or screenings that the school district may administer to a student.^[8]
6. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), including arrangements to protect student privacy in the event of such collection, disclosure, or use.^[9]

7. The right of a parent of a student to inspect, upon request, any instrument used in the collection of personal information under subparagraph (6) above before the instrument is administered to a student, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request.^[10]
8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, annual notice of such policies and procedures; notification and an opportunity for the parent to opt the student out of participation in activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose); notification and an opportunity for the parent to opt the student out of participation in the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment; and notification and an opportunity for the parent to opt the student out of participation in any nonemergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.^[11]
9. The rights of a parent under the PPRA transfer to a student who is 18 years old or an emancipated minor under state law.

Legal Reference(s):

[1] This policy is required by the Federal Protection of Pupil Rights Act, 20 U.S.C. § 1232h; Vermont State Board Manual of Rules and Practices, Rule 2113.

[2] See 20 U.S.C. 1232h.

[3] See Vermont State Board of Education Rule 2113.

[4] The federal law and state regulations requiring board policies on this subject are in some instances limited to surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. See 20 U.S.C. § 1232h(c)(1). At the board's discretion, the protections provided by this policy could be expanded to include all surveys conducted by the school district, regardless of the survey's funding source.

[5] See 20 U.S.C. §1232h(c)(1).

[6] See 20 U.S.C. §1232h(c)(1)(B) for the list of eight items that must be included.

[7] See 20 U.S.C. §1232h(c)(1)(C).

[8] See 20 U.S.C. §1232h(c)(1)(D).

[9] See 20 U.S.C. §1232h(c)(1)(E).

[10] See 20 U.S.C. §1232h(c)(1)(F)

[11] See 20 U.S.C. §1232h(c)(2).

Addison Central School District

Policy: Class Size File
File Code: D6
Warned: November 8, 2016
Adopted: November 21, 2016
Warned: November 18, 2022
Amended: Pending . . . November 28, 2022

Policy

It is the intent of the Board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation

1. The superintendent or his or her designee shall, in consultation with building principals, develop supervisory union wide class minimum, maximum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the supervisory union may vary as necessary to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the supervisory union.
5. This policy shall be posted on the Addison Central School District website and forwarded to the Secretary of Education.