

AGENDA



**Addison Central School District
Facilities Committee
Committee Meeting
Wednesday, May 15, 2024, 8:30 am - 9:30 am
208 Charles Avenue,
Middlebury VT 05753**

ACSD District Vision and Mission

OUR VISION

Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.

OUR MISSION

Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

Please click the link below to join the webinar: <https://us06web.zoom.us/j/84481748192>

- A. Call to Order
- B. Introductions - Board Members, Administrators and Staff
- C. Approve Minutes 4/15/2024
- D. Public Comment
- E. Committee Discussion
 - 1. Update on Mary Hogan HVAC project
 - 2. Update on Equity Based Budgeting
 - 3. Update on Stormwater Projects
 - 4. Update on In-house Summer Projects
 - 5. Update on Five Year Capital Improvement Plan
- F. Other
- G. Adjournment

***Public Comment Guidelines:**

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MINUTES

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A. Call to Order

Meeting called to order at 8:30am.

B. Introductions - Board Members, Administrator and Staff

Board Members, Administrators and Staff present:

Matt Corrente Dir of Finance and Operations, Tim Williams Interim Superintendent, James Malcolm, Joanna Doria, Barbara Wilson, Bruce MacIntire Dir of Facilities, Jason Chance. Wendy Baker Incoming Superintendent joins remotely.

C. Approve Minutes 2/26/2024

Approve Minutes 2/26/2024

Move: Barbara Wilson Second: James Malcolm Status: Passed

D. Public Comment

No public comment.

E. Committee Discussion

1. Committee Reorganization

a. Election of Committee Chair

Jason Chance nominated for Chair. Jason elected as Chair.

Move: Barbara Wilson Second: Joanna Doria Status: Passed

b. Election of Meeting Recording

Joanna volunteers to take minutes.

2. Update on MUHS Learning Lab bid process

The bid for the MUHS Learning Lab's glass partition came in a lot higher than the ECI estimate.

Bruce clarifies that, at this point, there aren't appropriate adjustments to reduce the cost without changing the functionality; the whole idea was to keep it open and less box-like, hence

the glass. Tim recommends we don't move forward with the project at this point. We can always hold on to the info if we want to revisit it in the future. Chip wants to ensure that the

space can be used for more than just storage. Bruce says yes, it's currently functioning as a Learning Lab, and that can continue, but it can't function as a private 504 coordinator space. It's

not finished but it's functional with whiteboards being used as a make-shift divider. Chip wonders what the cost driver was for the estimate. Bruce and Matt answer that we only had one bidder (Bread Loaf Construction), materials, and short timeline all play a part. Barb wonders if there are potentially any other options to close off the space that maybe aren't permanent, ie temporary walls. Bruce thinks that's not a good option based on aesthetic and purpose. Matt brings the project into perspective: the money would go further if it was part of a bigger project. Jason wonders about problem solving for a more accurate estimate in the future; the bid was 50% more than the estimate. Matt says that ECI is used to put the estimate

together and we pay for that. Bruce reiterates that it's the timeline and market.

3. Incorporating equity into the Facilities Master Planning process

Jason starts the conversation remembering the previous Facilities Committee meeting where

there were some high-level discussions about moving forward with that work and how we want

to approach the next few months. The state is requiring a 5-year capital improvement plan.

Matt says that it's a fundamental piece of the school construction aid program. Chip reflects on

equity and acknowledges that is an important piece to the conversation. He says that at one point in time, at the beginning of the process, the ideal solution was one elementary school that incorporate everybody because every student would have the same experience, but that wasn't plateable to the public. Matt added that TrueEx's most cost-effective solution was one elementary school. Barb talks about the Strategic Plan for equity work. It was developed to encompass all students regardless of where they attend school, difference between equality versus equity. We have all approved the Strategic Plan and the district is working to implement

it. She would like it to function as our guiding principles. She wonders if a way forward is to validate or update the different parts/sections of the Facilities Master Plan as it aligns with the

Strategic Plan. For example, the education section: as it ties directly into the current implementation team's work, could they, as the experts, weigh in and see if it needs any updates or adjustments to align with the newly adopted equity lens? Then the facilities section:

can the committee take the three goals of access, belonging, and success and gather information on how each school does or does not meet those goals? How do we objectively use

the goals as a lens and develop criteria and come up with a plan? Two things, in summary, to happen: focus on education and bringing in our experts and coming up with a plan around the buildings themselves. Joanna agrees that the FMP might need some updates and supports asking the implementation team to revisit that section in light of the strategic plan work. She also asks about what other information the committee needs to inform this discussion and

suggests not only the FMP and Strategic Plan but also the transportation study, which wasn't finished, the equity audit, and the idea of a strengths-based assessment. Matt asks if transportation should be this committee's purview and also notes that a route audit is currently

being worked on. Matt refocuses the committee on the five-year plan that the State is asking for as a tangible deadline: how are we going to start addressing, broadly, our needs. If the State

ramps up its construction aid program, we could be left with no plan. When the State comes out with its cost assistance model, which will be a matched dollar of investment, they're going to be looking for who's first and that will be decided by who's ready to go which is linked to

existing groundwork and conceptual ideas. There is no mandate for us to be first but it is something to be aware of. Barb notes that we might be in a good position based on the work we have done and the work we are currently doing. Chip is feeling very guarded about the process. It was hard and painful and it took a lot of time. Barb asks about how we might approach the bond ask. Based on the school visits and the work that's been done, what's a number we/the public would support? Climate isn't great. The reality is, building new isn't an option. Bruce clarifies that the State is going to respond with a match based on efficiencies- energy and density and FRL rate and there is an FCI point of 70. Incentives will be doled out related to: efficiencies, FCI, utilization (density, FRL, and many other factors- typical State formula) These rules are still being finalized and funding hasn't been secured, yet. Bruce clarifies that the State is asking districts to consider the rules (available likely this summer, Bruce is communicating with Bob Donahue) and 5-year plans are being developed, if they want

to take advantage of the incentives. Matt reminds the committee that the finalization of the rules need not delay initiating work on the 5-year capital improvement plan, as it's currently a mandate. What can the committee accomplish for the scope of the spring semester? He knows

it might be hard to be definitive about it, due to the flux at the State and new plan emergence at the district level, but he also thinks it's possible to build that uncertainty into the plan, ie within the year-one mark. Chip asks about our ability to discuss equity if we are a servant to State mandates. Matt brings up the tensions between different ways to look at equity- local schools, elementary services, or the benefits of larger class sizes. Barb returns to the strategic

plan and the implementation team and reiterates her wish for feedback on the FMP's educational chapter. She questions the multi-aged classrooms within our district and would like

validation. Tim responds to the multi-aged classroom question and notes that it's currently being done out of necessity not out of educational desire. He doesn't have an opinion on it but

asks: if it were wise educationally, then why aren't we doing it at Mary Hogan? He agrees that asking the Implementation Team to review the educational chapter of the FMP would be a worthwhile activity but defers to Wendy. She first commends the current work. She also thinks it's necessary to understand, from the municipal side in each of our communities, what the Town Planning/Zoning Commissions might have in mind/are pursuing, ie are there plans being

drafted to change housing; are there grants being pursued that we aren't aware of? Is there a way for this facilities committee to reach out to those municipal bodies to ask for that information so that we can track what's happening within our towns; there is clearly a direct connection between that information and what's going on in our schools. Also, the district has existing policy, around class size, that may or may not be implemented right now. There is language that notes a minimum class size of 10 and there are likely places in the district where

that isn't/can't be adhered to unless grades are combined, specifically three grades. Which then

leads to a part of the Strategic Plan that talks about what it is like to work in ACSD and the success elements of the Strategic Plan. Is a teacher teaching three grades going to be plausible

in today's expectation for student success? There are other policy questions, like learning environment, and those questions/review of policy should play a role in the decision-making process. At this point, from an equity standpoint, she would like to commit to stability in the learning environment for students and teachers. She notes that students moving throughout the district don't have stability. The grade combination that different schools utilize causes instability and holds the student back from advancing. Teachers need stability in order to

become experts and meet the Strategic Plan targets. Whatever it looks like, she would value stability as a central component. She is happy to work with the Implementation Team to revisit

the educational parameters in the FMP and give the committee something to think about, from

the community perspective. Matt asks Bruce about the timeline of a potential renovation/construction. Quickest/shortest turn around: one year for planning to get to schematic design, 1-2 years for construction. Minimum one year out from even getting to the first stages of planning. Financing/bond 12-18 months. All current elementary-school students will not be affected. "Cathedral problem" in that any building that happens will be over many generations/iterations of decision-makers. Really need a five-year plan. Tim notes that the timeline starts in late March (due to voting). May/November. Joanna asks about the priority list, as outlined in the TrueEx report. Bruce doesn't think that is the way to approach a bond because it's a one-shot deal. It's a balancing act that the board is going to have to figure out how to make work. And the State incentivization doesn't factor in equity. Jason clarifies that, in

the end, everything needs to get filtered through the equity lens, including resources. If we have a certain amount of money, how do we divide it up in the most equitable way? For him, it

comes back to the educational gaps that we have across our district. How are we distributing funds/resources to facilities to close those gaps as quickly as possible? If those gaps close, that's

the measurement of success. Barb reminds us that we are not experts in this. She asks what resources/expertise we need to inform our decisions. Matt says that we can't wait until an emergency happens. There is a lot that happens behind the scenes (for students) to ensure a safe learning environment. And that is the job of the facilities department. Cornwall, in terms of

the FCI, is the one school building that stands out as not worth renovating. There is no amount of money that would be less than the cost of replacement. Students and staff might not see that, but it's our job to make a plan around that information. We can't rely solely on the opinion of staff/students, as it won't be the full picture and it will lead to miss opportunities to consider the physical evidence as well as the anecdotal and educational outcomes evidence. Barb agrees that it has to be both: physical and educational. Bruce asks for guidelines of what

our needs are; we need a fire alarm system. Do we need windows in every classroom?

Something to grapple with. Barb would like to start with the Cornwall school building. If we begin with "needs" and there is evidence that the cost of replacement is not feasible, can we come to a determination that we can communicate to the public (and learn a lot in the process)? Matt agrees that it would be a good benchmark. Bruce agrees that a schematic design of a new Cornwall school would be money well spent, ensuring it meets our equity-based goals. Positives are location and enrollment. Jason notes that there are lot of

questions

about Cornwall including: is it even currently meeting student need with regard to space? Tim says that looking at straight dollars, it is always most cost-effective to build new. Joanna notes

the tension of town lines and that ACSD is a district and also wonders about how the transportation study can fit in. Bruce reminds us that the experts have already deemed the Cornwall building not worth renovating (roof, heating system, configuration, lots of factors). He thinks it's best to rely on that determination and not rehash that work. Wendy adds some thoughts about the policy angle; ACSD is a district, as opposed to remaining an SU, and as a district we have the opportunity to ensure that our intra-district choice options are very different than if we were still an SU. There is a need to potentially collect data- where do people work? what would suite families best? what kinds of engagement has happened in the

past? what actually works for families? She is hesitant to have any decisions regarding large expenditures without knowing that information. The district has received a number of requests to consider choice options more broadly, which folks are hesitant of. It's a policy conversation that is relevant. Chip concedes that the board has not had that conversation and he can potentially see the value of gathering that data. Tim notes that policy still has us functioning like

an SU. Administratively, there isn't really any opposition to intra-district choice. That's a path we could pursue. Chip brings back the transportation question. Tim agrees that to do it equitably, we need to offer transportation to all families. Joanna wonders about a stipend. We might need to think outside the box to address some major transportation concerns. Matt wonders about interest from the board in starting a transportation subcommittee. Barb would like to first ask the admins if there is a need. It would touch on a lot of current questions that we are grappling with. The idea of a questionnaire comes up. Betcha isn't open to revisiting the

routes annually. Barb wonders about a school choice questionnaire/survey to find out where people would like to go to school and if bussing is an option. To gather data. Do we pursue intra-district choice? Barb is hesitant about that idea as it could be hard to contain it and could

lead to confusion and misconceptions about the district's motives. Wendy suggests to slow down and first agree as a committee, that we are indeed interested in this conversation and then future steps can be more productive with preparedness. Too much to take on today. Joanna is interested in intra-district choice and is also interested in a transportation study that

considers all of our students and school locations. What might that reveal? Tim believes the community would embrace choice over redistricting. Can we get the current transportation study? Barb agrees to share it with the committee.

4. Facilities Committee goals through June 2024

Contained in the previous agenda item.

F. Other

Regular meeting time is set for the third Wednesday of the month (next- May 15) at 8:30am.

G. Adjournment

Meeting adjourned at 10:04am

Move: James Malcolm Second: Barbara Wilson Status: Passed

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DRAFT

Facilities Committee Update

From: Bruce L. MacIntire

TO: The ACSD Facilities Committee

Re: Current projects

Date: May 10, 2024

Bridport

We will address a perennial roof leak by covering the brick facade on the east side of the gym. It will be covered with a membrane roofing material that will waterproof that section of the facade. This area is above the roof line of the adjacent section of the building.

Cornwall

We will replace the old circulating pumps with new high-efficiency pumps. We will take advantage of efficiency rebates to help defray the cost.

Mary Hogan

The Mary Hogan HVAC project is ramping up. Bread Loaf has purchased and received the mechanical equipment for the project. They have placed the first storage container on site. We will have four on-site through the summer. Our staff will empty all of the classrooms in A-Wing on the last teacher day. Bread Loaf will take over the A-Wing on June 19th. The project should be finished by August 23rd.

MUHS

We will install a hoist system for a student with extraordinary needs. We will replace the bathroom partitions in the H-Wing across from the guidance department. I am developing a plan for covered storage next to our maintenance building. We will store ground equipment and some district assets in this space.

MUMS

We will continue with the lighting upgrade that has been ongoing for the past three years.

Ripton

We will replace the old circulating pump with a new high-efficiency pump. We will replace some of the exterior lighting with LED lights.

Salisbury

We will make repairs to the exterior, the siding, and the trim. We will repair the transom window and related rot at the entrance of the building. We will fix the sewer system that had backed up in April.

Shoreham

We will be replacing the windows on the west side of the school. The existing windows have failed and do not meet current egress codes. While this work is taking place we will also modify some of the interior.

Weybridge

We will replace rotted siding/soffit areas and repaint the exterior. The current water disinfection system has failed and needs to be replaced. We will do this work over the summer.