

## **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 bi-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.

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#### **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 bi-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.

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### **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.

Prior to retirement of any facility a study shall be conducted as set forth in accompanying regulations.

- (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.

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### **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. Project Bids and Quotations**

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

#### **L. 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.

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

#### **M. 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 Education 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.

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### **Concepts and Roles in Planning for Educational Facilities (continued)**

#### **N. 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-savings plans within an acceptable budget will have high priority. Energy-savings 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.

#### **O. Community Orientation and Board of Education Acceptance**

It is recognized that the schools belong to the people of the community. Upon completion of a major construction program, there shall be an acceptance ceremony to which all levels of government, all members of the community and school staff are invited. The project shall be officially accepted from the Building Committee by the Chairperson of the Board of Education. Community members shall be given an orientation tour of the facilities.

#### **P. Conclusions**

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

Legal Reference:        Connecticut General Statutes  
                                  10-220 Duties of Boards of Education.  
                                  10-282 School building projects  
                                  10-283 Applications for grants for school building projects (as amended by  
                                  PA 01-173)  
                                  10-291 Approval of plans and site. Expense limit (as amended by PA 03-  
                                  220)  
                                  10-292 Review of final plans by Commissioner of Education. Exceptions,  
                                  role of local officials  
                                  29-315 Fire extinguishing system required for certain buildings for human  
                                  occupancy; other occupancies (as amended by PA 01-173)  
                                  PA 03-220 An Act Concerning Indoor Air Quality in Schools

Policy adopted:        June 19, 2012

PUTNAM PUBLIC SCHOOLS  
 Putnam, Connecticut

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### **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.

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### 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.

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### **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.