

# **Educational Optimization Committee Meeting**

Friday, March 15, 2024 8:15 AM

Remote Session

## **I. Call to Order, Verification of Quorum**

## **II. Approval of Minutes**

II.A. Approval of minutes from the February 16,  
2024 Educational Optimization Committee Meeting

## **III. Discussion regarding Green School Conference**

## **IV. Follow-up discussion with Tecton Architects**

## **V. Discussion on future visits to exemplary schools**

## **VI. Next scheduled meeting of the Educational Optimization Committee**

VI.A. The next scheduled meeting of the Educational Optimization Committee Meeting is April 26, 2024 (remote meeting).

## **VII. Adjournment**

## **Educational Optimization Committee Meeting**

Friday, February 16, 2024

8:15 AM

Remote Session

**Present:** Steven Ezzes, Peter Gordon, Chad Hoeppepner. Present: 3.

### I. **Call to Order, Verification of Quorum**

A quorum has been met. The meeting began at 8:18 AM.

#### **Additional Attendees:**

Lisa Barbiero, Superintendent of Schools; Tina Henckel, Assistant Superintendent; Phillip Cross, Director of Finance and Operations; Michael DelMastro, Director of Facilities; Daniel Doak, Principal Weston Middle School

Move that the Educational Optimization Committee begin the meeting. Unseconded with a motion by Gordon, Peter.

### II. **Approval of Minutes**

A. Approval of minutes from the January 19, 2024 Educational Optimization Committee Meeting.

Move that the Educational Optimization Committee approve the minutes from the January 19, 2024 meeting. Carried with a motion by Hoeppepner, Chad and a second by Ezzes, Steven.

Steven Ezzes: Yea, Peter Gordon: Yea, Chad Hoeppepner: Yea  
Yea: 3, Nay: 0

### III. **Discussion regarding**

- Visits to exemplary Schools
- Healthy Buildings / Materials Update
- WMS Revised Plan Update
- Financing Parameters - Next Steps
- IDEO Workshop

The committee talked about conversations that took place with Tecton with regard to the grant proposal timeline, logistics of a WMS renovation (moving students and classes during a renovation), and design as it related to EdSpace. The committee also discussed reaching out to a firm a neighboring district used. Superintendent Barbiero will set up a call to facilitate a discussion with them.

Chad Hoeppepner provided the group links to the following websites.

<https://lingrove.com/>

<https://biomason.com/>

<https://www.maava.co/>

<https://amatec-corp.com/>

<https://www.weareteachers.com/best-flexible-seating-options/>

IV. **Next scheduled meeting of the Educational Optimization Committee.**

A. The next scheduled meeting of the Educational Optimization Committee Meeting is March 16, 2024 (remote meeting).

V. **Adjournment**

The meeting adjourned at 9:16 AM.

Move that the Educational Optimization Committee meeting adjourn the February 16, 2024 meeting. Carried with a motion by Ezzes, Steven and a second by Hoepner, Chad.

Steven Ezzes: Yea, Peter Gordon: Yea, Chad Hoepner: Yea  
Yea: 3, Nay: 0

Respectfully submitted by:  
Jodi Sacchetta



# GreenBVSD

BVSD ACTION PLAN

2021-2026

Submitted on September 14, 2021



**BOULDER VALLEY SCHOOL DISTRICT**



# **BOULDER VALLEY**

## **SCHOOL DISTRICT**

## **Vision**

All together, for all students  
and the planet.

## **Mission**

As a leader in whole district sustainability, Boulder Valley School District creates healthy learning environments and experiences that equip all students and staff with the knowledge and skills to create more equitable and sustainable communities.

# A MESSAGE

## from Dr. Anderson

April 2021

Dear Readers,

BVSD is pleased to share this report on our progress toward the goals established in the 2015 Sustainability Management System (SMS). We are proud of the progress we've made, while remaining mindful that there is still more work to do. Since BVSD first adopted a Sustainability Management System in 2009, formally embracing our role to lead by example and our responsibility to prepare our students to live sustainable lives, we have seen climate change move from the realm of scientific theory to reality. Record-breaking wildfire seasons have brought the reality home, with flames chasing Boulder Valley residents from their homes and smoke-filling our skies for days. The imperative need for substantial, productive action to address climate change is abundantly clear.

Although current conditions amplify the necessity and urgency for the sustainability work we are doing, I am heartened and hopeful when I see what we have accomplished and the goals we have set. Since our SMS was last updated in 2015, BVSD has reduced our greenhouse gas (GHG) emissions by 13%, and we are targeting another 14% reduction over the next five years. Through our bond-funded construction program, we have improved our overall energy efficiency by 24%. This work has positioned us to move toward being Zero Energy and climate neutral by 2050. Through this work, we have continued to prioritize student and staff health and indoor environmental quality. What gives me the greatest hope is seeing how BVSD students are mobilizing to contribute to this work. Over the last five years, every school in the district has had some form of Green Team that supports activities like gardens, recycling programs, energy competitions, and more.

With the release of our new Action Plan in September 2021, we are evolving how we fulfill our sustainability mission. Moving forward, our work will take place in four strategic priority areas: Leadership, Facilities and Operations, Curriculum and Instruction, and Climate and Culture. In education, we know at our core that the way to touch the future and make an impact is by preparing students to meet the challenges of their world. This is all the more true as we face the threat of climate change. As we continue to lead by example, we will prioritize this work and stay focused on equipping students with the knowledge and skills needed to empower them to co-create a sustainable future.

Dr. Rob Anderson  
Superintendent



## Executive Summary

In January 2010, the Board of Education passed BVSD Board Policy ECF, one of the first K-12 school districts in the nation to acknowledge the importance of preparing students to co-create a sustainable future. This policy also required the Superintendent to “monitor, evaluate, and report on the district’s progress toward environmental sustainability, including the cost effectiveness of relevant programs.” Since 2010, BVSD has reviewed the SMS every five years and set new goals for the subsequent five years. The 2021 - 2026 SMS Action Plan is the third in a series of SMS plans that has charted the course for BVSD to integrate best practices across the entire school system related to healthy, equitable, and sustainable schools.

The 2021 - 2026 SMS Action Plan has emerged from hours of conversations, interviews, focus groups, and planning. It has been designed by the leaders and decision makers who have influence on each of the Impact Systems and has been reviewed by Superintendent Dr. Anderson and his Cabinet members. Working with the Green Schools National (GSNN), this Action Plan will help the District focus on systems and structures that will both deepen practice and understanding the impact of the SMS on those who work, learn and play in BVSD schools and facilities throughout the years.

The structure of the 2021 - 2026 SMS Action Plan is somewhat different from the previous plans. In earlier SMS plans four focus areas were used to organize the plan. Those areas included Education, Buildings, Materials Flow, and Transportation. The work with the GSNN has helped the District to shift our focus to taking action and creating the systems needed to collect data to assess progress and make decisions in four strategic priority areas. These Strategic Priorities include: Leadership; Facilities and Operations; Curriculum and Instruction, and Climate and Culture. The Action Plan has identified long-term overarching Goals; as well and Indicators and Measures staff will use to assess progress. Appendix A provides a detailed plan of processes and initiatives staff will undertake each year of this Action Plan to achieve these goals.

The District is excited to deepen our practice, gather more robust data, and understand more fully the impact on faculty, staff and students as the District continues the journey of transforming into a healthy, equitable, and sustainable school district where all faculty, staff, and students are engaged and prepared to lead us into a sustainable future.



**GREEN SCHOOLS  
NATIONAL NETWORK**



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## Strategic Priority

# Leadership

### OVERARCHING GOAL:

By 2026, BVSD will collect and report consistent data at 100% of schools related to healthy, equitable and sustainable school best practices. This data will include measures related to operations, climate and culture, and curriculum and instruction.

### INDICATORS AND MEASURES:

- Progress as measured by the GSNN GreenPrint Implementation Review
- Site Based Dashboards
- Relevant Program Data
- SMS Advisory Group minutes and reports
- Professional Learning Database
- Shifts in Operational Policies and Budget Expenditures
- Engagement with GSNN Web Portal Resources; virtual and site based seminars; webinars; Green Schools Conference;
- GSNN/Johns Hopkins Sustainability Mindset data
- Key External Partner Engagement: Alliance, GSNN



## SUPPORTING GOALS:

1. BVSD Leadership will establish a cross sector SMS advisory group to oversee progress and continuous improvement related to all aspects of the SMS. This group will comprise of key leaders and decision makers from key departments.
2. BVSD will develop a dashboard that allows each school to understand their level of participation and implementation of BVSD key initiatives that support the SMS vision and mission.
3. BVSD will have a professional learning plan for 100% of faculty and staff that supports deeper learning and practice related to sustainability.
4. Operational policies and practices related to indoor air quality and sustainable purchasing will be reviewed and amended as needed to support systematic implementation of best practices.



## Strategic Priority

# Facilities and Operations

### OVERARCHING GOAL:

By 2026, BVSD will continue to pursue net-zero energy by reducing its greenhouse gas emissions from the 2018-19 baseline by 14% through capital investments and ongoing operational efficiencies and develop a water management plan that models responsible water use in an arid climate.

### INDICATORS AND MEASURES:

- Progress as measured by the GSNN GreenPrint Implementation Review and Insight Report
- Annual Site & District Diversion Rates
- Annual Site & District Energy Use Intensity (EUI)
- Annual Site & District Water Use (KGal)
- Annual District Greenhouse Gas Emission (GHG)
- Operations Dashboard for Energy, Water, Waste, and Transportation
- SMS Advisory Group Minutes and Reports
- Green Building Team Minutes and Reports
- Key External Partners: Xcel Energy, Alliance (County, City, CU, St. Vrain)

## SUPPORTING GOALS:

1. By 2026 BVSD will develop an assessment plan that incorporates the 2021 Green Building Guiding Principles as part of the Facility Assessment and all decision making related to capital expenditures to ensure that SMS targets are met.
2. BVSD will continue to pursue zero waste by maintaining a diversion rate of 50% while streamlining a data collection system that will allow for more specific interventions to increase this diversion rate where possible
3. BVSD will decrease EUI from 64 to 56 by 2026. This means the district will:
  - Design all new buildings to meet LEEDv4.1 GOLD standard certification and become Zero Energy (ZE) or Zero Energy Ready (ZER) with a site EUI target of 18.7 for Primary Schools and 19.0 for Secondary Schools;
  - Implement Deep Energy Retrofits to reduce existing building energy use by targeting existing site EUI to 35 for Primary Schools and 40 for Secondary Schools; and Develop a plan for integrating renewables into the BVSD energy plan.
4. BVSD will develop a balanced water management plan to support local stormwater management and decrease water consumption by 5% Kgal. This management plan will include:
  - a system to track monthly water consumption at each site;
  - plumbing improvements based on design standards;
  - use of independent meters for irrigation meters;
  - landscape design and green school yards to optimize evapotranspiration irrigation systems; and
  - use efficient and life-cycle costing to evaluate design choices and options.
5. BVSD will support community GHG emission reduction goals by improving transportation efficiencies and decreasing GHG Emissions levels by 750 MTCO<sub>2</sub>e\* as compared to 2020 levels. This means that BVSD will:
  - Improve district fleet efficiencies and increase the number of Alternative Fuel Fleet vehicles; and
  - Develop a site based data system that assesses the mode share of students, staff and parents so that each school can increase the number of students riding the bus, car pooling, using RTD, and other modes of transportation (walking and biking).

\*750 is 2% of the 2018-19 GHG emissions for fuel as related to transportation and 750 is 25% of the carbon emission for transportation in 2018/19



## Strategic Priority

# Curriculum and Instruction

### OVERARCHING GOAL:

By 2026, all students at every grade level will have meaningful and developmentally appropriate experiences to develop sustainability knowledge, values and behaviors. These will include learning experiences related to environmental and sustainability education that support the goals and outcomes determined by the strategic plan.

### INDICATORS AND MEASURES:

- Progress as measured by the GSNN GreenPrint Implementation Review, specifically items related to Curriculum and Instruction.
- Professional Learning Database, specifically data related to Professional Learning opportunities provided to staff related to Essential Skills of Global Citizenship and Sustainability
- Assessment data and projects from Instructional units that address prioritized standards related to Essential Skills of Global Citizenship and Sustainability;
- Consistency in implementation of units that address Essential Skills of Global Citizenship and Sustainability;
- Articulation Agreements with Strategic Partners; Efficacy of Services Provided by Strategic Partners
- Key External Partners: EMovement, GSNN



## SUPPORTING GOALS:

1. By 2026, BVSD will identify how and where Education for Sustainability (EfS) topics will be integrated into common instructional units that enhance mastery of the standards and skills that are being assessed at each grade level.
2. By 2026, BVSD will support and track professional learning by school leaders and teachers to implement best practices related to EfS.
3. By 2026, BVSD will have formal articulation agreements with strategic partners supporting learning related to global citizenship and sustainability that includes consistent reporting processes.



## Strategic Priority

# Climate and Culture

### OVERARCHING GOAL:

By 2026, all faculty, staff, students and families will have regular opportunities to experience sustainability in action.



### INDICATORS AND MEASURES:

- Progress as measured by the GSNN GreenPrint Implementation Review, specifically related to outdoor learning and culture.
- Site Based Dashboards
- Relevant Program Data
- Professional Learning Database
- Shifts in Operational Policies and Budget Expenditures
- GSNN/Johns Hopkins Sustainability Mindset data
- Key External Partner Engagement: E Movement; Xcel Energy, GSNN

## SUPPORTING GOALS:

1. By 2026 all elementary schools will have green schoolyards and outdoor learning spaces that may include but are not limited to gardens, nature play areas and vegetation/landscaping and/or natural habitat. All secondary schools will have increased outdoor seating and shaded areas.
2. The BVSD Sustainability Office will develop an ongoing/annual 12 month communication strategy for increasing awareness of the work that BVSD is doing related to the SMS. This will include, but not be limited to: a newsletter, a calendar of district wide events, awards, working with the communications team to develop a communications strategy, and other community based sustainability events.
3. By 2026, BVSD has a continuous improvement and tracking system for the model programs that already exist. This means that staff will work toward ensuring that each of the following programs continues to support the goals of the SMS:
  - a. School Food Project
  - b. Green Star Schools Program
  - c. Green School Supplies
  - d. Green Teams
  - e. Indoor Air Quality
  - f. Energy Challenge
  - g. Trip Tracker



# ACKNOWLEDGEMENTS

The development of the SMS 2021-2026 Action Plan would not have been possible without the input and support from staff, parents, teachers, and community partners. The individuals listed below participated through focus groups, ad-hoc committees, survey and review panels; and as members of committees with expertise and interest in this process.

This Action Plan was prepared with the support of Green Schools National Network

For more information about the Sustainability Management System, visit the Office of Sustainability web page: <https://www.bvsd.org/departments/operational-services/sustainability/sustainabilitymanagement-system>

or contact the Office of Sustainability: Phone - 720.561.5181

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Jeff Medwetz Energy Manager BVSD	Rob Price Assistant Superintendent of Operational Services BVSD	Amy Thompson Safe Routes to Schools BVSD
Members Sustainability Board Town of Nederland	Dillon Recen Maintenance BVSD	Eryka Thorley Sustainability Nederland
Members Fairview Net Zero Club Students BVSD	Mandy Redfield Bond Project Manager BVSD	Lynn Tidd Transportation BVSD
Members 2020–2021 Superintendent’s Cabinet BVSD	Curry Rosato Education Supervisor, Parent City of Boulder, BVSD	Deryn Wagner Supervisor, Planning & Design City of Boulder
Stephen Menyhart Food Services Director BVSD	Troy Russell Electrician BVSD	Nicole Wobus Associate Director, Parent Guidehouse, BVSD
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**BOULDER VALLEY**  
SCHOOL DISTRICT



**GREEN SCHOOLS**  
NATIONAL NETWORK



# Appendix

## Year to Year Work Plan

(Living Document)





# **BOULDER VALLEY**

## **SCHOOL DISTRICT**

## **Mission**

All together, for all students and the planet.

## **Vision**

As a leader in whole district sustainability, Boulder Valley School District creates healthy learning environments and experiences that equip all students and staff with the knowledge and skills to create more equitable and sustainable communities.

# STRATEGIC PRIORITY: LEADERSHIP

## OVERARCHING GOAL:

By 2026, BVSD will collect and report consistent data at 100% of schools related to healthy, equitable and sustainable school best practices. This data will include measures related to operations, climate and culture, and curriculum and instruction.

SUPPORTING GOALS: 1,2	2021-22	2022-23	2023-24	2024-25	2025-26
<p>BVSD Leadership will establish a cross sector SMS advisory group to oversee progress and continuous improvement related to all aspects of the SMS. This group will comprise of key leaders and decision makers from key departments.</p>	<p>BVSD Leadership will meet with the Sustainability Coordinator to discuss the role of this Advisory Group.</p> <p>The Sustainability Coordinator will draft a proposal for this Advisory Group.</p> <p>The SMS Advisory Group will begin meeting according to the Superintendent's directive.</p>	<p>The Advisory Group will meet quarterly to review data related to SMS goals and determine interventions and or supports needed to continue to advance the goals in all departments.</p>	<p>The Advisory Group will meet quarterly to review data related to SMS goals and determine interventions and or supports needed to continue to advance the goals in all departments.</p> <p>The purpose and tasks of the SMS Advisory Group will be reviewed and adjusted as needed.</p>		
<p>BVSD will develop a dashboard that allows each school to understand their level of participation and implementation of BVSD key initiatives that support the SMS vision and mission.</p>	<p>The data to be displayed on the dashboard will be defined.</p> <p>The format, template, and process for data collection will be defined.</p> <p>GSNN GreenPrint baseline data collection (when convenient)</p> <p>Stakeholders and participants: Communications; Technology; Sustainability Coordinator</p>	<p>Working with communications and technology dept. a framework to embed these data and webpages into the BVSD website</p> <p>GSNN GreenPrint Implementation Review Spring and Fall (Using items related to Action Plan)</p>	<p>Web pages will be populated</p> <p>Web pages will be updated on a quarterly basis.</p> <p>GSNN GreenPrint Implementation Review Spring and Fall (Using items related to Action Plan)</p> <p>GSNN Sustainability Mindset Pilot</p>	<p>Web pages will be updated on a quarterly basis.</p> <p>GSNN GreenPrint Implementation Review Spring and Fall (Using items related to Action Plan)</p> <p>GSNN Sustainability Mindset Revised</p>	<p>Web pages will be updated on a quarterly basis</p> <p>GSNN GreenPrint Implementation Review Spring and Fall (Using items related to Action Plan)</p> <p>GSNN Sustainability Mindset Revised</p>

# STRATEGIC PRIORITY: LEADERSHIP

SUPPORTING GOALS: 3,4	2021-22	2022-23	2023-24	2024-25	2025-26
<p>BVSD will have a professional learning plan for 100% of faculty and staff that supports deeper learning and practice related to sustainability.</p>	<p>A series of summits/workshops will be held with BVSD school and department leaders to introduce the SMS and facilitate goal setting for annual plans or unified improvement plans.</p>	<p>Goals are included in annual plans and unified improvement plans</p> <p>A virtual Sustainable Schools 101 is offered to all faculty and staff.</p> <p>GreenPrint and other data are used to identify needs for professional learning to achieve goals.</p>	<p>Sustainability Coordinator and Professional Learning Department develops a record keeping system and uses data to create a professional learning plan for staff in all departments and schools.</p>	<p>Goals are included Professional Learning Plan is implemented.</p>	
<p>Operational policies and practices related to indoor air quality and sustainable purchasing will be reviewed and amended as needed to support systemic implementation of best practices.</p>	<p>The Operations Department policy will be updated to include IAQ language.</p> <p>Staff will develop standard operating procedure recommendations that will be incorporated into practice.</p>	<p>Purchasing and Operations will take recommendations for non-toxic school supplies and ensure that green cleaning and non-toxic products are used throughout the district.</p> <p>Begin work with schools to update school supplies lists.</p>	<p>On-going monitoring of IAQ data provided by the IAQ Team will be incorporated into the SMS Advisory Group. This group will provide direction as needed for full implementation of IAQ practices and procedures across all schools and departments.</p> <p>All schools have updated school supplies list to reflect green purchasing and IAQ best practices.</p>		

## INDICATORS AND MEASURES

Progress as measured by the GSNN GreenPrint Implementation Review  
 Site Based Dashboards  
 Relevant Program Data  
 SMS Advisory Group minutes and reports  
 Professional Learning Database  
 Shifts in Operational Policies and Budget Expenditures  
 Engagement with GSNN Web Portal Resources; virtual and site based seminars; webinars; Green Schools Conference;  
 GSNN/Johns Hopkins Sustainability Mindset data  
 Key External Partner Engagement: Alliance, GSNN

# STRATEGIC PRIORITY: FACILITIES AND OPERATIONS

## OVERARCHING GOAL:

By 2026, BVSD will continue to pursue net-zero energy by reducing its greenhouse gas emissions from the 2018-19 baseline by 14% through capital investments and ongoing operational efficiencies and develop a water management plan that models responsible water use in an arid climate.

SUPPORTING GOALS: 1	2021-22	2022-23	2023-24	2024-25	2025-26
<p>By 2026 BVSD will develop an assessment plan that incorporates the 2021 Green Building Guiding Principles as part of the Facility Assessment and all decision making related to capital expenditures to ensure that SMS targets are met.</p>	<p>The Green Building Guidelines will be updated to reflect SMS Action Goals in this document.</p> <p>The criteria from the 2021 Green Building Guidelines will be incorporated into the district tool used to assess inventory of all buildings and grounds.</p> <p>A Green Building Team will be created that includes a representative who understands the data related to Energy, Waste, Water, and Transportation. This team will meet with the Sustainability Coordinator and a GSNN team member each quarter to review data and update the Building and Operations Action Plan.</p> <p>GSNN and BVSD will explore federal, state, and local opportunities that will support this overarching goal.</p>	<p>The data gathered through this assessment process will be used for decisions related to capital expenditures.</p> <p>The inventory/assessment will be updated as each project is completed.</p> <p>The Green Building Team will meet with the Sustainability Coordinator and a GSNN team member each quarter to review data and update the Building and Operations Action Plan and School Dashboards. GSNN and BVSD will explore federal, state, and local opportunities that will support this overarching goal.</p>	<p>The inventory will become a tool that is utilized by the Facilities and Operations team to ensure that all children and staff have equitable access to healthy work and learning environments.</p> <p>The Green Building Team will meet with the Sustainability Coordinator and a GSNN team member each quarter to review data and update the Building and Operations Action Plan and School Dashboards.</p> <p>GSNN and BVSD will explore federal, state, and local opportunities that will support this overarching goal.</p>	<p>The Green Building Team will meet with the Sustainability Coordinator and a GSNN team member each quarter to review data and update the Building and Operations Action Plan and School Dashboards.</p> <p>GSNN and BVSD will explore federal, state, and local opportunities that will support this overarching goal.</p>	<p>The Green Building Team will meet with the Sustainability Coordinator and a GSNN team member each quarter to review data and update the Building and Operations Action Plan and School Dashboards.</p> <p>GSNN and BVSD will explore federal, state, and local opportunities that will support this overarching goal.</p>

# STRATEGIC PRIORITY: FACILITIES AND OPERATIONS

SUPPORTING GOALS: 2	2021-22	2022-23	2023-24	2024-25	2025-26
<p>BVSD will continue to pursue zero waste by maintaining a diversion rate of 50% while streamlining a data collection system that will allow for more specific interventions to increase this diversion rate where possible.</p>	<p>The Green Star Schools Program will increase by 2 - 3 schools per year.</p> <p>A standardized measure of diversion rates will be adopted at each school in order to optimize hauling costs and services across the district will allow the district to continue progress on this goal.</p> <p>All Waste stream contractors (trash, recycling, and composting) will be required to provide monthly or quarterly hauling reports, so that actual waste totals can be measured in a standard metric format (pounds, cubic yards, etc). These reports can be used to calculate district and campus diversion rates on a quarterly basis.</p>	<p>Using these data, in addition to other relevant data, schools will be selected for the Green Stars Schools program.</p>	<p>Data will be monitored regularly and shared with the SMS Advisory Team.</p> <p>The Green Star Schools will transition to a partnership model of implementation designed to lift up the custodial staff as leaders of learning and coaches of student Green Teams.</p>		<p>The Green Star Schools program will include 95% all schools and facilities.</p>

# STRATEGIC PRIORITY: FACILITIES AND OPERATIONS

SUPPORTING GOALS: 3	2021-22	2022-23	2023-24	2024-25	2025-26
<p>BVSD will decrease EUI from 64 to 56 by 2026.</p> <p>This means we will:</p> <p>Design all new buildings as Zero Energy (ZE) or Zero Energy Ready (ZER), targeting a site EUI of 18.7 for Primary Schools and 19.0 for Secondary Schools.</p> <p>Implement Deep Energy Retrofits to reduce existing building kBtu/SF averages to the following levels, which represent an average reduction of approximately 50%: 40 kBtu/SF at Secondary Schools and 35 kBtu/SF at Elementary Schools.</p> <p>and</p> <p>Develop a plan for integrating renewables into the school district's energy plan</p>	<p>The Energy Team and Operations Assessment Team will assess all buildings using the VFA Questionnaire to ensure that all buildings are meeting the minimum standards for efficiency, identify projects that will increase efficiency, and determine large projects that will allow the district to have equitable learning environments and achieve these goals.</p>	<p>The Energy team will use baseline EUI data from each building, data from the VFA Questionnaire to prioritize capital investments, site-based energy conservation goals, and address education, and professional development needs.</p>	<p>The Energy Team works with the needed district and community partners to implement the Energy Management Plan.</p>	<p>The Energy Team works with the needed district and community partners to implement the Energy Management Plan and reports impact to the SMS Advisory Team.</p>	<p>The Energy Team will continue to monitor the impact of the Energy Management Plan and make adjustments as needed to ensure district-wide consistencies.</p>

# STRATEGIC PRIORITY: FACILITIES AND OPERATIONS

SUPPORTING GOALS: 4	2021-22	2022-23	2023-24	2024-25	2025-26
<p>BVSD will develop a balanced water management plan to support local stormwater management and decrease water consumption by 5% Kgal.</p> <p>This management plan will include a system to track monthly water consumption at each site; plumbing improvements based on design standards; use of independent meters for irrigation meters; landscape design and green school yards to optimize evapotranspiration irrigation systems; and use efficient and life-cycle costing to evaluate design choices and options.</p>	<p>The Operations Assessment Team will assess all buildings using the VFA Questionnaire to assess what water efficiency strategies exist at each building and identify projects that will increase efficiency.</p> <p>A Water Team composed of operations and educational personnel will be established.</p>	<p>The Water team will use baseline Kgal data from each building, data from the VFA Questionnaire to develop a water management plan that includes capital investments, site-based water conservation goals, education, and professional development.</p>	<p>The Water Team works with the needed district and community partners to implement the Water Management Plan.</p>	<p>The Water Team works with the needed district and community partners to implement the Water Management Plan and reports impact to the SMS Advisory Team.</p>	<p>The Water Team will continue to monitor the impact of the Water Management Plan and make adjustments as needed to ensure district-wide consistencies.</p>

# STRATEGIC PRIORITY: FACILITIES AND OPERATIONS

SUPPORTING GOALS: 5	2021-22	2022-23	2023-24	2024-25	2025-26
<p>BVSD will support community GHG emission reduction goals by improving transportation efficiencies and decreasing GHG Emissions levels by 750 MTCO<sub>2</sub>e* as compared to 2020 levels. This means that BVSD will:</p> <p>Improve district fleet efficiencies and increase the number of Alternative Fuel Fleet vehicles; and</p> <p>Develop a site based data system that assesses the mode share of students, staff and parents so that each school can increase the number of students riding the bus, car pooling, using RTD, and other modes of transportation (walking and biking).</p>	<p>Data that will be included in the site based dashboards will be identified.</p> <p>The format, template, and process for data collection will be defined by each program.</p> <p>The Transportation Team will use these baseline data to create a five-year plan for site by site reduction of emissions.</p> <p>Together with GSNN, BVSD will explore federal, state, and local opportunities for alternative fuel vehicles and other opportunities that will support this goal.</p>	<p>The Team will meet monthly to review and analyzed data, report on key initiatives, and make adjustments to the plan as needed.</p>			

\*750 is 2% of the 2018-19 GHG emissions for fuel asa related to transportation and 750 is 25% of the carbon emission for transportation in 2018/19

# STRATEGIC PRIORITY: FACILITIES AND OPERATIONS

## INDICATORS AND MEASURES

Progress as measured by the GSNN GreenPrint Implementation Review and Insight Report

Annual Site & District Diversion Rates

Annual Site & District Energy Use Intensity (EUI)

Annual Site & District Water Use (KGal)

Annual District Greenhouse Gas Emission (GHG)

Operations Dashboard for Energy, Water, Waste, and Transportation

SMS Advisory Group Minutes and Reports

Green Building Team Minutes and Reports

Key External Partners: Xcel Energy, Alliance (County, City, CU, St. Vrain)

# STRATEGIC PRIORITY: CURRICULUM AND INSTRUCTION

## OVERARCHING GOAL:

By 2026, all students at every grade level will have meaningful and developmentally appropriate experiences to develop sustainability knowledge, values and behaviors. These will include learning experiences related to environmental and sustainability education that support the goals and outcomes determined by the strategic plan.

SUPPORTING GOALS: 1,2	2021-22	2022-23	2023-24	2024-25	2025-26
<p>By 2026, BVSD will identify how and where Education for Sustainability (Efs) topics will be integrated into common instructional units that enhance mastery of the standards and skills that are being assessed at each grade level.</p>	<p>Identify standards and units (specifically at elementary) where opportunities to integrate Efs topics naturally occur.</p> <p>Teachers will pilot the Sustainability and Systems Thinking rubrics when the Essential Skill of a Unit requires students to practice those skills.</p>	<p>Where appropriate teachers will begin to use the Essential Skills Rubric for Sustainability to provide students with feedback on their growth.</p>	<p>Teachers use the BVSD Instructional Model Innovation Configuration Maps to understand their level of implementation of the work in Instruction. They set goals based on next steps in the implementation model.</p>	<p>Support will be provided to address any gaps related to Efs identified in the from the implementation review process</p>	
<p>By 2026, BVSD will support and track professional learning by school leaders and teachers to implement best practices related to Efs.</p>	<p>Key personnel from Teaching and Learning will participate in the summits and workshops identified in Leadership Goals to deepen their understanding of the SMS.</p>	<p>Teachers and Leaders are provided opportunities to participate in the Sustainability Schools 101 Virtual Training.</p> <p>The GreenPrint and other data are used to identify needs for professional learning related to Essential Skills, and confidence related to implementing Efs.</p>	<p>Data from professional learning assessment and review of implementation of the Configuration Maps are used to design an Efs professional learning plan for the teaching and learning department.</p>	<p>All professional learning related to Efs will be included in the BVSD record keeping system to track participation.</p>	

# STRATEGIC PRIORITY: CURRICULUM AND INSTRUCTION

SUPPORTING GOALS: 3	2021-22	2022-23	2023-24	2024-25	2025-26
<p>By 2026, BVSD will have formal articulation agreements with strategic partners supporting learning related to global citizenship and sustainability that includes consistent reporting processes.</p>	<p>BVSD Sustainability Coordinator, Director of Teaching and the Department of Strategic Partners and Academic Support develop criteria, reporting processes, and determine how best to leverage strategic partners who are supporting student learning related to global citizenship and sustainability.</p>	<p>Criteria and reporting processes are used to create articulation agreements.</p>	<p>Articulation Agreements, Reporting Processes, and Partnership Efficacy are reviewed annually.</p>		

## INDICATORS AND MEASURES

Progress as measured by the GSNN GreenPrint Implementation Review, specifically items related to Curriculum and Instruction. Professional Learning Database, specifically data related to Professional Learning opportunities provided to staff related to Essential Skills of Global Citizenship and Sustainability

Assessment data and projects from Instructional units that address prioritized standards related to Essential Skills of Global Citizenship and Sustainability;

Consistency in implementation of units that address Essential Skills of Global Citizenship and Sustainability;

Articulation Agreements with Strategic Partners; Efficacy of Services Provided by Strategic Partners

Key External Partners: EMovement, GSNN

# STRATEGIC PRIORITY: CLIMATE AND CULTURE

## OVERARCHING GOAL:

By 2026, all faculty, staff, students and families will have regular opportunities to experience sustainability in action.

SUPPORTING GOALS: 1	2021-22	2022-23	2023-24	2024-25	2025-26
<p>By 2026 all elementary schools will have green schoolyards and outdoor learning spaces that may include but are not limited to gardens, nature play areas and vegetation/landscaping and/or natural habitat. All secondary schools will have increased outdoor seating and shaded areas.</p>	<p>Green schoolyards and outdoor learning spaces are included in Green Building Guidelines.</p> <p>The Facilities and Operations Assessment Team inventories all buildings to determine gaps and develops a plan for equitable access to green school yards and outdoor learning spaces by all students.</p> <p>BVSD uses the GSNN GreenPrint to identify where equity gaps exist in outdoor learning and play at all elementary schools.</p>	<p>Green school yards and outdoor learning spaces are developed where needed.</p> <p>BVSD works with GSNN and other local partners to assess teacher knowledge and skills for teaching outdoors and facilities managers for managing green school yards.. These data are used to create a professional learning plan to address gaps and opportunities.</p>	<p>Professional learning and land management training is implemented as part of the district's professional learning plan.</p>	<p>Materials, resources and policies exist to ensure that faculty staff and students have access and are learning outdoors.</p>	<p>All elementary students have 1 hour (or other standard determined by current research) of quality outdoor learning and exploration time per day.</p> <p>All high schools have policies in place for shared use of outdoor spaces and best teaching practices for outdoor learning.</p>

# STRATEGIC PRIORITY: CLIMATE AND CULTURE

SUPPORTING GOALS: 2	2021-22	2022-23	2023-24	2024-25	2025-26
<p>The BVSD Sustainability Office will develop an ongoing annual 12 month communication strategy for increasing awareness of the work that BVSD is doing related to the SMS. This will include, but not be limited to: a newsletter, a calendar of district wide events, awards, working with the communications team to develop a communications strategy, and other community based sustainability events.</p>	<p>The Sustainability Coordinator, GSNN Strategy Coach and Communications Team develops a communications plan that includes social media, local news media, newsletters and other outlets to promote BVSD's commitment to sustainability.</p>	<p>Data analytics are used to understand the communities needs and interests related to sustainability.</p> <p>These data are used to improve the communication plan.</p>	<p>The communication plan is updated to reflect changes as needed.</p>	<p>The communication plan is updated to reflect changes as needed.</p>	<p>The core values of sustainability are fully integrated in the organizational culture of BVSD as measured by the GSNN GreenPrint Implementation and Sustainability Mindset Assessment.</p>

# STRATEGIC PRIORITY: CLIMATE AND CULTURE

SUPPORTING GOALS: 3	2021-22	2022-23	2023-24	2024-25	2025-26
<p>By 2026, BVSD has a continuous improvement and tracking system for the model programs that already exist. This means that staff will work toward ensuring that each of the following programs continues to support the goals of the SMS:</p> <ul style="list-style-type: none"> <li>• School Food Project</li> <li>• Green Star Schools Program</li> <li>• Green School Supplies</li> <li>• Green Teams</li> <li>• Indoor Air Quality</li> <li>• Energy Challenge</li> <li>• Trip Tracker</li> </ul>	<p>Data from each of the existing projects that will be included in the site based dashboards will be identified.</p> <p>The Sustainability Coordinator and a GSNN team member will work with the technology team to create the format, template, and process for data collection that will interface with the site-based dashboards. These data will include: Trip Tracker, Green Teams, Energy Challenge; Green Star Program; Participation in Earth Day and other celebrations and assemblies; Outdoor Learning; IAQ data points (CO2, ATP, occupant surveys)</p>	<p>Using the defined process, data from each program will be integrated into the site-based dashboards.</p>	<p>All site-based teams are reviewing and using data to improve students, faculty, and staff engagement at each school site.</p>		

## INDICATORS AND MEASURES

Progress as measured by the GSNN GreenPrint Implementation Review, specifically related to outdoor learning and culture.

Site Based Dashboards  
 Relevant Program Data  
 Professional Learning Database  
 Shifts in Operational Policies and Budget Expenditures  
 GSNN/Johns Hopkins Sustainability Mindset data  
 Key External Partner Engagement: E Movement; Xcel Energy, GSNN

# Green School Conference Summary

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## **Making green schools a reality**

The Green Schools Conference (GSC) brought together practitioners involved in creating and advocating for green schools, with a focus on those leading their schools and school systems toward whole school, building sustainability.

The three-day program provided a platform for the green schools community to inspire and facilitate the progress of the green schools' movement. Attendees explored interdisciplinary content in general sessions and collaborate with peers to address specific challenges, exchange best practices, and enhance green school initiatives nationwide.

# Takeaways

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- 1. Most presentations explored changing education policy (the “Greening” of DEI) rather than focusing on realizing facility upgrades**
  - a. A thought provoking and instructive handbook is the Boulder Valley School District Sustainability plan. See attached.
  - b. Such plans as well as advisors from non-for-profit organizations inform schools districts on how to create dashboards and metrics
  - c. Waste stream management (slide 6)
- 2. However, a self-select group of experienced Facility / Operations Directors and Industry Experts coalesced around practical implementations**
  - a. Industry presenters such as Trane (the most admired company in the USA) and Schneider Electric emphasized leveraging new novel tax rebate funding (slide 3) for energy efficiency, sensors, and plant upgrades using HydroThermal sources and Solar Panel covered canopies for outdoor learning and parking lots.
  - b. Several school districts, such as Boston Public Schools and Montgomery County, MD and their vendors such as Kaiterra and Attune presented their IAQ sensor projects and the monitoring – data analytics. With examples of proactive and reactive response to equipment failures, heat and cooling irregularities, and energy usage spikes.
  - c. The Directors of Sustainability and Facilities from Modesto, CA and Eagan, MN (slide 4) offered to advise WPS for free on how they planned their projects, funded them, realized savings, and communicated payback to their cities BOF
- 3. 1 promotes curriculum leads building upgrades. 2 promotes hardware and engineering pre-empts curriculum for long term sustainable schools. 3 is how to combine these.**
  - a. There was a fascinating presentation on using the building itself as an education tool for vocation training (slide 5)

# IRA Funding Mechanism – Plant and Infrastructure upgrades

Investment – Rebates – Reinvestment stacking (Trane will advise us on the methodology)

What's so special about the clean energy tax credits?

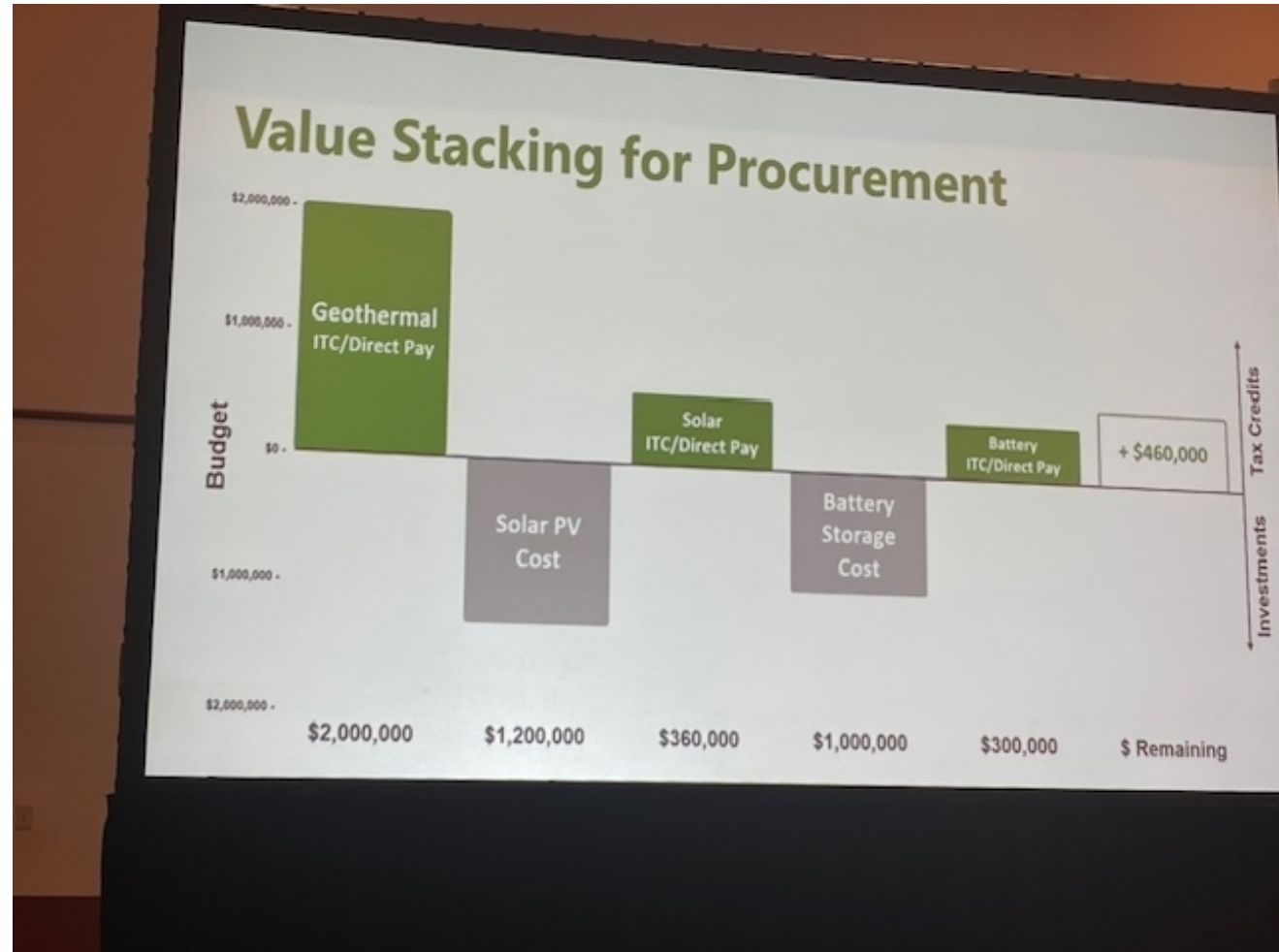
- Non-competitive
- Cash reimbursement
- Available until 2032+
- Unlimited funding

23

The IRA could be among the largest federal investments in school facilities. How?

Category	Typical credit
HEAT PUMPS*	\$3M
ELECTRIC VEHICLES	\$40k per bus
SOLAR ENERGY	\$500k
ENERGY STORAGE	\$300k
ELECTRIC VEHICLES CHARGING	\$100k per station

\*This is in addition to \$5BN for low / zero-emission school buses from the Bipartisan Infrastructure Law.



# Eagan, MN is at the leading edge of sustainability investments

**Work Scope**

- Most of our schools built in 50-60s and in need of building improvements
- Retrofit and remodel made possible through a \$117 million bond referendum
- Built a stand alone aquatics facility with solar thermal as primary heating source for water, reduced natural gas use by 88%
- Upgraded to LED lighting and reduced lighting fixtures by 30%, added dimming and occupancy sensors
- Added high efficient boilers, HVAC with energy recovery and variable frequency drives
- Addressed building envelopes, roofs and insulation
- Mechanical work verified by Center for Energy and Environment (3<sup>rd</sup> party commissioning agent)


U.S. DEPARTMENT OF ENERGY

A provocative approach to WMS building construction plans.

Used novel materials to enhance the health of buildings





# The actual building drives vocational training

Matchbook Learning Public Charter Schools



The Sustainable Buildings we are creating will be learning tools for sustainable energy career pathways.

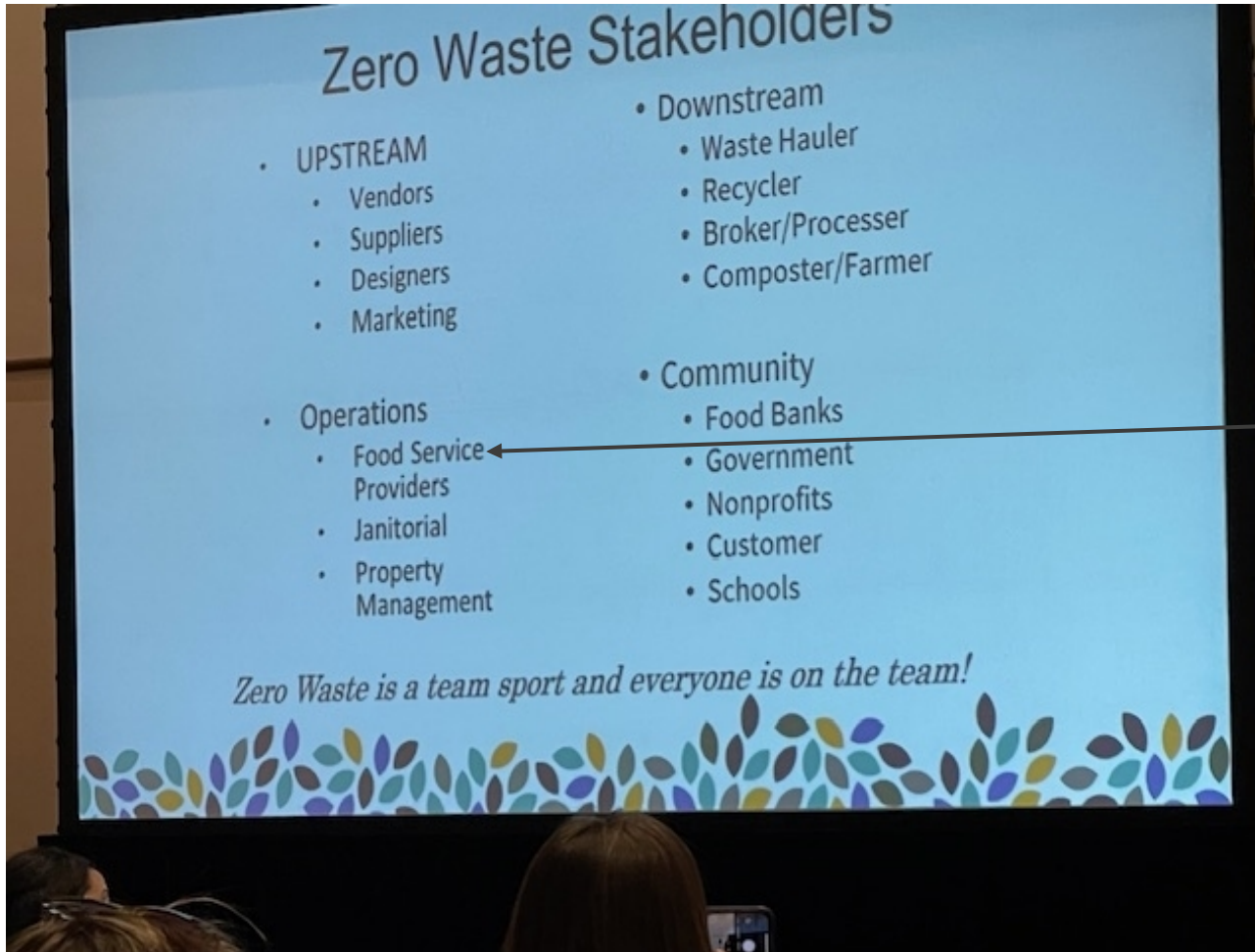
Diagrams of building systems will be on the walls so that students understand the energy and systems utilized for each room. The systems and utilities throughout the building will be color coded, some will have iconography and even emojis so that students can easily recognize and learn them.



U.S. DEPARTMENT OF ENERGY

STEM mixed with climate action and career preparation. Very 21<sup>st</sup> century.

# Waste Stream Management



Minimizing Wasted Food

Careful monitoring of age-appropriate proportions

Utensils

Recycling programs and then full elimination of plastic burden



**Tecton**  
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SUMMARY PRESENTATION FOR

# WESTON MIDDLE SCHOOL

for

**Educational Optimization Committee**

March 15, 2024

- 1 Where We Were** *(Existing Conditions Summary)*
- 2 Project Understanding** *(Goals, Project Stats, Capacity Summary)*
- 3 WJJMS Colchester Case Study**
- 4 Options Planning**
- 5 Schedule**

### Options ~ Overview

- Maintain Existing
- OPTION 1: Renovate Existing
- OPTIONS 2 & 2+: New Primary Elementary Reno, M.S.
- OPTION 3: New Primary Elementary & New Middle School

### WMS Conceptual Site Plan - RENOVATE AS NEW (5-8 or 6-8)

- 1. To Two story addition cohort classroom neighborhood addition. 1b new second story only
- 2. New gym/cafeteria to replace existing configuration
- 3. Open studio for future and

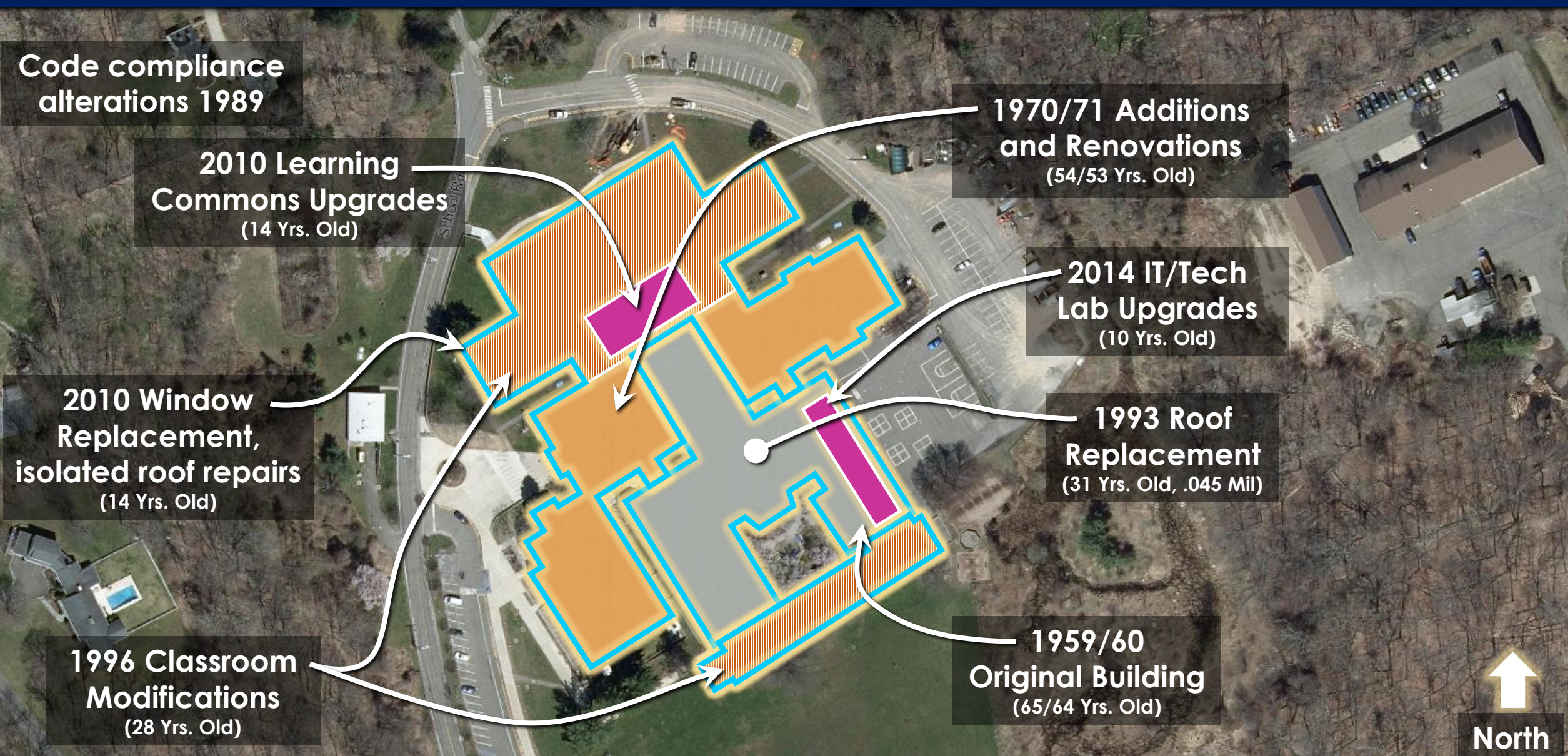
**Since then, want to maintain the 6-8 grade level configuration, and explore a renovate as new for the Middle School**

Option	Configuration	Classrooms	Area (sq ft)	Cost (M)
2+	RNV ~ WMS 6-8	(593)	87.1M - 14.4M	84.1 M
	Reno ~ WIS 2-5	(746)	8.6M - 0.8M	
	New ~ PK-1	(350)	28.9M - 3.3M	
<b>vs.</b>				
5	RNV WMS 5-8	(790)	84M - 18M	84.3 M
	WIS PK-4	(899)	23.3M - 5.0M*	

**Key Cost Question:**  
What is the best value for money for WMS and PK-1?

- 3. Created "Main Street" feature to support innovative & project-based learning
- 4. Repositioning of educational space for improved adjacency
- 5. Separated "new gym" & natatorium for community use.

# Vintage Plan Diagram ~ Weston Middle School



Code compliance alterations 1989

2010 Learning Commons Upgrades (14 Yrs. Old)

2010 Window Replacement, isolated roof repairs (14 Yrs. Old)

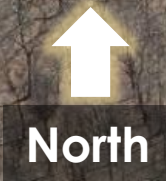
1996 Classroom Modifications (28 Yrs. Old)

1970/71 Additions and Renovations (54/53 Yrs. Old)

2014 IT/Tech Lab Upgrades (10 Yrs. Old)

1993 Roof Replacement (31 Yrs. Old, .045 Mil)

1959/60 Original Building (65/64 Yrs. Old)



Note: Diagrams based upon information provided by the Town of Weston and WPS

As presented 11.17.2021, dates updated 3.11.2024

Slide content  
from 2021



Weston Middle School ~ 135 School Road

Building Area/Site	161,111 sf / Shared Campus
Age/Construction	1960(64), 1971(53), 1996(28), 2010(14)

## Summary Comments

- 1 Exterior Envelope** ~ Roof and windows replaced & in good/fair condition overall, wood soffit has decay and insect concern, masonry in fair/good condition – repointing/caulking plan req.
- 2 Interior** ~ Several modifications and improvement (learning commons, project lead the way), block wall cracks @ “new” gym, sag to ceiling tile representative of humidity concerns. Remaining original portions (1960/71) in fair to poor condition, past useful life (millwork, finishes, equipment).
- 3 Fire Protection** ~ None.
- 4 Plumbing** ~ Limited number of fixtures in classrooms, some not functioning due to sanitary line issues, original distribution piping
- 5 HVAC** ~ Humidity control concerns throughout building, no AC in Gym or Café space, combination of pneumatic and electronic controls, majority of systems past useful life.
- 6 Electrical** ~ Mostly fluorescent lighting, LED replacement program, original electrical distribution with limited expansion  
**Fire Alarm** ~ Panel failing, frequent false/problem alarms

# Conditions Summary ~ Weston Middle School



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slide content  
from 2022



New as of 7.14.2022

Slide content  
from 2022

## Code Violations at WMS:

- Currently lacking “area of rescue” signage and two-way communication system at stair across from new Gym
- Currently lacking sufficient emergency lighting to meet code
- There is no second means of egress to exterior, or from courtyards
- Building is not fully protected by an automatic sprinkler system
- Failure at fire alarm panel – frequent false/problem alarms
- Corridors lack proper levels of ventilation per code
- There is no accessibility to stage or fitness
- Toilet rooms do not have an ADA accessible stall, toilet grab bars are not installed, code-required call for aid system is not installed
- Due to size, restrooms do not meet accessibility requirements
- Existing sinks as well as some drinking fountains do not meet accessibility requirements
- Plumbing in classrooms are not functioning due to sanitary line issues – original distribution piping past useful life
- Insufficient emergency lighting in courtyards to meet code, exit signage missing in three assembly spaces and in rooms over 1,000 SF
- Door thresholds/concrete pads have more than ½” transition to grade
- Door clearances and corridor widths do not meet code requirements
- Cabinetry/millwork not installed at the proper height

## Needed Repairs at WMS:

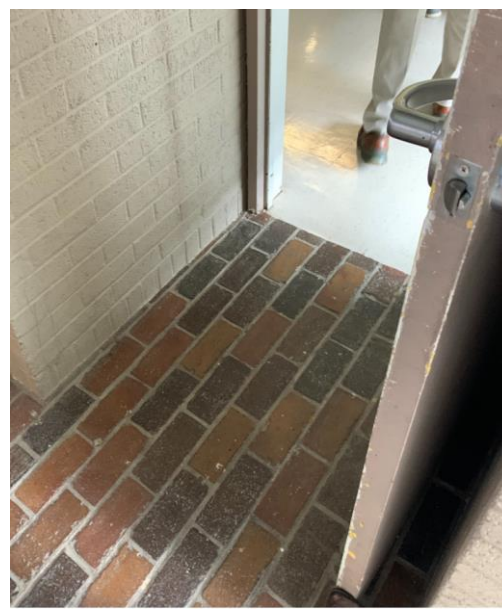
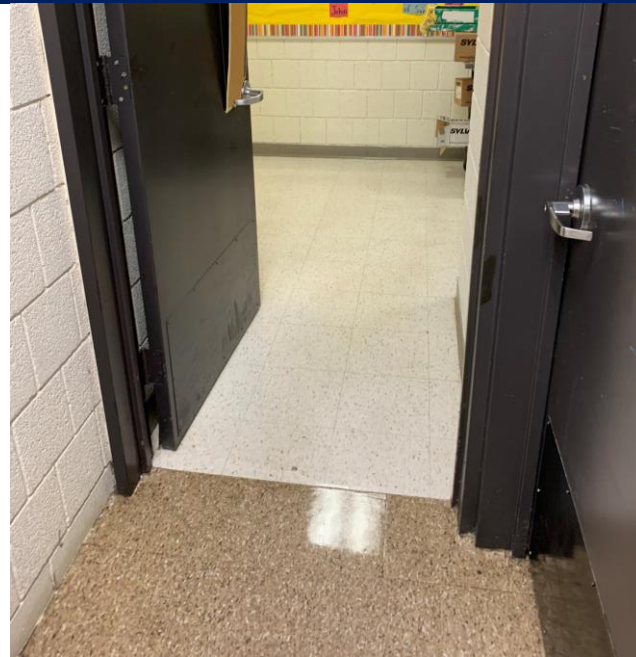
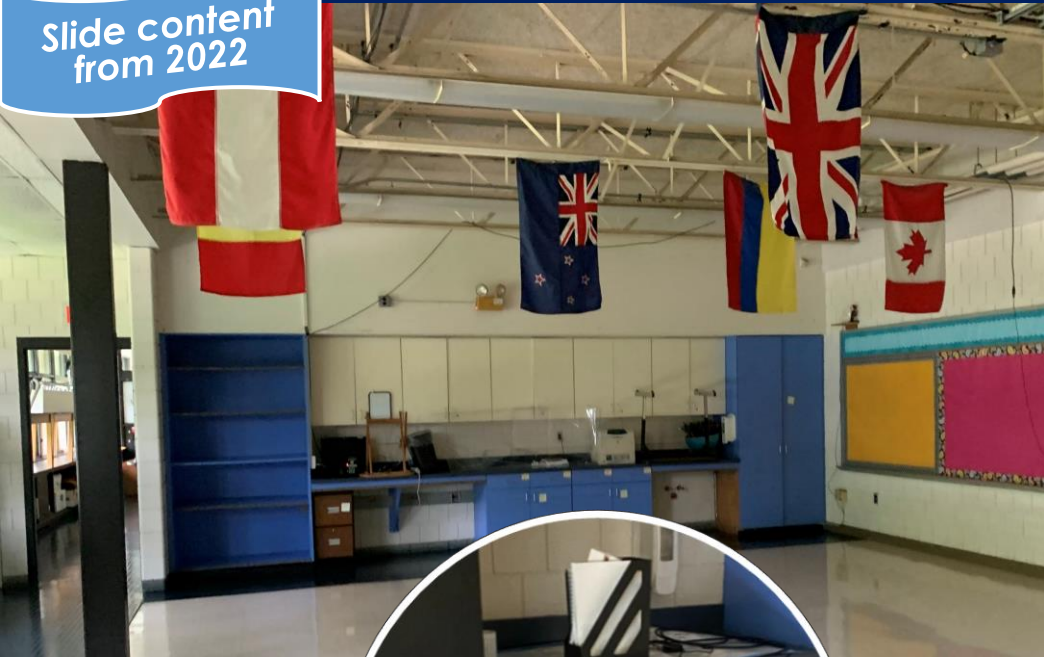
- MEP/FP systems comprehensively require attention (boilers, pumps, air handlers, exhaust fans, chilled water system, fire protection)
- Replace 1970's boiler room equipment in its entirety
- Replace 1960's and 1970's AHUs serving classrooms
- Replace the AHUs serving the Gymnasiums and Cafeteria
- Replace unit ventilators and add air conditioning
- Add air conditioning to 1960's classrooms, Cafeteria & Gym
- Replace underground fuel oil tank (scheduled in 2020)
- Exterior brick is spalling, requires repointing, visible efflorescence and peeling paint
- Foundation parge coating is peeling
- Wood soffit decay and insect concerns
- Parking surface is cracking, failure at bituminous curbs
- Exterior stairways limit accessible access to main office - install a ramp
- Roof is at the end of its useful life (scheduled in 2020)
- Building contains areas of 9x9 tile, possible asbestos-containing materials
- Block wall in new Gym is cracking
- Ceilings are old, dated, sagging – end of useful life, humidity concerns
- Lockers are at the end of their useful life
- Replace obsolete pneumatic controls
- Replace all light fixtures with LED

# Conditions Summary ~ Weston Middle School



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Slide content  
from 2022



Now as of 7.14.2022



# PROJECT UNDERSTANDING

## Overall Goals

1. *Maintain the 4-building campus and really look at creative reimagination of the educational spaces*
2. *To enable some new curriculum, healthy spaces, best use of spaces*
3. *All student centric (educational conference)*
4. *Operational expenses, security, in word and action can be more sustainable*
5. *Hurlbutt Elem. and Middle School need the most attention + short term work and how do we get the most mileage now*

## “ School Mission & Goals

*Weston Middle School, in partnership with the community strives to empower students to become successful through dynamic, differentiated, and authentic learning experiences, while supporting their transition from childhood to adolescence.*

*Our curriculum and instruction intertwine concepts, content, and skills to engage students providing them with opportunities to develop and demonstrate their proficiency in the following district foundational, academic, personal, and social competencies.*



# Project Understanding ~ Stats

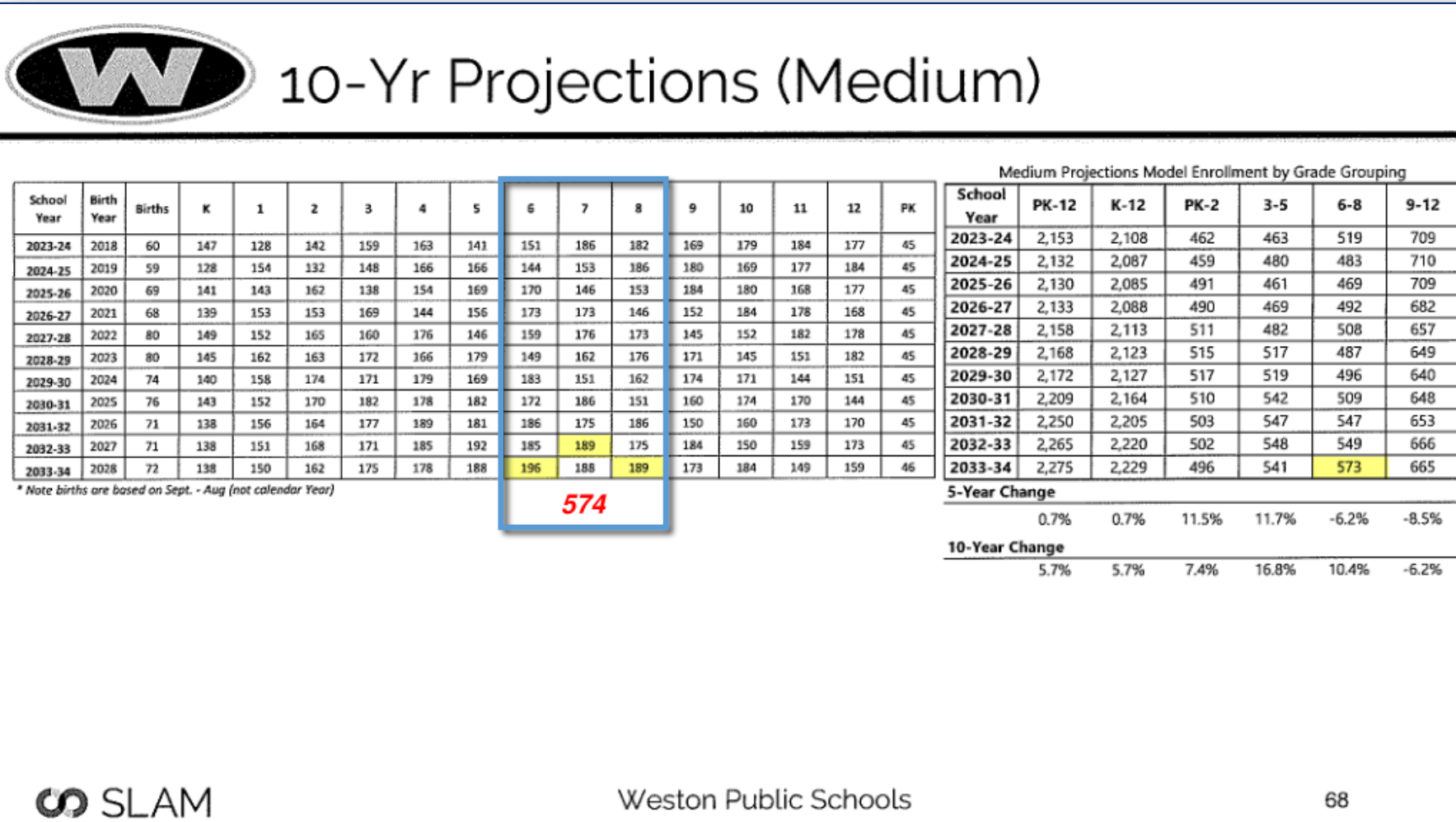


BUILDING	ORIGINAL CONSTR. Vintage	AGE Years Old	GRADE CONFIG.	CURRENT ENROLL. Students	FUTURE ENROLL. Students	EXISTING AREA SF Area	SF AREA PER OGA (BASED UPON FUTURE ENROLL)	TOTAL GROSS SF (BASED UPON FUTURE ENROLL)	DELTA SF Area
<b>WESTON MIDDLE SCHOOL</b>	<b>1950/60</b> Additions in: <b>1970/71</b> (53 yrs) <b>1996</b> (28 yrs) <i>Plus several renovations, see Vintage Plan</i>	<b>64</b> Years	<b>6-8</b>	<b>519</b> (10/1/2023)	<b>574</b> (YR. 2033-34)	<b>135,131</b> (WMS)	<b>97,396</b> SF	<b>104,701</b> SF	<b>(56,410)</b> SF 161,111-104,701 w/ Gym/Pool
						<b>25,980</b> (Gym/Pool)			
						<b>161,111</b> Total SF			
									<b>(30,430) SF</b> 135,131-104,701 w/o Gym/Pool

Notes:

- Utilized 2023 SLAM Enrollment Presentation, Medium Projection
- State requires highest student enrollment from 8-year projection at time of grant application.
- When a RNV project is complete, 55% of the footprint is typically existing, and 45% is typically new

## 1 Calculate Enrollment



**574**  
(Highest Projected)

**519**  
(Actual Enrollment October 1, 2023)

## 2 Utilize State Worksheet

Project Enrollment	Pre-K & K	1	2	3	4	5	6	7	8	9	10	11	12
	Allowable Square Footage per Pupil												
0 - 350	124	124	124	124	124	156	156	180	180	180	194	194	194
351 - 750	120	120	120	120	120	152	152	176	176	176	190	190	190
751 - 1500	116	116	116	116	116	148	148	170	170	170	184	184	184
Over 1500	112	112	112	112	112	142	142	164	164	164	178	178	178

### Steps for completing Section 1:

1. In the field labeled "Projected Enrollment," enter your school's highest projected 8 year enrollment.
2. Select "Yes" for each grade served or to be served in your school.
3. Answer whether there is 1% additional space claimed for HVAC.
4. Enter the existing square footage of your school constructed before 1959 remaining in completed project.
5. Enter the square footage of the school built 1959 or later, as of the completion of construction.
6. Note that all square foot calculations are measured to inside face of exterior walls.

**Section 1.**

Highest Proj 8-year enrollment

Pre-K and/or K	<input type="checkbox"/>	6 Yes	<input type="checkbox"/>	6	152
1	<input type="checkbox"/>	7 Yes	<input type="checkbox"/>	7	176
2	<input type="checkbox"/>	8 Yes	<input type="checkbox"/>	8	176
3	<input type="checkbox"/>	9	<input type="checkbox"/>	9	
4	<input type="checkbox"/>	10	<input type="checkbox"/>	10	
5	<input type="checkbox"/>	11	<input type="checkbox"/>	11	
		12	<input type="checkbox"/>	12	

**Section 2.**

(a) Total (grades Pre-K through 12)		504
(b) Number of grades housed		3
(c) Average [(a)/(b)]		168
(d) Extra 1% for HVAC (CGS10-286(c)(2))?	Yes	
(e) Maximum allowable square footage per space standards [(c) x (d)]		97,396

**97,396**  
 Allowable SF\*  
 (574 Students)  
 (Grades 6-8)

\*As measured by OGA

# Project Understanding ~ Reimbursement 2024



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FISCAL YEAR (FY) (July 1<sup>st</sup> - June 30<sup>th</sup>)

FORM DAS-1060 (old SCG-1060)

District Code	District Name	FY 2019 General Construction	2019 New	FY 2020 General Construction	2020 New	FY 2021 General Construction	2021 New	FY 2022 General Construction	2022 New	FY 2023 General Construction	2023 New	FY 2024 General Construction	2024 New
130	SOUTHBURY	40.36%	30.36%	40.00%	30.00%	40.71%	30.71%	39.28%	29.28%	39.64%	29.64%	41.07%	31.07%
131	SOUTHINGTON	54.64%	44.64%	55.36%	45.36%	55.36%	45.36%	55.00%	45.00%	53.93%	43.93%	55.00%	45.00%
132	SOUTH WINDSOR	47.50%	37.50%	47.86%	37.86%	46.43%	36.43%	43.21%	33.21%	42.14%	32.14%	43.21%	33.21%
133	SPRAGUE	70.00%	60.00%	71.07%	61.07%	72.14%	62.14%	72.50%	62.50%	73.21%	63.21%	73.57%	63.57%
134	STAFFORD	71.43%	61.43%	72.14%	62.14%	71.79%	61.79%	71.07%	61.07%	69.28%	59.28%	70.36%	60.36%
135	STAMFORD	29.64%	19.64%	30.72%	20.72%	30.00%	20.00%	29.29%	19.29%	60.00%	60.00%	60.00%	60.00%
136	STERLING	72.86%	62.86%	73.57%	63.57%	73.57%	63.57%	73.93%	63.93%	74.29%	64.29%	74.29%	64.29%
137	STONINGTON	31.78%	21.78%	31.78%	21.78%	32.50%	22.50%	32.14%	22.14%	32.14%	22.14%	31.78%	21.78%
138	STRATFORD	58.64%	48.64%	58.28%	48.28%	58.64%	48.64%	60.00%	50.00%	60.72%	50.72%	61.43%	51.43%

District Code	District Name	FY 2019 General Construction	2019 New	FY 2020 General Construction	2020 New	FY 2021 General Construction	2021 New	FY 2022 General Construction	2022 New	FY 2023 General Construction	2023 New	FY 2024 General Construction	2024 New
157	WESTON	21.43%	11.43%	21.43%	11.43%	21.43%	11.43%	21.43%	11.43%	22.14%	12.14%	22.14%	12.14%

**22.14%**  
**RNV**  
 (12.14% for New Construction)

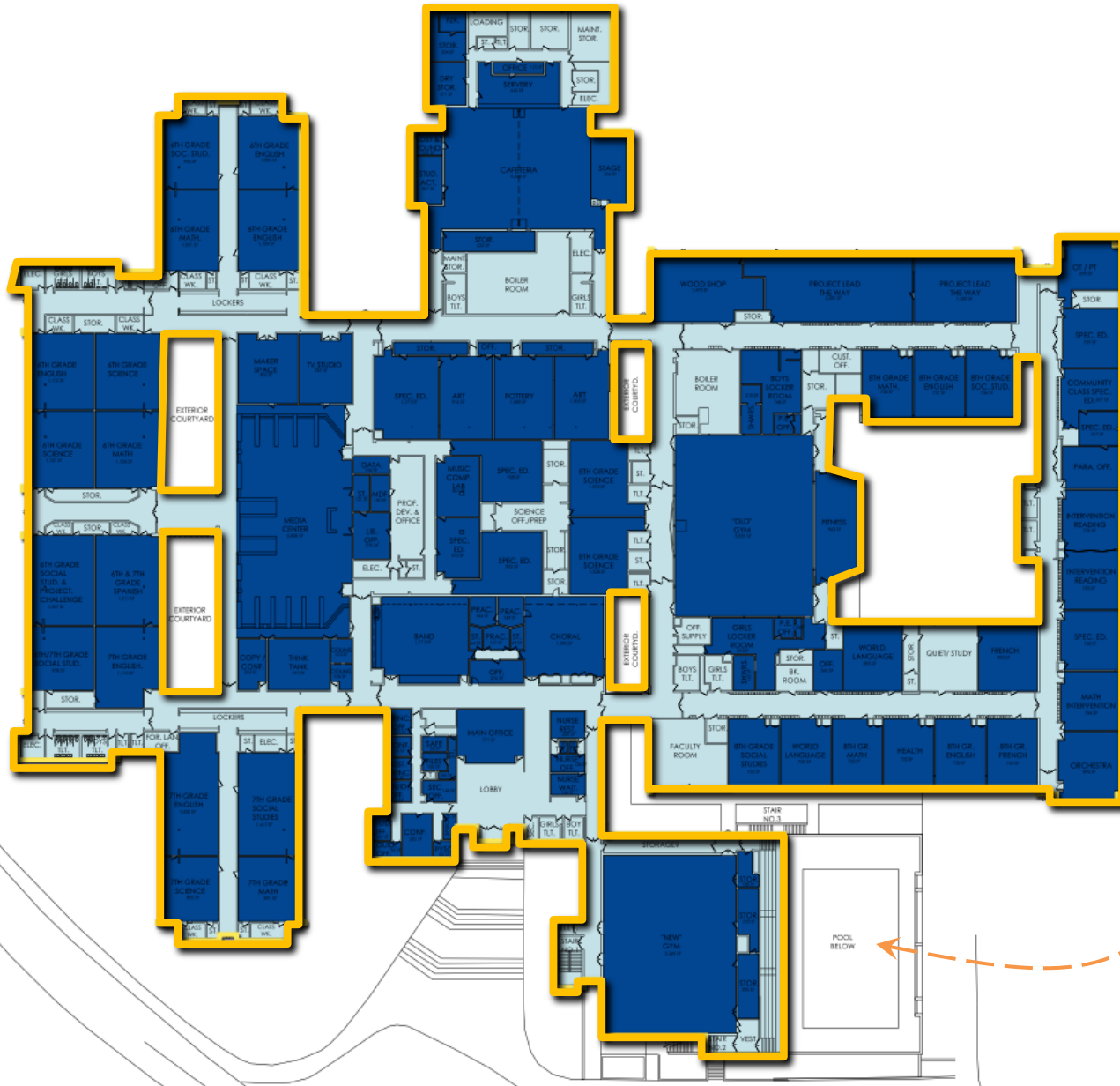
143	BRIDGE	48.78%	38.78%	49.43%	39.43%	49.43%	39.43%	49.43%	39.43%	49.43%	39.43%	49.43%	39.43%
146	VERNON	69.28%	59.28%	68.57%	58.57%	68.57%	58.57%	68.57%	58.57%	70.36%	60.36%	71.07%	61.07%
147	VOLUNTOWN	65.00%	55.00%	64.64%	54.64%	64.64%	54.64%	65.36%	55.36%	66.79%	56.79%	65.00%	55.00%
148	WALLINGFORD	53.93%	43.93%	54.28%	44.28%	53.93%	43.93%	53.22%	43.22%	53.22%	43.22%	54.28%	44.28%
149	WARREN	24.64%	14.64%	23.93%	13.93%	24.28%	14.28%	23.93%	13.93%	24.28%	14.28%	24.64%	14.64%
150	WASHINGTON	22.50%	12.50%	22.50%	12.50%	22.50%	12.50%	21.79%	11.79%	21.79%	11.79%	21.79%	11.79%
151	WATERBURY	78.57%	68.57%	78.57%	68.57%	78.57%	68.57%	78.93%	68.93%	79.29%	69.29%	79.29%	69.29%
152	WATERFORD	32.14%	22.14%	32.14%	22.14%	31.78%	21.78%	31.78%	21.78%	32.50%	22.50%	32.86%	22.86%
153	WATERTOWN	60.36%	50.36%	59.64%	49.64%	60.36%	50.36%	60.36%	50.36%	58.57%	48.57%	60.00%	50.00%
154	WESTBROOK	31.07%	21.07%	31.07%	21.07%	29.64%	19.64%	28.93%	18.93%	27.86%	17.86%	27.50%	17.50%
155	WEST HARTFORD	50.00%	40.00%	42.50%	32.50%	39.28%	29.28%	37.50%	27.50%	38.57%	28.57%	38.22%	28.22%
156	WEST HAVEN	77.50%	67.50%	77.14%	67.14%	77.14%	67.14%	76.78%	66.78%	76.78%	66.78%	76.78%	66.78%
157	WESTON	21.43%	11.43%	21.43%	11.43%	21.43%	11.43%	21.43%	11.43%	22.14%	12.14%	22.14%	12.14%
158	WESTPORT	21.07%	11.07%	21.07%	11.07%	21.07%	11.07%	21.07%	11.07%	21.07%	11.07%	21.07%	11.07%
159	WETHERSFIELD	56.07%	46.07%	55.71%	45.71%	55.71%	45.71%	56.43%	46.43%	56.79%	46.79%	56.79%	46.79%
160	WILLINGTON	67.14%	57.14%	65.71%	55.71%	65.36%	55.36%	63.93%	53.93%	63.21%	53.21%	63.93%	53.93%
161	WILTON	22.14%	12.14%	22.14%	12.14%	21.79%	11.79%	22.50%	12.50%	22.50%	12.50%	22.86%	12.86%
162	WINCHESTER	71.79%	61.79%	71.79%	61.79%	71.43%	61.43%	71.79%	61.79%	72.14%	62.14%	72.86%	62.86%
163	WINDHAM	79.29%	69.29%	79.29%	69.29%	79.64%	69.64%	79.64%	69.64%	79.64%	69.64%	79.64%	69.64%
164	WINDSOR	51.43%	41.43%	52.14%	42.14%	52.86%	42.86%	52.14%	42.14%	51.07%	41.07%	51.79%	41.79%
165	WINDSOR LOCKS	57.50%	47.50%	56.43%	46.43%	54.64%	44.64%	54.28%	44.28%	54.64%	44.64%	53.22%	43.22%
166	WOLCOTT	61.78%	51.78%	61.43%	51.43%	62.50%	52.50%	62.50%	52.50%	64.64%	54.64%	65.71%	55.71%
167	WOODBIDGE	27.50%	17.50%	27.50%	17.50%	28.57%	18.57%	28.57%	18.57%	31.07%	21.07%	32.14%	22.14%
168	WOODBURY	37.14%	27.14%	37.50%	27.50%	37.50%	27.50%	37.14%	27.14%	37.50%	27.50%	38.93%	28.93%
169	WOODSTOCK	55.71%	45.71%	56.07%	46.07%	57.50%	47.50%	58.21%	48.21%	57.50%	47.50%	56.43%	46.43%
201	District No. 1	44.64%	34.64%	45.00%	35.00%	44.64%	34.64%	44.64%	34.64%	44.29%	34.29%	43.57%	33.57%
204	District No. 4	46.43%	36.43%	46.07%	36.07%	47.14%	37.14%	47.50%	37.50%	47.50%	37.50%	47.86%	37.86%
205	District No. 5	43.57%	33.57%	43.21%	33.21%	42.86%	32.86%	42.86%	32.86%	40.72%	30.72%	40.72%	30.72%
206	District No. 6	40.36%	30.36%	40.36%	30.36%	41.07%	31.07%	41.07%	31.07%	40.72%	30.72%	40.72%	30.72%

Source: <https://portal.ct.gov/DAS/Office-of-Grants-Administration/School-Construction-State-Reimbursement-Percentages>

# CAPACITY & UTILIZATION

A blue-tinted photograph of a gymnasium. The floor is a basketball court with visible lines. The walls are white with blue padding at the bottom. An American flag hangs on the wall. There are several notices and a whiteboard on the wall. Two basketball hoops are visible on the right and left sides. The ceiling has a series of arches and lights.

## Useable Area Analysis



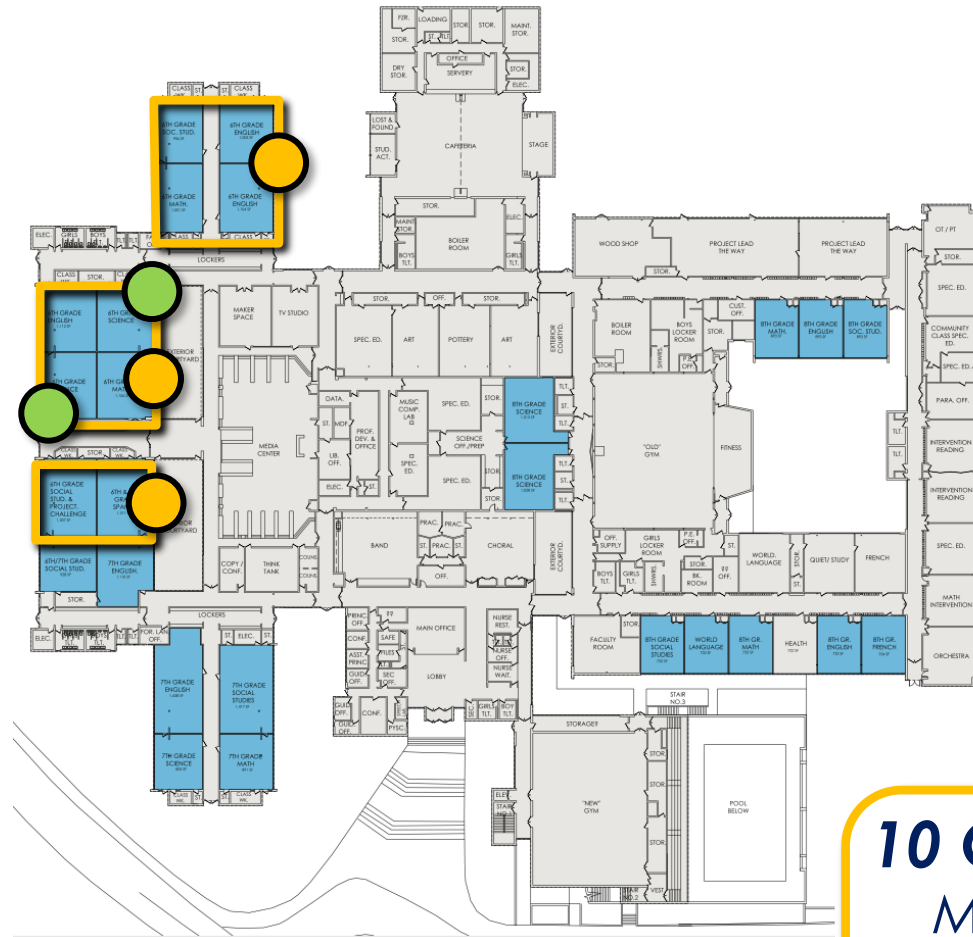
Useable Area Analysis			
Useable Area	86,633	60%	
Net (Useable to Gross)	58,068	<b>40.1%</b>	
<b>Gross Floor Area</b>	<b>144,701</b>		
<b>Typical/Expected Ratios</b>			
High Range	30.0%	43,410	14,658
Low Range	25.0%	36,175	21,893

*This GSF number includes Gym but excludes the Pool*

**Expected gross to net useable area averages range from 25-30%. WMS is currently at 40.1%**

## 6<sup>th</sup> Grade Typical Classrooms

- ① State Standard ~ 900 SF, Science 1,200 SF
- ② Meet or below the SF standard
- ③ SF above standard

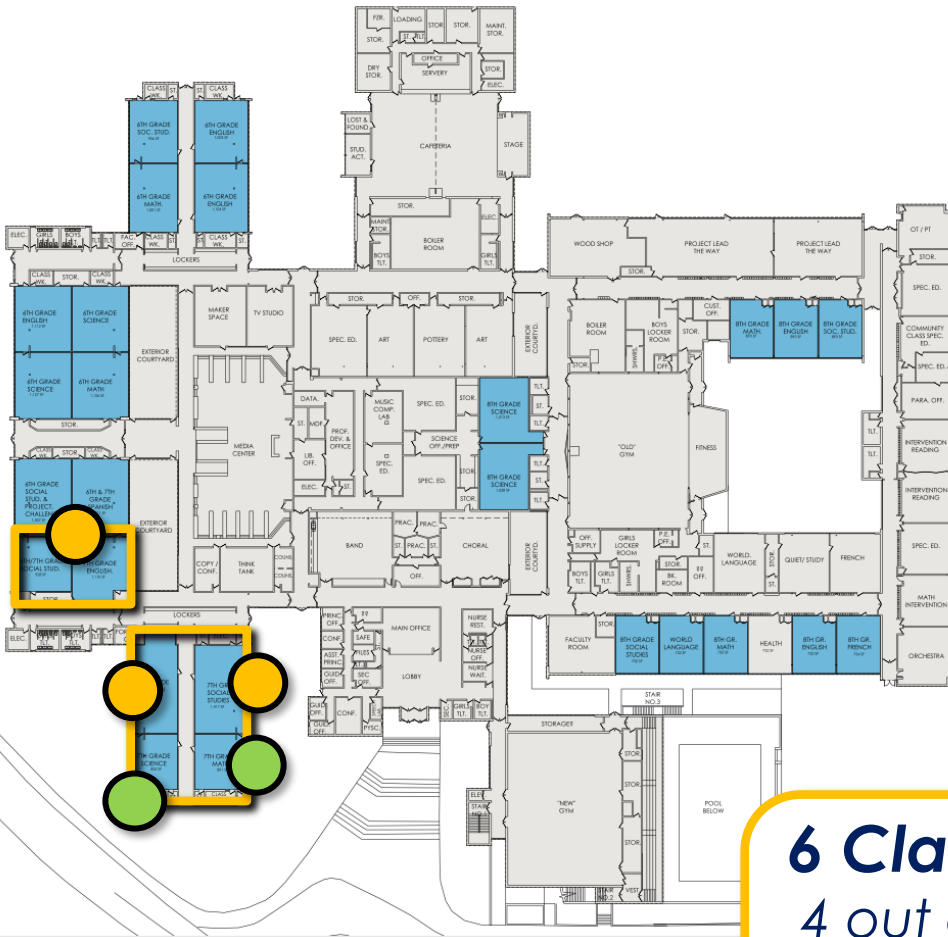


**10 Classrooms in Total (6<sup>th</sup>)**  
 Most meet or exceed stnd.  
**1,509 SF over Standard**  
**16% over Standard**

6th Grade Classrooms				
Use	Area	Occ.	Stand.	Delta
<b>First Floor</b>				
6th Social Studies	906	20-24	900	6
6th English	1,003	20-24	900	103
6th English	1,104	20-24	900	204
6th Math	1,001	20-24	900	101
6th English	1,112	20-24	900	212
6th Science	1,112	20-24	1,200	-88
6th Math	1,126	20-24	900	226
6th Science	1,127	20-24	1,200	-73
6th Social/P.C.	1,307	20-24	900	407
6th/7th Spanish	1,311	20-24	900	411
<b>Gross Floor Area</b>	<b>11,109</b>		<b>9,600</b>	<b>1,509</b>

## 7<sup>th</sup> Grade Typical Classrooms

- ① State Standard ~ 900 SF, Science 1,200 SF
- ② Meet or below the SF standard
- ③ SF above standard

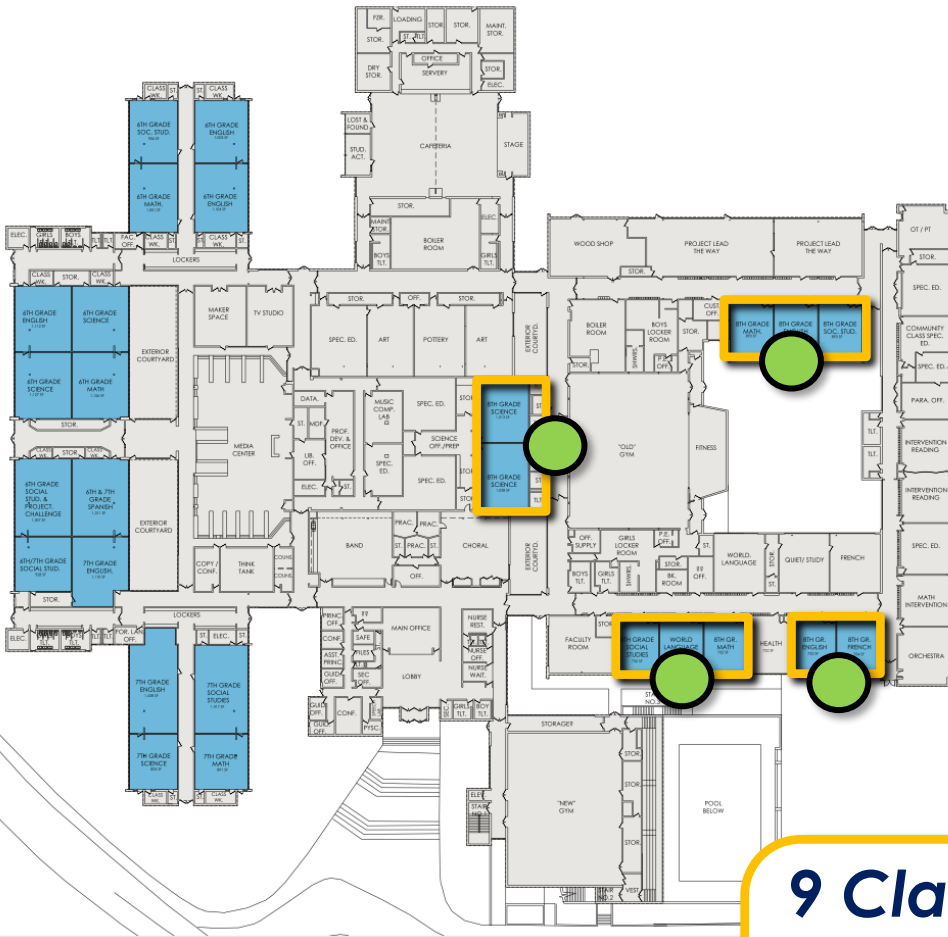


**6 Classrooms in Total (7<sup>th</sup>)**  
 4 out of 6 meet/exceed stnd.  
**889 SF over Standard**  
**16% over Standard**

7th Grade Classrooms				
Use	Area	Occ.	Stand.	Delta
<b>First Floor</b>				
7th Math	891	20-24	900	-9
7th Science	805	20-24	1,200	-395
7th Social Studies	1,417	20-24	900	517
7th English	1,438	20-24	900	538
7th English	1,110	20-24	900	210
7th Social Studies	928	20-24	900	28
<b>Gross Floor Area</b>	<b>6,589</b>		<b>5,700</b>	<b>889</b>

## 8<sup>th</sup> Grade Typical Classrooms

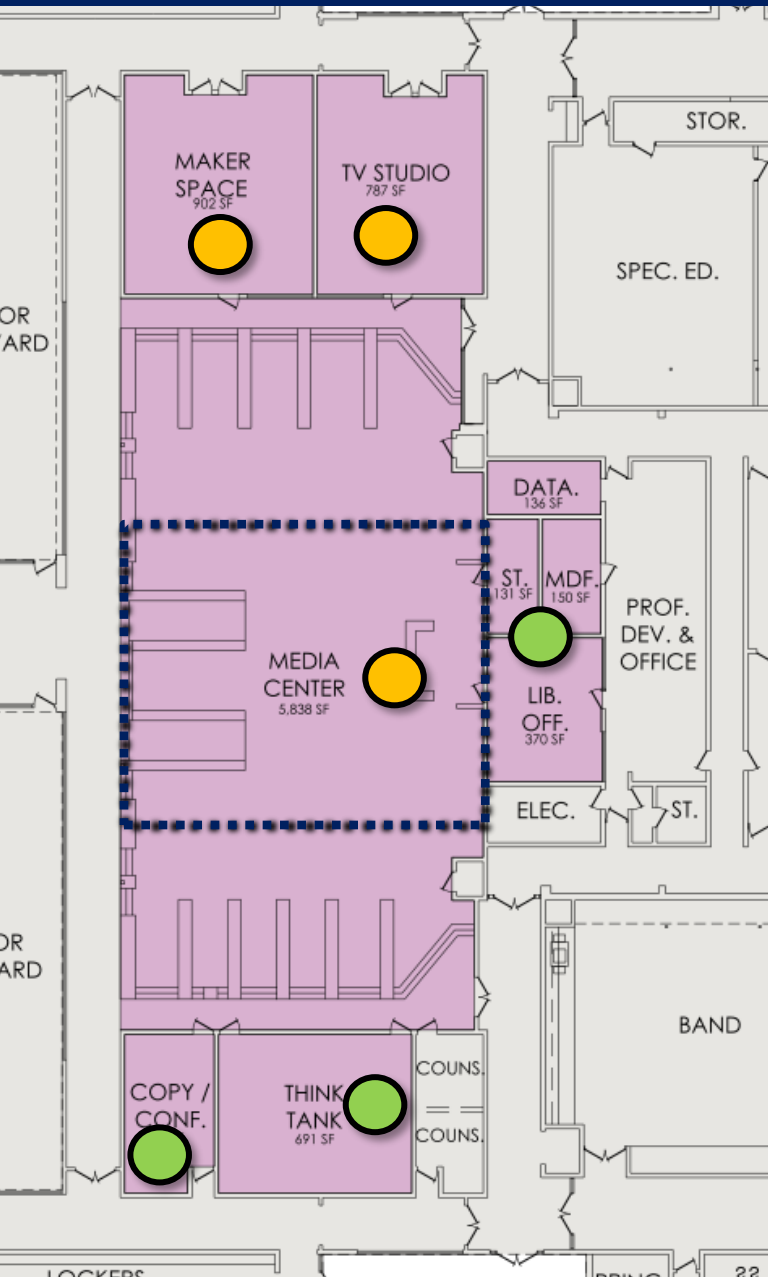
- ① State Standard ~ 900 SF, Science 1,200 SF
- ② Meet or below the SF standard
- ③ SF above standard



**9 Classrooms in Total (8<sup>th</sup>)**  
 All spaces are below std.  
**1,498 SF under Standard**  
**17% below Standard**

8th Grade Classrooms				
Use	Area	Occ.	Stand.	Delta
<b>First Floor</b>				
8th French	754	20-24	900	-146
8th English	732	20-24	900	-168
8th Math	732	20-24	900	-168
8th Social Studies	732	20-24	900	-168
8th Science	1,028	20-24	1,200	-172
8th Science	1,013	20-24	1,200	-187
8th Math	738	20-24	900	-162
8th English	737	20-24	900	-163
8th Social Studies	736	20-24	900	-164
<b>Gross Floor Area</b>	<b>7,202</b>		<b>8,700</b>	<b>-1,498</b>

## Media Center



Media Center Analysis with support space		
Use	St. Std.	Exist.
Media Center/Learning Com.	2,009	5,838
Multimedia Production Room	200	787
Conference Room	200	304
Media Specialist Office	120	370
Workroom/Storage	150	131
Main Server Room [MS]	150	150
Maker Space	0	902
Data	0	136
Think Tank	0	691
<b>Subtotals</b>	<b>2,829</b>	<b>9,309</b>
Delta		6,480
<b>% over/under State Stand.</b>		<b>229%</b>

1

**State Standard ~SF based on 10% of student enrollment x 35 SF/student**

2

**Meet or below the SF standard**

3

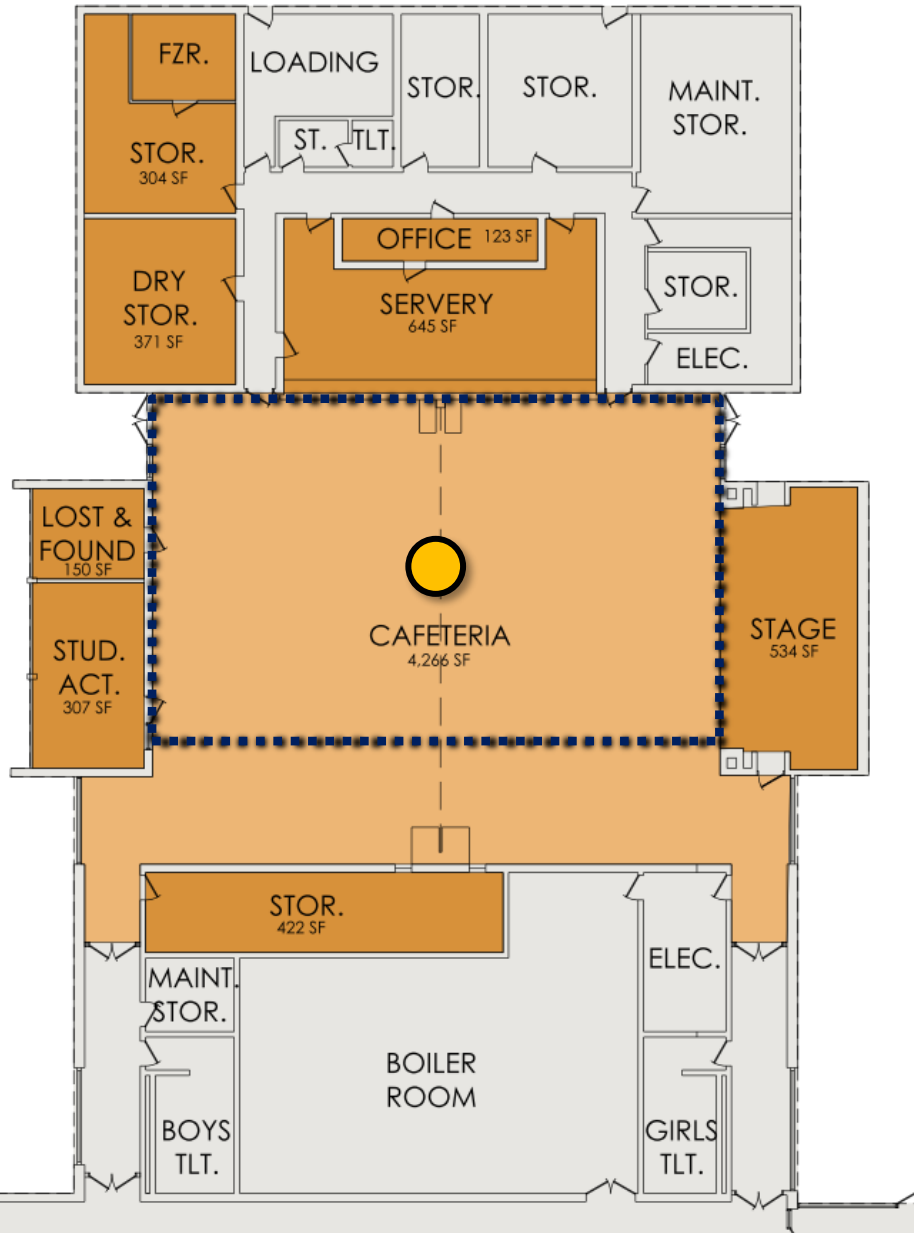
**SF above standard**

### Area Calculation

$10\% \times 574 \times 35 \text{ SF} \sim 2,009 \text{ SF}$

Existing 5,838 SF

**Delta of +3,829 SF, or 190.6% larger**



## Cafeteria

- 1 State Standard ~SF based on 3 lunch periods and 17.5 SF/Seat
- 2 Meet or below the SF standard
- 3 SF above standard

### Area Calculation

$17.5 \text{ SF/seat} \times 574/3 \sim 3,348 \text{ SF}$

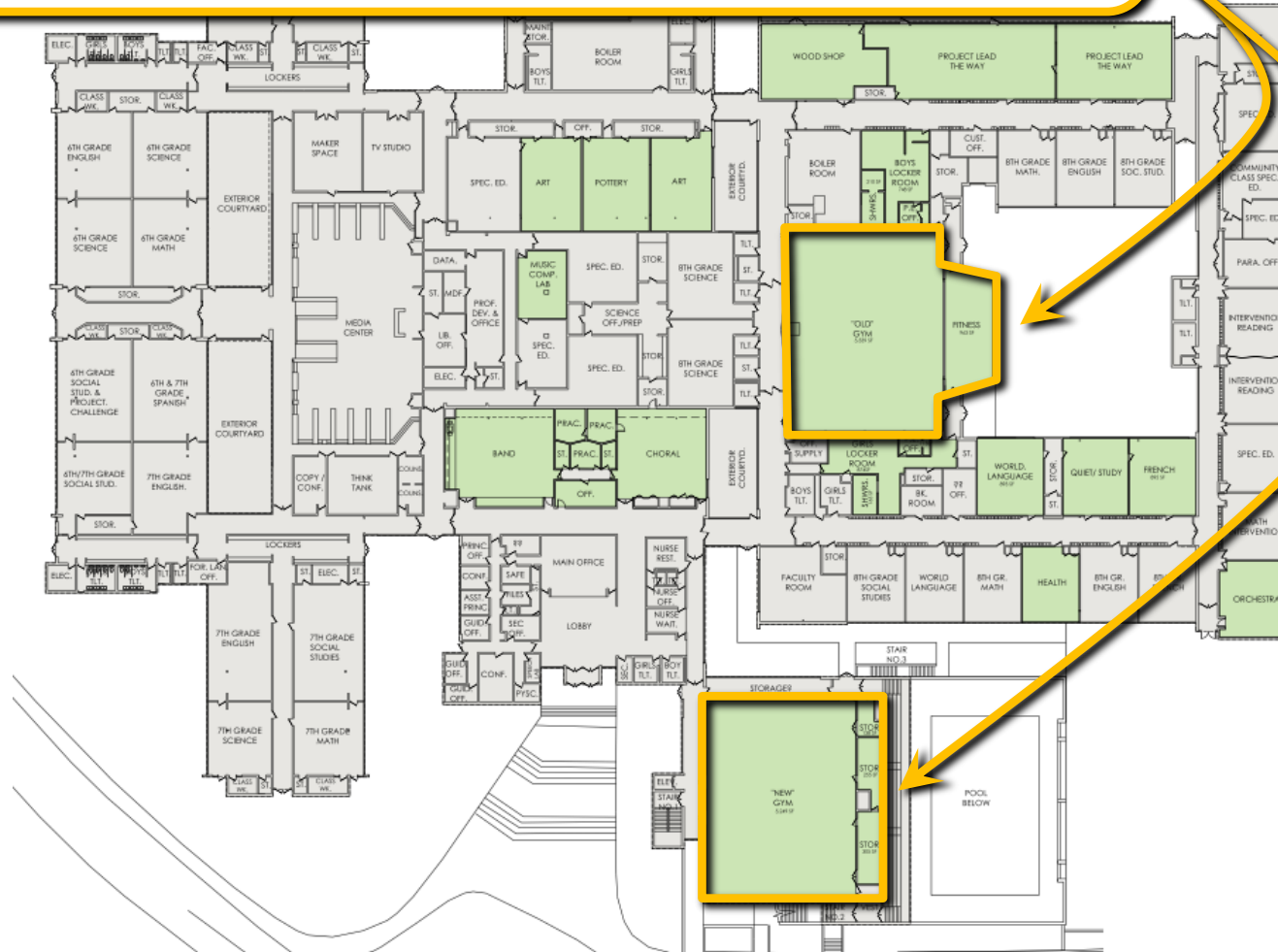
Existing ~ 4,266 SF

**Delta of +918 SF, 27.4% Larger**

# Capacity/Utilization ~ Weston Middle School

Observed multiple physical education spaces, when compared to average state standard...

**Area is above standard by 4,715 SF or 47%**



## Gymnasium

### Gymnasium Analysis

Use	St. Std.	Exist.
Old Gym	7,500	5,539
Boys Locker Room	400	748
Showers	200	210
PE Office	120	111
Girls Locker	400	874
Showers	120	165
PE Office	120	118
New Gym	0	5,249
Stor.	200	138
Stor.	0	255
Stor.	0	305
Fitness	900	963
Subtotal	9,960	14,675
Delta		4,715
<b>% Over St. Std.</b>		<b>47%</b>

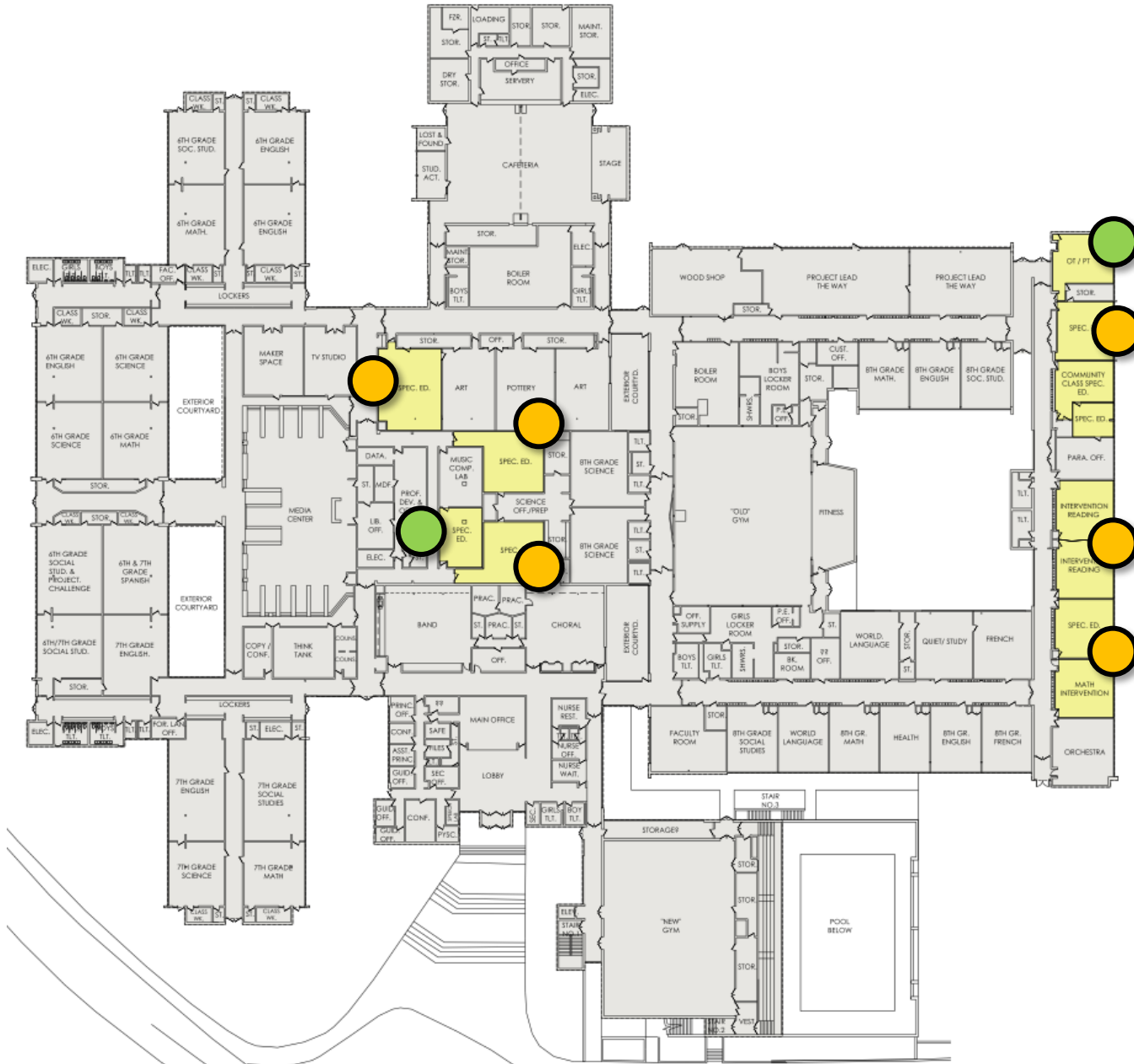
## Specialized Education

① **State Standard ~ Varies**

Specialized Education	
Use	St. Stnd.
Self-contained Classroom	900
Special Education/Resource	450
Small Self-contained Classroom	600
OT/PT Room	200
Workroom/Conference	150
Restroom/Shower	100

② **Appropriately Sized**

③ **SF above standard**





## Summary Comments

- 1 Useable area ratio less than typical**  
*(Inefficient circulation paths, larger than expected core spaces, some duplication and/or underutilized space)*
- 2 Core spaces larger than typically found and some duplicative uses** *(Cafeteria & Learn. Comm. ~ size, and Phys. Ed. Duplication)*
- 3 Uneven distribution of typical classrooms & size due to building additions & adaptive reuse of space**
- 4 Multiple & single loaded circulation paths due to original/addition relationship** *(Left many spaces with limited natural daylight, poor circulation routes)*
- 5 Limited “grade level neighborhoods”**  
*(Uneven placement of grade level classrooms, inefficient relationship to “specials” and core spaces)*

COLCHESTER

**WILLIAM J. JOHNSTON  
MIDDLE SCHOOL**  
CASE STUDY

2018

RNV

Grades 6-8

103,000 GSF

\$49 Million TPC

\$38 Million CC

# COLCHESTER



2018

RNV

Grades 6-8

103,000 GSF

\$49 Million TPC

\$38 Million CC

# Colchester

## Renovate as New

1

Identify areas to preserve

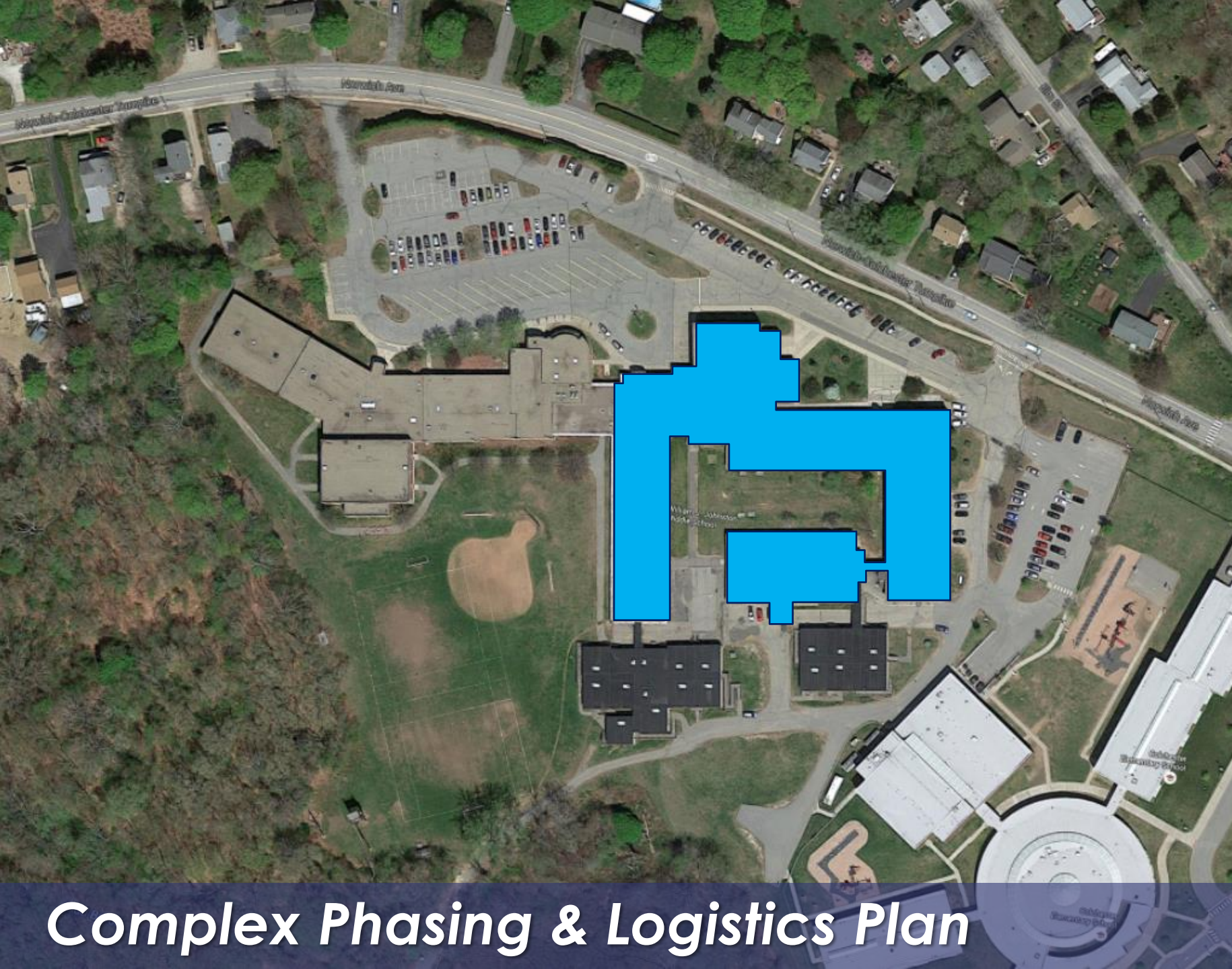


Complex Phasing & Logistics Plan

# Colchester

## Renovate as New

- 1 Identify areas to preserve
- 2 Move students, isolate & protect**



**Complex Phasing & Logistics Plan**

# Colchester

## Renovate as New

- 1 Identify areas to preserve
- 2 Move students, isolate & protect
- 3 Remove portions of building**

Complex Phasing & Logistics Plan



# Colchester

## Renovate as New

- 1 Identify areas to preserve
- 2 Move students, isolate & protect
- 3 Remove portions of building
- 4 Build new addition**

Complex Phasing & Logistics Plan

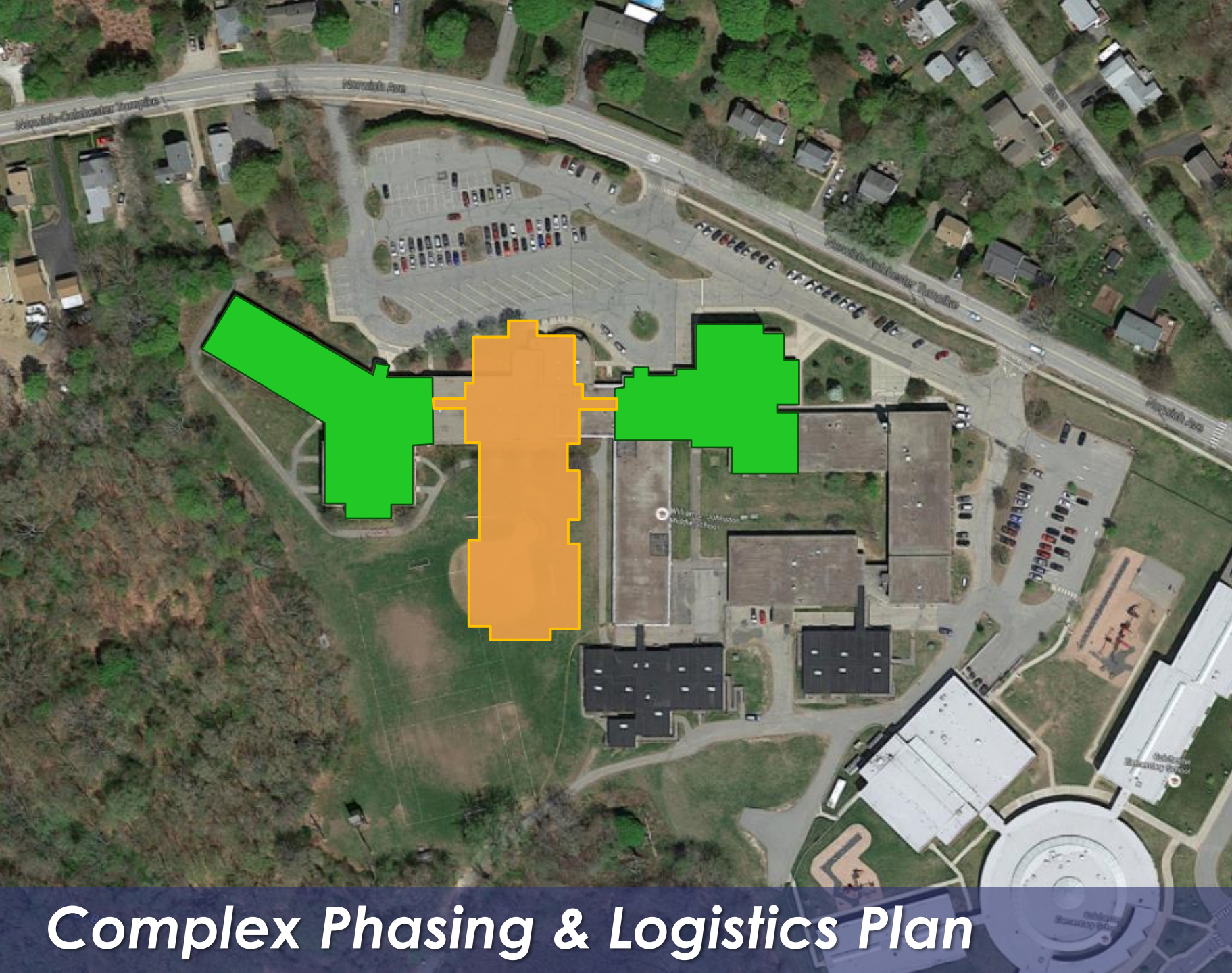


# Colchester

## Renovate as New

- 1 Identify areas to preserve
- 2 Move students, isolate & protect
- 3 Remove portions of building
- 4 Build new addition
- 5 Renovate existing building & site**

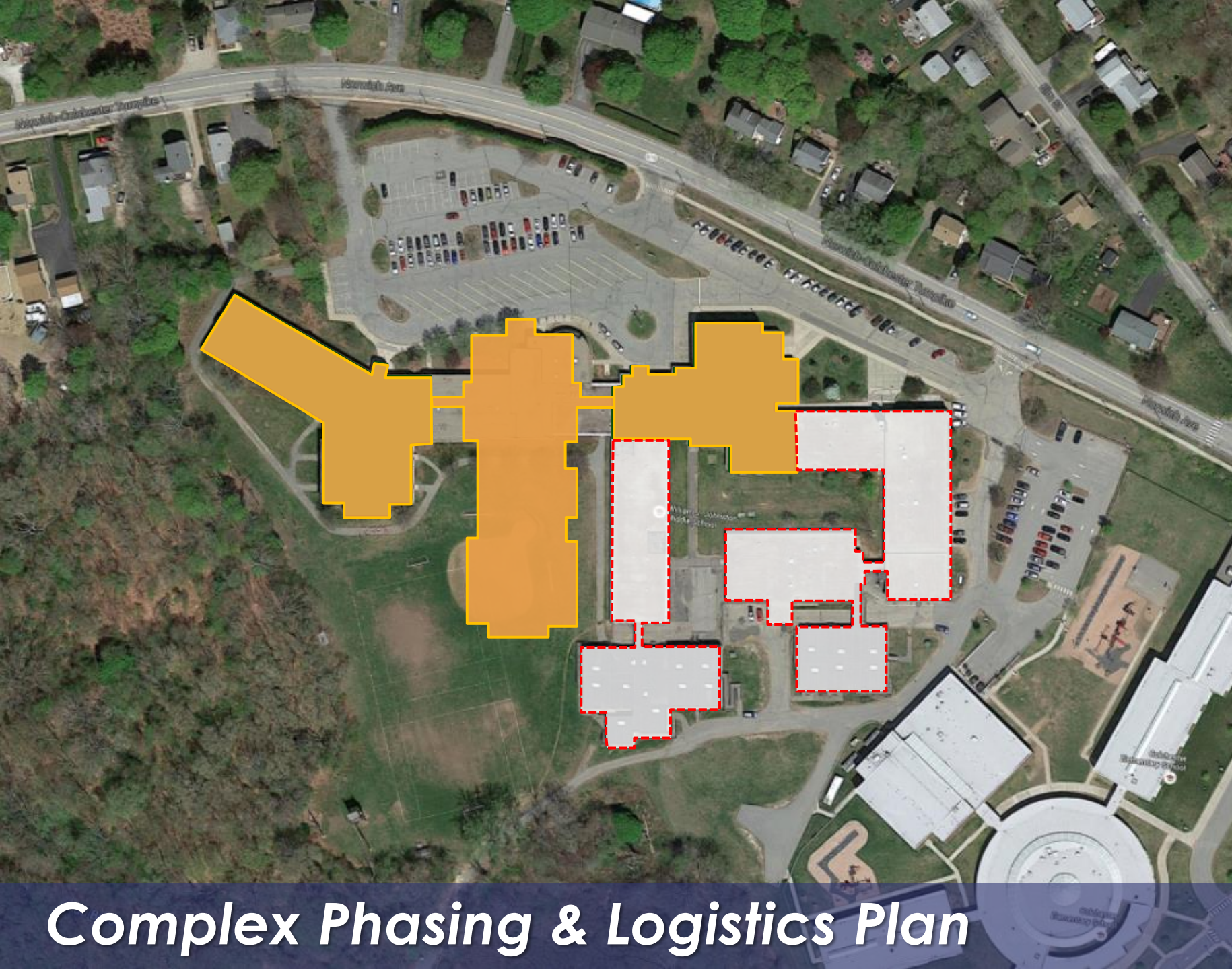
Complex Phasing & Logistics Plan



# Colchester

## Renovate as New

- 1 Identify areas to preserve
- 2 Move students, isolate & protect
- 3 Remove portions of building
- 4 Build new addition
- 5 Renovate existing building & site
- 6** Move students, then demolish



**Complex Phasing & Logistics Plan**

# Colchester

## Renovate as New

- 1 Identify areas to preserve
- 2 Move students, isolate & protect
- 3 Remove portions of building
- 4 Build new addition
- 5 Renovate existing building & site
- 6 Move students, then demolish
- 7 Finalize site**



**Complex Phasing & Logistics Plan**

**BEFORE**



**AFTER**





WILLIAM J. JOHNSON MIDDLE SCHOOL

# OPTIONS PLANNING

A blue-tinted photograph of an empty classroom. The room is filled with rows of black chairs and desks. In the background, there is a whiteboard, an American flag, and various classroom posters and notices on the wall. The text "OPTIONS PLANNING" is overlaid in large, white, bold letters across the center of the image.

# Where we were in '22...and what we've heard in '24



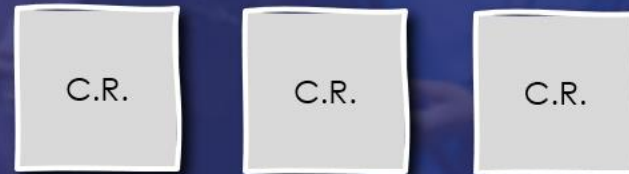
Tecton  
ARCHITECTS

## What we heard recently:

1. **Maintain 6-8** grade configuration, update enrollment numbers
2. **Maintain existing entry** location and drop-off sequencing, but resolve the entry stairs so that students/visitors enter at grade
3. Like **RNV** concept, but explore the academic wing **addition on the opposite side**
4. Like the idea of **Gym and Cafeteria in the back** of the building for privacy, with recreation areas nearby
5. Like the idea of **separating the pool for community use** outside of school hours
6. Explore phasing options that move students to one side of the building during construction (**built in “swing space”**) with 6<sup>th</sup> grade at WIS temporarily
7. Flexible, adaptable, **21<sup>st</sup> Century spaces**, breakout spaces, curved hallways, visual connectivity between spaces
8. Useable courtyards, outdoor learning, space for current hydroponic garden, views to nature, **connect program areas to outdoors**
9. Need **meeting areas**, conference areas for admin and counseling
10. Like the idea of **small learning communities**, need intervention, resource, special education within grade level learning community, need **Life Skills** space
11. **Visual & Performing Arts** ~ kiln, graphic arts, music technology need space, orchestra near band

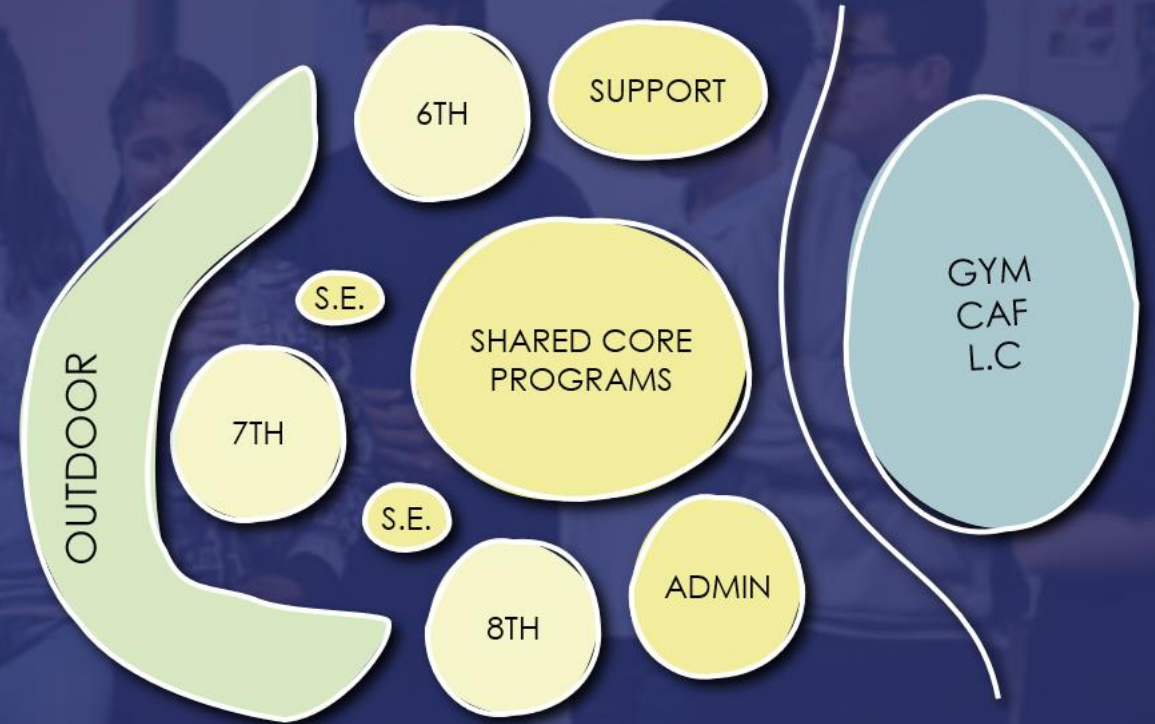
# WHY IT MATTERS... MIDDLE SCHOOLS ARE UNIQUE

## CELL & THE BELL



VS.

## LEARNING COMMUNITY



Trying to fit in  
and be  
themselves...

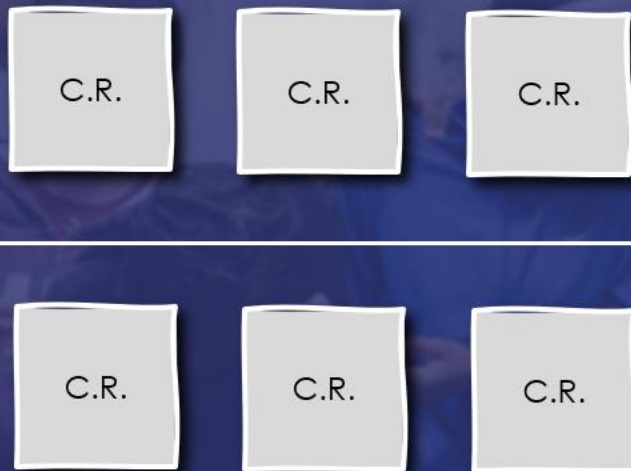


27%

of middle schoolers don't feel a sense of belonging in their school

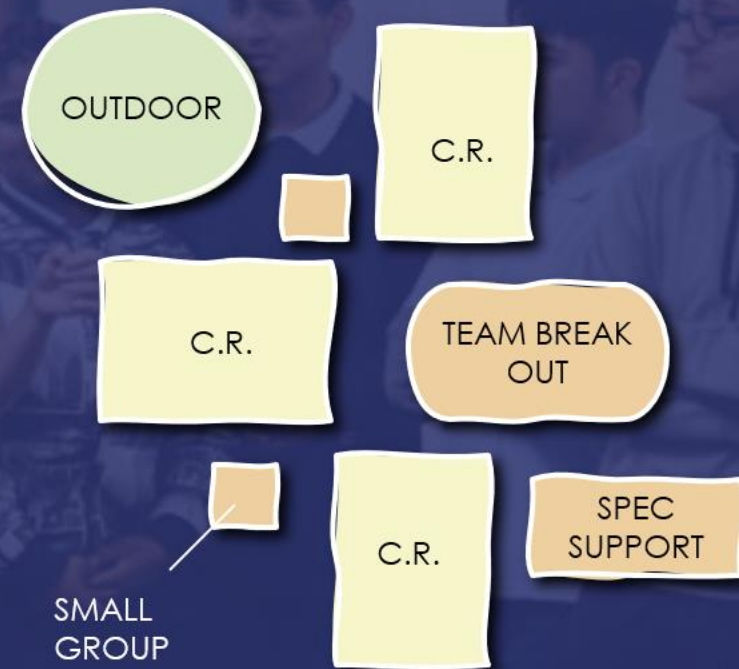
# WHY IT MATTERS... MIDDLE SCHOOLS ARE UNIQUE

## CELL & THE BELL



VS.

## LEARNING COMMUNITY



# “Do I Belong?”

When middle schoolers do belong, they are more likely to...

EXPERIENCE  
STUDENT  
SUCCESS

EARN  
HIGHER  
GRADES

THRIVE  
SOCIALLY

OPT-IN TO  
MORE  
DIFFICULT  
COURSES



Renovation as New  
**without** building  
addition



Renovation as New  
**with** building  
addition



Brand New  
school on the  
existing site

*\*\*If costs between New and RNV are similar....consider requesting higher reimbursement rate for New (22.14%)*

Reno What You Have	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	30,430 SF*
Existing Area to Remain	<b>104,701 SF</b> + 25,980 SF
New Construction	0 SF
<b>TOTAL</b>	<b>104,701 SF</b> + 25,980 SF
<b>Reimbursement Rate</b>	<b>22.14%</b>

Demo, Reno, Part New	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	77,545 SF
Existing Area to Remain	<b>57,586 SF</b> + 25,980 SF
New Construction	<b>47,115 SF</b>
<b>TOTAL</b>	<b>104,701 SF</b> + 25,980 SF
<b>Reimbursement Rate</b>	<b>22.14%</b>

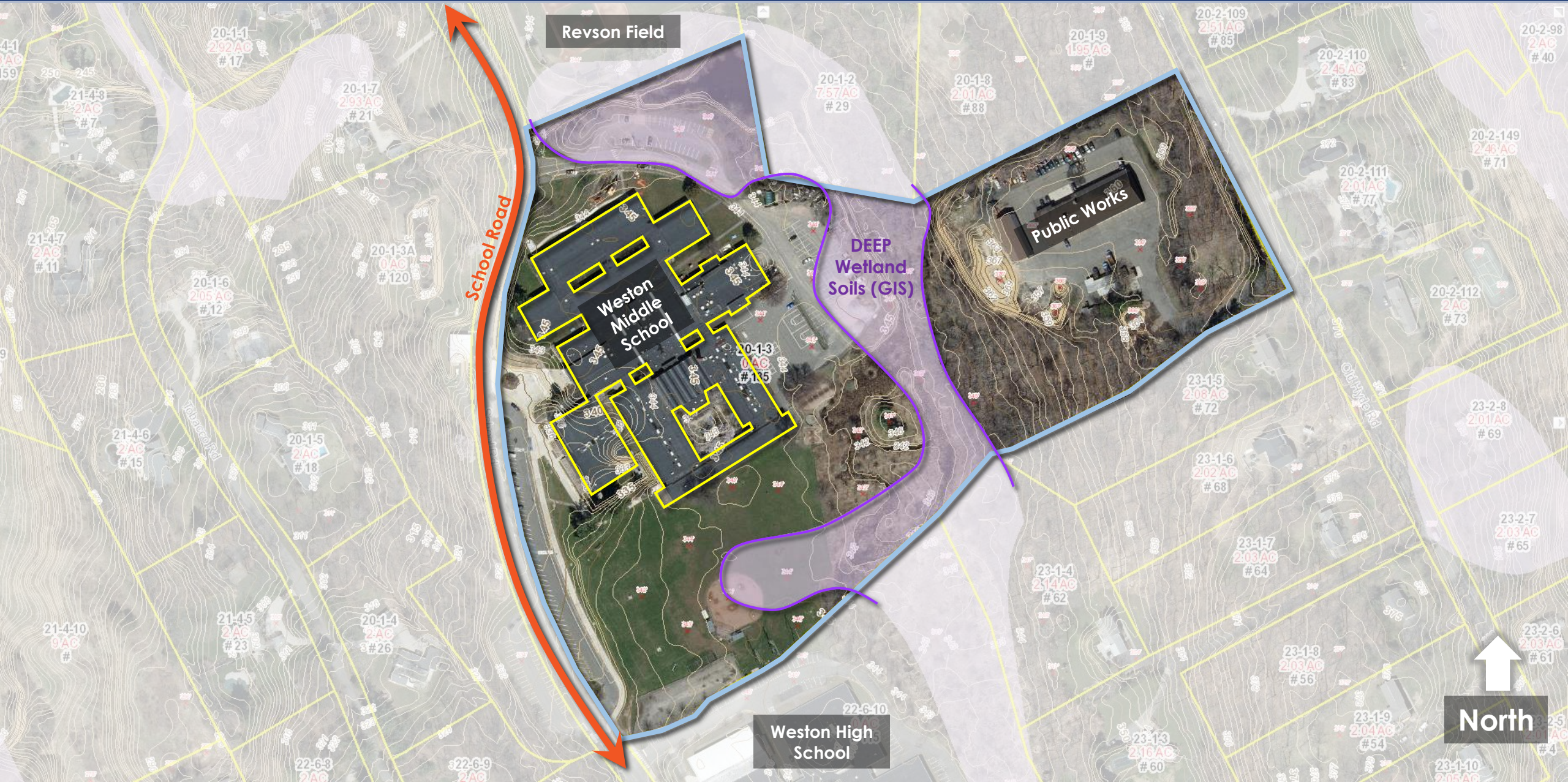
Build All New	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	135,131 SF
Existing Area to Remain	0 SF + 25,980 SF
New Construction	<b>104,701 SF</b>
<b>TOTAL</b>	<b>104,701 SF</b> + 25,980 SF
<b>Reimbursement Rate</b>	<b>12.14%**</b>

\*No demolition is possible, but has implications

## Chapter 173, Sec. 10-285a. Percentage determination for school building project grants. ....

for grants approved pursuant to section 10-283 for which application is made on and after June 1, 2022, (i) each town shall be ranked in descending order from one to one hundred sixty-nine according to the adjusted equalized net grand list per capita, as defined in section 10-261, of the town two, three and four years prior to the fiscal year in which application is made, and (ii) based upon such ranking, (I) a percentage of not less than ten nor more than seventy shall be determined for new construction or replacement of a school building for each town on a continuous scale, and **(II) a percentage of not less than twenty nor more than eighty shall be determined for renovations, extensions, code violations, roof replacements and major alterations of an existing school building and the new construction or replacement of a school building when a town or regional school district can demonstrate that a new construction or replacement is less expensive than a renovation, extension or major alteration of an existing school building for each town on a continuous scale.**

***If costs between New and RNV are similar....consider requesting higher reimbursement rate for New (22.14%)***



# Site Aerial



Tecton  
ARCHITECTS



Main Entry,  
Stair

Parent Drop Off

Bus Drop Off

Pool

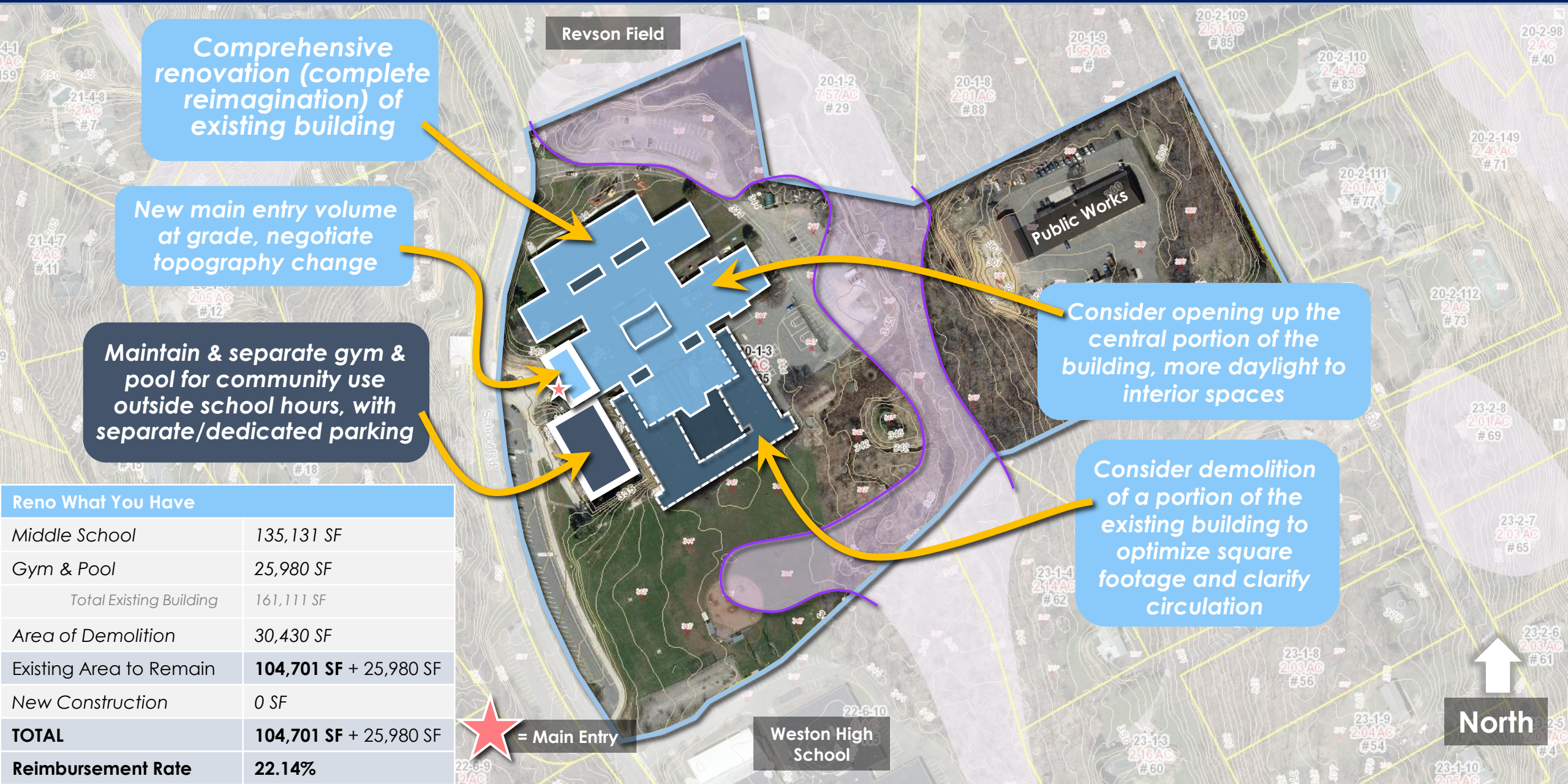
Public Works

North

# Reno What You Have



**Tecton**  
ARCHITECTS



Comprehensive renovation (complete reimagination) of existing building

New main entry volume at grade, negotiate topography change

Maintain & separate gym & pool for community use outside school hours, with separate/dedicated parking

Consider opening up the central portion of the building, more daylight to interior spaces

Consider demolition of a portion of the existing building to optimize square footage and clarify circulation

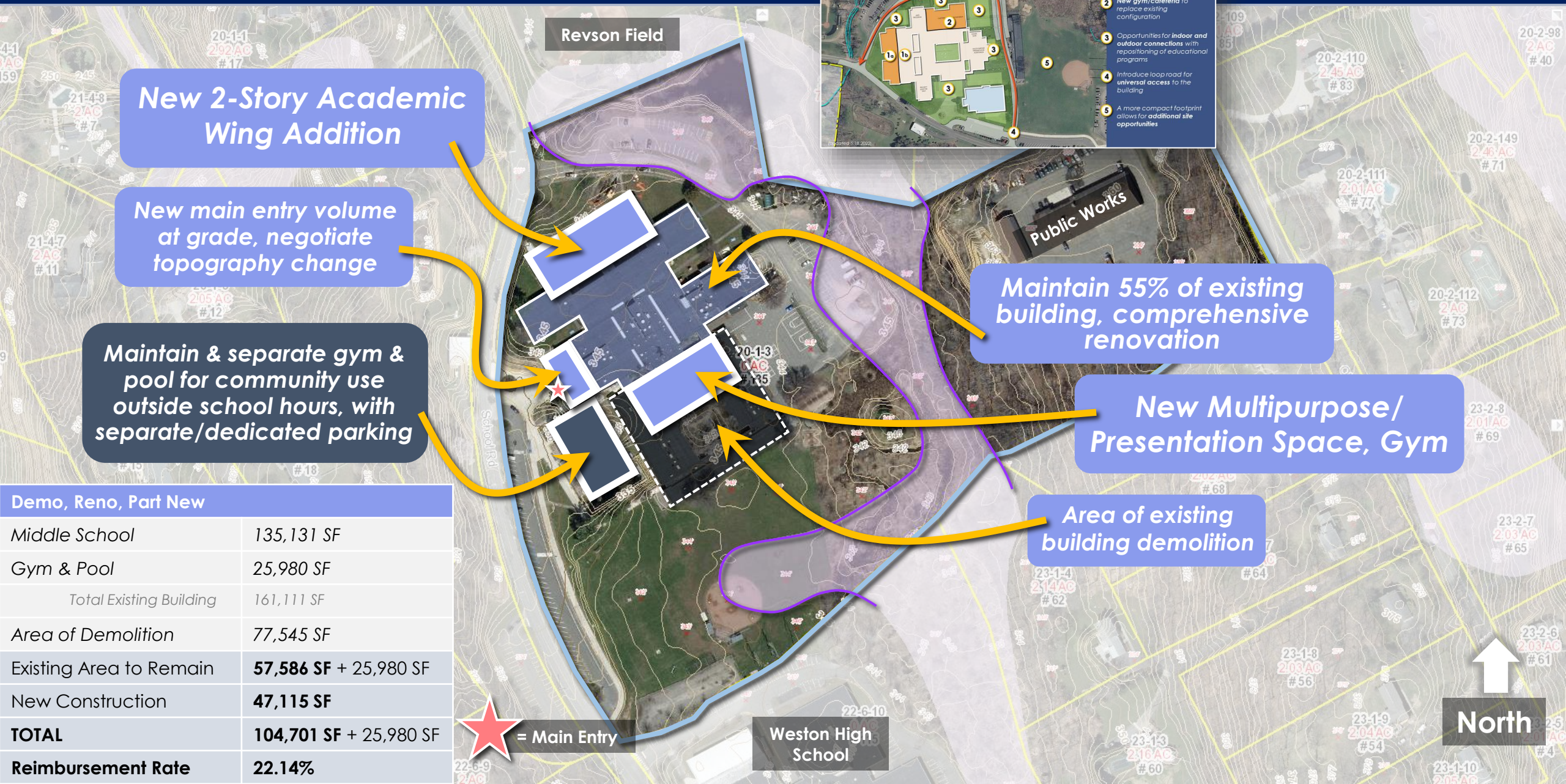
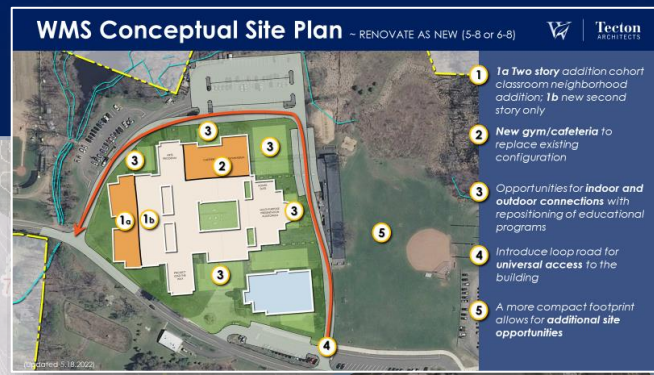
Reno What You Have	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	30,430 SF
Existing Area to Remain	<b>104,701 SF</b> + 25,980 SF
New Construction	0 SF
<b>TOTAL</b>	<b>104,701 SF</b> + 25,980 SF
Reimbursement Rate	<b>22.14%</b>

= Main Entry

Weston High School

North

# Demo, Reno, Part New – v1



**New 2-Story Academic Wing Addition**

**New main entry volume at grade, negotiate topography change**

**Maintain & separate gym & pool for community use outside school hours, with separate/dedicated parking**

**Maintain 55% of existing building, comprehensive renovation**

**New Multipurpose/Presentation Space, Gym**

**Area of existing building demolition**

= Main Entry

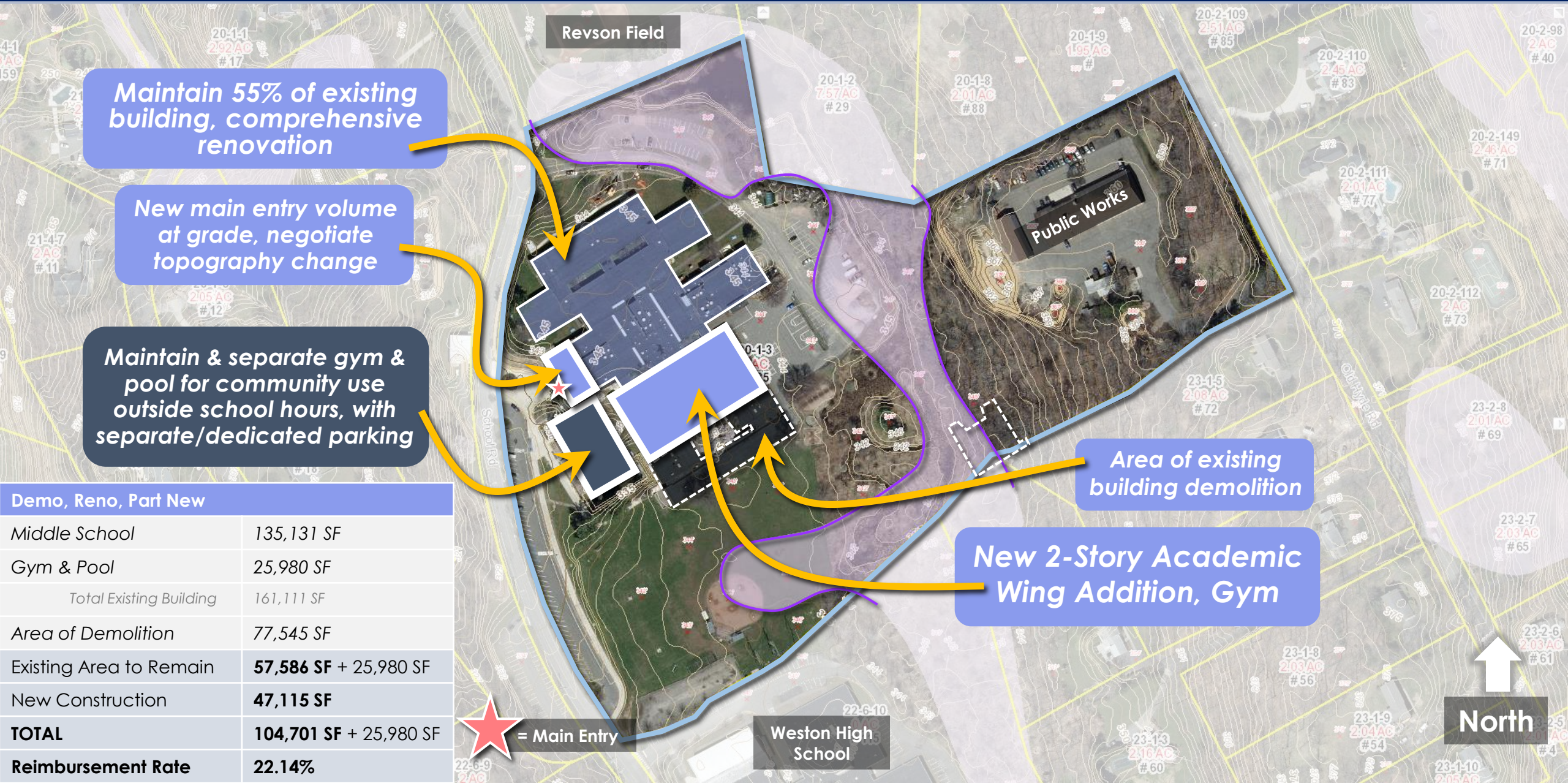
**North**

Demo, Reno, Part New	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	77,545 SF
Existing Area to Remain	<b>57,586 SF</b> + 25,980 SF
New Construction	<b>47,115 SF</b>
<b>TOTAL</b>	<b>104,701 SF</b> + 25,980 SF
Reimbursement Rate	<b>22.14%</b>

# Demo, Reno, Part New – v2



**Tecton**  
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Maintain 55% of existing building, comprehensive renovation

New main entry volume at grade, negotiate topography change

Maintain & separate gym & pool for community use outside school hours, with separate/dedicated parking

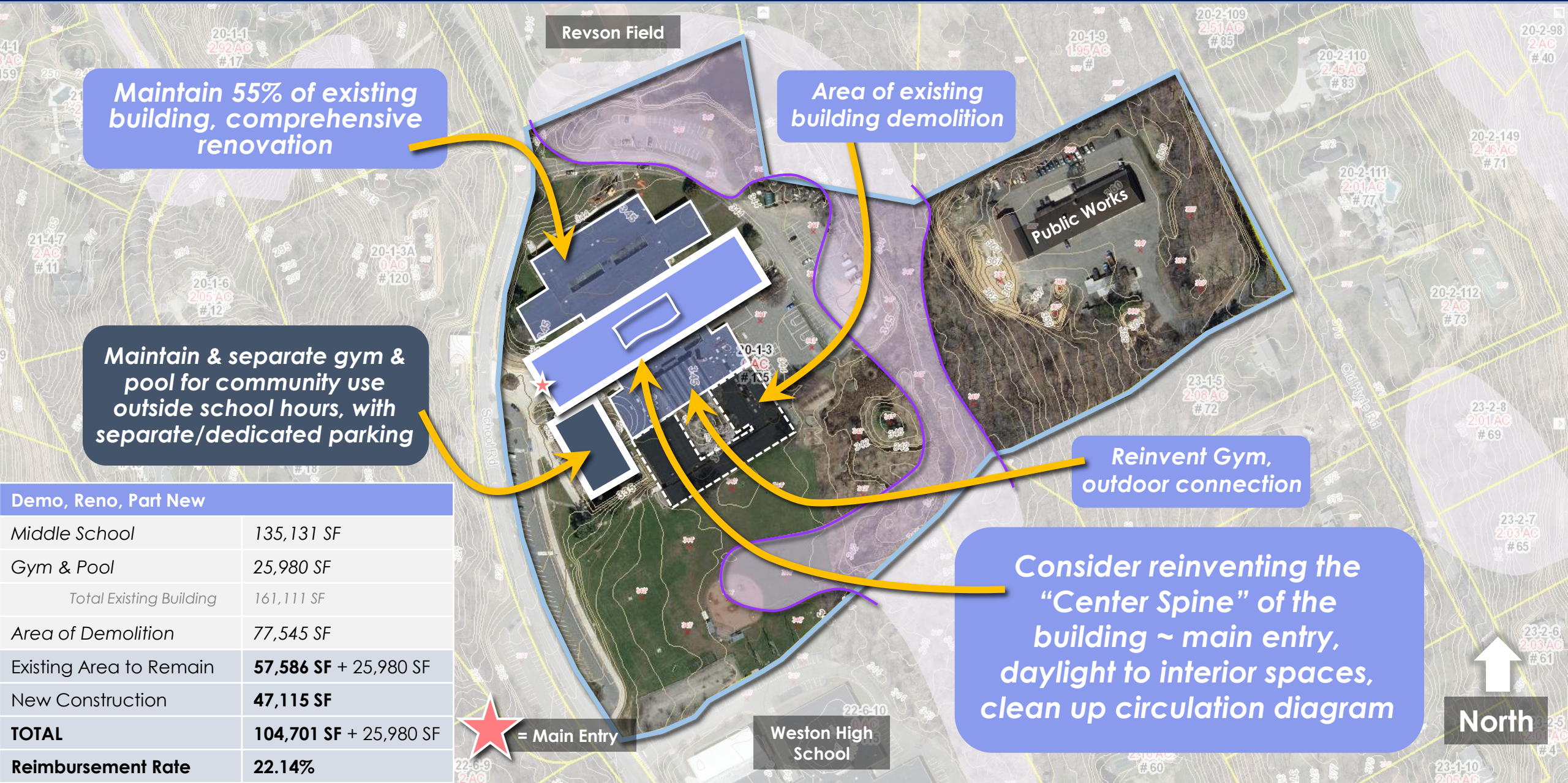
Area of existing building demolition

New 2-Story Academic Wing Addition, Gym

Demo, Reno, Part New	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	77,545 SF
Existing Area to Remain	57,586 SF + 25,980 SF
New Construction	47,115 SF
<b>TOTAL</b>	<b>104,701 SF + 25,980 SF</b>
Reimbursement Rate	22.14%

★ = Main Entry

# Demo, Reno, Part New – v3



Maintain 55% of existing building, comprehensive renovation

Area of existing building demolition

Maintain & separate gym & pool for community use outside school hours, with separate/dedicated parking

Reinvent Gym, outdoor connection

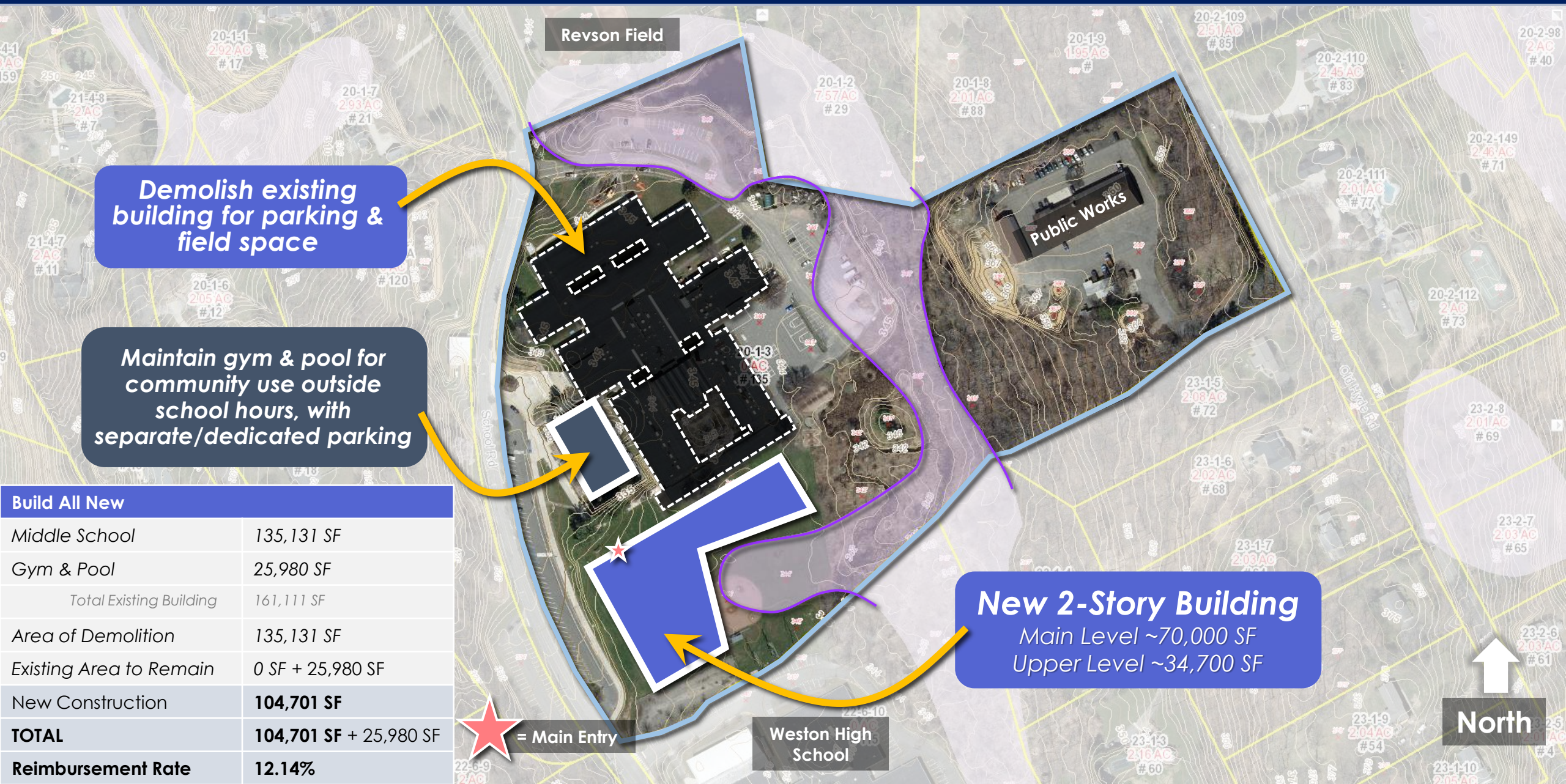
Consider reinventing the "Center Spine" of the building ~ main entry, daylight to interior spaces, clean up circulation diagram

Demo, Reno, Part New	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	77,545 SF
Existing Area to Remain	57,586 SF + 25,980 SF
New Construction	47,115 SF
<b>TOTAL</b>	<b>104,701 SF + 25,980 SF</b>
Reimbursement Rate	22.14%

= Main Entry

Weston High School

North



**Demolish existing building for parking & field space**

**Maintain gym & pool for community use outside school hours, with separate/dedicated parking**

**New 2-Story Building**  
Main Level ~70,000 SF  
Upper Level ~34,700 SF

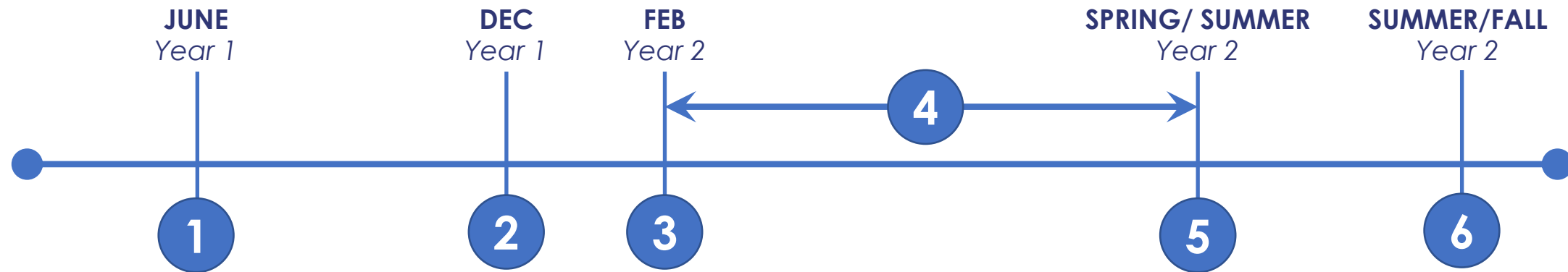
Build All New	
Middle School	135,131 SF
Gym & Pool	25,980 SF
Total Existing Building	161,111 SF
Area of Demolition	135,131 SF
Existing Area to Remain	0 SF + 25,980 SF
New Construction	<b>104,701 SF</b>
<b>TOTAL</b>	<b>104,701 SF + 25,980 SF</b>
Reimbursement Rate	<b>12.14%</b>

= Main Entry

Weston High School

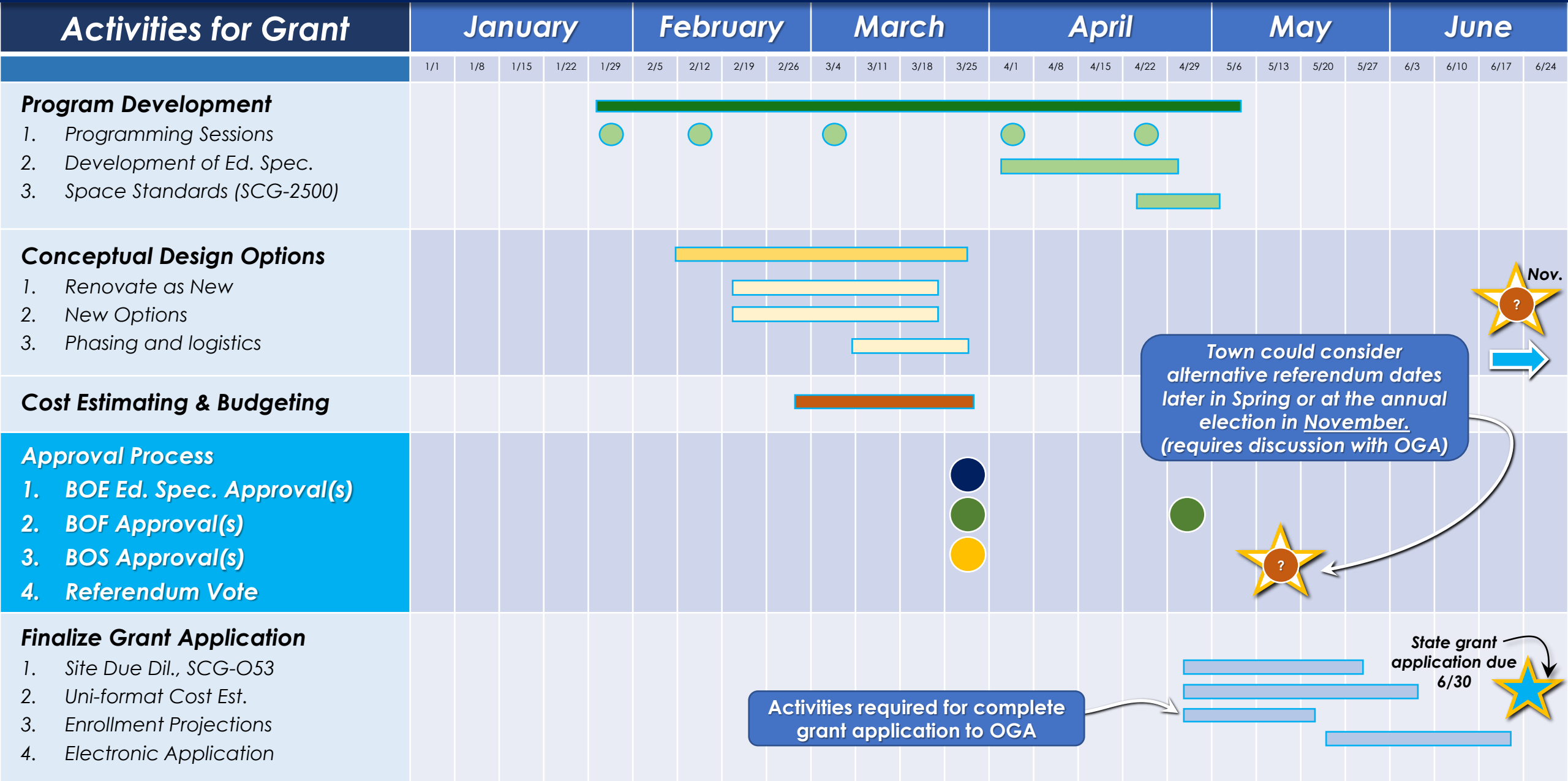
**North**

# State Grant Application Process ~ Major Components



1. **June 30th** – Annual Application Deadline (\*requires funding in place)
2. **December 15th** – DAS submits Priority List to Governor and Education Committee
3. **February 1st** – Education Committee submits approved or modified Priority List to Governor and General Assembly
4. **Spring/Summer** – General Assembly authorizes the Commissioner of DAS to enter into grant commitments on behalf of the State. DAS notifies applicants of grant commitments.
5. **Grant Letter received** – send packages out to bid
6. **Commence Construction**

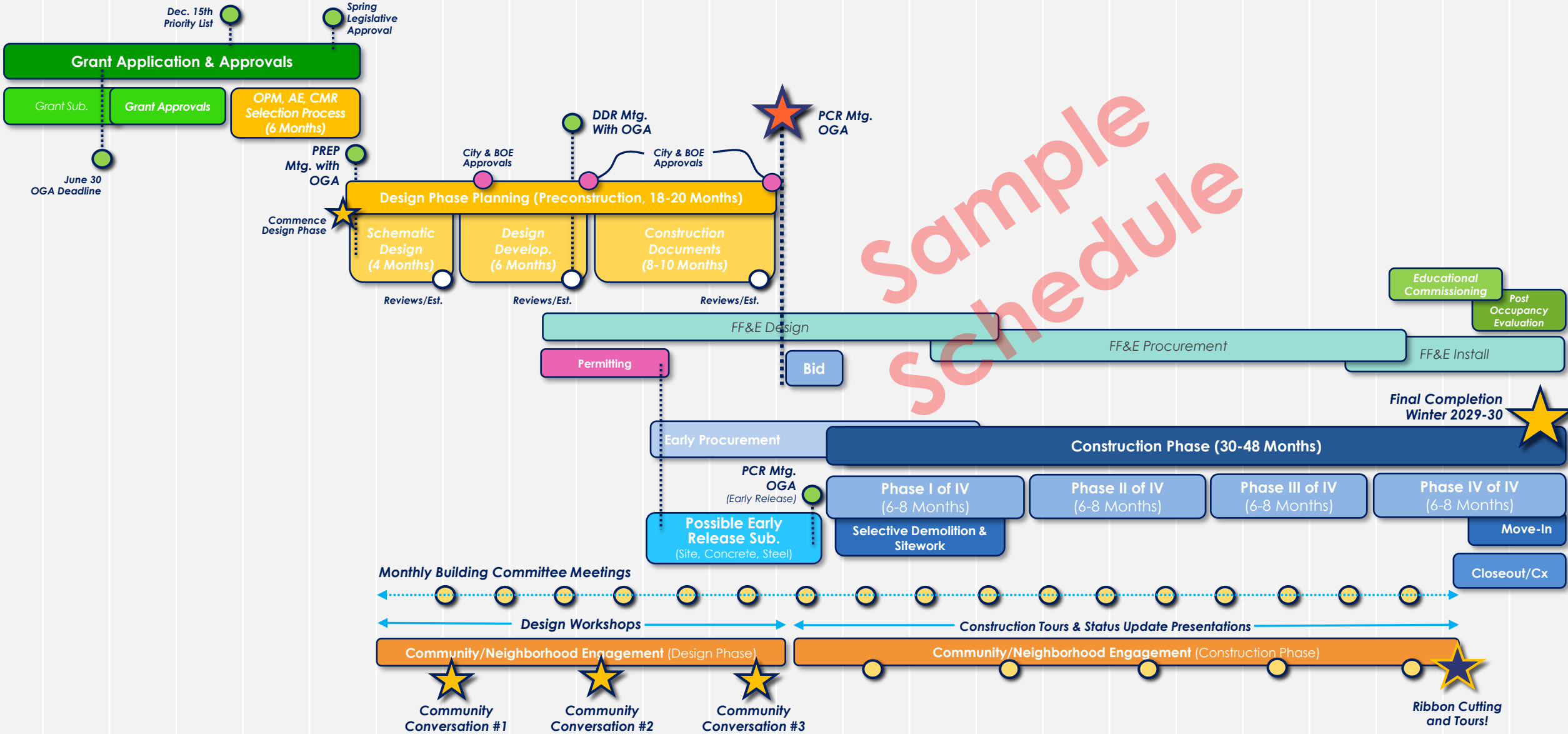
# Proposed Milestone Schedule ~ State Grant Application



# Putting It Into Perspective ~ Milestone Schedule

**RNV**

2024				2025				2026				2027				2028				2029			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4





**Tecton**  
ARCHITECTS

SUMMARY PRESENTATION FOR

# WESTON MIDDLE SCHOOL

for

**Educational Optimization Committee**

March 15, 2024