

**STATE POLICIES  
FOR  
SCHOOL CONSTRUCTION AND  
RENOVATION:  
Seen Through a Community Preservation Lens**

**A Report  
by the  
National Trust for Historic Preservation**

**May 2003**

## ALABAMA

**FUNDING:** Capital projects are funded primarily with local funds.

State policy is neutral with respect to new construction and renovation. New school construction and renovation must be approved by the State Superintendent of Education.

**SITE STANDARDS:** Alabama requires: five acres for an elementary school plus 1 acre for every 100 students; ten acres for a middle school plus 1 acre for every 100 students; 15 acres for existing high schools plus 1 acre for every 100 students; and 30 acres for new high schools plus 1 acre for every 100 students.

**MAINTENANCE:** No special requirements.

**PLANNING:** School districts must submit a five-year capital plan for school facility projects, but there is no state requirement that school districts coordinate school facility plans with local government land-use plans.

**DISPOSITION:** State law requires school districts to obtain fair market value for schools taken out of service if they are sold.

**TRANSPORTATION:** Alabama spent \$192.8 million on student transportation in 2002. This is up from \$156.9 million in 1998.

**SCHOOLS AS COMMUNITY CENTERS:** No special programs.

**PRESERVATION-RELATED POLICIES:** No special guidelines governing historic schools. New construction or renovation of school facilities requires State Superintendent approval. If a historic school is renovated, it is expected to meet the requirements of the Southern Standard Building Code.

**OTHER:** The state does not discourage multi-level schools. Under a resolution passed in January 1998 by the State Board of Education, Alabama established a timetable for limiting class sizes in public schools.

**CONTACT/SOURCES:** *Construction Requirements for County and City Public Schools*, Alabama State Dept. of Education, Bulletin 1983, No. 26 (revised), October 1997. Administration & Finance Dept., Alabama Dept. of Education: Tel: 334/242-9747.

## ALASKA

**FUNDING:** Alaska's expenditures for capital school projects fluctuates from year to year, such projects have recently received \$170 million over two years.

**SITE STANDARDS:** For schools with enrollments of at least 100 students, Alaska uses the CEFPI standards and recommends: ten acres plus one acre for each 100 students for an elementary school; 20 acres plus one acre for each 100 students at a middle school; and 30 acres plus one acre for each 100 students at a high school. Other site selection criteria include: proximity to areas served by the school; proximity to recreational or other facilities that benefit students; aesthetics (of natural features surrounding schools); and access to such public facilities as water and sewer services. The standards are based upon AS 14.11.013 and 14.11.100, which provide for departmental review of projects to ensure they are in the best interest of the state.

**MAINTENANCE:** Schools are encouraged to develop maintenance management plans and maintenance training programs.

### **PRESERVATION-RELATED POLICIES:**

**PLANNING:** No special requirements, but the state encourages school districts to consider local land use plans when selecting school sites.

**TRANSPORTATION:** Alaska spent \$49 million on student transportation in 2001-02. This is up from \$33.9 million in 1997-98.

**SCHOOLS AS CENTERS OF COMMUNITY:** Alaska has no special programs promoting schools as centers of community, but the state does look favorably on this concept.

**OTHER:** Multi-level schools are often encouraged in Alaska. Due to the expense of creating school building foundations, the state encourages school districts to minimize the "footprint" of schools. There are no restrictions on schools made with wood-frame construction.

**CONTACT/SOURCES:** [www.ed.state.ak.us/facilities/](http://www.ed.state.ak.us/facilities/). See *Site Selection Criteria and Evaluation Handbook* (1997 Edition), Alaska Dept. of Education and Early Development, Division of Education Support Services/Facilities: Tel: 907/465-6906.

## ARIZONA

**FUNDING:** Arizona is in the middle of implementing a 4-year, \$1.3 billion program to improve school facilities. For 2003, \$400 million has been budgeted for new school construction; \$38 million for major maintenance projects involving existing schools; and \$300 million for deficiency corrections, also to existing schools. To date, the state has more than 6,000 renovation projects underway, spending over \$1 billion on such projects. More than \$1 billion has been approved for new school construction. In addition, the state has received property donations valued at \$70 million for future school sites from developers.

When the estimated cost of renovating an existing school exceeds 65% of the cost of replacing the school, the state recommends that the school district build a new school.

**SITE STANDARDS:** Arizona recommends: five to nine acres for elementary schools with enrollments between 250 and 449 students; six to ten acres for elementary schools with enrollments between 450 and 649 students; eight to 24 acres for middle schools with enrollments between 400 and 599 students; ten to 26 acres for middle schools between 600 and 799 students; 25 to 45 acres for high schools with enrollments between 1,000 and 1,399 students; 30 to 50 acres for high schools with enrollments between 1,400 and 1,799 students; and 35 to 55 acres for high schools with enrollments between 2,200 and 2,599 students. Larger sites are recommended for schools with enrollments higher than those noted here. Many developers donate land for schools in Arizona.

**MAINTENANCE:** School districts are required by the state to repair any school building deficiencies.

**PRESERVATION-RELATED POLICIES:** New school buildings must comply with current building and fire codes, including the 1997 Uniform Building Code. Existing school buildings are not required to comply with requirements for new buildings unless such compliance is specifically mandated by law or by the building or fire code of the jurisdiction in which the building is located. In 2001 Governor Jane Dee Hull signed Executive Order 2001-3, which called for schools to be designed and constructed in a manner that will reduce energy consumption and create more energy efficient facilities.

**PLANNING:** School districts are required to submit capital plans to the state for approval.

School districts are not required by state law to comply with local planning and zoning laws, but as a practical matter, most school districts do comply with these laws.

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** School districts are urged to consider “joint-use” sites, such as those which adjoin community parks and playgrounds. The acreage standards noted above may be relaxed if a joint-use agreement provides a school with access to adjoining public space.

**DATABASE:** The Arizona School Facilities Board maintains a database on the conditions and characteristics of schools throughout the state. Much of the information contained in the database reflects school facility assessments conducted by a private firm.

**LITIGATION:** Arizona's school facilities program has been affected by litigation filed to ensure equitable treatment for poor communities. Several years ago a court order called for more equitable financing for Arizona's schools. The court order called for existing schools to be brought up to required standards and for new schools to be built where needed.

**CONTACT/SOURCES:** Arizona Administrative Code, Title 7, Chapter 6. Visit [www.sfb.state.az.us](http://www.sfb.state.az.us). The School Facilities Board is not part of the Arizona Dept. of Education, Tel: 602/542-6790.

## ARKANSAS

**FUNDING:** State funds for school construction and renovation are “on hold” in light of a recent court decision that found the state’s funding formula for schools to be unconstitutional. One area under scrutiny is school facilities.

**SITE STANDARDS:** For new schools, the state recommends: ten acres for the first 300 students at an elementary school plus one acre for each additional 100 students; 20 acres for the first 500 students at a middle school plus one acre for each additional 100 students; and 30 acres for the first 600 students at a high school plus one acre for each additional 100 students.

Schools in cities, where land is scarce, and existing (including historic) schools are not expected to meet these standards.

**MAINTENANCE:** No special requirements, but this is likely to change soon in light of the recent court decision.

**PRESERVATION-RELATED POLICIES:** Old and historic schools are not required to meet the site standards noted above. Multi-level schools and schools made of wood-frame construction are permitted provided they meet relevant safety standards.

**PLANNING POLICIES:** No special requirements.

**SCHOOLS AS CENTERS OF COMMUNITY:** There are no special state programs in this area, but most schools in Arkansas, especially in rural areas, are considered centers of community.

**LITIGATION:** Litigation charging the state with failing to provide school facilities that are substantially equal in quality for its 450,000 public school students has been filed. State funding formula found to be inequitable and inadequate. Part of the judge’s decision was that the state must become more involved in funding of school facility projects. Case is currently appealed to Arkansas State Supreme Court. If it is upheld then the state will become more involved in the funding of facilities.

**OTHER:** Kindergartners and first-graders must be housed on the ground level of schools – not on upper floors. Existing schools can be multi-level structures so long as they comply with that rule. When school districts dispose of schools being taken out of service, they are required to get fair market value for schools that are sold.

**TRANSPORTATION COSTS:** Information not available.

**CONTACT/SOURCE:** Arkansas Dept. of Education, School Plant Services, #3 Capitol Mall, Room 109D, Little Rock, AR 72201-1071. Tel: 501/682-4261.

## CALIFORNIA

**FUNDING:** California voters approved \$11.4 billion in school bond funds for capital projects in November 2002 and will vote on another \$12 billion bond issue, which provides \$10 billion for public schools, in March 2003.

Except for “Facility Hardship Grants,” which are provided to help school districts address health and safety problems with schools, California policy is neutral with respect to new school construction versus renovation. With respect to the hardship grants, however, if the cost of mitigating health and safety problems with an existing school exceeds 50% of the cost of replacing the school, the state recommends new construction. (See California Code, Section 1859.82, *Facility Hardship Grant*.) Recognizing the special challenges facing urban school districts working in cities where land is both scarce and expensive, California will provide additional funding to help districts build underground parking and multi-level schools, where appropriate.

**SITE STANDARDS:** California recommends 11 acres for elementary schools with student enrollments of 600; 15-20 acres for middle schools with 750 to 900 students; and 45 acres for high schools with 1,600 to 1,800 students. School districts may choose to build schools on larger sites, but if they do so, they must pay for the excess land with their own, rather than state funds. Urban schools may obtain additional state funding to pay for underground parking and to build multi-level schools in areas where land is scarce and expensive.

**MAINTENANCE:** School districts must certify that they have developed an ongoing and major maintenance plan when they apply to the state for capital funding. They are also required to dedicate at least three percent of their operational funds to maintenance (this is up from 2.5%).

**PRESERVATION-RELATED POLICIES:** Historic schools receive some protection under the California Environmental Quality Act (CEQA). The act establishes a duty for school districts to analyze, avoid, mitigate or, where feasible, minimize damage to environmental resources, which include historic schools. The State Architect has initiated a service for school districts that wish to use provisions in California’s State Historical Building Code (SHBC, Title 24, Part 8), which was created to facilitate rehabilitation projects without compromising life safety. California’s Division of the State Architect encourages use of the SHBC for the seismic retrofit and rehabilitation of historic schools. For details see: [http://www.dsa.dgs.ca.gov/plan\\_review/dsapanrev.html](http://www.dsa.dgs.ca.gov/plan_review/dsapanrev.html).

**SCHOOLS AS CENTERS OF COMMUNITY:** Proposition 47, approved by California voters in November 2002, set aside \$50 million (out of \$11.4 billion in capital funds authorized for K-12 schools) to cover costs associated with the joint use of school facilities. For example, the cost of additional space needed to “joint-use” libraries housing both school and community library collections could be recovered through this program. State guidelines note that many school districts plan schools for use in conjunction with park districts, library districts, or other governmental entities. Such cooperative planning is encouraged because it can result in financial

savings as well as recreational and educational areas available to both students and community members.

The After-School Learning and Safe Neighborhoods Partnerships program provides state funding to support local tutoring, homework assistance, recreation and substance abuse services.

**PLANNING POLICIES:** California does not require school districts to include the broader community in school facility planning, but encourages them to do so. School facility guidelines state: “While plan coordination is advisable and notification [to local governments regarding school facility plans] is required prior to [school site] acquisition, school districts retain the authority to overrule local zoning and general plan land-use designations for schools if specified procedures are followed. (See *Government Code* sections 53094, 65402(a), and 65403 and *Public Resources Code* Section 21151.2).

State law permits the governing board of a school district to render a city or county zoning ordinance inapplicable to a proposed use of a school district by a 2/3 vote, but legislation approved in 2001 requires school districts to work more closely with city and county planning officials on school siting. Under this legislation, if either the school board of the local governing body requests a meeting, the other party must agree to meet.

**DATABASE:** California has tried to develop a centralized database on the condition and characteristics of schools in the past but has not had the funds to maintain the database. The last statewide survey was conducted about ten years ago.

**TRANSPORTATION:** California spent \$1 billion on student transportation in 2000-01. This is up from \$784 million in 1996-97.

**CONTACT:** *School Site Selection and Approval Guide; Guide to School Site Analysis and Development* (2000 Edition), California Department of Education, Tel: 916/322-1461. [www.cde.ca.gov/facilities/](http://www.cde.ca.gov/facilities/) and [www.schoolconstruction.dgs.ca.gov](http://www.schoolconstruction.dgs.ca.gov).

## COLORADO

**FUNDING:** Through a competitive grant program, the Colorado Department of Education (CDE) provides funds for K-12 school construction and renovation. In FY 2002-03, \$15 million in state funds was approved. There are 1,632 K-12 public schools in Colorado serving 731,494 students.

Schools applying for CDE funds must use a Facilities Condition Index (FCI). The FCI is the cost of repair and/or renovation divided by the current replacement value of the building. Colorado does not require that a building be replaced once the FCI reaches a specific threshold, but school districts are informed that if renovation costs approach 65% of the school's replacement costs, they should carefully consider replacement versus renovation. At the same time, the state acknowledges that there are many other factors to consider, including: a building's usefulness as an educational facility, community attachment to a school, a school's historical value, the type of renovation required, a building's safety, etc. The CDE strongly encourages school districts to develop a detailed and thorough facility plan but leaves final decisions up to the districts.

**SITE STANDARDS:** No state acreage requirements.

**MAINTENANCE:** School districts must budget at least \$262 (but no more than \$800) per pupil to a Capital Reserve Fund. This fund is used to meet capital needs, which can include renovations and major maintenance projects, if the cost is at least \$2,500. The Fund can be used for non-maintenance related items, such as land acquisition, school buses, software licensing agreements, lease agreements, and other equipment purchases as well.

The capital construction grant program must consider a district's willingness to maintain grant-funded projects. One way a district can do this is by providing a matching commitment to the project, which demonstrates a commitment by the district.

**PRESERVATION-RELATED POLICIES:** The CDE's "Handbook Appendix II" (posted on the web) requires that a school district, its board, and the district's community carefully and thoroughly study options for renovating existing schools before replacing them with new ones. Multi-level schools and schools made of wood-frame construction are permitted, provided they meet relevant safety codes.

**PLANNING:** Section 22-32-124 of the Colorado Revised Statutes states in part: "[T]he board of education shall consult with and advise in writing the planning commission, or governing body if no planning commission exists, which has jurisdiction over the territory in which the site is proposed to be located in order that the proposed site shall conform to the adopted plan of the community insofar as is feasible...Nothing in this subsection (1) shall be construed to limit the authority of a board of education to finally determine the location of public schools within the district and erect necessary buildings and structures."

Colorado leaves school facility planning up to local school districts and their communities.

Districts must comply with local planning, zoning, and growth policies. However, the districts are not exempt from state policies and public school building permits are processed and administered through the state.

**TRANSPORTATION:** Colorado spent \$124.3 million on student transportation in 2001-02. This is up from \$101.7 million in 1998-99. It is not known how many students walk to school.

**SCHOOLS AS CENTERS OF COMMUNITY:** Colorado promotes the concept of schools as centers of community, but implementation of this concept is up to local school districts. School districts can obtain GOCO (Great Outdoors Colorado) money for this purpose. (In 1992, Colorado voters approved the Great Outdoors Colorado (GOCO) Trust Fund, which dedicates a portion of state lottery proceeds to projects that preserve and enhance the state's wildlife, parks, rivers, trails, and open spaces. These projects can take the form of playgrounds, outdoor athletic facilities and parks on school grounds. The funds are distributed through a competitive grant program and, although schools cannot apply directly for the funds, many school districts partner with local communities on projects located on school property, and the community applies for and receives the grant and the school district provides the property.)

Most of Colorado's school districts are rural districts. Often the school is the only non-residential, non-ranch, non-farm, or non-commercial building in a town or region. The school thus becomes an important focal point and center of activity. Schools are the location of libraries, meeting places, weddings, sports events, social events, club meetings, adult education, etc. Decisions regarding the use of school facilities are left up to the school districts.

**LITIGATION:** A civil action, *Giardino v. Colorado State Board of Education*, was filed in Denver District Court. The lawsuit was settled and dismissed when the state legislature enacted Senate Bill 181 in 2000. As a result of SB 181, funds are to be appropriated annually through 2011 for school renovation and construction as long as the state's general fund balance stays above a certain level.

**DATABASE:** Colorado does not maintain a central database on school facility conditions but recognizes the need for such information and is beginning to collect data and looking for a way to fund and maintain a comprehensive database.

**CONTACT/SOURCES:** Colorado Dept. of Education, PSFU/Capital Construction Grants, Tel: 303/866-6948. See [www.cde.state.co.us](http://www.cde.state.co.us).

## CONNECTICUT

**FUNDING:** Actual payments for state school construction/renovation grants in 2002 were \$440 million; in 2003, they will be \$495 million. There are approximately 570,000 students in 1,100 public K-12 schools.

Connecticut is neutral with respect to new school construction vs. renovation.

**SITE STANDARDS:** Connecticut has no minimum site size requirements provided the educational program can be carried out. The state would like to see some schools on larger sites, but recognizes that this is not possible in many urban settings. Connecticut does have maximum acreage standards for grant reimbursement purposes. These are: 10 acres + 1 acre for every 100 elementary school students; 15 acres + 1 acre for every 100 middle school students; and 20 acres + 1 acre for every 100 high school students. Flexibility is allowed for schools in urban areas.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** State legislation approved in 1996 (Public Act 96-270) that made comprehensive, “like new” renovations to existing schools, many of which are historic, eligible to receive the same percentage of reimbursement from the state as newly constructed schools. Thus the renovation of older schools was made more feasible. Connecticut does allow state funding to be used for structured or underground parking for schools when appropriate. Connecticut also allows schools made of wood-frame construction, provided they meet relevant fire safety codes.

**PLANNING:** No special requirements. Applications for capital funding from the state must be approved by the “local legislative body” of the town and the local share of project costs must be authorized by the town, usually through a referendum. Thus the public is indirectly involved in school facility decisions.

**TRANSPORTATION:** In 2001-02, the total cost for public and non-public school transportation was \$272 million, which represents a 7.8% increase over the previous year. This includes costs associated with students who walk to school. In 2001-02, 468,600 students were bused. Connecticut has no data on the number of students who walk to school.

**LITIGATION:** Though not a direct result of a lawsuit regarding equity in school facility spending, the state has initiated legislation to provide for the creation of new inter-district magnet schools, with the state paying between 95% and 100% of the construction/renovation costs.

**SCHOOLS AS CENTERS OF COMMUNITY:** Connecticut does not prohibit public use of school facilities during after-school hours, but state school construction grants may not support the construction or renovation of space within a school used for public purposes unless such space is used exclusively for school purposes during school hours.

**DATEBASE:** Connecticut collects data annually on school facility conditions. This database is maintained by the state's School Facilities Unit. See <http://www.state.ct.us/sde/dgm/sfu/reports.htm>.

**CONTACT/SOURCES:** See <http://www.state.ct.us/sde/dgm/sfu/index.htm> (click on School Facilities Unit, then on Reports).

Connecticut State Department of Education, School Facilities Unit: Tel: 860/713-6464. See <http://www.state.ct.us/sde>

## DELAWARE

**FUNDING:** The state invests approximately \$7 million annually in school renovations through its minor capital improvement program. Major renovations and new construction for projects in excess of \$500,000 are approved through referenda.

If the cost of renovating an existing school exceeds 50% of its replacement value, the state takes a hard look at additional data to determine the potential need for replacement or renovation. However, the state has occasionally invested in school renovations whose cost exceeded 75% of the cost of building a new school.

**SITE STANDARDS:** Delaware recommends ten acres plus one additional acre for every 100 students for an elementary school; 20 acres plus one additional acre for every 100 students for a middle school; and 30 acres plus one acre for every 100 students at a high school. At the same time, the state limits the physical size of the school facility itself pursuant to a policy that effectively says: Don't build big and cheap; build smaller but better.

**MAINTENANCE:** No special requirements.

### **PRESERVATION-RELATED POLICIES:**

**PLANNING:** In *Shaping Delaware's Future: Managing Growth in 21<sup>st</sup> Century Delaware: Strategies for State Policies and Spending*, the Governor's Cabinet Committee on State Planning Issues (approved December 23, 1999) states the following: "The state should promote locations for schools and other facilities that would enhance community integrity and encourage the use of more than one transportation option. State investments in public facilities, such as schools [and] libraries..., would be strategically located to foster community identity and vitality, in a manner that complements the historic character of these communities. In communities, the state will renovate, reconstruct or replace existing educational facilities that have community support and fit into sensible development patterns and densities. The state will use existing school sites wherever possible within or contiguous to existing towns, if those sites are adequately served by public water and sewer, and do not place additional strain on land use or transportation." (see p. 18 of aforementioned report, produced by the Delaware Office of State Planning Coordination)

**TRANSPORTATION:** Connecticut spent \$49 million in 2000-01. This is up from \$44.8 million in 1997-98.

**SCHOOLS AS CENTERS OF COMMUNITY:** There is no special state program in this area, but the state does encourage schools to be used as community centers.

**CONTACT/SOURCES:** Delaware Department of Education: Tel: 302-739-4600. See <http://www.doe.state.de.us/>

## FLORIDA

**FUNDING:** Florida budgeted \$332.8 million for school construction and renovation in 2002-03. Florida has 2,656 K-12 public schools serving 2,535,155 students.

For buildings less than 50 years old, a Castaldi analysis is required to determine if a school's replacement is more economical than modernization.

**SITE STANDARDS:** Florida State Requirements for Educational Facilities [Chapter 1, Section 1.4, page 16, July, 1999] "Recommended Usable Acreage. School board should ensure that each site contains at least the minimum usable acreage necessary to meet the needs of the anticipated program ..." Florida recommends four acres for the first 200 students at an elementary school plus one acre for each additional 100 students; six acres for the first 300 students plus one acre for each additional 100 students at a middle school; and seven acres for the first 300 students plus one acre for each additional 100 students at a high school. A school board may waive these site size standards if a two-thirds majority finds that an appropriate and equitable educational program can be provided on a smaller site. NB: In *A Livable Florida for Today and Tomorrow*, the Florida Growth Management Study Commission recommended to Governor Jeb Bush that the state eliminate site acreage requirements to allow for smaller schools in urban cores targeted for revitalization.

**MAINTENANCE:** Florida does not impose any special requirements (or offer any special incentives) to ensure good maintenance of school facilities, but the state does offer extensive guidance to school districts on maintenance matters to ensure proper upkeep of school facilities. School boards must submit educational plant surveys to the state every five years. The surveys must include recommendations for renovation, new construction, and new additions to existing schools, where appropriate. School boards are required to develop maintenance policies that include a timetable and funding for the correction of deficiencies found during annual safety inspections.

**PRESERVATION-RELATED POLICIES:** When new construction or renovation projects involve a historic resource, the school board must notify the Division of Historical Resources of the Florida Department of State and give the Division a "reasonable opportunity to comment with regard to the project prior to the approval or expenditure of any state funds." In addition, "each [school] board shall initiate measures in consultation with design professionals *having preservation expertise* and with the Division...to assure that where a historic property is to be demolished or substantially altered, timely steps are taken to determine that no feasible and prudent alternative to the proposed demolition or alteration exists, and, where no alternative is determined to exist, to assure that timely steps are taken either to avoid or mitigate the adverse effects, or to undertake an appropriate archaeological salvage excavation or other recovery action to document the property as it existed prior to demolition or alteration."

If a school facility is found to be unsatisfactory, a school board may use PECO [Public Education Capital Outlay and Debt Service Trust Fund] funds for renovation and remodeling of a historic facility..." under certain circumstances. School rehabilitation projects must comply with

special standards intended to ensure that character-defining features of historic schools are preserved.

Multi-level schools are permitted, but new schools built with wood frame construction are not. Existing schools made of wood-frame construction may continue to be used so long as they meet adequate fire safety requirements.

**PLANNING:** School districts involve the public and the community in different ways in school facility planning. All plans are approved by school boards in public meetings. Workshops are held in public forums. Some school districts have committees comprised of public citizens, who oversee various aspects of the planning and construction processes. Five-year plans are developed with input from the school district administration and its staff, students, parents and interested members of the public.

The school board and the appropriate local governing body “shall agree on a process for assuring coordination and cooperation in the provision of educational facilities....” School boards must also coordinate with local, regional, and state governmental agencies to assure compatibility with comprehensive plans. School boards must provide local governments with copies of the five-year educational plan surveys required by the state.

There are no state requirements for citizen oversight of school facility projects, but some school districts have established oversight committees to review the planning and construction of schools.

**TRANSPORTATION:** Student transportation expenditures in 2001-02 came to a total of \$725 million. Of this, the state paid \$411 million; local school districts, \$314 million. State expenditures for student transportation in 1989-90 were \$168 million.

**SCHOOLS AS CENTERS OF COMMUNITY:** School boards are encouraged to consider the potential use of school facilities for community education or other “joint use” activities that might result from cooperative inter-governmental agreements. State growth management policies recognize schools as centers of community and permit education benefit districts. See Florida Statute 1013.355 through 1013.357 and 1013.52 through 1013.54, which covers educational benefit districts and shared and joint use of facilities.

**PARKING REQUIREMENTS:** It is recommended that high schools provide one parking space for every ten students above grade ten. Limits on state reimbursement for student parking generally do not cover structured or underground parking.

**DATABASE:** The Florida Department of Education’s Office of Educational Facilities maintains a centralized database – the Florida Inventory of School Houses (FISH) – on the condition and characteristics of public schools. The data are updated yearly and are available electronically at [www.firn.edu/doe/edfacil/fish/index.htm](http://www.firn.edu/doe/edfacil/fish/index.htm).

**GENERIC/PROTOTYPE SCHOOLS:** The use of prototype designs for schools is permitted. Some school districts have developed prototype designs for their use, while private architectural firms have also made such designs available to school districts.

**CONTACT/SOURCES:** *State Requirements for Educational Facilities* (1999), Florida Department of Education, Office of Educational Facilities: Tel: 850/487-1130. See [www.firn.edu/doe/edfacil/](http://www.firn.edu/doe/edfacil/)

## GEORGIA

**FUNDING:** Georgia has invested an average of \$200 million annually in school capital construction during the last 20 years. For 2003, the governor has requested \$185 million for this purpose. If the cost of bringing an existing school up to current codes and educational standards exceeds the state's reimbursement rate, the state requires school districts to replace the school with a new one. Historic schools listed on the National Register of Historic Places prior to 1996 are exempt from this rule, however. Such schools may qualify for the maximum amount of funding available for new schools. (The current reimbursement rates are \$54 a square foot plus 11% for elementary schools; \$56 a square foot plus 11% for middle schools; and \$58 a square foot plus 11% for high schools.) Schools placed on the National Register after 1996 are not eligible for this funding policy. Local school districts can supplement state funding.

**SITE STANDARDS:** Georgia requires a minimum of one acre for every 100 students plus: five acres for an elementary school, 12 acres for a middle school, and 20 acres for a high school. Deviations from these minimums may be allowed under certain circumstances. Large sites are considered highly desirable. School sites should provide convenient accessibility, be supportive of an efficient transportation system, be accessible to community services needed by the school and be appropriately located with respect to other schools and the population served. School sites in areas zoned for commercial development should be avoided. Multi-level schools (schools that are two, three, and four levels) are permitted in urban areas where land is scarce. Georgia does not provide funding for underground parking underneath urban schools as the state considers such parking a health and safety hazard.

**MAINTENANCE:** The state has provided approximately \$340 per full-time student for school facility maintenance and operations, but a reduction of this figure to \$270 per student is under consideration at this writing by the state legislature.

**PRESERVATION-RELATED POLICIES:** As noted above, historic schools listed on the National Register of Historic Places prior to 1996 are exempt from the policy that requires new construction if the cost of renovation exceeds the state's reimbursement rates (also noted above). (See Title 20-2-260.) Historic schools that are renovated must meet all of the normal building code and educational program standards.

**PLANNING:** School districts are required to meet local planning and zoning laws. School boards must develop and submit to the State Board of Education for approval once every five years a school facilities plan. The State Department of Education must notify the State Planning Coordination Office, the Department of Natural Resources, and the relevant local planning agency of prospective school sites and give those agencies an opportunity to comment. There are no special state requirements for community outreach in school facility planning, but the five-year plans must be approved by the local board of education at a public meeting.

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** There are no formal programs in this area, but the state does not discourage this concept.

**DATABASE:** The Facilities Services Unit in the Georgia Department of Education is in the process of developing a database on school facility characteristics and conditions.

**GENERIC SCHOOLS:** School districts may receive an additional 2% in state funds if they use a school facility design that has been used at least twice before. The intent of this policy is to reduce construction and design expenditures.

**CONTACT/SOURCES:** [www.doeK12.ga.us/facilities](http://www.doeK12.ga.us/facilities). Facilities Services Unit, Georgia Dept. of Education: Tel: 404/656-2454

Georgia Department of Education, *Square Footage Requirements for Use in Developing the Local Facilities Plans and State Capital Outlay Applications for Funding*, Georgia Department of education, Facilities Services Unit, May 2001.

*A Guide to School Site Selection*, Georgia Department of Education, Facilities Services Unit, August 1999.

## HAWAII

**FUNDING:** There is only one school district for the entire state of Hawaii and all school construction funds come from the state, which appropriated \$56 million for this purpose in FY 2002 and \$88 million in FY 2003. In 2002, Hawaii had 182,798 students in 283 schools.

Hawaii is neutral with respect to new school construction vs. renovation.

**SITE STANDARDS:** Acreage standards: 12 acres for elementary schools, 18 acres for middle schools, and 50 acres for high schools. Existing schools may contain less than these acreages, but new schools should meet these standards.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** There is no state policy prohibiting structured or underground parking for schools. Multi-level schools are permitted, as are schools made of wood-frame construction, provided they meet relevant safety codes.

**PLANNING:** The state department of education, rather than local school districts, handles all planning for school facilities. The state is exempt from some local policies, but generally follows all applicable laws and requirements, including the environmental assessment process. The state department of education coordinates with local land use planning agencies on zoning and building code matters.

**TRANSPORTATION:** Students on Oahu use the municipal bus system. The state transports any child who lives more than a mile from school, with the exception of urban Honolulu, where children take the public bus at reduced rates. In FY 2002, state transportation expenditures were about \$23 million; for FY 2003, they are estimated at \$24 million.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special program, but many school facilities are made available for community use. School facilities may be used by the public on a rental basis.

**DATABASE:** The Hawaii State Department of Education maintains and periodically updates a database on school facility conditions.

**INSPECTIONS/ASSESSMENTS:** The state does conduct school facility inspections and assessments.

**CONTACT/SOURCES:** Facilities and Support Services Branch, Hawaii Dept. of Education, 809 8<sup>th</sup> Ave., Honolulu, Hawaii 96816. See <http://doe.k12.hi.us>

## IDAHO

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**NOTE:** Idaho emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** Schools in Idaho are funded primarily through local sources. The governor has requested \$1.5 million for FY 2004. In 2003, Idaho had 246,415 students in 672 public schools.

Idaho is neutral with respect to new construction vs. renovation. Decisions to build new or renovate existing schools are up to local school districts.

**MAINTENANCE POLICIES:** No special requirements.

**SITE STANDARDS:** Idaho *recommends*, but does not require, the following site standards: 5 acres for an elementary school plus 1 acre for every 100 students; 10 acres for junior high schools with enrollments up to 300 students (15 acres for enrollments up to 400 students, & 20 acres for junior highs with enrollments over 300) plus 1 acre for every 100 students); 20 acres for high schools with enrollments up to 400 students (25 acres for high schools with enrollments between 401 and 800 students, & 30 acres plus one acre for every 100 students for high schools with enrollments over 800 students).

**PRESERVATION-RELATED POLICIES:** None

**PLANNING POLICIES:** There are no special requirements.

**LITIGATION:** *ISEEO vs. State of Idaho.*

**CENTERS OF COMMUNITY:** Idaho provides information on schools as community centers but does not have an active program in this area.

**TRANSPORTATION COSTS:** Idaho spent \$63.9 million on student transportation in 2000-01, up from \$55.9 million in 1998-99. See [www.sde.state.id.us/finance/transportation](http://www.sde.state.id.us/finance/transportation)

**CONTACT:** Facilities & Boundaries, Idaho Department of Education, Tel: 208/ 332-6853.  
<http://www.sde.state.id.us/Dept>.

## ILLINOIS

**FUNDING:** Under the state's School Construction Law (PL 90-548, enacted in 1997), Illinois has awarded over \$2.7 billion in state-funded grants to address school facility needs. The Illinois Capital Development Board received \$500 million to support school construction and renovation projects in FY 2003. The School Construction Program is jointly administered by the Illinois Capital Development Board and the Illinois State Board of Education.

Illinois policy does not discriminate against school renovation in its funding formula. A school renovation must exceed 100% of the cost of building a new school before the state recommends building new. Whichever option – i.e., new construction or renovation – is less expensive is the preferred option.

**SITE STANDARDS:** Illinois does not impose acreage requirements on local school districts. The state School Construction Program will not reimburse school districts to the extent that they exceed *maximum* acreage allowances fundable by the Illinois Capital Development Board. These maximums are: five acres for an elementary school one acre for every 100 students plus; 15 acres for a middle school plus 1 acre for every 100 students; & 20 acres for a high school plus 1 acre for every 100 students.

**MAINTENANCE:** No special requirements or incentives.

**PLANNING:** Illinois does not require public involvement in school facility planning, although as a practical matter, much of this occurs. Regional superintendents have the authority and responsibility to issue building and occupancy permits and to inspect facilities used for school purposes. Municipal zoning laws may apply to schools if not already covered in the school code.

**PRESERVATION-RELATED POLICIES:** Multi-level schools are allowed.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special program, but many school districts do use schools as centers of community.

**TRANSPORTATION COSTS:** Illinois spent \$438 million on student transportation in 2003, up from \$296.7 million in 1999.

**PARKING:** The state will not reimburse school districts for parking that exceeds one parking space for every five students plus one space for every teacher and school employee.

**CONTACT:** Visit <http://www.legis.state.il.us>. State Board of Education and Capital Development Board. See also [www.cdb.state.il.us](http://www.cdb.state.il.us). See also "Progress Report: Fiscal Years 1998-2003, School Construction Program," available from the Capital Development Board at [www.cdb.state.il.us](http://www.cdb.state.il.us).

## INDIANA

**FUNDING:** Information not available.

Indiana is a “local control” state and leaves decisions regarding new construction vs. renovation to local school corporations.

**SITE STANDARDS:** Indiana policy states that *new* schools should provide one acre for every 100 students plus: seven acres for an elementary school, 15 acres for a middle school, and 20 acres for a high school. Existing schools are not required to meet these acreage standards.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** Proposed school building projects should reflect an attempt to renovate and/or remodel schools determined by the Indiana Division of Historic Preservation and Archaeology (DHPA) to be eligible for the State or National Registers of Historic Places. In addition to considering the impact of proposed school projects on the educational opportunities for students, school boards are also expected to consider the impact on the economic and other interests of the community and on historic properties. School facility feasibility and impact studies should include comparisons between the cost of new vs. renovated schools when the latter are eligible for listing in the State or National Registers. Preliminary plans and feasibility studies submitted by school corporations to the state Department of Education “should include...an attempt to renovate and/or remodel schools determined by the DHPA to be eligible for the State or National Registers, or listed in either Register.”

**PLANNING:** There are no special requirements for school districts to involve the broader public in school facility planning, but many school corporations have involved citizens outside the “school community” in planning for school construction and renovation projects. Public hearings are also required for construction projects.

School construction projects must comply with local zoning regulations.

**TRANSPORTATION:** School facility feasibility and impact studies should consider student transportation costs as well as operational and other expenses associated with the facility. No response from state.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special programs, but many communities, joint committees exist to coordinate school and community usage of school grounds, parks, and other facilities.

**DATABASE:** School corporations are advised to report major school construction/renovation projects to the Indiana Department of Education to help provide for the maintenance of a statewide school facilities inventory.

**CONTACT/SOURCES:** [www.board-of-education.state.in.us/constguide.html](http://www.board-of-education.state.in.us/constguide.html)

Indiana State Board of Education., Tel: 317/232-9060.

## IOWA

**NOTE:** Iowa emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** No state capital funding. Iowa had a program that provided matching funds for school infrastructure projects on a competitive basis, but because of budget constraints, the \$20 million envisioned for this program was eliminated.

The state is neutral with respect to new construction vs. renovation.

**SITE STANDARDS:** The state recommends, but does not require: ten acres for an elementary school plus 1 acre for every 100 students; 20 acres for a middle school plus 1 acre for each 100 students; and 30 acres for a high school plus 1 acre for each 100 students. In addition, the state imposes a *maximum* of 35 acres for a high school.

**MAINTENANCE:** No special requirements.

### **PRESERVATION-RELATED POLICIES:**

**PLANNING POLICIES:** The state recommends that school districts coordinate their school facility planning with community/land use planning by local governments but does not require such coordination.

**SCHOOLS AS CENTERS OF COMMUNITY:** Iowa encourages the use of schools as centers of community. State law (Chapter 28E) allows political subdivisions to cooperate in a variety of ways with school districts to provide space for community libraries, relationships with YMCAs/YWCAs, meals-on-wheels program for senior citizens, etc.

**TRANSPORTATION COSTS:** Iowa spent \$86.8 million on student transportation in 2001-02, up from \$77.7 million in 1997.

**CONTACT/SOURCES:** School Plant Facilities, Bureau of Administration and School Improvement Services, Iowa Dept. of Education: Tel: 515/281-4743.

<http://www.state.ia.us/educate>

## KANSAS

**NOTE:** Kansas emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** Kansas budgeted \$40 million in FY 2002 for K-12 school construction and renovation and \$47 million for this purpose in FY 2003. Kansas has 467,326 students in 1,440 schools.

Kansas does not favor new construction over renovation in its policies.

**SITE STANDARDS:** No acreage requirements.

**MAINTENANCE:** No special requirements or incentives for maintenance or citizen oversight bodies.

**PRESERVATION-RELATED POLICIES:** State funds may be used to provide structured or underground parking for schools, especially in urban areas where land is scarce. Multi-level schools as well as schools made of wood-frame construction are permitted provided they meet relevant safety standards.

**PLANNING POLICIES:** School districts must comply with local planning, zoning, and other growth management policies.

**SCHOOLS AS COMMUNITY CENTERS:** No special state programs, although many schools do function as community centers.

**STUDENT TRANSPORTATION COSTS:** Kansas spent \$81.8 million on student transportation in 1999-2000, up from \$75 million in 1995-96.

**CONTACT/SOURCES:**

<http://www.ksbe.state.ks.us> Tel: 785/296-3201

## KENTUCKY

**FUNDING:** Kentucky spends approximately \$300 million annually on new school construction and major school renovations.

When the cost of renovating an existing school equals 80% of the cost of new school construction, the state begins to question the renovation options. This is a rule-of-thumb, however, and not a program requirement.

**SITE STANDARDS:** Kentucky requires: five acres for an elementary school plus one acre for every 100 students; ten acres for a middle school plus one acre for each 100 additional students; and ten acres for a high school plus one acre for each 100 additional students. Deviation from these standards requires a written waiver. Some flexibility has been allowed for schools in urban areas where land is scarce and expensive. Deviations are also permitted when schools can meet the functional requirements of a school in other ways. The site standards apply only to new schools.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** Kentucky requires that the feasibility of rehabilitating an existing school be examined before a new school is built. See 702.KAR.1:001 and [www.kde.state.ky.us](http://www.kde.state.ky.us); Administrative Resources/Facilities; then scroll to statutes & regulations.

A report of the Governor's Smart Growth Task Force (November 2001) included this recommendation concerning schools: Encourage the Kentucky Board of Education to support the concept of Smart Growth for school facility planning, including the renovation and re-use of existing school buildings. *A Report of the Governor's Smart Growth Task Force, November 2001.* Governor Paul E. Patton

**PLANNING:** Kentucky requires broad community involvement in school facility planning as well as public forums and public hearings.

**TRANSPORTATION:** Kentucky spent \$188 million on student transportation in 2001-02, up from \$168 million in 1997-98.

**SCHOOLS AS CENTERS OF COMMUNITY:** The state does not have a formal program to promote schools as centers of community, but schools typically serve this function – and have done so for decades – especially in small rural towns. When schools are taken out of service, the state will allow local governments to acquire the buildings and use them for community purposes. Although state law generally requires school districts to obtain fair market value for schools that are sold, if a local government holds a publicly advertised auction and receives a bid that is for less than the fair market value, it can accept that bid.

**DATABASE:** Kentucky has conducted assessments of all the schools in the state and has information about their physical condition on its web site.

**SHARED USE:** Schools may enter into “shared use” agreements with park and other agencies, provided they follow certain requirements set forth by the state.

**OTHER:** School construction and renovation contracts entered into by local school boards must first receive the approval of the chief state school officer. If school districts sell schools being taken out of service, they must receive fair market value for the schools. Elementary schools must have at least 300 students; middle schools, 400 students; and high schools, 500 students. Maximum enrollments recommended by the state are 600 students for an elementary school; 900 students for a middle school; and 1,500 students for a high school. Kentucky has a preference for single-level schools, especially at the elementary level, but allows multi-level high schools.

**CONTACT/SOURCES:** See <http://www.kde.state.ky.us/odss/facility/regulations/kar4050.asp>. Division of Facilities Management, Kentucky Department of Education, Tel: 502/564-4326. [www.kde.ky.us/odss/facility/](http://www.kde.ky.us/odss/facility/)

*A Report of the Governor’s Smart Growth Task Force*, November 2001. Governor Paul E. Patton. See the section pertaining to schools.

## LOUISIANA

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**NOTE:** Louisiana emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** No state school construction/renovation funds.

**SITE STANDARDS:** No special requirements.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:**

**PLANNING:** No special requirements.

**TRANSPORTATION:** No response from state.

**SCHOOLS AS CENTERS OF COMMUNITY:** Louisiana is a participant in the Federal Government's *21<sup>st</sup> Century Community Learning Center Program*, which encourages the concept of community-centered schools.

**OTHER:** Decisions regarding the sale or donation of schools taken out of service are up to local school districts.

**CONTACT/SOURCES:** Louisiana Dept. of Education: Tel: 225/342-4147 or 342 -3617.

## MAINE

**FUNDING:** \$100 million in Revolving Renovation Fund 1998-2003.

Maine created a School Revolving Renovation Fund in 1998 to support small-scale renovation projects. This program, which has received \$100 million in appropriations and State Bonds, is intended to reduce deferred maintenance problems and make it easier for school districts to finance emergency repairs. The Fund makes loans of up to \$1 million to school districts, but it can forgive between 30% and 70% of project costs, depending on a school district's neediness. As loans are repaid, the proceeds go back into the Fund, which then makes more loans. The Fund supports air quality improvements, roof repairs, compliance with ADA requirements, asbestos removal or abatements, and other improvements.

Two statewide bond issues have provided funding to expand the scope of projects, to include updating classrooms and providing new additional space. The Major Capital Improvement program addresses the need for larger-scale school construction and renovation projects. Major Capital Improvement program projects are financed by State Board of Education authorized bonds. Currently, the bond debt ceiling is \$90 million.

The state is neutral with respect to new construction vs. renovation. Decisions are made on a case-by-case basis.

**SITE STANDARDS:** Maine requires a minimum of five acres of land for an elementary school plus one acre for each 100 students; ten acres for a middle school plus one acre for each 100 students; and 15 acres for a high school plus one acre for each 100 students. Smaller sites are allowed under certain limited circumstances. The minimum site size requirements may be met by adding together the acreage of non-contiguous parcels of land when those parcels support the school's educational program.

*Maximum* site sizes for schools are: 20 acres plus one acre for each 100 students for an elementary school; 25 acres plus one for each 100 students for a middle school; and 30 acres plus one acre for each 100 students for a high school. Local school districts may exceed these maximums, but if they do, they must pay for the additional cost of more land and may not receive state subsidies to the extent that the land acquired exceeds the maximums.

Among the factors that the State Board of Education must consider when it reviews school district requests for site approval for new schools: the extent to which the community was involved in the site selection process, whether a "renovation vs. new construction analysis" was performed, and the impact of the site on student transportation, vehicular traffic and student safety. The Board also considers whether the proposed school site is located within a locally designated growth area identified in the municipality's comprehensive plan. If it is not, the Board considers whether the school is served by a public sewer system or is located in "a compact area of an urban compact municipality." If the Construction Subcommittee of the State Board of Education recommends site approval for a new school that would not be located in a

"preferred area," as described above, the Subcommittee must provide written justification for its recommendation to the Board.

**MAINTENANCE:** Local school boards must establish capital improvement programs that provide for two percent of the current replacement value (Local Reinvestment Expectation) to be spent yearly on capital renewals. Fixing broken windows, door knobs, custodial costs & supplies do not count towards the two percent. School districts must also establish facility operation and maintenance plans for school buildings. The results of both must be reported to the Department of Education.

**PRESERVATION-RELATED POLICIES:** All school construction or renovation projects assisted with state funds must be designed and built with materials that provide long-term durability and meet certain energy standards. The State Board of Education encourages the inclusion of works of art in schools. One percent of the construction cost up to \$50,000 must be devoted to works of art.

**PLANNING:** Maine has strongly encouraged better coordination between school facility planning and general land-use planning by local governments. The State Board of Education requires school superintendents to work with the State Planning Office (SPO) staff while making decisions regarding sites for new schools. *The ABC's of School Site Selection*, a joint publication issued by the SPO and the State Board of Education, urges school districts to:

- avoid school sprawl;
- consider school renovations or expansions in central locations whenever possible;
- analyze school sites for their proximity to village centers and established neighborhoods; and
- select sites served by adequate roads, utilities, and other essential services.

**TRANSPORTATION:** Between 1970 and 1995, school busing costs rose from \$8.7 million to over \$54 million, even though the number of students statewide declined by 27,000, according to the State Planning Office. The SPO attributed much of this rise in expenditures to inefficient land-use patterns, or urban sprawl.<sup>1</sup> A survey conducted in October 2001 revealed that 62% of students take school buses to school; five percent walk to school; one percent bicycle to school, and 33 percent drive (or are driven) to school.<sup>2</sup> Maine spent \$75.6 million on student transportation in 2002, up from \$59.9 million in 1998.

**SCHOOLS AS CENTERS OF COMMUNITY:** "The ABC's of School Site Selection," jointly produced by the Maine Education Department and the State Planning Office," promote the idea of retaining or building schools in locations so that they can effectively function as centers of community.

**CONTACT/SOURCES:** [www.state.me.us/sos/cec/rcn/apa/05chaps05.htm](http://www.state.me.us/sos/cec/rcn/apa/05chaps05.htm) (see Chapters 60, 61 and 64).

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<sup>1</sup> See *The Cost of Sprawl* (p. 8), Maine State Planning Office. May 1997.

<sup>2</sup> Source: John Balicki, Bicycle/Pedestrian Coordinator, Maine Dept. of Transportation

-- Michael Kucsma, Tel: 207/287-5903

## MARYLAND

**FUNDING:** In recent years, Maryland has favored investing in the renovation of existing schools over the construction of new schools. This policy is consistent with Maryland's Smart Growth policy, which holds that previous taxpayer investments in schools and other public facilities should be maintained and not abandoned.

**SITE STANDARDS:** No acreage requirements.

**MAINTENANCE:** No information

**PRESERVATION-RELATED POLICIES:** Because Maryland's policies favor renovation over new school construction, historic schools are thought upon favorably.

Approximately 80% of state school construction funding is spent on existing schools and about 20% is spent on new schools.

**PLANNING:** Maryland has strong planning policies. Under criteria developed by Maryland's Public School Construction Program, school construction projects:

- must be consistent with the local board of education's educational facility master plan, which [must] have been reviewed by the local planning authority;
- must be consistent with the local government's plans for growth, development, redevelopment, revitalization, preservation, conservation and protection;
- must be justifiable based on five-year projected student enrollments;
- should not be located in an [environmentally] sensitive area unless the project can obtain necessary federal, state and local approvals;
- should not be located in agricultural preservation areas, rural areas, or resource conservation areas unless other options are not viable and the project's development will have no negative effect on future growth and development in the area;
- should encourage revitalization of existing facilities, neighborhoods, and communities;
- should not encourage sprawl development;
- should be located in developed areas or in a locally-designated growth area;
- should be served by existing or planned water, sewer, and other public infrastructure;

**TRANSPORTATION:** Maryland spent \$309 million on student transportation in 2000-01, up from \$248.6 million in 1996-97.

**SCHOOLS AS CENTERS OF COMMUNITY:** No information

**CONTACT/SOURCES:** [www.pscp.state.md.us](http://www.pscp.state.md.us)

Maryland Education Department, Tel: 410/767-0100 <http://www.msde.state.md.us>

## MASSACHUSETTS

**FUNDING:** \$317.7 million in state capital funds in 2000-01.

Massachusetts recently moved away from a rule-of-thumb that called for new school construction when renovation costs exceeded 50% of a school's replacement value. The state will now reimburse up to 100% of the costs of renovation. In addition, the state's School Building Assistance Program provides "incentive percentage points" for renovation/reuse proposals and other alternatives to construction. Such points enhance a proposed project's prospects for state financial assistance. School districts seeking state assistance must fully consider all available options for school facility needs, including acquisition, rehabilitation, or modification of existing buildings that could be made available for school use. School Building Assistance Program regulations state: "Projects calling for new school construction shall be approved and funded only where the feasibility and cost of renovating an existing school building, or of acquiring an existing building...which [is] structurally sound, available within the community, and adaptable for school purposes, has been studied and the applicant [for funding] demonstrates that the proposed new [school] construction is the best available alternative to meet the projected need based upon the educational program to be housed, total cost effectiveness, and the public interest." [603 CMR 38:03 (10)]

**SITE STANDARDS:** Recommended (not required): 10 acres + 1 acre for every 100 elementary students; 15 acres + 1 acre for every 100 middle school students; 20 acres + 1 acre for every 100 high school students.

**MAINTENANCE:** Massachusetts requires that school districts spend at least half of their maintenance budgets each fiscal year. School districts that fail to do so will not receive future state funding for capital projects. In addition, "incentive percentage points" are awarded to school districts with excellent or good "maintenance ratings." Districts with poor track records for maintaining existing schools receive zero points in this area.

**PRESERVATION-RELATED POLICIES:** Massachusetts' Building Code includes a special section (Chapter 34) that recognizes the challenges of bringing older buildings up to codes written with modern construction materials and methods in mind. School renovation projects are permitted to use Chapter 34. Massachusetts regulations do not say that a school with wood-frame construction is ineligible for reimbursement.

**PLANNING:** The state does not require coordination or consistency between school facility planning and general land-use planning undertaken by local governments, but it does check for compliance with state environmental laws on the part of school districts seeking state financial assistance for school construction or renovation.

**TRANSPORTATION:** In Fiscal Year 2002, Massachusetts spent \$106.9 million on student transportation.

**SCHOOLS AS CENTERS OF COMMUNITY:** The state does not have a formal program in this area, but it does allow state capital funds to be used by school districts for spaces made available for community uses. In addition, “incentive percentage points” are allowed for innovative community uses of school facilities when applications for state funds are considered.

**CONTACT/SOURCES:** See [www.doe.mass.edu](http://www.doe.mass.edu) (click on School Finance, then on School Building Assistance). M.G.L.c.70b, 603 CMR 38.00.

*Preservation Mass School Building Initiative: An Endangered Historic Resource*, Preservation Mass (Forthcoming). See [www.preservationmass.org](http://www.preservationmass.org)

School Business Services, Massachusetts Dept. of Education: Tel: 781/338-6594.

## MICHIGAN

**FUNDING:** Michigan does not provide state capital funds for school construction and renovation directly, but a school bond loan program provides a state credit enhancement and loan mechanism for school district bond issues. There are 3,702 K-12 public schools and 183 charter schools in Michigan serving 1.7 million students.

State policy is neutral with respect to new school construction and renovation.

**SITE STANDARDS:** The state recommends: 10 acres for an elementary school plus one acre for every 100 students; 20 acres for a middle school plus 1 acre for each additional 100 students; and 30 acres for a high school plus one acre for each 100 additional students. The guidelines also state: “With transportation readily available the factor of [site] size is generally of more importance than location...[Yet in] densely populated areas such site sizes are unrealistic economically but every effort should be expended to acquire as much land as possible for both school and community use.”

**MAINTENANCE:** There is no requirement for school districts to devote a certain percentage of their operating budgets to school facility maintenance. Nor are there any state policies requiring or encouraging citizen oversight of capital spending projects.

**PRESERVATION-RELATED POLICIES:** Wood floors, doors, and window frames are permitted, but wood-frame construction is not. Multi-level schools are allowed. The state’s recent approval of the State Rehabilitation Code may result in a more flexible approach to construction codes and renovation, but this legislation’s enactment is too recent to evaluate specific impacts.

**PLANNING:** School facility planning is the sole and exclusive purview of local school districts, with assistance and guidance from the Michigan Department of Education. There are no special planning requirements. The Revised School Code (Act 451 of 1976, as amended) states that “The superintendent of public instruction has sole and exclusive jurisdiction over the review and approval of plans and specifications for the construction, reconstruction, or remodeling of school buildings used for instructional or non-instructional purposes and of site plans for those buildings.” (MCL 380.1263 – italics show amendments for Act 159 of 1990.)

**PARKING:** Parking is an eligible expense under the State School Bond Loan Program, but reimbursement limits generally rule out underground or structured parking. Exceptions to these limits may be requested.

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** No state program, but there are many examples of cooperative efforts between and among communities and schools to share pools, ball fields, performing arts centers, and other facilities.

**LITIGATION:** The Michigan Supreme court recently heard oral arguments for the Charter Township of Northville, et al, vs. Northville Public Schools (Case No. 120213). The Charter Township of Northville (which settled after the appeals case and was not a party to the Supreme Court case) and neighbors around the Northville School held that the site plan jurisdiction was limited and that the local government did have some jurisdiction over lighting, setback, and other zoning requirements. The Appeals Court ruled that the law did exempt school construction projects from local zoning regulations, including site plan reviews. Such a broad interpretation may include any zoning regulation, including allowed uses in certain zoning districts. The Supreme Court may address the issue of school location in its final ruling.

**CONTACT/SOURCES:** *School Plant Planning Handbook*, Michigan Dept. of Education (Republished 1975). See [www.michigan.gov/mde](http://www.michigan.gov/mde). See also <http://www.mde.state.mi.us>. State School Bond Fund Program: Tel: 517/373-3208; Michigan Public Educational Facilities Authority: Tel: 517/373-3199. Michigan Dept. of Education: Tel: 517/241-0062.

## MINNESOTA

**FUNDING:** \$48.1 million in state capital funds in 2000-01.

Minnesota policy states: “when the estimated costs of renovating/improving a school facility approach 60% of the cost of replacing the facility, a school district needs to replace the facility...In general, the greater the gap between the present value of the renovated facility versus a replacement facility, as well as the actual versus desired site size, the less advisable it is to expand on the existing facility and site...If considering renovating an existing school, understand that a renovated school may still be on an inadequate site, making it very difficult if not impossible to expand or acquire additional land to accommodate new programs or solve site issues...In any school renovation/addition project proposal, every effort needs to be made to acquire adjacent properties if current school site size guidelines are not met. Any school renovation/addition project proposal must address existing school site issues...If the deficiencies of the school site and facility are numerous, a school renovation/addition project will likely be judged not to be economically or educationally advisable.” (See *Guide for Planning School Construction Projects in Minnesota* (updated January 2003) published by the Minnesota Dept. of Children, Families & Learning.

**SITE STANDARDS:** Minnesota guidelines call for: 10-15 acres for an elementary school plus 1 acre for each 100 students; 25-35 acres for a middle school plus 1 acre for each 100 students; 35-40 acres for a small high school plus 1 acre for each 100 students; 60 acres-plus for a large high school (more than 2,000 students) plus 1 acre for each 100 students. Waivers are sometimes allowed, for as the guidelines note: “Special local circumstances such as the unusually high cost of available land and the lack of suitable sites may preclude school districts from meeting the above site size guidelines. For example, in an urban or other unique setting... the lack of available land and suitable school sites may necessitate a multistory school on fewer acres, while sharing other spaces (playground, athletic) with other public agencies or private owners...In any school renovation/addition project proposal, every effort needs to be made to acquire adjacent properties if current site size guidelines [see above] are not met. Any school renovation/addition project must address existing school site issues (e.g., lack of outdoor activity space, limited parking). If the deficiencies of the school site and facility are numerous, a school renovation/addition project will likely be judged not to be economically or educationally advisable.” Exceptions to the site standards are sometimes permitted.

In a section on “Urban School Issues,” the guidelines acknowledge the difficulties in meeting site standards in urban areas: “One of the greatest challenges to urban school districts is the acquisition or expansion of school sites. The cost of urban land is very high, and the costs of moving, resettlement, & demolition can double the purchase price. Buying homes and forcing residents to move (e.g. 30 homes per 3-1/2-acre block) has a high social impact. The need to remove hazardous materials from the site is increasingly common, and is costly....While a large school site may be more common in suburban or rural schools, urban schools must be built on compact sites. Limited school sites require that school facilities must be multi-storied, and each square foot of both land & buildings serve[s] multiple uses and users.

**MAINTENANCE:** No special requirements.

**PLANNING:** Proposed school sites should be compatible with land-use plans. Minnesota encourages school districts to keep communities informed about school facility needs and plans. School districts may close a school after holding a public hearing and providing a written statement setting forth the reasons for the closing.

**DISPOSITION:** School districts may close a school after holding a public hearing and providing a written statement setting forth the reasons for the closing.

**PRESERVATION-RELATED POLICIES:** School districts that maintain a school building listed on the National Register of Historic Places are eligible for an annual levy and state aid revenues up to \$100 times the pupil units [sic] served in the building. (See M.S. 123B.60) School districts must contact their units of local government to determine how Minnesota's environment laws, including the Minnesota Environmental Rights Act, apply to school facility projects. This law is intended to protect historical as well as scenic and natural resources. (See Minnesota Rules, Parts 6105.0010-.0650)

Multi-level schools as well as schools made of wood-frame construction are permitted, provided they meet relevant safety standards.

**SCHOOLS AS COMMUNITY CENTERS:** State guidelines encourage school districts to "consider flexible design and the multipurpose use of spaces in designing educational spaces." Such spaces include: media centers, cafeterias and auditoriums for community as well as school use. The guidelines also state that "Designing school facilities to increase community use should include...a large, mall-like building easily modifiable to accommodate program and partnership changes." Minnesota encourages school/community partnerships, and state grants sometimes provide incentives for such partnerships.

**TRANSPORTATION:** Minnesota spent \$391 million on student transportation in 2001-02, up from \$331 million in 1997-98.

**OTHER:** School districts may apply to the state for low-interest loans to finance energy improvements – e.g., roof insulation, window retrofits, etc. They may also apply for matching grants of up to \$150,000 for grants used to remove barriers to accessibility. School districts are required to consult with the state prior to developing plans for the construction or renovation of schools if the costs exceed \$250,000. School districts are not permitted to use taxpayer dollars to lobby for a yes vote on a school bond referendum. Districts are also required to present balanced and objective information to voters on proposed school bonds.

**CONTACT:** Minnesota Department of Children, Families and Learning. Tel: 651/582-8757 or 651/582-8757. <http://children.state.mn.us>. <http://cfl.state.mn.us/FACILIT/facilit.htm>  
Source: *Guide for Planning School Construction Projects*, Minnesota Department of Education (Updated January 2003).

## MISSISSIPPI

**NOTE:** Mississippi emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** Mississippi's Public School Building Fund was not funded in 2002 and no new funding is expected in 2003.

Mississippi does not require new construction if renovation costs exceed 60% of the cost of replacing a school. However, school architects and state officials follow this "60% rule" informally.

**SITE STANDARDS:** The state recommends: 5 acres for an elementary school one acre for every 100 students; 15 acres for a middle school plus 1 acre for every 100 students; and 15 acres for a high school plus 1 acre for every 100 students.

**MAINTENANCE:** No special requirements. The state education department does provide advice on maintenance issues at workshops for school facility administrators.

**PRESERVATION-RELATED POLICIES:** Mississippi's Community Heritage Preservation Grant Program, established in 2001, authorized \$6,250,000 for the implementation of program that provides grants for preservation, restoration, development, and interpretation of historic courthouses and school buildings throughout the state. Historic properties located in Certified Local Government communities are also eligible. Properties must be designated a Mississippi Landmark. Eligible applicants include county and municipal governments, schools districts and non-profits. This program has significantly benefited historic schools.

**PLANNING POLICIES:** No special requirements. The state does, however, ask school districts whether there is any organized opposition to a proposed school site, and if so, to explain the reasons why there is opposition.

**TRANSPORTATION:** Mississippi spent \$54.9 million on student transportation in 2001-02, up from \$51 million in 1996-97.

**SCHOOLS AS CENTERS OF COMMUNITY:** No formal program, but the Mississippi State University's Education Design Institute provides advice and assistance in this area.

**CONTACT/SOURCES:** Office of Safe and Orderly Schools, Mississippi Dept. of Education, Tel: 601/359-1028. <http://www.mde.k12.ms.us>

## MISSOURI

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**NOTE:** Missouri emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** No state capital funds for school construction/renovation

**MAINTENANCE:** No special requirements

**SITE STANDARDS:** No guidelines or recommendations.

**PRESERVATION-RELATED POLICIES:**

**PLANNING:** No special requirements

**TRANSPORTATION:** Missouri spent \$289 million on student transportation in 2000-01, up from \$221 million in 1996-979.

**SCHOOLS AS COMMUNITY CENTERS:** Missouri has a Caring Communities Program and an Out of Community Education Program. The state encourages the shared use of schools.

**CONTACT:** Missouri Dept. of Elementary & Secondary Education: Tel: 573/526-3232.

## MONTANA

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**FUNDING:** No funding formulas geared to new construction.

**SITE STANDARDS:** No acreage requirements.

School boards usually follow a “rule-of-thumb,” which for new high schools is 30 acres plus 1 additional acre for every 100 students; for new elementary schools, 12-15 acres plus 1 acre for every 100 students.

**MAINTENANCE:** No response from state.

**PRESERVATION-RELATED POLICIES:** No response from state.

**PLANNING:** Local school districts are usually exempt from city/county plans but in reality the planning usually starts with an assumption of a school to be built on a specific location. Schools must meet uniform building codes.

**TRANSPORTATION:** Montana spent \$45.8 million on student transportation in 2001-02, up from \$39.7 million in 1997-98.

### **SCHOOLS AS CENTERS OF COMMUNITY:**

**CONTACT/SOURCES:** Montana Office of Public Instruction Tel: 406-444-3095  
<http://www.opi.state.mt.us>

## NEBRASKA

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**NOTE:** Nebraska emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** No state capital funds for school construction/renovation.

**SITE STANDARDS:** None

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:**

**PLANNING:** No special requirements.

**TRANSPORTATION:** \$47.4 million in Fiscal Year 2002 (plus \$16.8 million for special ed transportation)

**DATABASE:** None.

**OTHER:** School districts are not required to obtain fair market value for schools that are sold. They are permitted to donate these facilities for community use.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special program.

**CONTACT/SOURCES:** Office of School Finance & Organization Services, Nebraska Dept. of Education: Tel: 402/471-4320.

## NEVADA

**FUNDING:** There is no state funding for school construction and renovation, but federal funds have been used for this purpose.

The state is neutral with respect to school construction vs. renovation.<sup>3</sup>

**SITE STANDARDS:** No special requirements.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** A school district with more than 150,000 students must develop a policy for the renovation or reconstruction of older school buildings. As part of this policy, consideration must be given to the relative advantages and disadvantages of the renovation of older buildings for schools as compared to the construction of new school buildings. This must include an analysis of the costs of complying with the Americans with Disabilities Act. (See Nevada Revised Statutes, 393.097)

**PLANNING:** No special requirements except for school boards in counties with more than 400,000 people (i.e., Clark County, Nev.), in which case the school district must prepare a three-year plan for the renovation of school facilities and a five-year plan for the construction of new school facilities for submission to an oversight panel.

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** School boards may allow school buildings to be used for public, literary, scientific, recreational or educational meetings, or for the discussion of matters of public interest.

**OVERSIGHT:** School boards in counties with populations over 100,000 must establish oversight panels for school facilities with 11 members. Of the 11 members, one must represent the gambling industry while another must represent the general public with an interest in education. A third member must have experience in structural or civil engineering; a fourth, experience in construction financing; and a fifth, experience in public works construction. In a county whose population exceeds 400,000, an oversight panel is charged with reviewing the school board's 3-year plan for the renovation of school facilities and its 5-year plan for the construction of school facilities.

**DISPOSITION:** When closing a school or changing its location, the school board must give 30 days written notice to affected school principals, teachers, and parents. Aggrieved school district

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<sup>3</sup> In Clark County, Nevada, which includes the fast-growing Las Vegas area, when school renovation costs exceed 65% of the cost of replacement, the county encourages new construction. County site standards are 12.5 acres for an elementary school, 20 acres for a middle school, and 40 acres for a high school. As a cost-saving measure, the county has developed one design each for elementary, middle, and high schools.

residents may file a written request for reconsideration of such decisions within 30 days after the decision is rendered.

**CONTACT/SOURCES:** See [www.leg.state.nv.us/NRS/NRS-393.html](http://www.leg.state.nv.us/NRS/NRS-393.html) and [www.nde.state.nv.us](http://www.nde.state.nv.us). Nevada Dept. of Education: Tel: 775/687-9200 or 775/575-5053.

## NEW HAMPSHIRE

**FUNDING:** New Hampshire allocated \$23.5 million in FY 2002 and \$25.4 million in FY 2003 for school capital projects. In FY 2001-02, New Hampshire had 203,072 pupils in 464 schools.

The state funding formula is neutral with respect to new construction and renovation.

**MAINTENANCE:** No special requirements.

**SITE STANDARDS:** Five acres for an elementary school plus 1 acre for every 100 students; 10 acres for a middle school plus 1 acre for every 100 students; and 15 acres for a high school plus 1 acre for every 100 students. School boards may apply for exceptions to these site standards under certain circumstances. Waivers of these standards may be obtained.

**PRESERVATION-RELATED POLICIES:** Wood-frame construction is allowed, but schools must comply with the Life Safety Code (NFPA 101). There are no restrictions against multi-level schools. Funds could be used to build parking structures. None have been built to date, but one such project is under consideration now.

**PLANNING POLICIES:** School districts must notify the local planning board of school facility plans, but they are not bound by local planning board decisions. School districts are required to hold annual meetings to approve capital and operating budgets. NB: In its 1999 “Report to Governor [Jeanne] Shaheen on Sprawl,” the New Hampshire Office of State Planning stated that the state’s Department of Education “encourages school districts to renovate or add on to existing school buildings rather than build new schools.” This report notes that state expenditures for schools and other public facilities “help limit sprawl and its effects when they focus on maintaining and enhancing urban and village centers.”

**SCHOOLS AS COMMUNITY CENTERS:** No special program, but schools are commonly used as community centers throughout the state. In many small towns the school is the largest building in town and often the only place to hold large group meetings, athletic events, etc. The state allows school designs to include provisions for community use, which sometimes means that a school will get a larger gym (or other facility) than otherwise allowed.

**DATABASE:** New Hampshire recently collected data regarding school facility conditions and a database is being established. The Office of School Building Aid is in charge of the data collection and maintenance.

**TRANSPORTATION:** Information not available.

**CONTACT:** Office of School Building Aid, New Hampshire Dept. of Education. See [www.ed.state.nh.us](http://www.ed.state.nh.us). Tel: 603/271-2037.

## NEW JERSEY

**FUNDING:** Under the *Educational Facilities Construction and Financing Act* (EFCFA) of 2000 (N.J.S.A. 18A-7G-1, et seq.), \$8.6 billion is (\$6 billion for the so-called “Abbott Districts,” \$2.6 billion for all other school districts) to be invested in New Jersey’s public school facilities. In a provision intended to ensure that rehabilitation options are fully considered, the law states:

*All school facilities shall be deemed suitable for rehabilitation unless a pre-construction evaluation undertaken by the district demonstrates to the satisfaction of the commissioner that the structure might pose a risk to the safety of the occupants even after rehabilitation, or that rehabilitation is not cost-effective. Whenever a district determines to undertake new construction rather than a rehabilitation project, the district shall undertake a pre-construction evaluation to determine whether, because of health and safety or efficiency, it would be more feasible to replace rather than renovate the school facility. When the district demonstrates to the satisfaction of the commissioner that replacement is more feasible, the district shall be authorized to have the school facility replaced rather than renovated and the preliminary eligible costs shall be determined pursuant to subsection a. of this section. The estimated costs of a rehabilitation project shall contain only those costs necessary for compliance with the Uniform Construction Code, health and safety, and educational adequacy...*

*New Jersey is neutral with respect to new construction and renovation.*

**SITE STANDARDS:** New Jersey has acreage “guidelines,” but these are not fully enforced and are rarely used in urban school districts where land is scarce. The recommended site sizes are:

- Elementary school: 10 acres + 1 acre/100 students
- Middle schools: 20 acres + 1 acre/100 students
- High schools: 30 acres + 1 acres/100 students
- High schools with more than 1,000 students: 40 acres + 1 acre/100 students.

Source: *School Sites: Selection, Development and Utilization*. Education Facilities Series A Guide to Planning. State of New Jersey, Department of Education, Division of Finance, Bureau of Facility Planning Services, 1986.

**PRESERVATION-RELATED POLICIES:** New Jersey’s Uniform Construction Code calls for the adoption of a building code which fosters cost-effective school building renovation. (52:27D-123.5-123.6) New Jersey also has a Rehabilitation Subcode to make the rehabilitation of older buildings, including historic schools, easier and more economical.

**SCHOOLS AS COMMUNITY CENTERS:** State regulations permit, and even encourage, the shared use of school facilities for community purposes.

**PLANNING POLICIES:** Under the EFCFA, school districts are required to file long-range school facility plans with local planning boards. New Jersey’s state planning office has proposed a policy to maximize the use of existing schools and to design and locate schools to serve as focal points for existing and new development. In addition they have published *Creating Communities of Learning: Schools and Smart Growth in New Jersey* ([www.njstateplan.com](http://www.njstateplan.com)) Executive Order No. 4, issued by Governor James E. McGreevey on Jan. 31, 2002, established a Smart Growth Policy Council and charged it with “ensur[ing] that school construction initiatives promote smart growth, open space, and revitalization of communities.” On October 22, 2002, Governor McGreevey announced a plan to establish a “School Renaissance Zone” program through which developers may receive incentives to revitalize neighborhoods surrounding schools.

**MAINTENANCE:**

**TRANSPORTATION COSTS:** Information not available.

**CONTACT:** New Jersey Department of Education, Tel: 609-292-4469,  
<http://www.state.nj.us/education>. See also [www.state.nj.us/njded/facilities/](http://www.state.nj.us/njded/facilities/) and  
[www.fes-nj.com/EFCFA/Final\\_S200\\_review.htm](http://www.fes-nj.com/EFCFA/Final_S200_review.htm)  
<http://www.state.nj.us/njded/facilities/chapter.pdf>  
New Jersey School Construction Corporation, a subsidiary of the New Jersey Economic  
Development Authority

## NEW MEXICO

**FUNDING:** New Mexico allocated \$106 million for school facility construction and renovation in 2002. Most school funding comes from local sources.

The state does not require new school construction when school renovation costs exceed a certain percentage of school replacement costs.

**SITE STANDARDS:** No acreage requirements.

No feasibility study is required by the state, since a new school is usually built in an open area and the community develops around it.

**MAINTENANCE:** School districts must develop school facility maintenance plans in order to receive state funding.

### **PRESERVATION-RELATED POLICIES:**

**PLANNING:** New Mexico requires school districts to develop a 5-year master plan for school facilities before obtaining state capital funds. The state does not require that school facility planning be coordinated with local land-use planning.

**TRANSPORTATION:** New Mexico spent \$96 million on student transportation in 2001-02, up from \$83 million in 1997-98.

**SCHOOLS AS CENTERS OF COMMUNITY:** There is no formal program in this area, but as a practical matter, many schools in New Mexico already function as centers of community.

**DATABASE:** New Mexico recently entered into a contract to establish a database on the age, condition, and other characteristics of public schools, but the database has not yet been established.

**ASSESSMENTS:** A private company, 3D, with offices in New Mexico and Texas, is conducting school facility assessments for schools throughout the state.

**CONTACT/SOURCES:** New Mexico Education Department, Capital Outlays: Tel: 505-476-1000. <http://sde.state.nm.us>  
State Policies Affecting Historic School Buildings, July 14, 2000, New Mexico SHPO

## NEW YORK

**FUNDING:** \$13.5 billion in state capital funds in 2001-02.

New York is neutral with respect to new school construction vs. renovation.

**SITE STANDARDS:** New York requires: three acres for an elementary school (K-6) plus 1 acre for each 100 students; and ten acres plus one acre for every 100 students for middle and high schools (7-12). Variances from these standards must be obtained from the state. NB: These standards do not apply to schools in New York City.

**PRESERVATION-RELATED POLICIES:** Multi-level schools, and schools made of wood-frame construction, are permitted as long as they comply with building codes in effect at the time of construction. The state requires school districts to provide evidence that they have contacted the State Historic Preservation Office to seek its advice as to whether historic resources will be affected by a proposed project and, if so, how any substantial adverse effects can be avoided or mitigated. This policy applies to renovations involving any school over 50 years old as well as to new buildings and additions to existing buildings. (See Sec. 14.09 of New York State Parks, Recreation & Historic Preservation Law)

**PLANNING:** New York exempts school districts from local planning and zoning laws, although the state encourages them to respect local zoning policies as a “good neighbor.” County highway and public works officials, and local fire and law enforcement officials, must be notified regarding certain facets of school facilities, but school districts are not required to coordinate school facility plans with local land-use plans. Under the New York State Environmental Quality Act, citizens have the opportunity to review and comment on state-funded projects, including schools, that may have environmental consequences (these include effects on local community character and historic resources).

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** The state encourages this concept but has no formal programs to promote it. Many local schools function as centers of community.

**DATABASE:** New York maintains a central database on school facility conditions and characteristics.

**CONTACT/SOURCES:** *Manual of Planning Standards*, University of the State of New York, The State Education Department, Office of Facilities Planning (March 1998)

*School Site Standards, Site Selection and Site Development*, University of the State of New York, State Education Dept. Division of Educational Facilities Planning, February 1976. See [www.emsc.nysed.gov/facplan/](http://www.emsc.nysed.gov/facplan/).

Office of Facilities Planning, New York State Education Department. Tel: 518/474-3906.

## NORTH CAROLINA

**FUNDING:** \$1.8B bond passed in 1998.

North Carolina does not require new school construction if school renovation costs exceed some arbitrary percentage.

**SITE STANDARDS:** North Carolina recommends, but does not require: ten acres for an elementary school plus 1 acre for each 100 students; 15 acres for a middle school (grades 5-8) plus 1 acre for each 100 students, 20 acres for a junior high school (grades 7-9) plus 1 acre for each 100 students, and 30 acres for a high school plus 1 acre for each 100 students. North Carolina provides “guidelines,” based on the Council of Educational Facilities Planning International (CEFPI) guidelines. Typically, school districts use these guidelines in the absence of specific needs for a specific program and they assume single-level construction in a rural or open suburban area.

**MAINTENANCE:** The North Carolina Dept. of Public Instruction recommends that school districts spend 2% of a building’s value annually on maintenance.

**PRESERVATION-RELATED POLICIES:** State law (G.S. 115 C-521, which can be found in the NC Public School Facilities Guidelines, p. 62, available on the web site noted below under “Pubs and Guides”) requires school districts to analyze the feasibility of renovating an existing school before replacing it with a new one. A 1993 state law states: “If a board of education is considering building a new school building to replace an older school building, the board shall not invest any construction money in any new building unless [it] submit[s] to the State Superintendent and the North Carolina Historical Commission an analysis that compares the costs and feasibility of building the new building and of renovating the existing building and that indicates the desirability of building the new building.”

Multi-level schools as well as schools made of wood-frame construction are allowed, provided they meet relevant building and safety codes.

**PLANNING:** The state does not require that school facility planning be coordinated with local land-use planning. The state does encourage local school districts to involve the community in school facility planning, but it does not impose requirements in this area. School facility plans must be submitted to local planning officials for approval pursuant to local zoning and construction ordinances and requirements.

**TRANSPORTATION:** North Carolina spent \$242.9 million on student transportation in 2001-02, up from \$193 million in 1997-98.

**SCHOOLS AS CENTERS OF COMMUNITY:** The North Carolina *Community Schools Act* promotes “greater community involvement in the public schools and greater community use of school facilities.” School uses that are encouraged include: use of school facilities by charitable and civic organizations; use of volunteers in the community for tutoring, counseling, and cultural

programs; and better communication between school faculty and citizens in the community. There are many examples in North Carolina of shared or joint usage of school facilities and of shared parks and recreational facilities.

**SHARED USE:** The shared use of school facilities is encouraged.

**DATABASE:** North Carolina maintains a database on the age, condition, and other characteristics of public schools in the state. This is maintained by the North Carolina Public School Insurance Fund, a unit of the North Carolina Dept. of Public Instruction.

**OTHER:** The guidelines state that elementary schools ranging from 450-700 students, middle schools ranging from 600-800 students, and high schools ranging from 800-1,200 students can offer excellent educational programs, but the same guidelines note a positive correlation between small schools (300-400 for elementary schools, 300-600 for middle schools, and 400-800 for high schools) and schools that are safer from crime and violence.

**CONTACT/SOURCES:** *North Carolina Public Schools Facilities Guidelines*. March 2000.

State Board of Education, North Carolina Dept. of Public Instruction.

NCGA General Statutes, Chapter 115C. Article 37 School Sites and Property.  
NCGA General Statutes, Chapter 115C. Article 13 Community Schools Act.

*Making Current Trends in School Design Feasible*, a publication that discusses small, walkable, and urban schools; smart growth; joint use; sustainability; and other design issues. Public Schools of North Carolina, State Board of Education, North Carolina Dept. of Public Instruction. November 2000. See [www.schoolclearinghouse.org](http://www.schoolclearinghouse.org); go to Publications/North Carolina Public School Facilities Guidelines. See also [www.ncpublicschools.org](http://www.ncpublicschools.org)

## NORTH DAKOTA

**NOTE:** North Dakota emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** The state provides approximately \$30-35 million annually for school construction and renovation. In addition, the state provides about \$7 million annually in loans for capital projects. As a matter of policy, the state will generally not invest in renovation projects if the cost of renovating a school exceeds 60% of the cost of building a new one.

**SITE STANDARDS:** No special requirements.

**MAINTENANCE:** No special requirements.

### **PRESERVATION-RELATED POLICIES:**

**PLANNING:** School districts are required to explain how they are collaborating with relevant political units – e.g., local governments – when they apply for state financial assistance for new school construction or renovation projects.

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** North Dakota participates in the federal *21<sup>st</sup> Century Community Learning Centers Program*, which promotes the concept of schools as centers of community.

**OTHER:** The state conducted a survey in the mid-1990s on the characteristics, including age and condition, of public schools.

**CONTACT/SOURCES:** North Dakota Dept. of Public Instruction: Tel: 701/328-2267.

## OHIO

**FUNDING:** Following litigation filed to ensure more equity in facilities for lower-income school districts, Ohio is embarked on a \$23.1 billion school building and renovation program (\$10.2 billion in state spending and \$12.9 billion in local matching dollars).

If renovation costs exceed two-thirds of the cost of building a new school, the Ohio School Facilities Commission (OSFC) requires school districts receiving state capital funds to replace the existing school with a new one. Waivers from this rule may be obtained under certain circumstances (see below). However, the OSFC design manual states that the Commission “does not view the renovation projects costing in excess of two-thirds of the cost of new construction to be a good investment.”

**SITE STANDARDS:** The OSFC recommends one acre for every 100 students plus: ten acres for an elementary school, 20 acres for a middle school, and 35 acres for a high school. Deviations from these standards must be approved by the OSFC, which recognizes that “the availability of land is a constraint in urban centers.”

**MAINTENANCE:** The OSFC requires that ½ to 1% of the project cost be set aside to cover ongoing maintenance of any project, new or renovated. The Ohio School Design Manual states: “School building structures...shall be designed and constructed of materials which will perform satisfactorily for 40 years, with only minor maintenance and repairs, and for 100 years before major repairs or replacement of primary structural...elements is required.”

**PRESERVATION-RELATED POLICIES:** A resolution approved by the OSFC in 1999 states that the Commission “may vote to approve renovations that cost in excess of two-thirds of the cost of replacing the building if it is demonstrated to the Commission that the school building has special historical value, or for other good cause shown.” OSFC standards state that waivers to the 2/3 rule “should be viewed as an exception, rather than a rule.” In calculating costs for purposes of determining compliance with the “two-thirds rule,” school districts are not required to include demolition, hazardous material abatement, transportation or infrastructure costs that may be necessary in the course of replacing an existing school. Under a recent policy change, OSFC allows buildings with wood structural elements in sound condition to be renovated.

**PLANNING:** School boards must comply with local zoning laws.

**TRANSPORTATION:** No response from state.

### **SCHOOLS AS CENTERS OF COMMUNITY:**

**OTHER:** State law requires minimum school enrollments of at least 350 students. Exceptions to this law may be granted under certain circumstances.

**CONTACT/SOURCES:** Ohio School Facilities Commission: Tel: 614/466-6290;  
[program.info@osfc.state.oh.us](mailto:program.info@osfc.state.oh.us); [www.osfc.state.oh.us/](http://www.osfc.state.oh.us/)

## OKLAHOMA

**NOTE:** Oklahoma emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** Schools are financed entirely with local funds. Decisions to build new or renovate existing schools are up to local school districts.

**SITE STANDARDS:** Oklahoma recommends: ten acres for an elementary school plus 1 acre for each 100 students; 20 acres for a middle school plus 1 acre for each 100 students; and 30 acres for a high school plus 1 acre for each 100 students. The state acknowledges, however, that the recommended acreage may be unrealistic in densely populated areas and other locations where land costs are high. The standards also note that for schools next to parks or recreational areas, the number of acres recommended may be modified. Cooperation with local park authorities and other governmental agencies is encouraged with a view to promoting joint use of common areas or facilities.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:**

**PLANNING:** No special requirements.

**TRANSPORTATION:** Oklahoma spent \$145 million on student transportation in 200-01, up from \$104.4 million in 1996-97.

**SCHOOLS AS CENTERS OF COMMUNITY:** There is no special program in this area, but schools throughout Oklahoma, especially in small towns, generally function as centers of community.

**OTHER:** Oklahoma conducted a survey about 10 years ago in which it collected information regarding school age, condition, and other characteristics. This information is outdated, however.

**CONTACT/SOURCES:** *Planning for Education: Space Guidelines for Planning Educational Facilities*, Oklahoma State Dept. of Education (December 1984). Capital Improvement Section, Oklahoma Dept. of Education: Tel: 405/521-3812.

## OREGON

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**FUNDING:** Information not available.

**SITE STANDARDS:** No minimum acreage requirements. About 15 years ago, Oregon did impose site size requirements, but the state law—and administration regulations—are now silent on this particular matter. Thus it is up to local governments and school districts in Oregon to decide how large the school sites should be. *Source:* Oregon Department of Education.

**MAINTENANCE:**

**PRESERVATION-RELATED POLICIES:**

**PLANNING:** School districts must obtain a conditional use permit for a proposed new school. The permit must be approved & issued by the local planning agency of the jurisdiction. Schools cannot locate outside urban growth boundaries designated in local comprehensive development plans. (Source: *Wait for the Bus*, by the South Carolina Coastal Conservation League, p. ix.)

**TRANSPORTATION:** Oregon spent \$179 million on student transportation in 2001-02, up from \$150 million in 1998-99.

**SCHOOLS AS CENTERS OF COMMUNITY:**

**CONTACT/SOURCES:**

Oregon Education Department, Tel: 503-378-3573 <http://www.ode.state.or.us>

## PENNSYLVANIA

**FUNDING:** The Pennsylvania governor's budget calls for \$294.5 million for new school construction and renovation in 2003.

Pennsylvania provides the same level of reimbursement for school renovations as for new school construction. Because it is usually less expensive to renovate or alter an existing school building as to build a new one, the proportion of reimbursement is usually greater for work on existing buildings.

In 1998, Pennsylvania eliminated a "60% rule," which limited state financial assistance for school renovation projects if the cost of renovation exceeded 60% of the cost of building a new school unless a variance from the 60% rule was granted.

**SITE STANDARDS:** Pennsylvania subsidizes land acquisition for schools to the extent that the amount of land purchased does not exceed these acreage allowances: one acre for every 100 students plus: ten acres for an elementary school, 20 acres for a middle school, and 35 acres for a high school. Local school districts may exercise discretion with respect to school site size.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** Pennsylvania policy states: "School districts should take all reasonable efforts to preserve and protect school buildings that are on or eligible for local or National historic registers. If for safety, educational, economic, or other reasons, it is not feasible to renovate an existing school building, school districts are encouraged to develop an adaptive reuse plan for the building that incorporates an historic easement or covenant to avoid the building's abandonment or demolition." Multi-level schools made with wood-frame construction are permitted provided they meet health and safety standards. Based on information provided by school districts when they apply to the state for financial assistance, the state Division of School Facilities notifies the State Historic Preservation Office if a proposed project is likely to affect a building at least 50 years old or an archaeological feature on the site. The state preservation office, in cooperation with the school district, then determines if a building or archaeological feature is historic. The state's History Code provides for a certain type of review for state-assisted projects affecting historic buildings and sites.

Under Executive Order 1997-6, which deals with the state's agricultural land preservation policy, all state agencies, including the state education department, are directed to "protect the Commonwealth's 'primary agricultural land' from irreversible conversion to uses that result in its loss as an environmental & essential food & fiber resource." The order further states "that Commonwealth funds shall not be used to encourage the conversion of [farmland] to other uses when feasible alternatives are available."

**DISPOSITION:** Historic schools taken out of service may be conveyed by school districts to nonprofit organizations or historical societies and used for historical purposes for no remuneration. (See Section 24 PS 7-707, §10)

**PLANNING:** School districts are required to conduct school facility studies prior to obtaining state funding for capital projects. Districts must also comply with local planning and zoning codes.

**TRANSPORTATION:** Pennsylvania spent \$775 million on student transportation in 2000-01, up from \$650 million in 1996-97.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special state programs.

**DATABASE:** No central database on school facility conditions.

**CONTACT/SOURCES:** [www.pde.state.pa.us](http://www.pde.state.pa.us).

Basic Education Circular, School Construction Reimbursement Criteria, 24 P.S. §7-733.

Division of School Facilities, Bureau of Budget & Fiscal Management, Pennsylvania Dept. of Education. Tel: 717/787-5480.

## RHODE ISLAND

**FUNDING:** Rhode Island budgeted \$38 million for school construction and renovation in 2003.

If new construction is proposed, the school district must demonstrate that new construction is the best available alternative and must have considered renovation options if an existing building is available. The district must also have considered indirect costs associated with new construction, such as new sewers, roads, transportation or utilities. If the project involves renovation, the documentation must show that the building is structurally sound or can reasonably be made so and can be feasibly converted to support a modern educational program. New schools should be planned and designed to achieve a desired standard of excellence at the most effective cost.

Incentive bonuses are granted for certain activities. These include a 4% bonus for asbestos abatement, energy conservation, or handicapped access; a 2% bonus for new construction projects in regional school districts for each grade consolidated in the district; and 4% bonuses for school repair and/or renovation projects.

**SITE STANDARDS:** Schools should “be located whenever possible in proximity to other facilities such as libraries, museums, parks, natural resources &/or other facilities which would enhance the proposed educational program.” However, the state uses the following guidelines for *minimum* site acreage: ten acres for an elementary school plus 1 acre for each 100 students; ten acres for a middle school plus 1 acre for each 100 students; & 30 acres for a high school plus 1 acre for each 100 students. When possible, schools should be located near facilities that enhance the educational program, such as libraries, museums, parks, and natural resources.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** If the project involves renovating or demolishing a historic building, the school district must advise the Rhode Island Historical Preservation and Heritage Commission about the project.

Maximum enrollments: 4 classes per grade at the elementary level; no more than 1,200 students at a middle school; & no more than 2,000 students at a high school. New buildings and major renovations should provide for an educational life of 50 years. Multi-level schools are permissible.

**SMART GROWTH SCHOOLS:** Rhode Island’s school facility guidelines include a two-page explanation of “smart growth schools.” (See below.)

**TRANSPORTATION:** Rhode Island spent \$52.5 million on student transportation in 2000-2001, up from \$48 million in 1998-99.

**PLANNING POLICIES:** Applications for state financial assistance must indicate whether the project conforms with the approved municipal plan mandated by the Rhode Island Comprehensive Planning & Land Use Regulations Act. Applications must also describe planning activities (& municipal involvement) that took place in connection with the proposed project. If the project involves a new school, the district must explain whether it has considered smart growth concepts and the impact of sprawl in developing and planning for the construction of a new school. An explanatory addendum to help school districts address the latter concern appears on the following page.

**CONTACT:** Office of Finance, Rhode Island Department of Education: Tel: 401/222-4600, Ext. 2420. See *Necessity of School Construction: Information and Instructions*, “Rhode Island Department of Education Request for Approval of School Construction Project (Part 1, Part 2, and Addendum to Instructions for Part 2).

**Rhode Island’s “Addendum to Instructions for Part 2” of the  
Rhode Island Department of Education  
Request for Approval of School Construction Project**

**Smart Growth – Smart Schools**

Has the district considered smart growth concepts with relation to educational facilities and the impact of sprawl in developing and planning for the construction of a new school in the community?

**What is suburban sprawl?**

Suburban sprawl is irresponsible, poorly planned development that destroys green space, increase traffic, crowds schools and drives up taxes.

**What is smart growth?**

Smart growth is intelligent, well-planned development that channels growth into existing areas, provides public transportation options and preserves farmland and open space.

**What is smart school planning?**

The U.S. Department of Education has endorsed a set of national design principles that have been published in *Schools as Centers of Community: A Citizens’ Guide to Planning and Design*. Smart planning for education means taking a responsible look at these six principles and other alternate visions to design schools that enhance teaching and learning; serve as centers of community; result from a planning/design process involving all stakeholders; provide for health, safety and security; make effective use of all available resources and allow for flexibility and adaptability to changing needs.

In considering the construction of new schools, renovations or additions, it should be noted that older school buildings may be successfully adapted to new technology and the latest educational mandates.

In addition, educational facilities should not encourage ‘sprawl’ development. They should not be located in agricultural preservation areas unless other options are not viable and the project’s development will have no negative effect on future growth and development in the area.

If possible, projects should encourage revitalization of existing facilities and consideration should be given to locating facilities in a locally designated growth area that is served by existing or planned water, sewer, and other public infrastructure.

The [school] district should encourage the local school expansion planning committee to review the school policy reform recommendations that have been offered by the National Trust for Historic Preservation in the report *Historic Neighborhood Schools in the Age of Sprawl: Why*

*Johnny Can't Walk to School.* The National Trust for Historic Preservation, in an effort to move smart school goals forward, offers the following recommendations:

### **Top Twelve Policy Recommendations**

1. Put historic neighborhood schools on a level playing field with new schools. Eliminate funding biases that favor new construction over school renovation and good stewardship.
2. Eliminate arbitrary acreage standards that undermine the ability of established communities to retain and upgrade (or replace on the same site, when necessary) historic and older schools that could continue to serve as centers of community.
3. Avoid “mega-school sprawl” – massive schools in remote locations that stimulate sprawl development and are accessible only by car or bus.
4. Develop procedures for accepting land donated by developers for new schools. Land in “sprawl locations” that are inappropriate for schools should be rejected.
5. Encourage school districts to cooperate with other institutions – e.g., government agencies, nonprofits, churches, and private businesses – to share playgrounds, ball fields, and parking as well as to provide transit services, when appropriate.
6. Establish guidelines, training programs, and funding mechanisms to ensure adequate school building maintenance. Create disincentives for school districts to defer needed maintenance and allow buildings to fall into disrepair.
7. Require feasibility studies comparing the costs of new schools with those of renovating existing schools before new schools are built and existing ones abandoned. Hire only architects with experience in rehabilitation work to conduct such studies. These studies should also consider the impact of a school’s closing on existing neighborhoods, long-term transportation costs, and municipal service burdens. Finally, these studies must be presented to the public for comment before projects move forward. If they are presented only to the superintendent and school facilities committee, their use is limited.
8. Re-examine exemptions given to local school districts from local planning, zoning, and growth management laws.
9. Work to ensure that minimum of 50% of the students can walk or bike to school in cities, towns, and suburbs. Promote safe-routes-to-school legislation in the states.
10. When a historic school cannot be preserved and reused, school districts and/or local governments should implement plans for the building’s adaptive use or replacement so that it does not become a source of blight in the neighborhood.
11. Promote “smart codes” legislation to encourage the rehabilitation and modernization of historic schools as well as other serviceable buildings.
12. Provide education and training in school renovation techniques and options for school facility planners, contractors, private consultants, architects, school board members, municipal officials and others.

## SOUTH CAROLINA

**FUNDING:** Through its Bond Act of 1999, South Carolina has invested a total of \$750 million over the last four years (as of 2003) in school construction and renovation.

**SITE STANDARDS:** For new schools, South Carolina requires one acre for every 100 students plus: ten acres for an elementary school, 20 acres for a middle school, and 30 acres for a high school. If this much land is not available, the state Office of School Facilities may grant an exception to the standards. Multi-level schools are allowed and have been built in dense urban areas where land is scarce. Funding may be used for parking structures, when appropriate. School buildings must be set back on the site a sufficient distance from adjacent roadways to insure safe and adequate on-site storage or stacking of loading and unloading vehicles (e.g., schools buses).

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** If the cost of bringing an existing school up to current safety codes exceeds 50% of the school's insured value, the school district must bring the entire structure up to code (not merely the portion being renovated). This is a code-related requirement, however, not a funding-related renovation disincentive.

**PLANNING:** School districts are required by state law to comply with local zoning ordinances and to consult with local planning commissions regarding the compatibility of proposed schools sites with the comprehensive plans of communities. If a planning commission finds a school facility proposal to be in conflict with the local plan, the school district may nonetheless proceed with its plan as long as it publicly states its intention to proceed and the reason for doing so. (S.C. Code Ann. §6-29-540 [Supp. 1999]) Under the state's School Bond Act of 1999, school districts must submit a capital needs plan every three years so that the state can assess overall capital needs for school facilities.

**TRANSPORTATION:** South Carolina spent \$78.6 million on student transportation in 2002, up from \$62 million in 1998.

**DATEBASE:** South Carolina sought to establish a database on school facility conditions several years ago but lack of funding prevented this effort from moving forward.

**SCHOOLS AS CENTERS OF COMMUNITY:** The state school facilities office is a strong proponent of this concept, but South Carolina has no formal programs in this area.

**OTHER:** In his January 2003 state-of-the-state message, South Carolina Governor Mark Sanford stated:

I believe very strongly in the concept of neighborhood schools- and we need to make these schools a much bigger part of the educational effort in South Carolina. Our current policies encourage the construction of massive, isolated schools that

are inaccessible to the communities they serve. Rather than walking or biking to their neighborhood school, many students spend more time stuck on buses than they do with their families. And perhaps worst of all, many children are ignored in these large schools.

Anonymity and education don't go together. By the educational oversight committee's own analysis, one of the keys to improving education is a sense of community where teacher, student and parent all feel a sense of ownership in their school.

In addition to depriving many students of a quality education, these remotely sited mega schools also accelerate developmental sprawl into our rural areas - and what comes with it - increased car trips, lengthened bus routes, and a disappearing countryside.

Please help me to bring back smaller community-centered schools. First, let's work with the State Department of Education to eliminate minimum acreage requirements so that school boards have greater flexibility in site selection.

**CONTACT/SOURCES:** *South Carolina School Facilities Construction and Planning Guide.* Visit [www.myschools.com/offices/sf/](http://www.myschools.com/offices/sf/) Office of School Facilities: Tel: 803/734-4837.

See also *Wait for the Bus: How Lowcountry School Site Selection and Design Deter Walking to School and Contribute to Urban Sprawl*, by Christopher Kouri, a report prepared for the South Carolina Coastal Conservation League (November 1999), based in Charleston, SC.

## SOUTH DAKOTA

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**NOTE:** South Dakota defers to local school districts and emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** No response from state.

**SITE STANDARDS:** No response from state.

**MAINTENANCE:** No response from state.

**PRESERVATION-RELATED POLICIES:** No response from state.

**PLANNING:** No response from state.

**TRANSPORTATION:** No response from state.

**SCHOOLS AS CENTERS OF COMMUNITY:** No response from state.

**OTHER:**

**CONTACT/SOURCES:**

## TENNESSEE

**NOTE:** Tennessee emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** Tennessee provides funding for school construction through the capital outlay component of its Basic Education Program funding formula. This component generates \$382 million: \$191 million in state funds (50%) and \$191 million in local funds (50%). These funds are not earmarked. The school systems have flexibility to use the funds where they are most needed in their systems. There were 899,709 students enrolled in Tennessee's 1,646 public schools in 1001-02.

Tennessee does not require new school construction when the costs of renovating an existing structure exceed a certain percentage of new construction costs.

**SITE STANDARDS:** No acreage requirements.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** Multi-level schools are allowed. Schools are required to meet standard building and fire codes.

**PLANNING:** No new municipal school districts may be created outside designated "planned growth areas." Planned Growth Areas must be designated by local governments under the state growth management law enacted in 1998 (Public Chapter 1101).

**TRANSPORTATION:** Local school systems spent \$203.7 million in 2001-02 for pupil transportation. The average number of students transported daily was 453,745. Tennessee does not collect data on the number of students who walk to school. Tennessee spent \$181 million on student transportation in 2002-03, up from \$141 million in 1998-99.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special programs.

**DATABASE:** No database.

**OVERSIGHT:** No special policies for citizen oversight of capital spending.

**CONTACT/SOURCES:** State Commissioner of Education. See [www.state.tn.us](http://www.state.tn.us). Also: Tennessee Dept. of Finance and Administration, Architect's Office: Tel: 615/741-2388.

## TEXAS

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**NOTE:** Texas emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** \$698.5 million in state capital funds in 2000-01.

State policy is neutral with respect to new school construction and renovation and does not distort local decision-making in this regard.

**SITE STANDARDS:** No site requirements. Decisions about school sites are left to local school districts. Site standards recommended by CEFPI<sup>4</sup> are sometimes cited as a rule of thumb but are not mandated.

**PRESERVATION-RELATED POLICIES:**

**PLANNING POLICIES:** No special policies.

**SCHOOLS AS COMMUNITY CENTERS:** In 2001, Texas enacted legislation permitting school boards to transfer older schools being taken out of service to a nonprofit organization for use as community centers without having to charge fair market value for the schools.

**MAINTENANCE:** No special requirements.

**TRANSPORTATION COSTS:** Information not available.

**CONTACTS/SOURCES:** Texas Administrative Code, Title 19, Part II, Chapter 61, Subsection 61.1033: School Facilities Standards.

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<sup>4</sup> Council of Educational Facility Planners International recommends one acre for every 100 students plus 10 acres for an elementary school, 20 acres for a middle school, and 30 acres for a high school.

## UTAH

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**NOTE:** Utah emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** About \$28.3 million annually is provided by the state's Capital Foundation Program for school construction, renovation, and land acquisition.

The state is neutral with respect to new construction vs. renovation.

**MAINTENANCE:** No special requirements.

**SITE STANDARDS:** The state recommends: ten acres for an elementary school plus 1 acre for each 100 students; 20 acres for a middle school plus 1 acre for each 100 students; and 30 acres for a high school plus 1 acre for each 100 students.

### **PRESERVATION-RELATED POLICIES:**

**DISPOSITION:** It takes a two-thirds majority vote of the local school board to sell school land or buildings.

**LITIGATION:** None regarding school facilities

**PLANNING POLICIES:** Prior to 2003, school districts were required to develop five-year comprehensive capital outlay plans, but this requirement has been eliminated. The state does encourage school districts to cooperate with local governments on local planning issues.

**SCHOOLS AS CENTERS OF COMMUNITY:** This concept is promoted informally by the state, but there are no special programs in this area.

**TRANSPORTATION:** Information not available.

**DATABASE:** Until recently, Utah maintained data on school characteristics, but at the direction of the state legislature, the Department of Education stopped doing this.

**OTHER:** Most new schools, except for some high schools, are single-level structures.

**CONTACT/SOURCE:** See [www.usoe.k12.ut.us/data](http://www.usoe.k12.ut.us/data) or Tel: 801/538-7668.

## VERMONT

**FUNDING:** State funding for school construction/renovation averages approximately \$10-13 million annually. Most of this money has been invested in school renovations.

The state is neutral toward new construction and renovation. As a practical matter, most state capital funds have gone toward renovations. The state has the discretion to increase the amount of state aid it will contribute to projects involving the renovation of historic schools in order to retain their character-defining features.

**SITE STANDARDS:** Vermont does not impose site size requirements because it does not want to discourage schools from staying in town centers, as opposed to locating on the outskirts of town. State guidelines note that “[s]ites that are accessible to modes of transportation other than the automobile, that students can safely walk and ride their bicycles to and from and that are near municipal bus services may reduce transportation costs.” Sites should be conveniently located for recreation and non-school activities during the evening and on the weekends. Schools should be located within areas designated for growth by local governments. The state’s site inspection checklist asks what percentage of students is within walking distance of the school.

**MAINTENANCE:** No general maintenance requirements, but applications for state financial assistance to support new school construction or renovation may be denied if school maintenance has been deferred. Vermont’s guidelines state: “No state construction aide shall be available for any proposed project or construction which has arisen in whole or in part from significant deferred maintenance.” Deferred maintenance means “costs for construction repairs or other improvements necessitated by the lack of reasonable and timely maintenance including periodic minor repairs of school buildings and mechanical systems.”

**PRESERVATION-RELATED POLICIES:** The state historic preservation officer is provided with copies of plans for state-assisted school construction and renovation projects and given an opportunity to comment on and approve the plans. State board of education rules also state that, in the event that renovations are made to historic school buildings, the state has the discretion to increase the amount of state financial assistance available for the project. As a practical matter, this policy has been little used, but it is official policy. Vermont guidelines state: “The historic character of existing buildings should be respected in rehabilitation projects. Attention to the visual character of new construction will contribute greatly to the community’s pride and sense of accomplishment with the final product.” If a proposed project involves a renovation or addition to a historic school, school districts are urged to include professionals with expertise and experience in historic preservation.

**PLANNING:** Vermont’s School Construction Guide: 1998 states: “The broader the participation in the development of a school construction proposal, the better will be the school board’s presentation of the project to the voters for funding.”

School districts in Vermont are not exempt from local planning and zoning laws, but the state does not mandate the coordination of school facility planning with general land-use planning by local governments. In the absence of state policy regarding such coordination, some state officials are informally promoting better coordinated planning. Plans for new school construction must comply with planning guidelines set forth in Vermont's Act 250, a state law intended to promote sensible land-use practices and to avoid urban sprawl. The Act 250 process gives citizens and local government officials an opportunity to comment on proposed plans.

**TRANSPORTATION:** Vermont spent \$31.4 million on student transportation in 2002, up from \$24 million in 1998.

**SCHOOLS AS CENTERS OF COMMUNITY:** A State Board of Education Policy on Historic Preservation adopted in August 1997 states:

1. *Whereas, schools traditionally have been located within the physical centers of Vermont's communities and have been a major contributing factor to the sense of community in Vermont; and*
2. *Whereas, the State Board recognizes the contemporary and future benefits of maintaining that sense of community in Vermont; and*
3. *Whereas, even in the event that a historic school is discontinued as an educational facility, it can remain a valued landmark of the community's heritage; and*
4. *Whereas, the costs and uses of rehabilitated buildings can be comparable to those of new construction; and*
5. *Whereas, continued use of historic schools is consistent with Vermont's effort to focus public and private investment in existing community centers and preserves the public infrastructure already embodied in those centers;*

*It is therefore in the public interest to protect Vermont's historic schools for future generations and it shall be the policy of the Vermont State Board of Education that:*

1. *School districts be encouraged to use the existing infrastructure to meet the needs of Vermont's students and therefore funding for renovations, including major repairs, and additions to existing school buildings shall be given preference over new school development taking into consideration the educational needs of students and that the costs of rehabilitation do not unreasonably exceed the costs of such new development.*
2. *With specific respect to historic school buildings listed on or eligible for the State or National Register of Historic Places, school districts shall make all reasonable efforts to preserve and protect such buildings and, wherever possible, rehabilitate or add to such buildings to permit continued use as a school building.*
3. *Where an historic school building has been determined to be unsuitable for continued use as a school, the State Board encourages school districts to develop an adaptive reuse plan that incorporates a historic preservation easement or covenant on the property in conjunction with any plans for a new school building in order to avoid the abandonment or demolition of the historic building.*

4. *In furtherance of the above, the Department of Education shall work closely with the Division for Historic Preservation on general rules and policies as well as on individual school construction projects to ensure the Department's responsibilities pursuant to 22 V.S.A. 743 (4) ("assure that...plans, programs, codes and regulations and objects of historical, architectural, archeological or cultural significance") are properly carried out.*

A School Construction Guide published in 1998 suggests that schools be located within local growth centers.

**OTHER:** The state does not require school districts to sell schools for fair market value when they are taken out of service. Some schools have been sold to local governments for as little as \$1. The state does not maintain a special data base on the characteristics of schools.

**CONTACT/SOURCES:** [www.state.vt.us/educ](http://www.state.vt.us/educ) (see Programs & Services; Vermont School Construction Planning Guide) and [www.leg.state.vt.us](http://www.leg.state.vt.us) (see Chapter 123, Title 16, Section 3448). Vermont Department of Education, Tel: 802/828-3893 or 802/828-5402.

## VIRGINIA

**NOTE:** Virginia emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** There is no direct funding for schools in Virginia for capital projects.

If school renovation costs exceed 50-to-60% of the cost of building a new school, the state encourages new school construction due to life-cycle cost considerations. This policy is an informal rule-of-thumb, however, and is not codified in regulations.

**SITE STANDARDS:** The state recommends: four acres for an elementary school plus 1 acre for each 100 students; ten acres for a middle school plus 1 acre for each 100 students; and ten acres for a high school plus 1 acre for each 100 students. Waivers may be requested.

**MAINTENANCE:** No special requirements for maintenance or citizen oversight bodies.

**PRESERVATION-RELATED POLICIES:** Virginia has a state rehabilitation tax credit that has been used by at least one historic school to facilitate renovation. Multi-level schools as well as schools made of wood-frame construction are permitted, provided they meet relevant safety codes.

**PLANNING:** No special requirements, but inclusive planning involving the broader community is recommended.

**TRANSPORTATION:** No response from state.

**GENERIC SCHOOLS:** Virginia does not promote generic schools, but some fast-growing counties have purchased the rights to school facility plans and are using them to build generic schools.

**DATABASE:** Virginia does not maintain a central database on school facility conditions, but does track new school construction costs.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special state program, but this concept is encouraged by the state.

**CONTACT/SOURCES:** [www.pen.k12.va.us](http://www.pen.k12.va.us) (click on Facilities, then on Construction).  
Virginia Department of Education, Support Services, Tel: 804/225-2035.

<http://www.pen.k12.va.us/>

Virginia Department of Education, "Regulations for Public School Building Construction"

## WASHINGTON

**FUNDING:** State expenditures for school capital projects have averaged \$190 million annually in recent years.

When school districts build new schools to accommodate “unhoused” students – i.e., students for which schools do not presently exist, the new facilities may qualify for 100% of the state’s cost allowance for schools. When the needs of “housed” students are being addressed, the school facilities may qualify for only 80% of the state’s cost allowance. This “80% rule” applies equally to new construction and renovation projects.

**SITE STANDARDS:** Washington recommends one acre of land for every 100 students plus: five acres for an elementary school and ten acres for schools containing any grade above Grade Six. Waivers from these standards are no longer required by the state, which gives school districts discretion with respect to school size.

**MAINTENANCE:** Washington requires school districts to spend at least 2% of their operational funds on school facility maintenance in the case of schools built after January 1993. This maintenance requirement does not apply to schools built prior to that date.

**PRESERVATION-RELATED POLICIES:** The Washington State Environmental Protection Act (SEPA) requires environmental impact statements for all major actions significantly affecting the quality of the environment. The law envisions the preservation of “important historic, cultural, and natural aspects of [the state’s] heritage.” See Wash. Rev. Code Ann. §43.21C (Supp. 1982). The state is considering revising its school building evaluation form so that historic schools would no longer be penalized. This change is expected to take place sometime in 2003.

**PLANNING:** In developing school facility plans, school districts are encouraged to involve citizens, staff, and students. Washington does not require school districts to involve the broader community, but because virtually all capital projects need substantial local funding in addition to state funds, school districts generally do conduct such outreach in order to enhance the prospects for passage of school bonds. Failure to do so risks failed school bonds.

Washington’s Growth Management Act (GMA) requires all of the state’s faster-growing counties to prepare local comprehensive plans. The Act encourages the siting of public facilities, including schools, within Urban Growth Areas designated by local governments. School facilities not provided for in the “capital facilities element” of local comprehensive plans may not be approved for funding by the state. School facilities located outside of Urban Growth Areas that require water and/or sewer service may need extraordinary measures such as service lines dedicated solely to (and paid for by) the school district. Before obtaining state funding for school capital projects, school districts must demonstrate compliance with Washington’s State Environmental Protection Act, Growth Management Act, and local planning and zoning laws.

**TRANSPORTATION:** Information not available.

**DATABASE:** Washington does have a database on school facility conditions. It is maintained by the state Superintendent of Public Instruction.

**SCHOOLS AS COMMUNITY CENTERS:** No formal state program, but many schools are moving in this direction.

**CONTACT/SOURCES:** *School Facilities Manual (Revised 4<sup>th</sup> Edition)*, March 2000. School Facilities and Organization. See also *Washington State Historic Neighborhood Schools*, by Mary Jane Honegger, available through the Washington Trust for Historic Preservation at 206/624-9449. Office of Superintendent of Public Instruction, School Facilities and Organization: Tel: 360/753-6738. Also: 425/503-5424.

## WEST VIRGINIA

**FUNDING:** West Virginia approved \$56.8 million for school construction and renovation in FY 2002 and \$51.7 million in FY 2003. West Virginia has 281,588 students in 824 schools.

For schools being renovated, West Virginia will provide only up to 65% of the cost of replacing the school.

**SITE STANDARDS:** West Virginia requires: five acres plus one acre for each 100 students over 240 students for an elementary school; 11 acres plus one acre for each 100 students over 600 students for a middle school; and 15 acres plus one acre for each 100 students over 800 students for a high school.

These site standards apply to traditional suburban schools. Where the neighborhood served by the school is urban, the school site shall also be urban in scale. All sites not meeting these minimum standards must be approved by the West Virginia Board of Education. Site sizes may be reduced if nearby parks can be used as play areas.

**MAINTENANCE:** West Virginia does require school districts to devote a certain percentage of their operating budgets to school facility maintenance. It is intended that each county's routine maintenance budget be responsible for general repairs and upkeep of school facilities. Projects designed to supplant these county funds will not be considered as fundable from the major improvement fund. Major Improvement Project (MIP) grants provided by the state are awarded for projects costing at least \$50,000 but no more than \$500,000.

West Virginia does conduct school facility assessments and inspections.

**PRESERVATION-RELATED POLICIES:** If schools require underground or structured parking, the state will contribute funds for such parking. Multi-level schools are allowed, as are schools with wood-frame construction provided they meet relevant life safety requirements. Historic schools being renovated may obtain waivers from the otherwise applicable cap on the percentage of funds (65%) that may be spent on renovations.

**PLANNING:** West Virginia does require school districts to involve the public in school facility planning. School districts are not exempt from local planning and zoning requirements.

**TRANSPORTATION:** West Virginia spends \$120 million annually on student transportation. (This figure includes vehicle maintenance, bus replacement and personnel.)

**LITIGATION:** Litigation has been filed in West Virginia to improve school facilities.

**SCHOOLS AS CENTERS OF COMMUNITY:** All new schools are designed with community use in mind and community use is one of several design criteria.

**DATABASE:** West Virginia does collect data on school facility conditions. This information is updated annually.

**CONTACT/SOURCES:** David Sneed, Chief of Architectural Services, School Building Authority, 2300 Kanawha Blvd., Charleston, WV 25311. Tel: 304/558-2541; [dsneed@wvsba.state.wv.us](mailto:dsneed@wvsba.state.wv.us).

See [www.state.wv.us//wvsba](http://www.state.wv.us//wvsba).

## WISCONSIN

**NOTE:** The Wisconsin program emphasizes local control and flexibility in its approach to school facilities.

**FUNDING:** Wisconsin has no funds budgeted for school construction or renovation. In 2003 there were approximately 877,852 students enrolled in 2,082 public schools.

Wisconsin is neutral with respect to new school construction vs. renovation.

**SITE STANDARDS:** There are no state requirements for school site sizes, but Wisconsin refers to standards developed by the Wisconsin School Board Association.

**MAINTENANCE:** No special requirements.

**PRESERVATION-RELATED POLICIES:** School boards may not demolish any school facility that is 50 years old or older without the approval of the Wisconsin State Historical Society. See Chapter 199.16 (10). Multi-level schools made of wood-frame construction are permitted, provided they meet relevant life safety standards.

**PLANNING:** No special requirements or exemptions.

**TRANSPORTATION:** Information not available.

**SCHOOLS AS CENTERS OF COMMUNITY:** No special programs, but many local schools are used as centers of community.

**OVERSIGHT:** No special requirements.

**DATABASE:** Wisconsin maintains a central database at the Wisconsin Department of Public Instruction on school facility characteristics. See [www.dpi.state.wi.us](http://www.dpi.state.wi.us). Tel: 608/266-7475 or -266-2428.

**CONTACT/SOURCES:** [www.dpi.state.wi.us/dpi/dfm/sms/facilres.html](http://www.dpi.state.wi.us/dpi/dfm/sms/facilres.html)

## WYOMING

**FUNDING:** Most school construction and renovation projects are paid for by the state. Local funding may be used to enhance schools once basic facility standards are met.

The state does not require new school construction once renovation costs for an existing school reach a certain percentage of the cost of a replacement school, but it does look carefully, on a case-by-case basis, at renovation costs.

**SITE STANDARDS:** The state requires: four acres for an elementary school plus 1 acre for every 100 students. The state requires ten acres for middle schools with enrollments of up to 300 students; 15 acres for middle schools with enrollments between 301 and 500 students; 20 acres for middle schools with enrollments over 500; 20 acres for high schools with enrollments up to 400 students; 25 acres for high schools with enrollments between 401 and 800 students; and 30 acres for high schools with enrollments above 800 students. School districts may not expand existing schools located on sites that have less than half the required acreage. NB: Wyoming is expected soon to change these requirements to “recommendations” only.

**MAINTENANCE:** The state provides funds for local school districts for both major and routine maintenance.

### **PRESERVATION-RELATED POLICIES:**

**PLANNING:** Wyoming does not require school districts to coordinate school facility planning with local land-use planning, but it does require them to involve the public, through public hearings and other means, in school facility planning.

**TRANSPORTATION:** Wyoming spent \$41.5 million on student transportation in 2001-02, up from \$29.6 million in 1997-98.

**SCHOOLS AS CENTERS OF COMMUNITY:** Wyoming has no formal program in this area, but schools have long function as centers of community, especially in small towns, and continue to do so.

**OTHER:** The Wyoming Department of Education maintains a current database on the condition of school buildings throughout the state. The state contracts with MGT, a private firm with offices in Washington and Florida, to conduct school facility assessments.

**CONTACT/SOURCES:** School Facilities Commission, Wyoming Dept. of Education: Tel: 307/777-8670.