

Executive Summary

Overview

The School Building Projects Advisory Council (SBPAC), established pursuant to section 10-292q(b) of the Connecticut General Statutes and within the Department of Administrative Services for administration purposes, provides the *Connecticut School Construction Standards and Guidelines* for Local Educational Agencies (LEAs) embarking on a school building project through the Office of School Construction Grants & Review. The *Connecticut School Construction Standards and Guidelines* will be referred to as the *Standards and Guidelines* throughout.

The *Standards and Guidelines* have been developed to provide consistent, clear information for LEAs and Design Professionals and to establish a uniform level of quality and cost for all of Connecticut's public school buildings. They are the culmination of standards, "best practices," accepted procedures, statutory and regulatory requirements, and the experience of experts and authorities across the United States and will apply to all new school construction and new additions to existing buildings. Renovation to existing facilities will adhere to the *Standards and Guidelines*, whenever possible, as approved by the Office of School Construction Grants & Review.

Since the *Standards and Guidelines* must communicate information about so many topics, understanding how the *Standards and Guidelines* are organized will enable users to be better prepared for the exciting opportunity of planning, designing, and constructing school facilities.

An important consideration in administering a statewide program is balancing broadly applicable standards and educational programs and delivery methods. A fundamental tenet of educational facility planning is that school buildings must respond to the educational program. The *Standards and Guidelines* allow LEAs to develop buildings that fulfill their current, unique educational needs and prepare for the future. There are many different ways LEAs deliver educational programs. By designing instructional spaces to be flexible and adaptable, LEAs are better able to accommodate future educational program delivery models.

Throughout the planning, design, and construction phases of a project, there are three factors that must be considered and held in balance: quality, cost, and time. The *Standards and Guidelines* were created to provide parameters to balance fairly these three essential elements for all projects throughout the state.

The *Standards and Guidelines* are intended as a starting point for architects, engineers, and other design professionals along with LEAs to develop solutions to meet the needs of individual school communities. The information is provided to allow the planning, design, and construction process to proceed most efficiently—without undo restriction on the design of facilities—focusing efforts on the creation of the best possible educational environments for each project.

The following table illustrates the standards by which school facilities in Connecticut will be planned, designed, constructed, and funded. The intent of these standards is to establish a baseline for facility design and establish instructional and support space sizes which can be found in the *Compilation of Space* (Chapter 5). *There will be variations in grade configuration, number of students per instructional area, and site size.*

Planning Factors	Facility Planning Standards
Funding Formula	As defined by the Office of School Construction Grants & Review
Student Enrollment	The 8-Year Highest Projected Enrollment (HPE)
Total Project Size - GSF	Highest Projected Enrollment (HPE) x SF/student = Gross Square Feet of Facility
Square Feet/Student	PreK-5 - 104-125 sq.ft./student 6-8 - 119-151 sq.ft./student 9-12 - 163-187 sq.ft./student
Grade Configuration	PreK through 5 Grades 6 through 8 Grades 9 through 12
Number of Students per Instructional Area	25 students per instructional area
Quantity, Size, and Types of Spaces	As defined in the <i>Compilation of Space</i> and approved by the Office of School Construction Grants & Review
Recommended Site Size	ES - 10 acres plus 1 per 100 students MS - 15 acres plus 1 per 100 students HS - 20 acres plus 1 per 100 students

The *Standards and Guidelines* are intended to:

- Be a resource to facility planning.
- Support educational effectiveness.
- Establish a uniform baseline of design considerations.
- Encourage and allow for design flexibility and efficiency.
- Provide and maintain appropriate educational facilities.

Consistent review of this document will increase the performance and efficiency of school facilities and will support the requirements of the educational programs in Connecticut well into the future.

Standards and Guidelines Organization

The *Standards and Guidelines* are organized into seven chapters. They incorporate current educational best practices and facility planning concepts by:

- Recommending educational framework components.
- Identifying instructional space provisions.
- Detailing features and amenities of each space.
- Identifying building materials and systems.
- Providing technology infrastructure recommendations.

Each chapter includes *standards* and *guidelines*. *Standards* are shown in the left-hand column. *Guidelines* are in the right-hand column. The chapters are:

Chapter 1 - Executive Summary contains introductory material that describes the organization of the *Standards and Guidelines* document and provides a general overview of the planning, design, and construction process intended to respond to the educational facilities needs of Connecticut's schools.

Chapter 2 - Educational Facility Planning Concepts contains planning concepts related to current educational best practices including curriculum, organizational models, technology, administration, community use, and learning environments. The facility planning concepts are intended to be informative only and are not standards.

Chapter 3 - Educational Framework contains a series of broad principles associated with organizational, facility, program, and service issues, including grade configuration, school size, class size, high-performing learning environments, special education, early childhood education, and career and technical education. In conjunction with Chapter 2, Chapter 3 provides assistance in developing an educational facility.

Chapter 4 - Site Selection and Design contains information about site size and amenities. Guidelines are also outlined for a multitude of factors to be considered, including various types of site access and circulation, drainage, play/athletic fields and playscapes, fencing, lighting, landscaping, and parking.

Chapter 5 - Compilation of Space is an interactive spreadsheet which assists the LEA to establish the size and quantity of instructional and support spaces for the construction of a new facility or addition(s) to an existing facility. Instructional and support spaces are selected based on the LEA's future educational programs and delivery methods. The size of a school facility is based on the highest projected enrollment (HPE), grade configuration, and square foot per student. The Compilation of Space identifies the maximum overall gross square footage that will be funded by the State for a facility as well as spaces which may be included. With the LEA, the Design Professional will work to develop an educational program that will guide in the completion of the Compilation of Space.

Chapter 6 - Program Space Guidelines contains space diagrams for each type of instructional space in the Compilation of Space. Each diagram contains a graphic representation and information related to features, loose furnishings, finishes, and related notes. ***Diagrams are for illustration purposes only. The final size, shape, furniture, features, finishes, and adjacent spaces shall be based on the educational needs as determined by the LEA and Design Professional.***

Chapter 7 - Building Systems provides model standards and guidelines to establish a level of quality for the systems and materials to be incorporated into an educational facility. They are based upon a 50-year life cycle cost. This chapter will be amended regularly to recognize future improvements in system and material performance and efficiency.

The Standards and Guidelines are to be used along with relevant documents, including current local regulations and ordinances, state and federal building and fire codes, ADA guidelines, state statutes and regulations, the School Safety Infrastructure Criteria Handbook, and other documents as determined by the Office of School Construction Grants & Review.

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