

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #2

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SEP 20 11 11 AM '94

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126
RULE TYPE: Legislative; CITE AUTHORITY W.Va. Code 18-9c, 18-9D, 18-5-10, 18-5-13, 18-5-13a

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 172 (Policy 6200)

TITLE OF RULE BEING AMENDED: Handbook on Planning School Facilities

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON October 21, 1994 AT 5:00 p.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Cecil C. Dolin, Director

School Transportation and Facilities

WV Department of Education
Building 6, Room 252
1900 Kanawha Boulevard, East

Charleston, WV 25305-0330

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Yvonne A. Barone

Director, Legal Services

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

9.40

FISCAL NOTE WORKSHEET

HD NO _____ DRAFT NO _____ BILL NO _____ SOLUTION NO _____

SUBJECT Handbook on Planning School Facilities FUND General

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 00.00	\$	\$	\$	\$
PERSONAL SERVICES	\$	\$			
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$ 00.00	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

These recommended changes to Policy 6200, Handbook on Planning School Facilities, should not have a fiscal impact upon the county school districts or other agencies involved in its use.

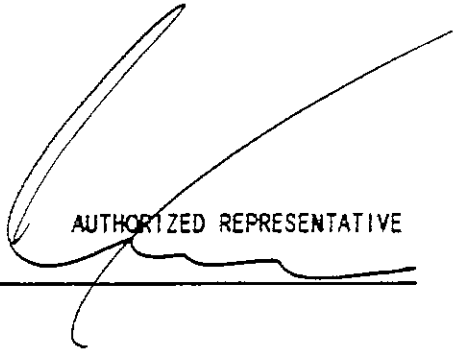
DATE

08/22/94
5228171681

AGENCY

Department of Education

AUTHORIZED REPRESENTATIVE



EXECUTIVE SUMMARY

WEST VIRGINIA BOARD OF EDUCATION

POLICY NUMBER AND TITLE: Policy 6200
Handbook on Planning School Facilities

PUBLIC COMMENT PERIOD ENDS: October 21, 1994 ADOPTED: _____

BACKGROUND:

Policy 6200, the Handbook on Planning School Facilities, provides a comprehensive policy to address the many details in evaluating existing public education facilities and the construction and/or renovation of school facilities to meet the ever changing demands of evolving educational programs.

Changes in Chapters 1, 14, and 15 are recommended to Policy 6200 in order to comply with recent legislation enacted into law and with procedure changes in certain agencies.

PURPOSE:

Chapters 1, 14, and 15 of Policy 6200 establish the posture for the state Board of Education and the School Building Authority of West Virginia (SBA) with the process of reviewing Comprehensive Educational Facilities Plans submitted by the county school districts. The revision of these chapters will assist the counties in their goal of providing the optimum educational environment for all students in West Virginia's public schools.

CONTENTS:

The most significant change, required by the recently enacted legislation, involves the removal of RESAs from the process of evaluation and ranking of facility projects submitted by the county school districts in their region. In the future, SBA project funding requests will be submitted directly to the SBA.

Other suggested changes are necessary due to differences in procedures of agencies since the policy was last revised in 1992.

IMPACT:

These revisions are primarily procedural and reflect minor changes in agencies noted in the policy. There should be no significant impact due to the changes.

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
Chapters 18-9C, 18-9D, 18-5-10, 18-5-13, 18-5-13a

Policy 6200
Series 172

FILED

SEP 20 11 11 AM '94

TITLE: Handbook on Planning School Facilities

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SECTION 1.0 General

- 1.1 Scope - This legislative rule provides that each county school district maintain and update annually a Comprehensive Educational Facilities Plan. Also, it provides direction in planning new and/or remodeled educational facilities.
- 1.2 Authority - West Virginia Code 18-9C, 18-9D, 18-5-10, 18-5-13, and 18-5-13a.
- 1.3 Filing Date -
- 1.4 Effective Date -
- 1.5 Repeal of Former Rules - None - Revision of rule formerly filed in 1992.

SECTION 2.0 Incorporation by Reference

- 2.1 Copy of sections of rules and regulations proposed to change are attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Division of Administrative Services.
- 2.2 Summary of rules and regulations below:

SUMMARY OF RULES AND REGULATIONS

The state Department of Education has a responsibility to provide guidance and assistance to counties in their efforts to continuously improve all aspects of educational programming, including physical facilities. The Department of Education endeavors to fulfill its leadership responsibilities and assist in establishing a thorough and efficient system of education for all the children of West Virginia. This handbook for school facilities planning has been prepared to assist public school officials in planning and constructing new facilities, additions and major renovations which will enable West Virginia's 55 county school systems to provide equal educational opportunities for all children.

School facilities are an integral and expensive component of the system of education in West Virginia. As educational programs become comprehensive, the importance of adequate facilities is increased. This increasing importance, combined with aging or obsolete facilities, creates an unending demand. This demand must continuously be provided for in the most concurrent method with implementation of an adequately funded program of school facility construction, will ultimately provide the facilities necessary to accommodate a thorough and efficient system of education.

The proposed changes to the handbook are due to recently enacted legislation and minor changes in agencies that are referenced in the policy.

Planning School Facilities
Regulations for Policy 6200

Chapter 1

SCHOOL FACILITIES PLANNING

100 COMPREHENSIVE EDUCATIONAL FACILITIES PLAN (CEFP)

References:

1. A Master Plan for Public Education
2. Guide for Planning Educational Facilities
3. West Virginia Board of Education - Policy 2510
4. School Laws of West Virginia - §18-9D-1 through 16

Each county shall develop a ten-year Comprehensive Educational Facilities Plan (CEFP) as described in the following sections. The CEFP shall be submitted ~~to the appropriate Regional Education Service Agency (RESA) for review and inclusion in the Regional CEFP,~~ and to the state Board of Education and the School Building Authority of West Virginia (SBA) in the format described in this chapter. This plan is to be ~~amended~~ updated annually, and rewritten every ten years thereafter beginning with the plan submitted in 1990. Approval of the county CEFP must be granted by the state Board of Education, ~~and approval of the regional CEFP must also~~ be granted by the School Building Authority of West Virginia (SBA) prior to funding any project through the SBA. The CEFP must include all projects that alter the instructional square footage of the facility or exceed \$25,000 regardless of the funding source. Routine maintenance projects may not be included in the CEFP unless SBA funding will be requested or utilized to implement them. Required amendments to the plan and/or the plan budget must be submitted to the state Board of Education, ~~RESA,~~ and the SBA, when applicable, for approval prior to the initiation of any construction or renovation project.

Should the plan be altered prior to the ten-year anniversary date or in the eighth year, evaluation of the existing plan required in section 100.019 of this handbook shall be submitted to both the state Board of Education and the School Building Authority with the amendment to approve the revision.

100.01

Key elements for analysis and consideration in the county plan must include the following components-:

- A. The community analysis
- B. Population and enrollment study

- C. The educational plan
- D. Evaluation of existing facilities for compliance with state requirements
- E. Major improvement plan for existing facilities
- F. Translating educational needs into facility needs (including form SBA/WVDE 116) Need criteria MIP

In addition to the individual county plans these, the RESA CEFP shall be responsible for including include the following components for analysis and consideration in the Regional CEFP-:

- G- ~~Table of contents of the regional plan~~
- G. Inter-county facility feasibility study
- E- H. Financing plan--includes a prioritized list of all projects within the county. ~~The regional plan will include a prioritized list of all projects among the counties identifying the utilization priority of state SBA funds.~~
- I. Synopsis of comments from the public hearing(s)
- J- ~~Formal comments from each county board of education in the RESA~~
- K- J. Objective evaluation of implementation
Evaluation method and criteria

100.011 The Community Analysis

References:

- 2. C - 3 & 4

100.0111

A survey of a community's history provides a background against which present conditions acquire meaning. The following aspects of a community's development should be studied carefully:

- A. Population characteristics and density patterns
- B. Population changes due to in- and out-migration patterns and to fluctuations in the birth rate
- C. Changes in land usage (residential, commercial and industrial)
- D. Major highway and street networks and their probable future development
- E. Changes in socio-economic patterns resulting in population shifts within the community

- F. Condition and value of housing in residential areas and of commercial buildings in industrial areas
- G. Availability of community services - libraries, recreational areas, health services, public assembly space
- H. Employment opportunities
- I. Parental expectations of the school
- J. Citizen attitudes and aspirations in general
- K. Possible shifts in housing patterns
- L. Changes in school attendance zones

100.012 Population and Enrollment Study

References:

- 2. C - 4 & 5
- 100.0121

In general, the following statistics are essential components of the Plan enrollment projections:

- A. Population trends of the total school community
- B. Birth rates and the number of births
- C. Public school enrollment figures
- D. Non-public school enrollment figures
- E. Drop outs and average attrition rates
- F. Enrollment projections per school calculated by a method which considers all the above components
 - 1. By individual school - existing
 - 2. By individual school - proposed in ten-year plan

100.013 The Educational Plan

References:

- 2. C - 9 & 10

100.0131

The Educational Plan provides a standard against which existing facilities can be measured i.e., how well do the facilities support the goals defined in the plan. This includes an analysis of the current educational program and projections of the planned educational program. The educational plan shall include the following areas:

- A. The curriculum plan - What knowledge, understanding, attitudes, skills, and habits of life should be developed through the experiences provided for children?
 - 1. What are the general characteristics of a high quality school program? (Refer to state guides and basic county philosophy and goals)
 - 2. Are there any groups of youngsters whose needs are not now adequately accommodated? (i.e., handicapped, gifted, etc.)
- B. The operations plan - Design and conduct of the teaching and learning environment

1. Will the environment encourage openness in education or structure or both?
 2. Will the educational environment go beyond the classroom? (ie., into the community)
 3. What, if any, major changes in the teaching-learning environment are anticipated to more fully achieve the county's educational goals?
- C. The instruction plan - Program description and methods of instruction
1. What will be the major components of the instructional program? (ie., general course of study; vocational, adult or community education; special education; driver education; physical education; co-curricular activities; computerization and technology; or advanced courses in science, math, language arts, and social studies, etc.)
 2. Will the instructional program be organized into semester subject matter units, mini-courses, core programs, experimental learning units, or some other basis?
- D. The organization plan - The pattern or system adopted to promote instructional missions
1. Will the school system be predominately organized on a K-4, 5-8, 9-12, or some other pattern?
 2. Will the typical one-teacher-per-class pattern be followed, or are teaching teams to be involved all or part of the time?
 3. Generally, will there be self-contained or departmentalized classroom instruction?
 4. Generally, will there be typical grade patterns or will there be an ungraded or flexible grouping of pupils?
 5. What should be the maximum or minimum enrollment and total number of instructional areas in each building?
 6. What is the plan for providing vocational education?
- E. The personnel plan
1. What allocation of staff will be made (to each building) to implement the educational plan?
 2. Describe how professional staff efficiency will be addressed in this plan.
- F. The support plan
1. What kinds of support services are essential to carry out the instructional plan? (ie., cafeteria, health, instructional media centers, transportation, guidance, television)
 2. Describe how support staff efficiency will be addressed in this plan.
 3. How will these services be more operationally efficient?

100.014 Evaluation of Existing Facilities for Compliance with State Requirements

References:

2. C - 11

100.0141

The evaluation of existing facilities shall include a survey of each plant in the county using the SBA approved School Facility Evaluation Instrument. This evaluation will provide objective data on the condition of the existing building, its appropriateness for delivery of the instructional program, and its ability to support the present and projected enrollments in an effective and efficient manner. This data can help determine if the facility can be economically modified to house the projected educational program and at what cost. The services of a qualified facilities planner are necessary.

100.0142 Criteria for Evaluating Existing Buildings

- A. Health and safety considerations. These will be identified as required by the regulatory agencies and will be used as a criteria for determining prioritization of projects for SBA funding. Regulatory agencies include the offices of the West Virginia Fire Marshal, West Virginia Department Division of Health, West Virginia Department Division of Highways, ~~school-facilities-planning division~~ Office of School Transportation and Facilities of the West Virginia Department of Education, SBA, etc.
- B. Facilities improvements and new facilities must accommodate the educational programs by design. The building design will be dictated by the curriculum. Existing and new facilities must meet regulations of the state Handbook.
- C. Facilities must comply with state policies, federal and state laws, and, when applicable, guidelines of the SBA.
- D. Economies of scale include compatibility with similar schools that have achieved the most economical organization, facility utilization and pupil-teacher ratios.
- E. County boards of education will be required to justify the closure of facilities or the continued use of facilities that do not comply with the criteria for evaluating school facilities.
- F. Economies of scale based on enrollment are as follows:
 1. Elementary schools with a minimum enrollment of 300 students in grades 1-6, 200 in grades 1-4, or a minimum of 2 classes (22 each) per grade level, are recommended to achieve economies of scale. Early childhood, kindergarten and exceptional students may increase this minimum standard.

2. Middle and junior high schools with a minimum enrollment of 450 students grades 7-9 or 6-8, 5-8 schools with 600 students, or schools with 150 students per grade level minimum are recommended to achieve economies of scale at the intermediate level.
 3. High schools with a minimum enrollment of 600 students grades 10-12, 800 students grades 9-12 or 200 students at each grade level are recommended to achieve economies of scale.
 4. Geographic or other considerations may require exceptions to be considered; regional planning should also be considered to achieve these minimum enrollment standards.
 5. A minimum of 85% of the building design capacity should be considered for early childhood, intermediate, and adolescent facilities.
- G. Energy efficiency
 - H. Program support appraisal
 - I. Building utilization
 - J. Site analysis
 - K. Standards for accreditation

100.015 Financing Plan

Identify the source of funding to be utilized in the financing plan.

- A. Sources of funds
 1. Local bonding potential - unencumbered
 2. Excess levy funds
 3. Federal aid funds
 4. Sale of abandoned school sites and buildings
 5. State funds (including SBA)
 6. Permanent improvement funds
- B. Cost of needed improvements as determined by an architect, professional engineer, or other professional project estimator
- C. If a project benefits more than one county in the region, include in the plan the manner in which the cost and funding of the project shall be apportioned among the counties.

100.016 Translating Educational Needs into Facility Needs

The CEFP shall be based upon the community analysis, the population and enrollment study, the education plan, the evaluation of existing facilities for compliance with state requirements, the regional feasibility study and the financing plan.

The CEFP is an illustrated document which describes existing and future buildings, area and population of students to be served, site topography, building orientation, climate, vehicular and pedestrian circulation, location of utilities, site development, financial capability and neighboring land use - both current and projected.

Master planning is a way of identifying the best route to the future through a workable plan for handling priority rated, predictable situations and anticipated changes. A master plan defines ultimate goals for the institution and accounts for the facilities required to help achieve these goals. The capacities and capabilities thus defined are realized, if necessary, through several phases of construction and expansion or reduction and modification. These activities are viewed in terms of their relationship to the total program. A summary of the county's master plan should be represented by a projected ten-year time line (See Appendices), and should include Facility Classification Form SBA/WVDE 116 (See Appendices). ~~This form is~~ To serve as a cover page for a ~~narrative~~ the reports on each individual facility use Form SBA/WVDE 132 and include the feeder school summary narrative and individual school improvements' list. The narratives ~~is~~ are to describe in detail the future action to be taken in ~~the~~ each school and the proposed date for the change. For example:

- A. A school scheduled to close should indicate receiving school(s) and number of students to be transferred to each; a school scheduled for improvements should indicate what capital improvements are to be made and estimated cost.
- B. A school scheduled as a receiving school should indicate the improvements needed to accept additional students, the number of students projected to enter the school, and the school(s) from which students are to be transferred.
- C. A school scheduled for grade reconfiguration should indicate all schools involved (closed or others reconfigured), the number of students affected and the projected number of students in the school after the reconfiguration is completed.

Form SBA/WVDE 132 including the narrative school reports should be organized by attendance area. A feeder school summary report Form SBA/WVDE 132 will be used as the cover sheet for the narrative report for each attendance area. The narrative report will contain pertinent information regarding any change in school usage or planned facility improvement should be included. School(s) scheduled to remain the same throughout the plan period should be addressed with a brief narrative to describe its present activity, and condition and any future improvements.

Analysis of the data compiled in the CEFPP regarding enrollments, the educational program, the condition of existing facilities and the ability of each facility to support the educational program will result in the identification of specific inadequacies in each school that need to be addressed. Develop a list of projects at each facility needed to address the inadequacies in health and safety, building integrity or educational capability of the facility.

New facilities shall not be constructed for student populations that are projected to fall below 85% of the required economies of scale guidelines for minimum school enrollments within 10 years of the completion date of the construction. See Chapter 1, Section 100.0142 (F). Consideration may be given to extraneous factors that may alter their requirement provided the project is approved by the state Board of Education at the time of construction.

100.017 Inter-County Facility Feasibility Study

- A. Each county shall submit to the RESA state Board of Education and the SBA a list of grouped, inter-county attendance areas where potential exists for cooperative utilization of a facility between or among counties within the RESA or between counties of adjacent RESA's. (May include multi-county and inter-regional facilities, i.e., magnet schools, area vocational centers etc.)
- B. A planning study is to be completed to assure that an efficient and effective instructional delivery system will be utilized addressing each of the items indicated in Chapter 1, Section 100.01 (A-KJ).
- C. Describe the results of the study.

100.018 Synopsis of Comments From the Public Hearing(s)

Prior to submitting the ~~Regional~~ CEFP to the SBA for approval, ~~one or more~~ a public hearing(s) must be held ~~regionally~~ to provide broad-based community input into the plan. As an addendum to the CEFP, sufficient documentation, including verification of public notices from the local newspapers and a synopsis of all comments received during the hearing(s) must be included. ~~A formal comment from each county board of education in the RESA shall be submitted to SBA for consideration in their approval process.~~

100.019 Objective Evaluation of Implementation

As part of the total ~~Regional~~ CEFP, ~~with~~ the RESA county shall include the objective means to be utilized in evaluating implementation of the overall plan and each project included therein. The evaluation shall measure how:

- A. Each project furthers each of the quality educational goals of SBA as defined in §18-9D-16 of the WV Code. This shall include: Student health and safety, economies of scale, travel time and other demographics, achievements of effective and efficient instructional delivery system, curricular improvements, innovations in education, and adequate space for projected student enrollments;
- B. Prioritization of projects ~~both~~ within the county ~~and among counties~~ serves as a basis for determining expenditure of available funds; and,
- C. The overall success of any project relates to the facilities plan of the region and the overall goals of the state Board of Education and SBA.

101 EDUCATIONAL SPECIFICATIONS FOR A SPECIFIC SCHOOL CONSTRUCTION PROJECT

References:

2. E - 2 & 3

101.01

The development of educational specifications for each new school facility is a team, rather than an individual, activity which is accomplished by school administrative unit personnel with or without the assistance of an outside consultant. The chief school administrator, or the RESA director in cooperative projects, recommends persons for committee appointment. A representative of the SBA will be appointed to the committee if SBA funds are utilized in the project. The (school) appropriate board then acts on these recommendations. The committee chairperson is usually the principal of the proposed facility. If that official has not been identified, then the principal of another administrative unit facility can serve. The working committee should be small and selective. It should be balanced in composition, with diversified interests, knowledge, and skills represented. Members should understand their role in relation to both the immediate task and the entire project. They should also understand the necessity for cooperation. Ordinarily members of the teaching staff and others who will be immediately involved in the use of the proposed facility are most able to provide the type of information required in educational specifications. Some important considerations in the selection of committee members are:

- A. Time available to spend on the project
- B. Knowledge about the project
- C. Imagination and creativity
- D. Ability to work with people
- E. Interest in the improvement of the school

101.02

Educational specifications should describe the learning activities that will be housed in the proposed facility; the number, grouping and nature of the people involved; the spatial relationship between the facility and site; the interrelationships of instructional programs with each other and with non-instructional activities; the major items of furniture and equipment to be used; and any special environmental provisions which would improve the learning environment and promote staff efficiency. Educational specifications should avoid rigid architectural prescriptions, confining its remarks to educational matters.

101.03

Educational specifications describe the educational activities which a proposed facility must support and the types of spaces which will best accommodate program requirements. They are not a precise delineation of the instructional program; nor are they technical specifications of the type that the architect or engineer directs to the contractor. They are, however, in a temporal and developmental sense, a connecting link between the program and technical statements.

The educational specifications document is a vehicle of communication between the educator and the architect: the educator identifies the educational objectives and suggests general facility needs; the architect bases his facility design on this information. Five Copies of educational specifications for any new facility shall be submitted to the state Board of Education and the SBA for review at the time they are submitted to the architect for design consideration.

102 SELECTION OF FURNITURE AND EQUIPMENT

References:

2. J

102.01

Classroom furniture and equipment should be considered during the initial planning stage and should be selected on the basis of its contribution to, and compatibility with, the total educational program.

102.02

Criteria for selection should include the following:

- A. Appearance
- B. Maintenance
- C. Safety
- D. Comfort
- E. Durability
- F. Building codes
- G. Guarantees
- H. Flexibility
- I. Availability
- J. Cost

103 OCCUPANCY OF NEW EDUCATIONAL FACILITIES

References:

2. O

103.01

Teachers and other employees shall be informed of the operation of the building, particularly fire escape routes, heating, ventilating and air conditioning systems and communication systems.

103.02

No educational facility shall be occupied without prior approval from the state Department of Education and state and county Regulatory Agencies, and School Building Authority when appropriate.

104 FACILITIES PROGRAM CONTROL

104.01

When projects are SBA funded, SBA guidelines regarding administration and project control shall be in effect. On single county projects, the county board of education maintains complete control of the entire construction program. On new cooperative inter ~~multi~~-county projects, ~~the-RESA-board-of-directors-is responsible-for-appointing~~ a joint building council of individuals from the cooperating counties ~~to-control~~ shall administer the construction project. This council shall include, but not be limited to: the respective county superintendents, one member from each Board of Education, the principal of the new facility, if known, and one classroom teacher from each county, ~~and-the-RESA director-or-designee~~. The council shall control each project by:

- A. Authorizing a study of the educational program and subsequently adopting educational policies for implementation;
- B. Authorizing the survey and adopting a building program on the basis of the results thereof;
- C. Establishing site criteria, inaugurating steps to select and purchase sites and authorizing the purchase of sites;
- D. Authorizing the preparation of and approving educational specifications for each building;
- E. Selecting the architect, educational consultant, legal advisor and other specialists;
- F. Authorizing the preparation of architectural drawings and specifications, approval of preliminary plans, working drawings and specifications and any subsequent change;
- G. Deciding when to proceed with construction, soliciting bids, awarding contracts and inspecting and accepting the completed building;
- H. Authorizing the expenditure of necessary funds at each stage of the program;
- I. Designating one county as the fiscal agent to handle the business functions of the building council on inter-county projects.

105 RULES AND REGULATIONS FOR COUNTY BOARDS OF EDUCATION TO FOLLOW REGARDING SCHOOL CLOSINGS OR CONSOLIDATIONS

Section 13a of Article 5, Chapter 18, of the Code of West Virginia provides that:

. . . the state board shall promulgate rules and regulations which shall prescribe in detail the type of supporting data a county board of education shall include as part of its written statement of reasons required by this section for school closing or consolidation, and which shall include any data required by the state board of education to amend a county's comprehensive educational facilities plan.

Pursuant to this statute, all county boards of education, except in cases in which a construction bond issue was passed by the voters and which bond issue included the schools to be closed or consolidated and included in an approved CEFP, must prepare and reduce to writing reasons and supporting data concerning proposed

school closings or consolidations to be submitted to the state board of education for approval in accordance with state Board of Education Policy 6200 and the West Virginia Code.

105.01 Enrollment

- A. Population changes - trends in population growth or decline in the county, the attendance area of the school targeted for closure or consolidation and the school or schools which will receive the students affected
- B. Population characteristics, such as birth rates and age composition (including the number of pre-school and school-age children)
- C. Maps showing growth or shifts in distribution of population within the county and affected schools
- D. Projections of enrollment, by grade in respective attendance area, for the next ten years
- E. Explanation of the projection method utilized

105.02 Facilities

- A. Maps showing the schools, by grade configuration and student enrollment, targeted for closure or consolidation and the schools that will receive the students
- B. Physical appraisal of the school targeted for closure or consolidation and the school or schools which will receive the students. This appraisal should include age, number of buildings, general condition, adequacy related to structural, electrical and mechanical systems to provide a safe and healthful environment. Refer to SBA facility evaluation form.
- C. Evaluation of the school targeted for closure or consolidation and the school or schools which will receive the students in regard to their adaptability to the present and proposed educational programs and the provision of related services
- D. Measure of the utilization of the school targeted for consolidation or closure and the school which will receive the students in regard to the following:
 - 1. What is the operating capacity of each facility?
 - 2. What is the utilization factor of each school?
 - 3. What will be the effect of this proposed school closure or consolidation as to utilization and operating capacity?
 - 4. What is the projected enrollment of receiving schools?
- E. Comparison of the accessibility (barrier-free environment) for the handicapped of the school targeted for closure or consolidation and the school or schools which will receive the students.
- F. Elaboration of the effect the proposed school closing or consolidation will have on the school system's future plans regarding grade configuration, educational programs and facility requirements.

105.03 Finance

- A. Itemization of the anticipated cost or savings the county will experience in all areas as a result of the proposed school closure or consolidation

- B. Cost of any renovation or addition resulting from the proposed school closure or consolidation

105.04 Personnel

An analysis of the effect the proposed school closure or consolidation will have on professional and service personnel

105.05 Transportation

An analysis of the effect the proposed school closure or consolidation will have on the county pupil transportation system, including present and proposed transportation times of the affected students. (Reference 202.02)

105.06 Educational Program

Complete a projected educational program improvement analysis which includes a statement of assurance that the following have been considered:

- A. 2510 - Assuring the Quality of Education: Regulations for General, Vocational and Special Educational Programs
- B. The Criteria of Excellence
- C. Policy 6200 - Handbook on Planning School Facilities

105.07

Pursuant to West Virginia Code 18-5-13 and 18-5-13a, county boards of education must do the following by the first Monday in April:

- A. Shall hold a public hearing, notice of which shall be advertised by publication in a newspaper in general circulation in the locality of the affected school at least once per week for four successive weeks prior to the date of hearing. The notice shall contain:
 - 1. Time and place of the hearing
 - 2. Proposed action of the board of education
- B. Must have written reasons and supporting data regarding the proposed school closings or consolidations in the office of the county superintendent during the four consecutive weeks prior to the public hearing.
- C. Copies of the notice of public hearing must also be posted in the school targeted for closure or consolidation in conspicuous working places for all professional and service personnel to observe and shall remain posted for four successive weeks.
- D. At least a quorum of the school board members and the county superintendent from the county wherein the affected school is located shall attend and be present at the public hearing.
- E. During the public hearing, members of the public shall have the right to be present, submit statements and testimony in their behalf and question county school officials.
- F. After provisions A through E above have been completed, county boards of education must take a formal vote on the school closure or consolidation issue.

105.08

Once the statutory provisions have been complied with, and prior to implementation of any school closure or consolidation, the county's CSEFP must be amended. The county must file this amendment with the state Board of Education for its approval and this amendment must:

- A. Be signed by the county superintendent and give the date the action was taken by the local board.
- B. Contain assurances that applicable sections of the West Virginia Code 18-5-13, (3), (4), (5), 18-5-13a, and Policy 6200 have been addressed.
- C. Contain justification for the proposed consolidation or school closing. This justification must be supported by supplemental data and information pertinent to the following subjects: enrollment, facilities, finance, personnel, transportation and educational programs, as described above.
- D. Contain documentation of all hearings, motions and other actions concerning the proposed school closings or consolidations.

105.09 Emergency School Closure Consideration

Should the need for an emergency school closure exist, West Virginia Code 18-5-13, Section 4, provides that the State Superintendent of Schools may make such a declaration. However, this would not waive the statutory requirements of 18-5-13a.

In order to merit consideration for emergency status by the State Superintendent, the following assurances must be met:

- A. Educational program - educational opportunities are equal to or greater for students at the receiving school
- B. Transportation - proposed routing schedule does not result in undue time in transit for students according to recommended age appropriate travel times
- C. Exceptional students - programmatic offerings and educational spaces are appropriately accessible to handicapped students
- D. Health/safety - transfer of students would not result in any health/safety concerns which would adversely affect students and staff
- E. Capacity - receiving school has the capacity to adequately house projected enrollment

STATUTES, PROCEDURES, AND TASKS

1400 RELATED INFORMATION - STATUTES

Reference: 8.

1400.01

School construction or improvement projects are frequently influenced or regulated by various statutes of the Code of West Virginia. Listed are sections with which school personnel should be familiar.

CHAPTER	ARTICLE	SECTION	SUBJECT
10	2	1-5	Public Recreation & Playgrounds
10	2A	1-26	Athletic Establishments
11	8	5-32	Levies
11	10	11d	Prerequisite to final settlement with state or political subdivision contractor; penalty
13	1	2-4	Bond Issues For Original Indebtedness
16	1	7	Board of Health;
16	1	9	Promulgation of rules and regulations
16	2	26	Supervision over local sanitation
18	3	9a	Establishment-of-multi-county-regional educational-service-agencies
18	4	10	Authority of state superintendent as to fire hazards and safety of buildings
18	4	11	Duties (5): Close temporarily a school when conditions are detrimental to the health, safety or welfare of the pupils
18	4	11	Other powers and duties (3): Recommend for condemnation buildings unfit for school use
18	5	5	County Board of Education: Exemption of school property from legal process & taxes
18	5	6	Validation of titles to land in possession of board
18	5	7	Sale of school property; oil and gas leases
18	5	8	Condemnation of land necessary for educational purposes
18	5	9	Schoolhouses, buildings and equipment
18	5	10	Approval by state board of plans & specifications for buildings
18	5	11	Joint establishment of schools
18	5	12	Bond of contractors
18	5	13	Authority of boards generally: consolidation; transportation of pupils
18	5	13a	School closing or consolidation
18	5	25	Duties of superintendent as secretary of board (3) & (4)
18	5	36	Payment for fire services on public school property

CHAPTER	ARTICLE	SECTION	SUBJECT
18	6	1	Driver Education
18	9	1-8	School Finances
18	9D	1-16	School Building Authority
18	10F	1-6	Disabled Persons and Public Use Buildings and Facilities: Elimination of structural barriers in public buildings
21	5A	1-11	Wages for Construction of Public Improvements
29	3	19	Fire Prevention and Control Act: protection
29	12	5a	State Insurance: WV Board of Risk and Insurance Management
30	12	2	Use of title "architect"
30	13	13	What plans of state political subdivisions to be approved by registered engineer
38	2	39	Public buildings; bond of contractor; no lien in such case
47	5	1-3	Safety glazing material in hazardous locations
54	1-2	1-11	Eminent domain
61	10	15	Pecuniary interest of county & district officers, teachers and school Officials in contracts; exception; offering or giving compensation; penalties

1401 INCLUSION OF PLANS IN COMPREHENSIVE EDUCATIONAL FACILITIES PLAN (CEFP)

1401.01

Regulations of the West Virginia Department of Education and West Virginia Code §18-9D-16 require all plans for new construction, additions or renovations, major improvements, closings, and grade reconfigurations to be included in the CEFP. The CEFP must be amended to include projects deemed necessary by the county board of education but not included in the original CEFP.

In order to ensure that the state board and the SBA be fully informed about proposed amendments to comprehensive plans, the following conditions must be satisfied:

- A. All requests for amendments to CEFPs, including budget amendments, must be signed by the county superintendent and must show the date such amendments were approved by the county board of education.
- B. Changes in comprehensive plans may not be implemented prior to state Board of Education approval and, for those projects receiving SBA funds, SBA approval.
- C. All amendments must be fully explained; substantive changes must be accompanied by complete justification with data addressing the subjects of enrollment, facilities, finance, personnel, transportation and educational programs.

- D. The proposed amendments shall include evidence of citizen awareness of changes in the comprehensive plan.
- E. Approval of the closure by the state Board of Education automatically amends the CEFP and the Regional CEFP. However, this does not assure SBA funding of a related project.

~~1401.02 Regional-Comprehensive-Educational-Facilities-Plan Approval-Process~~

~~Each-RESA-shall-develop-a-preliminary-regional-CEFP-that addresses-the-facility-needs-of-each-county-in-their-region. The-CEFP-shall-be-in-accordance-with-the-regulations-of-the state-Board-of-Education-and-SBA.~~

1401.0203 Submission of Design Development Plans and Specifications for Individual Projects

Once the regional comprehensive plan has been approved, individual project planning should be implemented. Under statutory authority and regulations, approval of plans and specifications for the construction of new buildings, additions, and renovations is required by the state Board of Education, the SBA when SBA funds are utilized, West Virginia Department Division of Health, West Virginia Department Division of Highways when new construction, and the state Fire Marshal's Office. The Local Education Agency (LEA) and project architect shall be responsible for securing approval of design development plans from each of these agencies.

1401.0304 Plan Review Process - Design Development Plans

The LEA and project architect are responsible for distributing educational specifications, design development drawings, outline specifications and P-1 form for project approval. Documentation must be provided to the state Department of Education, and when applicable to the SBA. The LEA will distribute plans to the state regulatory agencies in the following manner.

- A. One set of plans and specifications and the application for project approval (P-1) to the West Virginia Department of Education
- B. One set of plans and specifications to the West Virginia Department Division of Health
- C. Two sets of plans and specifications to the West Virginia Fire Marshal's Office
- D. If new, one set of plans and specifications to the West Virginia Department Division of Highways
- E. If SBA funds are being utilized, one set of plans and specifications to SBA
- F. See Chapter 14, Section 1401.05 06 regarding plan approvals.

1401.0405 Interagency Review

Each month a meeting, conducted by the coordinator of school transportation and facilities of the state Department of Education, is held with representatives of the state regulatory agencies. Individual project plans and specifications are reviewed and discussed, and the comments of each agency reviewer are noted. Plans and specifications not received on or before the

first Wednesday of the month will not be reviewed at the current month's meeting. These will be discussed at the next monthly meeting. Staffing of the state regulatory agencies is such that in many cases review cannot be accomplished within the 30 day time frame.

Therefore, in order to insure review and approval prior to planned construction, a 60 day period should be set aside for plan review. If all requirements have been met, the project is then recommended to the state Board of Education, and SBA if applicable, for approval. After the meeting, the county superintendent is notified of the status of his project. Projects shall not be advertised, contracts awarded, or construction started until the plans and specifications are revised to conform with the review comments.

1401.05 06 Plan Review Process - Final Plans
Approval of preliminary, design development or final construction plans and specification must always be contingent upon final review by the appropriate regulatory and funding agencies. The procedures outlined in Chapter 14, Sections 1401.03, 1401.04 and 1401.05 must also be followed in the submission of final plans.

1402 CONTENT OF DOCUMENTS SUBMITTED FOR APPROVAL

1402.01

Design development plans, educational specifications, and building outline specifications should include the following items.

- A. Plot plan which includes size and shape of site, orientation, general topography, location of existing and new buildings, streets and highways, means of sewage disposal, and tentative development of the site
- B. Floor plans showing existing and new buildings (minimum scale of 1/16 inch), type of wall, floor, partition, roof and stair construction, size and purpose of rooms, stairs, corridors, doors, windows, plumbing fixtures and built-in equipment, and probable future additions
- C. Elevations, at least one side of the building, overall dimensions, finished floor and ceiling levels, finished outside grade level, windows, doors, steps, areas, retaining walls and materials
- D. Sections explaining any conditions not made clear on other drawings
- E. Proposed service connections, including gas, water, electricity and sewer, name of public service district or provider, and location of wells and sewage disposal system, if any
- F. Outline specifications to augment information shown on drawings
- G. Description of how the current facility does not meet the following goals, and how the proposed project will meet them
 1. Student health and safety needs

2. Economies of scale, including compatibility with similar schools that have achieved the most economical organization, facility utilization, and pupil-teacher ratios
3. Reasonable travel time and practical means of addressing other demographic considerations
4. Multi-county and regional planning to achieve the most effective and efficient instructional delivery system
5. Curricular improvement and diversification, ie., computerization and technology, and advanced senior courses in science, math, language arts, and social studies
6. Innovations in education, ie., community-based programs and year-round schools
7. Adequate space for projected enrollment

1402.02 Final Plans and Specifications

These shall include the following:

- A. Site or plot plan - size and shape of site, adjoining streets, highways and walks, position of existing and new buildings on the site, location and connections of all service lines, finish contours with finish grades at building and elevation of first floor rooms, location of wells and sewage disposal system, if any, general landscaping and location of walks, driveways, parking areas and exterior steps
- B. Floor plans showing existing and new buildings (each floor and roof at not less than 1/8 inch scale), footings and foundations, dimensions and schedules showing type and size of each door and window, complete figures so that size and thickness of walls and partitions can be readily determined, level of finished floors, furred walls and ceilings, door swings, location of built-in equipment, floor construction, run, dimensions and spacing of joists and girders, notation of safe live loads, and materials
- C. Elevations for all sides (same scale as architectural plans)
- D. Sections (same scale, or larger, as that of floor plans), to show clearly special conditions, typical stairs, instructional spaces and corridors, equipment and fixtures, floor construction, levels and thickness, wall and ceiling construction, typical windows, interior and exterior doors, finish material, roof construction, fire barriers, and smoke pollution
- E. Details (larger scale) showing typical exterior wall sections, footings, foundations, floors, windows, cornice and roof, all vertical dimensions, each type and size of door with glazing and paneling, frame and trim, each type of window, together with distances to floor and ceiling, stairs, including risers, treads, handrails, newels and landing lines, chalkboard, bulletin board, trim, chalk troughs, built-in equipment, counters, cupboards and drawers, and wardrobes, unless of standard manufacture

- F. Plumbing plans, including foundation drain lines, storm and sanitary sewer lines, complete water supply system and location of all plumbing fixtures, including hose cabinets and sewage disposal system
- G. Heating and ventilating plans showing size and type of heat unit, with all connections, pumps, all supply and return lines with sizes, valves and slopes, motors and fans, including types, periphery speed, capacity and air velocity in ducts, and locations, sizes and capacity of all ducts, grilles and ventilators
- H. Electrical plans using standard symbols to show all connections, inside and outside, location of wall, floor and ceiling outlets or receptacles, location and size of all conduits, capacity of outlets, location and details of switch panels, circuit breakers and fusing, location and connections for all bells, alarms, clocks and special outlets, and types and designs of lighting fixtures
- I. Structural plans showing all concrete and steel columns, beams, trusses, girders, joists, slabs and reinforcing, fireproofing of structural members, details, diagrams and schedules as required for a complete understanding of plans
- J. Complete specifications augmenting the information shown on the drawing, giving details on construction materials and methods, mechanical equipment and installations and tests. In general, specify all window shades, toilet room accessories and lockers and all other permanent equipment forming an integral part of the building.

1402.03 Application for Approval of Preliminary and Final Plans and Specifications - Form P-1

1402.04 Exceptions Process

Local educational agencies may appeal any recommendation the joint interagency review committee or its professional staff makes. A final appeal of any committee decision to the state Board of Education is available to the local agency, which must notify by letter to the coordinator stating its intention.

NOTE: Fire Code appeals must be made to the state Fire Commission.

1403 ARCHITECTURAL AREA AND VOLUME OF FACILITIES

1403.01

The "Application for Approval" (form P-1) requires data on proposed buildings. The information is necessary for the Department to make space and cost comparisons and disseminate construction data to agencies and interested persons. If area and cubage data are to be valid in comparisons, the same method of computation must be used.

1403.02 Architectural Area of Buildings

- A. The architectural area of a building is the sum of the areas of all floors of the building, including: basement, mezzanine, intermediate floored tiers and penthouse of

- headroom heights, measured from the faces of exterior walls or from the center line of walls separating buildings.
- B. Covered walkways, open roofed-over areas that are paved, porches and similar spaces shall have the architectural area multiplied by an area factor of 0.50.
 - C. The architectural area does not include such features as pipe trenches, exterior terraces or steps, chimneys or roof overhangs.

1403.03 Architectural Volume of Buildings

The architectural volume (cube or cubage) of a building is the product of the total areas defined above times the height from the under side of the lowest floor construction system to the average height of the surface of the finished roof above.

1403.04 Energy Analysis

An analysis documenting the availability and costs of energy types and comparing various space conditioning systems shall be utilized as a basis for the selection of each. Also, an energy analysis to determine the BTU/Gross S.F./Year shall be submitted. The architect/engineer may submit printouts of recognized computer programs to satisfy this requirement.

1404 STANDARDS FOR ARCHITECTURAL SERVICES

1404.01

The project architect will provide services, plans and specifications which may be executed within the project budget. It becomes the architect's responsibility to redesign a project at no cost to a board of education in order to construct a facility within the budget and to comply with county boards of education and state Department of Education requirements.

1404.02

It shall be the responsibility of the project architect to assure that the project meets the requirements of this policy and to assure the legitimacy of bidders.

1404.03 Basis for Determining Architect's Fees

- A. The architect's compensation for the basic services discussed above is usually based on one of the following methods:
 1. Percentage of construction cost of the work
 2. Fixed lump sum fee
 3. Professional fee plus reimbursement of expenses
 4. Multiple of direct personnel expense
 5. Salary, per diem or hourly rate
- B. Counties may contact the SBA with questions concerning architectural services

1404.04 The Architect's Agreement

No services should be rendered by the architect without a definite understanding as to the scope of services and the fee basis. This contract is for the protection of both the client and the architect. AIA standard contract or SBA alternative contract is acceptable.

1405 TRADITIONAL TASKS PERFORMED IN SCHOOL BUILDING PROGRAMS

1405.01

Tasks listed are those generally performed during the completion of a satisfactory school building project. The sequence of tasks is not always the same, nor is the time allotment always the same.

1405.02

Care should be exercised by the owner (County Board of Education) when undertaking any project to assure that all activities are in accordance with statutory and regulatory provisions and that the investment is adequately protected at all times.

1405.03

Particular caution is required in Phase V if the board is acting as its own contractor, or if maintenance employees are constructing the building or addition.

TRADITIONAL TASKS

<u>Approximate Time Allotted</u>	<u>Task</u>	<u>Responsibility</u>
PHASE I 24 to 30 Weeks	Anticipates School Building Needs	O
	Seeks Aid of Education Specialist	O
	Completes Preliminary Survey Determining Remodeling and Construction Needs	O-S
	Acts to Secure Funding	O
	Seeks Legal Counsel on Procedures to Secure Levy or Bond Monies (when applicable)	O
	Initiates Preparation of Educational Specifications	O
PHASE II 12 to 20 Weeks	Seeks Architectural Services	O-S
	Seeks Construction Manager Service	O-S
	Arranges Preliminary and Final Screening of Architect & Construction Manager	O-S
	Selects Architect and Construction Manager	O-S
	Negotiates Architect and Construction Manager's Contract	O-A-S-CM
	Sets Production Time Limits For Building Design & Construction	O-A-S-CM
	Verifies Availability of Utilities and Seeks Necessary Approvals	O-A-CM
Reviews Potential Sites	O-A-S	
Selects and Acquires Sites	O	
Surveys Site and Performs Subsoil Investigations	O-A-CM	

C - Contractor
 O - Owner (Board of Education)
 A - Architect
 S - SBA Representative (when applicable)
 E - Department of Education
 CM - Construction Manager (when applicable)

TRADITIONAL TASKS

<u>Approximate Time Allotted</u>	<u>Task</u>	<u>Responsibility</u>
PHASE II (cont'd)	Analyzes Educational Specifications and Establishes Building Program	O-A-S-CM
	Prepares Schematic Design Documents	A
	Reviews Schematic Design in Light of Educational Specifications	O-A-S
	Prepares Preliminary Estimate of Probable Construction Costs	A-CM
	Reviews Schematic Designs and Preliminary Cost Estimates	O-S
	Prepares Preliminary Design and Layout of Furniture and Equipment	O-A-S
	Prepares Design Development Documents	A
	Prepares Outline Specifications	A-CM
	Selects Equipment	O-A
	Updates Preliminary Estimate of Probable Construction Costs	A-CM
	Submits Design/Development Document for Preliminary Approval by State Agencies	O-A-CM
	Confers on Design Development Review Comments	O-A-S-CM
	Revises Design Development Documents (if required)	A
	Approves Design Development Documents	O-S-E
	Authorizes Preparation of Final Plans and Specifications (Bidding & Construction Documents)	O-S

C - Contractor
 O - Owner (Board of Education)
 A - Architect
 S - SBA Representative (when applicable)
 E - Department of Education
 CM - Construction Manager (when applicable)

TRADITIONAL TASKS

<u>Approximate Time Allotted</u>	<u>Task</u>	<u>Responsibility</u>
PHASE III 16 to 24 Weeks	Approves Special Consultant (if required)	O-A-S
	Confers on Project Specifics	O-A-S-E-CM
	Prepares Final Construction Drawings (Consisting of Drawings and Specifications)	A
	Prepares Final Estimate of Probable Construction Costs	A-CM
	Verifies Construction Time Limits	O-S-CM
	Submits Preliminary Application for Project Approval (P-1) and Final Documents for Approval of State Agencies and Owner	O-A
	Confers on Construction Documents	O-A-S-E-CM
	Revises Construction Documents (if required)	A
	Seeks Approval of Contract Documents by Legal Advisor (if required)	O
	Approves Final Construction Documents	O-E-S
PHASE IV	Advertises for Bids	O
	Issues Bid Documents	A
	Conducts Pre-Construction Meetings for Bidders	O-A-S-CM
	Receives Bids	O-A-S-CM
3 to 5 Weeks	Tabulates and Reviews Bids	O-A-S-CM
	Advises on Contract Award	A-S-CM
	Awards Construction Contract	O

C - Contractor
 O - Owner (Board of Education)
 A - Architect
 S - SBA Representative (when applicable)
 E - Department of Education
 CM - Construction Manager (when applicable)

TRADITIONAL TASKS

<u>Approximate Time Allotted</u>	<u>Task</u>	<u>Responsibility</u>
	Issues Notice to Proceed Letter to Contractor	A
PHASE V	Selects Furniture	O-A-S-CM
	Reviews and Approves Shop Drawings and Submittals	A-CM
40 to 72 Weeks	Makes Adjustments and Corrections of Shop Drawings and Submittals (if required)	O-A-C
	Constructs Building	C-CM
	Conducts Timely Construction Progress Meetings	O-A-S-CM
	Reviews & Observes Construction	O-A-S-CM
	Prepares Field Observation Reports	A-S-CM
	Confers and Accepts or Rejects Construction Deviations	O-A-S-C-CM
	Approves Construction Certificates for Payment	O-A-S-CM
	Pays Construction Costs Monthly	O-S-C
	Reviews Construction Reports, Progress and Delays	O-A-S-CM
	Prepares and Signs Change Orders Requests	A-C-CM
	Approves and Countersigns Change Orders	O-S-CM
	Prepares List of Construction Deficiencies (Project Punch List)	O-A-S-CM
	Accepts Building as Substantially Complete	O-A-S-CM

C - Contractor
 O - Owner (Board of Education)
 A - Architect
 S - SBA Representative (when applicable)
 E - Department of Education
 CM - Construction Manager (when applicable)

TRADITIONAL TASKS

<u>Approximate Time Allotted</u>	<u>Task</u>	<u>Responsibility</u>
PHASE V (cont'd)	Receives Special Guarantees and Warranties from Contractors	O-A
	Instructs Building Owners Staff in Use and Operation of Building	C-CM
	Makes Final Inspection	O-A-S-CM
	Accepts Building as Complete	O-S
	Assembles Project Close Out Documentation and Submits Close Out Documentation to Owners	A-C-CM
	Arranges Dedication	O-A-S
	Makes Final Payment	O-S
	Prepares Application for Final Project Approval (P-1) and Submit to State Agency	O-A
	Prepares Certificate for Project Completion (BP-13-A) and Submit to State Agency	O-A
	Performs Final Walk-through Review of Project and Signs Off On BP-13-A Certificate	O-A-C-E-S-CM
	<u>Accepts Building as Complete</u>	<u>O-S</u>
	Assumes Maintenance	O
	PHASE VI	Performs Walk-through Inspection of Project Prior to the Expiration of Guarantees Warranties

C - Contractor
 O - Owner (Board of Education)
 A - Architect
 S - SBA Representative (when applicable)
 E - Department of Education
 CM - Construction Manager (when applicable)

1406 FINAL INSPECTION

1406.01

When a project is completed, the county must complete a Certification of Project Completion, form BP 13-A (See Appendices) and submit it to the Office of School Transportation and Facilities, and SBA when applicable. If the amounts on the BP 13-A differ from the project budget amount in the regional CEFP, the plan must be amended in order to reconcile any difference. Following receipt of the BP 13-A, the appropriate agencies will contact the county and schedule a final inspection. A final inspection of completed construction shall also be conducted by the project architect, the contractor and the state Fire Marshal, and the SBA project representative when applicable.

NOTE: A certificate of occupancy must be acquired from the Fire Marshal's Office before any completed construction can be occupied.

1406.02

Upon completion of any necessary corrections and subsequent inspection, official final acceptance of the project will be made.

1406.03

For the sake of illustration, the following list contains items which should be examined during the final inspection to assure compliance with final plans and specifications. Examine for proper type, location, installation, finish, cleanliness, mounting heights and operation.

SITE AND DEVELOPMENT

Finish Grading
Landscaping
Drives
Fencing

Seeding
Walks and Ramps
Parking Areas with Curb Cuts
Playground

BUILDING EXTERIOR

Foundation
Window & Door Frames
Railings
Flashing
Drains

Wall Surfaces
Glass & Glazing
Roof Surface
Trim
School Name

BUILDING INTERIOR

Floor Surfaces
Ceiling Surfaces
Doors & Frames
Thresholds
Chalkboards
Wood & Metal Trim

Wall Surfaces
Acoustical Materials
Door Hardware
Window Hardware
Bulletin boards
All Surface Finishes

PLUMBING, WATER, GAS

Fixtures
Cleanouts
Special Toilets

Shutoffs
Drainage System

ELECTRICAL SERVICE

Switches & Plates
Lighting Fixtures
Clock & Program Systems
Telephone Systems
Runs

Panels
Fire Alarm System
Heating & Ventilating
Equipment
Controls
Emergency Lighting

EQUIPMENT AND FURNISHINGS

Lockers
Refrigeration
Display Cases
Elevators

Extinguishers
Fountains
Kitchen Equipment

Chapter 15

1500 STANDARDS FOR EXISTING FACILITIES

The following standards are required for all existing facilities in operation during the 1985-86 school year and thereafter.

1500.01

Buildings, grounds, furnishings and equipment are clean and free from debris.

1500.02

Buildings, grounds, furnishings and equipment are free from observable safety hazards.

1500.03

The county board of education has reviewed the most recent reports of state regulatory agencies and has a plan for corrective action.

1500.04

The county board of education has a policy on the efficient use of energy.

1500.05

All toilet facilities must contain hot and cold water mixing faucets in workable condition and individual stalls with doors on all toilets. Soap, paper towels and toilet tissue must be available to students at all times. All toilet entrance doors must be self closing.

1500.06

All custodians' closets must contain service sinks with hot and cold water.

1500.07

All schools must be attractively painted and illuminated in a manner which most effectively contributes to an environment of visual accuracy and comfort.

1500.08

The county board of education has a policy providing for the eradication and/or containment of asbestos in public school facilities and has on file in each school facility an approved asbestos management plan for that school.

1500.09

The heating, ventilating and air-conditioning systems in all school facilities are maintained in a manner that provides maximum comfort and economy.

1500.10

Adequate drinking fountains in workable condition are available to the school population.

1500.11

The exterior of the building, including windows, doors and roof, is free of air and water infiltration.

1500.12

The county has on file with the state Department of Education an approved current comprehensive educational facilities plan.

1500.13

The county's comprehensive educational facilities plan is properly amended before any renovation, addition or new construction is started.

1500.14

Renovations, additions and new construction are completed in accordance with the most current edition of "Handbook on Planning School Facilities" and the SBA Guidelines and Procedures Handbook when applicable.

Handbook on Planning School Facilities

Policy 6200

The state Department of Education has a responsibility to provide guidance and assistance to counties in their efforts to continuously improve all aspects of educational programming, including physical facilities. The Department of Education endeavors to fulfill its leadership responsibilities and assist in establishing a thorough and efficient system of education for all the children of West Virginia. This handbook for school facilities planning has been prepared to assist public school officials in planning and constructing new facilities, additions and major renovations which will enable West Virginia's 55 county school systems to provide equal educational opportunities for all children.

RESPONSE FORM
REVISION OF HANDBOOK ON PLANNING SCHOOL FACILITIES

Directions: Please use this form to comment on the proposed revisions of the Handbook on Planning School Facilities, Policy 6200

=====

Individual/Organization: _____

Address: _____

General Comments:

Return by October 21, 1994 to:
Cecil C. Dolin, State Director of
School Transportation and Facilities
WV Department of Education
Capitol Complex, Bldg. 6, Room B-252
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330