

AGENDA



**Addison Central School District
Facilities Committee
Committee Meeting
Wednesday, November 18, 2020, 4:00 pm - 6:00 pm
Virtual & 208 Charles Avenue, Middlebury, VT**

You are invited to a Zoom webinar.

When: Nov 18, 2020 04:00 PM Eastern Time (US and Canada)

Topic: ACSD Facilities Meeting

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/84066992282>

Or iPhone one-tap :

US: [13126266799](tel:13126266799), [84066992282](tel:184066992282)# or [19292056099](tel:19292056099), [84066992282](tel:184066992282)#

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Webinar ID: 840 6699 2282

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- A. Call to Order Upon Reaching a Quorum
- B. Introductions - Board Members, Administrators and Staff
- C. Approve Agenda
- D. Public Comment
- E. Recommendation to Approve Minutes of September 23, 2020
- F. Presentation: Transportation Consultant, Tim Ammon
 - 1. Discussion: Findings, Questions and Answers
 - 2. Discussion: Plan for Bringing Topics to Full Board for Discussion and Decision-making
- G. Next Meeting Date
- H. Adjournment

MINUTES



**Addison Central School District
Facilities Committee
Committee Meeting
Wednesday, September 23, 2020, 7:00 pm - 9:00 pm
Virtual Connection**

Remote Attendance

James Malcolm; Jori Jacobeit; Mary Cullinane; Victoria Jette

You are invited to a Zoom webinar.

When: Sep 23, 2020 07:00 PM Eastern Time (US and Canada)

Topic: ACSD Facilities Committee Meeting

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/84581256575?pwd=MEpsQnpEd3BNNEJYMjNmQitka0dCZz09>

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Webinar ID: 845 8125 6575

Passcode: 444674

International numbers available: <https://us02web.zoom.us/j/84581256575?pwd=MEpsQnpEd3BNNEJYMjNmQitka0dCZz09>

A. Call to Order Upon Reaching a Quorum

Meeting called to order at 7:03 PM by Victoria Jette.

B. Introductions - Board Members, Administration and Staff

Administration: Peter Burrows, Brittany Gilman, Caitlin Steele, Vicki Wells

C. Approve Agenda

Approved

D. Public Comment

None

E. Recommendation to Approve Minutes of August 11, 2020

Minutes approved with one edit.

F. Discussion: Facilities Master Plan Update and Next Steps

Victoria introduced Caitlin and Vicki to provide an overview of the IB experience, student supports, and the educational vision for ACSD as it relates to the Facilities Master Plan discussion.

Before the presentation, David Epstein shared a schedule for how his work fits into the board's timeline for the Facilities Master Plan. The color coding differentiates between work done by district staff, board members, and TruexCullins.

David re-shared the three-legged stool as an analogy for the Facilities Master Plan (facilities, operations, education). He re-capped the guiding principles established at the Board Retreat in 2019. He noted that the board

is also still considering a four-school option, adding that he needs more direction on that because our current student body fits into the three-school option.

David referenced Brittany's staffing and busing models, noting that we haven't yet fully explored building operation and maintenance costs/savings. He shared the current model for a three-school option, which utilize the buildings in Bridport, Salisbury and Mary Hogan. He stated that it's possible that some of the deferred maintenance could come from a capital budget vs. a bond, but that remains to be seen.

David showed the three-school bond option breakdown of the types of existing spaces within each building, noting the additional possible space requirements of a hypothetical addition. Victoria clarified that we are working within a ten-year planning horizon.

G. Discussion: ACSD Design Team Work

Peter stated that this has been an iterative process, working with Brittany's staffing modeling leading up to tonight's presentation. Brittany added that Caitlin and Vicki's model will have some relatively small financial implications and some significant impacts on our programming. Part of the projected savings (\$3.3 million in the first year, \$41.5 million over 10 years) could be used to re-invest in programming and may also be passed along to the taxpayer. It will all come together when facilities, staffing, and other financial considerations come together.

Caitlin shared her perspective on potential educational and instructional impacts of the ongoing work of her team and as it relates to the consolidation conversation. How can reducing the number of ACSD schools improve student experiences and outcomes? Answers include: increased access to the arts, including performing arts (band and choir) starting younger, Spanish starting in Kindergarten, after-school childcare at all schools, universally-designed instruction (a more efficient staffing model allowing for more highly-skilled specialists and increases in planning and collaboration time for teachers), increased social opportunities (no more micro-classes; greater social-emotional supports, and increased diversity).

How can reducing the number of ACSD schools strengthen teaching practices? Answers include: Reduced barriers to professional collaboration, a strengthened transdisciplinary approach, vertical teaching teams with increased opportunities to collaborate on transdisciplinary instruction, shared pedagogical leadership (principals and IB coordinators as partners), opportunities for greater emphasis on school-based community and place-based education, and stabilizing cohort sizes through the full Program of Inquiry (without the need to combine classes).

This model would allow ACSD to staff by design versus default. It may involve less classroom teachers but more specialists to support students on all the edges (students who struggle, excel, etc.). More full-time positions would allow for more desirability and sustainability in staffing. Consolidation would also allow for greater parity between planning time for elementary and secondary teachers.

Vicki shared a list of ACSD Design Team members and gave an overview of ACSD's system of services that focuses expertise and support where they are most needed. This work requires a high level of professional learning and a shift to a proactive and preventative approach. Vicki shared guiding principles of this approach and provided context of work with the District Management Group which has informed the Design Team's work. She connected the guiding principles to the premise of "IB for all."

Vicki addressed beliefs, attitudes and perspectives around the way we value each student's potential and each student's right to access high-quality instruction and curriculum. This is an inclusive model which considers all students to be general education students first and foremost. Given what we know about this necessary paradigm shift, curriculum and assessment need to be universally designed. This includes prioritizing professional development, scheduling to meet students' needs, partnering with families, and cultivating a culture of inclusion.

Vicki spoke to the difficulty of ensuring fidelity across seven elementary schools, stating that in a three-school scenario, implementation would be more feasible. She shared an outline of anticipated staffing needs across three schools, noting that research shows a correlation between student outcomes and highly-qualified instruction. The three-school model reduces the number of paraprofessionals and prioritizes full-time teachers, guidance counselors and interventionists.

Chip noted that the vision presented tonight is helpful from an educational point of view. Peter observed that the financial reality and educational landscape coexist. We expect to be at or over the excess spending threshold this year. This could force us to make cuts. A four-school option requires additional resources which would have to come from somewhere else. The financial and educational conversations are not separate from each other. They are part of the same conversation.

Mary asked how we re-establish a new culture within our remaining elementary schools. Who makes that happen? Caitlin spoke to our strategic plan for equity and to the role of community partnership teams within the new school models.

Chip referenced the work involved in redrawing boundaries and its role in helping form new cohesive school communities. Victoria asked about Caitlin and Vicki's observations of the differences between the three and four-school options. Caitlin said more schools means more fragmented positions. Things get watered down when we increase the number of schools. Class size difference is negligible between three and four-school models. Caitlin said she also doesn't see another building in our system that has ample space for our vision (without requiring an addition to be built).

David noted that two schools are too small (Ripton and Weybridge) in terms of number of classrooms. Cornwall and Shoreham have some pretty big challenges in terms of condition, design, and location. From his perspective on the facilities end, there is no obvious fourth school.

Victoria asked about the use of paraprofessionals. Vicki noted that currently, we have some paraprofessionals who support one-on-one instruction, some who support a general classroom, and some who do both. The proposed model envisions a higher level of licensed staffing and reduces the number of paraprofessionals.

Jori asked about how a three-school model could ultimately help to reduce the achievement gap in our district. The leadership team referenced more consistent support and the ability to leverage resources and staff. They cited the many roles that principals currently take on to support students. They acknowledged the high degree of socioeconomic diversity in our district, and identified the opportunity we have to create new schools that move beyond these stratified communities and intentionally design more socio-economically diverse schools. Learning specialists will increase our capacity to work closely with student data.

Chip emphasized that we can't ignore this socioeconomic imbalance. There are systems that help that. Diverse groups promote richer learning experiences. This is an essential part of this conversation.

All members agreed to pursue the three-school model. Victoria reiterated that the next step will be to explore the redrawing of boundaries and to explore how we can create the most diverse school communities while also keeping travel times as low as possible.

Peter and Victoria agreed to bring the discussion of a three-school model to the board at next week's meeting. Mary said that there are more steps to our analysis to ensure that the vision of a three-school model would be possible. Victoria said part of the discussion needs to be around how we keep the best of the old while forming new school communities. Mary acknowledged that there will be a period of time where many people will have a difficult time with the proposed changes that there will be a need to support them in this process.

H. Next Meeting Date

I. Adjournment

Meeting adjourned at 8:52 PM.

Respectfully submitted,
Jori Jacobeit, Recorder