AGENDA

Addison Central School District
Facilities Committee
Committee Meeting
Friday, March 31, 2023, 8:30 am - 9:30 am
49 Charles Avenue, Middlebury VT & Virtual Connection

Please click the link below to join the webinar:

Link to join Webinar
https://us06web.zoom.us/j/81972751017?

A. Call to Order
   1. Introductions - Board Members, Administrators and Staff
B. Action: Committee Reorganization
   1. Nomination and Election of Committee Chair
   2. Nomination and Election of Minutes Recording
C. Establish Regular Meeting Date and Time
D. Public Comment
E. Approve Minutes from February 1, 2023
F. Orientation of New Membership

G. MUHS Kitchen Update
H. MH HVAC Update
I. Bond Initiative: Project Approach Presentation
   1. Committee Formation Discussion
J. Other
K. 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
Facilities Committee
Committee Meeting
Wednesday, February 1, 2023, 10:00 am - 11:30 am
208 Charles Avenue, Middlebury VT & Virtual Connection

ACSD District Vision and Mission

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

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

Please click the link below to join the webinar:

https://us06web.zoom.us/j/87185859242

A. Call to Order Upon Reaching a Quorum

Meeting called to order at 10:02 a.m.

B. Introductions - Board Members, Administrators and Staff

Victoria Jette, James Malcolm; Jennifer Nuceder, and Barbara Wilson

Staff: Bruce MacIntire, ACSD Director of Facilities, and Matt Corrente, Director of Finance and Operations, Nicole Carter, Director of Equity and Student Services

Guest: Brad Airey, Honeywell Corporation

C. Public Comment

No public comments.

D. Approve the Minutes of January 18, 2023

Motion to approve.

Move: James Malcolm Second: Victoria Jette Status: Passed

E. Committee Discussion:

Jennifer Nuceder rearranged the agenda to allow our guest attendee from Honeywell to present his information first and then moved the ACP agenda item to follow this discussion to better accommodate Nicole Carter's availability.

1. Bond Process Update with PCI

Matthew Corrente reported that Bruce and he had met with TruexCullins to discuss distilling the report down into some actionable projects that could be used for developing the bond.

TruexCullins suggested that we should aim for a bond vote in November 2024. This would give the district more time and have the upside of a higher voter turnout. TruexCullins hasn't given an estimate for this phase of the work, however Matt believes the ballpark is around $100K. This would need to be approved by the board. TruexCullins also recommended that a committee of community members be formed to be the liaison between the bond development team and the public.

Work is also continuing with PCI (Peterson Consulting Inc.) to scope the services required to oversee the bond process.

2. Performance Contract Process Update with Honeywell

Brad Airey provided the committee with an overview of Honeywell Energy and the company's Performance Service Contract (PSC) and how it could strategically benefit ACSD facility deferred maintenance approach. The presentation also discussed various contracting approaches and implementation options. Honeywell's Energy Services Group has been engaged in energy related contracting services for over 40 years. And, they have worked with many school districts in the New England region on a variety of energy infrastructure projects. He provided the committee with the range of infrastructure upgrades that would qualify. These upgrades include, but are not limited to, building envelope, HVAC repair and replacement, broiler repair and replacement, lighting, water conservation, photovoltaic solar, and more.

Honeywell's approach would start with the facilities assessment that the district has already commissioned as well as take into account ACSD specific considerations. The discussion focused on how their services could increase the scope of repairs and improvements that the district tackled through the bonding process. Honeywell's services would focus on the energy infrastructure improvements that would result in future cost savings. The future cost savings would then be used towards the repayment of the bond instead of covering the entire bond through taxation. Brad reported that approximately 28% of the TruexCullins capital improvement costs for the Middlebury schools (Mary Hogan, MUMS and MUHS) could qualify as energy and infrastructure projects under their service contract. Though his example focused on the Middlebury schools, all ACSD schools could benefit from this program.

For the Middlebury schools, the district currently spends approximately $0.5 million in annual energy costs. After improvements, approximately $140K in cost avoidance could be realized. Once they have performed their assessment and a plan is jointly developed and contracted, they would guarantee the savings that ACSD realizes. The work done under this contract would need to be carefully coordinated with any other bond work. This work can be funded as a standalone project or rolled up into a larger scope bond. As an individual project, it could be funded using a 15-year tax-except lease or a 20-year bond. The potential benefit of the PSC approach is to expand funding by leveraging guaranteed cost avoidance and rebates to help pay for the project and reduce tax burden of a bond through guaranteed cost avoidance. Further, the lease financing option does not require a public vote. Their services provide turnkey implementation of the planning, design, and ongoing support services. The district would also benefit from economy of scale of the project. Once the contract is signed, Honeywell will guarantee the total cost and will not introduce change orders.

If the district decides to move forward with a Honeywell performance service contract, the first step would be to define the high-level scope and agree on project goals. Honeywell would then perform building audits over the next 3 to 6 months, develop Energy Conservation Measures, funding options, measurement and validation plan, etc. The next phase is implementation and, the final stage is the post construction guarantee period. At which point,

a quarterly or annual savings report is provided. Most likely, due to the other maintenance needs that would need to be factored in through the bonding process, the earliest that this work would most likely happen is starting during the summer of 2024.

Honeywell has managed service contracts in Vermont for several schools and municipalities and, at many more in New Hampshire, Maine and Massachusetts.

3. MACP and CO Displacement Plan

Nicole Carter provided the committee with an overview of the ACP plan and projects. When Nicole took over her current position, she inherited a program that was being run with CSAC. This program wasn't working. The three superintendents in Addison County decided that they needed to do something better. From a requirements perspective, the program needed to be in Middlebury where other services were available, and they also realized that it needed to outside the current school building. This led to the ACP program that is currently being hosted at Vermont Sun.

Nicole highlighted that current ACP serves grades 8th through 11th and is designed to have a total of 12 students. Students receive behavioral, clinical support and academic support. It is not considered therapeutic, because, in the state of Vermont, this would require that the program be run by a mental health organization. Each Addison County district has 4 slots. Because this program has been successful, the 3 districts have agreed to create a middle school program. This plan would also be limited to 12 students. In the future, the 3 Addison school districts would also like to rollout an elementary age program. Nicole believes the elementary program is a much larger undertaking due to the age level requirements. And as a result, an elementary level program would require much more investigation beyond what Nicole is capable of handling at this time. She also mentioned that Mary Hogan, MUMS and the MUHS are also building up services, as well, that would be co-located in each school building.

The high school program will stay at Vermont Sun. She offered to give board members a tour of this space. It has kitchen space and a skill building space. Students also received reduced membership at Vermont Sun. The Vermont Sun space is about 3300 square feet. A similar space is needed for the middle school. The 208 Charles Ave building is a candidate for this program. In the past, this building had previously been used in a similar role. The middle school program would need to be in place by the fall of 2023 and the earliest timeframe for the elementary school program would be in FY25.

Next, Matt Corrente discussed his research on lease, build, purchase or repurpose. He went through a presentation of his findings. In the spring, the district would need to make a decision for the middle school program. The elementary program would potentially use the existing central office staff building at 49 Charles Ave, which in turn would require the district to find a new location for the central office staff. If the elementary program is to start for the FY25 school year, a decision would need to be finalized regarding where to move the central office to.

Matt Corrente reviewed each of the various options, starting with renting/leasing a space. Three primary locations were reviewed, 2 of which were on Pond Lane (off of Exchange Street) and one was located in the South Village Offices building, which is in close proximity to the existing central office space. The annual rental ranged from $44K to $130K based on location and size of the building.

Next, he reviewed a purchase option. Middlebury College is selling their building located at 5 Court Street, which is listed for $1.1M. Its current configuration is suited for the office space

that would be needed for the central office. It is potentially large enough that a current tenant could continue to use the building, which would bring in approximately $70K/YR. The one downside is the parking scheme.

Matt Corrente then covered the build option. Based on a TruexCullins assessment, it would cost approximately $6M ($500/sq ft) to build on to the existing building at 208 Charles Street to increase it to 10,000 sqft. This estimated price took the build option off the table.

To complete his analysis, Matt Corrente also looked at how an existing ACSD space could be used to satisfy the central office space requirement. The high school could be segmented to isolate approximately 3000 to 4000 square foot space. Work would be needed to prepare the space for offices. It would merge academic and business cultures and could potentially gridlock operations during the Facilities work, which could possibly create displacement scenarios in the building. A similar high-level analysis was completed using the Weybridge school. Due to the perceived roadblocks, a further financial assessment was not presented. During this discussion another option surfaced, to potentially engage in a short-term rental for the central office and then factor in repurposing space in the high school as part of the bond process. The temporary lease option would also not lock us into a longer-term solution, should the district's needs change. Matt Corrente agreed to analyze this hybrid scenario and add it to his modeling.

He then finished his presentation by drilling down on the rent versus buy options, which included the results of a SWOT analysis and return on investment assessment. According to his assessment, the breakeven point for the two options would be in Year 9.5. This analysis assumed that the two rental properties would cost $45/yr each, that there would be fixed, on time renovation costs for all spaces, the district would gain revenue from tenants continuing to lease the new building (5 Court Street), offsetting revenue streams would be equal to the hACP, and rent utility costs would be equal to the current program. When comparing these 2 options, the purchase option appeared to be more favorable.

The board will need to make a decision on the path forward this spring, so that we can do the renovations needed over the summer in preparation for the fall offering of the MTCP program. The $1.5M surplus could be used to secure the space required and complete any necessary renovations for the program.

Next steps, Victoria agreed to place Nicole on the full board agenda later this month. The purpose of the presentation would be to educate the board on the ACP program, it's financials, future direction and facility needs. After Nicole's presentation, Matt would introduce the board on the various facilities options that are being assessed.

F. Other

None.

G. Adjournment

Meeting adjourned at 12 noon.

Respectfully submitted,
Barbara Wilson, Recorder

Motion to adjourn.

Move: James Malcolm Second: Status: Passed

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Our Facilities Master Plan Journey

April - June 2017

- Grade configuration study—Superintendent's Listening Tour, two surveys and three regional Community Forums
    - Grade Configuration Report

July 2017

- Conducted initial Facility Condition Assessment
    - Executive Summary
    - Campus Summary

September 2017 - June 2018

- ACSD Facilities Master Plan process development
    - ACSD Facilities Master Plan Overview - Planning Document 2018 - 2019

April 2018

- ACSD Board formally charged the Planning and Engagement Committee with the development of a district-wide Facilities Master Plan (motion passed in April 16, 2018 Board Meeting)

June 2018

- ACSD Facilities Master Plan Steering Committee formation

November 2018

- Conducted three community dialogues
    - Fall 2018 Community Dialogue meeting recording, slide presentation, and supporting data

November 2018 - April 2019

- Community feedback survey and emails collected
- ACSD Board reviewed initial community data and prepared draft recommendations

April 2019

- Conducted three community dialogues focused on potential school configurations
    - "Building Our Future" Community Dialogues meeting recording and handouts
- Community feedback emails collected

April - August 2019

- Analyzed data and community feedback
- Extended Facilities Master Plan timeline
- Hired an architecture firm to conduct an elementary school study
- Developed guiding principles for a model school
- Action to move 6th grade to MUMS by fall 2021 (decided in August 12, 2019 Board Meeting)

September 2019

- Formation of the Facilities Committee (decided in September 9, 2019 Board Meeting)
- Created Frequently Asked Questions document from Community Dialogue sessions

October 2019

- Timeline extended to the end of the school year to allow for further community engagement at each of our elementary schools (discussed in October 14, 2019 Board Meeting and decided in October 28, 2019 Board Meeting)

November 2019—January 2020

- Board visits schools and meets with parent groups

January 2020

- Community Presentation on the Elementary School Study Findings
- TruexCullins Elementary School Study

March 2020

- School Configuration Proposal Development
- Temporary hold on further actions involving the Facilities Master Plan development

May 2020

- Hold ends on the Facilities Master Plan development. Facilities Committee discusses eliminating one and two school models from consideration
    - Minutes from May 21, 2020 Facilities Committee Meeting

June 2020

- Three School Model Considerations presented at Facilities Committee Meeting
    - Minutes from June 18, 2020 Facilities Committee Meeting

August 2020

- Decision to evaluate three and four school staffing models (one and two school models will not be pursued)
    - Three and Four School Staffing Models
    - Minutes from August 11, 2020 Facilities Committee Meeting

Sept - November 2020

- ACSD Administrative Design Team presents vision for delivery of IB curriculum and student services in the context of facilities planning -- analysis favors three school model
    - September 23, 2020 Facilities Committee Meeting -- Recording 1 and Recording 2
    - Minutes from September 23, 2020 Facilities Committee Meeting
    - Updated Student Enrollment Data (shared at 10/26/20 Board Meeting)
- Board hosts 10 Porch Conversations at six towns across ACSD
- Recorded a series of E-Chat videos to provide additional details on the elements driving the Facilities Master Planning process

October 2020 - present

- Transportation Study conducted by consultant, Tim Ammon -- analysis favors four school model
    - November 18, 2020 Facilities Committee meeting with presentation of initial Transportation Study
    - Slides from Tim Ammon's Transportation Study presentation
    - Minutes from November 18, 2020 Facilities Committee Meeting
- Bond strategy to address facilities needs (immediate, planning for the future, and an investment period)
- School Choice/Intradistrict transfer evaluation

January 2021

- Timeline extended

- Board update with link to Powerpoint presentation with key takeaways from the Porch Conversations.

September 2021

- Facilities Committee resumes work on Facilities Master Planning process. Determines that current financial conditions are too uncertain to support specific recommendations for school configuration (due to pending changes to State's education funding system and pupil weighting factors). Work will continue to explore immediate needs, bond strategy, school choice, sustainability, and prepare summary report for community.
    - Minutes from September 16, 2021 Facilities Committee Meeting

October 2021

- TruexCullins begins assessment of ACSD's secondary schools.
- ACSD Director of Facilities identifies immediate facilities needs. Facilities Committee begins outlining structure for Facilities Master Plan report.
    - Minutes from October 6, 2021 Facilities Committee Meeting
    - Facilities Capital Expense Planning Document (October 2021)
- Facilities Capital Expense planning Document presented to the Facilities Master Planning committee on 10/6/21 by Bruce MacIntire, Director of Facilities.
  Facilities Capital Expense Planning Doc

December 2021

- ACSD Board issues Board Update announcing work on the Facilities Master Plan report. Notifies community that the report will not prescribe a specific school configuration.
    - School Board News – December 2021

February 2022

- ACSD Board approves draft manuscript and materials for the Facilities Master Plan report.
    - Recording of February 22, 2022 Board Meeting
    - Minutes from February 22, 2022 Board Meeting

May 2022

- TruexCullins completes an assessment of ACSD's secondary school facilities. The final report can be downloaded here.

June 2022

- ACSD Board releases its *Educational and Facilities Planning Report* to the community. The press release states that the ACSD Board intends to conduct additional community engagement to further inform facilities planning in early fall 2022.

Facilities Master Plan FAQs

Last Updated on January 31, 2022

Click on the arrow to the right of each question to view the answer.

Collapse All

"How did we get here?" -- Background Information & Questions About Why ACSD is Creating a Facilities Master Plan

1. What is the purpose of the facilities master plan?
Guided by the work of our ACSD Strategic Plan and our transition to becoming an International Baccalaureate World District, the Facilities Master Plan will ensure that investments in our buildings support student learning objectives. The ACSD Board has recognized the enrollment challenges facing the District, and wants to be deliberate in the investigation and planning work to identify the best long-term solutions for our students, our schools, and our community.

2. Why is the ACSD Board considering closing some small schools?
The Board is investigating school closure for a number of reasons. Our continued declining enrollment resulting in operating under-enrolled schools presents a number of challenges, both educationally and financially. Educationally, it is difficult to offer the breadth of quality programming and services for a small number of students. Using itinerant educators for such classes as physical education and music, as well as for nursing, special education and behavior intervention poses challenges. It is also harder to attract quality applicants for itinerant positions.

Low enrolled schools also have trouble maintaining an optimum age-grade size cohort group, requiring schools to move to more combined classrooms with a much broader range of ages, academic, and developmental levels.
Looking more broadly, as our enrollment continues to drop, our per pupil costs will continue to rise, and those costs drive tax rates up. For instance, the initial FY22 budget was over the state mandated maximum spending threshold by $535,406, which would have resulted in an additional tax increase of 3 cents per $100 of household value. There is a tax penalty for exceeding the per pupil threshold, and the only reason ACSD was able to avoid that penalty was because it had enough reserve funds to cover the excess cost. The District will not always have enough money in reserve to prevent this from happening, and it will be difficult to create future budgets that do not exceed this threshold once it is crossed.
In order to stay within those spending boundaries, we continually face the dilemma of cutting educational services to keep our tax rates below the maximum threshold. Part of the challenge is driven by operating so many buildings, each of which has to be adequately staffed to provide a quality education – these are unavoidable fixed costs. And if the State spending threshold does not increase at the same pace as our rising expenses, we will always be susceptible to tax penalties.

3. Are other districts in Vermont going through this same process?

Yes. Since the passage of Act 46, which mandated school governance unification, many new unified boards have continued to see declines in enrollment. They have also discovered that rural school boards often traded building maintenance for keeping programs in place and tax rates stable while enrollment declined, leading to an enormous amount of building needs across the state. Nearby, the Brandon-area schools have consolidated K-6 education in three towns to two schools, the Mount Abe Union School District is proposing a phased transition beginning with repurposing three elementary schools and potentially merging with the Addison Northwest School District to consolidate their middle and high schools. The Addison Northwest School District additionally continues to discuss elementary school closure models. The Harwood Unified Union School District approved an initial design plan for developing a bond, and in this plan one elementary school would close. These are just a few examples.

4. Why are education costs increasing?
There are many costs that are fixed and increasing, including contracted salary increases for employees, statewide negotiated employee health insurance up 10 percent in FY22, utility costs on all buildings and transportation (up 15 percent in FY22), as well as keeping up with building maintenance. Our per-pupil spending has also been increasing, in part, due to continued declining enrollment. While our elementary cohorts are stabilizing at 115-120, as we graduate larger cohorts we will see a continued overall decline in the number of pupils in our district. The school district has offset some of these increases by adjusting staffing levels based on declining enrollment, which has resulted in more combined classrooms and fewer paraprofessionals. ACSD, like other districts in Vermont, faces state spending limits that are outpaced by rapidly increasing operational expenses. For instance, the FY22 budget provided a per-pupil cost of $19,254 – only a 1.08% spending increase from the prior fiscal year, but was achieved by REDUCING a net of 5.6 licensed teaching positions (reducing 7 and adding a new 1.4) and 8 support staff positions through natural attrition.

5. Wasn't unification supposed to lower costs?
It was and it has, however, other costs continue to rise. In many ways, unification has allowed the District to be more flexible in staffing all of our schools in a systematic way rather than each school staffing itself independently, leading to savings. There have also been savings in the back-office functions such as audits and other financial requirements. However, these savings have not been able to keep up with increases in employment contracts, health insurance, transportation, and declining enrollment, which is used to calculate per pupil spending.

6. How did our facilities get to the point where they needed such significant investment?
Statewide, many local school boards deferred major building work in order to keep programs funded and property tax rates in check. This probably coincides with the state Agency of Education ending its aid program that often provided 30 percent funding for major building projects. It ended about 20 years ago. Our hope would be that in coming years schools nationwide will be considered public infrastructure and get the federal funding that they need.

7. Unification was seen as a way to be stronger together. How is the master plan serving that end?
There are various educational benefits of unification further discussed in the following section. Additionally, the facilities master plan represents a look at our school district as a single system as a way to address the challenges of declining enrollment, increased per pupil costs and building needs, and to maximize our limited resources to provide students with optimal learning environments. Under the former system of individual school districts, eight school boards would be working in isolation, trying to deal with these challenges on their own.

8. How is tuition money utilized by the district and how does it affect per-pupil cost?
Tuition income is treated as revenue to the district. It is set at a level to offset the expense of educating the students. Tuition students are not counted in our calculation of equalized pupils (a weighted student number), although the revenue offsets expenses.

9. How accurate are enrollment trends and forecasts?
Population and enrollment trends have been studied in depth at the state level. Locally, much of that information is carried forward, such as local birthrates and in-migration, as well as keeping a census of preschool-age children (and infants and toddlers as best as possible).

"Is this about Facilities or Students?" -- Questions About the Educational Reasons Behind the Facilities Master Plan

1. Are there examples of educational initiatives that the Facilities Master Plan will help to address? What will we gain?
Unification allowed for a more streamlined approach to student services and staffing, and the Facilities Master Plan will allow us to develop an even more coordinated system of services at a scale that we can staff with full-time employees who are specialists in their fields. Dr. Vicki Wells, ACSD's former Director of Student Services, speaks in detail about the ways ACSD is striving to meet the needs of all students in the ACSD EChat: Increasing Supports and Services for our Students, and the exciting possibilities fewer school buildings can provide to our students. We invite you to check out our ACSD EChat: Increasing Educational Opportunity, Equity, and Success for All Students with Dr. Caitlin Steele, Assistant Superintendent and Director of Teaching and Learning for ACSD. Around the 11 minute mark Caitlin speaks to the challenges our educators currently face, and how those challenges will be reduced with fewer schools and larger more stable grade-level classes. Caitlin talks about the vision of possibilities to better support our educators with area specialists to enable our educators better tools and skills to work with students both who need more support and more of a challenge.

2. It seems like the Board is more concerned about money and buildings instead of education. Can you show me evidence to the contrary?
In the two EChats referenced in the prior question, ACSD EChat: Increasing Supports and Services for our Students, and ACSD EChat: Increasing Educational Opportunity, Equity, and Success for All Students, Board Chair Mary Cullinane talks with two ACSD education leaders about the needs of students and educational goals of our district and how our physical and financial realities need to be addressed to better serve our students.

3. What is the Board's vision of facilities that support the highest educational opportunities for our students?
The ACSD Board aspires to provide our students with learning environments that are diverse, have optimum classroom sizes that allow for single-grade groupings, that provide students the resources they need to succeed, that are inviting and healthy learning spaces, and have a broad selection of opportunities both during and after the school day.

4. If by educational outcomes you mean International Baccalaureate, maybe it costs too much if we need to close schools to have it. What does International Baccalaureate cost?

Participating in the International Baccalaureate (IB) community as authorized IB World Schools costs an annual fee of between $8,520 (for the Primary Years Program) and $11,650 (for the

Diploma Program) per school.* When ACSU became ACSD, professional development funds were pooled into one fund. That one fund was not increased, but rather redirected to support our common IB work. Those funds have more than covered IB fees each year through candidacy and now in authorization.

Additionally, ACSD pays IB exam fees ($119/subject) for students who elect to take external assessments associated with Diploma Program classes. Paying students' exam fees aligns with our vision of "IB for all" by eliminating what would be a financial barrier for some students.

ACSD educators attend IB workshops, which we cover with local professional development funds (those pooled resources that we did not increase) and with various grants.

We do employ instructional leaders who have IB in their titles. Our IB Coordinator positions evolved out of curriculum leadership positions that had existed in MUHS and ACSD prior to IB and are similar to positions like Personalized Learning Coordinators, Proficiency-Based Learning Coordinators, Literacy Coordinators, and Instructional Coaches in other districts across Vermont.

*Fees current as of May 2021.

5. How is ACSD balancing its obligation to provide the best education to its students and help them grow into engaged citizens with the issue of cost and taxation? What's more important?
This question gets to the heart of the motivation behind the Facilities Master Planning process. Both are very important, because the sustainable delivery of a quality education requires economic stability. The challenge is that our enrollment continues to drop and our per pupil spending continues to rise. Plus, low enrollment in many of our schools doesn't allow for enough staffing to provide all students with equitable access to services and opportunities. We are at risk of needing to cut more educational services each year in order to present a fiscally responsible budget. Balancing the needs of our students (fulfilling our vision and mission) with our fiscal duty to all the citizens of the district is what drives the current work of the Board to look at the future of our facilities.

6. How does the Board define equity and how does this impact its work on the facilities master plan?
The ACSD Board defines equity with the following statement: ACSD will ensure the allocation of resources as necessary to establish a foundation of instructional experiences and learning opportunities so all students can become principled, knowledgeable, and caring citizens.

The Board is committed to providing students with all available resources to support their growth and success.

7. What is the extent of the necessary repairs and improvements that have been estimated through previous facilities analyses? How accurate are these assessments?
The initial numbers presented at the community forums were based on an analysis by a firm called School Dude a couple years prior, which surveyed each building and its infrastructure and assigned each a value as well as an estimate to bring those up to date.

Acknowledging that more detailed and current data was needed before any elementary school configurations could be discussed further, the Board enlisted TruexCullins to conduct an elementary school study to get a handle on building needs and opportunities to create 21st century places of learning. The report from their study can found on our website

https://drive.google.com/file/d/19YbLe5rKXk0XJETUgDGVdMRBxUWYYHMQ/view.

8. Why doesn't the board value multi-age classrooms?
The Board absolutely values the various benefits of multi-age classrooms. The Board also wants educators and school leaders to be able to choose multi-age classrooms based on educational and social benefits rather than be determined by student numbers.

“This feels like too much, too fast” -- Questions About the Details and Town Impacts

1. Why are the decisions in the master plan district decisions and not town decisions?
When the seven towns of the ACSD voted overwhelmingly for unification in 2016, governance of the schools shifted from the local school boards to the new ACSD Unified Board. In 2016, voters approved a charter creating the new district and the structure of the ACSD Unified Board. In accordance with ACSD Policy A1: Governance Commitment, “[t]he Board assumes responsibility for ensuring the education and welfare of the children in its District schools,” and works toward its vision “that all students will reach their full academic potential and be prepared for success as engaged citizens.” In addition, each Board member, “regardless of where the member resides, shall consistently represent all seven towns and has a responsibility to make sure that resources focus on fulfilling the Vision.”

2. How will the ACSD Board determine which schools will close, if any?
The Board will use the information gathered throughout the facilities master plan process, including public input, to weigh these decisions. This information will include a range of factors, such as enrollment, transportation, parent travel patterns, building condition, building and classroom capacity, and much more. Should the Board move to close a school, the ACSD charter requires that 10 of 13 board members vote in favor, and that at least one board meeting occur in that community before the vote.

3. What will the impact of transportation be on the Board’s analysis of options?
We have heard and agree with feedback from our community regarding the importance of keeping bus times down. This is another reason why a 4-school model is preferred over the 3-school model; it will require moving fewer students and busing them a shorter distance.

4. Is it possible to expand preschool programs in all elementary schools to attract more families to ACSD?
Under Vermont’s Universal PreK program (Act 166), all preschool-aged children living within ACSD boundaries have access through the district to 10 hours/week of preschool programming. Most of those students attend private preschool partner programs. We do offer school-based preschool at Mary Hogan and Bridport Central School.

There is not currently sufficient demand to expand or sustain preschool programming across all seven elementary schools. We do aim to address the inequitable distribution of school-based preschool programs in our facilities master planning process. To support that work, and with the help of COVID Recovery ESSER funds, we have hired a half-time Preschool and Early Childhood Transitions Coordinator whose job description includes co-leading a visioning process to help define the future of preschool programming within the district.

5. What’s the overall timeline for the master plan and the decisions within it?

The ACSD Board paused the Facilities Master Planning process in January 2021, in light of the uncertainty around the pandemic, questions arising around Ripton's secession, and the strain it was placing on ACSD in addition to other work the District was working to accomplish -- including final IB authorizations, transitioning 6th-graders to MUMS, and filling key leadership positions.

The Facilities Committee returned to the work in September 2021, and is currently examining the final elements in the FMP process, including identification of facility investment priorities, solidifying a vision for sustainability, and outlining some guiding principles for bonding. Once that work is complete, the Committee will issue a final Facilities Master Plan report, anticipated in early 2022. However, given current uncertainty around the State's new education funding formula and how updated pupil weighting factors will impact the ACSD's budget, the Committee does not have enough clarity around the District's financial forecast to support any specific recommendations regarding the exact configuration of elementary schools at this time. As a result, the final FMP report will not be as prescriptive as some may have anticipated.

6. How much is ACSD spending on the Elementary School Study?
ACSD has paid Truex Cullins based on an hourly rate of $120-$195 per hour depending on the service, as well as the cost of any materials related to printing, binding, postage, etc. Total costs will be dependent on the length of the study and any changes necessary to provide time for collection of data and community engagement. As of March 30, 2021, the district has spent approximately $101,275 on consultant fees.

7. Moving the 6th graders to the middle school is part of the FMP, right? What's the latest on the MUMS 6th grade transition?
Yes, in 2019 the board made its first decision relating to the FMP in agreeing to transition 6th graders to the middle school. This decision was first because it impacts education and enrollments at the elementary schools. MUMS has a dedicated webpage for the 6th grade transition www.acsdvt.org/transition.

8. I heard Ripton voted to leave ACSD. Where does that leave us now? What happens next?
Voters from the Town of Ripton voted to withdraw from the ACSD on January 12, 2021. Their withdrawal request was ratified by the other six member towns of ACSD on March 2, 2021 -- which enabled Ripton to elevate its petition to the State Board of Education.
The State Board reviewed Ripton's petition and formally approved Ripton's request to withdraw from ACSD on May 19, 2021. This means that the State Board of Education has found that Ripton has adequate provisions to support the PreK-12 education of its students in a school that meets the State's rules and requirements for education programming. In Ripton's case, the town will continue operation of the existing elementary school while budgeting sufficient funds for tuitioning Ripton secondary students to a middle school or high school of their choice.
The State Board-approved operational start date for the new Ripton School District will be July 1, 2023, in time for the FY43 academic year. In the meantime, Ripton remains a member town of ACSD, and is included in ACSD's FY23 budget for the upcoming academic year.

9. So, if Ripton becomes its own school district, what supervisory union will they belong to?
On January 19, 2022, the State Board of Education designated the new Ripton School District as its own supervisory district. This means that after its operational start date of July 1, 2023, the Ripton School District will be responsible for providing transportation, special education, and other centralized services for its PreK-12 students.
10. What does Ripton's withdrawal mean for the Facilities Master Planning process?
The financial challenges and equity concerns driving the Facilities Master Planning process remain significant regardless of Ripton's membership in the ACSD, and will require our full attention in

the near future. The Facilities Committee resumed its work on the planning process in September 2021, and is expected to release a report of its findings in early 2022.

“So what happens next?” -- Questions About Moving Forward

1. How will the master plan be used?
The Facilities Master Plan will be used as a guide to the ACSD Board to address our facility and educational goals, setting timelines for decisions on issues like bonding for building improvements, investigating changes in school borders, improving the efficiency of our buildings and deciding on a choice policy.

2.How can I become better informed and when do votes happen?
The best way to stay informed about the Facilities Master Planning process is to attend, watch recordings, or read meeting minutes of ACSD Board and Facilities Committee meetings. Meeting dates, agendas, and zoom links can be found here.
The ACSD Board will provide frequent updates on its work through district newsletters and on the acsdvt.org web site, including updating our FAQs and timeline. Also, look for updates in the Addison Independent newspaper, both in news articles and material provided by the District, as well as outreach via social media such as Front Porch Forum.

3. Even if we close schools, will we still need to go out for a bond?
This is still to be determined. To begin, we will invest in low cost high impact projects at the remaining elementary schools to prepare them for more students and address some deferred maintenance. The Board informally agreed against any elementary school configurations which would require a bond at the outset to accommodate the current student body. The FMP will outline timing and purpose of a bond which would most likely be some time after consolidation but within 5 years and would likely be to address major deferred maintenance at the remaining elementary schools and at the middle and high schools.

4. How will there be any taxpayer savings if we are taking out a large bond?
Regardless of how the district moves forward with its configuration, a bond will likely be needed to address deferred maintenance and more significant building needs in the district. Our work today ensures any bond referendum reflects a funding strategy that supports our educational mission and is financially sustainable.

5. What happens if our enrollment increases after closing schools?
While current projections locally, statewide, and regionally do not predict a significant increase in our school-age population, the ACSD Board is aware of and considerate of this possibility. Although the current elementary school population can fit into 3 schools, one reason the Board is considering a 4 school model is to enable the district to handle class surges or an overall increase in students.

6. Should a school be closed, what happens to the building? What restrictions are in place for its future possible uses?
According to the District's Articles of Agreement, once a school building is no longer used for educational purposes, it is offered back to the town at no cost. Its future use is up to the town. The district is happy to work with towns to help re-envision use of space if invited to do so.

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ACSD

Addison Central School District

REPORT TO THE COMMUNITY

Educational and Facilities Planning

April 2022

Addison Central School District
Report to the Community:
Educational and Facilities Planning

April 2022

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EXPLANATION OF ACROYNMS

ACSD	Addison Central School District
ADA	Americans with Disabilities Act
BOMA	Building Owners and Managers Association
EIFS	Exterior Insulation and Finish System
FCI	Facility Cost Index
FMP	Facilities Master Plan
FTE	Full Time Equivalent
GWB	Gypsum Wall Board
IB	International Baccalaureate
ROM	Rough Order of Magnitude

SECTION A

Executive Summary

Section A – Executive Summary

In 2017, the ACSD Board of School Directors initiated a master planning process designed to assess all ACSD schools and facilities.This work was prompted by an inquiry into the movement of our sixth grade students to the middle school, and the realization that the Board needed to pursue long-term planning to make well-informed decisions about ACSD's collective resources. Guided by the ACSD 2015-2020 Strategic Plan and our transition to becoming an International Baccalaureate World District, in 2018, the ACSD Board formally tasked its Planning & Engagement Committee to develop a District-wide Facilities Master Plan.

The purpose of this report to the community is to summarize the driving forces behind the Facilities Master Planning process; review the work that has been done to date; update the communities we serve on the Board's findings to date; and outline the work that remains to be done.

The Planning & Engagement Committee's first step was to assess the condition and capacity of all schools across its seven member towns, and prioritize investment and repairs in a manner that would align the District's built environment with its strategic vision. The work required a comprehensive, multi-layered approach to address both the varying sizes and conditions of facilities previously managed by individual elementary school districts, and establish a long-term facilities plan that would incorporate the diverse needs of students now served by a single unified ACSD. The resulting plan would guide and direct the use of the District's shared resources over the next decade, and –perhaps most importantly– would need to function within the limitations of both the ACSD's and Vermont's fiscal realities. **The driving forces behind the Facilities Master Planning process are outlined in Section B of this report.**

In support of this effort, the ACSD Board and Administration developed the ACSD Facilities Master Plan Planning Document 2018-2019 to provide a road map for the process. This document outlined the Board's intent behind the planning process, and specified the elements of two distinct analyses that would be conducted to move the work forward: an educational adequacy facilities analysis and an analysis of the District's physical facilities. **A description of the Board's process for developing the Facilities Master Plan, and establishing the guiding principles to align ACSD facilities with the Board's vision that all students will meet their full academic potential and be prepared for success as engaged citizens is provided in Section C of this report, Board Process & Goals.**

Steering Committee and Community Engagement

During the course of the planning process, a Steering Committee was formed representing a cross-section of ACSD stakeholders to assist the Planning & Engagement Committee in this work. The Steering Committee was tasked with organizing community forums to both share data compiled during the Facilities Master Planning process, and collect stakeholder feedback to share with the ACSD Board. This component was considered critical to the success of the Facilities Master Plan, and represented the starting point for public involvement in the project. **The work of the Steering Committee is also reviewed under Section C of this document.**

Additional Review and Spring Community Forums: December 2018 – April 2019

As the Planning & Engagement Committee continued its work, it became apparent that the Committee would need some guardrails to focus its future consideration of potential school configuration options. Grounded in the District's 2015-2020 Strategic Plan, the tenets of the International Baccalaureate (IB) curriculum, and input gathered from the community, the Committee identified three focused lenses through which all facility planning options would be viewed: Equity; Student Success; and Efficiency and Affordability.

To obtain a sense of the ACSD Community's tolerance or preference for certain solution strategies, the Planning & Engagement Committee worked with its Steering Committee to design a series of community forums to provide updated data on the factors driving the Facilities Master Planning process, and to present the full spectrum of options for elementary school configurations. By this time, based on the data presented during the initial public meetings, the Board had determined that maintaining the status quo (keeping things as they are) was neither a viable nor affordable option.

In April 2019, the Board hosted three "Building Our Future" Community Forums, during which participants considered and analyzed a range of elementary school options, and attempted to prioritize facilities investments at the elementary and secondary school levels. **Details of these community engagement efforts are also highlighted under Section C of this report, Board Process and Goals.**

Following these meetings and discussions, the ACSD Board retained TruexCullins –an architectural firm specializing in educational facility construction and design– to conduct a more refined condition and capacity assessment of ACSD's elementary schools to augment data collected during the 2017 SchoolDude facility audit. **This work is commonly referred to as the "Elementary School Study" and is summarized in greater detail in Section D of this report, State of Facilities.**

The scope of TruexCullins's work also included providing an educational adequacy analysis for each school, based on the District's aligned curriculum and the Board's vision for ACSD elementary schools into the future. This would provide the basis for identification and analysis of reconfiguration options moving forward. This particular effort was conducted over late 2019 through the end of 2020.

Once the Planning & Engagement Committee had obtained sufficient information on the condition and educational adequacy of its current facilities, it began the process of narrowing down and really evaluating potential reconfiguration solutions. This final stage of the process required a standard against which both current and hypothetical future school configurations could be critically compared through the three lenses identified above: Equity, Student Success, and Efficiency & Affordability.

During this time, the Board voted (in August 2019) to move all 6th graders to the middle school by Fall 2021. The decision was a result of a multi-year exploration into a three-grade middle school. This decision enabled the Board to focus on primary school instruction as Pre-K through Fifth Grade in its evaluation of elementary school facilities.

Finally, in September 2019, the Board established a new Facilities Committee to proceed with analyzing elementary school reconfiguration options, which freed the Planning & Engagement Committee to focus on the community engagement work of the Facilities Master Planning process. The Facilities Committee worked closely with TruexCullins to identify and evaluate a full spectrum of elementary school configurations to achieve the Board's goal of delivering its District-wide curriculum in an equitable and sustainable manner. **A summary of the additional analyses conducted to examine potential reconfiguration models for ACSD elementary schools is detailed in Section E of this report, Educational Adequacy Analysis & Reconfiguration Options.**

The onset of the COVID-19 pandemic delayed the Facilities Master Plan work for much of 2020, though the Facilities Committee worked remotely to continue its examination and evaluation of potential reconfiguration models. In the fall of 2020, the Committee updated the community on the status of its work through a series of Porch Conversations. By then, mounting concern from residents sensing imminent closure of their small town schools had prompted action to prevent such outcomes, including a petition to the Board requesting a Charter change to require a binding town vote prior to closure of any ACSD elementary school. The Board declined to take action on the petition. After the fall 2020 Porch Conversations, concerned residents of Ripton and Weybridge introduced ballot measures to withdraw from ACSD. Ripton's measure passed; Weybridge's measure did not. **Section F of this report summarizes the timeline of community engagement activities like the Porch Conversations, and as well as other community feedback solicited during the Facilities Master Planning process.**

The Board again paused the Facilities Master Planning process in January 2021, primarily due to uncertainties surrounding the pandemic and proposed changes to Vermont's education funding system. The Board was also conscious of significant pressures on ACSD teachers and administrators in light of the pandemic and other work the District was working to accomplish, including obtaining final International Baccalaureate authorizations, transitioning our 6th-grade classes to MUMS, and filling key leadership positions. Work on the Facilities Master Planning process resumed in September 2021, with the hope of presenting the comprehensive findings of the Committee's efforts to date.

As we move further into 2022, it is the Board's intention to complete the work that remains in order to achieve its vision for creating the best learning environments to deliver its curricular programming. We still have a number of challenges to resolve and questions to answer (e.g. following our COVID-19 recovery plan and determining what the impact of changes to Vermont's education funding system will be on our learning community), but the body of work that has been done points clearly to the fact that we must take action to address our infrastructure, equity, and educational adequacy needs. **Section G of this report –Summary/Looking Forward– revisits the guiding questions from the Board's original Facilities Master Planning document to provide general recommendations and guidance for facilities planning in the future. Section G also identifies additional information still needed before the ACSD Board can provide a prescriptive plan for investment in a specific combination of elementary schools.**

SECTION B

Background: Forces Driving the Facilities Master Plan

Section B – Background: Forces Driving the Facilities Master Plan

The main reasons behind ACSD's Facilities Master Planning process can be summarized into the following:

- **INFORMED MANAGEMENT OF ACSD'S COLLECTIVE RESOURCES**
  - addressing deferred maintenance across the District
  - resolving inefficiencies stemming from operation and maintenance of underutilized buildings
  - proactive long-term planning instead of reactive short-term planning to support stability in staffing and resources across the District

- **PROVIDING EXCELLENT, EQUITABLE STUDENT LEARNING ENVIRONMENTS ACROSS THE DISTRICT**
  - making sure all ACSD facilities are appropriate, well-equipped, and adequately staffed to deliver its curricular programming
  - addressing any imbalances and inequities between student opportunities and classroom experiences
  - enabling allocation of resources where need exists

- **FINANCIAL SUSTAINABILITY AND FISCAL RESPONSIBILITY TO ACSD TAXPAYERS**
  - responding to increasing expenses that fall beyond ACSD's control (e.g., rising cost of healthcare benefits, penalties associated with State education spending controls)
  - acknowledging and addressing declining student enrollment and the impacts to ACSD's per-pupil spending

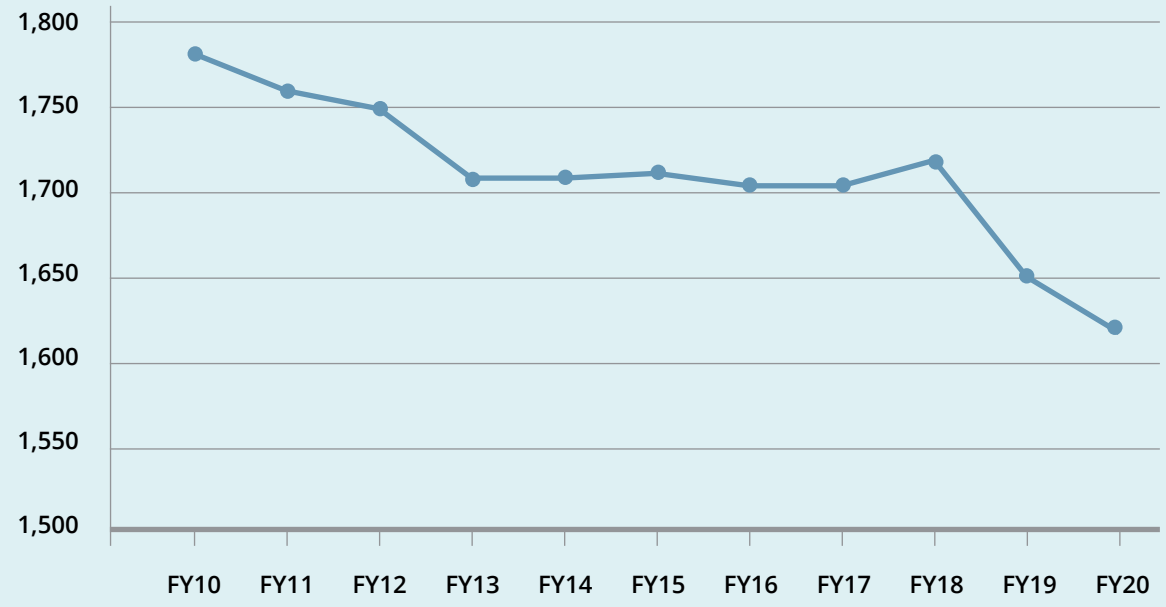
Shortly after unification of the seven towns comprising the former Addison Central Supervisory Union, the new unified ACSD sought to take inventory and assess the condition of its collective facilities. This work would enable informed decision-making around management of the school campuses for which ACSD was now financially responsible, and provided the impetus for a comprehensive facilities planning process. In addition to identifying priority capital improvement projects, a comprehensive facilities plan would allow the District to conduct long-range planning for staffing and resources across its service area based on student population and need, rather than historic practices and infrastructure limitations.

ACSD's adoption of the International Baccalaureate (IB) curriculum in 2016 presented the first significant question for facilities planning. To implement and deliver the IB program, the Administration needed to determine whether to follow the standard PreK-5 Primary Years Program (and move the 6th grade to a secondary school-based Middle Years Program), or keep the current grade configuration and seek authorization for a PreK-6 Primary Years Program. Both options were acceptable for delivering the chosen curriculum – but the question prompted the Board and Administration to revisit prior consideration of a three-year middle school. ACSD Administrators were asked to explore which configuration would be best for students and teachers, and to determine whether the middle school had sufficient capacity to welcome ACSD's sixth grade students. The District conducted a grade configuration study, which examined the pros & cons and community support for both choices, and investigated grade configuration examples across Vermont. In July 2017, the District issued a report of its findings, which supported inclusion of the 6th grade in the Middle Years Program but recommended the ACSD Board instead consider this change as part of a long-term master plan. This holistic master plan would investigate enrollment patterns, a facilities analysis, demographic trends, financial costs, and educational opportunities to determine optimal grade configurations and infrastructural changes for ACSD students.

This recommendation forced the newly unified ACSD Board to closely examine as a single educational system all the factors that would drive budget decisions in the future. These factors ranged from facility needs across the District (many of which suffered from significant deferred maintenance); disparities in classroom conditions, technology, and other resources between ACSD schools; rapidly increasing staffing costs; and declining student enrollment. All of these pressures have caused steady increases in the District's per-pupil spending over the last several years. In fact, per-pupil spending for the FY22 budget actually exceeded the State's spending threshold until the Board voted to use reserve funds to balance the budget without imposing additional staffing cuts. ACSD is already one of the highest spending districts in Vermont, and its taxpayers are unlikely to tolerate additional tax penalties imposed from exceeding education spending controls.

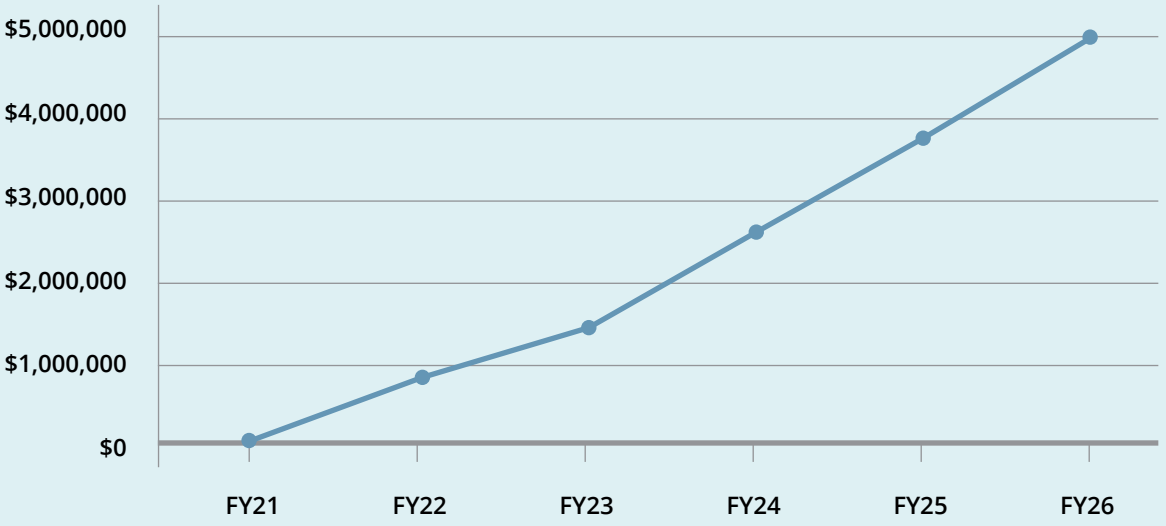
It is also important to note that the State's education funding system is undergoing policy changes that may have negative impacts on ACSD's budget in the future. ACSD's continued eligibility for grants it has historically received is uncertain, and proposed changes to the State's equalized pupil weighting factors may also adversely impact ACSD's per-pupil spending figures.

HISTORICAL EQUALIZED PUPIL COUNT



*As of January 2020

SPENDING TRAJECTORY: DOLLARS OVER THRESHOLD



*Projected Spending Trajectory – January 2020

Other Factors Driving the FMP process

Beyond the compelling financial reasons behind the work, the Board was also aware of other critical issues driving the need for a comprehensive Facilities Master Plan.

First, the rising cost of staffing seven elementary schools was forcing the District to split important support and specialist positions across the schools, making it increasingly difficult to provide optimal learning environments and meet the full spectrum of student needs in all schools. For instance, schools lacking the population to support full time nursing and support staff have been limited to having those staff present only on certain days of the week, rather than fully available when students need them. And while librarians, art, music, language and other specialist teachers are commonly shared between elementary schools, it is challenging for staff to hold those positions across three or more schools. Teachers struggle to fully connect with disparate student populations and lose valuable work time in transit, which makes it difficult for the District to retain quality staff. These staffing limitations risk compromising the student learning experience.

This issue is especially worrisome in schools with a higher proportion of families with limited means and students living with other socioeconomic challenges that might impact their education. The Board is particularly concerned about the persistence of a significant achievement gap –particularly at the elementary school level– between students who qualify for Free and Reduced Lunch and those students who don't qualify for meal support. And the increasing complexity of student needs around social and emotional learning in recent years has placed additional financial pressures on the District, particularly for those schools serving higher percentages of low-income families.

Finally, the Board sought to address the inequalities left behind from disparate elementary school funding between ACSD's seven member towns. Some towns had higher tax capacities than others, which was not only reflected in the condition of their physical instructional spaces, but in student access to technology, services, enrichment, and co-curricular activities. The Board is actively working to address those issues, and is committed to identifying and rectifying equity concerns that continue to exist across the District. ACSD's work to complete its Strategic Plan for Equity over this next year will provide additional direction to the Board's long-term decision-making about facilities.

SECTION C

Board Process & Goals

Section C – Board Process & Goals

In this section

- **INITIAL FACILITIES AUDIT BY SCHOOLDUDE SOLUTIONS, JULY 2017**
- **FACILITIES MASTER PLAN PLANNING DOCUMENT**
  - Elements of the Facilities Analysis
  - Elements of the Educational Adequacy Analysis
  - Goals and Guiding Questions
- **ESTABLISHMENT OF STEERING COMMITTEE FOR COMMUNITY ENGAGEMENT**
  - Community Engagement
  - Fall 2018 Dialogues: Community-Identified Opportunities and Challenges
  - Spring 2019 Forums: Initial Feedback on Investment Priorities and Options for Elementary School Configuration
- **THE BOARD'S GUIDING PRINCIPLES FOR FURTHER ANALYSIS: THE "MODEL ELEMENTARY SCHOOL"**

C.1 Initial SchoolDude Facility Audit: July 2017

Before the Facilities Master Planning process officially initiated, ACSD retained SchoolDude Solutions in 2017 to conduct a District-wide facilities audit. This work was done to take inventory and assess the condition of buildings comprising the nine school campuses for which ACSD was financially responsible. The audit was intended as a preliminary look at the physical state of the District's schools, and would eventually be used to provide data for the beginning of the Facilities Master Planning Process. The scope of work included:

- Identifying and documenting current and forecasted conditions of approximately 390,000 square feet of facilities.
- Identifying and documenting current site infrastructure needs.
- Identifying and documenting remaining service life of major building systems to include envelope; architectural finishes; roofing; electrical; plumbing; and heating, ventilation and air conditioning (HVAC) systems.
- Providing Rough Order of Magnitude (ROM) cost estimates for building system renewal and site infrastructure repairs.
- Forecasting facility renewal requirements based on lifecycle analysis of existing systems over the span of the next 20 years for each facility.
- Providing a Facility Condition Index (FCI) measurement to illustrate the relative condition of all facilities.
- Inputting the following information into the CF software:
- Facility condition information
- Current site infrastructure needs
- A summary of findings from the assessment is provided in Section D of this report, and can also be accessed here.

C.2 Establishing the Process: The Facilities Master Plan Planning Document

In April 2018 the ACSD Board formally tasked its Planning and Engagement Committee with the development of a District-wide Facilities Master Plan. Guided by the ACSD's 2015-2020 Strategic Plan and transition to becoming an International Baccalaureate World District, the Board began an educational and facilities master planning process to achieve two primary goals:

GOALS OF FACILITIES MASTER PLANNING PROCESS

GOAL #1: To ensure that investments in our buildings and infrastructure support our student learning objectives and align our "built environment" with our strategic vision.

GOAL #2: To develop a strategy that would guide both short- and long-term planning and decision making as it's related to:

- creating a positive learning environment for students and staff in all of our schools.
- meeting our financial responsibilities to taxpayers.
- achieving our vision for equity and excellence across our district.

The challenge was significant. The Planning and Engagement Committee would need to assess the condition and capacity of all schools across its seven member towns, and prioritize investment and repairs in a manner that would align the District's built environment with its strategic vision – all during a period of declining enrollment, aging infrastructure, and increased operation, maintenance, and staffing costs.

The work required a comprehensive, multi-layered approach to both address the varying sizes and conditions of facilities previously managed by individual elementary school districts, and establish a long-term facilities plan that incorporated the diverse needs of students now served by a single unified ACSD. The resulting plan would guide and direct the use of the District's shared resources over the next decade, and – perhaps most importantly – would need to function within the limitations of both the ACSD's and Vermont's fiscal realities.

In support of this effort, the ACSD Board and Administration developed the ACSD Facilities Master Plan Planning Document 2018-2019 to provide a road map for the process. This document outlined the Board's intent behind the planning process, and specified the elements of two distinct analyses that would be conducted to move the work forward: an educational adequacy facilities analysis and an analysis of the District's physical facilities.

The educational adequacy analysis would provide an assessment of the ACSD's buildings to determine whether all spaces adequately support the District's educational goals. This assessment would examine several elements to evaluate a facility's suitability for its intended District programming, including:

- Capacity: Ability of core facilities to meet needs of the student population, given the educational programs at each campus. Building Capacity = # of available classrooms X maximum classroom size (Policy IKA)
- Support for Programs: Provision of sufficient space to support the curriculum beyond classroom, such as music, sports, and art.
- Technology: Adequacy of network infrastructure, wifi, and classroom AV.
- Supervision and Security: Extent to which building layout and technology help maintain secure, safe building operations.
- Outdoor Space: Existence of student spaces beyond the building itself that promote educational goals.
- Staffing Wholeness: The extent to which we rely on part time positions to support our students.

The physical facilities analysis would consist of both a capacity analysis and condition assessment for each school. The capacity analysis would compile an inventory of all classrooms, educational spaces, and their current use. Then the functional capacity of each school would be compared to current and projected enrollment (based on existing school boundaries) to determine "capacity utilization percentages" for each building to further guide overall facilities planning.

Finally, the condition assessment would evaluate each building's condition, including its site, roof, structural integrity, exterior building envelope, interior, health-fire-life-safety requirements, accessibility issues requiring remediation, and the mechanical, electrical, and plumbing systems. The assessment would be based on the July 2017 SchoolDude audit and additional data compiled during the process. The plan also called for calculation of a facility deficiency cost, defined as the cost to bring buildings back to a code-compliant functional state, and a life cycle forecast to predict future facility costs on the remaining life of building infrastructure.

Steering Committee and Community Engagement

The final section of the Planning Document provided for the community engagement portion of the Facilities Master Planning process. This section outlined the Board's vision for involving key stakeholders to assist in the design and implementation of community forums to foster open and inclusive public participation in the planning process. The plan called for the establishment of a Steering Committee representing a cross-section of ACSD stakeholders to assist the Planning and Engagement Committee in this work. The Steering Committee would be tasked with organizing community forums to both share data compiled during the Facilities Master Planning process, and collect stakeholder feedback to share with the ACSD Board. This component was considered critical to the success of the Facilities Master Plan, and represented the starting point for public involvement in the project.

GUIDING QUESTIONS LEAD THE WAY

In an effort to focus the Board's analysis of information generated and options considered during the Facilities Master Planning process, the Planning Document provided eight essential questions to guide the work. The hope was that in addressing these questions, a pathway forward would emerge that residents throughout the district could agree was in the best interests of ACSD students and families. Those eight questions were:

1. How do we ensure that all of our students have equity of access and equity of resources in grades Pre-k through 6? This question was posed prior to the Board's decision to move sixth grade to the middle school.
2. How do we prioritize the list of facility/resource needs at our seven elementary schools?
3. How do we consider new approaches to school configuration to better serve our Pre-k through 6 population?
4. How do we address the underlying need to improve operating efficiency and lower costs?
5. What are the local community needs that should not be compromised during our planning process?
6. How should we respond to parental requests for school choice within the district; as well as (potentially) enable school choice by addressing transportation needs?
7. How should the district respond if system capacity is such that school closure is deemed necessary?
8. How should the district respond to continued and projected enrollment declines across the district?

C.3 Steering Committee Work and Fall Community Dialogues: June - November 2018

In June 2018, the Facilities Master Plan Steering Committee representing a broad cross-section of member towns was officially formed, and included a sampling of ACSD teachers, students, school staff, board members, and community members. The primary role of the Steering Committee was to foster community engagement to ensure that all stakeholders could be heard throughout the Facilities Master Planning process. Additional responsibilities of the Steering Committee included playing an advisory role in the development of the Facilities Master Plan; reviewing demographic and facility data and providing feedback to the Planning and Engagement Committee; reviewing and making recommendations to address school facility needs; and assisting with the review and vetting of the facilities master plan.

The Steering Committee worked through the summer and early fall of 2018 to review and discuss pertinent data and initial results of the conditions assessment. The Committee identified important information to share with the community to convey the circumstances driving the Facilities Master Planning process, and developed a forum for promoting productive conversations about how to prioritize the District's facility needs.

In November 2018, the ACSD hosted three Community Dialogue Sessions grounded in the Steering Committee's work, and identified opportunities and challenges around ACSD's facilities, as articulated by community participants.

AMONG THE OPPORTUNITIES

- The achievement of equity – including access to special education, after school activities, full-time staff (art, music, PE, and support services), and consistent instructional programs for all students; plus universal access to Pre-K.
- The potential for moving the 6th grades to the Middle School – which would increase access to resources and social connections for all students, and more equitably prepare students for middle and high school.
- The possibility of school choice.
- Greater efficiency across the board in terms of staffing, energy use, administrative and operational costs, communication, transportation, and collaboration.
- Elementary Options – assessing our elementary schools to make the best use of capacity, resulting in greater financial control and stability and better use of resources.
- Culture – the opportunity to interact as a single learning community with more cross-community social opportunities for both students and families.

AMONG THE CHALLENGES

- Persistent differences in student opportunity and experience across the District.
- Equity, in the sense that perception of "equity" may not be the same for all stakeholders.
- Transportation – how to limit bus time and provide supervision to students (especially for those in the outlying towns).
- Adverse Community Impact – Schools serve as the center of most communities and provide a sense of place & identity.
- Loss of a local school can adversely impact a town's ability to attract new families. Loss of the "small school experience" – families are attracted to Vermont's small schools and are concerned about students slipping through cracks in larger classrooms.

This feedback was reported back to the Planning and Engagement Committee to share with the full Board. This and other community feedback solicited during the Facilities Master Planning process is described in further detail in Section F of this report.

By the end of 2018 the Board had come to the following conclusions with regards to facility planning:

1. Maintaining the status quo (keeping things as they are) is neither a viable nor affordable option.
2. All district school buildings are operating below capacity (and moving the 6th grade to MUMS would only exacerbate that).
3. ACSD enrollment has been in decline, and based on class size projections relative to the size of graduating cohorts, will remain in decline well into the next decade.
4. As enrollments decline and capacity increases, it will become extremely difficult to achieve a reasonable cost per pupil in our small K-6 schools and equally difficult to provide the same level of services to all elementary grade students. (The "equity" problem).
5. It (may be) time to bring a school architect to the table to begin looking at options.
6. Centralizing some of our elementary schools would enable a greater degree of collaboration and resource sharing among faculty, across grade levels.
7. It is time to see ACSD as a "school community" (i.e. as a single PreK-12 system) and not the independent districts we were before unification.

C.4 Additional Review and Spring Community Forums: December 2018 - April 2019

As the Planning and Engagement Committee continued its work, it became apparent that the Committee would need some guardrails to focus its future consideration of potential school configuration options. Grounded in the District's 2015-2020 Strategic Plan, the tenets of the International Baccalaureate (IB) curriculum, and input gathered from the community, the Committee identified three focused lenses through which all facility planning options would be viewed. These included:

EQUITY – including access to Pre-K services for all students; equitable staffing levels and student supports in all district schools; in-school and after school activities for students in all schools; as well as an assessment of the amount of time students are required to spend on the bus to get to and from school.

STUDENT SUCCESS – as measured by school culture; enrichment and support opportunities available to all students; social and emotional supports available to all students; and adoption of the IB Curriculum model.

EFFICIENCY & AFFORDABILITY – Maintaining adequate and affordable staffing levels; measuring each school's impact on the tax rate; and keeping in mind the costs related to ongoing maintenance and repair.

To obtain a sense of the ACSD Community's tolerance or preference for certain solution strategies, the Planning and Engagement Committee worked with its Steering Committee once again to design a follow-up series of community forums to provide updated and more refined data on the factors driving the Facilities Master Planning process, and present the full spectrum of options for elementary school configurations.

In April 2019, the Board hosted three "Building Our Future" Community Forums, during which participants would consider and analyze a range of elementary school options, and attempt to prioritize facilities investments at the elementary and secondary school levels. Community members were asked to divide into small groups and discuss each of the options through the Equity, Student Success, and Efficiency & Affordability lenses that the Planning and Engagement Committee had developed. The options considered are shown here.

OPTIONS DISCUSSED FOR ELEMENTARY SCHOOLS

ELEMENTARY OPTION 1: One Elementary School – Estimated operational savings at $2.4 million per year. Investment required approximately $2.5 million investment for the first year, and $34 million over the life of a bond. Pros: high equity, efficient operation & staffing model. Cons: Need a bond, eliminates small school experience, complicates transportation.

ELEMENTARY OPTION 2: Two Elementary Schools – Estimated operational savings at $2.1 million per year. Investment required approximately $2.5 million investment for the first year, and $37 million over the life of a bond. Pros: high equity, efficient operation & staffing model, better proximity of elementary schools. Cons: Need a bond, construction complexity, eliminates small school experience, complicates transportation.

ELEMENTARY OPTION 3: Three Elementary Schools – Estimated operational savings at $1.6 million per year. Investment required approximately $1.3 million investment for the first year, and $19 - $22 million over the life of a bond. Pros: Higher proximity of elementary schools, can maintain some small school experience. Cons: Need a bond, construction complexity.

ELEMENTARY OPTION 4: Four - Six Elementary Schools – Estimated operational savings at $1.2 million per year. Requires long-term investment of $20 - $25 million. Pros: Highest elementary school proximity, maintains small school experience, minimum short term investment, baseline equity. Cons: Cost analysis highly location dependent, less operational savings over time.

Participants were then asked to prioritize either investment toward one of these elementary school options or investment in the District's secondary school facilities needs, which were estimated at $5.8 million in deferred maintenance repairs at the middle school and $22.9 million in repairs needed at the high school (based on the 2017 SchoolDude audit). Community members overwhelmingly favored Elementary Options 3 and 4 over Elementary Options 1 and 2, but did not seem to have a clear enough sense of the relative urgency of maintenance needs (nor a refined estimate of the actual repair costs) for any of the schools to make a concrete determination about priorities. Some suggestions that were offered included prioritizing investment based on student health and safety, or in schools that serve higher student populations. Others suggested determining reconfiguration first before investing in elementary school facilities, to be certain that resources are directed toward buildings that will continue serving students well into the future. **This and other community feedback solicited during the Facilities Master Planning process is described in further detail in Section F of this report.**

At this point, the Board decided to retain an architect to provide a more detailed estimate of facility needs for each of its schools, as well as the feasibility of, and costs associated with using its existing facilities for the District's long term planning.

C.5 Further Assessing the Capacity and Condition of ACSD's Elementary Schools: 2019

In August 2019, the ACSD Board retained TruexCullins –an architectural firm specializing in educational facility construction and design– to conduct a more refined condition and capacity assessment of ACSD's elementary schools to augment preliminary data collected during the 2017 SchoolDude facility audit. This work is commonly referred to as the "Elementary School Study" and is summarized in greater detail in Section D of this report – State of Facilities.

The scope of work for the Elementary School Study included the following Facility Evaluation tasks:

- Reviewing existing plans and records, prior evaluations, and Facilities Master Plan materials;
- Inspecting, assessing, and providing recommendations to address issues with the architectural and structural integrity of buildings;
- Inspecting, assessing, and providing recommendations to address the condition of all plumbing, mechanical, electrical, civil engineering (e.g., stormwater, etc) systems;
- Identifying and providing recommendations to address any building, electrical, plumbing, and Americans with Disabilities Act (ADA) code compliance issues;
- Inspecting, assessing, and providing recommendations to address deficiencies with facility thermal envelopes;
- Identifying and provide recommendations to address deferred maintenance with the above systems; and
- Providing itemized cost estimates to address code and energy upgrades, deferred maintenance, and other work needed to modernize facilities. These cost estimates are classified into three categories:
  - **Priority 1**: Code violations; health and safety concerns; in need of immediate repair or replacement
  - **Priority 2**: Structural systems, elements, or products nearing the end of their expected life spans and in need of attention or repairs; energy efficiency upgrades; security issues not tied to codes; or other issues of elevated concern disqualified as health and safety concerns or code violations
  - **Priority 3**: Building improvements; general recommendations; future planning; etc.

The scope of work also included providing an infrastructure adequacy analysis for each school, based on the District's aligned curriculum and the Board's vision for ACSD elementary schools into the future. This concept design work would involve helping the ACSD Board establish a standard against which its schools would be compared (based on architectural standards for current-day elementary school buildings), and would provide the basis for identification and analysis of reconfiguration options moving forward. This particular effort was conducted over late 2019 through the end of 2020, and is detailed in Section E of this report.

C.6 Establishing Guiding Principles for Analysis of Configuration Options: August 2019

Once the Planning and Engagement Committee had obtained sufficient information on the condition and educational adequacy of its current facilities, it needed to begin the process of narrowing down and really evaluating potential reconfiguration solutions. This final stage of the process would require a standard against which both current and hypothetical future school configurations could be critically compared through the lenses of Equity, Student Success, and Efficiency & Affordability.

Prior to that work, the Board voted in August 2019 to move all 6th graders to the middle school by Fall 2021. The decision was a result of a multi-year exploration into a three-grade middle school, and enabled the Board to focus on primary school instruction as Pre-K through Fifth Grade in its evaluation of elementary school facilities.

In August 2019, the Board worked with TruexCullins to identify Guiding Principles for the elementary school evaluation process. This visioning workshop was intended to create a 'yardstick' by which the District's existing elementary school facilities could be measured, and identify the buildings with the greatest potential for continuing to serve students in a manner consistent with the Board's vision. The approved Guiding Principles are shown in the box at right.

Finally, in September 2019, the Board established a new Facilities Committee to proceed with analyzing elementary school reconfiguration options based on the Board's Guiding Principles. This freed the Planning and Engagement Committee to focus on the community engagement work of the Facilities Master Planning process.

THE (MODEL) ELEMENTARY SCHOOL EXPERIENCE AT ACSD SHOULD INCLUDE SCHOOLS THAT:

- Create a welcoming, safe and secure environment and promote a sense of community
- Provide equitable academic, social, athletic and co-curricular opportunities for all students within the district
- Are of sufficient size with adequate resources and spaces to support:
- Full-time staffing of both academic and support positions
- Student access to a full range of academic and co-curricular offerings
- Socio-economic diversity at each school
- Rich social opportunities for students
- Learning environments with an optimized number of students not reliant on multi-age classrooms
- A full range of diverse range of learning styles
- Are connected to nature, both planned and wild, and support outdoor learning, sports and exploration of the natural world.
- Demonstrate a commitment to sustainability with good fresh-air ventilation and access to natural light

SECTION D

State of Facilities

Section D – State of Facilities

In this section

- **CAPACITY AND CONDITION ASSESSMENT SUMMARIES FOR ACSD FACILITIES**
  - SchoolDude Solutions, July 2017
  - TruexCullins Elementary School Study, December 2019
- **SCHOOL-BY-SCHOOL FINDINGS**
  - SchoolDude Solutions, July 2017
  - TruexCullins Elementary School Study, December 2019
- **KEY TAKEAWAYS**

D.1 Facility Capacity and Condition Assessments

As indicated in the previous section, the ACSD hired SchoolDude Solutions in 2017 to conduct the first District-wide facility audit. This first study primarily provided a "condition analysis" to assess the needs and condition of each school building to determine what it would cost to repair, upgrade, and maintain each building to current building codes and educational standards. (See the scope of work for the audit in Section C.1). A summary of the 2017 facility audit findings is illustrated below:

This assessment not only determined the cost per square foot to upgrade and repair each building, but it also provided a "Facilities Cost Index (FCI)" for each building. FCI is an industry-standard measurement of a facility's condition reflecting the ratio of the cost to correct its deficiencies to its Current Replacement Value. The lower the FCI, the better the condition of the facility. As the chart below indicates, most ACSD buildings were rated in the "Poor" category. One building (Salisbury) was assessed in the "Fair" category. Two buildings (Mary Hogan and Shoreham) were classified in the "Critical" category.

ADDISON CENTRAL SCHOOL DISTRICT FACILITY ASSESSMENT

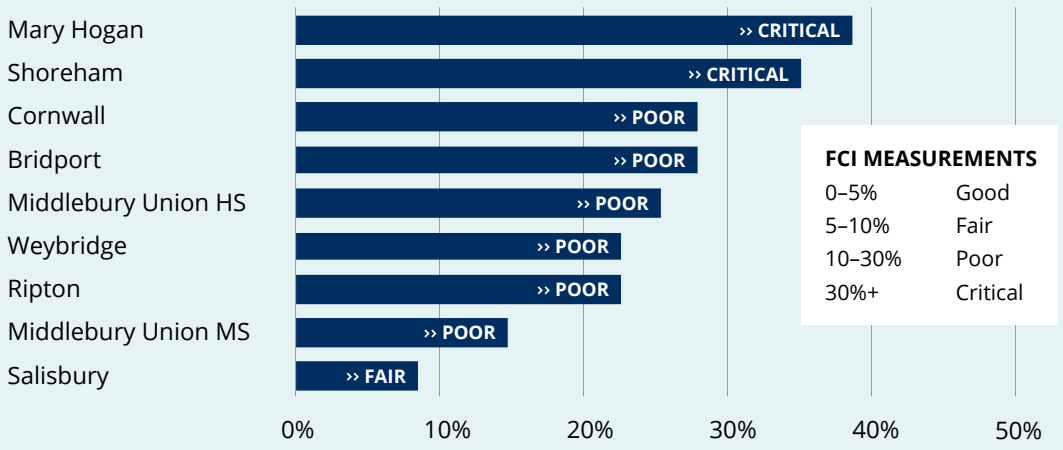
Building	Year Built	Acres	Sq Foot	Heat Source	# Class-rooms	Facility Cost Index*	$$ Needs 2017	Utility Costs Average 3 Prior Years	5-Year Capital Requirmts	Debt Service 2018	Current Use of Capacity (Prek-6 only)
Bridport	1955	17	18,000	oil	9	28	$1,065,707	$19,400	$164,000	$383,256	24%
Cornwall	1959	6	13,700	oil	7	28	$795,101	$26,700	$224,000		62%
Mary Hogan	1954	11	72,500	to be NG	47	39	$5,854,638	$100,700	$615,500	$489,716	70%
Middlebury HS	1956	31	142,000	NG	52	25	$7,384,741	$248,900	$4,135,000	$288,164	60%
Middlebury Union MS	1998	36	65,000	NG	34	14	$1,938,300	$84,500	$797,000	$1,218,036	54%
Ripton	1989	6	11,700	Propane	4	22	$541,899	$8,500	$214,000	$274,244	57%
Salisbury	1996	20	24,500	Oil	10	9	$439,580	$32,300	$212,000	$14,701	53%
Shoreham	1954	town owned	15,300	Oil	7	35	$1,123,416	$31,400	$205,000	$95,038	66%
Weybridge	1961	6	15,500	Oil	6	22	$717,139	$25,900	$121,000		66%

Building							$$ Needs 2017 : Sq Ft	Utility Costs : Sq Ft	5 Year Capital : Sq Ft	Debt Service : Sq Ft	
Bridport							$59	$1.08	$9.11	$21.29	
Cornwall							$58	$1.95	$16.35		
Mary Hogan							$81	$1.39	$8.49	$6.75	
Middlebury HS							$52	$1.75	$29.12	$2.03	
Middlebury Union MS							$30	$1.30	$12.26	$18.74	
Ripton							$46	$0.73	$18.29	$23.44	
Salisbury							$18	$1.32	$8.65	$0.60	
Shoreham							$73	$2.05	$13.40	$6.21	
Weybridge							$46	$1.67	$7.81		

***Facility Cost Index**
From SchoolDude ACSD Facility Analysis, July 2017
FCI is an industry-standard measurement of a facility's condition that is the ratio of the ocost to correct a facility's deficiences to the Current Replacement Value of the facilities — the lower the FCI, the better the condition of the facility. After an FCI is established for all buildings within a portfolio, a building's condition can be ranked relative to other buildings.

FCI %	
0-5%	Good
5-10%	Fair
10-30%	Poor
30%+	Critical

2018-19 FACILITY COST INDEX (FCI) BY SCHOOL



Results from SchoolDude Solutions, July 5, 2017. ACSD Facility Condition Assessment

The subsequent facilities evaluation conducted by TruexCullins in 2019 built upon the work of the 2017 SchoolDude facility audit, providing a thorough review of the capacity and condition of ACSD's school campuses, as well as a more refined examination of work needed to bring ACSD's buildings to current standards. Summaries for each school are provided in the next subsection, but a rundown of the total (2019) costs to address deferred maintenance and recommended improvements are illustrated below.

SUMMARY — DEFERRED MAINTENANCE COSTS

Bridport Central School	$2,272,363
Bingham Memorial School	$2,012,514
Mary Hogan School	$7,064,286
Ripton Elementary School	$1,115,794
Salisbury Community School	$1,584,209
Shoreham Elementary School	$1,813,871
Weybridge Elementary	$1,546,724
Total	**$17,409,761**

To understand the distinction between the findings of the two facility assessments, it's important to note that the cost estimates provided in the 2017 SchoolDude report were Rough Order of Magnitude (ROM) cost estimates, primarily based upon the life expectancy of building assets and a limited review of facility conditions. The 2019 TruexCullins evaluation included a more thorough review of each campus, including all the elements needed to bring the buildings up to current code, address deferred maintenance, and modernize the facilities to current educational standards. These updated cost estimates were also based upon figures taken from recently completed projects at other educational facilities in Vermont, and represented the most accurate cost estimates for ACSD's consideration in the planning process at the time. These figures would also be expected to increase with each year, as the cost of construction increases with inflation.

D.2 School by School Breakdown

The following pages provide a very general overview of the initial SchoolDude Facility Condition Assessment done by Alpha Facilities Solutions in 2017, and from the Facilities Evaluation Report that TruexCullins delivered in December of 2019. Again, the two assessments were different in scope, breadth, and depth.

The SchoolDude report primarily assessed each building in light of current building codes and deficiencies in those codes; and estimated the cost(s) related to bringing them into compliance in both 2017 and 2022.

TruexCullins's elementary school assessment was broader, and looked at bringing ACSD buildings up to both current building codes and current educational / learning standards. In this regard, the TruexCullins assessment looked at both educational adequacy and capital improvements, versus SchoolDude's more focused look at infrastructure.

DESCRIPTION OF PRIORITIES

- **PRIORITY 1:** Code violations; health and safety concerns; in need of immediate repair or replacement
- **PRIORITY 2:** Structural systems, elements, or products nearing the end of their expected life spans and in need of attention or repairs; energy efficiency upgrades; security issues not tied to codes; or other issues of elevated concern disqualified as health and safety concerns or code violations
- **PRIORITY 3:** Building improvements; general recommendations; future planning; etc.

NOTE: the "Current 2019 Needs" dollar figures on the following pages have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.

Bridport Central School

- Year built: 1955
- Square feet: 18,000
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $1,065,707
  - Projected 2022 needs: $1,421,148 (based on 2017 estimates)

The school is in generally poor condition. Some interior finishes are being renewed and maintained, however most of the building's major systems are aged and deteriorating. The exterior siding was observed to be rotting and replacement will be necessary in the near future. At the time of inspection, the emergency exit signs were observed to be not working when the test switch was activated. Many exit lights were not fully mounted or secured to the ceiling. Due to restrictions from the local fire marshall, extensive remodeling to this building will not be allowed.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Roofing needs:	$ 154,467
Priority 1 needs:	$ 190,606
Priority 2 needs:	$ 926,734
Priority 3 needs:	$ 476,164
Project soft costs:	$ 454,473
Current 2019 needs:*	**$2,272,363**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Paving: The asphalt drive and parking has deteriorated and shows signs of wear, including reduced visibility of some markings, potholes, and cracks. Parking striping and Americans with Disabilities Act (ADA) markings are faded.
- Site Drainage: Culverts and underdrains have heaved above surface and damaged.
- Site Lighting: Insufficient light levels at parking area.
- Exterior Envelope: Extensive areas of brick and grout damage. Windows at addition do not meet Energy Code. Some doors damaged. Door to Boiler Room stair is exhibiting extensive corrosion at frame. Boiler room has standing water on the floor. Roofing Areas of dried and receding sealant at termination bars. Standing seam roof is rusting.
- Windows: Windows original to 1987 addition the few remaining older windows in 1955 wing do not meet Energy Code.
- Casework: Fair condition. Most classroom casework does not meet ADA standards.
- Flooring: Vinyl composite tile (VCT) in Multi-Purpose room is in poor condition; wood floor at Stage is in poor condition; carpet in 1987 addition is worn and is not recommended for use in a school.
- Bathrooms: Most do not meet ADA standards. Some fixtures and grab bars replacement recommended.
- Fire Protection: Inadequate fire detection and notification. No ansul system in kitchen.
- HVAC: Distribution pumps are leaking; housings are corroded.
- Electrical: Romex wiring not permitted in non-sprinklered buildings. Devices in poor condition. No overcurrent protection at exterior panel.
- Lighting: Inadequate emergency lighting. Exposed fluorescent bulbs in kitchen.

Cornwall School

- Year built: 1959
- Square feet: 13,700
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $795,011
  - Projected 2022 needs: $1,025,993 (based on 2017 estimates)

The school is in generally poor condition. Some interior finishes are being renewed and maintained, however, most of the flooring and the adhesives used have been known to contain asbestos. Emergency exit signs were observed to be not working when the test switch was activated and many of the exit lights were not fully mounted or secured to the ceiling. The original metal roof covering was painted and sealed to extend its useful life, giving it a limited warranty of 10 years and the vinyl siding is damaged on the east side of the school. New attic vents were observed on the east side of the building, however the vents on the rest of the building are in poor condition.The building's 'Federal Pacific' electrical panels are obsolete and no longer serviceable. As well, this equipment has documented safety issues and their replacement is a high priority. Gravel parking lots are, at times, the only parking surface available, which does not meet ADA requirements.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Roofing needs:	$ 401,237
Priority 1 needs:	$ 114,828
Priority 2 needs:	$ 774,375
Priority 3 needs:	$ 257,648
Project soft costs:	$ 402,503
Current 2019 needs:*	**$2,012,514**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Parking: No ADA compliant spaces marked.
- Site: No screening of waste receptacles.
- Exterior Envelope: Brick and mortar wear & damage throughout. Settlement-related cracks present. Control joint sealant degraded. Vinyl siding damage on East wall. Penetrations for unit heaters have been blocked by rigid insulation but still allow cold air into building. Loose gutter above entryway at west façade of 1984 addition presents an immediate safety hazard.
- Roofing: Standing seam roofing panels repainted recently. Loose flashings, degraded sealants. Cracking at brick chimney and concrete chimney cap. Rust showing through new paint.
- Windows: Original single pane windows do not meet Energy Code.
- Interior Walls: Wall finishes and resilient base are in fair to poor condition.
- Casework: Fair to poor condition. Classroom casework and sinks are not Accessible.
- Flooring: Flooring and transitions are in poor condition throughout. Vinyl asbestos tile present.
- Bathrooms: Fixtures require replacement; bathrooms are not Accessible. Fixtures are not low-flow.
- Fire Protection: No ansul system in kitchen. Inadequate detection and alarm coverage.
- HVAC Controls: No central control system. Several mercury thermostats remain in the building.
- Electrical: Devices and wiring are in poor condition. Insufficient receptacles in most areas.
- Lighting: Insufficient emergency lighting at exit doors.

Mary Hogan School

- Year built: 1959
- Square feet: 72,500
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $5,854,638
  - Projected 2022 needs: $6,562,167 (based on 2017 estimates)

By FCI standards, the school is in "critically" poor condition. Emergency exit signs were observed to be not working when test switch was activated. Many exit lights were not fully mounted or secured to the ceiling. A majority of exit signs have exceeded their predicted useful life as defined by BOMA (Building Owners & Managers Association). There are reported issues with galvanized piping in many bathrooms. Plumbing system is assumed to be original and well beyond the predicted BOMA useful life in most of the school. Water intrusion was observed in the boiler room. Fan coils and unit heaters were observed to be in poor condition. Maintenance staff reports high a level of work orders on this equipment. Exterior metal doors are obsolete on most of the building. Door system is expired due to condition. Exterior windows system is comprised of vinyl insulated glass windows, the majority of which are beyond their service life.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Roofing needs:	$ 588,763
Priority 1 needs:	$ 199,306
Priority 2 needs:	$3,705,787
Priority 3 needs:	$ 940,210
Project soft costs:	$1,412,857
Current 2019 needs:*	**$7,064,286**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Paving: Insufficient number of ADA parking spaces. Some cracking and potholes present.
- Site Lighting: Insufficient lighting at bus drop-off area.
- Exterior Envelope: Extensive damage to EIFS at roof level.
- Roofing: 1954 Addition south roof in poor condition. Apparent leaks at penetrations in 1966 standing seam roof. Apparent major leak during previous winter at shingle roof near Library.
- Windows: Windows in older Wings do not meet Energy Code and exhibit wear and damage.
- Interior Walls: Damaged GWB (gypsum wall board) surfaces in C-Wing.
- Casework: Casework in fair to poor condition in older wings. Limited ADA compliance.
- Flooring: Areas of worn VCT.
- Bathrooms: No ADA restrooms at lower grades.
- Fire Protection: Inadequate horn and strobe coverage at some areas. Inadequate heat detector coverage.
- Plumbing: Broken plumbing vent line in Mechanical penthouse. Missing pipe insulation in ADA restrooms.
- HVAC: Elevated carbon dioxide (CO_2) levels in A-Wing indicates need for adjustment.
- HVAC Controls: No central controls interface.
- Electrical: Insufficient clearance at electrical panels. Insufficient exit signage in E Wing.
- Lighting: Insufficient emergency egress lighting.
- Security :Phone system not E911 compliant

Ripton Elementary School

- Year built: 1989
- Square feet: 11,700
- Building Condition Summary (2017)
  - Current 2017 needs: $541,899
  - Projected 2022 needs: $1,160,946 (based on 2017 estimates)

By FCI standards, the School's current condition is considered to be "poor." Many of the building's major systems are nearing the end of their predicted useful life. The generator is exposed to the weather and accelerated deterioration was observed. Emergency exit signs were not working when test switch was activated, and many exit lights were not fully mounted or secured to the ceiling. Most exit signs have exceeded their predicted useful life as define by BOMA. Interior finishes have exceeded their useful life and are showing signs of deterioration. Original carpet in offices and classrooms was observed to be in poor condition with tears and runs. Areas of old resilient tile showing separation at joints. Ceiling tiles are sagging and damaged in areas. Fire Alarm control panel is beyond its predicted service life and should be renewed, however, some components of the system have been renewed and are observed to be in good condition. HVAC controls are expired and have reported issues. HVAC systems are near the end of their predicted useful life.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Roofing needs:	$ 7,523
Priority 1 needs:	$ 114,155
Priority 2 needs:	$ 261,727
Priority 3 needs:	$ 474,898
Project soft costs:	$ 223,159
Current 2019 needs:*	**$1,115,794**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Parking: Lack of ADA compliant parking spaces, and signage.
- Sidewalks: Lack of ADA compliant access route from parking/drop-off to building.
- Site Lighting: Inadequate lighting at parking area.
- Structure: Exposed rebar in concrete pier at West entrance. Some cracking at concrete foundation walls.
- Exterior Envelope: Occupant comfort complaints in some areas of building; thermal imaging indicates some areas of extensive heat loss.
- Windows: Worn, some damage present. Not Energy Code compliant.
- Doors: Aging hardware, some not Code compliant. Some panic hardware sticks and requires extra effort to operate.
- Interior Walls: Vinyl base in poor condition. Some damage to walls observed.
- Flooring: Poor condition throughout. Areas of movement or expansion/contraction noted.
- Bathrooms: Toilet partitions in multi-user restrooms in poor condition.
- Kitchen: Some poorly operating gas valves in gas stove.
- Fire Protection: Inadequate and non Code-compliant horn and strobe coverage. Ansul hood system not connected to fire alarm system.
- HVAC: Housing seal leak on distribution pump leading to corrosion on pump and its components. Broken damper actuator arm at air handler heating the Multi-Purpose room.
- HVAC Controls: Vestibules and some unoccupied spaces do not allow for temperature adjustment. Rear vestibule observed to be overheating.
- Lighting: Inadequate emergency lighting in main egress corridors and at exit doors

Salisbury Community School

- Year built: 1966
- Square feet: 24,500
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $439,580
  - Projected 2022 needs: $1,310,971 (based on 2017 estimates)

By FCI standards, the School's current condition is considered to be "fair." The school was generally observed to be in fair condition. Interior finishes are aged and becoming deteriorated. Exterior painted finishes are peeling and maintenance is needed to assure useful life of the wooden components. Exit lights and emergency lighting observed to be in good condition. Battery backup has a limited life cycle and should be checked on a regular basis. Smoke detectors were installed and are connected to the main panel in the administration building. All plumbing fixtures were observed to be in good condition. Manual flush valves and sink fixtures. Lighting is adequate for the use of the space. No issues observed or reported.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Priority 1 needs:	$ 60,346
Priority 2 needs:	$ 755,014
Priority 3 needs:	$ 403,262
Project soft costs:	$ 316,842
Current 2019 needs:*	**$1,584,209**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Paving: ADA parking spaces need restriping; ADA parking signage is missing.
- Sidewalks: Aprons at classroom exterior doors are not accessible and don't lead to 'a public way.' Sidewalk heaving and misalignment at North entry. Some rust and deterioration at base of guardrail embeds in concrete steps.
- Exterior Envelope: Dense-pack cellulose insulation loses effectiveness if moisture present in wall and should be checked. Areas of damage to siding, trim, and foundation insulation parge coat.
- Windows: Some air leakage observed at window perimeters.
- Interior Walls: Fair condition overall. Some areas in poor condition with damage and wear. Operable partition at Reception is worn and the subject of occupant complaints.
- Interior Doors: Low quality hinges and hardware are failing, leading to door operation issues.
- Casework: Fair overall. Limited accessibility in classrooms. Storage doors below stage in poor condition.
- Flooring: Fair condition overall. Some areas in poor condition with damage and wear.
- Bathrooms: Some piping insulation covers are missing. Older generation low water consumption toilets suffer from inadequate flushing power.
- Fire Protection: Some warning devices are missing. No Ansul system in kitchen.
- Plumbing: Many lead-positive fixtures throughout. Water heater is aging and due for replacement.
- HVAC Controls: Controls user interface is outdated.
- Lighting: Uneven and inadequate lighting levels in several areas.

Shoreham Elementary School

- Year built: 1954
- Square feet: 15,300
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $1,123,416
  - Projected 2022 needs: $1,167,174 (based on 2017 estimates)

By FCI standards, the School's current condition is considered to be "critical." The Fire Alarm is beyond its predicted service life and should be renewed. Smoke detectors and pull stations were observed to be mounted correctly and in all necessary areas. Domestic water and sanitary sewer piping is original to the building and beyond BOMA predicted service life. Plumbing fixtures are in poor condition. Corrosion buildup and possible lead based solder due to year of construction. Original branch wiring is inadequate for the current technology needs of the classrooms. Outlet power strips were observed to be plugged into other power strips. Some panels, however, have been upgraded. Standing seam roof system was observed to be in fair condition. Windows are replacements and seals and gaskets are desiccated or have failed. The facility boilers have all been renewed and with proper maintenance will not need renewal until outside of the forecasting window (2022). Cabinet unit heaters are in fair condition.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Priority 1 needs:	$ 404,105
Priority 2 needs:	$ 314,050
Priority 3 needs:	$ 677,130
Project soft costs:	$ 362,774
Current 2019 needs:*	**$1,813,871**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Paving: Some potholes, cracks in asphalt. Mixed gravel & asphalt parking. No ADA spaces marked.
- Sidewalks: Aprons at classroom exterior doors are not accessible and don't lead to 'a public way'. Exterior concrete stairs at North of building are worn, cracked, and pulling away from building.
- Site Lighting: LED Lighting at parking and Main Entry appears to be adequate and in acceptable condition.
- Playground: Playground equipment is in good condition. Playground is well maintained.
- Building Structure: Structure at sloped roof addition has several areas of failure and/or improper installation.
- Exterior Envelope: Exterior walls vary in condition and construction. Areas of damaged brick and mortar are present. Walls do not meet current Energy Code and any insulation is likely to contain asbestos. Shed addition behind the Multi-Purpose Room is uninsulated and in poor condition.
- Roofing: Roof paint is in poor condition. Some snow and ice damage to roofing seams.
- Windows: Windows are at end of useful life and do not meet current Vermont energy guidelines.Sealants degrading and some failure was observed.
- Interior Walls: Paint is in fair condition. Wall base is in poor condition throughout.
- Casework: Casework worn & damaged. Shelves and coat hooks in corridors not per Code. Casework & sinks in classrooms not accessible.

› continued on page 34

- Flooring: Flooring is in poor condition. Epoxy flooring in Multi-Use Room has severe bubbling likely due to vapor pressure, creating a trip hazard. Carpeting is not recommended for use in schools. Flooring under carpeting and VCT may contain asbestos.
- Bathrooms: Only one restroom appears to meet accessibility requirements. Fixtures are at end of useful life. Toilet partitions are in poor condition.
- Fire Protection: Alarm system does not meet current Codes in some building areas.
- HVAC: Elevated CO2 readings in some spaces indicate equipment performance issues.
- HVAC Controls: No central control system. Wall thermostats are outdated and do not allow programming.
- Electrical: Main panel is in good condition and has expandability. Panel for music and guidance needs adequate working clearance; currently presents a hazardous condition. Solar PV system is not currently operational.
- Lighting: Lighting was upgraded in 2013 and consists of fluorescent fixtures. Lighting quality and levels are poor in some areas. Emergency lighting is inadequate in some areas.
- Security: Security infrastructure is largely new and in good working condition.

Weybridge Elementary School

- Year built: 1961
- Square feet: 15,500
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $717,139
  - Projected 2022 needs: $942,269 (based on 2017 estimates)

By FCI standards, the School's current condition is considered to be "poor." Emergency exit signs were not working when test switch was activated. Many exit lights were not fully mounted or secured to the ceiling. Most exit signs have exceeded their predicted useful life as defined by BOMA. The water distribution system supplies adjacent properties. A UV filtering system is needed to meet state mandated regulations. 9x9 floor tiles with asbestos adhesives were observed in a portion of the facility. Replacement is recommended. The resilient flooring in gymnasium was in poor condition. Broken, lifting and separation between tiles was noted. Roof overhang has a damaged soffit due to water penetration. Change of the existing roof design is recommended to prevent damage. Reports of excessive repairs.

BUILDING CONDITION SUMMARY
(TruexCullins, 2019)

Roofing needs:	$ 79,283
Priority 1 needs:	$ 141,585
Priority 2 needs:	$ 698,787
Priority 3 needs:	$ 270,133
Project soft costs:	$ 309,345
Current 2019 needs:*	**$1,546,724**

***** *Current 2019 Needs dollar figures have been adjusted upwards by four percent (4%) to reflect 2020 dollar cost estimates. This was done by the Architect for accuracy purposes during the 2020 Community Presentations.*

- Paving: Faded striping; no signage at ADA parking spaces.
- Sidewalks: Cracked and damaged at some areas.
- Site: Unstable stone retaining walls at west façade and at south façade near playground.
- Exterior Envelope: Exterior walls are generally in fair condition. Walls and windows do not meet current Energy Code. Some holes and exposed rebar observed at exterior of concrete foundation walls.
- Roofing: Standing seam and membrane roofing are in good to fair condition. Drainage valley on the west (entry) side of the building is poorly designed and is exhibiting extensive water damage.
- Windows: Windows are in fair condition but do not meet current Vermont energy guidelines.
- Interior Walls: Paint is in fair condition. Wall base is in fair to poor condition.
- Casework: Casework worn & damaged. Shelves and coat hooks in corridors not per Code. Casework & sinks in classrooms not accessible.
- Flooring: Flooring is in fair to poor condition. Carpet is not recommended for use in schools for hygienic reasons. Older flooring known to contain asbestos was observed in the 1966 wing and may still exist elsewhere beneath newer VCT and carpet. Laminate flooring in Multi-Purpose Room shows signs of potential excessive slab moisture.
- Bathrooms: Many fixtures are at end of useful life. Toilet partitions are in fair to poor condition. Some pipe insulation missing at ADA fixtures.

- Fire Protection: No Ansul system in kitchen. Inadequate horn and strobe coverage. Inadequate fire detection device coverage.
- HVAC: Water contamination in underground fuel oil tank. Aging unit ventilators in 1966 wing.
- HVAC Controls: No remote monitoring or control.
- Plumbing: Domestic hot water recirculation pump is not potable type.
- Electrical: Inadequate clearance around electrical panel. Some non GFI protected receptacles in kitchen.
- Lighting: Aging emergency lights no longer reliable, not regularly tested. No emergency exterior lighting at exits.

The following presents a summary of the 2017 SchoolDude facility audits for the Middlebury Union High School (MUHS) and Middlebury Union Middle School (MUMS). As this report was being prepared, TruexCullins had not yet completed its assessments of MUMS and MUHS. Those assessments are looking at the cost to bring these buildings up to current building codes, as well as addressing infrastructure needs (e.g. electric, plumbing, roofing, fire safety, windows, flooring, etc.), and essential systems. Unlike the TruexCullins 2019 Elementary School Study, the updated assessments of ACSD's secondary school facilities will not evaluate the buildings from an educational adequacy or "best practices" standpoint.

Middlebury Union High School (MUHS)

- Year built: 1956
- Square feet: 142,000
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $7,384,741
  - Projected 2022 needs: $11,685,693 (based on 2017 estimates)

By FCI standards, the school is in generally poor condition. Many exit signs were not fully mounted or secured to the ceiling, and most have exceeded their predicted useful life as defined by BOMA. Classroom doors in B-wing do not have the ability to be locked from the inside during a lock-down procedure, and roof leaks were observed near the elevator and library (and are reported to be recurring during rain events). Fan coils in mechanical equipment were observed to be dirty and insulation was missing or damaged on the original building air handlers. Electrical closets lack proper ventilation causing equipment to operate in high heat situations. Electrical outlets near water sources are not GFCI protected. Although not part of the assessment scope for building condition, many of the student restrooms do not meet current ADA requirements. There were no reported issues with the domestic water distribution, but the concealed system is nearing the end of its predicted useful life. Interior finishes are in fair to poor condition; floor tiles are commonly known to contain asbestos.

Middlebury Union Middle School (MUMS)

- Year built: 1988
- Square feet: 65,000
- Building Condition Summary (SchoolDude, 2017)
  - Current 2017 needs: $1,938,300
  - Projected 2022 needs: $3,505,334 (based on 2017 estimates)

By FCI standards, the School's condition is considered to be "poor." However, the School Dude inspectors rated it "fair to good" due to it being well maintained. Some interior finishes are near or beyond their BOMA predicted useful life and should be renewed. Air Handlers were observed to be in good condition, however the orientation of units make filter changes and maintenance difficult on some units. Lighting fixtures are near the end of their BOMA predicted useful life. It was observed that school personnel choose to use only one bulb of the two-bulb light. LED upgrades to the interior lights should be considered at the time of replacement. Emergency exit signs were observed to be not working when the test switch was activated. Many exit lights were not fully mounted or secured to the ceiling. All the exit signs have exceeded their predicted useful life as defined by BOMA

D.3 Key Takeaways from 2017 and 2019 Condition Assessments

Both condition assessments of ACSD's school facilities revealed a number of critical observations. First, they identified several significant infrastructure needs resulting from years of deferred maintenance. Estimated repairs required to bring all seven of ACSD's elementary schools to current modern standards totaled roughly $17 million, with over $7 million needed at Mary Hogan Elementary School alone (TruexCullins, 2019). The TruexCullins assessment also revealed a broad variability in functionality between the District's elementary school buildings, particularly with respect to providing dedicated spaces for essential school activities including administrative work, student intervention services, and instruction in specials such as art, music, and foreign language.

In addition, the assessments found that the District's elementary school instructional footprint (i.e., the total amount of building square footage maintained for primary school instruction) is much larger than needed for the number of students it currently serves. And given declining enrollment trends projected into the future, it follows that the collective capacity of ACSD's elementary schools far exceeds the District's projected elementary student population.

In the face of these challenges, the Board's next undertaking was to determine which buildings and projects to prioritize for the Facilities Master Plan. To accomplish this task, the Board began the work of visioning an ideal instructional environment for elementary school students, and evaluating how best to configure its collective resources to achieve that vision across the entire District.

SECTION E

Educational Adequacy Analysis & Reconfiguration Options

Section E. Educational Adequacy Analysis and Reconfiguration Options

In this section

- **BOARD PRIORITIES: A FOCUS ON EDUCATION**
- **WHAT THE INFRASTRUCTURE AND EDUCATIONAL ADEQUACY ASSESSMENTS REVEALED**
  - Comparison of ACSD Elementary Schools with a Model School
  - Potential building configuration / criteria for analysis
  - Facility costs and bonding options
  - Impact on Staffing
  - Educational Analysis – Impact on Instruction and Student Services
  - Initial Transportation Analysis
- **PORCH CONVERSATION DIALOGUES**

E.1 Board Priorities: A Focus on Education

Throughout the Facilities Master Planning process, the Board's primary focus has been finding a school configuration that will provide all ACSD students with the best education possible in a manner that is both affordable and sustainable. Central to that work is making sure that the District's buildings, infrastructure, and distribution of staffing and resources are aligned with the Board's vision of delivering ACSD's curriculum consistently and equitably across the District.

The perceived tension between fiscal and educational priorities has been a frequent subject of discussion around the Facilities Master Plan; however, it is critical to recognize that the failure to respond to increasing financial pressures on the District can also yield adverse educational impacts through successive cuts to staffing and programs. Enabling sufficient staffing to deliver high quality, equitable academic and co-curricular activities across all ACSD schools has always been a critical success factor in the planning process.

This particular focus is best described in eChat conversations with ACSD's Director of Teaching & Learning and Director of Student Services. In the videos, both members of the educational design team discuss the challenges of adequately staffing positions across the District's seven elementary schools, and how spreading limited resources between under-capacity schools deepens inequities in learning environments and student supports across the District. The videos also discuss opportunities for improvement; these points are outlined further in Subsection E.2 below.

With completion of the 2017 SchoolDude and 2019 TruexCullins capacity and condition assessments, the next step in the Facilities Master Planning process was to analyze the infrastructure and educational adequacy of ACSD's facilities, both of which are discussed in this Section.

E.2 Results of Infrastructure and Educational Adequacy Assessments

The Process: Translating Guiding Principles into a Model School Standard

As discussed in Section C – Board Process and Goals, the Board had worked with TruexCullins in August 2019 to identify its Guiding Principles for the elementary school evaluation process. The Facilities Committee then worked with the consultants to translate those Guiding Principles into a conceptual model.

Adjustments were made for ACSD's projected student enrollment, specific curriculum needs, program offerings, and required student services, among other factors. The result was a hypothetical 'model elementary school' that would provide classroom space for at least one reasonably-sized section (18-20 students) per grade level, dedicated instruction space for art, music, and foreign language, adequate office and conference room space for administrative, nursing, and student service needs, as well as code- and ADA-compliant bathrooms, kitchen space, and multi-purpose spaces.

Based upon the Board's wish list, a 'conceptual model school' was imagined, serving 150 students (one section per grade) and yielding an instructional footprint of roughly 30,000 square feet in accordance with architectural standards for modern elementary schools. This became the initial model against which all ACSD elementary schools were first compared, though it should be noted that the limited size of this initial model would unlikely support full funding of all academic and support positions – and that under this scenario, some positions would still remain less than 1.0 full time equivalent (FTE).

Initial Comparisons/Findings

TruexCullins compiled additional data from the District's seven elementary school buildings during the end of 2019, and presented its initial findings to the ACSD Community in January 2020.

During the presentation, ACSD leadership reinforced the foundational question driving the Facilities Master Planning process: How do we work together, across all of our diverse communities, to provide the best education for our students within the fiscal realities of ACSD and Vermont? Information about the financial impacts of maintaining the status quo was shared to underscore the urgency of taking action, as well as an overview of the FMP process conducted to date. Figures illustrating the ACSD's projected K-12 enrollment, and dollars over the state education spending threshold through FY26 were shared at the January 2020 Community Presentation, and were detailed in Section B of this report.

The remainder of the presentation was structured to provide a general overview of the site conditions, occupancy, floor plan and square footage, renovation history, utility details, and redevelopment potential for each of ACSD's elementary schools. These elements were tabulated and compared directly with the model elementary school developed from the Board's Guiding Principles, allowing for a side-by-side comparison of ACSD's current primary school resources against the hypothetical model school. Highlights from the findings are presented below.

Bridport Central School

Built in 1955 and renovated in 1987, Bridport Central School was assessed at needing roughly $2.3 million in repairs in 2019. The school serves 57 students and has capacity for 145 students. Compared against the model school, Bridport Elementary School does not have sufficient classroom space to host at least one section per grade, and also lacks dedicated spaces for conducting meetings, providing learning and behavior support, as well as music and foreign language instruction. At 17,622 ft2, this school's footprint is just over half of the footprint of the model school. Site conditions and proximity to Route 22A make redevelopment possible, though concerns about water and wastewater capacity exist.

Cornwall School – Built in 1959 with additions in the 1960s and 1984, Cornwall School was assessed at needing roughly $2 million in repairs in 2019. The school serves 69 students and has capacity for 124 students. Compared against the model school, Cornwall School almost has sufficient classroom space to host at least

one section per grade (not Pre-K), but lacks dedicated spaces for music and foreign language instruction, as well as spaces for any student support or special education services. The kitchen, library, and multipurpose space used for the gymnasium and cafeteria at Cornwall School are notably small compared to the model school. At 13,557 ft2, this school's footprint is less than half of the footprint of the model school. Site conditions and proximity to Route 30 make redevelopment possible, though concerns about water and wastewater capacity exist.

Mary Hogan School

Built in 1954 with additions in 1966, 1984, and 2001, Mary Hogan School was assessed at needing roughly $7.1 million in repairs in 2019. The school serves 385 students and has a capacity for 564 students. Compared against the model school, Mary Hogan School is one of two ACSD elementary schools that have sufficient classroom space for each grade level, and also has dedicated spaces for specials, student services, and other administrative needs. The school's main deficiencies against the model school are the size and condition of dedicated spaces. At 71,257 ft2, Mary Hogan School's footprint is more than double the size of the model school, and currently hosts between three and four sections per grade. Redevelopment is favorable due to its central location and existing municipal water/sewer service, but is restricted by questionable soils and poor drainage.

Ripton Elementary School

Built in 1989, Ripton Elementary School was assessed at needing roughly $1.1 million in repairs in 2019. The school serves 48 students and has capacity for 84 students. Compared against the model school, Ripton Elementary School does not have sufficient classroom space to host at least one section per grade, and also lacks dedicated spaces for art, music, and foreign language instruction, as well as guidance and other student support services. The kitchen at Ripton Elementary School is notably small compared to the model school, though its library and existing classroom spaces are spacious. At 11,909 ft2, this school's footprint is just over a third of the footprint of the model school. Site conditions and a large lot size make redevelopment possible, though concerns about accessibility due to the school's remote location exist.

Salisbury Community School

Built in 1996, Salisbury Community School is ACSD's newest elementary school, and was assessed at needing roughly $1.6 million in repairs in 2019. The school serves 72 students and has capacity for 152 students. Compared against the model school, Salisbury Community School has sufficient classroom space to host at least one section per grade, but does not have dedicated spaces for art, music, and foreign language instruction. Existing classrooms are sufficiently sized, and the school's library and multipurpose room for gymnasium and cafeteria services are spacious. At 24,554 ft2, this school's footprint closely approaches the footprint of the model school. Lot size, location, site conditions, and water/wastewater capacity all make redevelopment favorable, though some permitting concerns regarding endangered species and wetlands exist.

Shoreham Elementary School

Built in 1954 with a new roof installed in 2001, Shoreham Elementary School was assessed at needing roughly $1.8 million in repairs in 2019. The school serves 81 students and has capacity for 128 students. Compared against the model school, Shoreham Elementary School has almost enough classroom space to host at least one section per grade (not PreK), though the absence of windows in a few classrooms would require significant interior reconfiguration. The building also does not have dedicated spaces for art, music, or foreign language instruction. Administrative space was notably deficient compared to the model school, though its library and existing classroom spaces are spacious. Shoreham Elementary School's kitchen space is very small, and it lacks dedicated rooms for learning and behavioral support. At 14,912 ft2, this school's footprint is nearly half of the footprint of the model school. Location and municipal utilities make redevelopment favorable, though concerns about the extent of interior reconfiguration and site slope limitations exist.

Weybridge Elementary School

Built in 1961 with additions in 1966 and 1996, Weybridge Elementary School was assessed at needing roughly $1.5 million in repairs in 2019. The school serves 43 students and has capacity for 99 students. Compared against the model school, Weybridge Elementary School does not have sufficient classroom space to host at least one section per grade, and also lacks dedicated spaces for art, music, and foreign language instruction. The kitchen at Weybridge Elementary School is notably small compared to the model school, though it does provide dedicated space for guidance, nurse, and some student support services. At 15,310 ft2, this school's footprint is about half of the footprint of the model school. The lot size makes redevelopment possible, though concerns about the school's remote location, shared water system, and limited wastewater capacity exist.

From a facilities perspective alone, the elementary schools that most closely resembled the Board's initial model school included Mary Hogan School and Salisbury Community School. The remaining five community schools provided varying opportunities and concerns for redevelopment, though it should be acknowledged that the remote locations of both Ripton Elementary School and Weybridge Elementary School –with respect to the geographic distribution of students not already served by Mary Hogan and Salisbury schools– presented some logistical challenges. In any case, the Board and Facilities Committee would need to consider additional factors beyond physical facilities to help identify which of its schools were best suited to serve its students in the long run.

SUMMARY — SPACE ANALYSIS

Includes space, bigger than model | Includes space, smaller than model | Does not include space

Space Program	Model	Bridport	Cornwall	Ripton	Salisbury	Shoreham	Weybridge	Mary Hogan
1 Classrooms	SF	SF						
Pre K	950	955						4 sect per gr
Kindergarten	1050	1225	849	971	1106	925	893	"
Grade 1	820	907	881	971	1096	871	886	"
Grade 2	820	961	867	971	795	873	765	"
Grade 3	820	976	671	971	1033	875	744	"
Grade 4	820				1004	870	744	"
Grade 5	820		877		1037	808		"
Extra Classroom	820		910		1006			"
2 Administration								
Front Office	270	228	89	276	283	174	205	257
Principal	240	143	67	114	177	96	200	245
Conference Room	240				374		160	164
Staff Room	150	983	199	242	218		328	522
Mail/Copy	80							203
3 Specials								
Art	1100	1030	877					1295
Art Storage	110				74		149	228
Music	1100							1248
Music Storage	110				80		148	226
Maker Space								
Foreign Language	820							885
4 Public Spaces								
Lobby	384			232	104			447
Library	1450	894	892	1354	1659	1566	1368	2749
Book Room (leveled readers)	120					34	225	317
Multipurpose Room	4644	2028	2381	1765	4170	2432	2499	6026
Multipurpose (Storage)	464.4	109	182	270	178	373	356	900
Stage	800	198			1067	293		334
Cafeteria	0							
Kitchen (incl. storage)	1000	407	311	134	454	108	364	1503
5 Student Support								
School-based clinicians	0	346	87		254			127
Guidance	150	346			109	170	169	463
Nurse	200	176	87	269	207	235	225	598
Learning Support	200						100	378
OT/PT	0							127
Behanior Support	100				182			1624
SPED	750	693		474	610	686	403	3280
Speech	150	866					100	328
Totals								
Subtotal Net SF	21552	13471	10450	9074	18792	11389	11418	51145
Net to Gross Multiplier	1.40	1.31	1.30	1.31	1.31	1.31	1.34	1.39
Total Gross SF	30173	17622	13557	11909	24554	14912	15310	71257

SUMMARY — REDEVELOPMENT POTENTIAL

No major challenges | Moderate challenges | Significant challenges

	Bridport	Cornwall	Mary Hogan	Ripton	Salisbury	Shoreham	Weybridge
Location							
Remoteness							
Roads/Access							
Site							
Size							
Grade/Slope							
Drainage							
Restrictions							
Extra Classroom							
Water							
Wastewater							

Exploration of Configuration Possibilities

Given the additional factors that emerged from the initial elementary school comparisons (equity concerns, spaces for student services, etc.) the Facilities Committee began the next step of integrating these and other considerations into a more comprehensive analysis.

First, it should be mentioned that TruexCullins adjusted the 'model school' to reflect the Board's strong preference for providing learning environments with fully staffed academic and support positions. This change would increase the target student population of the model school to 250 students, or 2 sections per grade level, and was done to strive toward the most affordable cost/pupil figure for funding all desired positions, and improve the delivery of student services throughout the District. The adjustment also expanded the instructional footprint of the model school to 45,000 square feet with the addition of a dedicated cafeteria space, as well as a few other features of a modern elementary school. Again, the new model school merely represented a hypothetical point of reference against which the District's existing school configurations could be measured – but TruexCullins believed it now represented a more realistic target for providing a fully staffed educational environment across the District.

Next, the Facilities Committee organized its criteria for analysis of potential reconfiguration options into three categories: Facilities, Education, and Operation. These criteria categories would allow for a comprehensive examination of all aspects of the District's responsibilities, and represented the pillars for the District's successful delivery of educational programming to its students. Now, in addition to considering reconfiguration options from a facilities perspective, the Committee would call upon the ACSD Administration and Student Service Design Team to look at the educational design and staffing perspectives for each possibility, and engage a transportation consultant to explore impacts to bussing. The breakdown of criteria categories follows:

- Facilities
  - Building Condition
  - Suitability for Modern Education
  - Site Size and Grade
  - Site Utilities
  - Location
  - Cost
- Education
  - Access to full range of program and co-curricular offerings
  - Equity
  - Social Opportunities
  - Socioeconomic Diversity
  - Diverse Learning Styles
- Operations
  - Staffing
  - Building operation & maintenance
  - Bussing

Subsequent Facilities Analysis

TruexCullins provided the facilities perspective for this next stage of analysis, and presented its findings to the full ACSD Board and Community in March 2020. Five potential options –four requiring a building bond and one no-build option– were unveiled during the March 10, 2020 public meeting, combining a few different school configurations. The configurations chosen included either building a brand new school and/or using existing ACSD elementary schools that had been identified during the first stage of analysis as having the highest redevelopment and cost-savings potential. The options presented were primarily based upon the Board's Guiding Principles, and represented what appeared to be the best choices purely from a facilities perspective (i.e., did not yet factor other important elements such as impacts to staffing, cost, transportation, etc.).

BOND OPTIONS EXPLAINED

BOND OPTION 1A – Building one brand new school with 6 sections for each grade level. The school would be roughly 142,000 ft2 with a capacity of 936 students. With 755 current ACSD elementary school students (excluding 6th graders to be transitioned to the middle school), this option offered room for additional growth up to 181 new students.

BOND OPTION 1B – Adding to Mary Hogan School to accommodate 6 sections per grade level. The existing 71,257 ft2 Mary Hogan School would be expanded by an additional 74,990 ft2 to accommodate 936 students. This option would also provide some growing room to educate 181 students beyond the District's existing 755 PreK-5th grade student population.

BOND OPTION 2A – Renovating Mary Hogan School (4 sections) and building one new school (2 sections). Mary Hogan School would be expanded by 32,878 ft2 to accommodate 580 students, and a new 47,422 ft2 school would be built to accommodate up to 334 Pre-K through 5th grade students with two sections per grade. The growing room allowed for the new school and the expanded Mary Hogan School would be 44 students and 115 students, respectively.

BOND OPTION 2B – Renovating Mary Hogan School (4 sections) and Salisbury Community School (2 sections). Mary Hogan School would be expanded by 32,878 ft2 to accommodate 580 students, and the 24,554 ft2 Salisbury Community School would be expanded by 23,623 ft2 to accommodate up to 334 Pre-K through 5th grade students with two sections per grade. The growing room provided for the expanded Mary Hogan School and Salisbury Community School would be 115 students and 44 students, respectively.

OPTION 3 – Using existing Mary Hogan School (4 sections), Salisbury Community School (1 section) and Bridport Central School (1 section). This 'no-build' option utilizes the existing footprints and student capacities of Mary Hogan School, Salisbury Community School and Bridport Central School to accommodate all 755 of the District's PreK - 5th grade students. The obvious downside of this option is that while the proposed distribution of students provides some growing room at Mary Hogan School should enrollment trends change, both Bridport Central School and Salisbury Community School would only allow for 7 and 11 new students, respectively – unless plans were made to expand those schools. An important consideration with this option is that even though designated as a 'no-build' option, these selected schools do still require roughly $10 million in repairs to modernize the facilities to current standards.

Reactions to the proposed options were mixed among Board members, and many from the community –particularly those living in member towns with small elementary schools not included among the options– expressed frustration and concern. Reasons for opposition were primarily based upon the interconnectedness between community schools and community identities, but were also likely grounded in the fact that prior community input had revealed participants' strong preference for reconfiguration options that included three or more elementary schools. Others shared concerns about longer bus rides, particularly for the District's youngest students, and questioned the accuracy of enrollment and spending projections. With no tangible data regarding the estimated costs and savings for each option, resistance to any of the proposed changes was firm.

Though further analysis to examine potential construction costs and impacts to staffing and services was intended to occur within the next month, the Board was forced to pause its planning efforts in light of the global pandemic brought on by the COVID-19 virus. Shortly after the March 2020 presentation, all ACSD schools were closed and went remote for the remainder of the academic year. Suddenly all of the Board and Administration's attention was directed toward the uncharted territory of delivering public education during a pandemic.

However, growing concern about the costs brought on by the pandemic itself and the impact on the District's financial health prompted the Facilities Committee to re-engage with its analyses. In May 2020, citing uncertainty about the financial impact of COVID-19 on the ACSD Community, the Facilities Committee decided to remove all of the proposed one- and two-school options from the table. Instead, the only options that would be explored further would need to utilize at least three of the District's existing school facilities to avoid asking the ACSD Community to pass a bond for construction of any new schools.

This adjustment meant that the Board might need to relax its Guiding Principle to provide full-time staffing of all academic and support positions within its elementary schools. However, the use of existing facilities and consolidation of ACSD elementary students from seven community schools to just three or four schools still had the potential to conserve limited resources and satisfy many of the Board's other parameters.

Next, the Facilities Committee engaged other experts to explore the other two Criteria for Analysis: Educational and Operational impacts. The ACSD Administration and Education Design Team were called upon to examine both three-school and four-school options and their respective forecasts for staffing, programming, and delivery of student supports and services. The Facilities Committee also retained a transportation consultant to explore possibilities for bus routes and resulting ride times. The reason for adding these additional layers to the analytical process was that it would clarify for the Facilities Committee which option –a three-school solution or a four-school solution– would best provide the required cost savings for the District's financial sustainability while still satisfying the Board's most important Guiding Principles.

Impact on Staffing

The starting point for further analysis of proposed reconfiguration options was the three-school model presented by TruexCullins in March 2020, or Option 3 – which imagined the use of Bridport Central School, Mary Hogan School, and Salisbury Community School to educate all of ACSD's elementary school students. This decision was based upon geography and the facilities perspective, in that these were the schools thought to be the most sensible choices for improvement/redevelopment, and were also believed to be appropriately located to serve the western, central, and eastern areas of the District.

For consideration of a four-school model, the ACSD Business Manager and Education Design Team initially added a hypothetical fourth school to their analyses, rather than selecting a specific elementary school. This was done because the remaining schools (Cornwall, Ripton, Shoreham, and Weybridge) each had significant challenges in providing an equivalent experience without investing in a major addition to the building – so at the time none of them were seen as the obvious fourth school.

In August 2020, the ACSD Business Manager presented a brief cost analysis of the three-school and four-school models purely from a staffing perspective. The analysis was conducted with consultation from ACSD's elementary school principals, and compared hypothetical staffing models for three schools, four schools, and the current seven-school configuration based on the District's current enrollment. The six tables below illustrate proposed staffing for each of the examined models.

THREE-SCHOOL MODEL

K-5 ENROLLMENT MODEL			
	Mary Hogan	Salisbury	Bridport
Kindergarten	80	20	20
First	80	20	20
Second	80	20	20
Third	80	20	20
Fourth	80	20	20
Fifth	80	20	20
Total K-5	480	120	120

This model assumes Kindergarten section sizes of 5 (Mary Hogan) and 2 (Salisbury/Bridport) and Grade 1-5 section sizes of 4 (Mary Hogan) and 1 (Salisbury/Bridport). Total elementary enrollment (K-5) is projected at 270. Alternatively, small Kindergarten classes could be 1 section in Salisbury/Bridport and another grade could have two sections in the event of a "bubble."

STAFFING MODEL			
	Mary Hogan	Salisbury	Bridport
Classroom teachers	25	7	7
Special Educators	8	2	2
Speech Language Pathologists	3	1	1
Interventionists	4	1	1
Paraeducators	7	4	4
Guidance	3	1.5	1.5
Librarian	1	.5	.5
Nurse	1	.5	.5
Spanish	1	.5	.5
Physical Education	1	.5	.5
Art	1	.5	.5
Music	2	.5	.5
Custodial	5	2	2
Administration	2	1	1
Clerical	2	1	1

NOTE: Charts based on FY20 K-5 enrollment figures

FOUR-SCHOOL MODEL

K-5 ENROLLMENT MODEL				
	Mary Hogan	Salisbury	Bridport	School 4
Kindergarten	66	18	18	18
First	66	18	18	18
Second	66	18	18	18
Third	66	18	18	18
Fourth	66	18	18	18
Fifth	66	18	18	18
Total K-5	396	108	108	108

This model assumes 4 sections of each grade at Mary Hogan and 1 section of each grade at Salisbury/Bridport/School 4.

STAFFING MODEL				
	Mary Hogan	Salisbury	Bridport	School 4
Classroom teachers	24	6	6	6
Special Educators	8	1.5	1.5	1.5
Speech Language Pathologists	3	1	1	1
Interventionists	3	1	1	1
Paraeducators	6	3	3	3
Guidance	3	1	1	1
Librarian	1	.5	.5	.5
Nurse	1	.5	.5	.5
Spanish	1	.5	.5	.5
Physical Education	2	.5	.5	.5
Art	1	.5	.5	.5
Music	1	.5	.5	.5
Custodial	5	1	1	1
Administration	2	1	1	1
Clerical	2	1	1	1

NOTE: Charts based on FY20 K-5 enrollment figures

CURRENT MODEL

K-5 ENROLLMENT							
	Bridport	Cornwall	Mary Hogan	Ripton	Salisbury	Shoreham	Weybridge
Kindergarten	10	9	61	9	8	19	6
First	12	14	51	7	7	19	6
Second	7	13	59	7	11	13	9
Third	7	10	67	3	12	12	9
Fourth	5	10	59	11	12	12	6
Fifth	8	13	63	7	14	6	7
Total K-5	49	69	360	44	64	81	43

STAFFING, CURRENT MODEL							
	Bridport	Cornwall	Mary Hogan	Ripton	Salisbury	Shoreham	Weybridge
Classroom teachers	4	6	25	3	5.5	5.5	3.5
Special Educators	1.5	1	7	.8	1.5	1	2
Speech Language Pathologists	.5	1	1	.3	.5	.5	.2
Interventionists	1.0 (G)	.8 (G)	3 (2G)	1	1 (.5G)	1 (.5G)	
Paraeducators	3	2	38	3.7	6	4	2.56
Guidance	.4	.2	4	.2	.5	.4	.2
Librarian	.4	.6	1	.4	.5	.4	.2
Nurse	.4 (.08G)	.4 (.08G)	1	.2 (.08G)	.4 (.08G)	.4 (.08G)	.2 (.08G)
Spanish	.25	.25	1.2	.2	.25	.25	.2
Physical Education	.3	.4	1.7	.2	.4	.4	.2
Art	.3	.2	1	.2	.2	.2	.2
Music	.3	.1	1	.2	.3	.2	.2
Custodial	.5	.8	5	.5	1	.8	.5
Administration	1	1	2	.6	1	1	1
Clerical	1	1	2.6	1	1	1	.54

Excluded 6th grade classroom teachers and PK teachers/paraeducators (prorated if blended grades) — did not exclude portions of other positions as a result of 6th grade move. A "G" in parenthesis indicates that a portion of staffing was not specifically designated to that school for the period of time this snapshot was taken. Services may still have been provided, either by a purchased service (contractor), or by an employee that was assigned districtwide.

NOTE: Charts based on FY20 K-5 enrollment figures

KEY TAKEAWAYS, BASED UPON FY20 K-5 ENROLLMENT FIGURES:

- The three school model as shown would save an estimated $3.3 million in the first year of operation. This model as shown provides a minimum of a .5 FTE for each position.
- In a three-school model, enrollment in two of the three schools would not likely warrant 1.0 FTE for specialist positions (e.g., art, music, Spanish). To bring all electives to a 1.0 FTE in the three-school model, it would roughly cost an additional $600,000 per year.
- A four-school model as shown costs an estimated $660,000 more per year for staffing than a three-school model.
- Assuming personnel costs escalate at 4% per year (wages and benefits), the three-school model would result in a cumulative savings of nearly $41.5 million in 10 years while a four-school model would save approximately $33 million over 10 years.
- Other costs, such as facilities, are not included in the estimate and would increase the cost of the model substantially.
- ACSD principals agreed that a four-school model would still have enough students to house single grade classrooms rather than blended classrooms. While a blended classroom may occur if enrollment was low, the program would be designed to house single grade classrooms.
- There was also consensus among ACSD principals that a three-school model was preferable over a four-school model. The rationale for the three-school model is that it provides the greatest opportunity for equity amongst the schools. Many felt the four-school model was unnecessary given the space available in the schools selected for the three-school model.

Educational Analysis: Impact on Instruction and Student Services

ACSD's Director of Teaching & Learning and Director of Student Services were both tasked with providing the educational perspectives to the Facilities Master Planning process, and presented their findings to the Facilities Committee on September 23, 2020.

The regular work of these two Departments focuses on answering how the ACSD will deliver educational programming to all of its students, as well as what student supports and students will be provided to enable all students to access the curriculum. It should be noted that this programmatic work is ongoing for ACSD's current configuration of schools, but the Directors specifically considered the pedagogical, instructional, and support service impacts of a three-school and four-school model.

TIER 1 INSTRUCTION	TIER 2 INSTRUCTION	TIER 3 INSTRUCTION
Tier 1 instruction, also known as the "universal tier," is defined as the curriculum and related instructional methods and materials provided to all students.	Tier 2 instruction is targeted or strategic instruction/ intervention to address learning difficulties for students who need some additional support beyond core classroom instruction.	Tier 3 instruction is intensive or individualized instruction/ intervention needed to assist students with significant or chronic learning difficulties.

From a Tier 1 educational perspective, the Teaching & Learning team identified the following impacts from reducing the number of ACSD elementary schools:

Improved Student Experiences and Outcomes:

- Provides more room in the budget to support earlier and improved student access to the arts (e.g., providing consistent staffing to art and music specials to allow for more frequent/earlier introduction to arts opportunities).
- Provides additional resources to enable introduction to Spanish instruction in Kindergarten classrooms across the District.
- Allows for after-school care programs in all elementary schools.
- Supports the District's movement toward Universal Design best practices, or 'teaching to the edges' to ensure that students of all learning levels are taught by licensed professionals, with more collaborative planning and instruction.
- Provides increased social opportunities for students, enabling students to benefit from experience with more racial, socio-economic, and learning style diversity.

Strengthened Teaching Practices:

- Reduces existing barriers to professional collaboration, as current specialists and support staff are scattered across seven different schools and lack that time and space to come together.
- Strengthen a transdisciplinary approach to instruction by allowing classroom teachers to collaborate with each other and specialists to integrate other disciplines (e.g., arts, music, movement) into their curriculum.
- Allows for sharing of pedagogical leadership among teachers, enabling principals and IB coordinators to work more easily as partners.
- Stabilizes cohort sizes to prevent skipping over or combining curriculum in blended classroom circumstances.

Improved Staffing:

- Supports staffing by design, rather than by default (e.g., staffing is based on curricular programming needs, not just whether there are enough students to justify spending very limited resources).
- Enables hiring of more specialists to support the District's goal of teaching to the edges.
- Supports full-time positions in art, music, PE, library, Spanish, nurses, counselors, etc. These professionals won't have such fractured schedules, which makes it easier for ACSD to hire and retain quality teachers.

Increased Equity and Sustainability

- Consistent access to, and instruction in library, Spanish, arts, music, and movement across the District
- After-school care in all elementary schools
- Pre-Kindergarten in all elementary schools

The ACSD Director of Student Services also provided a presentation of their Department's work, as well as the likely impact of a three-school reconfiguration on Tier 2 and Tier 3 student supports and services. Among the findings shared:

- Increased student access to support services and special education instruction – all day, every day. Fewer schools will enable the District to provide more certified support staff in all of its elementary school buildings, instead of splitting the positions and sharing them across seven geographically distant locations.
- Better support for students who may struggle, but might not necessarily qualify for specific IEP or 504 plans. Having fully staffed buildings provides support teachers with additional bandwidth to provide more preventative interventions.
- A three-school model allows the District to afford providing increased expertise in each building, so each school can be equipped with math and literacy interventionists, social-emotional learning professionals, guidance counselors, etc. instead of relying on part-time or uncertified paraprofessionals to do this work.
- A three-school model with full staffing provides for much better collaboration among the teachers within each building and in each grade level. The current system has significant barriers to bringing classroom teachers, behavior interventionists, and special educators together to collaborate on interventions and accommodations for student plans.
- A three school model allows for intentional design, meaning that the District can easily afford to provide services and supports when they are needed, not when they are available.

Given all the potential benefits to students and staff, both Directors clearly favored consolidation over the current seven elementary school configuration. The three-school model was preferred slightly over the four-school model simply because more positions would need to be split and shared with a four-school configuration. Both also cited the difficulty of recruiting and retaining qualified staff to fill part time and split positions. Finally, both Directors noted the need for a significant building addition to provide equitable space if a four-school model was chosen.

Initial Transportation Analysis

To further assist the Facilities Committee in choosing between a three-school and a four-school reconfiguration option, the Facilities Committee retained a transportation consultant to provide a preliminary analysis of bussing impacts for the two different possibilities. On November 18, 2020, consultant Tim Ammon with Decision Support Group presented his initial findings to the Facilities Committee.

The work involved evaluating different boundary options for ACSD that considered a three-school and four-school array for student placement. The objective was to move as few students from their current school as possible while addressing the target capacity for each school and grade. The combinations of schools considered with target student counts are listed below:

- Three-School Model: Bridport Central School (120 students), Mary Hogan Elementary School (480 students), and Salisbury Community School (120 students)
- Four-School Model: Bridport Central School (108 students), Cornwall School (108 Students), Mary Hogan Elementary School (396 students), and Salisbury Community School (108 students)
- Four-School Model: Cornwall School (108 students), Mary Hogan Elementary School (396 students), Salisbury Community School (108 students), and Shoreham Elementary School (108 students)

Findings from the modeling suggested that a three-school model offers the least flexibility and would present the most challenges from a transportation perspective. Some student bus rides would likely exceed one hour in this arrangement. The four-school models provide more flexibility and would be the preferred option over a three-school configuration.

Of the four-school models considered, the option that included Bridport, Cornwall, Mary Hogan, and Salisbury Schools required greater student movement and was found to likely cause a greater negative impact on transportation costs and logistics. The option that included Cornwall, Mary Hogan, Salisbury, and Shoreham schools provided greater geographic balance to the transportation routes, and would likely mitigate some of the negative impacts identified in the other options. The Facilities Committee requested additional modeling of various four-school configurations, but the work was not fully completed before additional pressures from the pandemic again forced the Board to pause the Facilities Master Planning process.

E.3 Porch Conversation Dialogues

In Fall 2020, while the initial transportation analyses were being conducted, Board Chair Mary Cullinane and Facilities Committee Chair Victoria Jette hosted a series of Porch Conversations in ACSD's member towns. The events were organized to update community members on the Facilities Master Plan work, and encourage informal conversations about the process. During a two-month period, over 145 families gathered in backyards to ask questions and share their perspectives. While the Facilities Committee still had not made any specific recommendations to the full Board, the Committee's focus at that time had landed on a three-school or four-school model; this information was communicated to participants.

Reception to the Porch Conversations varied, depending on the location. Community members perceiving imminent closure of their elementary school continued to express frustration about the process and concern about the Committee's focus on consolidation. Key Takeaways from the Porch Conversations were shared with the Board in a Powerpoint presentation, including consistent community concerns, such as: impacts of school closure on town identity and viability, and the impact of increasing class sizes on student experience. This and other community feedback solicited during the Facilities Master Planning process is described in further detail in Section F of this report.

Complicating an already difficult process were additional pressures placed on parents, teachers, and families due to the pandemic, as well as significant planning to prepare for the expected movement of sixth graders to the middle school the following Fall. Unfortunately, the impacts of the pandemic continued to mount, halting further work on the Facilities Master Plan in 2021. The decision to pause the work was announced in January 2021.

SECTION F

Community Engagement

Section F - Community Engagement

In this section

- **TIMELINE OF COMMUNITY ENGAGEMENT & OUTREACH EFFORTS IN FMP PROCESS**
  - Fall Community Dialogue Meetings & Follow-up – October 2018
  - Surveys to ACSD Staff and Secondary Students
  - Spring Community Forums & Follow-up – April 2019
  - Board member visits to member towns and schools – November 2019 - January 2020
  - Public Meeting to Present 2019 Facilities Analysis Results – January 2020
  - Public Meeting to Present Initial Reconfiguration Options – March 2020
  - Community Updates in Board Newsletters – June & August 2020
  - e-Chat Videos & Other Online Efforts
  - Porch Conversations & Follow-up – October - November 2020

As described in Section C – Board Process & Goals, community engagement was specifically prescribed in the Facilities Master Planning process. The original planning document called for the creation of a Steering Committee tasked with designing and leading public participation in the Facilities Master Planning process. The Steering Committee was established in June 2018, and represented several sectors of the ACSD community, including students, parents, community members, staff members, administrators, and Board members. The Steering Committee was led by an independent facilitator to: 1) identify and prepare relevant information to be shared with the community, 2) formulate the best methods for involving ACSD stakeholders in the process, and 3) kick off the FMP process with a series of public meetings.

Fall Community Dialogue Meetings & Follow-up – October 2018

Prior to the Fall Community Dialogue Meetings held in October 2018, the Steering Committee worked with ACSD Central Office staff to design, print, and mail invitation postcards to every address in the District. Fliers describing the Facilities Master Plan and upcoming public meetings were also sent home with every ACSD student. During the Community Dialogue meetings, participant feedback was recorded on post-it notes and flip charts – which was then summarized for later presentation to the Board. Participants were also invited to access the data shared during the meeting on the ACSD website, along with video recordings of the event. Community feedback was also invited with an online survey or paper survey, and via email at grandchallenge@acsdvt.org. Finally, the Chair of the Board's Planning & Engagement Committee submitted a Letter to the Editor in the Addison Independent, thanking community members for their participation, inviting additional feedback through various channels, and directing readers to the ACSD website for further information.

As already described in Section C.3 of this report, participant feedback identified several opportunities and challenges with the Facilities Master Planning process. Opportunities included more efficient and financially sustainable District operations, more equitable distribution of District resources, increased social and co-curricular opportunities for students, and others. The challenges identified included transportation, adverse community impact, and loss of town viability, among others. Participants were also asked to identify where they fall on a continuum of sentiment regarding the Facilities Master Planning process, ranging from feeling very worried about the future and the change it might bring to schools, to seeing mostly opportunities in making changes. Most participants expressed being somewhere in the middle: having some worries and seeing some opportunities.

At this time, the Board also began providing Facilities Master Plan updates in the regular ACSD Newsletters, and provided a printed Facilities Master Plan handout for Board members to distribute to ACSD voters at Town Meeting Day.

Surveys to ACSD Community, Staff, and Secondary Students

Immediately following the 2018 Fall Community Dialogue Meetings, the Board invited email comments and created an online survey as a means of capturing stakeholder opinions regarding the Facilities Master Planning process. The survey was accessible via the ACSD website; the comment period remained open until January 4, 2019. Many respondents communicated the same sentiments that were expressed during the meetings themselves: concerns about impacts of school closure on community viability, concerns about transportation, and concerns about forcing students into large class sizes.

In December 2018, the Steering Committee sent an online survey to all ACSD staff, requesting their input on the Facilities Master Planning process. The response rate was low, but teachers who responded supported the movement of 6th graders to the middle school, and expressed concern about both the inequities between classroom experiences and the increasingly complex needs of students they serve. Several communicated support for some school consolidation to reduce administrative costs and enable placement of full-time special educators and other certified support staff in each school. However, some respondents expressed concern about the impacts of consolidation on ACSD's youngest (PreK-2) students and most geographically isolated families. Teachers were not in favor of sharing principals across schools, and also highlighted the need for flexible instructional spaces to accommodate diverse learners.

Feedback was also solicited from ACSD's secondary students in April 2019. All MUMS and MUHS students were given time during their teacher advisory period to complete an online survey requesting feedback on their school experience as it related to opportunities and facilities. The results confirmed a wide range in classroom experiences among the 474 respondents. Roughly 27% indicated having had 20 or more students in their elementary school classrooms, while about 23% had 2-9 peers in their elementary school classrooms. Half of respondents attended elementary school classrooms with 10-19 students. Roughly 10% of students reported not having access to many specials (art, language, etc.) or extracurricular activities (sports, band, choir) in their elementary schools. About 60% of students did not support moving 6th grade to the middle school, mostly due to concern about student maturity, space, and access to outdoor play space. Of the 40% of students who did support moving 6th grade to MUMS, most cited being ready for the change, and having better academic challenges. The vast majority of respondents indicated having "OK" to "Good" impressions of the facilities, classrooms, and learning materials. School resources associated with more negative student impressions included class sizes, gymnasium and cafeteria spaces, bathrooms, technology, and athletic fields. Responses were shared with the Steering Committee and ACSD Board.

Spring Community Forums & Follow-up – April 2019

In April 2019, the Board hosted three "Building Our Future" Community Forums, during which participants were asked to consider and analyze a range of elementary school options, and attempt to prioritize facilities investments at the elementary and secondary school levels. As already described in Section C.4 of this report, community members divided into small groups and discussed each of the options through the Equity, Student Success, and Efficiency & Affordability lenses that the Planning and Engagement Committee had developed. Feedback was collected from each group, compiled by ACSD Central Office staff, and shared with the Steering Committee and Board. Participants were again invited to provide their feedback via email and online or paper surveys. Many participants expressed support for the Facilities Master Planning process, and its potential to improve financial sustainability and address equity issues through the District. Others continued to voice concern about the impact of closing schools on town viability and elementary student experience. The majority of participants favored maintaining several elementary schools over consolidation to one or two schools.

Board Member Visits to Member Towns and Schools – November 2019 - January 2020

After the Spring Community Forums, the Board voted to extend the Facilities Master Plan timeline to allow for additional analysis of the District's facilities, and provide time for Board members to engage with their constituents around the Facilities Master Planning process. From November 2019 through January 2020, while TruexCullins was conducting its comprehensive Elementary School Study, Board members visited all ACSD schools during the school day to interact with students and staff, and directly observe ACSD's learning environments in action. Board members also attended meetings in member towns to answer questions and clarify the steps of the Facilities Master Planning process.

Public Meeting to Present 2019 Facilities Analysis Results – January 2020

As previously described in Section E.2, the Board hosted a public meeting in January 2020 to allow TruexCullins to present initial findings from its 2019 Elementary School Study. The presentation included the translation of the Board's Guiding Principles into a conceptual Model School – which was then compared to each of the District's elementary schools. The presentation identified Mary Hogan School and Salisbury Community School as being the most aligned with the Board's principles from a facilities perspective, and outlined opportunities and challenges for improvement of the District's elementary schools. Participant feedback was again invited via email; many residents pushed back against the "model school" concept, noting that none of ACSD's smaller schools would be able to measure up.

Community members perceiving imminent closure of their small elementary schools continued to express frustration about the process and concern about the Committee's focus on consolidation. Others questioned the accuracy of data generated from the Facilities Master Planning process, and expressed concern around the Board's intentions. Several disenfranchised community members organized around an effort to save ACSD's smallest elementary schools from closure. A petition was circulated to change the ACSD's Charter to 1) give individual member towns the right to elect their own Board representatives (instead of electing directors at-large), and 2) require a binding town vote prior to any elementary school closure in the affected town.

The ACSD declined to consider the request, citing the current requirement for a supermajority of the Board to approve any proposed school closure. This decision was articulated in a February 2020 Board newsletter. Though the two referenda were not included on the official ACSD school ballot, the Selectboards in Cornwall, Ripton, Salisbury, and Shoreham allowed a non-binding vote on the referenda in March 2020. The results represented a limited opinion poll: residents in three of the four towns that voted on the proposal (Ripton, Salisbury, and Shoreham) approved of changing ACSD's Articles of Agreements to codify local control over school closure.

Public Meeting to Present Initial Reconfiguration Options – March 2020

A public meeting was held shortly thereafter in March 2020, to host the TruexCullins presentation of initial reconfiguration options for ACSD elementary schools (also described in Section E.2 of this report). The range of possibilities identified was again grounded in the Board's Guiding Principles, and included five potential options –four requiring a building bond and one no-build option. All but one of the options proposed one- or two-school configurations, which concerned community and Board members alike. Several Board members expressed doubt about voter support for a bond measure to cover the high cost of building a new school.

However, the relative absence of multiple school configuration options in the presentation alarmed many residents of towns with the District's smallest elementary schools, and given the Board's decision to decline the petition to change ACSD's charter, resistance to the Facilities Master Planning process increased.

Community Updates in Board Newsletters – June & August 2020

The Facilities Master Planning process was paused in March 2020, due to the onset of the COVID-19 pandemic. However, increasing worry about a potential financial deficit in Vermont as a result of the pandemic, and the District's looming financial cliff in the face of the State spending threshold prompted the Board to resume its planning efforts in the summer. The Board provided updates to the community in its June 2020 newsletter to explain its reasons for proceeding with the work, and again in its August 2020 newsletter to inform the ACSD community about what to expect in the coming months. In August 2020, the Board announced plans to offer a series of e-Chat videos, in which the members of the Board and Administration would provide user-friendly explanations of the factors driving the Facilities Master Planning process, and how community members can continue to engage. The Board also announced its intention to host a number of informal Porch Conversations within each member town, to allow for more dynamic conversations about the Facilities Master Planning process in a COVID-19-safe outdoor setting. Finally, because all Board Committee meetings were being conducted remotely over Zoom, the Facilities Committee began recording and posting its regular meetings (in addition to meeting minutes).

e-Chat Videos & Other Online Efforts

The Board recorded and produced its e-Chat videos over the summer and fall of 2020, with the intention of increasing the community's awareness and understanding of the factors driving the Facilities Master Planning process. A total of five e-Chat videos were created and posted on the ACSD website for public viewing:

- "Addison Central School District: How Did We Get Here?"
- "ACSD Facilities Master Plan: Why, Why Now, and Where Are We in the Process?"
- "ACSD Communications and Engagement: How Do We Stay Informed and Engaged?"
- "ACSD Facilities Master Plan: Increasing Educational Opportunity, Equity, and Success for All"
- "ACSD Facilities Master Plan: Increasing Supports and Services for Our Students"

Other resources made available on the Board's website included a timeline of Facilities Master Plan milestones titled, "Our Facilities Master Plan Journey" – which was later updated to include live links to reports, meeting recordings, and presentation materials generated throughout the process. In addition, the Board created a Facilities Master Plan Frequently Asked Questions (FAQs) page on its website to specifically address concerns and questions that had come up during the process.

Porch Conversations & Follow-up – October - November 2020

As previously discussed in Section E.3, the Board hosted a series of informal Porch Conversation Dialogues to provide a safe in-person forum for conversation around the Facilities Master Plan. Two events each were held in Cornwall, Middlebury, Ripton, and Weybridge. Salisbury and Shoreham each hosted one event. Approximately 145 citizens participated overall; though it should be mentioned that several of the porch conversations were attended by the same concerned constituents.

While the Facilities Committee still had not made any specific recommendations to the full Board, the Committee's focus at that time had landed on a three-school or four-school model; this information was communicated to participants. The main discussion points provided by Board members centered around the following:

- This is a complex issue (involving staffing/ costs, macroeconomics, enrollment, and ACSD's instructional footprint).
- Our vision of a great education for all is made possible by a strong financial foundation (education is the priority, and MUMS and MUHS can't be ignored).
- There must be new learning communities – not schools with new kids (at least 1 cohort/ grade, diverse learning environments, certified staffing).

The Porch Conversations also aimed to clarify misconceptions in the community around class sizes, transportation, and time for planning and implementation. Community concerns that were consistently expressed during and after the Porch Conversations included the following:

- Town character/viability: "Why would someone choose to live in a town that doesn't have its own elementary school?"
- "This plan means larger class sizes, which means a worse student experience."
- "We need help understanding what will be better – how does this benefit my kids?"
- "What research is being used to inform these decisions?"

Themes and discussion points from the Porch Conversations were summarized and presented to the Board in a Powerpoint presentation, and posted in the Board's January 2021 newsletter. By this time, the financial uncertainties around the State's education funding had grown too significant to continue the Facilities Master Planning process, and the strain of the pandemic on the District's teachers and administrators convinced the Board to again pause the process in January 2021.

By this time, concerned residents in Ripton and Weybridge had introduced ballot measures to withdraw their communities from the ACSD. Residents in both towns voted on the measures in January 2021; Ripton's measure to leave ACSD passed, and Weybridge's measure to leave the District did not. The remaining member towns ratified Ripton's request to leave the District in March 2021 – which elevated Ripton's petition to the State Board of Education. The State Board issued conditional approval of Ripton's request to form its own school district in May 2021, and in January 2022 the State Board designated the new Ripton School District as its own supervisory district. Effective July 1, 2023, the Ripton School District will be responsible for provision of all academic, transportation, special education and other centralized student support services for Ripton's PreK-12 students.

Despite considerable community resistance to the latter part of the Facilities Master Planning process and Ripton's eventual withdrawal from ACSD, the nearly four-year project revealed a number of important lessons and findings to help the District's long-term facilities planning. Section G details the accomplishments and key takeaways from the Facilities Master Planning work completed to date.

SECTION G

Summary / Looking Forward

Section G - Summary / Looking Forward

The ACSD Board initiated its Facilities Master Planning process in 2017, as part of an effort to identify the best configuration of District resources to ensure student success, equitable opportunities across the entire ACSD learning community, and fiscal responsibility to ACSD taxpayers.

Pandemic-related setbacks and uncertainties in the State education funding system currently prevent the Board from making specific recommendations for the configuration of schools in the Facilities Master Plan. The impacts of the pandemic on hiring and retaining staff may have effects on staffing stability in the future, and the proposed changes to student weighting factors are also expected to negatively impact ACSD's budget. But the Board cannot prescribe any significant changes to ACSD's educational footprint until it has more certainty around this information.

In addition, the Board recognizes the need to closely examine the equity concerns that have been identified and highlighted during the Facilities Master Planning process, and intends to utilize the District's Strategic Plan for Equity work to further inform its decision-making around facilities and collective resources. Fortunately, the State's temporary pause in its education spending controls provides some reprieve from immediate financial pressures.

Despite the impact of these factors on the Facilities Master Planning process, significant work has been done to support decision-making in the future. To that end, the Board has:

- Completed capacity and condition assessments of ACSD facilities and identified priority facility needs;
- Obtained general cost estimates for the recommended facility & infrastructure work;
- Developed guiding principles for improvements and investment in its elementary school facilities;
- Conducted operational and educational adequacy analyses of elementary school facilities based upon the Board's vision and guiding principles;
- Moved the 6th grade to MUMS in support of the Board's vision;
- Examined potential reconfiguration options to reduce operational costs and optimize equitable distribution of staffing and resources across the District;
- Narrowed options to consider three- and four-school models that utilize existing ACSD facilities;
- Solidified a vision for sustainability given District pressures that are both within and outside of our control;
- Actively engaged the community during the process, with public meetings held in October 2018, April 2019, January 2020, March 2020, and informal porch conversations in October/November 2021.
- Identified key takeaways from both the planning process and community feedback.

KEY TAKEAWAYS

- Tackling equity issues and achievement gaps across the District is as much of a driving force for a Facilities Master Plan as the financial sustainability concerns. The District's Strategic Plan for Equity will generate key information to incorporate into facilities planning, and will become a critical guiding document for distribution of resources in the future.
- The financial pressures on ACSD are significant and likely to increase in the future. Many of these financial pressures fall beyond the District's control: staff healthcare and retirement benefits, State spending controls, and student weighting factors as determined by the State. Simulation of proposed changes to student weighting factors suggests negative impacts to ACSD's financial forecast.
- Many ACSD community members value the small-school experience and oppose school consolidation. The Board also heard from residents who support consolidation as a means to achieve equity and secure long-term financial stability, but these individuals were less vocal than the opposing voices.
- There is a need to balance desire for small-school experience with affordability – the current Board holds its responsibility to ACSD taxpayers in high regard, and does not support keeping all seven elementary schools open at all cost.
- Any proposed school closure should be justified by supporting data and preceded by significant community engagement.
- The Board is not confident the ACSD community will support construction of one or two new school buildings when the District already has more instructional space than it needs.
- Even without any construction of new schools, the District will need a Bond measure to finance necessary repairs and upgrades to its existing facilities to address deferred maintenance and modernization to current educational standards.
- Transportation is an extremely important factor in facilities planning and any reconfiguration consideration. The Board and community do not want to worsen ride times for any students.
- Regarding the three- and four-school reconfiguration options:
  - Student access to services & opportunities greatly expands with consolidation to three or four schools.
  - Full staffing and operational savings diminish significantly with more than four schools.
  - The three-school model appears to complicate transportation; the optimal four-school model depends on which schools are selected.
  - The Board's wishlist for a model school may need to compromise on full staffing of all positions to support smaller one-section per grade level schools in its potential solution.
- If consolidation or reconfiguration is employed, ACSD will need to invest time and energy into creating/maintaining a strong sense of community within newly configured learning environments.
- Board transparency is imperative through every stage of the planning and decision-making process.
- Consistent communication and engagement with the ACSD community is critical to the successful implementation of any plan.

As we move further into 2022, it is the Board's intention to complete the work that remains in order to achieve its vision for creating the best learning environments to deliver the District's aligned curriculum. We still have a number of challenges to resolve and questions to answer (e.g. following our COVID-19 recovery plan and determining what the impact of changes to Vermont's education funding system will be on our learning community), but the body of work that has been done points clearly to the fact that we must take action to address our infrastructure, equity, and educational adequacy needs.

At the beginning of the process, the Board identified eight Guiding Questions in the Facilities Master Plan planning document that were intended to focus our discussions, investigations, and recommendations around investment in, and management of ACSD's collective resources. The goal was to create a pathway forward that the ACSD community could agree was in the best interests of all ACSD students. To that end, the Board offers the following responses based on the work conducted to date:

1. How do we ensure that all of our students have equity of access and equity of resources in grades Pre-K through 6?

The Board believes providing equitable access to resources and opportunities for all students across the District is the most important factor driving the Facilities Master Planning process. As such, the Board believes the best way to address equity concerns in its long-term facilities planning is to allow ACSD's Strategic Plan for Equity to inform the Board's decision-making. The new Strategic Plan will help to identify any additional equity concerns beyond those already uncovered during the FMP process, and will include specific action items to be incorporated into ACSD planning and operations. In a sense, the new Strategic Plan will become the North star for ACSD's operational decisions guiding the distribution of District resources in the future. Unless financial circumstances substantially change, the Board fully expects that some degree of school consolidation will be needed to support appropriate staffing levels for equitable access to academic opportunities and student services across the District.

2. How do we prioritize an overwhelming list of facility/ resource needs at our seven elementary schools?

The FMP process has not only revealed the extent and degree of facility needs across our schools, but has helped to identify which of our elementary schools may be the best suited to support reconfigured learning environments in the future. Additional cost analysis and transportation modeling is needed; however, enough information has been gathered to plan some capital improvements at our elementary schools based on urgency and/or improvement toward future use. And given the work still required to make specific recommendations regarding the best configuration of elementary schools, the Board recommends prioritizing investment in capital improvements for ACSD's secondary schools.

3. How do we consider new approaches to configuration to better serve our PreK-6 population?

The FMP process investigated the full spectrum of configuration options for serving ACSD's PreK-6 population, ranging from one large elementary school to maintaining the status quo of operating all existing elementary schools across ACSD's seven member towns. The factors driving the FMP process have already convinced the Board that maintaining the status quo is not a viable option. Based upon the information generated during the investigation, the Board is concerned that the one- and two-large elementary school options may not be affordable for/palatable to ACSD voters, and may present too many transportation-related concerns for ACSD families. The Board also recognizes the value in continuing to provide a smaller school experience (with one class per grade level) for some areas within the District.

The three- and four-school options would enable the District to utilize its existing assets, and appeared to provide the best balance of cost savings for more efficient operations and a more equitable distribution of District resources between schools. Additional modeling and cost estimates are necessary to determine exactly which combination of schools would best accommodate the Board's vision and the needs of ACSD students and families, but the information gathered so far seems to support this possibility. Although the transition from seven to three or four schools could be accomplished by simply combining schools in close geographic proximity (e.g., Bridport and Shoreham, Weybridge and Mary Hogan), the Board is concerned that doing so might compromise our hope to provide more socioeconomic diversity within ACSD learning environments. In either event, significant work will need to be done to cultivate a sense of community within any reconfigured school boundaries, while still honoring and maintaining the importance of town identities within.

4. How do we address the underlying need to improve operating efficiency and lower cost?

The ACSD Administration has already employed many strategies to lower operational costs, including deferred facility maintenance; staffing reductions through attrition; and splitting administrative, specialist, and support positions between school campuses. Over 75% of ACSD's budget is dedicated to staff salary and healthcare/retirement benefits (over which ACSD has little control), so the most effective way to reduce ACSD's per-pupil spending is to address the chronic issue of staffing and operating underutilized schools.

5. What are our local community needs that should not be compromised in our journey?

All ACSD taxpayers expect and deserve high quality schools to support and educate students of the District. High quality, well-performing schools help to maintain the value of properties within school boundaries – and delivering high quality education requires financial stability. ACSD's journey to find the best configuration of schools to equitably and sustainably deliver on its mission will require members of the ACSD community to see themselves as part of one learning community, rather than a cluster of town schools. However, our member towns rely on our elementary schools for more than education, and many of those needs should continue to be provided in this process. Among those needs are schools within reasonable distances from families, PreK and after-school programming, and facility use for community and recreational programming. If a town school is identified for potential closure, the District should continue to provide for these needs and assist the community in developing plans to reimagine the building for alternative community use.

6. How do we respond to parental requests for school choice within the district and enable school choice by addressing transportation needs?

The Board recognizes that school choice may need to be among the options for ACSD families if consolidation were to occur. When the District was formed, the Board decided that school choice would not be in the best interest of schools except under extenuating circumstances. Should it reconsider school choice as part of a broader reconfiguration plan, the Board will need to determine whether school choice is offered to families, and whether providing transportation should be a component of that offering.

7. How should the district respond if system capacity is such that school closure is deemed necessary?

The Board believes the decision to recommend closure of a school should be grounded in data, and preceded by substantial community engagement. The Board would need to develop a closure plan that includes among other things: transition of affected students to new learning environments, creation of a community based action team to assist in the development of plans for the building, transfer of facilities to the town, and a timeline for transition milestones.

8. How should the district respond to continued enrollment declines across the system?

The Facilities Master Planning process has identified opportunities to address the declining enrollment issue, including reconfiguration of school boundaries to create new learning communities that provide for operational efficiency, appropriate staffing, and equitable distribution of limited resources across the District.

PRIORITIES MOVING FORWARD

The financial, structural, technological, and educational challenges that initiated the facilities planning process remain significant challenges for ACSD and will require our full attention in the months and years ahead. Maintaining the status quo is unsustainable and will be increasingly burdensome on the District and its students as the State reinstitutes its education spending controls. However, before developing and presenting more prescriptive recommendations for bond options to the ACSD Community, the following components of the planning process still need to be completed:

- Modeling impacts of finalized changes to student weighting factors and State spending controls on ACSD's financial health;
- The completion of the Secondary Facilities Analysis (MUHS and MUMS) by TruexCullins;
- Synthesizing the facilities and transportation model data;
- A comprehensive transportation analysis - how to get students to and from school in a manner that promotes learning and safety, and is consistent with the Board and ACSD community's wishes to keep ride-times less than an hour;
- Revising the educational staffing model to reflect both projected enrollments and the elementary model that is eventually chosen;
- Identifying short- and long-term facility investment priorities;
- Developing funding models for both secondary school investments and elementary school reconfiguration improvements, potential bond strategies, and timelines for moving forward; and
- Supporting local towns in efforts to build a vision around the future of potential vacant buildings.

REFERENCES

ACSD Strategic Plan Annual Report, 2018-2019
ACSD Strategic Plan Annual Report, 2019-2020
ACSD Facilities Master Plan Planning Document 2018-2019
ACSD Grade Configurations Report, July 12, 2017
ACSU Charter Committee Final Report Articles of Agreement, December 15, 2015
Flowers, John. "Three ACSD towns OK citizen-led referenda." Addison Independent, March 5, 2020, p. 1A.
SchoolDude Solutions, July 5, 2017. ACSD Facility Condition Assessment
TruexCullins, December 2019. Facilities Evaluation Report: Elementary Schools of the Addison Central School District

Community Meetings & Presentations:

- Video recording and slides from Fall Community Dialogue Sessions, October 2018
- Video recording and slides from Spring Community Forums, April 2019
- Video recording and slides from January 2020 Community Presentation on Elementary School Study Findings
- Video recording and slides from March 2020 Community Presentation on School Configuration Proposals

Facilities Committee presentations and meeting minutes:

- Minutes from May 20, 2021 Facilities Committee meeting – Decision to eliminate one- and two-school models from Facilities Master Planning process.
- Minutes and slides from August 11, 2020 Facilities Committee meeting – with Staffing Model presentations for 3- and 4-School configurations from Brittany Gillman, ACSD Business Manager
- Video recording from September 23, 2020 ACSD Facilities Committee meeting – with Education Analysis presentations from Caitlin Steele, ACSD Director of Teaching and Learning and Vicki Wells, ACSD Director of Student Services
- Video recording from November 18, 2020 ACSD Facilities Committee meeting – with Transportation Study presentation from Tim Ammon, Decision Support Group

ACKNOWLEDGMENTS

The ACSD Board would like to thank the following groups and individuals for their contributions to the Facilities Master Planning process:

- Alpha Facilities Solutions, LLC.
- David Epstein and the TruexCullins Architecture Team
- Tim Ammon, Decision Support Group
- Bob Mason, Consultant
- Ben Merrill, Consultant

2018 Facilities Master Plan Steering Committee members:

- Chris Altemose, ACSD Educator
- Leonard Barrett, ACSD Staff & Community Member
- Peter Burrows, ACSD Superintendent
- Peter Conlon, ACSD Board Member
- Mary Cullinane, ACSD Board Member
- Jennifer Kravitz, ACSD Principal
- WIlliam Lawson, Former ACSD Principal
- Mary Heather Noble, ACSD Parent & Community Member
- Jennifer Nuceder, ACSD Board Member
- Wyatt Rubright, ACSD Student
- Megan Sutton, ACSD Educator
- Sam Warren, ACSD Student
- Vicki Wells, Former ACSD Assistant Superintendent
- Ron White, ACSD Parent & Community Member

ACSD Staff and Administrators:

- Peter Burrows, Superintendent
- Vicki Wells, Former Assistant Superintendent & Director of Student Services
- Caitlin Steele, Assistant Superintendent of Teaching and Learning
- Brittany Gillman, Former Business Manager
- Logan Price, Business Manager
- Erika Garner, Former Community Coordinator
- Sharon Fletcher, Administrative Assistant
- Emily Blistein, Director of Communications
- Bruce Macintire, Director of Facilities
- Will Hatch, Director of Technology

ACSD Board Members

- Suzanne Buck (2016 - present)
- Peter Conlon (2016 - present)
- Mary Cullinane (2017 - 2022)
- Davina Desmarais (2018 - 2021)
- Chris Eaton (2016 - 2017)
- Mary Gill (2017 - present)
- Perry Hanson (2016 - 2019)
- Lindsey Hescock (2021 - present)
- Jori Jacobeit (2018 - 2021)
- Victoria Jette (2016 - present)
- Betty Kafumbe (2019 - 2022)
- James “Chip” Malcolm (2019 - present)
- Margaret “Peg” Martin (2018 - 2021)
- Amy McGlashan (2019 - 2022)
- Lorraine Morse (2016 - 2022)
- Mary Heather Noble (2021 - present)
- Jennifer Nuceder (2016 - present)
- Steve Orzech (2016 - 2019)
- Barb Wilson (2021 - present)

Notes

OUR COMMITMENT TO SUSTAINABILITY

In line with our values and the principles of an International Baccalaureate education, we recognize the responsibility of being citizens of the world and understanding how our actions affect others. Given this, the ACSD Board affirms our commitment to be responsible stewards of the environment while meeting our fiduciary responsibilities. As such, we are committed to understanding, considering and minimizing the environmental impact of our facilities and procurement practices by:

- Conducting an annual review of all district buildings to understand and address any high impact / low cost solutions that would minimize our carbon footprint
- Ensuring any new construction, to the best of our financial ability, minimizes our environmental impact and demonstrates our commitment to sustainable development
- Making sure that all procurement practices consider environmental impact of purchase decisions
- Ensuring all new district vehicles be, at a minimum, hybrid engines where feasible.

ACSD

Addison Central School District

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ACSD Bond Initiative

Project Approach

Project Organization

1. Executive Committee
   a. Responsible for all business activities and final decision making within the Project.
   b. Lead by Superintendent (or designee).
   c. Composed of: Superintendent, Director of Facilities, Director of Finance and Operations, Project Architect, Project Manager(s)
2. Oversight Committee
   a. Tasked with visioning and serving as the conduit between Project and Public.
   b. Elected by Executive Committee, Lead by Community Stakeholders.
   c. Composed of: ACSD Faculty and Board members, Community Members/Parents, Communications Director, PR consultant.

Project Goals

- Develop overarching goals regarding:
  - Educational Experience
  - Community Access and Use
  - Sustainability
  - School Size & Consolidation
  - Timeline
  - Cost
  - Could include a Board workshop

Project Approaches

- Develop and Explore Several Options Including:
  - Levels of Renovation for each school
  - Consolidation options (if it is a Goal)
  - Bond vs. Capital Projects
  - Timelines/Phasing Options
  - Order of magnitude costs for different options
  - Presentation to Board
  - HIGH LEVEL, NO DESIGN WORK

Funding Options

- Phasing - all at once? Multi-phase?
- Single or Multiple Bonds?
  - Community Bond Bank
- State Funding?
- Performance Service Contracts
- Capital projects
- Lines of Credit

Project Approach Summary

- Cost estimated at $30,000 for Project Approach
  - 6-8 month process
- Leads in to Conceptual Design Phase
  - Additional 6 months lead time before Bond Vote.
- Because Project Approach Phase relies heavily on Superintendent leadership, this process will be postponed until after the leadership transition phase is complete.