

CABE Policy Service

Connecticut Association of Boards of Education, Inc.

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May 9, 2014

Dr. Matthew Conway
Superintendent of Schools
Derby Public Schools
P.O. Box 373
35 Fifth Street
Derby, CT 06418-0373

Dear ~~Dr.~~ Conway:

Enclosed is the first draft of Series 7000 (Construction) to be reviewed by the policy committee. This is the last section of the policy manual to be reviewed. The conclusion of the project is near!

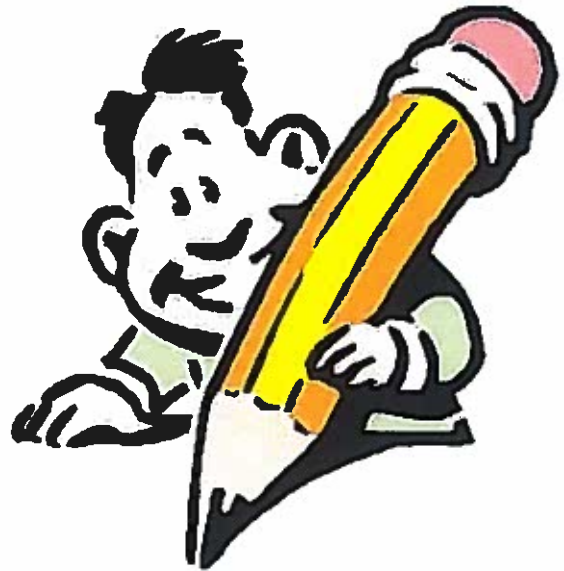
The enclosed material on Series 7000 is short. State law does not require any policies in this area. The policy committee should review these and decide which policies are wanted.

Sincerely,


Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Enclosure

td



JUST A REMINDER TO POLICY REVIEW COMMITTEE

Please make all changes/modifications in **RED PEN and return **THIS ENTIRE WORKING PACKET** (even rejections) back to **CABE** for processing of the second draft.**

We will return a clean copy with all modifications made by the Policy Review Committee.

Packet Return Reminder

When returning this packet back to CAFE, please take a moment to be sure you've included the following:

- Is the **Table of Contents** included?
- Are the **rejections** included the packet?
- Are all the **additions and revisions** marked clearly in **RED** pen?
- Has all optional/alternate language been selected or marked for deletion?
- If the Board adopted this packet, did you provide an **adoption date**?

Is the entire packet (Series) complete? Yes No

If you answered "no" to the above question, how much of the packet is included (e.g., 1/2, 1/4, etc...)? _____



Connecticut Association of Boards of Education

**THE GOVERNANCE MANUAL: What It Should
Contain for Construction - Series 7000**

Construction, remodeling and renovation policies make up the "physical fitness" program for the existing and future facilities of the district. By law, facilities must be inspected for safety and structural soundness. Future needs must be estimated.

The law is very firm in some areas-bidding, contracts, conformance to the administrative code. On the other hand only the board can decide who can issue a change order, or what to name the new school. The following sample policies are only a few of the many a board will need to develop, and represent only one of many possible viewpoints. However, as examples, they should be studied as were the bylaws.

DERBY PUBLIC SCHOOLS

CONSTRUCTION

SERIES 7000

		Number	Policy or Regulation
0.	Concepts and Roles in Planning for Educational Facilities.....	7000	P
	A. Goals and Objectives	7010	P
1.	Planning	7100	P
	A. Long-Range Planning	7110	P/R
	(1) Enrollment Projections	7112	P
	(2) Evaluating Existing Buildings		
	(a) Retirement of Buildings.....	7113.1	P/R
	(b) Facilities Renovation	7114.1	P
	(c) Temporary School Facilities.....	7114.2	P
	(3) Developing Education Specifications.....	7115	P
	(4) Educational, Architectural Consultant.....	7123	P
	B. Relations with Public		
	(1) Literature Distribution	7141	P
	(2) Public Presentation/Public Support	7144	P
2.	Construction Concept Development.....	7200	P
	A. Architectural and Engineering Services		
	(1) Selection	7211	P
	B. Site Development		
	(1) Selection	7221	P
	C. Building Design		
	(1) Design and Process	7230	P
	(a) Energy Conserving Construction.....	7230.1	P
	(b) Indoor Air Quality	7230.2	P
	(c) Acoustics	7230.3	P
	D. Equipment and Furniture		
	(a) Selection and Installation of Playground Equipment.....	7240.1	P
3.	Financing		
	A. Financial Planning	7300	P
	(1) Method of Financing: Funding	7310	P
	B. Determination of Costs	7330	P
	C. Payments to Architects, Engineers, Contractors.....	7340	P
4.	Construction		
	A. Project Bids and Quotations	7410	P
	(1) Compliance with Equal Opportunity Requirements..	7411	P
	B. Supervision	7450	P
	(1) Central Administrative Offices.....	7451	P
	(2) Architect	7452	P
	(3) Clerk-of-the-Works	7453	P

DERBY PUBLIC SCHOOLS

CONSTRUCTION

SERIES 7000

	Number	Policy or Regulation
5. Occupying		
A. Certificate of Occupancy	7500	P
B. Staff Orientation and Training.....	7510	P
C. Inspection by Board of Education.....	7523	P
D. Community Orientation and Board of Education Acceptance	7530	P
E. Assembling and Preserving Documents	7540	P
F. Dedication of Project.....	7550	P
G. Naming of Facility	7551	P/R
H. Recording of Names of Board of Education Members, Administrators, Architects or Builders	7552	P

**THE GOVERNANCE MANUAL: What It Should
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CABE's Policy Review of Derby Existing Policy Material
Series 7000 **New Construction**
 Page 1

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted	
			Same		Not Used	Sample provided		
			Appropriate as written	Modified		Policy		Regulation
Concept and Roles in Construction	7000							
Goals and Objectives	7010					X		
Planning	7100	7100				X		
Building Committee Organization	7100.1		X				12/20/01	
Building Committee Reporting	7100.3							
Determining Needs	7110	7110	X					
Projecting Educational Programs	7111						12/20/01	
Forecasting Enrollments	7112					X		
Evaluating Existing Buildings	7113							
Retirement of Buildings	7113.1	7113.1	X					
Facilities Renovation	7114.1					X	12/20/01	
Temporary School Facilities	7114.2					X		
Developing Educational Specifications	7115					X		
Patterns of Participation	7120							
Using Educational Consultants	7123					X		
Relations with Public	7140							
Providing Information	7141					X		
Public Presentation/Public Approval	7144					X		
Designing	7200					X		
Architectural and Engineering Services	7210							
Selection/Services	7211	7211	X				12/20/01	
Site Development	7220							
Selection	7221	7221	X				12/20/01	
Building Design	7230							
Energy-Conserving Construction	7230.1					X		
Indoor Air Quality	7230.2					X		
Acoustics	7230.3					X		

CABE's Policy Review of Derby Existing Policy Material
Series 7000 **New Construction**
 Page 2

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted	
			Appropriate as written	Same Modified	Not Used	Sample provided		
						Policy		Regulation
Equipment and Furniture	7240							
Selection and Installation of Playground Equipment	7240.1					X		
Financing	7300					X		
Method of Financing	7310					X		
Bonded Indebtedness	7311							
Issuance of Bonds	7311.2							
Sale of Bonds	7311.24							
Short-Term Borrowing	7312							
Use of Current Funds	7314							
School Construction Grants	7315							
School Security Improvement	7315.1							
Determination of Costs	7330					X		
Payments to Architects, Engineers, Contractors	7340							
Constructing	7400							
Bids	7410					X		
Compliance with Equal Opportunity Requirements	7411					X		
Supervision	7450							
Central Administrative Officers	7451							
Architect	7452							
Clerk-of-the-Works	7453					X		
Occupying	7500					X		
Training the Staff	7510					X		
Inspection by Board of Education	7523					X		
Acceptance of Completed Project	7530					X		
Assembling and Preserving Important Documents	7540					X		
Dedication of Project	7550					X		
Naming of Facility	7551					X	X	

CABE's Policy Review of Derby Existing Policy Material
Series 7000 New Construction
 Page 3

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Recording of Names of Board of Education Members, Administrators, Architects or Builders	7552					X	

POLICIES/ REGULATIONS LISTED IN EXISTING MANUAL BUT NOT USED:

FORMER CODING	TOPIC TITLE	ADOPTION DATE	REPLACEMENT POLICY NUMBER
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•			
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DERBY PUBLIC SCHOOLS

CONSTRUCTION

SERIES 7000

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DERBY PUBLIC SCHOOLS

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D. Community Orientation and Board of Education Acceptance	7530	P
E. Assembling and Preserving Documents	7540	P
F. Dedication of Project	7550	P
G. Naming of Facility	7551	P/R
H. Recording of Names of Board of Education Members, Administrators, Architects or Builders	7552	P

*A detailed, comprehensive policy to consider which covers a number of facility issues.
An alternative approach to this are separate policies encompassing
some of the same issues. These follow.*

New Construction

Concepts and Roles in Planning for Educational Facilities

It shall be the policy of the Board of Education to plan for educational facilities. A Comprehensive Long Range Facilities Plan (CLRFP) shall be maintained as the instrument for determining the need for new facilities or for major facility improvements. The CLRFP shall be updated annually. The CLRFP will incorporate local demographics, community use of educational facilities, projected enrollments, local educational philosophies and policies, existing and planned educational programs, existing facilities, and the ability of the local electorate to provide needed facilities.

The policy reflects the responsibility of the Board of Education to plan for education facilities and the local legislative body's responsibility to raise funding for and to construct needed educational facilities. This policy governs renovation and construction projects. The definition of a renovation or construction project is determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy.

A. Goals and Objectives

- (1) Identify an educational need for a new facility or renovation to an existing facility.
- (2) Plan for a new facility or renovation to an existing facility.
- (3) Gain public approval for the construction or renovation of a facility.
- (4) Construct or renovate a facility.
- (5) Investigate the relative costs and merits of renovating existing facilities before initiating plans for the construction of new facilities.

B. Assumptions

This policy assumes all educational programs will be housed in spaces that comply with all applicable building codes and regulations. Further, this policy assumes that spaces provided to educational programs shall not hinder the attainment of educational goals and objectives and that the goal of the Board of Education is to provide facilities with the best possible conditions for attaining educational goals.

C. Community

- (1) It is recognized that public educational facilities are constructed primarily for public educational activities, but are owned by the public and will be made available for public use wherever that use does not adversely effect educational activities in accordance with Board policy governing such use. The design of educational facilities shall take into consideration public use and make accommodations for that use wherever practical. Some of the community uses which shall be considered include recreation, use of facilities for emergency shelters and by non-profit organizations.

New Construction

Concepts and Roles in Planning for Educational Facilities

C. Community (continued)

- (2) Community demographic information will be considered. Information to be considered shall include road maps with existing and planned sidewalks, maps and descriptions of existing and planned industrial and housing changes, population statistics and local and regional planning studies past, present, and future.

D. Enrollment

The projection of student enrollment is an essential element of the long range plan. The CLRFP will be based on present and future enrollments. However, any projection is based upon assumptions and subject to inherent weaknesses. Projections will be considered the best estimate at a given point in time. Therefore, enrollment projections shall be updated annually or when new data becomes available or when assumptions change or prove untrue.

- (1) The methods that may be used to predict enrollment include cohort survival, students per dwelling unit and/or percentage of total population.
- (2) Some of the statistics concerning enrollment which will be maintained include the past 5 (five) year enrollment, 5 (five) year predictions, and enrollment summaries by school for past year, present year, and next year. Other statistics will include non-public school enrollment by grade level and students with identified learning disabilities by district and by grade for each school. Existing school districting maps and plans to redistrict will be included.

E. Educational Philosophies and Policies

To the extent that educational philosophies and policies effect facilities, they will be considered in the development of the district's CLRFP.

F. Educational Programs

Educational facilities must be based on the activity to be housed. Facilities that do not conform fully hinder fulfillment of the goals and objectives of the programs housed as well as the philosophy and objective of the curriculum.

New Construction

Concepts and Roles in Planning for Educational Facilities (continued)

G. Facilities

The CLRFP will consider the capacity of existing facilities and their adequacy to house existing educational programs.

- (1) The CLRFP will consider individual building inventories consisting of construction dates, renovation dates, floor plans, legal capacity by space, type of construction, listing of educational spaces and handicap access information.

- (2) **Retirement of Buildings**

Any facility owned by the school district may be retired from use when the Board of Education determines that it is no longer useful to the district and/or is unsuitable to the current needs or projected needs of the district.

When a building is retired and determined to no longer serve an educational purpose it shall be returned to the Town and shall no longer be operated or maintained by the Board of Education.

- (3) **Naming a Facility**

The Board of Education shall establish the need and appropriateness for naming any school unit, which includes all outdoor and indoor facilities of the school.

It shall be the general policy to name schools and school facilities for persons who have had or attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science, or military achievement; early pioneers of the community or the State of Connecticut; outstanding presidents of the United States of America; or geographical landmarks.

H. Educational Consultant, Architectural Consultant

To provide the best possible educational environment within financial and physical constraints, it may be necessary to retain either an educational consultant or an architect, or both, who are familiar with the structures and equipment needed to optionally house educational activities.

New Construction

Concepts and Roles in Planning for Educational Facilities (continued)

I. Project Manager Appointment

A Project Manager shall be appointed to coordinate all facets of the project to completion.

J. Finance

The Town has the responsibility of funding the construction of educational facilities. The Board of Education recognizes the need to plan new facilities within the Town's ability to pay. Therefore, liaison shall be established with the Town when a particular need is determined for new facilities or for improvement to existing facilities. After a project has been identified an estimate of the cost will be developed and given to the Town for consideration and inclusion in the Town's long-range Capital Improvement Plan.

All possible sources of funds that will help defray direct costs to the local taxpayers including, but not limited to, State Department of Education grants and Federal grants will be investigated.

K. Conclusions

From the CLRFP, an annual list of facility inadequacy and/or future needs shall be developed and presented to the Board of Education for their consideration.

Policy adopted:

rev 5/98

rev 3/00

rev 1/05

Sample policy to consider

New Construction

Goals and Objectives

A quality educational program can best function in an environment that is conducive to learning, supports and encourages excellence in teaching, and provides a safe and comfortable place for students and staff.

Accordingly, the Board of Education establishes the following goals for facilities development:

1. developing a long-range planning and evaluation program;
2. providing the facilities needed to serve all students in the district;
3. providing facilities and equipment that will best support and accommodate the needs of a quality educational program;
4. designing and constructing all facilities with particular attention to safety, security, and appropriate lighting, heating, ventilation, acoustics, spatial factors and aesthetic appearance;
5. reducing formality and tension by eliminating the undesirable aspects of traditional institutional atmosphere and appearance, to the extent possible;
6. planning for flexible and adaptable school spaces through incorporation of features such as moveable walls and multi-purpose facilities, in order to best accommodate present and future needs for instructional areas; and
7. considering the adaptability of school facilities to community use.
8. reducing racial, ethnic and economic isolation by providing educational opportunities that may include involvement in such facilities as inter-district magnet schools, intra-district and inter-district public school choice programs, inter-district school building projects and distance learning through the use of technology.
9. maximizing student learning and community use of facilities through conducting an instructional time and facility usage assessment involving the Superintendent and representatives from the public library and Recreation Department of the Town.
10. maintaining a commitment to energy conservation and the use of green technology when cost effective.

New Construction

Goals and Objectives (continued)

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined.

PA 97-290- An Act Enhancing Education Choices and Opportunities.

Policy adopted:

rev 1/09

Existing policy, number 7100 adopted 12/20/01, appropriate as written.

New Construction

Planning

A facilities master plan for the school district shall be developed and maintained with necessary changes to keep it up-to-date. The plan shall reflect the needs of current instructional procedures and projected educational programming and shall incorporate population projections, enrollment projections, site acquisition needs, school plant placement, and financial estimates of providing necessary school facilities.

The master facilities plan shall include how the district will provide an appropriate learning environment for its students which includes, (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among its schools and (3) a reasonably safe school setting. Attention shall also be given to how facilities can be utilized to improve academic achievement and to reduce racial, ethnic and economic isolation or to preserve racial and ethnic balance.

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined.

PA 97-290 An Act Enhancing Educational Choices and Opportunities.

10-220 Duties of Boards of Education.

Existing policy, number 7110 adopted 12/20/01, appropriate as written.

New Construction

Long Range Planning

The Board of Education shall maintain a long-range planning program. The Board shall direct the Superintendent to update this program annually in order to determine needs.

A regulation pertaining to this topic.

New Construction

Long Range Planning

In order to provide facilities and future school sites necessary to sustain high quality programs in the District, consideration will be give to the following as part of the planning process:

- Mission-Goals-Objectives
- Accreditation Recommendations
- Staff Input
- Departmental Forecasts
- Technology Plans
- Student Schedule Options
- Economic Development Relationships
- Higher Education
- Virtual Education, Labs, On-Line Courses
- School-Home Education
- Transportation
- Flexibility
- Community

The determination of space needs shall be based upon the following major considerations:

- Grade level projections
- Grade configuration options
- New programs
- Program deletions
- Long-range projections
- Understanding square footage needs (academic space and space necessary to support the academic space)
- Net to gross considerations
- Influence of technology
- Community use of the facility
- Site aspects

Regulation approved:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

cps 1/05

A sample policy to consider.

New Construction

Enrollment Projections

Enrollment projections will be prepared at the direction of the Superintendent and will be reviewed and updated annually.

Projections will consider the following:

1. Figures from the latest school census;
2. School registration figures;
3. Proposed or forthcoming changes in community planning and zoning;
4. Review of current and planned community land development and housing projects.

Whenever construction of new school facilities is being contemplated, the Board may authorize outside studies of population trends and school enrollment.

Policy adopted:

cps 3/00

*Existing policy, number 7113.1 adopted 12/20/01, appropriate as written
except for addition of legal reference.*

New Construction

Retirement of Facilities

Buildings owned by the school district may be retired from use when the Board of Education determines they are no longer educationally useful to the district and/or are unsuitable to current or projected school district needs. The master facilities plan for the district shall be the basis for consideration of facility closing, and the plan shall require examination of remodeling possibilities for other uses of the facilities.

Legal Reference: Connecticut General Statutes

10-240 Control of Schools

An optional regulation to consider.

New Construction

Retirement of Facilities

If any school building becomes inadequate because of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the Board of Education which facility(ies) appear to justify further analysis.

The Board of Education will seek both professional advice and the advice of the community in making its final determination as to the retirement of any school facility in order that the public which originally acquired the property benefits from its recycling or retirement.

A closing study will include direct involvement by those communities considered in the study and will be concerned with all of the following factors:

- 1. Building characteristics, age and current physical condition of the facilities including:**
 - A. Age and condition of building including whether or not the building is energy efficient.
 - B. Adequacy of building for programs; existence of a multipurpose room and/or other special areas; feasibility of replacement and/or additions.
 - C. Suitability of the building for other uses.
 - D. Capacity of buildings, space to house additional students.

- 2. Adequacy of site, location, access, and other environmental conditions including:**
 - A. Adequacy of the building in terms of student health and safety.
 - B. Frequency of vandalism and amount of damage.
 - C. Location and size of site.
 - D. Traffic hazards and/or serious deterrents to learning in the surrounding community.

- 3. Enrollment and program including:**
 - A. Enrollment size in relation to that needed to provide quality of educational programs and services.
 - B. Enrollment projections indicative of continued small student population.
 - C. Effect upon programs for students in all schools affected by the closing.
 - D. Proximity of the school to community resources.
 - E. Relationship to the plan for special education.
 - F. Transportation factors, including numbers of children bused, time, distance, and safety.

New Construction

Retirement of Facilities (continued)

4. Cost/Savings projected including:

- A. Staffing requirements.
- B. Comparative per student operating costs related to status quo.
- C. Food service and student transportation requirements and expenses resulting from school closure.
- D. Value of property for other uses.
- E. Saving which might accrue from reducing the number of schools in town.

5. Community considerations:

- A. Attitudes toward reducing the number of schools and reduction of costs.
- B. Hardships and/or benefits to parents and/or children resulting from closure; distance from where students reside to schools where assignments would be made.
- C. Reactions on the part of parents and other school patrons to the potential closing of a school(s).

6. Alternatives to closing a school will also be considered. These may include:

- A. Changing of boundaries; effect upon enrollments in schools affected by changes.
- B. Shifting of programs/grade levels from one building to another.
- C. Housing of new program(s) in building under consideration.

A school closing study shall follow these procedures before submitting their report to the Board of Education.

1. Parents and other school patrons will be involved early in discussions pertaining to possible school closings and program relocation.
2. An orderly procedure, including the provision of information to all who will be affected, will be used when closing a school. Parents will be informed in advance regarding recommendations and of possible Board action.
3. Attendance boundaries will be realigned when a school is to be closed, taking into account distances from other schools, traffic patterns, building capacities, enrollments, and programs.
4. Time will be provided for adequate preparation for closing and reassignment of students and staff members.
5. Alternate uses of the building or disposition of the property will be considered in the light of current and projected needs.

New Construction

Retirement of Facilities (continued)

6. The closing committee may make use of outside consultants when considering school closings.
7. The full resources of the office of the Superintendent shall be available to the study committee throughout their deliberations.
8. Public hearings regarding the closing of a school will be held by the Board of Education prior to any vote by the Board to close a school.

Regulation approved:

Sample policy to consider.

New Construction

Facilities Renovation

Option #1

The Board's priorities for funding renovation of facilities are as follows:

First Priority - protection of life and health; compliance with mandated requirements governing construction codes and fire safety requirements;

Second priority - direct support of the educational program;

Third priority - urgently required to comply with the priorities set forth in the district's comprehensive planning program for facilities and sites;

Fourth priority - all others.

The Superintendent will establish procedures for requesting, approving and scheduling facilities renovation.

Plans for new and remodeled buildings will be designed and offer accommodations to make them accessible to persons with disabilities. The Board will review construction plans to assure that new and remodeled buildings are made fully accessible.

Option #2

The Superintendent of Schools, not less than annually, will submit a report and recommendations to the Board of Education on facilities in need of renovation and/or major repairs. All renovation and repair plans will be subject to approval by the Board. All policies that apply to construction of new facilities shall apply, to the extent appropriate, to renovations and major repairs of existing facilities.

Policy adopted:

cps 3/00

Sample policy to consider.

New Construction

Temporary School Facilities

Rented facilities, movable units and other emergency school housing may be inadequate for long-term public school purposes. Therefore, it is the Board's aim to have sufficient permanent facilities to meet the needs of the school enrollment and the school program.

If circumstances require immediate space not available in public school buildings, facilities will be rented or movable structures used only as a temporary measure. Any such facility must conform to all appropriate state and local building and land use codes, health and fire laws and environmental standards.

Policy adopted:

cps 3/00

A sample policy to consider.

New Construction

Developing Educational Specifications

It shall be the policy of the Board of Education to develop Educational Specifications which address all aspects of a planned facility that affect the educational program. Educational Specifications are the means by which the Board of Education shall describe the educational activities, spaces and adjacencies of spaces which need to be incorporated in a new or renovated facility. They are written statements that serve as a vehicle of communication between the school system and the architect.

Development of Educational Specifications

The Superintendent of Schools will present the Educational Specifications to the Board of Education for adoption. The Educational Specification, upon Board adoption, will be presented to the Town Permanent Building Committee.

Content of Educational Specifications

As a minimum, Educational Specifications shall include the following:

- Project rationale,
- Master Plan for the district,
- Capacity and enrollment data,
- Programs to be housed,
- Support facilities
- Community use,
- Systems to incorporated (HVAC, technology, clocks, etc.),
- Environment controls,
- Handicap access,
- Site development
- Priority category and rationale (for State Department of Education grant application),
- Other data - room sizes, adjacencies, acoustics, lighting levels, configuration of rooms, colors, windows, floor finish, furniture, and classroom equipment.
- Automatic sprinkler systems.
- Maximization of natural light.
- Compliance, on and after July 1, 2014, with the school safety infrastructure standards developed by the School Safety Infrastructure Council, pursuant to Section 80 of P.A. 13-3. (Industry standards for school building infrastructure)

(cf. 7230 – Design and Process)

(cf. 7230.1 – Energy Conserving Construction)

(cf. 7230.2 – Indoor Air Quality)

(cf. 7410 – Project Bids and Quotations)

New Construction

Developing Educational Specifications

Legal Reference: Connecticut General Statutes

10-283 Applications for grants for school building projects

10-284 Receipt and review of applications by Commissioner of Education. Approval or disapproval of applications by Commissioner of Construction Services (as amended by Section 81 of P.A. 13-3)

29-315 Fire extinguishing system required for certain buildings for human occupancy; other occupancies. (as amended by P.A. 01-173)

Public Act 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 80, 81)

Policy adopted:

rev. 3/00

rev. 7/01

rev 9/08

rev 7/13

A sample policy to consider.

New Construction

Educational Consultant, Architectural Consultant

The Board of Education is charged with developing concepts and educational specifications for construction of facilities. To provide the best possible educational environment within financial and physical constraints, it may be necessary to retain either an educational consultant or an architect who is familiar with the structures and equipment needed to house educational programs.

Choosing an Educational or Architectural Consultant

The Board will appoint a committee to interview qualified applicants for the project and recommend to the Superintendent an Educational or Architectural Consultant for the project. The Superintendent will make the final determination of the individual to be recommended to the Board.

Membership of the committee should include, when possible, an outside volunteer architect or person familiar with architectural designing, the Superintendent or designee, Business Manager, Building and Grounds Director and one or more Board of Education members.

In selecting an educational consultant, the following criteria will be considered:

1. Training and experience including that of partners and associates.
2. Planning ability and promptness.
3. Specification writing, accuracy, and sufficiency of detail.
4. Familiarity with the type of educational programming and organizations used in the local schools.
5. Inspection of job effectiveness.
6. Experience with state and local level government agencies in the State of Connecticut.

Policy adopted:

rev 3/00

A sample, optional, policy to consider.

New Construction

Literature Distribution

Any literature which is produced and/or distributed by Board of Education or its employees shall be limited to a description of the project and its need. All such literature shall be approved by the Town and/or Board of Education's attorney prior to distribution.

Policy adopted:

A sample, optional, policy to consider.

New Construction

Public Presentation/Public Approval

The Board of Education recognizes that presentation for public approval of construction projects by Board members and school employees shall be carried out in strict compliance with the law. The Board of Education may set standards for such presentations.

Policy adopted:

rev 3/00

A sample policy to consider, developed in Groton which can be modified to suit the local situation, if such a policy is desired.

New Construction

Construction Concept Development

When the Comprehensive Long Range Facilities Plan (CLRFP) identifies the need for a new facility or for a major renovation to an existing facility, the Groton Board of Education shall be notified by the Superintendent. When the Board of Education decides to pursue a project, it will direct the Superintendent to convene two committees as listed below. The Executive Committee shall appoint a project manager who will be responsible for coordinating all facets of the project from conception to occupancy. At the discretion of the executive team, an education consultant, or an architect may be retained to aide in developing concepts and timetables for implementation to be presented by the Superintendent to the Board of Education.

A. Committees

Committees shall be governed by rules developed prior to soliciting members. Committee procedures shall include but not be limited to: objectives, agenda, goals, description of authority and empowerment of members, length of meetings, calendar of meetings, and ground rules.

(1) Executive Committee

The Executive Committee shall be charged with developing project concepts and carrying out the project to completion. The Executive Committee will be dissolved upon completion of a project or when a project is terminated.

The Executive Committee shall consist of the Superintendent (who shall chair the committee), the Principal of the school involved, the Director of Curriculum, the Business Manager, the Director of Buildings and Grounds, and other central office administrators as required by the scope of the project. At the discretion of the Executive Committee, an educational consultant or an architect may be retained should expert advise be required to develop project concepts and educational specifications. The process to be employed when selecting an educational consultant or architect is contained in policy 7123.

(2) Institutional Planning Team

It shall be the charge of the Institutional Planning Team to advise the Executive Planning Team. Its purpose shall be to develop project concepts at the school and community level. This team shall meet officially until the Executive Team has formulated its recommendations for the Superintendent of Schools to present to the Board of Education. Individual members of the team may be called on later to supply additional information to aid in development of educational specifications.

New Construction

Construction Concept Development

Institutional Planning Team (continued)

The Institutional Planning Team shall consists of the Project Manager who shall chair the committee, teachers from the school involved, non-professional school employees, student, or more members of the Town Council, a member of the RTM, one or more members of the Board of Education, one member of permanent School Building Committee, one PTO member from the school involved and a representative from the Town or City Recreation Department.

A major objective of the Institutional Planning Team is to allow critiques as well as supporters of project to have input into the project at an early state. The Administration shall seek out members who oppose the project as well as those who support it.

Policy adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Existing policy, number 7211 adopted 12/20/01, appropriate as written except for addition of legal reference.

OK

New Construction

Architect Selection

The Board shall work to construct appropriate modern facilities and/or timely renovations to provide the best educational environments possible for all students within fiscal constraints. To assist the Board, an architect shall be commissioned for every major building or renovation project initiated by the Board. In selecting an architect, the following criteria shall be considered:

1. Training and experience including that of partners and associates.
2. Planning ability and promptness.
3. Specification writing, accuracy, and sufficiency of detail.
4. Design, appearance, and utility.
5. Supervision in construction phase of project.
6. Relation with contractors.
7. Experience with government agencies.

The Board shall appoint an architect screening committee to interview qualified applicants and recommend two or three architect finalists for each project. From the architects recommended by the screening committee, the Superintendent will select an architect to be recommended to the Board of Education. The architect screening committee may be composed of the following:

1. An outside volunteer architect or person familiar with architectural designing (if available);
2. Business manager;
3. Buildings and grounds director;
4. Other central office staff designated by the Superintendent;
5. All Board of Education members who choose to serve on the committee.

The Superintendent shall establish the criteria to be used by the committee in ranking applicants and the procedure to be used in conducting interviews, The Superintendent shall also establish a flow chart of design and construction processes showing each step of progression from the inception of the project to its final approval by the Board,

Legal Reference: Connecticut General Statutes

PA 07-249 An Act Concerning Authorization of State Grant Commitments for School Building Projects and Changes to the Statutes Concerning School Building Projects

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

Existing policy, number 7221 adopted 12/20/01, appropriate as written except for update to legal reference.

New Construction

Site Selection

School sites should be located as close as possible to the center of attendance areas schools will serve and located to facilitate joint use of sites and adjacent parks, playgrounds, and open space by the school and town recreation.

In recommending sites for school facilities, the following factors should be considered:

1. Size
2. Location
3. Drainage and soil conditions
4. Topography and elevation
5. Accessibility
6. Cost (including development costs)

Legal Reference: Connecticut General Statutes

10-282 School building projects.

10-291 Approval of plans and site. Expense limit. (as amended by P.A. 03-220)

10-292 Review of final plans by Commissioner of Education. Exceptions: role of local officials.

Policy adopted:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

Sample policy to consider.

New Construction

ok.

Design and Process

It is the responsibility of the School Building Committee to develop plans and specifications for school facilities based on the information they receive from the Board of Education contained in the Educational Specifications. A designated central office administrator shall attend all meetings of the School Building Committee, and provide liaison services between Town Committees, the Public Works Department, and the Superintendent of Schools. Plans and specifications, after being approved by the School Building Committee shall be presented to the Board of Education for approval.

The Superintendent on the grant application form shall affirm that the school district considered the maximization of natural light, the use and feasibility of wireless connectivity technology and, beginning July 1, 2014, the school safety infrastructure standards developed by the School Safety Infrastructure Council. (Such standards address school building and classroom entryways, use of cameras throughout the school building and at all entrances and exits, including use of closed-circuit television monitoring, penetration resistant vestibules, and other security infrastructure improvements and devices as they become industry standards.)

(cf. 7115 - Developing Design Specifications)
(cf. 7230.1 - Energy Conserving Construction)
(cf. 7230.2 – Indoor Air Quality)

Legal Reference: Connecticut General Statutes

Public Act 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 80, 81, 82)

10-283 Applications for grants for school building projects (as amended by P.A. 13-3)

Policy adopted:

rev 3/00

rev 7/13

A sample policy to consider.

New Construction

Energy-Conserving Construction

The Board recognizes the importance and need for energy conservation in the construction of new school facilities or renovation of existing facilities. Further, all new school construction and renovation projects shall consider means to maximize natural light.

Proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget will have high priority. Energy-saving designs will be documented in the architectural evaluation and will comply with educational specifications and cost control checklists as determined by the Board.

A continuous study of energy problems and energy sources will be maintained for future planning.

(cf. 7410 - Project Bids and Quotations)

Legal Reference: Connecticut General Statutes

10-283 Applications for grants for school building projects. (as amended by PA 01-173)

Policy adopted:

cps 3/00

rev. 7/01

A revised and recommended sample policy to consider.

ok

New Construction

Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program.

Prior to January 1, 2008 and every five (5) years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;

New Construction

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.

New Construction

Indoor Air Quality

Indoor Air Quality in New or Renovated Facilities (continued)

3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

New Construction

Indoor Air Quality (continued)

- Legal Reference:** Connecticut General Statutes
- 10-220 Duties of boards of education (as amended by P.A. 09-81)
 - 10-231(f) Indoor air quality committees
 - 10-282(19) Definitions
 - 10-283 Applications for grants for school building projects
 - 10-286 (a)(9) Computation of school building project grants
 - 10-291 Approval of plans and site. Expense limit.
 - 10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials.
 - 10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice.
 - P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.

Policy adopted:

cps 11/01
rev. 6/03
rev. 9/08
rev. 7/09
rev 7/11

Acoustical Standards for School Building Projects *(Background information for Policy Committee)*

The June Special Session, Public Act 05-6 authorized \$605 million in state grant commitments for school construction projects and \$101 million in increased grant commitments for previously authorized projects. The legislation also set acoustical standards for school building projects and provides limited exemptions from those standards if the health and safety or educational purpose of the space would be compromised.

The Act requires that school building projects for classrooms or libraries that are approved by the General Assembly on or after July 1, 2005 be constructed or altered in accordance with the American National Standard for acoustical performance criteria, design requirements, and guidelines for schools. The bill provides an exemption for situations where adequate acoustical modifications cannot be made without compromising the health and safety, or the educational purpose or function of a specific classroom or library.

Additionally, the bill allows local or regional boards of education to apply to the Commissioner of Education for a waiver of the requirements for relocatable classrooms that will be used by the same school for less than 36 months. The Commissioner must grant the waiver if the board provides evidence that it held a public hearing on the effects the required acoustical standards might have on a student's ability to learn and provided notice about the hearing to parents, students, and teachers.

It is recognized that modular, temporary spaces, often the only option for rapidly growing school districts, cannot be built to the new standard. Their thin walls let in too much noise and the standard way to condition the air in these facilities is with wall-mounted package units (unit ventilators).

Section 20 of the Act, effective upon passage, indicates that, except where a waiver is granted, as described above, any school building project, classrooms or libraries shall be constructed or altered in accordance with the American National Standard: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools, ANSI S12. 60-2002.

The Standard, released in June 2002 by the American National Standards Institute, Inc. (ANSI), was developed by an interdisciplinary working group in cooperation with the U.S. Architectural and Transportation Barriers Compliance Board. The Standard addresses various topics relating to how the built environment affects the learning process in schools. Topics include noise from outdoor sources including highways, aircraft, and railroads, noise from building occupants in nearby rooms, noise from mechanical systems and the effects of reverberation within rooms on communication.

The Standard provides performance goals, specifications and general design procedures used to achieve the goals, and measurement techniques that can be used to verify compliance with the goals. The Standard establishes three thresholds: background noise, reverberation time and signal-to-noise ratio.

Acoustical Standards for School Building Projects

(continued)

The Standard will likely have a profound effect on classroom acoustics and will insure that students with normal hearing as well as students with special needs will be able to communicate effectively in all learning spaces.

There is some controversy among engineers, audiologists and manufacturers about this standard which sets the maximum allowable background noise for new classrooms at 35 dBA, or the buzz of a single PC at ear level. Some believe the new standard sets an unrealistic goal. Critics and supporters agree that implementing the standard requires a major shift in how classrooms are currently ventilated, due to the noise emitted by the commonly used unit ventilators. Technical challenges must be met to meet the standards. There is likely to be higher construction costs to meet the guidelines.

Policy language is not required pertaining to this issue. Architects will be aware of the need for district building projects to meet this requirement in plans submitted for approval to the SDE. A new optional policy, #7230.3, "Acoustics" follows for your consideration.

An optional policy for consideration.

New Construction

Acoustics

The Board of Education recognizes that a poor acoustical environment in schools hinders learning and causes problems for students with special needs. Research supports the need for improved classroom acoustics. Studies indicate that poor acoustics interfere with learning and pose a particular barrier for students with special needs. Much of the education that takes place in classrooms hinges on oral communications. Attention to acoustics in learning spaces will insure that students with normal hearing as well as students with special needs will be able to communicate effectively in all learning spaces.

A good learning and listening environment is achievable if classroom acoustics are considered at the onset of the design process and with early collaboration of school planners, architects, contractors and suppliers to assure that the classroom environment adequately limits background noise and reverberation.

In compliance with state law, any District school building project authorized by the General Assembly after July 1, 2005, classrooms or libraries shall be constructed or altered in accordance with the *American National Standard: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools*, ANSI S12. 60-2002. This requirement shall not apply to classrooms or libraries where adequate acoustical modifications cannot be met without compromising health and safety or the educational purpose or function of a specific classroom or library.

The District will apply to the Commissioner of Education for a waiver from the acoustical standard for any relocatable classroom that will be used by the same District school for a period of less than thirty-six months. Such waiver request will be granted by the Commissioner provided the waiver application includes evidence that the Board, with notice to parents, students and teachers, held a public hearing on the effects that required acoustical standards for classrooms may have on a student's ability to learn.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-291 Approval of plans and site. Expense limit.

10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials.

P.A. 05-6, June Special Session, AAC Authorization of State Grant Commitments for School Building Projects and Other Miscellaneous Provisions.

Policy adopted:

A sample policy to consider.

New Construction

Selection and Installation of Playground Equipment

To ensure that new playground equipment installed on District property is age appropriate, safe, and accessible to students, the Superintendent or his/her designee shall provide for guidelines and procedures for the acquisition, installation and maintenance of playground equipment.

These guidelines and procedures shall identify equipment features and activities preferred for inclusion on playgrounds and assure that playgrounds are built to standards of the U.S. Consumer Product Safety Commission and the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities, and Board of Education Policies and Administrative Procedures.

Legal Reference: Handbook for Public Playground Safety, U.S. Consumer Product Safety Commission, Publication No. 325

Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities, Sections 4.19 through 4.8.7, and Sections 7.4.3 and 7.4.4

Policy adopted:

rev 5/01

Sample policy to consider.

New Construction

Financial Planning

It is the policy of the Board of Education to inform the Town's executive and financial branches of the need for a facility or facility renovation when the Master Plan identifies that need. The Town will then consider incorporating the construction project into its Capital Improvement Budget. The Board of Education shall provide the Town executive and financial branch with a preferred schedule and a cost estimate.

Policy adopted:

cps 3/00

Sample policy to consider.

New Construction

Method of Financing: Funding

The Board of Finance shall explore all available funding sources to defray the cost of construction to the local taxpayer. Funding options shall be discussed with the Board of Finance as early as possible following identification for the need of a construction project.

Policy adopted:

A sample policy to consider.

New Construction

Determination of Costs

The Superintendent shall develop cost estimates for an anticipated construction project as soon as is practical and shall present those estimates to the Board of Education. Approved cost estimates will be forwarded to the Town Council/Board of Selectman/Board of Finance, City Council (*choose appropriate groups to correlate with local charter and process*). As planning for the project progresses, the Superintendent shall keep up-to-date cost estimates and inform the Board of Education of significant changes. After approval by the Board of Education, new estimates shall be conveyed to the Town Council/Board of Selectman/Board of Finance, City Council. (*choose appropriate groups to correlate with local charter and process*).

Policy adopted:

A sample to consider. This is subject to local charter modifications.

New Construction

Project Bids and Quotations

No document shall be issued for bidding until the final plans and specifications have been submitted to and approved by the Board of Education.

Policy adopted:

A sample policy to consider.

New Construction

Compliance with Equal Opportunity Requirements

Contractors and subcontractors are required not to discriminate against any employee or applicant for employment to be employed in the performance of a contract with the school district with respect to hiring, tenure, terms, conditions, or privileges of employment because of race, color, religion, creed, age, marital status, national origin, ancestry, sex, sexual orientation, gender identity or expression, mental retardation, or physical disability including but not limited to blindness unless it is shown by such contractor that such disability prevents performance of the work involved. Breach of this covenant may be regarded as a material breach of the contract and may be cause for legal action.

Each order or contract, bid or quotation request issued, is to contain the above paragraph.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provision clauses in contracts of the state and political subdivisions

Title VII, Civil Rights Act, as amended by Title IX, Equal Employment Opportunity Act

Policy adopted:

cps 1/02

Sample policy to consider.

New Construction

Supervisor, Clerk-of-the-Works

A Clerk-of-the-Works may be retained by the Board of Education who shall be the Board's representative at the job site. The Clerk shall cooperate with the Architect and other professional persons retained by the Building Committee in working with contractors awarded work by the Building Committee. The Clerk shall be responsible to the Superintendent of Schools and shall prepare monthly reports to the Board of Education through the School Building Committee.

Optional:

All requests for payment by contractors shall have the approval of the Clerk-of-the-Works prior to it being processed for payment.

Policy adopted:

Sample policy to consider.

New Construction

Occupying: Certificate of Occupancy

Upon completion of the project, the school district shall not occupy any portion of the new or remodeled facility until a Certificate of Occupancy has been issued for the entire project or for the area of the project to be occupied.

Legal Reference: Connecticut General Statutes
 10-282 Definitions
 29-265 Certificates of occupancy

Policy adopted:

Naming of School Facilities

(Background information for Policy Committee)

The naming of school facilities often poses difficult choices for local boards of education. The question of what name a school will carry can be a sensitive and tricky issue in any given community. School boards wrestle with such issues as whether buildings should be named for living persons, historical figures, or simply the local neighborhood. In recent years some districts have cast a wider net to ensure that minority and women role models are honored.

The naming of schools can become a hot issue for boards of education. During the past decade some school districts, like New Orleans, made the decision to remove the names of former slave owners from their school buildings. This resulted in the controversial move of replacing the name of George Washington on one of its elementary schools. We must remember that Thomas Jefferson also had slaves. Residents of a California community opposed naming a school after Martin Luther King, Jr., saying the champion for civil rights had no direct ties to the local community. Controversies surface around the country on this topic. Race, gender, public servants and community members, living and dead, are factors that contribute to the debate and arguments. Some districts seek to avoid the potential controversy associated with people, especially politicians. Some local boards opt to name their new properties after fairly natural features. Some even name them after the subdivision the school is closest to, creating that all-important illusion that people are living in a small community rather than a former field on the side of a major highway.

“Any time there is a change in what is happening in the world, schools might reflect that in the naming of their schools,” said Rene Williams Hockaday, a spokeswoman for NSBA. The patriotic fervor which surged after the terrorist attacks on 9/11 resulted in many all-American names for new schools being opened in communities around the country. Names such as Eagle’s Pride, America, Peace, Veteran’s Remembrance, Freedom, Unity, Heritage, Liberty and Independence were used.

Schools have been named after inspirational and accomplished individuals. This has included presidents, governors, senators, astronauts and educators such as former superintendents, principals and teachers. Some individuals believe that naming a school after a person could cause tension in a community because honoring people leaves out others. The latest trend appears to be naming schools after neighborhoods or the community in which it is located.

Naming schools can be a complicated, emotional, controversial and contentious process, especially when community members and school boards clash. Unfortunately, because it is a local issue, there is no universally acceptable or simple answer boards can seek in making this often times difficult decision. Even though a board should make a point of including as many members of the school community as possible in the naming process, in the final analysis, the board must retain its authority to make the final choice. However, to make acceptance of its choice somewhat easier, a carefully worded, flexible policy can help diffuse potential backlash and hard feelings. In the final analysis, the naming of a school facility is a local issue.

A new model to consider.

New Construction

Naming of Facility

The naming of school buildings, major portions of buildings, or school grounds is the responsibility of the Board of Education. In fulfilling this responsibility, the Board will make every effort to respect community preferences. Such names should be clearly identifying, widely known, and recognized.

It is the policy of the Board to name school buildings as close as possible to the time construction begins in order to lessen the confusion about the new schools.

When naming new buildings, major portions of buildings, or school grounds, the Board shall formally identify the need for a naming process for the identified school locations, as well as criteria it wishes to be considered in the process.

When naming a school building, major portions of school buildings, or school grounds the Board shall direct the Superintendent to establish a committee, subject to Board approval, comprised of the Superintendent or designee, the building Principal, faculty member, parents, community members, and, if appropriate, students to consider name recommendations for consideration by the Board. Opportunities for public input must be made available prior to the committee's recommendation to the Board. Such opportunities for public input must be publicly announced in newspapers and on the District website.

When naming new buildings, the committee shall have representation by the community members that is representative of the entire school district. The committee shall propose a list of names to the school board of not more than five (5) names for Board consideration.

If a major portion of a school building or school grounds (media center, auditorium gymnasium, field, etc.) is proposed to be named after an individual, that person shall have attained local or national prominence via significant contributions in any field of endeavor. Such contributions or the significance of their place in history shall be clearly established beyond the generation of the contribution. Individuals so recognized shall no longer be active in his/her career. Further, the individual for whom a portion of a school building or school grounds is to be named must be shown to have broad-based, long-term impact to the school district community.

Collections of works, memorials, or other major gifts to the school district may be acknowledged and named by individual schools, subject to the district's policy and procedures for accepting donations. Prior to accepting such donations and naming, a plan for maintenance and upkeep must be identified and presented to the school Board.

The Board retains the right to make final determination in the naming of buildings, major portions of school buildings, or school grounds. This policy notwithstanding, it is the intent of the Board that naming of portions of the building and school grounds occur infrequently and on a limited based.

Policy adopted:

cps 11/08

Another model to consider.

New Construction

Naming of Facility

It is the responsibility of the Board of Education to adopt official names for District school facilities. In fulfilling this responsibility, the Board will make every effort to respect community preferences. It is the intent of the Board to name schools and other district facilities in a manner that evokes pride in students, parents/guardians, and the community and school staff. Personal prejudice or favoritism, political pressure and current fashion shall not influence the selection process.

When a project for a new school facility is initiated, the Superintendent will establish a temporary, generic name to designate the site or building for planning purposes. The Board shall develop a listing of up to four names. The Superintendent shall establish a committee process through which interested groups or individuals in the area that the school is intended to serve shall recommend, in priority order, preferences from among the listing of names provided by the Board and up to two additional names recommended by the committee.

OR

The Superintendent or designee will lead a process culminating in a recommended name for the new school. The selection process will include consideration of suggestions from representatives of parents/guardians who reside within the anticipated boundaries of the new school. An ad hoc committee will be used to develop recommendations for naming a new school. The committee will include representatives from District staff, parents/guardians, students and community members. They will be responsible for receiving and screening school name suggestions and submitting the recommendations to the Board for its consideration and approval.

It is the Board's preference that facilities be named for deceased distinguished persons who have made an outstanding contribution to the community, state, or nation. The Board will give strong consideration to names of women and minorities so that these are equitably represented among District school names.

Geographic names may also be considered for new school facilities. These names should be clearly identifying, widely known and recognized.

Although the Board will consider carefully community recommendations for school facility names, the final responsibility for officially naming a school building rests with the Board of Education.

If there is strong interest within the community, the Board will consider petitions to rename existing school facilities. Ordinarily, a building will not be renamed unless the current name becomes obsolete or inappropriate because of the community it serves or the program it houses. If the Board decides to proceed with a renaming, the Board will follow the process described above for the naming of a new facility.

New Construction

Naming of Facility (continued)

Additional language to consider:

Our schools belong to the entire community and should serve as centers of unity. As a matter of principle, the naming of a school should be the result of an open and participatory process. Furthermore, schools are symbols of non-partisan unity within their neighborhoods and this policy intends to protect schools from becoming objects of conflict or controversy through the naming process for political or personal causes. Any proposal to name a school may be disqualified by the Board on this basis.

It is expected that the recommended name will not be in conflict with the names of other facilities in the District.

Naming of Rooms or Subparcels of Land

It is not the intent of this policy to encourage the naming of rooms within existing facilities or schools or subparcels of land. However, when a former student, staff member, or community member has achieved national, state, or local prominence or has made a significant donation(s) to the District, the Board may name a room or subparcel of land in recognition of that individual.

Policy adopted:

cps 11/08

Naming of Amity Regional School District #5 Facilities

REQUEST TO NAME/RENAME

*****PLEASE PRINT*****

Name of person/group making request: _____

Contact Name: _____
Last *First*

Contact Number(s): Business _____ Cell _____

Name Request: _____

Significant contributions: _____

(use additional sheet is more space required)

Rational for request (based on criteria in section IV of Policy 1331 – Naming of Amity Regional School District #5 Facilities): _____

(use additional sheet is more space required)

Signature: _____ Date: _____

Received in Superintendent's Office: _____

Board Action: Approved Not Approved Date: _____

A new sample regulation to consider.

New Construction

Naming of Facility

The naming of a school shall take place in the following manner:

1. The Superintendent shall select a committee whose purpose it shall be to submit to the Board a list of not less than three, nor more than five, names for the new school. The list shall briefly state, along with each name, why the committee nominated each name. The committee may solicit nominations from students and the community.
2. The committee shall, whenever possible, follow these guidelines:
 - a. Each name shall be known to, and significant to, the people of the District.
 - b. The names submitted shall not conflict with the names of other schools in the District or surrounding districts.
 - c. The use of names of living persons shall be avoided unless the circumstances warrant an exception.
3. The Board shall select the name of the new facility from the list. In recognition of the efforts of those involved in the project, a plaque containing the following information shall be attached to a new building:
 - a. School name;
 - b. Board-approved construction date;
 - c. Completion or dedication date;
 - d. Name of Board members as of the Board-approved construction date in the following order:
 - i. President/Chairperson
 - ii. Vice President/Vice Chairperson
 - iii. Members (alphabetically)
 - e. Superintendent as of Board-approved construction date; and
 - f. Architect and contractor names.

Formal dedication of the facility shall take place on a date and time specified by the Board.

Regulation approved:

cps 11/08

New Construction

Naming of Facility

District schools are identified by names that represent a person or a location in the community. This regulation sets forth the guidelines for identifying and deciding the name for a school or for the naming of a portion of the school building.

Guidelines

A. New/Reopened Schools

1. Names of Distinguished Persons

It is preferred that schools be named for distinguished persons, no longer active in their careers, who have made an outstanding contribution to the community, state, or nation. The Board of Education will give strong consideration to names of women and minorities so that these groups are equitably represented among county school names.

2. Geographic Names

Geographic names may also be considered for new schools. These names should be clearly identifying, widely known, and recognized.

3. The office of the Board of Education will maintain a list of distinguished persons, no longer active in their careers, which have made an outstanding contribution to the community, state, or nation. Staff of the Board of Education will research and develop background information on the distinguished person's accomplishments and contributions to the community, state, or nation.

4. Upon the appointment of a principal, but no later than six months before a new school is scheduled to open, the Superintendent of Schools or his/her designee will assign the new school's principal or another administrator to chair a name-recommendation committee. The Superintendent or designee will notify the Board of Education that a school naming committee is being formed, and request that the Board of Education identify up to four names for the committee to consider.

- a. The committee will be comprised of PTA representatives from the attendance area that the new school will serve.
- b. The committee will solicit input from neighborhood associations, other parent organizations, and relevant community agencies and organizations.
- c. After careful deliberation, the committee will recommend, in priority order, its preference from among the listing of names provided by the Board of Education and up to two additional names recommended by the committee.

New Construction

Naming of Facility

Guidelines (continued)

- d. The Chairperson will notify the Superintendent of the committee's recommendation.
 - e. The Superintendent will forward the committee's recommendation to the Board of Education.
5. The Board will make the final decision on naming the new school.

B. Portions of Buildings

1. When a petition or request to name a section of a building is submitted to the local school principal, the petitioner will also be required to forward a copy to the Superintendent. The petition must include the following information:
 - a. Name (proposed)
 - b. Background data (rationale)
 - c. Financial obligation and procedures
2. The Principal will convene a selection committee of:
 - a. Two students
 - b. Two teachers (designated by the faculty)
 - c. Two parents (designated by the PTA)
 - d. Three individuals from the community nominated by the Superintendent
 - e. Principal (non-voting chairperson)
3. The committee shall acknowledge the receipt of the petition and inform the petitioners that prior to a decision the committee will be available to receive additional petitions regarding the topic. The chairperson will provide a memorandum to appropriate organizations in the school community apprising them of the proposal. The issue will remain open 30 days in order to provide time for additional reactions and petitions.
4. The committee shall carefully review all of the information received and either reject or concur with the proposal to name a section of the building. If the committee rejects the proposal to name a section of the building, the Principal will notify the petitioner(s) that the name has been rejected and no further action will be taken. If the committee concurs with the name proposal, the Principal will contact the Superintendent. Upon review, if the Superintendent is in agreement, she/he will forward the request to the Board for final authorization to proceed with the partial naming.

New Construction

Naming of Facility

Guidelines (continued)

C. Renaming Schools

1. If there is strong support within a community, the Board of Education will consider a petition to rename a school.
2. The Principal will be responsible for documenting that there is considerable support to rename the school by providing the Superintendent with a petition signed by a majority of the school parents and residents within the community.
3. The Superintendent will evaluate the information provided by the Principal. If the Superintendent determines that considerable support exists to rename the school and to request a particular name, a request will be submitted to the Board of Education.
4. If the Board of Education decides to proceed with the renaming, it will follow the process outlined above.

Regulation approved:

cps 11/08

A regulation from Branford to consider.

New Construction

Naming of Schools and School Facilities

Rationale

The naming of school buildings in Branford, until recently done on the basis of geographical location, offers an opportunity to honor individuals while expressing the values and priorities of the school system.

The naming of new school facilities, or the re-naming of existing school facilities, shall be accomplished within the following guidelines.

School buildings or other school facilities may be named on the basis of geographical location or in honor of individuals.

Nominations

The Board will accept names in nomination for such honor from any citizen or group of citizens in Branford. Nominations shall be accompanied by a written statement detailing the rationale for the nomination, and any other documentation in support of the nomination.

In the case of school buildings, individuals nominated for such honor shall have served the Branford schools and promoted education in Branford in a direct manner, e.g. as administrator, teacher, Board member, etc.

In the case of school facilities - such as libraries, gymnasiums, playing fields, etc. - individuals nominated for such honor may have served education in Branford in a less direct manner, but shall be recognizable for their contributions to the well-being of Branford schools and school children.

Donors

Individuals who have, by donation, caused the erection of a school building or the creation of another school facility may be nominated to be so honored.

Procedure

The Board of Education may appoint an advisory committee for the purpose of studying and recommending nominations. The final selection of name for new or existing facilities shall be made by a majority vote of the Board of Education.

New Construction

Naming of Schools and School Facilities

Procedure (continued)

The selection shall be made from no fewer than two (2) nominations. In the case of existing facilities, the current name of the facility shall be included among the nominations.

Commemoration

The naming of a school building or other school facility for an individual shall be commemorated by the placing of an explanatory plaque on the premises.

Regulation approved:

BRANFORD PUBLIC SCHOOLS
Branford, Connecticut

cps 9/00

A sample policy to consider.

New Construction

Names on Building Plaques

In keeping with the practice to recognize elected officials and others for their efforts and public service in providing new and/or improved facilities to the public, the Board wishes to have plaques installed on new construction projects giving the names of persons at the time of acceptance of the project bid as reflected in Board minutes. The plaques will provide the following information:

1. Name of the school or building;
2. Board-approved construction date;
3. Names of the Board members on the Board-approved construction date:
 - a. Chair
 - b. Vice-Chair
 - c. Members (in order of number of years on the Board);
4. Names of Superintendent;
5. Name of architect;
6. Name of contractor.

Policy adopted:

cps 5/01