



Addison Central School District
Five-Year Capital Improvement Plan
Fiscal Year 2027 through Fiscal Year 2031

Executive Summary

The Addison Central School District (ACSD) Five-Year Capital Improvement Plan (CIP) represents the culmination of several different analytical processes. It aims to identify and catalyze the highest priority capital improvement needs, functions as a capital investment bond planning tool, and serves as a roadmap to aid in future district configuration. The CIP is structured to both meet the statutory expectations of the Vermont Agency of Education and to support the long-term stewardship of public assets.

Building on the District's facilities condition indexing and subsequent Facilities Master Plan (2018-2022), ACSD contracted with Truex Cullins Architects for this work. Rather than repeating a similar process of "nuts and bolts" building analysis, this study took a different approach; it focused on the people inside the buildings. Working iteratively with School Leadership Teams and the Facilities Committee, the CIP Executive Team focused on how educational program design and the school facility related to each other. How does the building enhance learning? How might the building limit programmatic opportunity? These guiding questions yielded fresh collaborative insights and allowed the TXC design team to develop concepts which optimize our learning environments.

The planning process also unfolded amidst a time of significant uncertainty regarding the future outlook of educational configurations in Vermont. As such, the process was adapted to, wherever possible, examine what an "Alternative State" of enrollment might look like. While these alternates are perhaps less likely to be realized within the five year timeframe of the plan, they will continue to serve as valuable estimates of the impact that different reconfiguration scenarios could have on our building needs. The final section of the plan speaks to its resilience in the face of the aforementioned change.

Planning Principles

- Focus on educational program/school facility interface.
- Additive process, building off of existing facilities condition index data and known maintenance needs.
- Focus on current and alternative states of enrollment.
- Three tiers of project activation: immediate, bond based, future state.
- Concepts were designed independently of cost considerations.

- Financial feasibility was added as a final layer to identify actionable projects.
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Process Summary

1. Formation, Discovery, and Assessment

- **Project Teams:** This work was led by an Executive Team composed of the ACSD Facilities Committee of the Board, the Superintendent, Director of Finance and Operations, Director of Facilities, and Truex-Cullins Architects. The Executive Team collaborated with Advisory Teams at each location to ensure that educational programming quality was considered as a central tenet of conceptual visioning.
- **Questionnaires:** The process began by distributing detailed questionnaires to school leadership to identify specific facility requirements and educational priorities.
- **Site Reviews:** Architects conducted on-site facility walkthroughs with each principal to review existing building utilization and physical conditions.

2. Analysis and Programming

- **Capacity Calculation:** The team calculated each facility's "building capacity" to compare with current and projected enrollment figures.
- **Space Needs Development:** Using questionnaires and capacity metrics, a detailed list of space requirements was developed for each school to address programmatic deficiencies (e.g., undersized classrooms and a lack of breakout spaces).

3. Concept Design and Review

- **Option Development:** Initial design options were developed, typically categorized into a "Current State" (renovations/additions accommodating current enrollment) and "Alternate States" (options addressing consolidation, growth, or new construction).
- **Committee Review:** These designs and the "Space Needs" programs were reviewed iteratively with the Facilities Committee (FC) to obtain feedback and secure approval before wider presentation.
- **Cost Estimation:** Preliminary cost estimates were generated for these initial options for the board's consideration.

4. Final Planning (Current Phase & Next Steps)

- **Refinement:** The designs were refined based on feedback from the board and educational leadership.

5. Budgeting & Phasing (Future)

- Once an action plan is developed, the final steps include preparing detailed pricing drawings for accurate cost estimation, compiling final project budgets, and determining the phasing schedule.

Findings

1. Discovery: Identification of Operational and Educational Deficits

- The process began with detailed questionnaires and on-site reviews with principals to systematically document how existing building layouts impede modern teaching practices, rather than simply listing infrastructure deficiencies.
- Operational Bottlenecks: At Cornwall, the review identified the Multi-Purpose Room (MPR) as a critical impediment; its function as a thoroughfare necessitates that Physical Education, Art, and Music activities conflict with cafeteria use, thereby disrupting instruction.
- Missing Academic Structures: At MUMS, the discovery phase highlighted that the building's physical configuration actively prevents the implementation of the "Team" model—a foundational component of the middle school program intended to foster student belonging and academic cohesion.
- Supervision and Safety Deficits: At Bridport and Cornwall, the absence of proper administrative lobbies was identified as a significant barrier to effective management of student flow and security, compelling staff to utilize ad-hoc, insecure spaces.
- Environmental Obstacles: At MUHS, the overheating of the H-Wing during shoulder seasons was flagged as a programmatic issue that degrades the overall learning environment and student focus.

2. Analysis: Establishment of Educational Standards

- Architects developed specific "Space Needs" inventories, assessing existing room dimensions against established educational standards to determine the scope of renovations required for current enrollment.
- Right-Sizing Classrooms: For Mary Hogan, the analysis stipulated a programmatic preference of 50 square feet per student for grades K-1. The "Current State" design, therefore, requires expanding these classrooms to meet this standard.
- Capacity Utilization: Capacity was calculated based on educational utilization (e.g., a 75% target at MUHS) rather than solely on fire code requirements, ensuring rooms are appropriately available for prep periods and flexible scheduling demands.

3. Design: Renovation as Educational Realignment

- The resultant "Current State" designs leverage renovations and strategic additions to physically restructure schools in alignment with the district's desired educational models:
- Creation of "Academic Neighborhoods":
 - MUMS: The design establishes 5 distinct "Team" suites. Renovations will cluster Science, Meeting, and Learning Specialist rooms around a shared "Team Commons," physically reinforcing the team-teaching instructional model.

- Mary Hogan: The building is reorganized into three distinct Grade Clusters (K-1, 2-3, 4-5) with integrated Special Education offices, “Calm Rooms,” and Teacher Planning Areas (TPAs) embedded directly within the clusters to facilitate collaboration and support.
- Decoupling Conflicting Programs:
 - Cornwall: To resolve the multi-purpose room conflict, the plan introduces a new Gymnasium (complete with storage and stage facilities) and a separate Art/Music Room, thereby allowing physical education and arts instruction to occur simultaneously and without mutual interference.
- Professionalization of Support Spaces:
 - Bridport: A new addition creates a dedicated administration area featuring a conference room and secure airlock, relocating sensitive conversations from shared, public spaces.
 - Shoreham: A conference room is strategically inserted into the existing staff room to maximize the functional utility of the current footprint.
- Prioritization of Environmental Health:
 - MUHS: The scope of work includes dehumidification for Wings F, G, and H to ensure the climate adequately supports student focus and consistent attendance.
 - Weybridge & Salisbury: The “Current State” design focuses on essential updates such as HVAC controls, oil tank replacement, and window replacement to maintain a safe and conducive baseline learning environment for current students.

Vermont Agency of Education (AOE) – Capital Plan Layout

Table 1: District-Wide Capital Improvement Cost Summary, ALL SCOPES (2027–2031)

Facility	Primary Scope of Work	Estimated Capital Cost CURRENT STATE	Estimated Capital Cost, Alternate State
Middlebury Union High School	Security upgrades, building systems, academic & programmatic improvements	\$46,500,000	\$111,100,000 - New wing addition, gym, auditorium due to HS enrollment of 1k+
Middlebury Union Middle School	Academic reconfiguration, gym/library/cafeteria expansion	\$41,900,000	\$45,400,000 - Adds larger auditorium, bigger new wing.
Mary Hogan School	Repairs and upgrades, Indoor Air Quality improvements, grade reconfiguration	\$20,800,000	
Cornwall School	Secure entry, circulation improvements, new gym & learning spaces	\$15,400,000	\$25,200,000 - Rebuild 6 classroom school
Bridport Central School	Secure entry, storage addition, and site improvements, new gym	\$6,100,000	\$12,500,000 - Adds gym and new library
Shoreham Elementary School	Secure entry, HVAC, and window upgrades	\$2,400,000	\$3,200,000 - Adds clerestory atrium.
Salisbury Community School	Secure entry and HVAC control upgrades	\$1,200,000	\$3,000,000 - Adds additional dining area.
Weybridge Elementary School	Oil tank, windows, HVAC controls	\$1,930,000	\$5,730,000 - Adds 3 new classrooms
Total Estimated Capital Investment (ALL SCOPES)		\$136,200,000	\$206,130,000

- Costs are expressed in 2025 dollars
- 4% annual cost escalation is considered industry standard
- No enrollment expansion/reconfiguration is assumed in CURRENT STATE
- Scope prioritized for life safety, building preservation, and educational adequacy

Capital Improvement Plan: Detail by Investment Theme

The sections below group work into different project types. Note: The first project type, Security and Controlled Access, has been prioritized for staff and student safety, and is currently underway using funds from the District's Capital Reserves. Future work will be selected from the other categories based on critical need, cost estimates, and community engagement. All future investments will likely require bond financing.

1. Security and Controlled Access [In Progress]

This section identifies required investments related to building security and access control including: security cameras, window and door locks, and access entry configurations.

- Middlebury Union High School
 - Construction of a new secure main entry to include security camera station
 - Cornwall School
 - Security camera upgrade and addition
 - Door and keycard improvements
 - Bridport Central School
 - Security camera upgrade and addition
 - Door and keycard improvements
 - Shoreham Elementary School
 - Door and keycard improvements
 - Salisbury Community School
 - Door and keycard improvements
 - Security Camera upgrade and addition
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2. Critical Building Systems and Envelope

This section outlines several investment areas related to heating, ventilation and cooling (HVAC) systems across the district.

- Middlebury Union High School
 - Entry reconfiguration
 - Dehumidification of F, G, and H Wings
- Weybridge Elementary School
 - Oil tank replacement

- Window replacement
 - HVAC control upgrades
 - Mary Hogan School
 - HVAC Improvements in C-Wing
 - Shoreham Elementary School
 - HVAC repairs and window upgrades
 - Salisbury Community School
 - HVAC control upgrades
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3. Academic Reconfiguration

This section shows several investment areas related to reconfiguration of facilities to align with academic configurations and programming.

- Middlebury Union Middle School
 - Creation of five academic team clusters
 - Mary Hogan School
 - Reorganization into grade clusters (K–1, 2–3, 4–5)
 - Expansion of K–1 classrooms to meet size standards
 - Cornwall School
 - Interior hallway connections to improve circulation
 - Shoreham Elementary School
 - Conference room insertion within existing footprint
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4. Potential Major Programmatic Additions

This section identifies several investments related to large additions to facilities to align with academic programming and student enrollment.

- Middlebury Union Middle School
 - Gymnasium expansion
 - Library expansion
 - Kitchen and cafeteria expansion
- Cornwall School
 - New gymnasium with stage and storage
 - Art and Music room
 - Learning Center
- Bridport Central School
 - New Gym with Stage and Storage

5. Other Sitework, Upgrades, and Repairs

This section has several investments related to facility exteriors and non-HVAC building systems.

- Bridport Central School
 - Blacktop resurfacing (parking and playground)
 - Sidewalk extension
 - Landscaping and outdoor learning areas
 - Middlebury Union High School
 - Blacktop resurfacing (parking and bus loop)
 - Theater upgrades
 - Lighting, electrical, and domestic water systems
 - Mary Hogan School, MUMS, Weybridge, Salisbury, Shoreham, Cornwall
 - Blacktop resurfacing (parking and playground)
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Next Steps: The Capital Improvement Plan as a Living Document

At the conclusion of this process and plan, it is important to reflect on what lies ahead and how the work presented herein can serve those future aims. The Capital Improvement Plan is a document that serves many different purposes for many different users. For the Agency of Education, it serves as a static indicator of the high quality facilities planning work present at ACSD. For the ACSD Board, it serves as a potential roadmap for facilities master planning, financial strategy, and points of community engagement. For the Administration, it informs budget development, repair and maintenance prioritization, and intelligent investments. It may also be viewed by Vermont Legislators as fresh and comprehensive data on the real costs associated with realizing future state configurations, and by community members as a way of understanding the storyline that has been attached to their local school.

This plan should be seen as a living document. The ACSD board will continue to update this document to reflect the facility investments needs as they change over time and as projects are completed. There is much uncertainty related to education funding in Vermont. The ACSD board will need to be ready to address any coming changes. In developing a strategy for addressing facility improvements, the board will use this document and the related materials in guiding decision making and phasing of work. The foundational aspects of this plan - empirical facility condition data and high quality educational program design - set it up to meet that change as it comes.