

Averill Park



EVERY STUDENT EVERY DAY

Safety, Security, Accessibility, Opportunity

Our mission in the Averill Park Central School District is centered on, "Meeting the needs of and creating opportunities for every student every day." In furtherance of that mission, the Board of Education unanimously voted to present a \$45.5 million capital project to the community on December 8, 2020. The project encompasses two separate propositions focusing on Safety, Security, Accessibility and Opportunity for Every Student Every Day.

"Maintaining a safe and secure school environment is fundamental to ensuring educational accessibility and opportunity for our students and staff in the Averill Park Central School District," stated Superintendent Dr. James Franchini.

Proposition 1 is a \$32.7 million project increasing safety and security at each school building and addressing critical and high priority facilities needs identified in the District's Building Condition Survey. This proposition also resolves long-standing issues at Poestenkill Elementary School by eliminating the trailer as an educational space and at Miller Hill-Sand Lake Elementary School by expanding the undersized cafeteria.

Proposition 2 is a \$12.8 million project modernizing the 1967-era Practical and Fine Arts (PFA) wing at Algonquin Middle School; and brings the first improvements to the Averill Park High School physical education facilities since 1996, including a multi-purpose turf field, a new softball field, spectator parking in close proximity to the back fields and tennis court lighting. Proposition 2 is contingent on the approval of Proposition 1.

"The Long Range Planning Committee and the Board of Education placed great effort into developing a capital project that addresses the safety of our school community, critical building needs and the growing needs of our students. For the Averill Park Central School District to continue to offer an exceptional level of education, we must invest in the care and maintenance of our facilities, as well as develop innovative learning spaces where our students and community can thrive," Board President Jessica Zweig said.

This project vote was originally scheduled to coincide with the May 2020 budget vote, but was postponed due to the pandemic. The rescheduled project vote for December 8 will be the first major district-wide project brought before our school community in more than 20 years.

"As a District, we understand that a capital project vote in the uncertain times of a pandemic may seem like unusual timing, however, we know the pandemic will end soon and I believe we have an obligation to our entire school community to continuously plan for their future so that we can meet the needs of and create opportunities for every student every day," Superintendent Franchini said.

PROJECT AT A GLANCE

PROPOSITION 1:

Safety

- Security Upgrades at Building Entry Points
- Upgrade Intruder Hardware
- HS Construction Technology Lab

Building Condition Survey Replacements/Upgrades

- Fire Alarms
- LED Lighting
- Roofing
- Kitchen Equipment
- Heating/Ventilation
- Boilers/Pumps
- Electrical
- Masonry
- Bus Garage Overhead Door
- Replacement
- Water System
- Energy Control Systems

Enhancements

- Poestenkill Guidance Suite & Elimination of Detached Trailer
- Miller Hill-Sand Lake Cafeteria Renovation & Expansion

PROPOSITION 2:

Algonquin College & Career Readiness Center

- Upgrades for Art, Technology, Family & Consumer Sciences

Physical Education Outdoor Facility Improvements

- Development of a Multi-Purpose Turf Field
- New Softball Field
- Driveway to new 66 Space Parking Area



Pictured are areas of the district that are in critical need of repair.

PROPOSITION 1: Safe, Secure & Accessible School Facilities

BUILDING CONDITION SURVEY

Repairs and upgrades to building roofs, boilers, electrical systems, fire safety systems, water distribution networks, heating and ventilation systems and many other infrastructure items identified in the District's Building Condition Survey (BCS) as critical for maintaining safe and secure educational facilities are the core of Proposition 1.

The BCS is a New York State mandated facilities assessment conducted every five years by a licensed architect. The BCS evaluates and prioritizes all program spaces and building system components for deterioration, structural failure, probable useful life and need for repair or replacement.

The BCS was used to develop the capital project scope by the District's Long-Range Planning Committee (LRPC), a stakeholder group comprised of community members, parents, educators, Board members and District staff. The LRPC's guiding principle was to "develop a facilities plan that will

enhance Averill Park's educational environment by making our buildings more secure, technologically flexible, student and community connected, operationally efficient and structurally sound."

BCS Priority 1 & 2 level conditions, as defined below, were recommended by the LRPC for inclusion in Proposition 1.

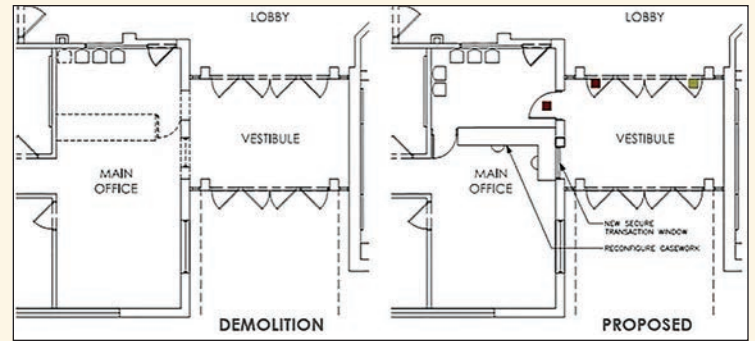
PRIORITY 1 – CRITICAL: Work that represents life safety hazards, building accessibility deficiencies, system failures or near failures or risks to health, safety and welfare of students, faculty, staff or visitors.

PRIORITY 2 – HIGH: Work that should be accomplished in the next five (5) years so as to not evolve into a Priority 1 item or, if neglected, will adversely impact the District's annual operating budget.

SAFETY AND SECURITY

The LRPC also emphasized safety and security as a high priority for this project. Secure main entrance vestibules with similar layouts and common admittance procedures will be installed at each school building. Interior intruder door hardware will be enhanced to increase security.

"Secure vestibules provide an added layer of security for our students and staff. Having the same design and layout for all of the buildings in our district allows police and rescue personnel to respond in a consistent, efficient manner, which will directly lead to increased safety for everyone," School Resource Officer Deputy Nikles said.



Pictured is the architectural plan for the secure vestibule at West Sand Lake Elementary School.

CONSTRUCTION TECHNOLOGY

The High School Construction Technology Laboratory will be expanded to allow for larger scale onsite multi-trade building projects, while continuing to ensure a safe student workspace for this growing program.



Pictured is the current overcrowded Construction Technology Lab.



An architectural rendering of the new Construction Technology Lab applied learning space.

ELEMENTARY SCHOOLS

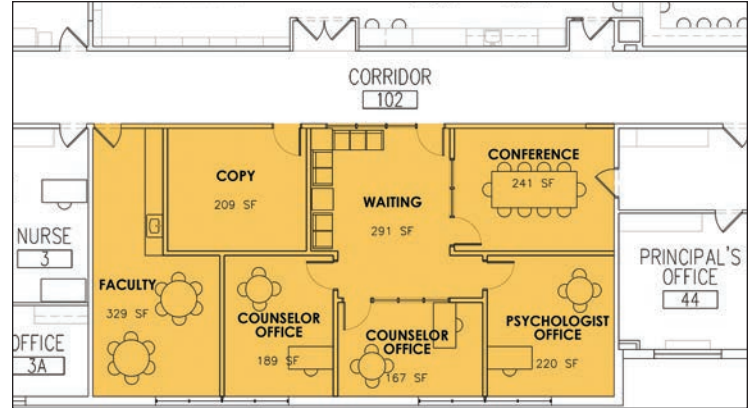
Resolving longstanding problems at Poestenkill Elementary School and Miller Hill-Sand Lake Elementary School were categorized as necessities by the LRPC. At Poestenkill Elementary School, the detached classroom trailer will be removed and by repurposing existing building space, students and staff now being served in the trailer will relocate back into the building.

“Foremost, the trailer presents our school community with logistical



Pictured is the trailer at Poestenkill Elementary School, which is detached from the rest of the school.

and safety concerns as it is detached from the main school building, as well as being an inadequate learning space. And with the increasing social emotional needs of our students, it is very important for our Support Service Team to have a welcoming and highly functional space,” Principal Josh Gela said. “This new space will provide a location for both students and their families to receive the much-needed services when they are most in need.”



Pictured is an architectural drawing of the Guidance Suite at Poestenkill Elementary School.

The Miller Hill-Sand Lake Elementary School cafeteria will be expanded to accommodate more students at each lunch period. Improvements will also be made to the acoustics and natural light flow.

“Since our Sand Lake Elementary School building closed and students merged into the Miller Hill Elementary School building, the cafeteria has

been overcrowded and noisy,” Principal Denis Sibson said. “This is not an ideal environment for our students to enjoy their lunchtime. The expansion will provide much needed additional space, more natural light, and seating that encourages positive interaction in a space that is designed for our youngest learners.”



Students eating lunch inside the current Miller Hill-Sand Lake Elementary School cafeteria.



An architectural rendering of the enlarged interior of the Miller Hill-Sand Lake Elementary School.



Pictured is the outside of the current cafeteria.



An architectural rendering showing the Miller Hill-Sand Lake Elementary School cafeteria addition with natural light enhancements.

PROPOSITION 2: Physical Education Facility Improvements

The 1996 Building Project newsletter read, "The Building Project Would Improve the District's Athletic Program," detailing High School additions which included an 8-lane track & football field, tennis court lighting and two regulation soccer, baseball and softball fields. Voters approved this project and for 20-plus years these facilities have dutifully served the physical education program, interscholastic athletic teams and our community youth sports organizations.

Since that time, the physical education curriculum has expanded, interscholastic boys lacrosse was added and youth sports program field use has been increasing considerably. All positive school community advancements, but the resulting growth in field use, combined with limited grass recovery periods is causing ongoing field deterioration. Adding more grass fields has been evaluated, but limited developable High School land make this prohibitive.

Proposition 2 improves these conditions by adding a multi-purpose synthetic turf field, serving as the playing surface for physical education activities, community youth sports, baseball practice, and the game and practice field for soccer, lacrosse, football and softball. Where we now limit field use to avoid accelerating grass degrading, a turf field will substantially expand daily field scheduling time.

In rainy conditions, grass fields can be dangerous and unplayable. Likewise, the March-April wet season and occasional snow storm routinely inhibit grass field use, delaying the spring sports season, forcing parking lots and gyms to double as practice fields and shifting home games to schools with turf fields. An embedded turf field drainage system provides

a dependable dry and safe playing surface and easy snow removal allows for nearly year-round field availability.

"A multi-purpose turf field will provide our physical education department, interscholastic athletic teams and our youth athletic programs incredible competition and training opportunities. Having one turf field is actually the equivalent of having three or more separate grass fields when you consider the additional play time factors," said Director of Athletics, Mark Bubniak.

Adding a new driveway and spectator parking in close proximity to the back fields which are now 7/10th of mile from the nearest parking lot, resolves a long-standing community concern. "One consistent comment we've heard through the years is the lack of accessibility to our back fields for spectators, particularly our guests with mobility difficulties, visiting teams and game officials. This plan will solve that issue" added Bubniak.

The existing softball field will be displaced and a new field constructed where the secondary baseball field is now located. Positioning the new softball field adjacent to the primary baseball field provides our fans with the unique opportunity to simultaneously cheer for their Warriors baseball and softball teams. Tennis court lighting, an enduring unfinished 1996 project goal, will also be installed in this project contingent on funding availability.

The future success of our physical education program, interscholastic athletic teams and youth sports programs will be sustained by these enhancements in the same visionary spirit as the circa 1996 improvements have been for our school community over the past two decades.



Students shovel off snow for baseball practice after a snowstorm in mid-April.



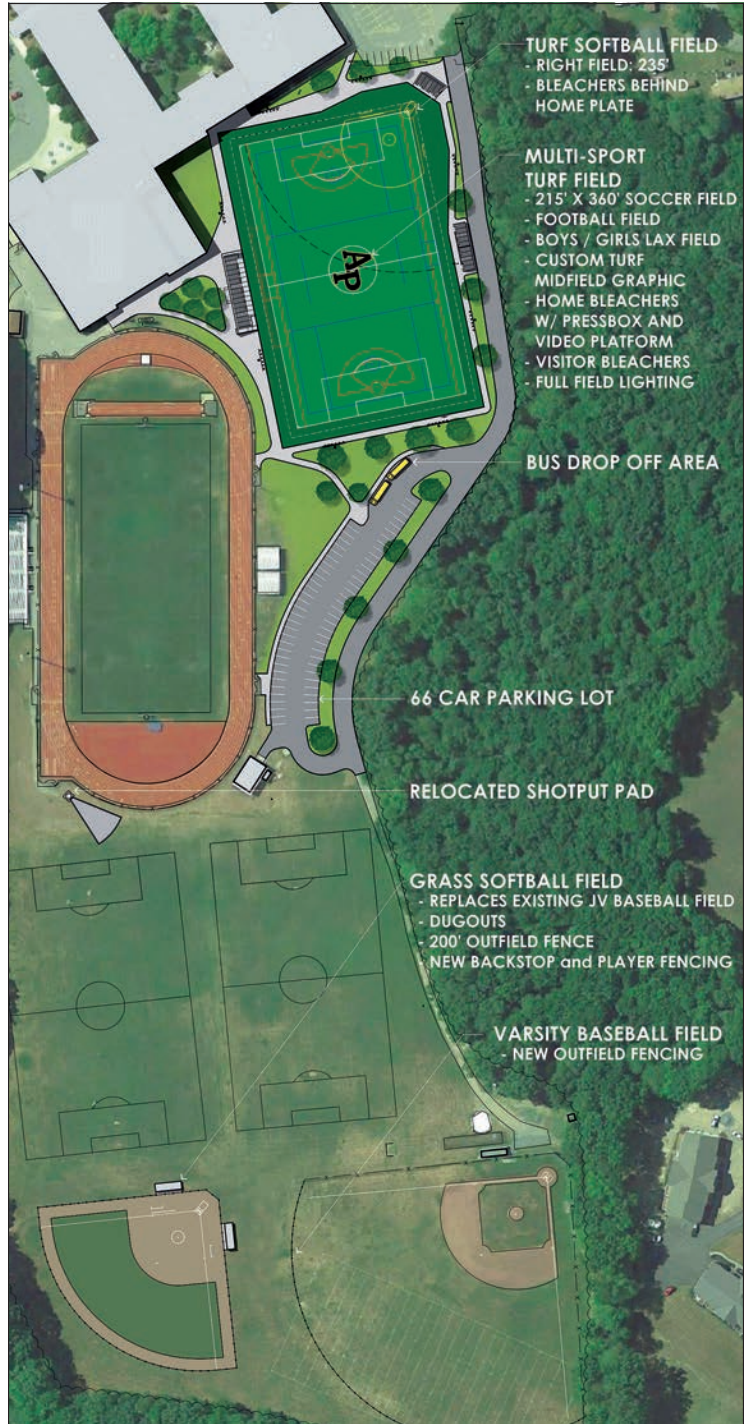
Rain quickly makes the high school fields unplayable.



Parking lots and gymnasiums double as practice fields during the wet spring weather.



Pictured are the current high school outdoor physical education facilities.



Pictured is an architectural rendering of the enhanced physical education facilities.

TURF QUESTIONS AND ANSWERS

Q: Why isn't the turf field being installed over the main grass football field?

A: For these reasons the turf field is separate:

- Replacing the existing football field with turf does not add usable field space and would remove the soundest grass field.
- Due to the track's oval shape, regulation soccer and lacrosse fields cannot be installed inside.

- Football now practices on the baseball outfield, degrading the outfield grass. Football practice will be relocated to the main grass football field.
- Softball will now have a field to practice and play games on when weather conditions would not normally allow for play on a grass field.
- Baseball will now have a dedicated field, allowing for permanent fencing where football currently practices.

For more questions and answers on turf fields, visit: averillpark.k12.ny.us/capitalproject

Algonquin College & Career Readiness Center



Rendering of the College and Career Readiness Center at Algonquin Middle School.

The Algonquin Middle School Practical and Fine Arts (PFA) program embodies the District's mission, to provide opportunities for every student every day, because in fact, every Averill Park school district student does participate in the PFA experience. Since its inception in 1967, the PFA wing has remained mostly unchanged, providing suitable instructional facilities for many years, but as hands-on experiential student learning in technology, visual arts, and family and consumer sciences have evolved, PFA has become antiquated.

21st Century learning standards, reinforced by a faculty developed curriculum, necessitates a PFA wing conversion from the 1967 vintage program into a leading edge technology and art based college and career readiness center for our students. The Algonquin College and Career Readiness Center will allow all our students to explore and develop their skills in career and college planning, technical learning, as well as visual arts, encompassing robotics, video production, art-making, graphic design, computer coding and engineering.

Technology programs and classroom spaces have long been designed for conventional woodworking skills. Students now experience a technology curriculum emphasizing robotics, engineering, computer-aided-design, computer coding and video production. Contemporary technology curricula requires dynamic project-based instructional facilities that can accommodate a constantly evolving high-tech landscape.



A look at the outdated FACS area at Algonquin Middle School.

Family and Consumer Science (FACS) classes now focus on career and college competencies. Students gain knowledge in emerging careers, completing job applications, employment interviewing, identifying and applying to their best suited post-secondary institution, as well as developing leadership and basic personal finance skills. Classroom design for modern FACS instruction utilizes the internet and other technology based activities, diverging appreciably from the outdated PFA food preparation and sewing instructional model.

Art students are now engaging in multi-disciplinary assignments, utilizing computer-aided design techniques with a focus on group project development. To cultivate a cooperative, inquisitive and creative artistic atmosphere, our art studios require greater space flexibility, equipment upgrades and showcase forums that are not available in the existing traditional PFA classrooms.

Technology, FACS and Art students will all utilize the Collaborative Learning Commons area of the Center to develop team-based analytical and problem solving methods, which are essential skills for college and career readiness. Technology, digital lab, video production and robotics will all be relocated within the Center, providing opportunities to leverage synergies between these program areas to enhance student learning across each discipline. Students will be inspired by exposure to many art forms, new modern art studios, an outdoor gallery and flexible learning spaces to encourage a life-long appreciation for art.

The Algonquin College and Career Readiness Center will enrich future generations of Averill Park students, each of whom will experience a 21st Century curriculum and learning environment that will establish a strong foundation for their high school success. PFA has served students well, but our mission, to meet the needs of and to create opportunities for every student every day, will be sustained by this important transformation.



Wood shop at Algonquin Middle School is antiquated.

Frequently Asked Questions

1. What is a Capital Project?

It is like home improvements for school districts. By NYS Law, the school district inspects its property regularly, working with an architect to maintain a five-year, capital improvement plan. Some issues require immediate attention, while other repairs and upgrades can be spread out over time. This is done in much the same way a homeowner utilizes savings or obtains an improvement loan to fund major repairs, such as a roof. For school districts, this is called a "Capital Project." In our case, we would enter into a 15-year bond in order to pay for the project over time, to coincide with expected State Building Aid payments.

2. Why doesn't the District just include these items in the annual budget?

By creating a capital project, the District will receive reimbursement in the form of Building Aid from the State. Without that reimbursement the entire cost would rest with the taxpayers. Major construction cannot be absorbed into the annual budget and is best funded and paid for over several years.

3. Will this project complete our capital improvement needs?

Not indefinitely. Buildings and ground continue to age and see consistent use by students, staff and members of the public. Wear on surfaces and constant exercise of everything that is mechanical leads to deterioration over time. Addressing these items must be anticipated and budgeted for in the future. Acting with fiscal responsibility, we wish to minimize the cost to our taxpayers, while maintaining safe, healthy and appropriate learning environments for our students, staff and community.

4. What is the cost of the project, and what is the estimated average cost to taxpayers?

The capital project has a proposed overall cost of \$45.5 million. This project is broken down into two propositions. The first proposition has a cost of \$32.7 million, while the second has a cost of \$12.8 million. See page 8 for a breakdown of the estimated costs for taxpayers.

5. Why now?

The district's retiring debt service and historically low interest rates provide an opportunity to present the capital project at a time when the tax increase can be kept much lower than if the project was planned for a future time period. Additionally, construction costs continue to escalate over time and if we choose to wait, we expect the project cost to be higher.

6. Will there be any surprise costs after the voting?

No. We are asking the voters to approve the maximum borrowing that is needed for this project. The cost can only be lowered after the vote.

7. How can we learn more about the project?

Additional information can be found on the District's website at www.averillpark.k12.ny.us/capitalproject, or by scanning the QR code to the right.



8. What if we have additional questions?

If you have any other questions about the capital project please email us at capitalproject@apcsd.org.

VOTING FAQ

Will I get a mail-in ballot like I did for the budget vote?

No, the capital project vote will be an in-person vote unless you qualify for an absentee ballot. The budget vote in June was made an exclusively mail-in ballot vote by a Governor's Executive Order which only applied to that vote.

How will you provide a safe voting environment?

The Averill Park Central School District will provide a safe voting environment by using a large heated tent for staging voters to provide for social distancing prior to their entering the Auxiliary Gym. Voters will enter the Auxiliary Gym in limited numbers; face coverings will be required at all times and hand sanitizer will be available before and after using the voting machine. The District will follow all State and federal guidelines set in place at the time of the vote.

Absentee Ballots

Residents who will be out of town or unable to vote in person can vote by absentee ballot. You must complete an application to receive an absentee ballot. COVID-19 concerns will be considered an acceptable medical condition for residents to request an absentee ballot.

Applications may be requested by calling the District Clerk's office at 518-674-7085 or picked up at the District Office, located in the Averill Park High School at 146 Gettle Road. Completed applications for absentee ballots must be received by the District Clerk at least seven (7) days prior to the vote if the ballot is to be mailed by the voter, or the day before the election, if the ballot is to be delivered personally by the voter. All ballots must be received by the District Clerk no later than 5 p.m. on December 8, 2020.

Who Can Vote?

In order to vote, you must be 18 years old, a U.S. citizen, and a resident of the Averill Park CSD for at least 30 days prior to Dec. 8, 2020. Advance registration is not required, however, voters will be asked to show proof of residency. Such forms may include a driver's license, a non-driver identification card, a utility bill, or a voter registration card.

Voting Location

Voting will take place from 7 a.m. to 9 p.m. on Tuesday, December 8, 2020 in the Auxiliary Gym at Averill Park High School.

BOARD OF EDUCATION

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Superintendent of Schools

Matthew Hladun
*Assistant Superintendent
for Teaching & Learning*

Michael Ouimet, CPA
Assistant Superintendent for Business

For more information,
please call the district at
(518) 674-7066

Averill Park

CENTRAL SCHOOLS

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How will the project be funded?

School district capital projects are funded through a combination of New York State "Building Aid" and "Local Share." Building Aid is provided by the State to incentivize school districts to maintain safe and secure facilities and is often viewed as a return to the community of taxes already paid by you to the State. Local Share is the amount that needs to be included in a district's budget to fund the project after applying Building Aid.

Our Building Aid percentage is 77.9%, meaning any part of the capital project considered aidable will be reimbursed at that percentage. We anticipate only a small portion of project cost will be unaided, resulting in a 74% net Building Aid and a 26% Local Share for both Propositions 1 and 2.

School districts typically plan for new capital projects at about the same time the debt payments from prior projects are being paid-off. By timing

projects in this way, districts are able to use the Local Share that is already built into their budget from the prior project to fund the Local Share of the new project, thus requiring no budget or tax increase.

Averill Park has been fortunate that over the past 20 years we have been able to leverage various State incentive programs to increase our Building Aid reimbursement to about 95%. Over that time period, we have accomplished a remarkable \$101 million of district-wide capital improvements with minimal tax impact due to the very low 5% Local Share component. Unfortunately, these incentives have expired, and because the District's budget only includes a 5% Local Share supporting the current debt being paid-off, both propositions will require a budget and tax levy increase to fund the Local Share increase from 5% to 26%.

How would this project impact my taxes?

The District would issue a 15-year bond to fund the \$45.5 million project. Currently interest rates for school district borrowings are exceptionally low, with some districts recently issuing 15-year bonds at less than 2%. By taking advantage of these low borrowing costs we are able to reduce the project's tax impact.

For your convenience, estimated tax impacts for Proposition 1, Proposition 2 and the total if both Propositions 1 and 2 are approved for homes with full-values of \$150,000, \$250,000 and \$350,000 are provided below. Please remember that Proposition 2 can only be approved if Proposition 1 is also approved.

Full Home VALUE	Proposition 1 INCREASE	Proposition 2 INCREASE	Proposition 1 & 2 INCREASE
\$150,000	\$ 65.96	\$10.57	\$ 76.53
\$250,000	\$109.95	\$17.61	\$127.56
\$350,000	\$153.92	\$24.66	\$178.58

Equalization rates and/or other exemptions may impact individual property taxes.

Propositions 1 and 2 will be completed via a multi-year construction plan, resulting in these total tax increase projections being phased in over a 3-year period commencing in 2023.

To view the estimated tax impact specific to your property, visit:
[averillpark.k12.ny.us/taxcalculatortool](https://www.averillpark.k12.ny.us/taxcalculatortool)



For more information and videos detailing the Capital Project referendum, visit
<https://www.averillpark.k12.ny.us/capitalproject>