

**Report on the
Condition of
Connecticut's
Public School Facilities
2013**

**Donald J. DeFronzo, Commissioner
Department of Administrative Services**

Table of Contents

	Page
Executive Summary	iv
Connecticut Public School Buildings at a Glance.....	1
RESC and Charter Schools Buildings at a Glance.....	2
Section 1 Current Construction Activity and State Funding.....	3
Table 1A Summary of Public School Facilities Renovations and New Construction.....	4
Table 1B Average Age of School Facilities Based on Original Year of Construction and Year of Most Recent Major Renovation.....	5
Graph 1 School Facilities by Decade of Original Construction.....	6
Section 2 Building Features.....	7
Section 3 Dedicated Specialty Areas.....	8
Table 3A Percentage of Schools Rated Good or Excellent by Survey Item... 8	8
Table 3B Summary of Dedicated Specialty Areas Responses (Elem.)..... 9	9
Table 3C Summary of Items Rated Good or Excellent by DRG (Elem.)..... 10	10
Table 3D Summary of Dedicated Specialty Areas Responses (Middle)..... 11	11
Table 3E Summary of Items Rated Good or Excellent by DRG (Middle)..... 12	12
Table 3F Summary of Dedicated Specialty Areas Responses (High)..... 13	13
Table 3G Summary of Items Rated Good or Excellent by DRG (High)..... 14	14
Dedicated Specialty Areas (Detail of Tables 3B, 3D and 3F)..... 15	15
Section 4 Service Systems.....	32
Table 4A Percentage of Schools Rated Good or Excellent by Survey Item.. 32	32
Table 4B Summary of Service Systems Responses..... 33	33
Table 4C Summary of Items Rated Good or Excellent by DRG..... 33	33
Service Systems (Detail of Table 4B)..... 34	34
Section 5 Appearance and Upkeep.....	42
Table 5A Percentage of Schools Rated Good or Excellent by Survey Item. 42	42
Table 5B Summary of Appearance and Upkeep Responses..... 43	43
Table 5C Summary of Items Rated Good or Excellent by DRG..... 43	43
Appearance and Upkeep (Detail of Table 5B)..... 44	44

Table of Contents (continued)

	Page
Section 6 Building Size and Capacity	52
Table 6A Percentage of Schools with 100% or Above Capacity Utilization	53
Table 6B Percentage of Schools with Less than 100% Capacity Utilization	53
Table 6C Percentage of Schools with Less than 90% Capacity Utilization	53
 Section 7 Building Conditions	 54
Section 7A Carbon Monoxide Detection Equipment	55
Table 7A Carbon Monoxide Detection.....	55
 Section 7B Indoor Air Quality	 56
Table 7B.1 Number of Facilities Adopted and Implemented an IAQ Program Summary of Responses	56
Table 7B.2 Number of Facilities Constructed, Extended, Renovated or Replaced.....	57
Table 7B.3 Number of Facilities Which Have Undergone a Uniform Inspection and Evaluation Program	58
Table 7B.4 Number of Facilities for Which the EPA's Tools for Schools Program Has Been Selected.....	59
Table 7B.5 Number of Facilities Received Implementation Training.....	60
Table 7B.6 Number of Facilities Received Refresher Training.....	60
Table 7B.7 Number of Facilities Received IAQ Maintenance Training.....	61
Table 7B.8 Indoor Air Quality Summary of Responses (Elem.).....	62
Table 7B.9 Indoor Air Quality Summary of Responses (Middle).....	63
Table 7B.10 Indoor Air Quality Summary of Responses (High).....	64
Table 7B.11 Overall Indoor Air Quality Summary of Responses (Alternate)...	65
 Section 7C Green Cleaning	 66
Table 7C.1 Green Cleaning Summary of Responses.....	67
Table 7C.2 Green Cleaning Summary of Responses (Elem.).....	68
Table 7C.3 Green Cleaning Summary of Responses (Middle).....	69
Table 7C.4 Green Cleaning Summary of Responses (High).....	70
Table 7C.5 Green Cleaning Summary of Responses (Alternate).....	71
 Section 7D Security	 72
Table 7D.1 Security Summary of Responses	73
Table 7D.2 Security Summary of Responses (Elem.).....	74
Table 7D.3 Security Summary of Responses (Middle).....	75
Table 7D.4 Security Summary of Responses (High).....	76
Table 7D.5 Security Summary of Responses (Alternate).....	77

Table of Contents (continued)

	Page
Section 8 District Building Conditions	78
Section 8A District Long-Range Facility Planning, Maintenance and Implementation	79
Tables 8A.1 and 8A.2 – Summaries of District Responses by DRG.....	79
Section 8B District IAQ Maintenance Program	80
Tables 8B.1 and 8B.2 - Summaries of District Responses by DRG.....	80
Section 8C District Green Cleaning Program	81
Table 8C.1 - Summary of District Responses by DRG.....	81
Section 8D District Security Risk Assessment	82
Table 8D.1 - Summary of District Responses by DRG.....	82
 Appendices	
A District Reference Groups (DRG).....	83
B School Facilities Survey (ED050).....	84
C Instructions for the School Facilities Survey (ED050)	87

Executive Summary

This report is issued pursuant to Section 10-220(a) of the Connecticut General Statutes (CGS). Effective July 1, 2011, and triennially thereafter, each local or regional board of education within the State of Connecticut is required to submit to the Commissioner of Administrative Services a report on the condition of its facilities. The Commissioner of Administrative Services shall use these reports to prepare a triennial report on the condition of all Connecticut's public school facilities. Prior to the issuance of this edition, the Report on the Condition of Connecticut's Public School Facilities was a function performed by the State Department of Education (SDE). While SDE is no longer issuing the report, we recognize their invaluable contributions and resources in the development of this report.

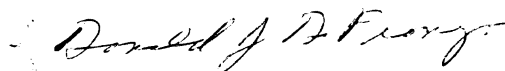
Data in this report was collected in 2013 from each Connecticut public school district. Although this report summarizes the data, facility specific detail can be found on the Department of Administrative Services/Division of Construction Services Web site.

Additional questions regarding the installation of carbon monoxide detectors in all public schools have been added to this report, as well as a section on security in school facilities. The new question on carbon monoxide detection equipment results from the passage of Public Act (PA) 11-248, which amended Section 29-292 of the CGS and required the installation of carbon monoxide detection equipment in all new public school facilities. The new section on security in school facilities is the result of the passage of PA 13-3, An Act Concerning Gun Violence Prevention and Children's Safety. PA 13-3 created the School Safety Infrastructure Council (SSIC), which was charged with developing School Safety Infrastructure Standards for all new and renovation school construction projects; established a School Security Infrastructure Competitive Grant Program to allow school districts to apply for grant funding for security infrastructure improvements to existing school facilities; and required the development of School Security and Safety Plan Standards (SSSPS) for guidance in emergency plan operation and management procedures.

In this report, we have included public school facilities for 151 school districts, 17 regional districts, 6 regional educational service centers, charter schools, the Connecticut Technical High School System (CTHSS) and alternative education centers. We are not tracking educational programs. Data in this report are commonly illustrated by District Reference Groups (DRG). In some cases, historical data are provided, but these comparisons are limited.

For our inaugural report, we thank all of Connecticut's school districts in the reporting of data, as well as thank the SDE, the State Department of Public Health (DPH), the Connecticut Association of Public School Superintendents (CAPSS), the Connecticut Association of School Business Officials (CASBO), and the Connecticut School Indoor Environment Resource Team (CSIERT) for their efforts and contributions to this report.

As was stipulated in previous reports, this report reflects the responses of the school district officials to various survey questions. As with any survey that requires judgment on the part of the respondents, there is a subjective element that calls for some caution on the part of the reader in drawing conclusions about any single school or town or in comparing individual schools and/or towns.



Donald J. DeFronzo, Commissioner
Department of Administrative Services

Connecticut Public School Buildings at a Glance

Selected School Data

	Elem.	Middle	High	Alternate*	State
Number of Schools	643	176	196	26	1,041
Average Size	64,208	119,584	194,950	32,600	97,397
Average Capacity	534	782	1,108	207	676
Average Enrollment	407	582	844	76	511

Age of School Facilities Based on Year of Construction

	Elem.	Middle	High	Alternate*	State
Up to 10 years	57	11	21	2	91
11 to 25 years	25	27	18	5	75
26 to 50 years	163	58	62	5	288
Greater than 50 years	398	80	95	14	587

Age of School Facilities Based on Last Renovation

	Elem.	Middle	High	Alternate*	State
Up to 10 years	176	49	115	9	349
11 to 25 years	197	69	47	10	323
26 to 50 years	270	58	34	7	369

School Capacity

	Elem.	Middle	High	Alternate*	State
Up to 300	48	6	8	22	84
301 to 500	262	32	24	4	322
501 to 750	272	54	34	0	360
751 to 1,000	48	41	32	0	121
Greater than 1,000	13	43	98	0	154

**Alternate is defined as an Alternative Education Facility. Several tables exclude these facilities because they are smaller and may not have a majority of the features being rated. These are standalone facilities with enrollments of 25 or more students. The relative low number of these schools is due to alternative education being housed within an existing elementary, middle or high school already included in the survey.*

RESC and Charter* School Buildings at a Glance

Selected School Data

	RESCs	Charters	Total
Number of Schools	41	19	60
Average Size	54,141	46,500	51,722
Average Capacity	385	431	400
Average Enrollment	293	321	302

Age of School Facilities Based on Year of Construction

	RESCs	Charters	Total
Up to 10 years	4	0	4
11 to 25 years	10	2	12
26 to 50 years	11	2	13
Greater than 50 years	16	15	31

Age of School Facilities Based on Last Renovation

	RESCs	Charters	Total
Up to 10 years	23	16	39
11 to 25 years	15	2	17
26 to 50 years	3	1	4

School Capacity

	RESCs	Charters	Total
Up to 300	16	5	21
301 to 500	16	9	25
501 to 750	6	4	10
751 to 1,000	3	1	4
Greater than 1,000	0	0	0

*The breakdown of facility information by Regional Educational Service Center (RESC) and Charter School is a new addition to the 2013 Report on the Condition of Public School Facilities.

Section 1

Current Construction Activity and State Funding

The State of Connecticut provides substantial financial grants to school districts in support of their local school construction projects. State grant assistance is structured on a sliding scale based on a town's relative wealth. For most projects, a town is reimbursed at a rate ranging from 20 percent to 80 percent of the net eligible project costs. However, if a district cannot demonstrate that new or replacement construction is a less expensive alternative to renovation, the rate of reimbursement is decreased to a rate ranging from 10 percent to 70 percent of net eligible project costs.

In addition to the grant assistance mentioned above, the State of Connecticut has the following provisions:

- The School Building Projects Advisory Council (SBPAC) was established in 2011 pursuant to Section 10-292q of the CGS to conduct studies, research and analyses and make recommendations for improvements to the school building process.
- 2011 legislation reduced state grant support for interdistrict magnet schools from 95 percent to 80 percent.
- State grant support for authorized regional special education and vocational agriculture centers remains at 95 percent.
- State grant support for state technical high schools remains at 100 percent.
- Most construction project costs characterized as repair, replacement or maintenance are ineligible for state construction grant assistance. However, these costs are eligible for reimbursement for construction projects to correct certified Indoor Air Quality (IAQ) emergencies, as well as for "renovation", projects in which an older facility is renovated into the functional equivalent of a new facility.
- Bonus provisions increasing the basic reimbursement rate are:
 - ✓ 10 percentage points for regional school districts;
 - ✓ 10 percentage points for interdistrict cooperative schools operated by two or more districts;
 - ✓ up to 10 percentage points for the construction of additional space for out-of-district students participating in the state's voluntary choice programs;
 - ✓ 10 percentage points for lighthouse schools;
 - ✓ 10 percentage points for class-size reduction space; *
 - ✓ 10 percentage points for full-day kindergarten space; *
 - ✓ 5 percentage points for new school readiness space; * and
 - ✓ 10 percentage points for full-day preschool space. *

* Subject to specific legislatively defined qualifications.

The Department of Administrative Services anticipates grant payments to be \$510 million in fiscal year 2014 and to be approximately \$470 million in fiscal year 2015. These payments represent the state's share of current project costs for authorized school construction projects.

The cost to build new schools in Connecticut has significantly increased over the past decade. The SBPAC hired a consultant to conduct an independent study and to compile information on Connecticut public schools to determine the average costs per square foot for new and renovation school facilities. The study found that the average cost to build a new school today is 34 percent higher than construction costs in the year 2000 with an average cost per square foot nearing \$500 for new construction and \$260 for renovation projects. Districts have predominately chosen renovation, extension or major alteration projects as a cost-effective alternative to new construction. In fact, over the past three years, only 10 percent of all school construction projects were new construction. The SBPAC continues to conduct research and analyses on means and methods to lower the high cost of school construction in Connecticut and is working toward making recommendations over the next fiscal year in support of that objective.

Section 1

Current Construction Activity and State Funding (continued)

Table 1A summarizes the reporting school districts' total number of school facilities that have been constructed or renovated since 2003. Table 1A indicates that 8 percent of all Connecticut public schools have been designated as new construction projects; 26 percent of all Connecticut public schools have completed or have been authorized to undergo a major renovation since 2003; 31 percent of all Connecticut public schools have completed a major renovation or been constructed over the past 11-20 years; and approximately 35 percent of all school facilities have done no major renovations in the past 20 years.

Table 1A

2013											
Summary of Public School Facilities Renovations * and New Construction											
Schools by District Reference Group (DRG)											
	Total	A	B	C	D	E	F	G	H	I	CTHSS
Total public school facilities reported (including magnets, charters, alternative schools and special education facilities)	1,041	43	157	78	155	68	61	141	124	198	16
Facilities constructed after 2003 (% of total)	82 8%	4 9%	6 4%	4 5%	8 5%	3 4%	4 7%	11 8%	7 6%	34 17%	1 6%
Facilities with major renovation projects underway, authorized, or pending legislative approval	64 6%	0 0%	6 4%	3 4%	9 6%	0 0%	3 5%	10 7%	4 3%	20 10%	9 56%
Facilities that have had major renovations after 2003	203 20%	7 16%	23 15%	18 23%	33 21%	13 19%	16 26%	21 15%	23 18%	48 24%	1 6%
Facilities reporting last major renovation or constructed within 11 to 20 years	323 31%	27 63%	59 37%	30 39%	52 34%	24 35%	16 26%	30 21%	43 35%	40 20%	2 13%
Facilities with no major renovations reported in past 20 years	369 35%	5 12%	63 40%	23 29%	53 34%	28 42%	22 36%	69 49%	47 38%	56 29%	3 19%
<p>* In most cases we can confirm from school construction records that the renovation status reported by a district is accurate. However, in some instances, although a school district may have reported a comprehensive renovation, records show that the work done may not have been extensive enough to upgrade all facets of the building. In such cases, this report reflects the judgment of the school district as it pertains to the extensiveness of the renovation.</p>											

Section 1

Current Construction Activity and State Funding (continued)

Table 1B looks at the age of elementary, middle and high school facilities by District Reference Group (DRG). DRG is a classification system in which districts that have public school students with similar socio-economic status and need are grouped together. In previous surveys, the elementary schools in DRG I have been traditionally older. However, in this year's survey, the average age for elementary and high schools fluctuates across all DRGs, with an average age range between 49 and 62 years, and 37 and 51 years respectively. The average age for middle schools across all DRGs is more consistent with an average age range between 44 and 50 years. The average age for all elementary schools is 56 years, while the average age for both middle schools and high schools is about 46 years.

In the last two decades, many older facilities have undergone major renovations; therefore, the year of the latest major renovation is a more useful measure of a facility's present condition. Table 1B also provides the average age of the last reported major renovation by school type and DRG.

Average Age of School Facilities Based on Original Year of Construction and the Year of Most Recent Major Renovation							
2013				Table 1B			
Elementary Schools				Middle Schools			
DRG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation	DRG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation
Statewide	643	56	21	Statewide	176	46	18
Group A	26	52	20	Group A	10	45	12
Group B	101	55	23	Group B	34	45	19
Group C	47	62	20	Group C	13	49	14
Group D	92	51	21	Group D	31	47	19
Group E	43	58	18	Group E	12	46	17
Group F	34	49	21	Group F	12	44	18
Group G	92	55	22	Group G	22	50	24
Group H	78	55	22	Group H	23	45	19
Group I	130	60	18	Group I	19	46	14
High Schools				All Schools			
DRG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation	DRG	Number of Schools	Average Age of Schools	Average Age Since Last Major Renovation
Statewide	196	46	15	Statewide *	1015	52	19
Group A	7	41	7	Group A	43	49	16
Group B	21	51	9	Group B	156	52	21
Group C	17	37	11	Group C	77	54	17
Group D	27	45	11	Group D	150	49	19
Group E	13	56	15	Group E	68	56	18
Group F	14	50	21	Group F	60	48	20
Group G	23	44	11	Group G	137	53	21
Group H	16	43	23	Group H	117	52	21
Group I	42	47	19	Group I	191	56	18
CTHSS	16	49	17	CTHSS	16	49	17

* Does not include alternative/other school data.

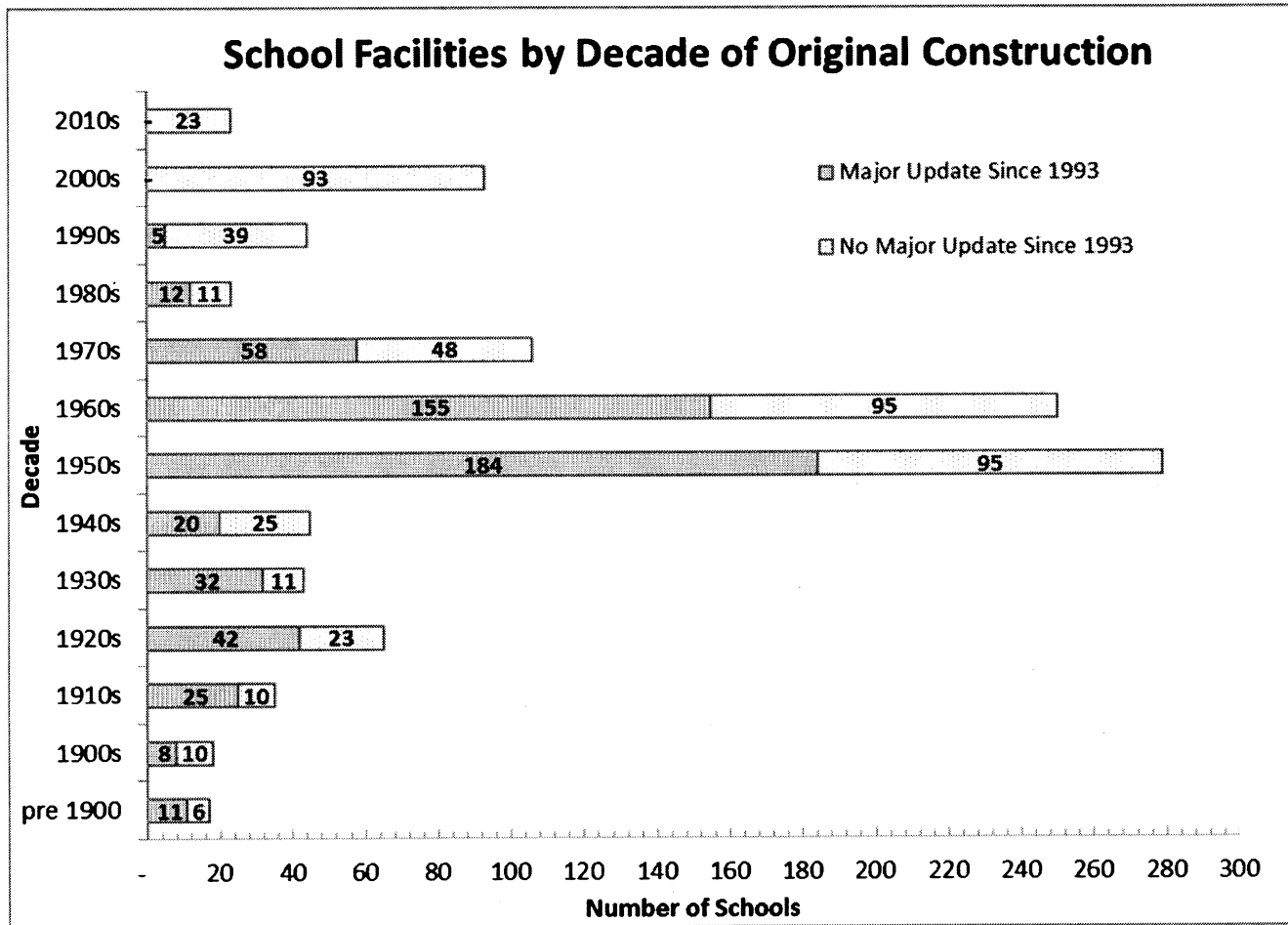
Section 1

Current Construction Activity and State Funding (continued)

Graph 1 shows the number of schools currently in use by decade of original construction, as well as those facilities which have had a major renovation since 1993. Although 886 of the 1,041 facilities currently in use, or 83 percent, were constructed prior to 1993, there are approximately 552 of the 886, or 62 percent have been renovated since 1993. Schools identified as having "No Major Update Since 1993" in the 1990s, 2000s and 2010s are new construction.

2013

Graph 1



Section 2

Building Features

Building Features include three categories: Dedicated Specialty Areas, Service Systems and Appearance and Upkeep.

In response to districts' requests for a consistent rating scale in all Building Features, below is the current rating scale for all three categories:

- 0 = missing feature does not exist or special purpose room not being used for that purpose
- 1 = poor
- 2 = fair
- 3 = good
- 4 = excellent

Dedicated Specialty Areas include areas that are dedicated to a particular use and may include, but are not limited to, art rooms, science labs, auditoriums, cafeterias and gymnasiums. Dedicated specialty areas for elementary schools may be substantially different than primary and secondary schools and may also be different within the same grade level for alternative education or theme-based programs offered by interdistrict magnet schools, charter schools and technical high schools. It is not uncommon for a middle school to be either a former high school or be built on the high school model with a dedicated cafeteria and gymnasium rather than a multipurpose room.

New to this survey among dedicated specialty areas are special education areas (all school facilities) and multipurpose fields (middle schools only). As additional features have been added, comparisons in these categories to previous years have been omitted.

Dedicated specialty areas are summarized on page 8 of this report and are numbered 1 through 17 (1=Art; 17= Outdoor Athletic Facilities). Summaries of dedicated specialty areas by school type are outlined on pages 9 through 14. This is followed by a table and graphic depiction of each individual dedicated specialty area (pages 15 through 31). Service Systems and Appearance and Upkeep follow the same pattern.

Service Systems include mechanical and utility systems within and outside of a building, as well as the building's roadway and walkway systems. These systems must be code compliant and in working order. Service Systems are summarized and defined by number (1=Internal Communications; 8= Plumbing) on pages 32 and 33 of this report. The table and graphic depiction of Service Systems by school type are outlined on pages 34 through 41.

Appearance and Upkeep are summaries of the facilities maintenance program and the aesthetic appearance of the building. Appearance and Upkeep are defined by number (1=Building Façade; 8= Code Compliance) on pages 42 and 43 of this report. The table and graphic depiction of each Appearance and Upkeep by school type are outlined on pages 44 through 51.

While features are summarized by DRG within the tables, CTHSS is reported separately as it is not assigned to a DRG.

Section 3 Dedicated Specialty Areas

The following items are summarized in this section:

- | | |
|--------------------------------------|---------------------------------|
| 1. Art Room(s) | 10. Language Lab(s) |
| 2. Music Room(s) | 11. Special Education |
| 3. Multipurpose Room (Gym/Aud./Caf.) | 12. Technical/Career Education |
| 4. Gymnasium | 13. Office/Administrative Space |
| 5. Auditorium | 14. Guidance/Student Services |
| 6. Cafeteria | 15. Playground/Playscape |
| 7. Technology in the Classroom | 16. Multipurpose Fields |
| 8. Library Media Center | 17. Outdoor Athletic Facilities |
| 9. Science Lab(s) | |

The surveyed items in the Dedicated Specialty Areas category have shown improvement in most categories, with a slight decrease in Technology in the Classroom (0.1 percent) and a decrease in Outdoor Athletic Facilities (5.4 percent). The decrease in Outdoor Athletic Facilities is believed to be a direct result of the addition to the Multipurpose Field category.

2013	Percentage of Schools Rated Good or Excellent By Survey Item 1998 thru 2013 With Cumulative Change										Table 3A
School Dedicated Specialty Areas											
Survey Item Description:	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2007*	2009*	2011*	2013 *	Cumulative Change
Art Room(s)	65.2%	65.0%	66.5%	68.3%	70.9%	75.4%	77.3%	79.2%	80.7%	85.6%	20.4
Music Room(s)	52.7%	53.7%	54.6%	57.9%	60.4%	66.1%	69.5%	71.2%	75.2%	80.3%	27.6
Multipurpose Room (Gym/Aud/Caf.)	40.7%	41.0%	40.8%	39.4%	41.9%	41.6%	42.8%	45.7%	47.6%	50.5%	9.8
Gymnasium	57.2%	57.8%	59.6%	62.4%	65.8%	68.7%	70.5%	71.7%	71.2%	74.4%	17.2
Auditorium	55.3%	54.7%	54.8%	57.4%	57.2%	59.8%	61.2%	60.5%	62.8%	63.2%	7.9
Cafeteria	54.8%	55.3%	56.4%	59.2%	61.5%	67.5%	68.4%	69.7%	68.9%	71.4%	16.6
Technology in the Classroom	41.3%	46.4%	59.9%	71.2%	76.4%	81.5%	83.7%	87.2%	87.5%	87.4%	46.1
Library Media Centers	60.8%	62.6%	65.6%	69.6%	72.2%	76.1%	79.5%	82.9%	81.5%	86.9%	26.1
Science Lab(s)	62.2%	63.4%	66.9%	68.5%	72.8%	75.9%	77.3%	77.8%	78.5%	82.8%	20.6
Language Lab(s)	14.1%	14.9%	17.5%	20.7%	22.5%	27.3%	29.4%	31.6%	45.2%	48.4%	34.3
Special Education	x									78.9%	
Technical/Career Education	44.7%	47.8%	51.2%	55.1%	57.2%	63.8%	66.5%	65.4%	70.5%	72.3%	27.6
Office/Administrative Space	54.4%	55.4%	58.0%	60.5%	64.7%	71.2%	74.2%	78.3%	80.2%	86.2%	31.8
Guidance/Student Services	39.2%	39.7%	41.2%	44.1%	47.9%	53.5%	55.8%	59.5%	62.7%	69.4%	30.2
Playground/Playscape	60.9%	61.4%	63.9%	65.9%	70.0%	76.0%	76.9%	80.9%	80.3%	86.5%	25.6
Multipurpose Fields	x									55.7%	
Outdoor Athletic Facilities	60.6%	60.6%	63.6%	63.6%	66.8%	69.5%	72.9%	73.2%	72.1%	66.7%	6.1
Average for School Specialty Features Group	51.9%	53.0%	55.8%	58.9%	62.1%	66.6%	68.8%	71.0%	72.5%	73.3%	21.4

* Beginning with the 2007 report, this label represents the year in which the data was actually collected.

Section 3

Dedicated Specialty Areas (continued)

Elementary Schools

Elementary schools do not include many of the features that one would normally find in the middle or high school facilities. However, many districts are using a K-8 model instead of the traditional K-5 model. If this model becomes a trend, we may see more dedicated specialty features in elementary schools. Table 3B shows that school districts responded 14.2 percent of the time that the specific feature being evaluated was not included in the facility. Also, although the percentages of facilities reporting a missing dedicated gymnasium (23.5 percent) and cafeteria (28.3 present) may appear to be high, these same facilities will usually instead have a combination multipurpose room that fulfills a dual role. Another feature commonly reported as missing from elementary schools is guidance/student service offices (33.6 percent) which are generally included in middle and high school facilities. The ratings for missing art rooms (5.3 percent) and music rooms (7.3 percent) have decreased in comparison to the previous survey, which were 7.3 percent and 10.1 percent, respectively. The new category for elementary schools is special education. Districts have rated 77.5 percent of the special education areas as good or excellent.

As indicated in Table 3C for elementary schools, school districts report 54 percent of the schools statewide rate at least 8 of the 11 surveyed features to be good or excellent. Districts report 79.5 percent of at least 6 of the 11 features to be good or excellent.

2013	Condition of Facilities: Dedicated Specialty Areas Summary of Responses by Survey Item Elementary Schools (N = 643)										Table 3B
	Number and Percentage of Schools Reporting a Building Feature to be:										
	Survey Item Description:	Excellent		Good		Fair		Poor		Missing	
#		%	#	%	#	%	#	%	#	%	
Art Room	234	36.4%	317	49.3%	52	8.1%	6	0.9%	34	5.3%	
Music Room	211	32.8%	306	47.6%	60	9.3%	19	3.0%	47	7.3%	
Multipurpose Room (Gym/Aud/Caf.)	146	22.7%	211	32.8%	43	6.7%	9	1.4%	234	36.4%	
Gymnasium	193	30.0%	245	38.1%	48	7.5%	6	0.9%	151	23.5%	
Cafeteria	177	27.5%	234	36.4%	46	7.2%	4	0.6%	182	28.3%	
Technology in the Classroom	241	37.5%	312	48.5%	71	11.1%	8	1.2%	11	1.7%	
Library Media Center	248	38.6%	307	47.7%	60	9.3%	7	1.1%	21	3.3%	
Special Education	189	29.4%	309	48.1%	45	7.0%	4	0.6%	96	14.9%	
Office/Administrative Space	220	34.2%	319	49.6%	95	14.8%	8	1.2%	1	0.2%	
Guidance/Student Services	144	22.4%	239	37.2%	37	5.7%	7	1.1%	216	33.6%	
Playground/Playscape	230	35.8%	326	50.7%	69	10.7%	6	0.9%	12	1.9%	
Total Responses	2233	31.6%	3125	44.2%	626	8.8%	84	1.2%	1005	14.2%	

Section 3 Dedicated Specialty Areas (continued)

2013

**Elementary School Facilities: Dedicated Specialty Areas
Summary of Items Rated Good or Excellent by
District Reference Group (DRG)**

Table 3C

District Reference Group (DRG)	Total Schools	Count of Schools Based on the Number of Items Rated Good or Excellent												# of features rated Good or Excellent					
		11 of 11 Items	10 of 11 Items	9 of 11 Items	8 of 11 Items	7 of 11 Items	6 of 11 Items	5 of 11 Items	4 of 11 Items	3 of 11 Items	2 of 11 Items	1 of 11 Items	0 of 11 Items	At least 8		At least 6		2 or less	
		Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%
A	26	2	6	9	2	4	1	1	1	0	0	0	0	19	73.1%	24	92.3%	0	0.0%
B	101	2	11	21	24	20	9	7	3	1	2	1	0	58	57.4%	87	86.1%	3	3.0%
C	47	4	6	9	8	9	8	0	1	1	1	0	0	27	57.4%	44	93.6%	1	2.1%
D	92	2	9	12	21	10	15	6	7	1	5	2	2	44	47.8%	69	75.0%	9	9.8%
E	43	2	5	9	6	8	6	1	2	0	3	1	0	22	51.2%	36	83.7%	4	9.3%
F	34	1	9	8	9	3	1	1	0	0	1	1	0	27	79.4%	31	91.2%	2	5.9%
G	92	1	6	10	18	19	10	9	4	7	3	3	2	35	38.0%	64	69.6%	8	8.7%
H	78	1	8	12	13	14	10	7	4	5	2	2	0	34	43.6%	58	74.4%	4	5.1%
I	130	4	28	23	26	11	6	12	11	5	3	0	1	81	62.3%	98	75.4%	4	3.1%
Total Schools	643	19	88	113	127	98	66	44	33	20	20	10	5	347	54.0%	511	79.5%	35	5.4%
Percent of Total Schools	100%	3%	14%	18%	19%	15%	10%	7%	5%	3%	3%	2%	1%						
Cumulative Percent		3%	17%	35%	54%	69%	79%	86%	91%	94%	97%	99%	100%						

Section 3

Dedicated Specialty Areas (continued)

Middle Schools

As seen with elementary schools, districts have also strayed away from the typical models. Districts are now using models which will generally include more dedicated specialty areas. It is also not uncommon for a middle school to be either a former high school facility or a facility built on the high school model, which includes dedicated gymnasium and cafeteria facilities rather than a multipurpose room. This is confirmed by the statistic that 64.8 percent of the middle school facilities do not have a multipurpose room. Another dedicated use program area not included in a significant number of middle schools is language labs (55.1 percent).

Table 3E indicates 64.2 percent of the facilities were rated with at least 11 out of 16 specialty areas being either good or excellent. Districts report 86.4 percent of at least 8 of the 16 features to be good or excellent.

2013	Condition of Facilities: Dedicated Specialty Areas Summary of Responses by Survey Item Middle Schools (N = 176)										Table 3D	
	Number and Percentage of Schools Reporting a Building Feature to be:											
	Excellent		Good		Fair		Poor		Missing			
Survey Item Description:	#	%	#	%	#	%	#	%	#	%		
Art Room	64	36.4%	89	50.6%	15	8.5%	2	1.1%	6	3.4%		
Music Room	65	36.9%	82	46.6%	18	10.3%	3	1.7%	8	4.5%		
Multipurpose Room (Gym/Aud/Caf.)	24	13.6%	33	18.8%	5	2.8%	0	0.0%	114	64.8%		
Gymnasium	60	34.1%	94	53.4%	12	6.8%	1	0.6%	9	5.1%		
Auditorium	51	29.0%	46	26.1%	12	6.8%	1	0.6%	66	37.5%		
Cafeteria	62	35.3%	87	49.4%	13	7.4%	2	1.1%	12	6.8%		
Technology in the Classroom	64	36.4%	89	50.6%	21	11.8%	1	0.6%	1	0.6%		
Library Media Center	74	42.1%	87	49.4%	6	3.4%	3	1.7%	6	3.4%		
Science Lab	58	33.0%	81	46.0%	23	13.1%	2	1.1%	12	6.8%		
Language Lab	30	17.0%	41	23.3%	7	4.0%	1	0.6%	97	55.1%		
Special Education	52	29.5%	93	52.8%	11	6.3%	1	0.6%	19	10.8%		
Technical/Career Education	37	21.1%	65	36.9%	13	7.4%	2	1.1%	59	33.5%		
Office/Administrative Space	65	36.9%	95	54.0%	15	8.5%	1	0.6%	0	0.0%		
Guidance/Student Services	63	35.8%	84	47.7%	22	12.5%	1	0.6%	6	3.4%		
Multipurpose Fields	34	19.3%	64	36.4%	17	9.7%	5	2.8%	56	31.8%		
Outdoor Athletic Facilities	38	21.6%	72	40.9%	19	10.8%	5	2.8%	42	23.9%		
Total Responses	841	29.9%	1202	42.7%	229	8.1%	31	1.1%	513	18.2%		

Section 3 Dedicated Specialty Areas (continued)

2013		Middle School Facilities: Dedicated Specialty Areas Summary of Items Rated Good or Excellent by District Reference Group (DRG)																	Table 3E					
Dist. Ref. Group (DRG)	Total Schools	Count of Schools Based on the Number of Items Rated Good or Excellent																# of features rated Good or Excellent						
		16 of 16	15 of 16	14 of 16	13 of 16	12 of 16	11 of 16	10 of 16	9 of 16	8 of 16	7 of 16	6 of 16	5 of 16	4 of 16	3 of 16	2 of 16	1 of 16	0 of 16	At least 11		At least 8		3 or less	
																				Schools	%	Schools	%	Schools
A	10	0	0	0	1	4	3	0	2	0	0	0	0	0	0	0	0	0	8	80.0%	10	100.0%	0	0.0%
B	34	4	1	3	6	9	2	1	4	3	1	0	0	0	0	0	0	0	25	73.5%	33	97.1%	0	0.0%
C	13	0	0	3	1	1	3	3	0	1	0	0	1	0	0	0	0	0	8	61.5%	12	92.3%	0	0.0%
D	31	2	2	4	2	3	0	2	3	4	3	2	0	2	1	0	1	0	13	41.9%	22	71.0%	2	6.5%
E	12	0	0	0	3	3	2	4	0	0	0	0	0	0	0	0	0	0	8	66.7%	12	100.0%	0	0.0%
F	12	3	0	1	2	2	1	0	0	0	2	0	1	0	0	0	0	0	9	75.0%	9	75.0%	0	0.0%
G	22	0	2	5	2	1	2	3	1	2	0	2	0	0	1	0	1	0	12	54.5%	18	81.8%	2	9.1%
H	23	1	3	5	5	3	2	1	0	1	0	0	2	0	0	0	0	0	19	82.6%	21	91.3%	0	0.0%
I	19	0	0	1	3	1	6	1	1	2	2	0	0	1	1	0	0	0	11	57.9%	15	78.9%	1	5.3%
Total Schools	176	10	8	22	25	27	21	15	11	13	8	4	4	3	3	0	2	0	113	64.2%	152	86.4%	5	2.8%
Percent of Total - Schools	100%	6%	4%	13%	14%	15%	12%	9%	7%	7%	4%	2%	2%	2%	2%	0%	1%	0%						
Cumulative Percent		6%	10%	23%	37%	52%	64%	73%	80%	87%	91%	93%	95%	97%	99%	99%	100%	100%						

Section 3

Dedicated Specialty Areas (continued)

High Schools

High school facilities were most likely to include all or most of the specialty areas surveyed. As seen in Table 3F, language labs (39.3 percent) are a feature most likely missing from the buildings. Auditoriums and outdoor athletic facilities are the other areas most frequently reported to be missing (21.4 percent and 19.9 percent, respectively). As far as the number of features rated good or excellent, high schools (80.9 percent) continue to be rated more favorably than elementary (75.8 percent) and middle schools (72.6 percent).

2013	Condition of Facilities: Dedicated Specialty Areas Summary of Responses by Survey Item High Schools (N = 196)										Table 3F
Number and Percentage of Schools Reporting a Building Feature to be:											
Survey Item Description:	Excellent		Good		Fair		Poor		Missing		
	#	%	#	%	#	%	#	%	#	%	
Art Room	82	41.8%	83	42.3%	17	8.7%	5	2.6%	9	4.6%	
Music Room	70	35.7%	81	41.3%	15	7.7%	2	1.0%	28	14.3%	
Gymnasium	78	39.8%	85	43.4%	14	7.1%	2	1.0%	17	8.7%	
Auditorium	71	36.3%	67	34.2%	14	7.1%	2	1.0%	42	21.4%	
Cafeteria	78	39.8%	87	44.4%	17	8.7%	1	0.5%	13	6.6%	
Technology in the Classroom	98	50.1%	83	42.3%	13	6.6%	2	1.0%	0	0.0%	
Library Media Center	93	47.4%	73	37.4%	14	7.1%	3	1.5%	13	6.6%	
Science Lab	84	42.7%	85	43.4%	15	7.7%	6	3.1%	6	3.1%	
Language Lab	53	27.0%	56	28.6%	9	4.6%	1	0.5%	77	39.3%	
Special Education	73	37.2%	85	43.4%	17	8.7%	2	1.0%	19	9.7%	
Technical/Career Education	81	41.3%	86	44.0%	13	6.6%	2	1.0%	14	7.1%	
Office/Administrative Space	91	46.4%	85	43.4%	19	9.7%	1	0.5%	0	0.0%	
Guidance/Student Services	93	47.4%	81	41.3%	16	8.2%	5	2.6%	1	0.5%	
Outdoor Athletic Facilities	62	31.6%	76	38.8%	16	8.2%	3	1.5%	39	19.9%	
Total Responses	1107	40.3%	1113	40.6%	209	7.6%	37	1.4%	278	10.1%	

Section 3 Dedicated Specialty Areas (continued)

2013

**High School Facilities: Dedicated Specialty Areas
Summary of Items Rated Good or Excellent by
District Reference Group (DRG)**

Table 3G

Dist. Ref. Group (DRG)	Total Schools	Count of Schools Based on the Number of Items Rated Good or Excellent															# of features rated Good or Excellent					
		14 of 14 Items	13 of 14 Items	12 of 14 Items	11 of 14 Items	10 of 14 Items	9 of 14 Items	8 of 14 Items	7 of 14 Items	6 of 14 Items	5 of 14 Items	4 of 14 Items	3 of 14 Items	2 of 14 Items	1 of 14 Items	0 of 14 Items	At least 10		At least 7		3 or less	
		Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools	%	Schools
A	7	1	4	2	0	0	0	0	0	0	0	0	0	0	0	0	7	100.0%	7	100.0%	0	0.0%
B	21	2	9	5	3	0	0	1	0	0	0	1	0	0	0	0	19	90.5%	20	95.2%	0	0.0%
C	17	2	8	4	3	0	0	0	0	0	0	0	0	0	0	0	17	100.0%	17	100.0%	0	0.0%
D	27	3	6	6	7	1	1	0	0	1	0	0	0	0	0	2	23	85.2%	24	88.9%	2	7.4%
E	13	0	4	6	2	1	0	0	0	0	0	0	0	0	0	0	13	100.0%	13	100.0%	0	0.0%
F	14	2	3	4	2	3	0	0	0	0	0	0	0	0	0	0	14	100.0%	14	100.0%	0	0.0%
G	23	7	7	1	2	0	1	0	0	1	0	3	1	0	0	0	17	73.9%	18	78.3%	1	4.3%
H	16	2	2	2	2	2	0	0	0	1	0	2	0	0	3	0	10	62.5%	10	62.5%	3	18.8%
I	42	2	3	10	6	4	5	2	1	0	1	2	0	4	0	2	25	59.5%	33	78.6%	6	14.3%
CTHSS	16	0	0	1	0	8	1	2	1	1	1	0	0	0	1	0	9	56.3%	13	81.3%	1	6.3%
Total Schools	196	21	46	41	27	19	8	5	2	4	2	8	1	4	4	4	154	78.6%	169	86.2%	13	6.6%
Percent of Total - Schools	100%	11%	24%	19%	14%	10%	4%	3%	1%	2%	1%	4%	1%	2%	2%	2%						
Cumulative Percent		11%	35%	54%	68%	78%	82%	85%	86%	88%	89%	93%	94%	96%	98%	100%						

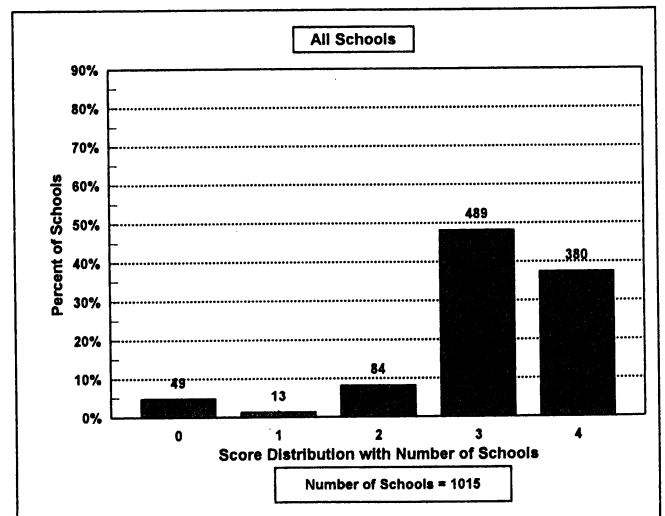
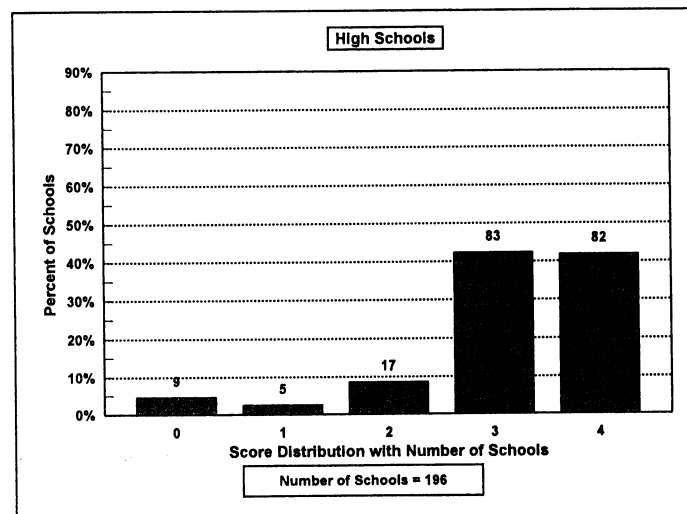
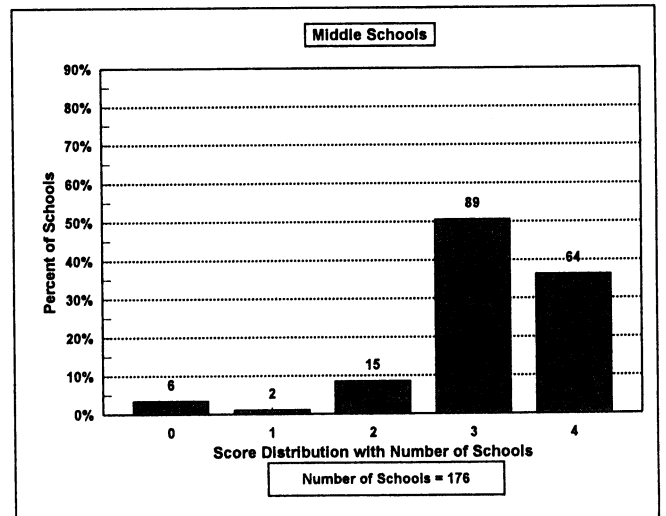
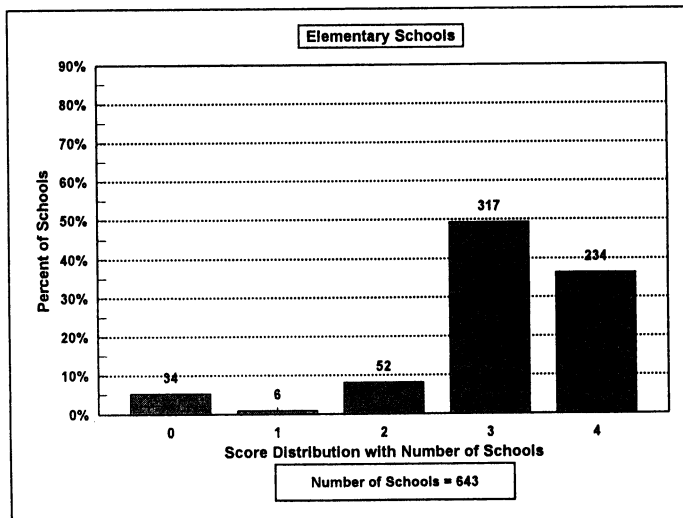
Art Room(s):

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is a complete art program with a dedicated art room to accommodate individual projects, small group projects or specialized equipment. The lighting in the art room is typically brighter than in most other instructional spaces, water and sinks are provided, and there is adequate storage for supplies and ongoing projects.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	34	6	9	49
1	Poor	6	2	5	13
2	Fair	52	15	17	84
3	Good	317	89	83	489
4	Excellent	234	64	82	380
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Art Room(s)		6.2%	4.5%	7.1%	6.1%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Art Room(s)		85.7%	86.9%	84.2%	85.6%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



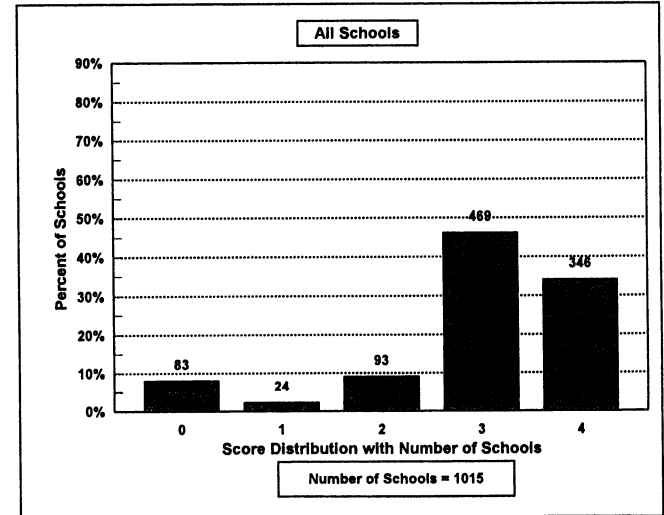
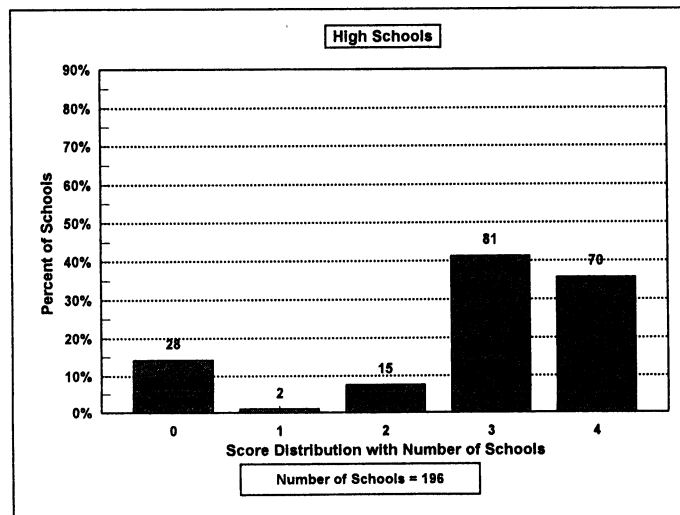
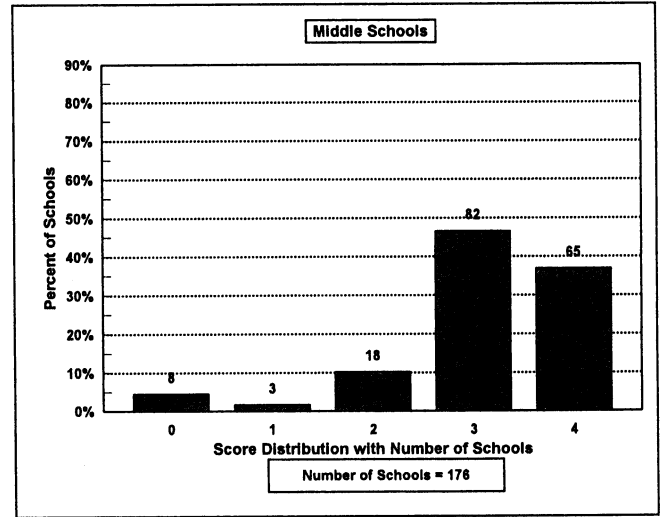
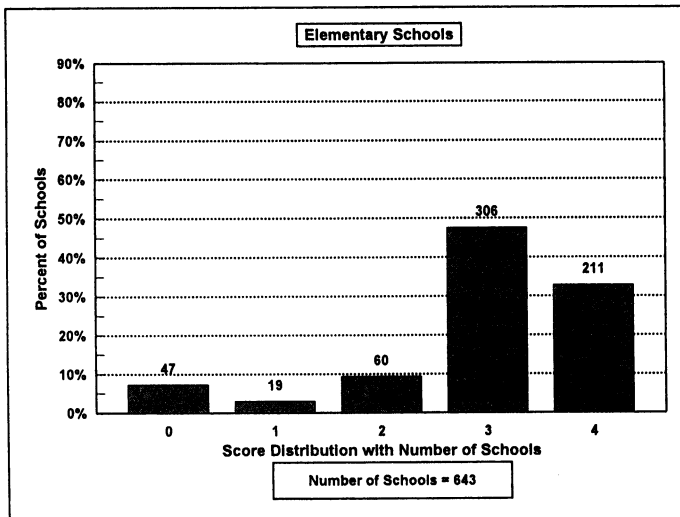
Music Room(s):

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is separate dedicated space designed for the music program, both choral and instrumental, with acoustic treatment.
There is adequate storage space for sheet music and instruments, along with practice rooms.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	47	8	28	83
1	Poor	19	3	2	24
2	Fair	60	18	15	93
3	Good	306	82	81	469
4	Excellent	211	65	70	346
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Music Room(s)		10.3%	6.3%	15.3%	10.5%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Music Room(s)		80.4%	83.5%	77.0%	80.3%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



Multipurpose Room (Gym/Aud/Caf.):

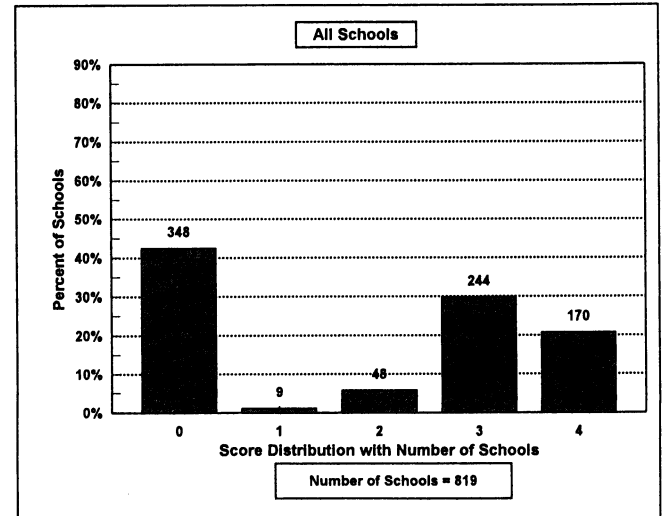
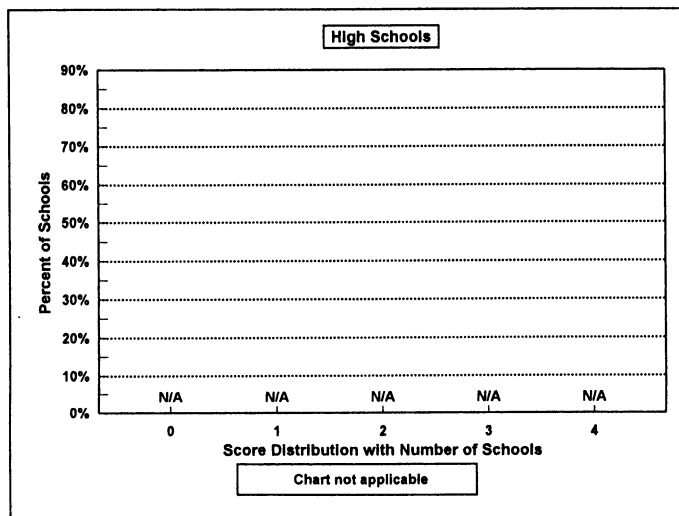
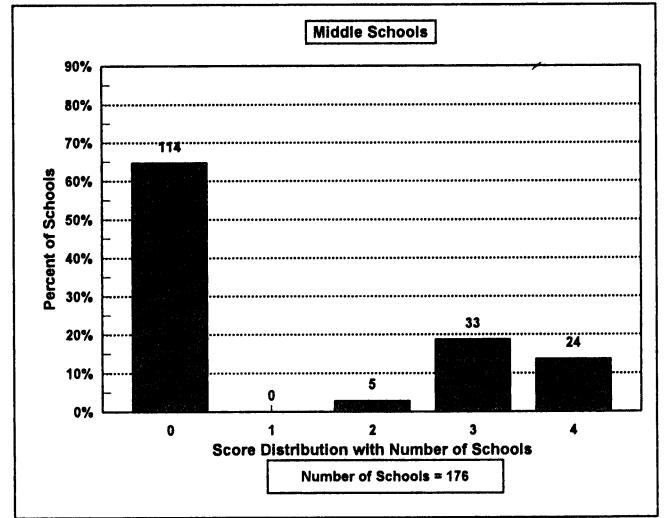
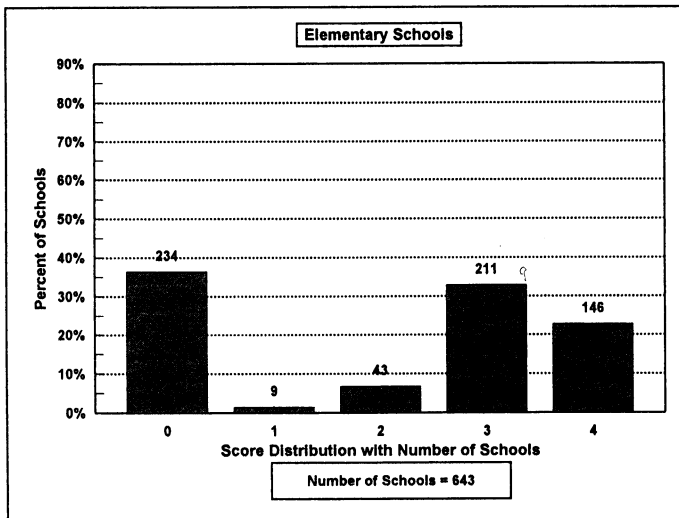
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is a general purpose room that serves as any combination of gymnasium, auditorium and cafeteria.

If there is such a room, you must answer with a '0' for any other dedicated room listed that is served by the multipurpose room.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	234	114	N/A	348
1	Poor	9	0	N/A	9
2	Fair	43	5	N/A	48
3	Good	211	33	N/A	244
4	Excellent	146	24	N/A	170
Total responses		643	176	N/A	819
Percent of responses rated 0 or 1:					
Multipurpose Room (Gym/Aud/Caf.)		37.8%	64.8%	N/A	43.6%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Multipurpose Room (Gym/Aud/Caf.)		55.5%	32.4%	N/A	50.5%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



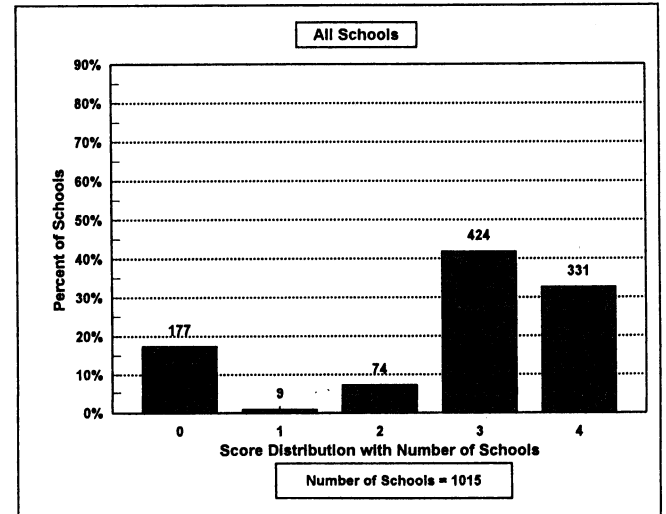
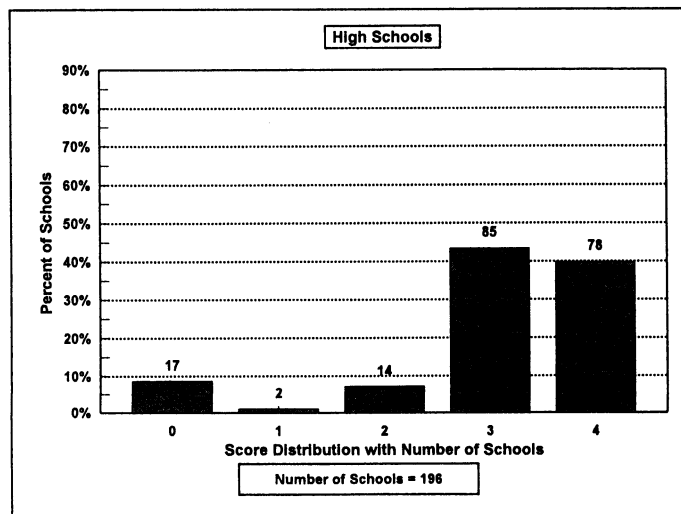
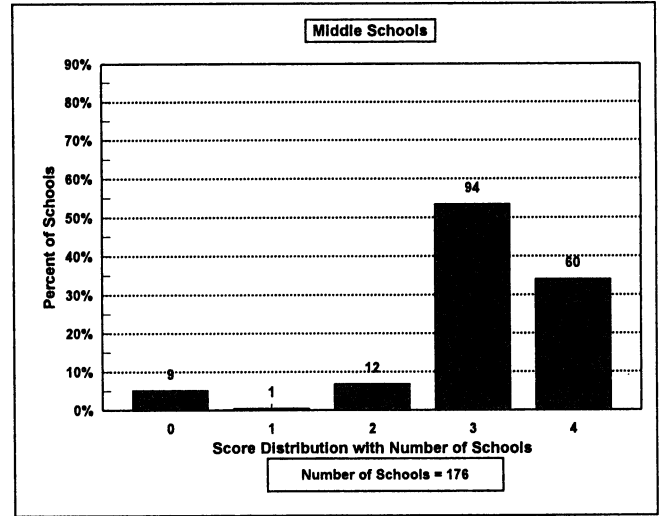
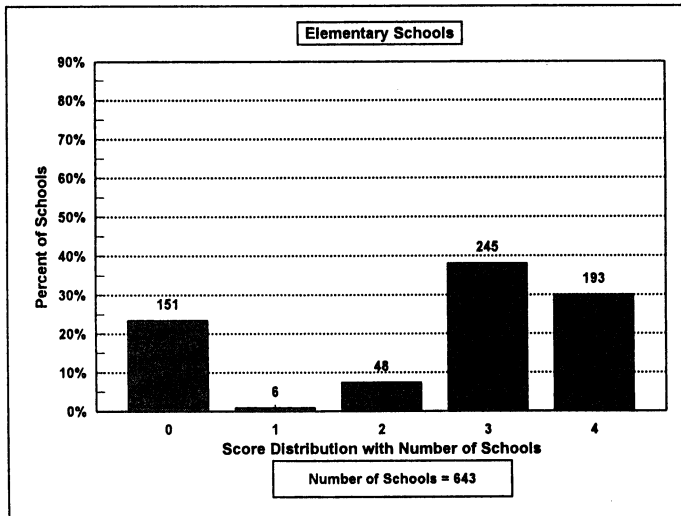
Gymnasium:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The school has gymnasium facilities with sufficient space to accommodate equal health and fitness programs. Middle and high schools should also include shower and locker facilities, as well as adequate health and fitness equipment for the appropriate grade range and sufficient storage space.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	151	9	17	177
1	Poor	6	1	2	9
2	Fair	48	12	14	74
3	Good	245	94	85	424
4	Excellent	193	60	78	331
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Gymnasium		24.4%	5.7%	9.7%	18.3%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Gymnasium		68.1%	87.5%	83.2%	74.4%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



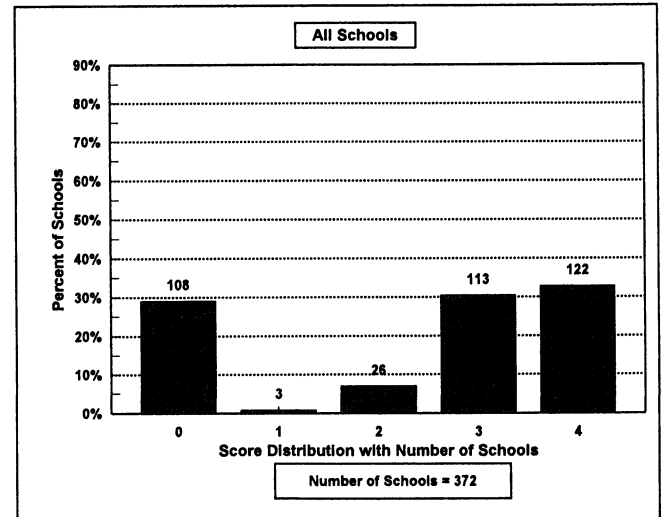
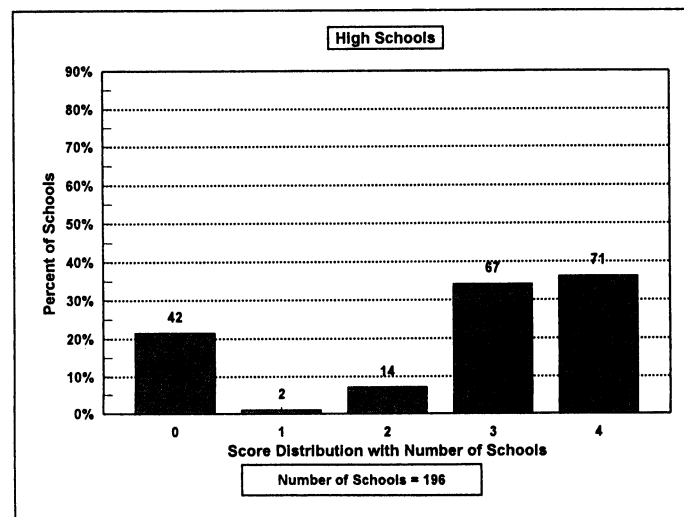
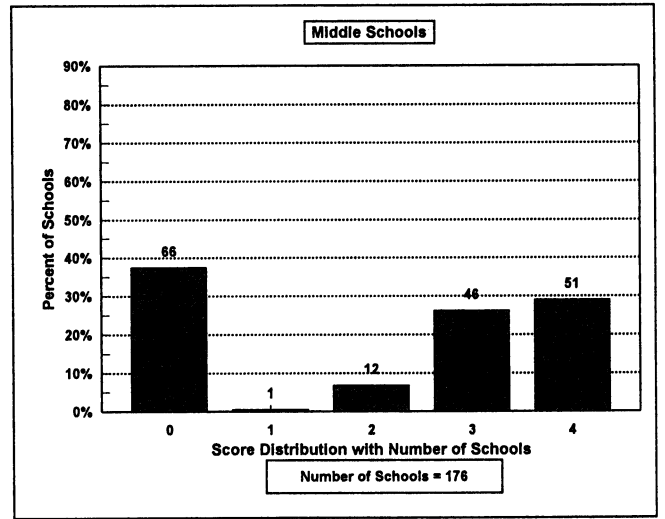
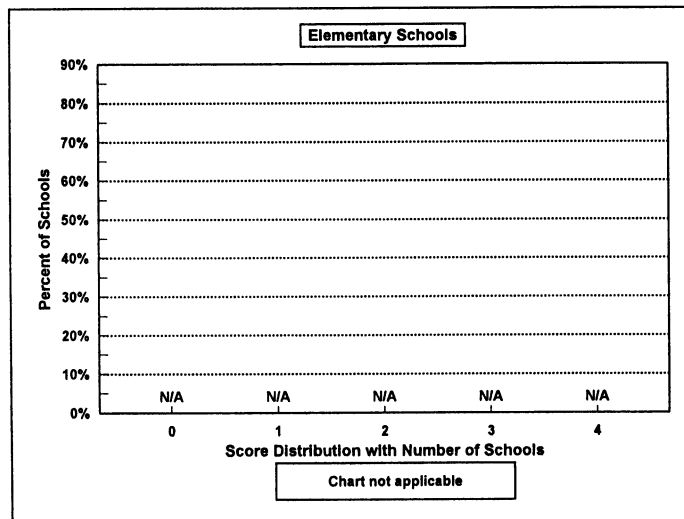
Auditorium:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The school has an auditorium with fixed seating for at least one-half of the enrollment, with the capacity to do theater productions as well as vocal and instrumental performances.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	N/A	66	42	108
1	Poor	N/A	1	2	3
2	Fair	N/A	12	14	26
3	Good	N/A	46	67	113
4	Excellent	N/A	51	71	122
Total responses		N/A	176	196	372
Percent of responses rated 0 or 1:					
Auditorium		N/A	38.1%	22.4%	29.8%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Auditorium		N/A	55.1%	70.4%	63.2%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



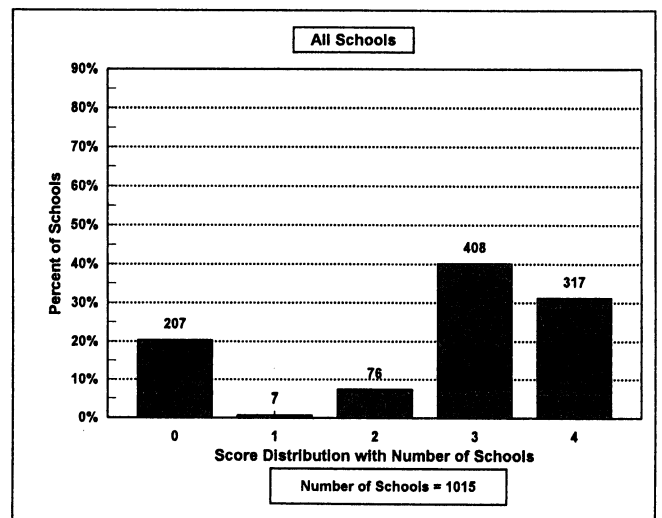
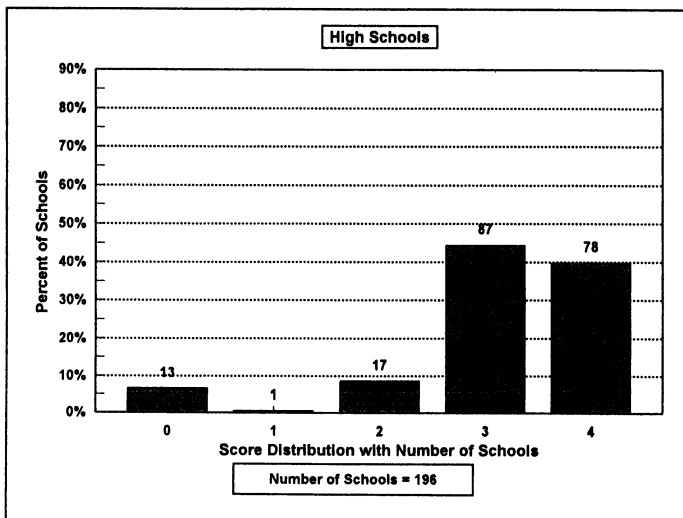
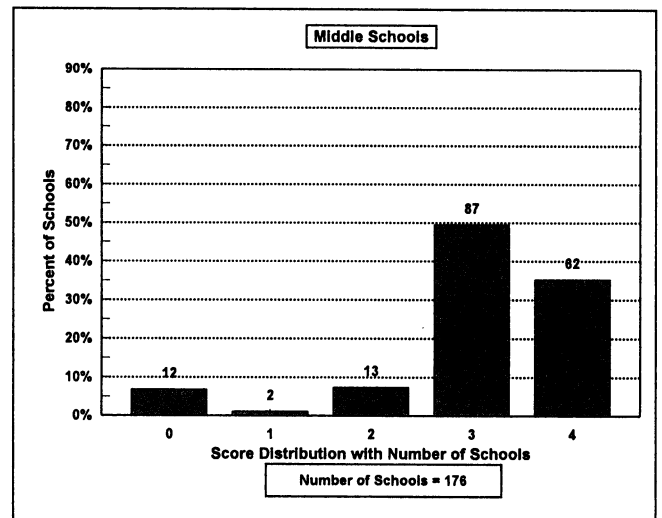
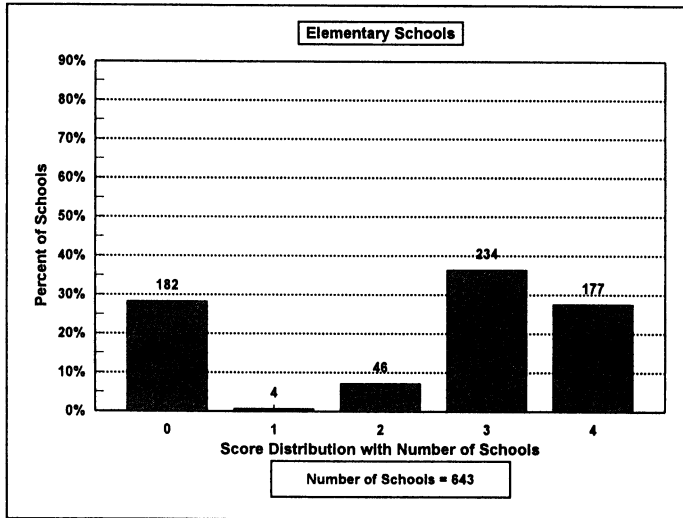
Cafeteria:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is a cafeteria that seats at least one-third of the enrollment (for elementary schools) or one-fourth of the enrollment (for middle and high schools). The kitchen is well equipped. Cafeteria serving and seating areas provide a comfortable dining environment.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	182	12	13	207
1	Poor	4	2	1	7
2	Fair	46	13	17	76
3	Good	234	87	87	408
4	Excellent	177	62	78	317
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Cafeteria		28.9%	8.0%	7.1%	21.1%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Cafeteria		63.9%	84.7%	84.2%	71.4%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



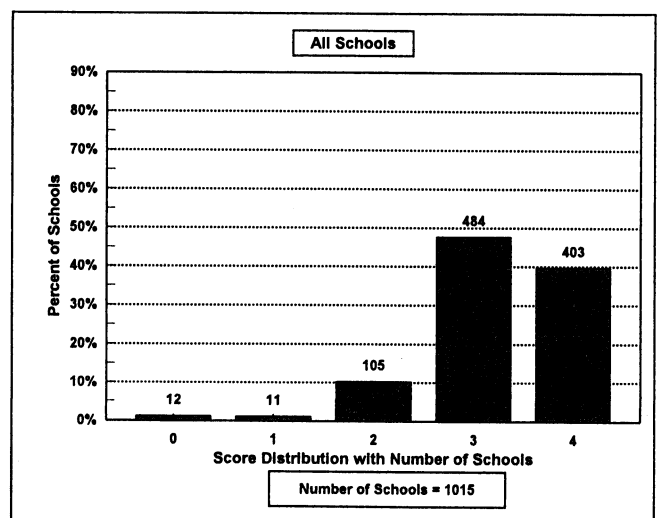
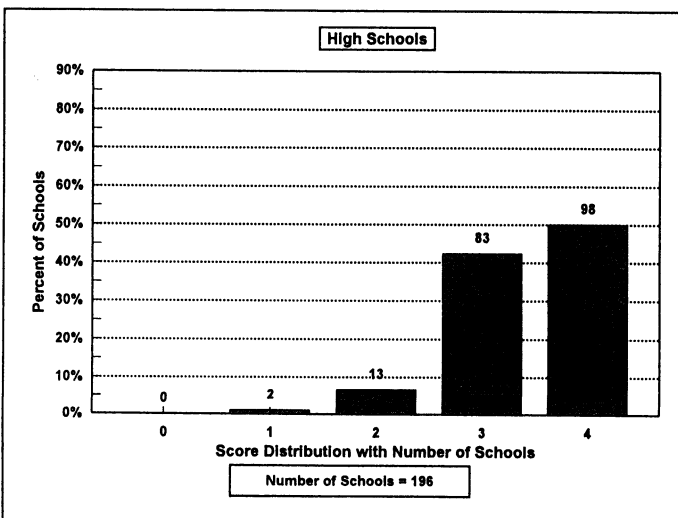
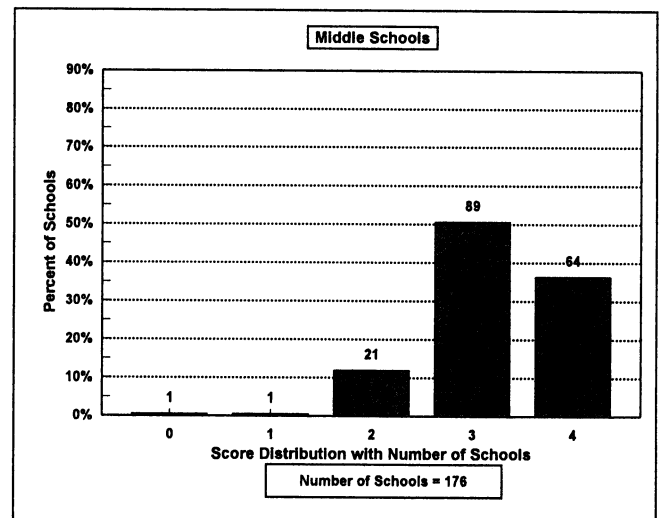
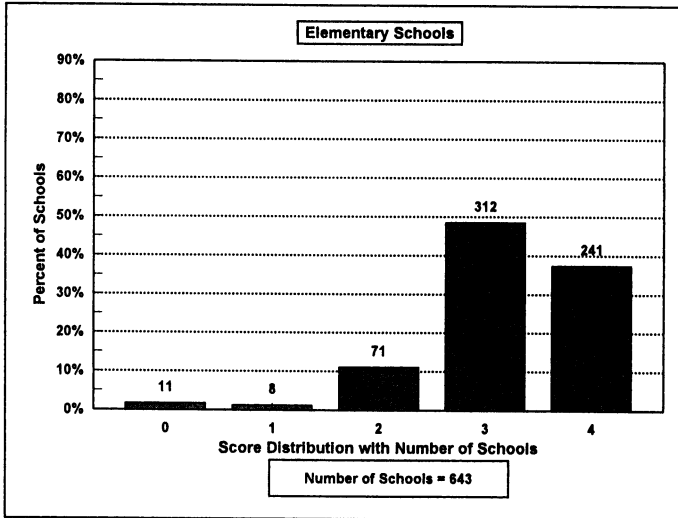
Technology in the Classroom:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Technology in use in all classrooms should consist of multiple workstations, Internet access, Local Area Network (LAN) and Wide Area Network (WAN) in place. The focus of technology in the classroom is on the equipment, software and system access in place in the classroom. Stand-alone computer lab warrants a 2 rating only.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	11	1	0	12
1	Poor	8	1	2	11
2	Fair	71	21	13	105
3	Good	312	89	83	484
4	Excellent	241	64	98	403
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Technology in the Classroom		3.0%	1.1%	1.0%	2.3%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Technology in the Classroom		86.0%	86.9%	92.3%	87.4%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



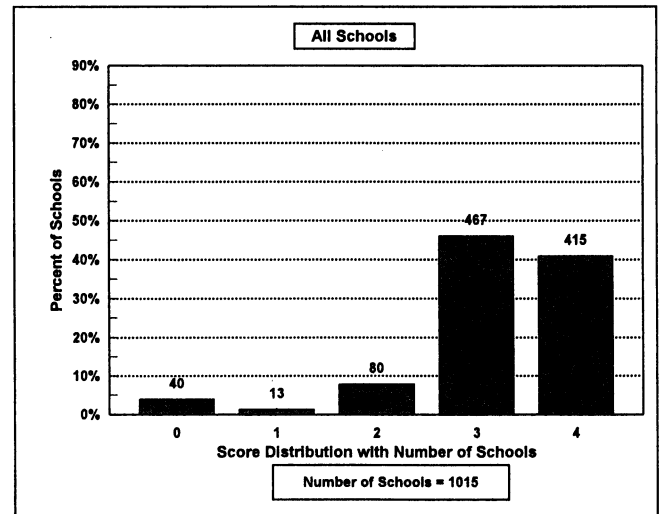
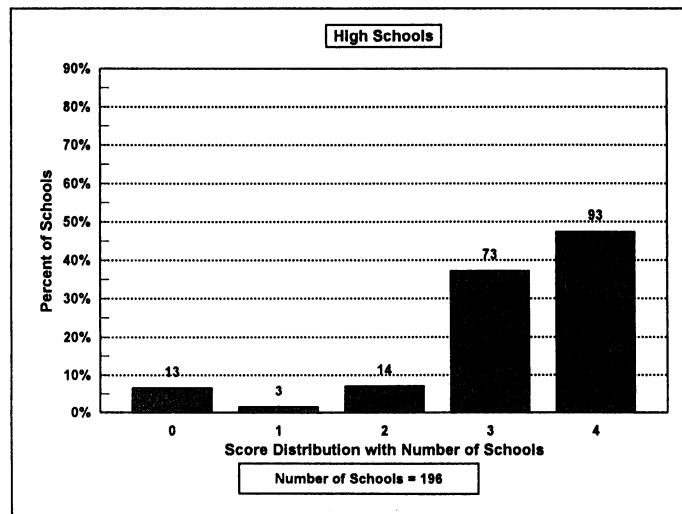
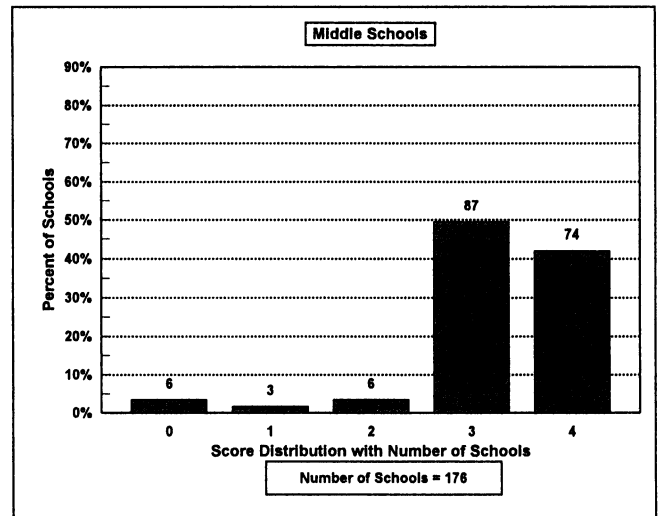
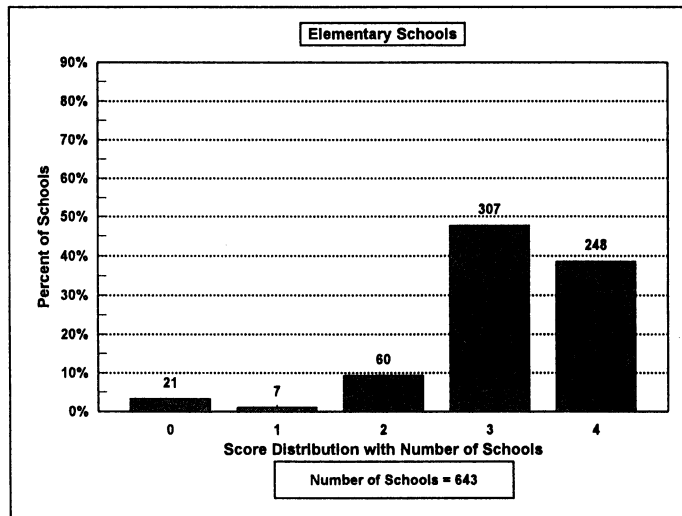
Library Media Center:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

A library media center should have sufficient space to accommodate an adequate print, non-print and electronic collection of materials, seating for instructional and study purposes, technology workstations, circulation, work area and storage.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	21	6	13	40
1	Poor	7	3	3	13
2	Fair	60	6	14	80
3	Good	307	87	73	467
4	Excellent	248	74	93	415
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Library Media Center		4.4%	5.1%	8.2%	5.2%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Library Media Center		86.3%	91.5%	84.7%	86.9%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



Science Lab(s):

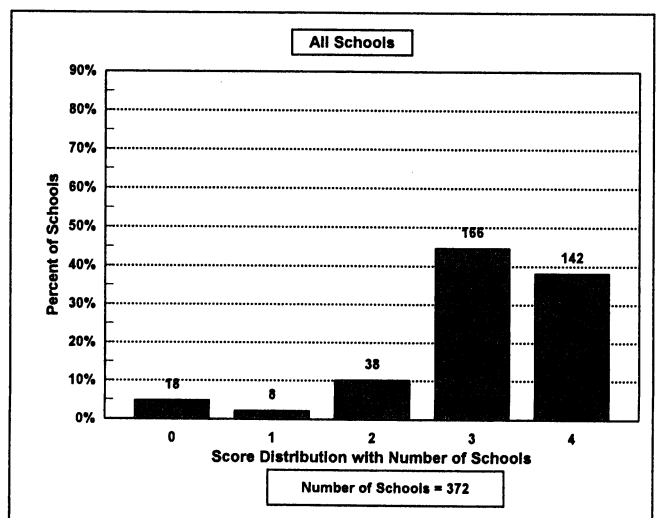
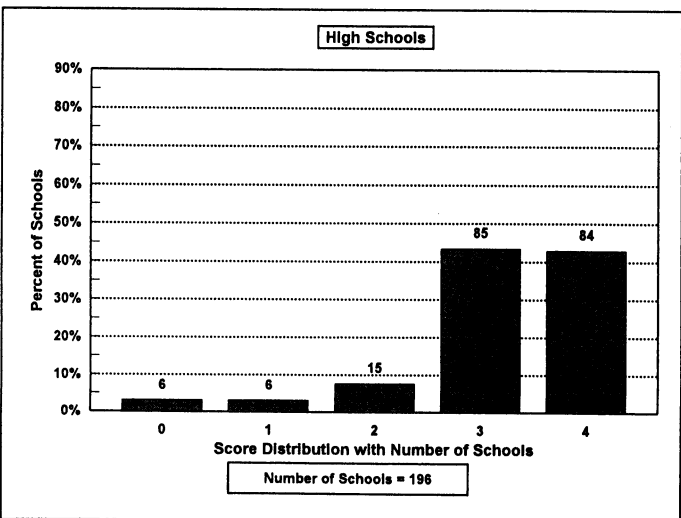
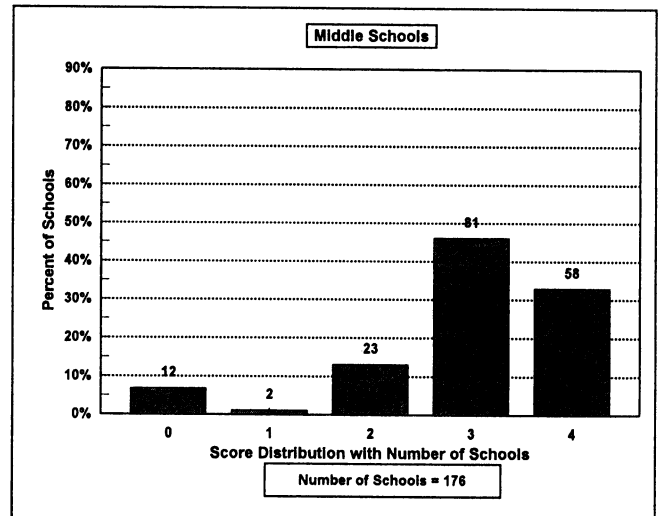
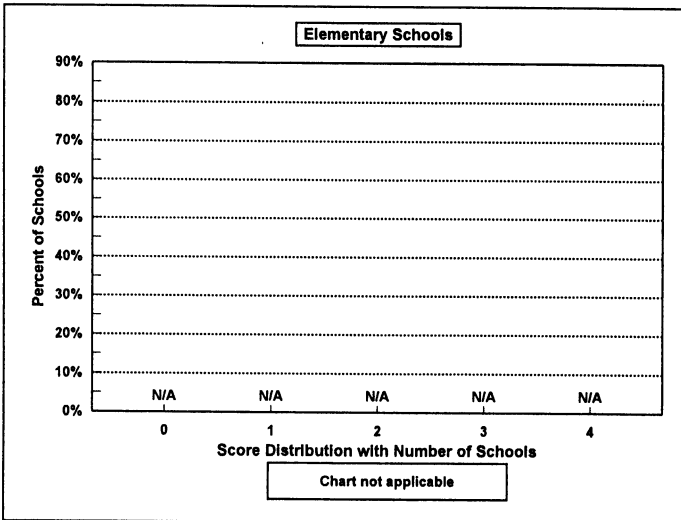
Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The school has sufficient teaching and laboratory space, equipped for biological, physical and earth science programs (elementary schools) or for earth science, biology, chemistry and physics (middle and high schools).

A science lab should have adequate prep rooms including appropriate water and gas fixtures and proper storage for hazardous materials with appropriate ventilation.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	N/A	12	6	18
1	Poor	N/A	2	6	8
2	Fair	N/A	23	15	38
3	Good	N/A	81	85	166
4	Excellent	N/A	58	84	142
Total responses		N/A	176	196	372
Percent of responses rated 0 or 1:					
Science Lab(s)		N/A	8.0%	6.1%	7.0%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Science Lab(s)		N/A	79.0%	86.2%	82.8%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



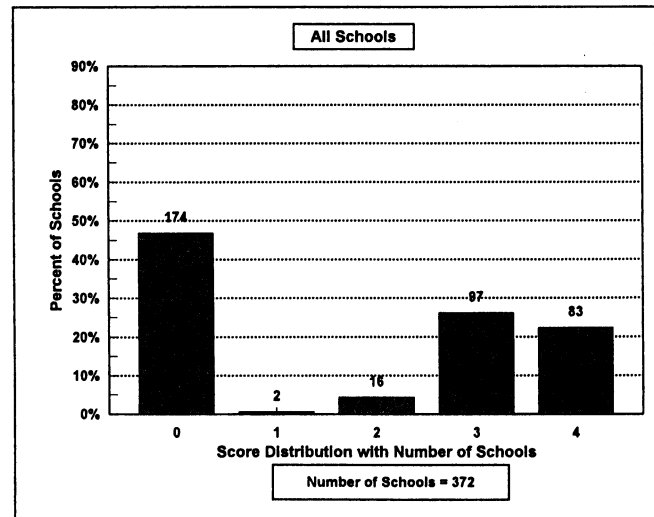
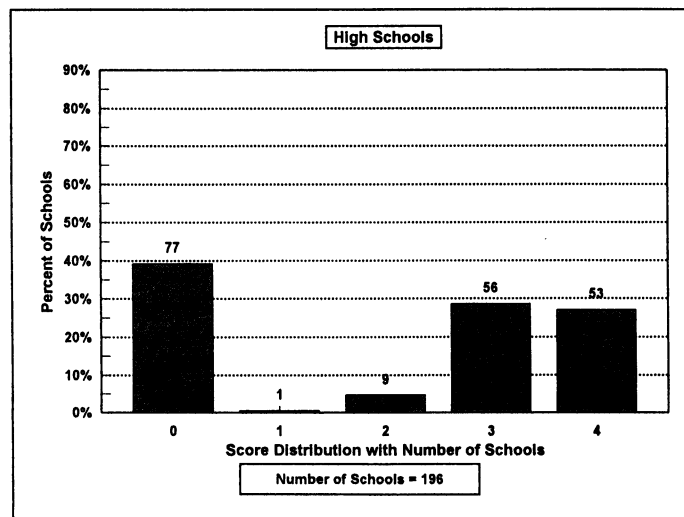
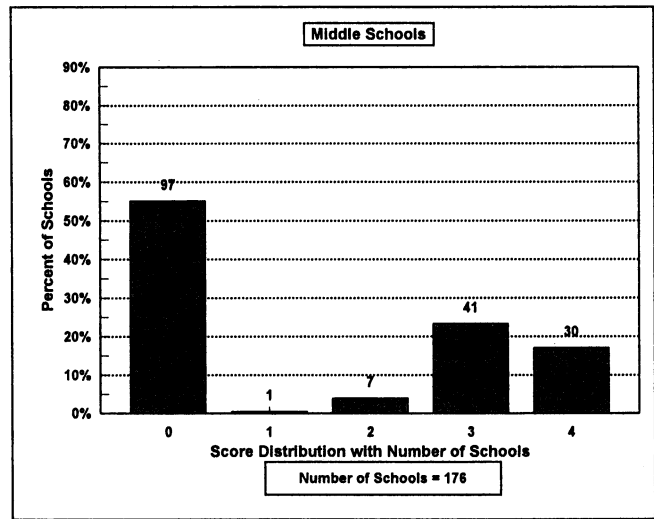
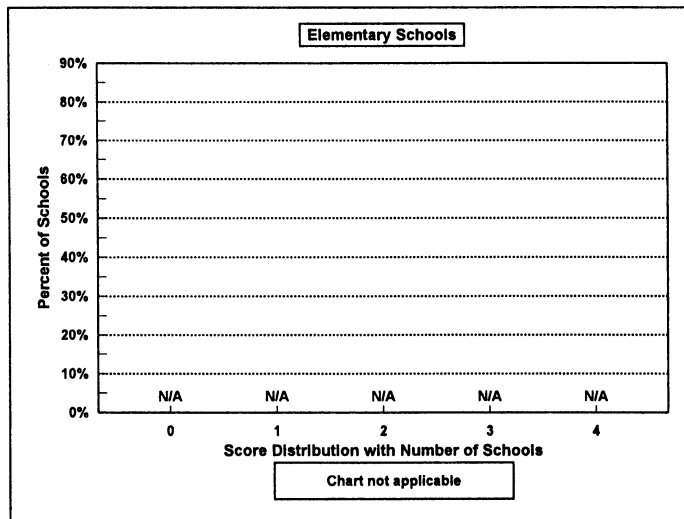
Language Lab(s):

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The school has dedicated language lab(s) which are multi-media areas enabling students to communicate through video, voice and data systems, as well as to record on an interactive basis.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	N/A	97	77	174
1	Poor	N/A	1	1	2
2	Fair	N/A	7	9	16
3	Good	N/A	41	56	97
4	Excellent	N/A	30	53	83
Total responses		N/A	176	196	372
Percent of responses rated 0 or 1:					
Language Lab(s)		N/A	55.7%	39.8%	47.3%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Language Lab(s)		N/A	40.3%	55.6%	48.4%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



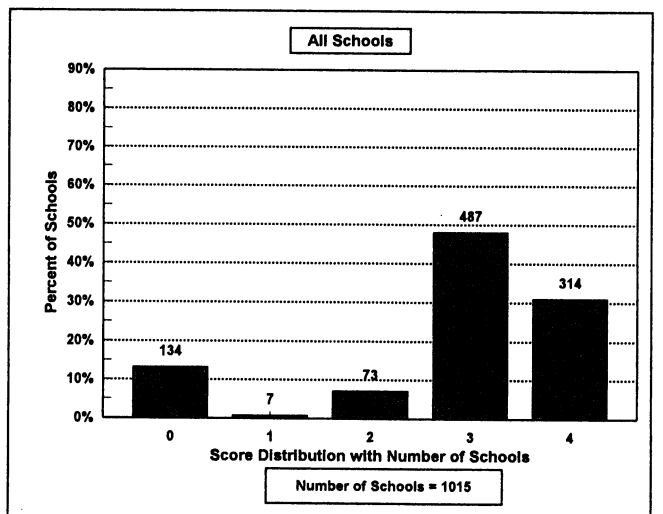
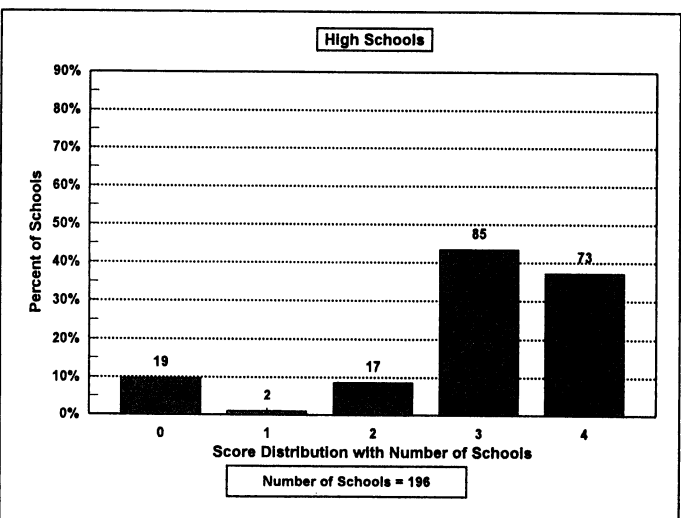
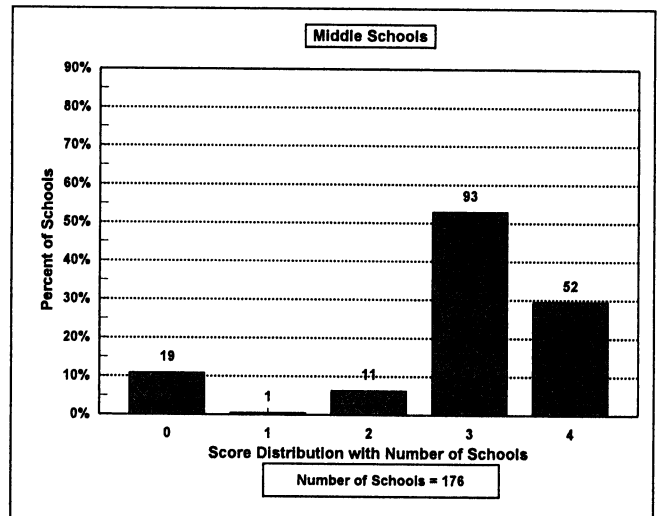
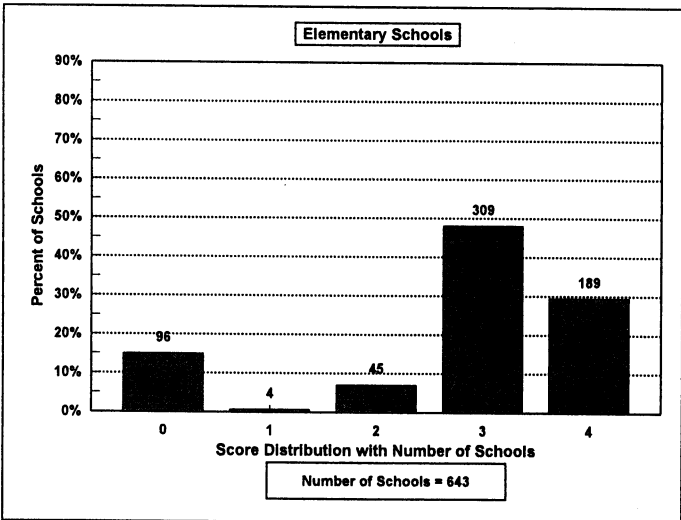
Special Education:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is dedicated space for special education. There is a complete special education program with a dedicated space to accommodate individual instruction, small group discussion or instruction with specialized equipment.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	96	19	19	134
1	Poor	4	1	2	7
2	Fair	45	11	17	73
3	Good	309	93	85	487
4	Excellent	189	52	73	314
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Special Education		15.6%	11.4%	10.7%	13.9%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Special Education		77.4%	82.4%	80.6%	78.9%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



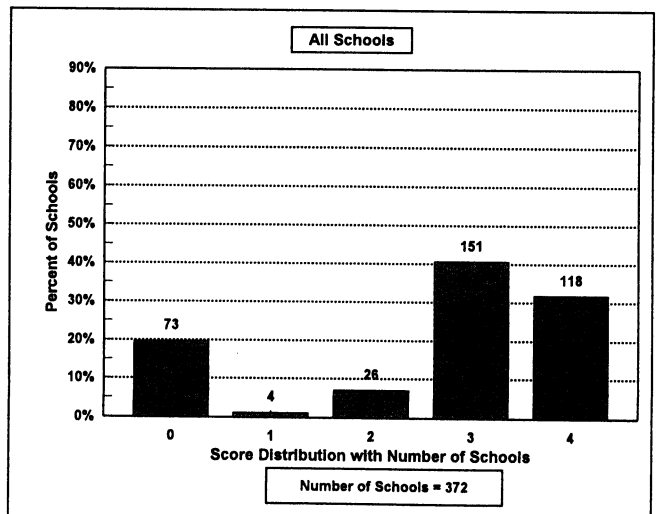
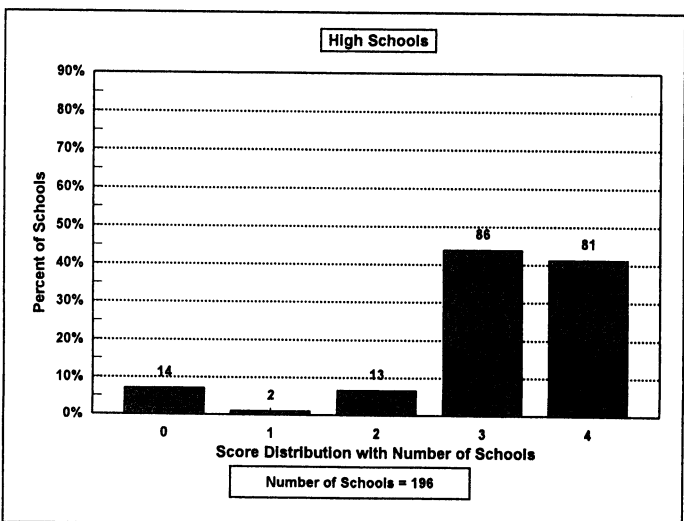
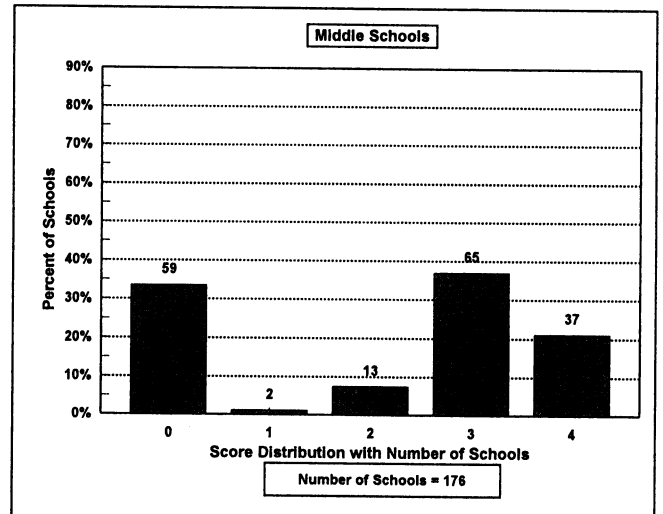
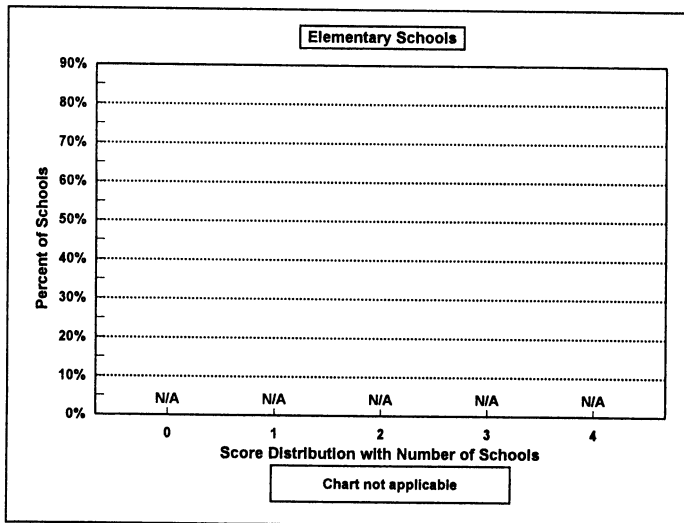
Technical/Career Education:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is sufficient space, wired with voice, video and data technology, to teach and learn the content of technology education for the appropriate grade range. The technical/career education space should consist of both classroom and laboratory areas, and be equipped with design tools, fabrication tools and materials essential to offer hands-on experiences in transportation, manufacturing, communication and construction industries. Facilities must also include all health and safety systems required by federal, state and local regulations.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	N/A	59	14	73
1	Poor	N/A	2	2	4
2	Fair	N/A	13	13	26
3	Good	N/A	65	86	151
4	Excellent	N/A	37	81	118
Total responses		N/A	176	196	372
Percent of responses rated 0 or 1:					
Technical/Career Education		N/A	34.7%	8.2%	20.7%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Technical/Career Education		N/A	58.0%	85.2%	72.3%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



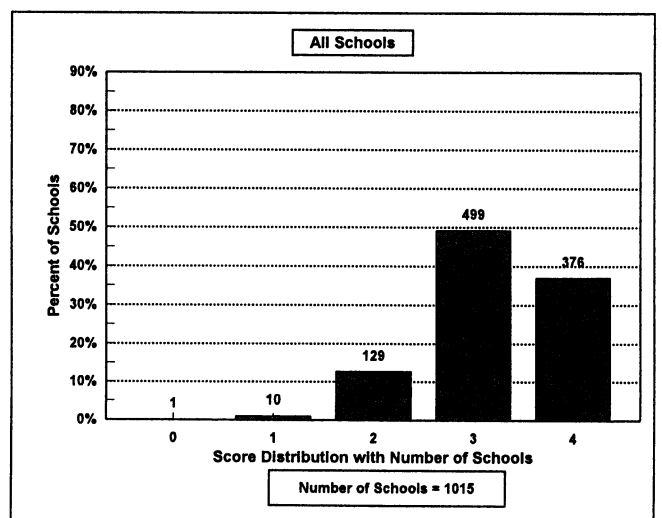
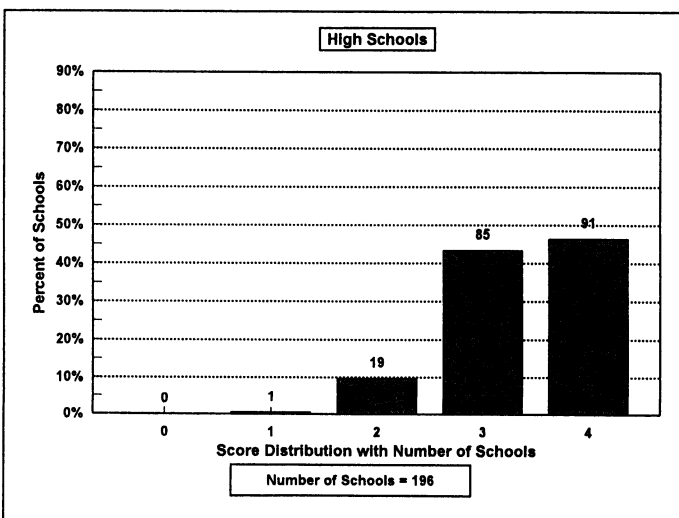
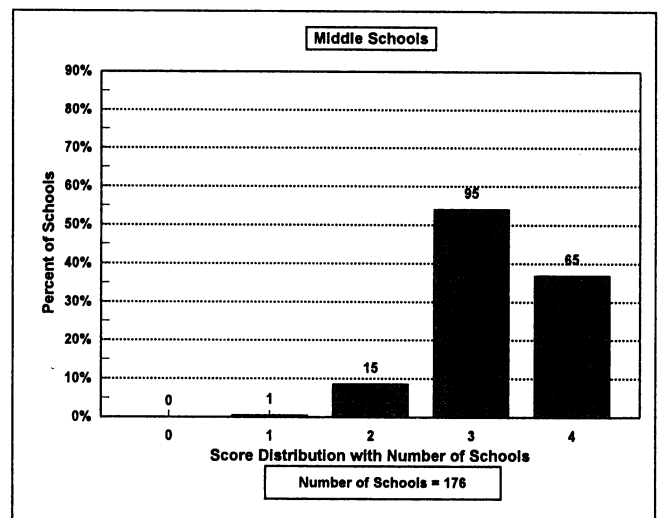
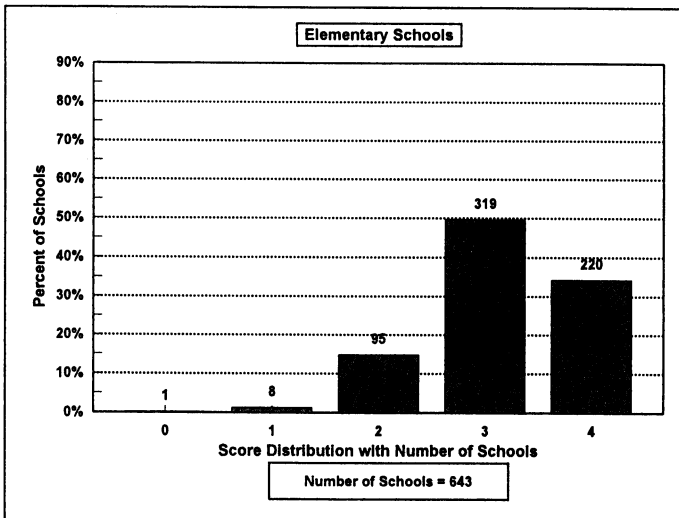
Office/Administrative Space:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The school contains sufficient space to accommodate the school administration, including an efficient waiting and general office area within close proximity to the main entrance of school. Offices are well planned, clean and quiet so as to present a professional educational atmosphere and include technology infrastructure (e.g., voice, data, and video connections).

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	1	0	0	1
1	Poor	8	1	1	10
2	Fair	95	15	19	129
3	Good	319	95	85	499
4	Excellent	220	65	91	376
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Office/Administrative Space		1.4%	0.6%	0.5%	1.1%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Office/Administrative Space		83.8%	90.9%	89.8%	86.2%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



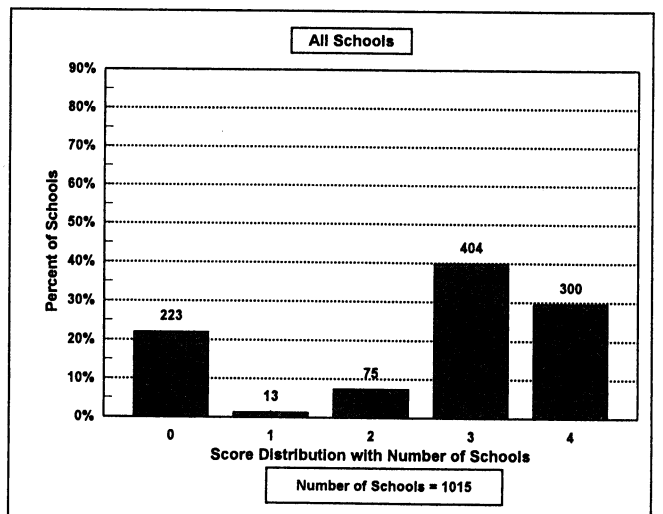
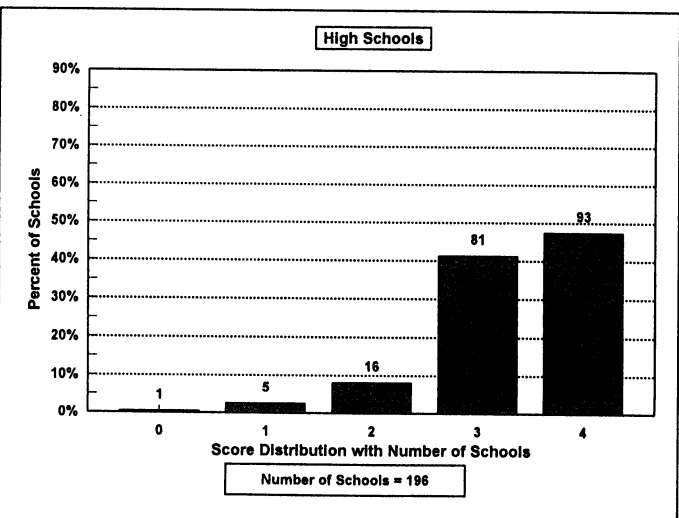
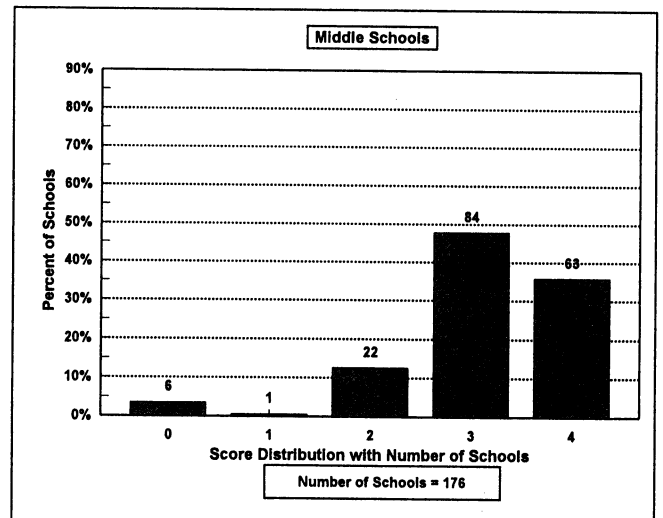
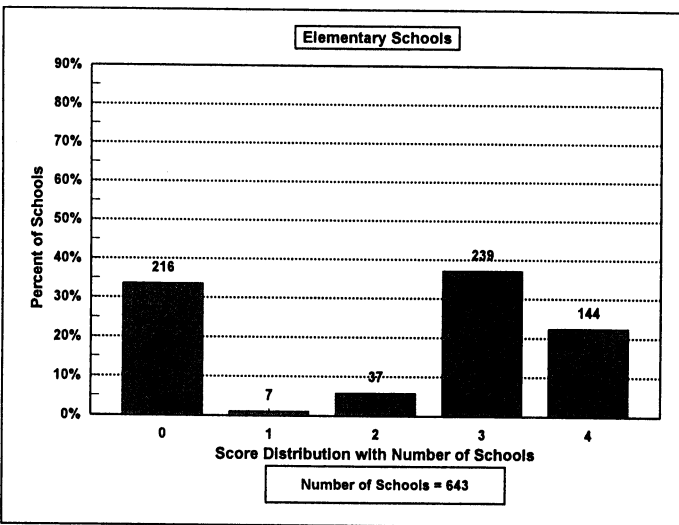
Guidance/Student Services:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The school maintains guidance offices where counselors can meet with students in a confidential atmosphere that is clean, quiet and uncluttered. Student services, where provided, are in a central area with material presented in an attractive and orderly manner and include technology infrastructure.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	216	6	1	223
1	Poor	7	1	5	13
2	Fair	37	22	16	75
3	Good	239	84	81	404
4	Excellent	144	63	93	300
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Guidance/Student Services		34.7%	4.0%	3.1%	23.3%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Guidance/Student Services		59.6%	83.5%	88.8%	69.4%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



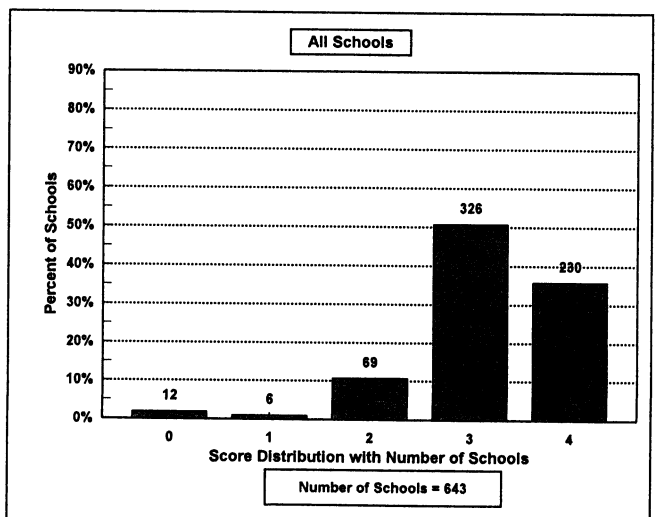
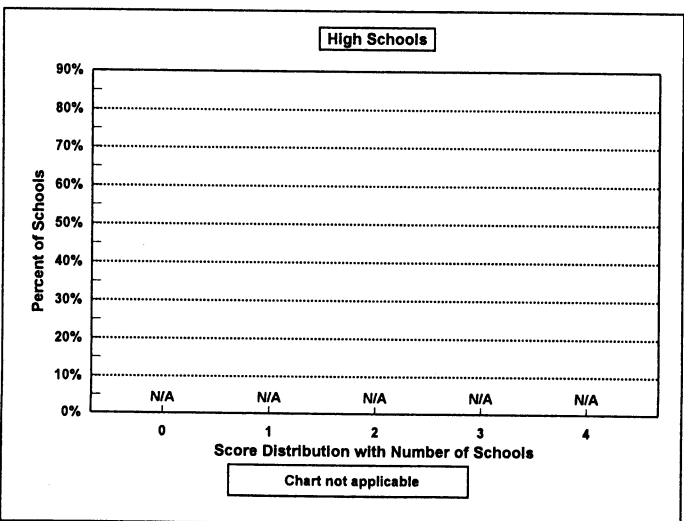
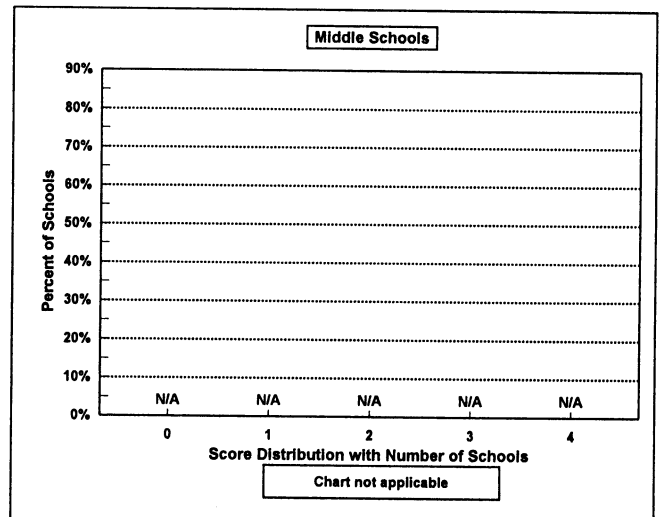
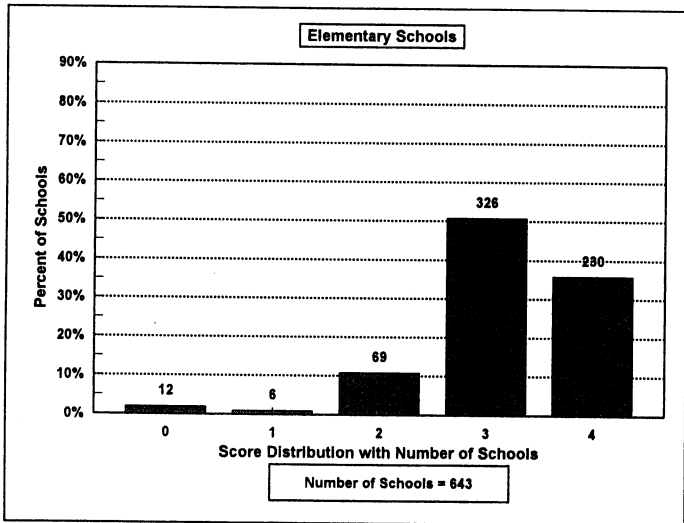
Playground/Playscape:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Exterior playground equipment is in safe condition, age appropriate, isolated from traffic, well drained and of sufficient size to meet school program and enrollment. Play area may be municipal if adjacent to the school.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	12	N/A	N/A	12
1	Poor	6	N/A	N/A	6
2	Fair	69	N/A	N/A	69
3	Good	326	N/A	N/A	326
4	Excellent	230	N/A	N/A	230
Total responses		643	N/A	N/A	643
Percent of responses rated 0 or 1:					
Playground/Playscape		2.8%	N/A	N/A	2.8%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Playground/Playscape		86.5%	N/A	N/A	86.5%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



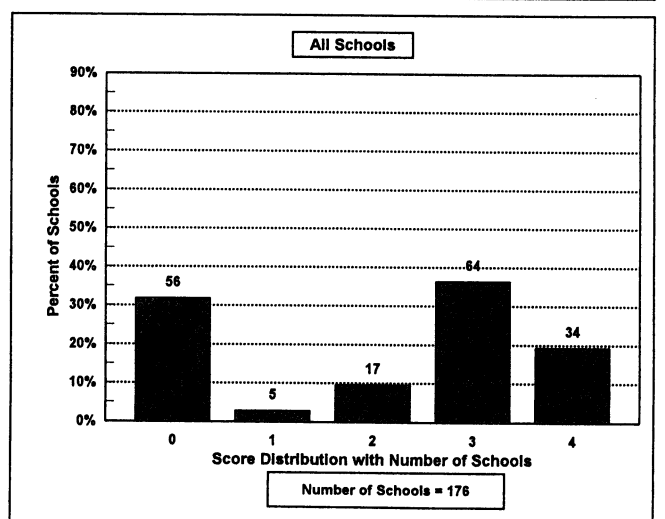
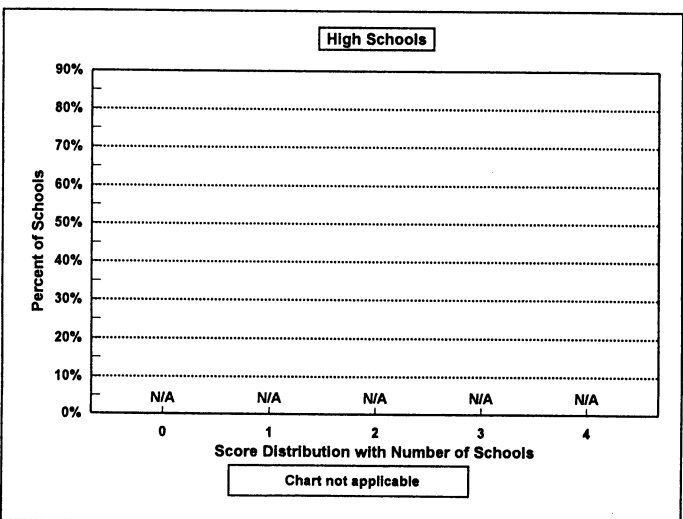
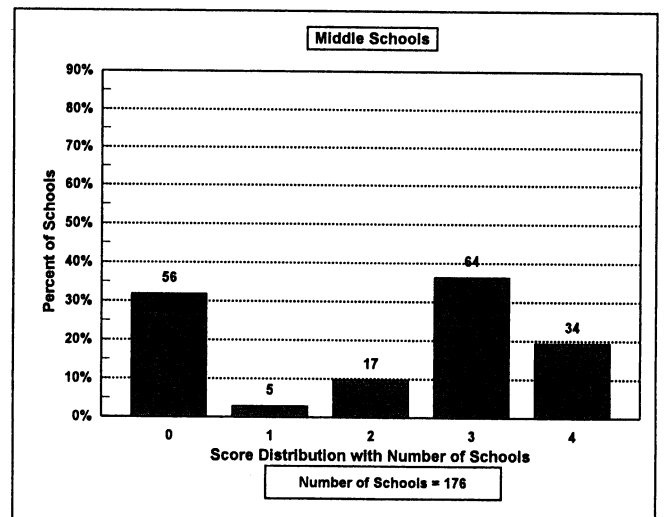
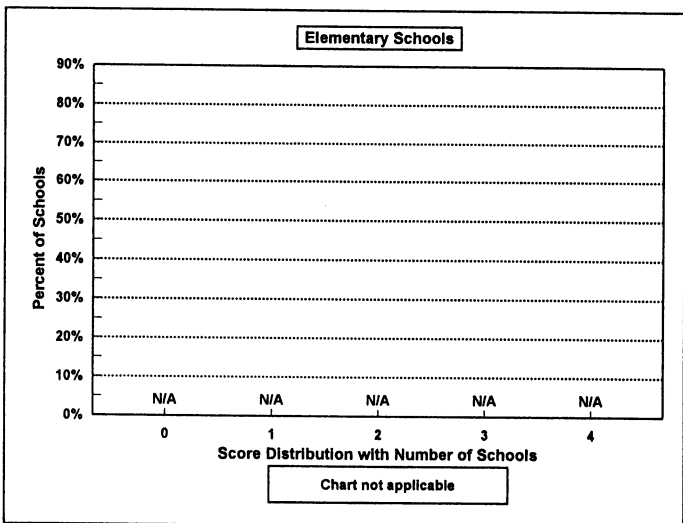
Multipurpose Fields:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The multipurpose fields are maintained in playing condition and may have adequate spectator and competitor accommodations. Fields may be those of the municipality and may be in a separate location from the school, except that off-site facilities should not be rated a 4 unless they are complemented by on-site facilities that properly support physical education instruction and intramural sports.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	N/A	56	N/A	56
1	Poor	N/A	5	N/A	5
2	Fair	N/A	17	N/A	17
3	Good	N/A	64	N/A	64
4	Excellent	N/A	34	N/A	34
Total responses		N/A	176	N/A	176
Percent of responses rated 0 or 1:					
Multipurpose Fields		N/A	34.7%	N/A	34.7%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Multipurpose Fields		N/A	55.7%	N/A	55.7%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



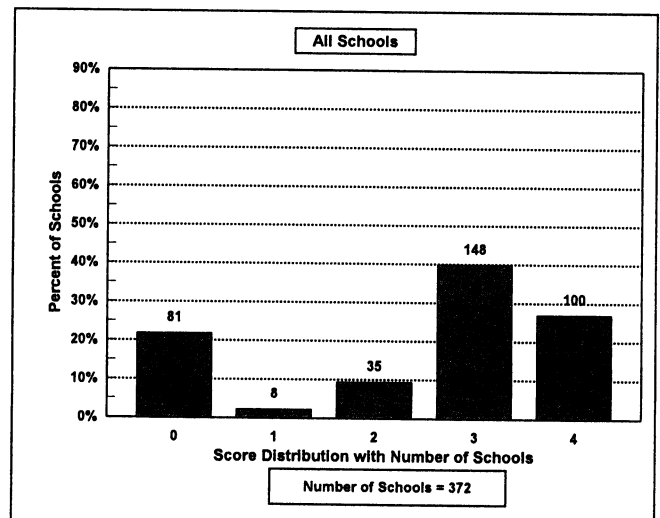
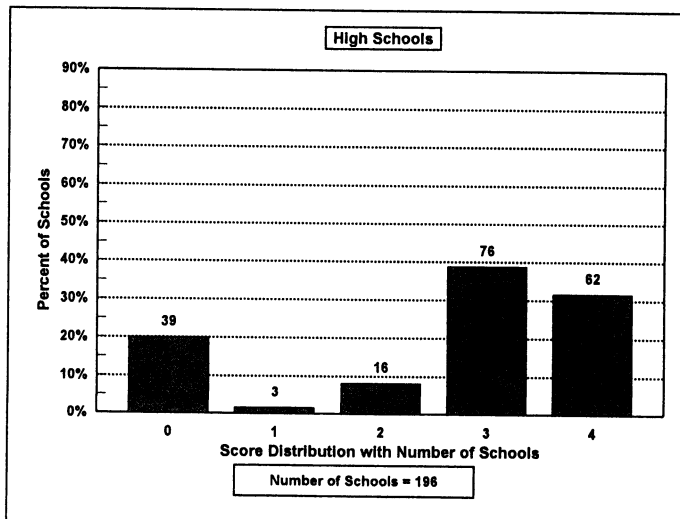
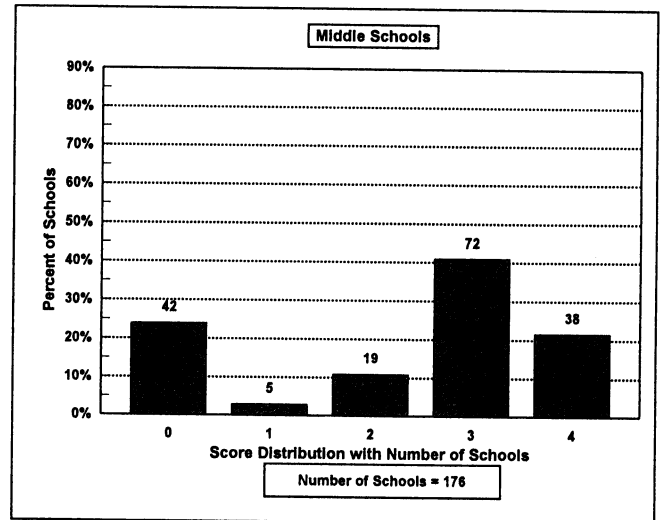
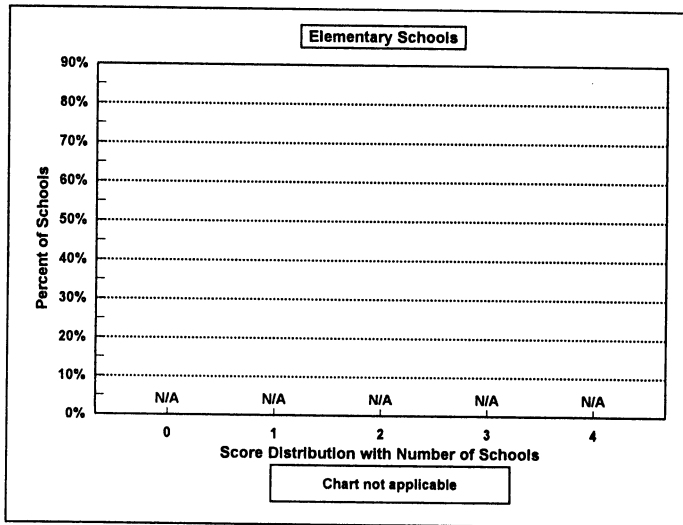
Outdoor Athletic Facilities:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The playing fields meet the requirements of a complete interscholastic athletic program and are maintained in playing condition with adequate spectator and competitor accommodations. Athletic facilities may be those of the municipality and may be in a separate location from the school, except that off-site facilities should not be rated a 4 unless they are complemented by on-site facilities that properly support physical education instruction and intramural sports.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	N/A	42	39	81
1	Poor	N/A	5	3	8
2	Fair	N/A	19	16	35
3	Good	N/A	72	76	148
4	Excellent	N/A	38	62	100
Total responses		N/A	176	196	372
Percent of responses rated 0 or 1:					
Outdoor Athletic Facilities		N/A	26.7%	21.4%	23.9%
All dedicated specialty area items		15.4%	17.7%	10.7%	14.9%
Percent of responses rated 3 or 4:					
Outdoor Athletic Facilities		N/A	62.5%	70.4%	66.7%
All dedicated specialty area items		75.8%	74.5%	81.7%	76.7%



Section 4 Service Systems

The following items are summarized in this section:

- | | |
|------------------------------|--------------------------|
| 1. Internal Communications | 5. Interior Lighting |
| 2. Technology Infrastructure | 6. Exterior Lighting |
| 3. Air Conditioning | 7. Roadways and Walkways |
| 4. Heating | 8. Plumbing |

As shown in Table 4A below, the rated quality of facility service systems has significantly increased since the initial survey in 1998-99. As illustrated in Table 4C, towns in DRGs A, B and F, and CTHSS are on par with each other indicating at least 90 percent of the ratings being good or excellent. However, it is important to note that DRGs C and E are within .3 percent of that mark.

2013	Percentage of Schools Rated Good or Excellent By Survey Item 1998 through 2013 With Cumulative Change										Table 4A
School Service Systems											
Survey Item Description:	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2007 *	2009 *	2011 *	2013 *	Cumulative Change
Internal Communications	59.9%	61.9%	65.9%	70.7%	75.3%	79.7%	80.3%	83.8%	84.8%	85.5%	25.6
Technology Infrastructure	37.3%	45.3%	65.5%	77.6%	82.1%	86.7%	88.9%	90.5%	88.4%	91.0%	53.7
Air Conditioning	13.8%	16.3%	19.7%	24.0%	28.1%	33.1%	34.9%	40.8%	45.8%	49.6%	35.8
Heating	60.3%	64.4%	67.1%	70.8%	74.2%	77.2%	78.7%	81.0%	81.8%	84.6%	24.3
Interior Lighting	78.6%	80.9%	83.1%	84.5%	86.0%	89.0%	91.6%	92.7%	90.8%	94.6%	16.0
Exterior Lighting	62.2%	63.8%	67.0%	68.6%	72.3%	76.2%	77.3%	79.5%	80.4%	86.2%	24.0
Roadways and Walkways	67.2%	67.5%	70.4%	70.7%	74.3%	78.3%	79.9%	78.3%	75.9%	81.5%	14.3
Plumbing	63.1%	64.6%	66.8%	68.9%	71.8%	74.4%	74.2%	77.1%	80.0%	84.1%	21.0
Average for School Service Systems Group	55.3%	58.1%	63.2%	67.0%	70.5%	74.3%	75.7%	78.0%	78.5%	82.1%	26.8

* Beginning with the 2007 report, this label represents the year in which the data was actually collected.

Section 4 Service Systems (continued)

2013	Condition of Facilities: Building Service Systems Summary of Responses by Survey Item Total Schools (N = 1041)										Table 4B	
Number and Percentage of Schools Reporting a Building Feature to be:												
	Excellent		Good		Fair		Poor		Missing			
Survey Item Description:	#	%	#	%	#	%	#	%	#	%	#	%
Internal Communications	396	38.0%	494	47.5%	132	12.7%	19	1.8%	0	0.0%		
Technology Infrastructure	468	45.0%	479	46.0%	86	8.2%	8	0.8%	0	0.0%		
Air Conditioning	246	23.6%	270	25.9%	180	17.3%	58	5.6%	287	27.6%		
Heating	377	36.2%	504	48.4%	145	14.0%	15	1.4%	0	0.0%		
Interior Lighting	445	42.7%	540	51.9%	56	5.4%	0	0.0%	0	0.0%		
Exterior Lighting	376	36.1%	521	50.0%	130	12.6%	14	1.3%	0	0.0%		
Roadways and Walkways	362	34.8%	486	46.7%	167	16.0%	26	2.5%	0	0.0%		
Plumbing	345	33.2%	531	51.0%	152	14.6%	13	1.2%	0	0.0%		
Total Responses	3015	36.2%	3825	45.9%	1048	12.7%	153	1.8%	287	3.4%		

2013	Condition of Facilities: Building Service Systems Summary of Items Rated Good or Excellent by District Reference Group (DRG)										Table 4C	
District Reference Group (DRG)	Total Schools	Count of Schools Based on Number of Items Rated Good or Excellent									At least 5 features rated Good or Excellent	
		8 of 8 Items	7 of 8 Items	6 of 8 Items	5 of 8 Items	4 of 8 Items	3 of 8 Items	2 of 8 Items	1 of 8 Items	0 of 8 Items	Schools	%
A	43	24	7	6	3	2	1	0	0	0	40	93.0%
B	157	71	38	22	15	7	3	0	0	1	146	93.0%
C	78	21	37	7	5	3	3	1	0	1	70	89.7%
D	155	47	29	25	21	14	5	7	6	1	122	78.7%
E	68	13	26	12	10	3	2	1	1	0	61	89.7%
F	61	16	34	5	3	0	1	1	1	0	58	95.1%
G	141	67	28	14	6	7	11	2	4	2	115	81.6%
H	124	38	28	30	14	4	3	2	2	3	110	88.7%
I	198	125	30	9	7	7	7	5	3	5	171	86.4%
CTHSS	16	7	6	2	0	1	0	0	0	0	15	93.8%
Total Schools	1041	429	263	132	84	48	36	19	17	13	908	87.2%
Percent of Total Schools	100%	41%	25%	13%	8%	5%	3%	2%	2%	1%		
Cumulative Percent		41%	66%	79%	87%	92%	95%	97%	99%	100%		

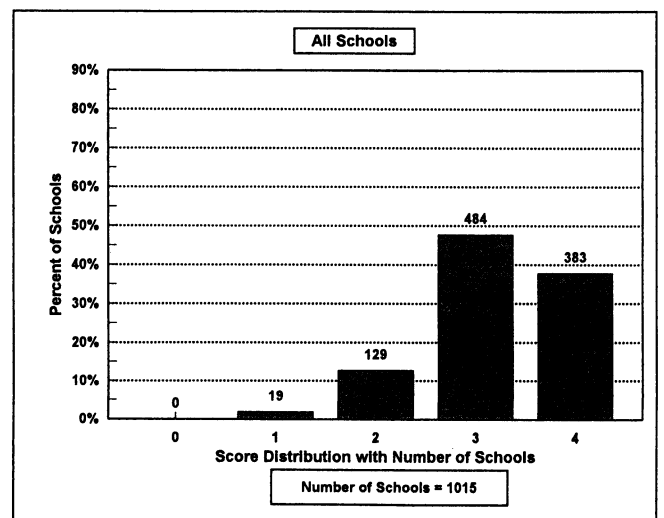
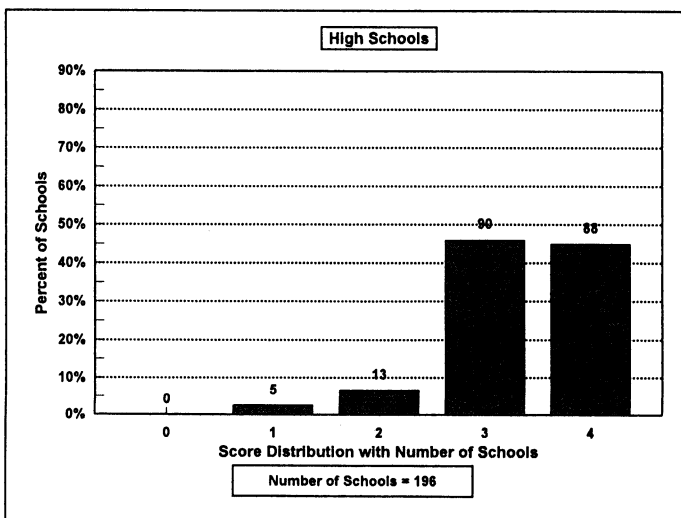
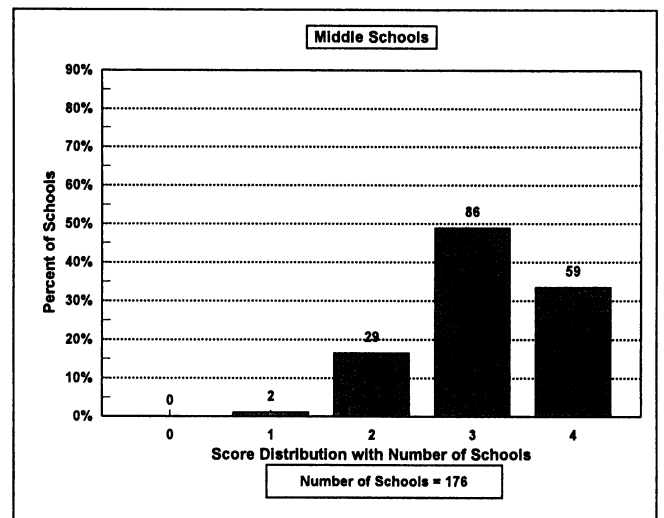
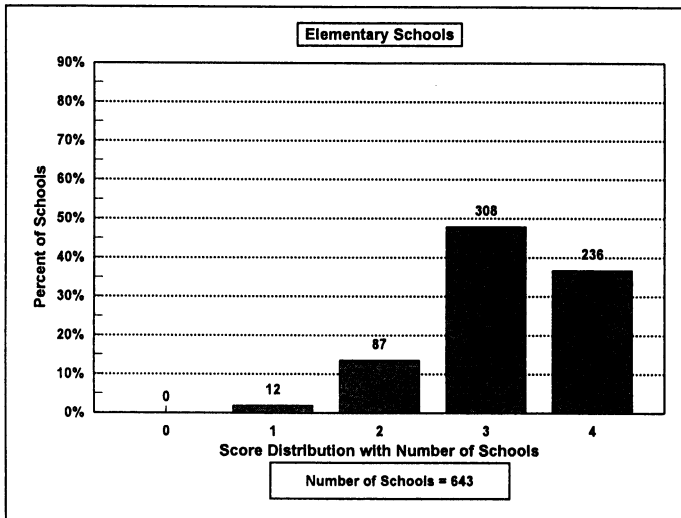
Internal Communications:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The facility has an intercom system enabling communication with all academic and administrative areas of the school individually and collectively. All classrooms have capacity to communicate with the principal's office and have access to an outside telephone line.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	0	0	0	0
1	Poor	12	2	5	19
2	Fair	87	29	13	129
3	Good	308	86	90	484
4	Excellent	236	59	88	383
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Internal Communications		1.9%	1.1%	2.6%	1.9%
All system items		6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:					
Internal Communications		84.6%	82.4%	90.8%	85.4%
All system items		80.7%	83.7%	85.1%	82.1%



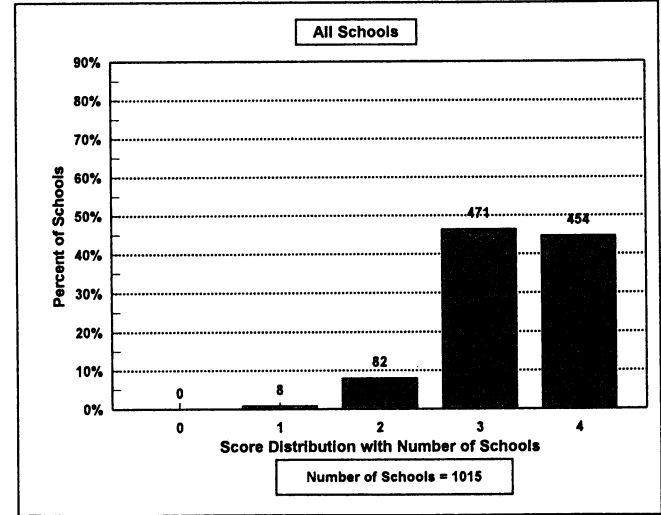
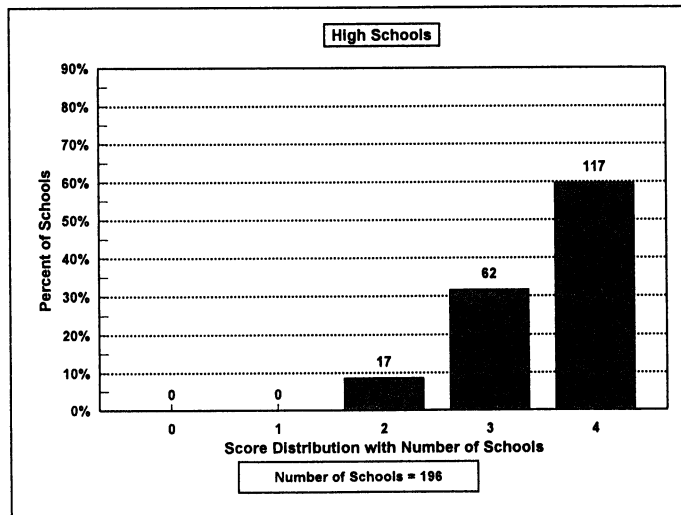
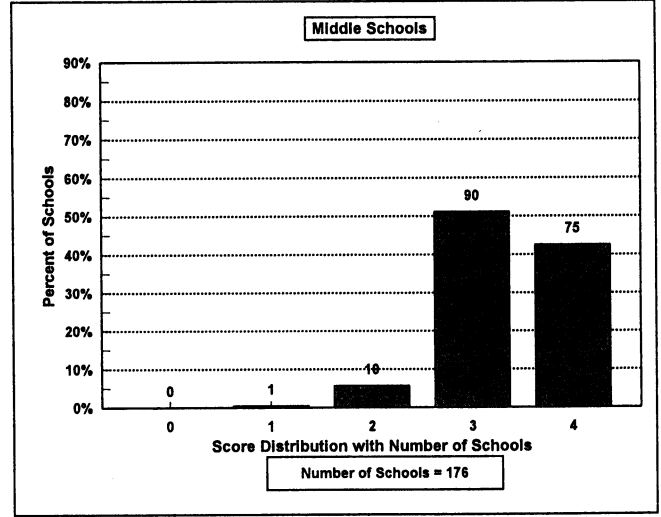
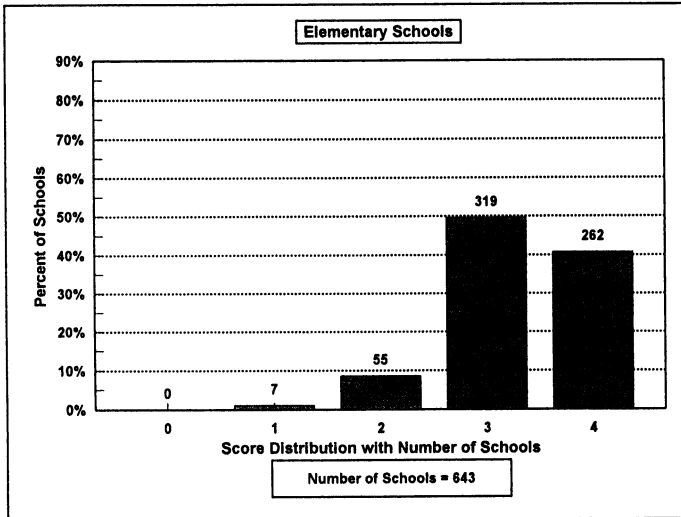
Technology Infrastructure:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The entire facility has access to voice, video and data transmission including all classrooms and administrative areas. Infrastructure has appropriate wiring for multiple computer workstations and other electronic equipment in all program areas. Technology capacity for the facility can accommodate state-of-the-art hardware and access to Internet, etc., even if not presently installed and in use.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	0	0	0	0
1	Poor	7	1	0	8
2	Fair	55	10	17	82
3	Good	319	90	62	471
4	Excellent	262	75	117	454
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Technology Infrastructure		1.1%	0.6%	0.0%	0.8%
All system items		6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:					
Technology Infrastructure		90.4%	93.8%	91.3%	91.1%
All system items		80.7%	83.7%	85.1%	82.1%



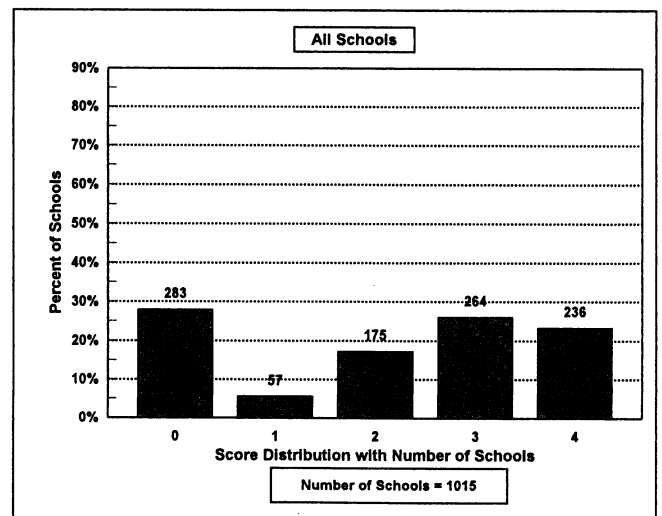
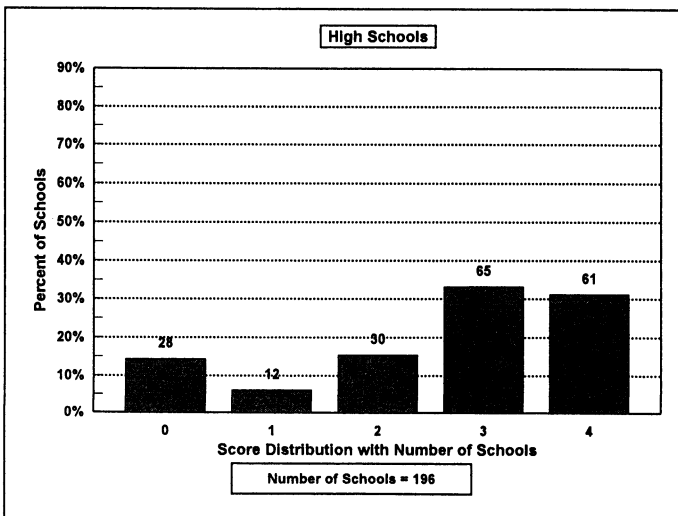
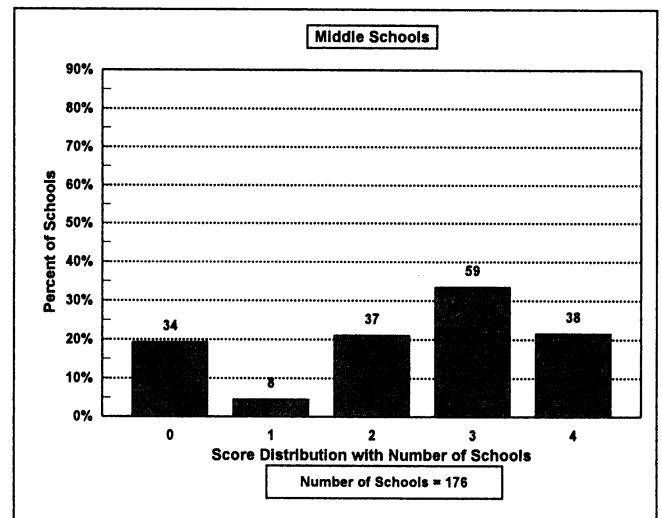
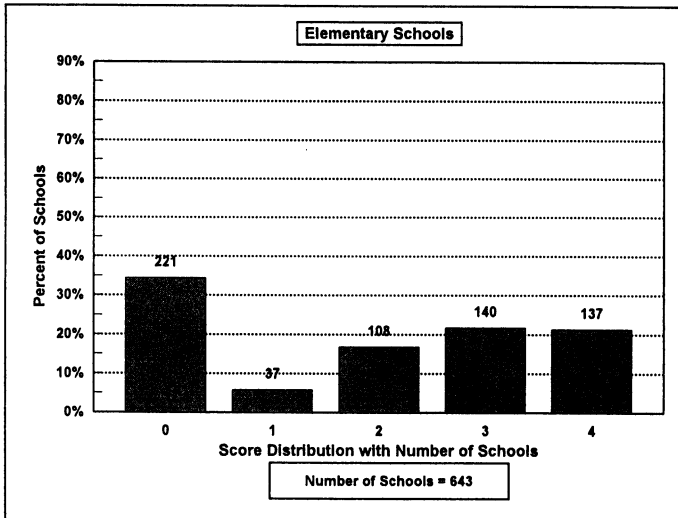
Air Conditioning:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

All instructional and student support service areas are air conditioned, as well as administrative areas.
 If only administrative offices are air conditioned, this category should be responded to with a '0'.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	221	34	28	283
1	Poor	37	8	12	57
2	Fair	108	37	30	175
3	Good	140	59	65	264
4	Excellent	137	38	61	236
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Air Conditioning		40.1%	23.9%	20.4%	33.5%
All system items		6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:					
Air Conditioning		43.1%	55.1%	64.3%	49.3%
All system items		80.7%	83.7%	85.1%	82.1%



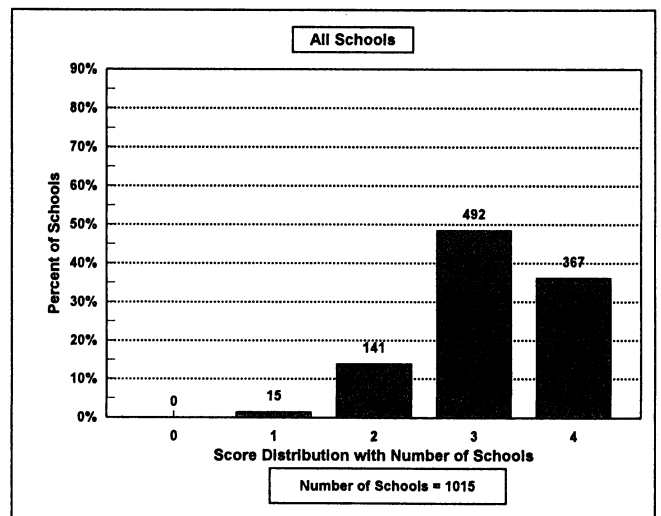
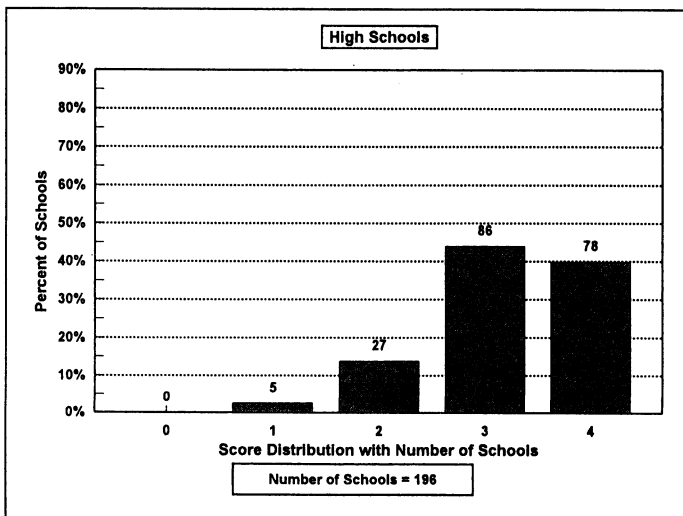
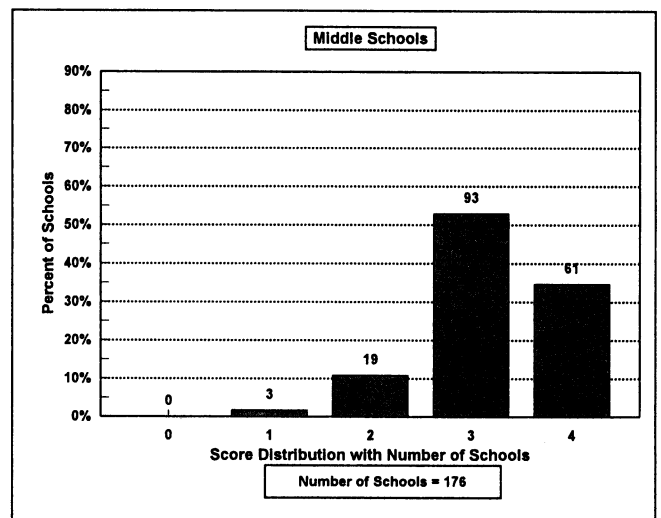
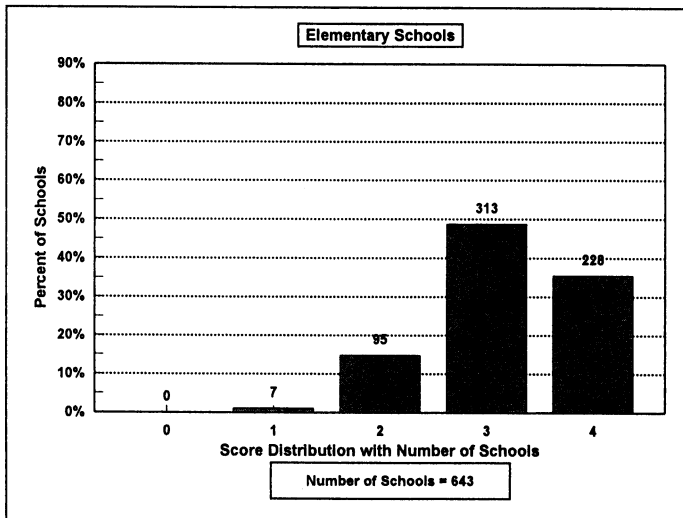
Heating:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Fully operational heating system with zoned controls allows for regulation in each classroom and office area.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	0	0	0	0
1	Poor	7	3	5	15
2	Fair	95	19	27	141
3	Good	313	93	86	492
4	Excellent	228	61	78	367
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Heating		1.1%	1.7%	2.6%	1.5%
All system items		6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:					
Heating		84.1%	87.5%	83.7%	84.6%
All system items		80.7%	83.7%	85.1%	82.1%



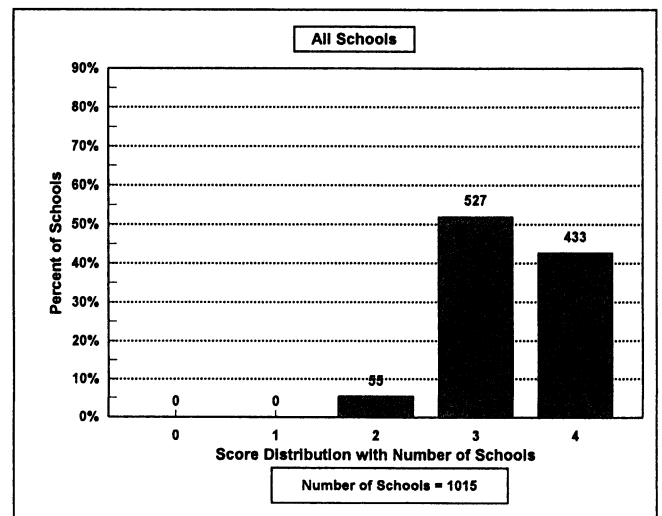
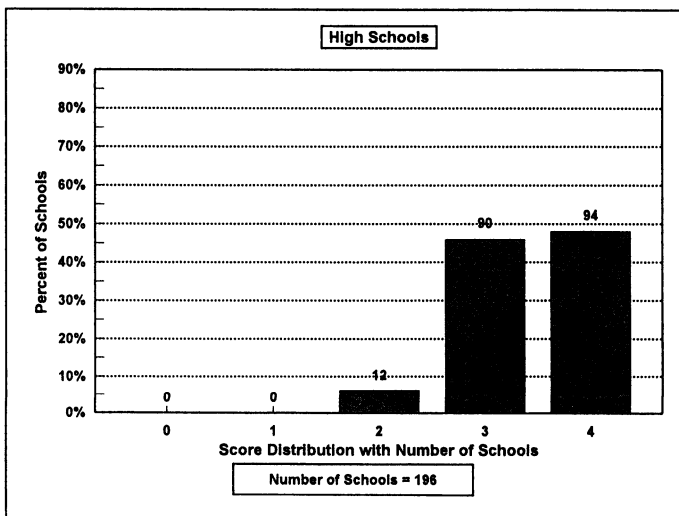
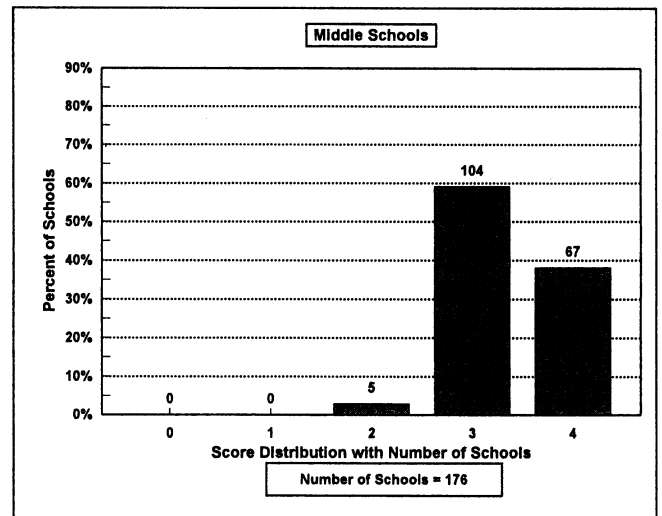
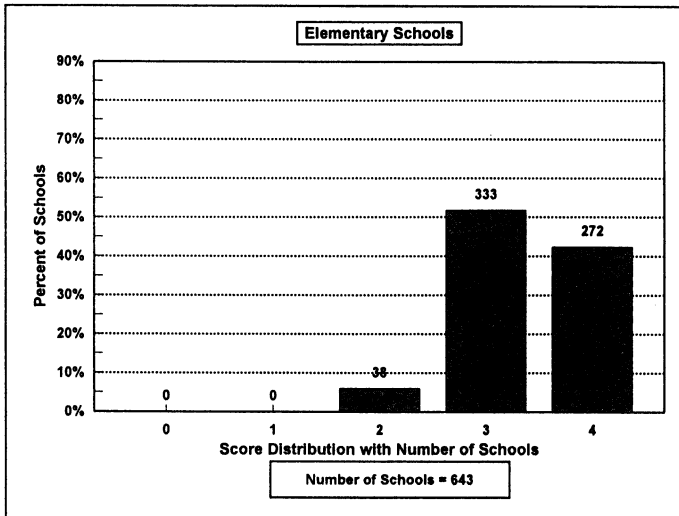
Interior Lighting:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

All instructional areas are well lit with an appropriate combination of natural and artificial light. All hallway, lavatory and other common areas have appropriate lighting that is consistently in working order.

SUMMARY TABLE

Rating	Description	Elementary Schools	Middle Schools	High Schools	All Schools
0	Missing	0	0	0	0
1	Poor	0	0	0	0
2	Fair	38	5	12	55
3	Good	333	104	90	527
4	Excellent	272	67	94	433
Total responses		643	176	196	1015
Percent of responses rated 0 or 1:					
Interior Lighting		0.0%	0.0%	0.0%	0.0%
All system items		6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:					
Interior Lighting		94.1%	97.2%	93.9%	94.6%
All system items		80.7%	83.7%	85.1%	82.1%



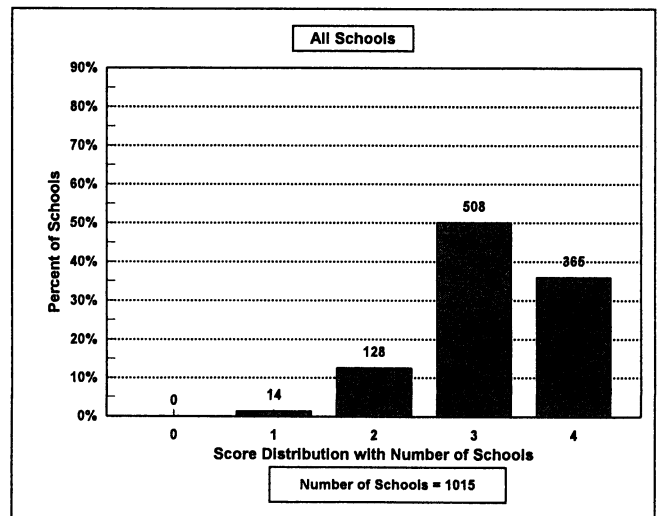
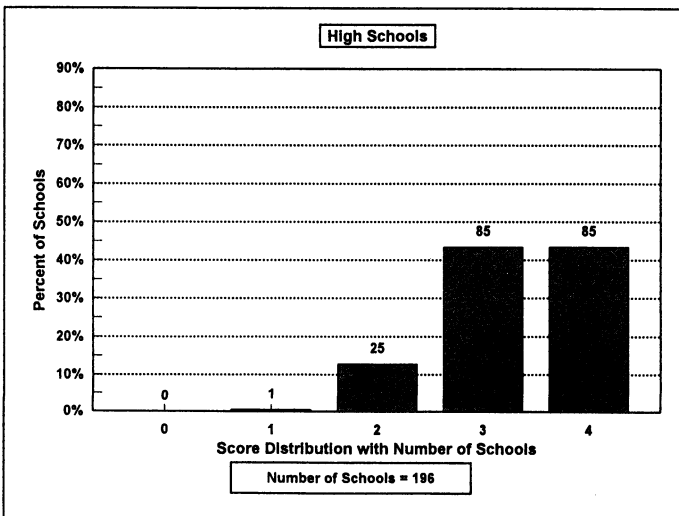
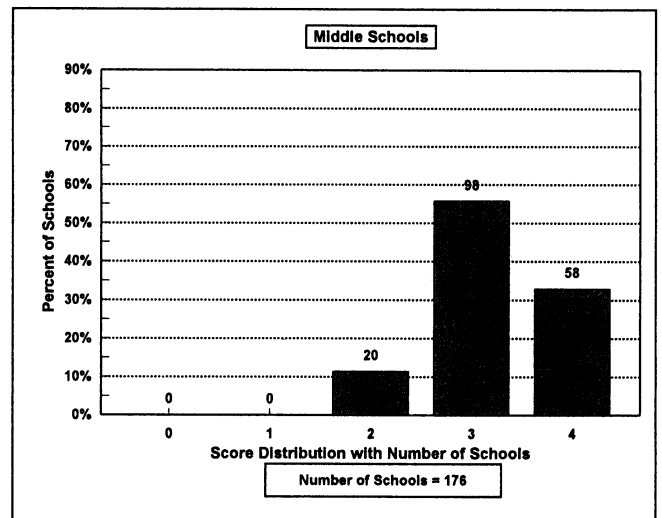
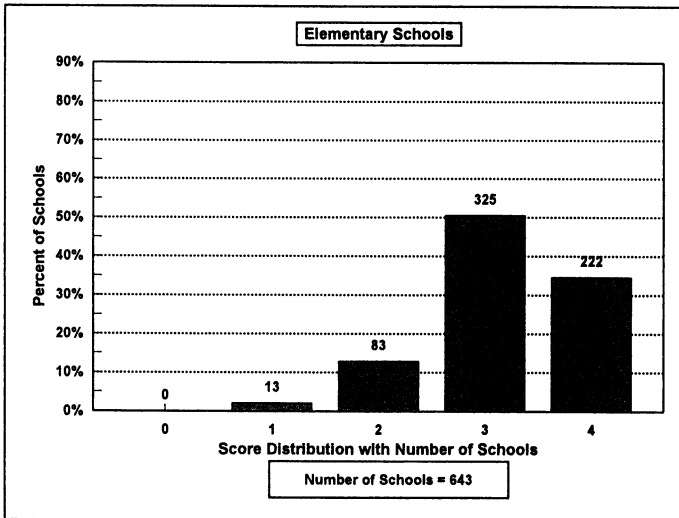
Exterior Lighting:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Exterior facade, walkways, roadways and parking areas have proper lighting that provides complete coverage of these areas for nighttime use. There are no dark or unlit areas around the perimeter of the building.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	13	0	1	14
2 Fair	83	20	25	128
3 Good	325	98	85	508
4 Excellent	222	58	85	365
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Exterior Lighting	2.0%	0.0%	0.5%	1.4%
All system items	6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:				
Exterior Lighting	85.1%	88.6%	86.7%	86.0%
All system items	80.7%	83.7%	85.1%	82.1%



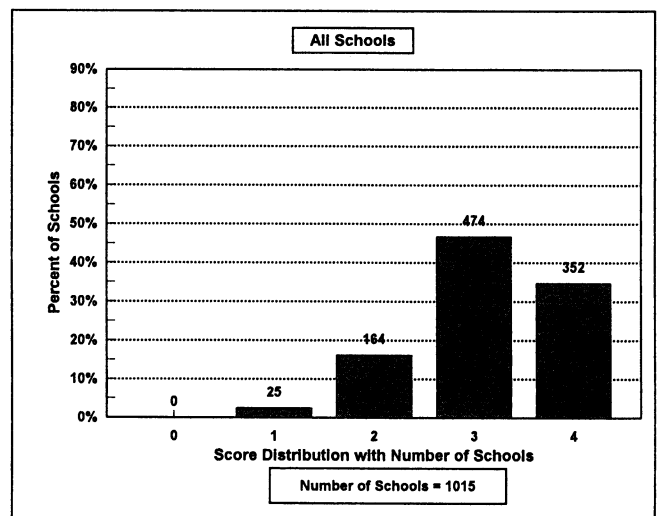
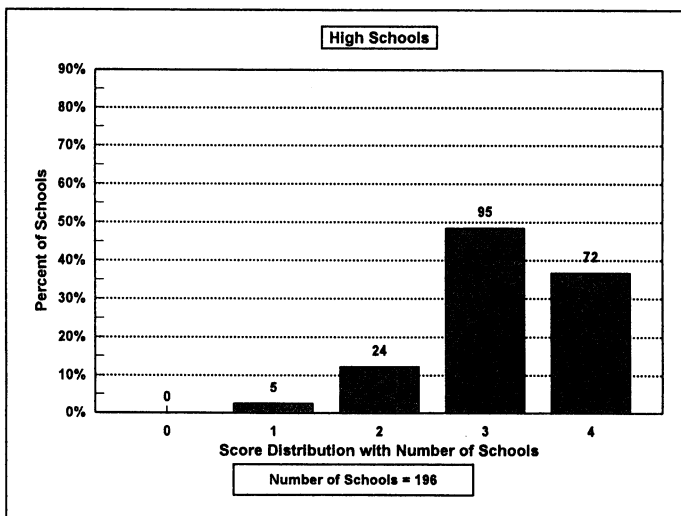
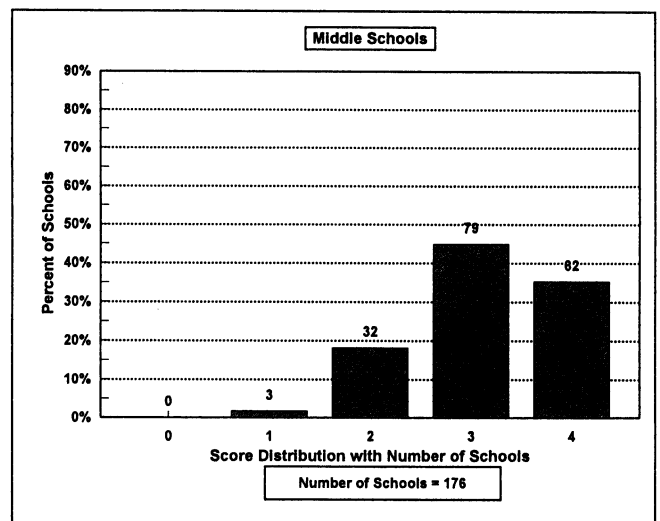
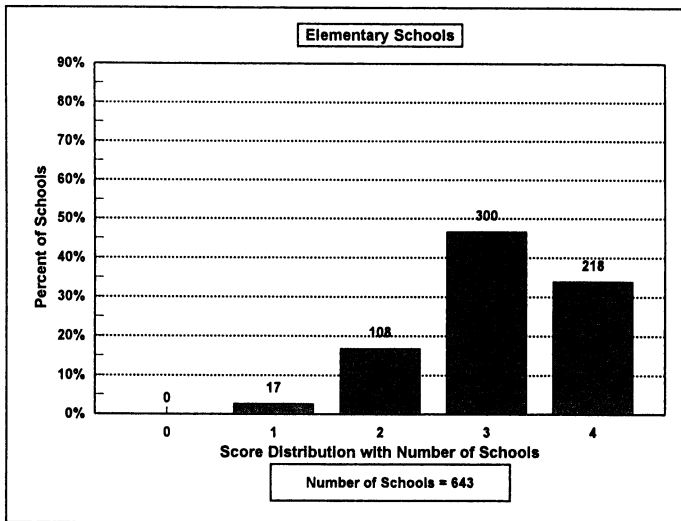
Roadways and Walkways:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

All walkways and paved areas are free of potholes and caved-in areas. These areas should be properly marked for traffic control and pedestrian safety and graded for handicapped accessibility.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	17	3	5	25
2 Fair	108	32	24	164
3 Good	300	79	95	474
4 Excellent	218	62	72	352
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Roadways and Walkways	2.6%	1.7%	2.6%	2.5%
All system items	6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:				
Roadways and Walkways	80.6%	80.1%	85.2%	81.4%
All system items	80.7%	83.7%	85.1%	82.1%



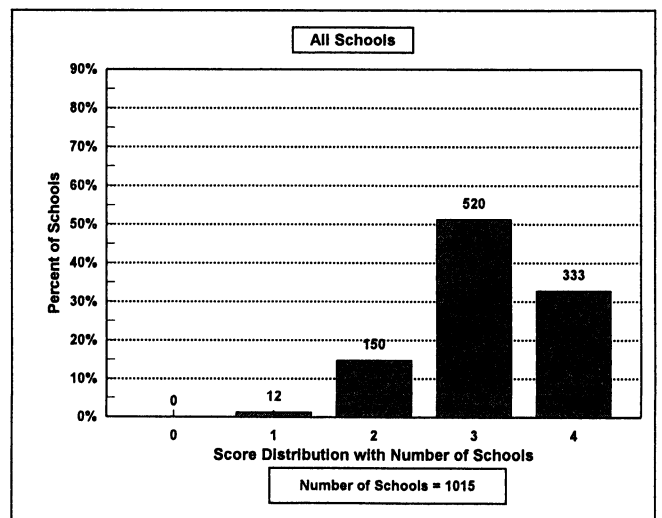
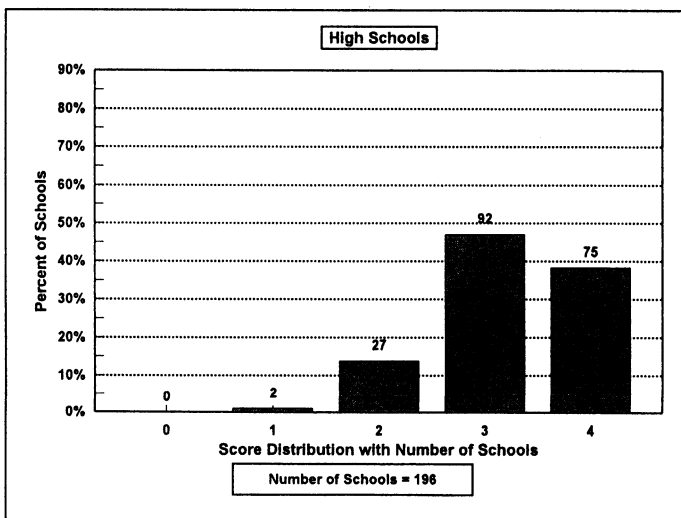
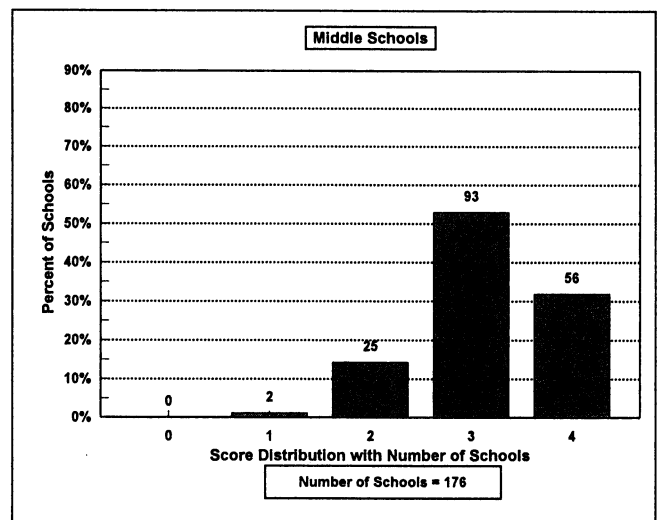
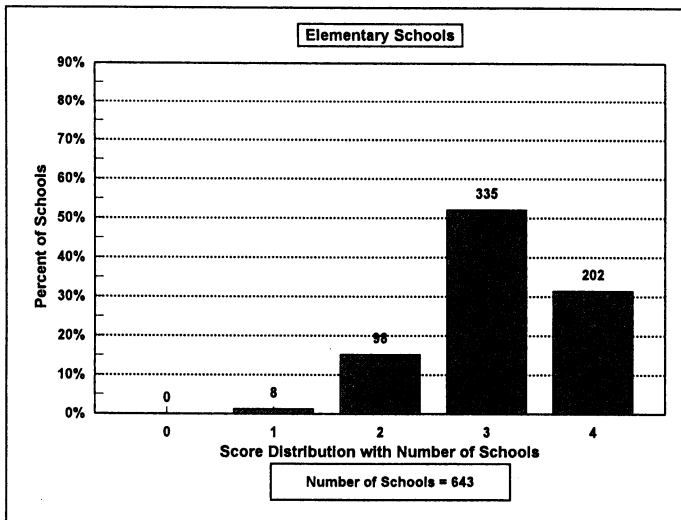
Plumbing:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Plumbing is code compliant throughout the building with sufficient lavatories for students and staff. Shower facilities are provided in the locker rooms. Sinks are located in specialty classrooms and kitchen areas. Drinking fountains and maintenance areas including external water supply fixtures have been updated and renovated as necessary.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	8	2	2	12
2 Fair	98	25	27	150
3 Good	335	93	92	520
4 Excellent	202	56	75	333
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Plumbing	1.2%	1.1%	1.0%	1.2%
All system items	6.3%	3.8%	3.7%	5.3%
Percent of responses rated 3 or 4:				
Plumbing	83.5%	84.7%	85.2%	84.0%
All system items	80.7%	83.7%	85.1%	82.1%



Section 5 Appearance and Upkeep

The following items are summarized in this section:

- | | |
|-------------------------|----------------------|
| 1. Building Façade | 5. Entrance/Hallways |
| 2. Grounds/Landscaping | 6. Lighting/Fixtures |
| 3. Classrooms | 7. Cafeteria |
| 4. Lavatories/Fountains | 8. Code Compliance |

Appearance and Upkeep has had substantial increases across all categories since 1998, as shown in Table 5A. The largest positive adjustment in Appearance and Upkeep falls under the category of code compliance. Code compliance has shifted from a low of 69.7 percent in 1998/1999 to a high of 90.5 percent in 2013. Many projects have undergone a complete renovation since 1988, meeting ADA standards, which may account for the large discrepancy in code compliance standards between 1998 and 2013.

Table 5B shows that almost 89.1 percent of reported overall Appearance and Upkeep as either good or excellent. In contrast, only 1.1 percent of the items were described as poor. Even though these figures are relatively good, these ratings are both improvements when compared to the previous survey that had 84.4 percent of the items identified as good or excellent and 3.1 percent of the items rated as poor.

As illustrated in Table 5C, CTHSS and DRGs A, B, C, E, F and I indicate at least 90 percent of the ratings for at least 5 features being good or excellent.

2013	Percentage of Schools Rated Good or Excellent By Survey Item 1998 through 2013 [^] With Cumulative Change									Table 5A
School Appearance and Upkeep										
Survey Item Description:	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2007*	2009*#	2013*	Cumulative Change
Building Facade	82.4%	83.8%	84.9%	74.6%	79.4%	82.3%	83.7%	64.4%	88.6%	6.2
Grounds/Landscaping	77.8%	79.2%	80.7%	79.9%	83.1%	83.8%	83.7%	62.7%	90.8%	13.0
Classrooms	75.5%	76.6%	79.5%	79.8%	82.0%	84.4%	85.5%	63.9%	90.1%	14.6
Lavatories/Fountains	70.0%	71.4%	73.2%	73.6%	74.9%	76.5%	78.6%	61.2%	82.1%	12.1
Entrance/Hallways	83.0%	83.2%	84.5%	83.6%	84.5%	85.6%	86.6%	68.1%	91.9%	8.9
Lighting/Fixtures	79.1%	81.7%	83.8%	84.1%	86.5%	86.6%	88.1%	67.4%	92.2%	13.1
Cafeteria	78.5%	77.5%	78.3%	78.9%	81.0%	82.9%	84.1%	66.2%	86.6%	8.1
Code Compliance	69.7%	70.0%	74.1%	77.5%	80.1%	81.4%	82.7%	68.9%	90.5%	20.8
Average for School Maintenance Group	77.0%	77.9%	79.9%	79.0%	81.4%	83.0%	84.1%	65.3%	89.1%	12.1

* This label represents the year in which the data was actually collected (2007-2013).

In 2009, the Appearance and Upkeep Section was moved to a new section within the survey and the rating system was changed from the formatting structure of the previous year, which may have caused some discrepancy in which districts responded to the question.

[^] Data not available from 2011 Report on the Condition of Connecticut's Public School Facilities.

Section 5 Appearance and Upkeep (continued)

2013

**Condition of Facilities: Appearance and Upkeep
Summary of Responses by Survey Item
Total Schools (N = 1041)**

Table 5B

Number and Percentage of Schools Reporting a Building Feature to be:

Survey Item Description:	Excellent		Good		Fair		Poor		Missing	
	#	%	#	%	#	%	#	%	#	%
Building Facade	401	38.5%	522	50.1%	104	10.0%	12	1.2%	2	0.2%
Grounds/Landscaping	355	34.1%	590	56.7%	89	8.5%	6	0.6%	1	0.1%
Classrooms	382	36.7%	556	53.4%	95	9.1%	8	0.8%	0	0.0%
Lavatories/Fountains	360	34.6%	494	47.5%	168	16.1%	19	1.8%	0	0.0%
Entrance/Hallways	445	42.7%	512	49.2%	77	7.4%	7	0.7%	0	0.0%
Lighting/Fixtures	419	40.2%	541	52.0%	76	7.3%	5	0.5%	0	0.0%
Cafeteria	378	36.3%	524	50.3%	81	7.8%	6	0.6%	52	5.0%
Code Compliance	451	43.3%	491	47.2%	73	7.0%	26	2.5%	0	0.0%
Total Responses	3191	38.3%	4230	50.8%	763	9.1%	89	1.1%	55	0.7%

2013

**Condition of Facilities: Appearance and Upkeep
Summary of Items Rated Good or Excellent by District
Reference Group (DRG)**

Table 5C

District Reference Group (DRG)	Total Schools	Count of Schools Based on Number of Items with Good or Excellent									At least 5 features with Good or Excellent	
		8 of 8 Items	7 of 8 Items	6 of 8 Items	5 of 8 Items	4 of 8 Items	3 of 8 Items	2 of 8 Items	1 of 8 Items	0 of 8 Items	Schools	%
A	43	34	3	5	1	0	0	0	0	0	43	100.0%
B	157	116	29	9	2	0	0	1	0	0	156	99.4%
C	78	58	13	2	3	0	0	0	1	1	76	97.4%
D	155	86	19	22	7	10	2	5	0	4	134	86.5%
E	68	37	19	5	1	1	2	0	2	1	62	91.2%
F	61	49	8	0	0	1	0	2	1	0	57	93.4%
G	141	84	26	4	8	4	4	5	3	3	122	86.5%
H	124	63	20	15	10	5	4	3	3	1	108	87.1%
I	198	142	24	8	5	6	5	2	4	2	179	90.4%
CTHSS	16	16	0	0	0	0	0	0	0	0	16	100.0%
Total Schools	1041	685	161	70	37	27	17	18	14	12	953	91.5%
Percent of Total Schools	100%	66%	15%	7%	4%	2%	2%	2%	1%	1%		
Cumulative Percent		66%	81%	88%	92%	94%	96%	98%	99%	100%		

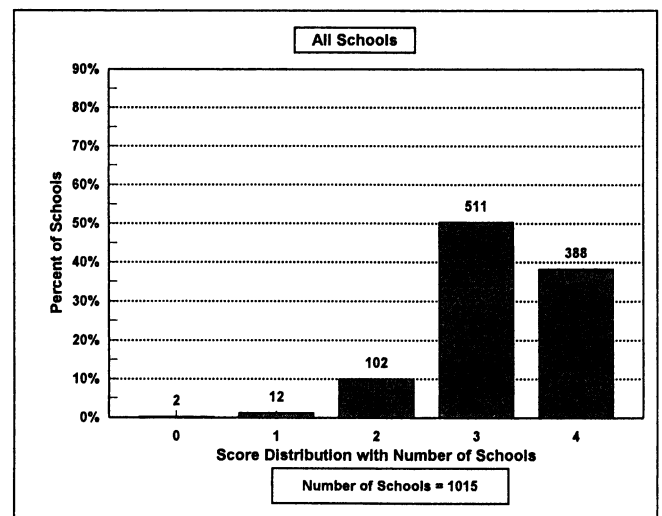
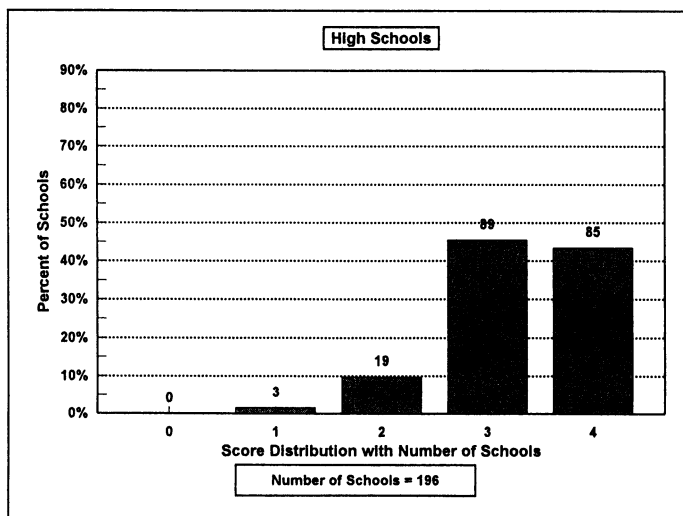
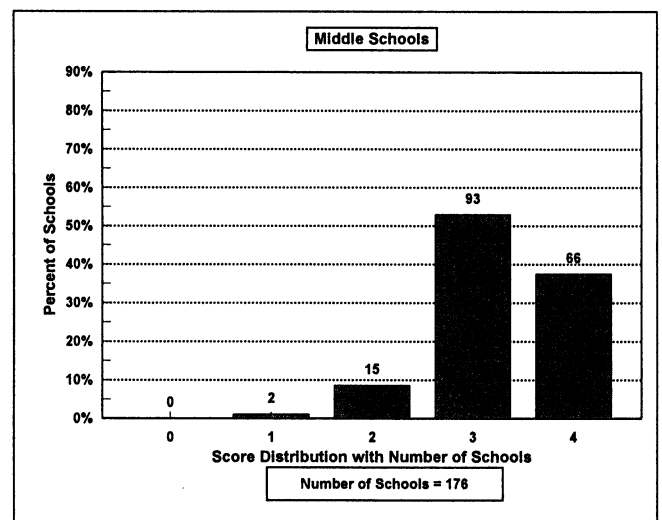
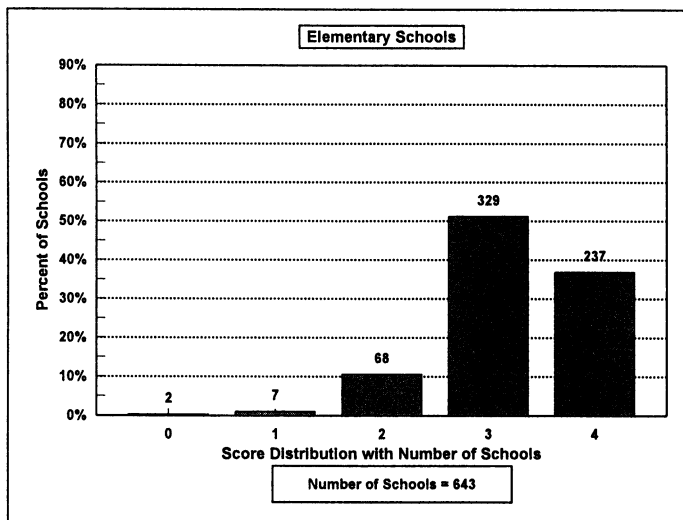
Building Facade:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The building façade is defined as the exterior of the building, inclusive of the doors, windows and walls. The facade is clean in appearance and free of graffiti, damage and vandalism. Instances of graffiti, damage and vandalism are promptly corrected.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	2	0	0	2
1 Poor	7	2	3	12
2 Fair	68	15	19	102
3 Good	329	93	89	511
4 Excellent	237	66	85	388
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Building Facade	1.4%	1.1%	1.5%	1.4%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Building Facade	88.0%	90.3%	88.8%	88.6%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



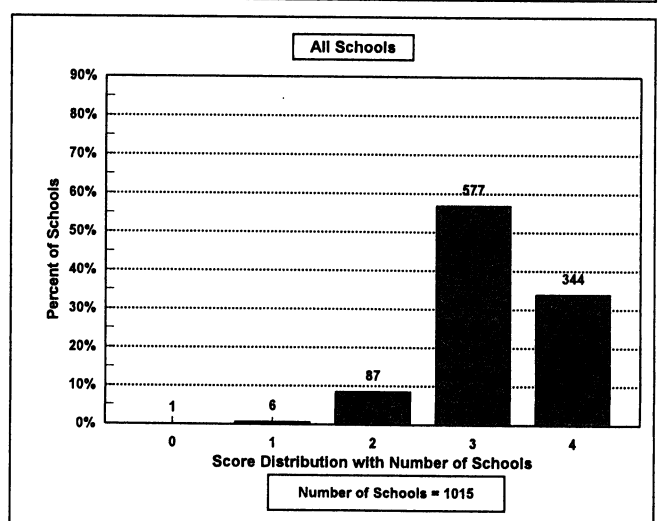
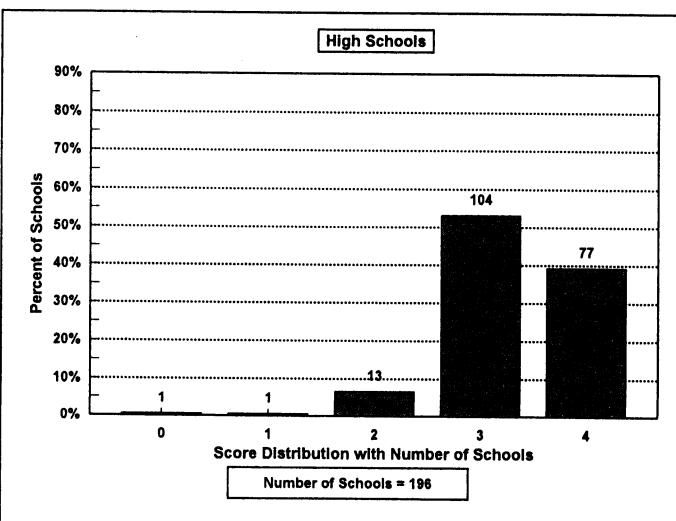
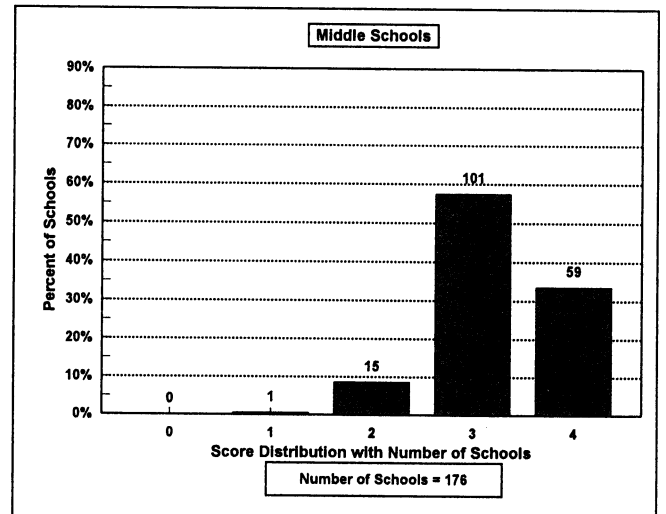
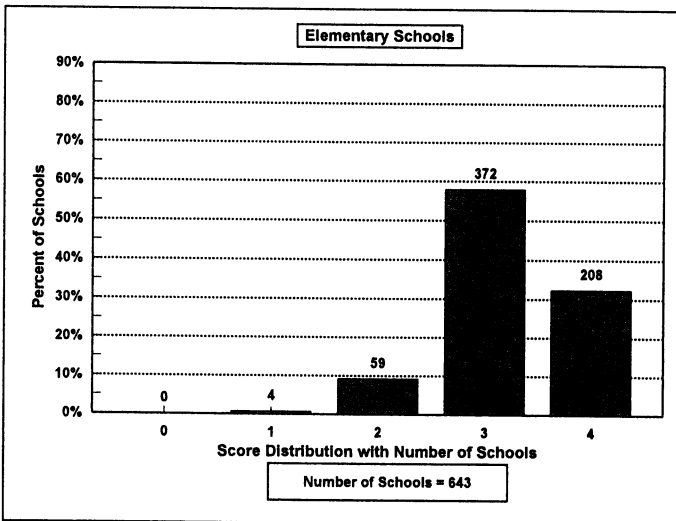
Grounds/Landscaping:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Areas are routinely kept free of litter and debris, lawns and shrubs are regularly trimmed, and all lawns/grass areas are fully covered. There should be some provision for green space and plantings that are appropriate to the site.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	1	1
1 Poor	4	1	1	6
2 Fair	59	15	13	87
3 Good	372	101	104	577
4 Excellent	208	59	77	344
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Grounds/Landscaping	0.6%	0.6%	1.0%	0.7%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Grounds/Landscaping	90.2%	90.9%	92.3%	90.7%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



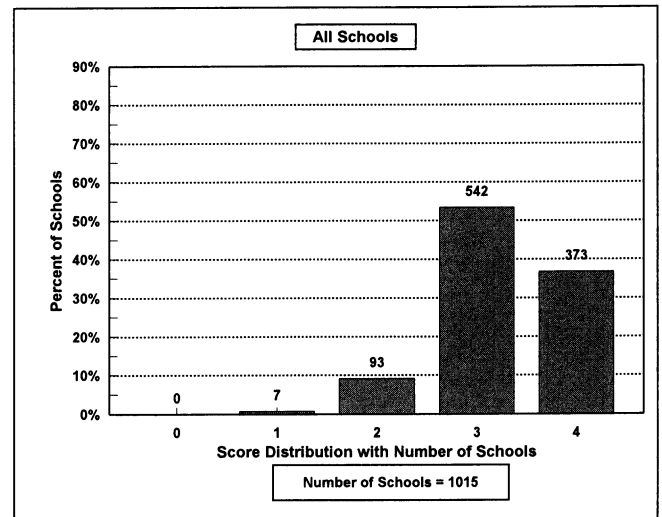
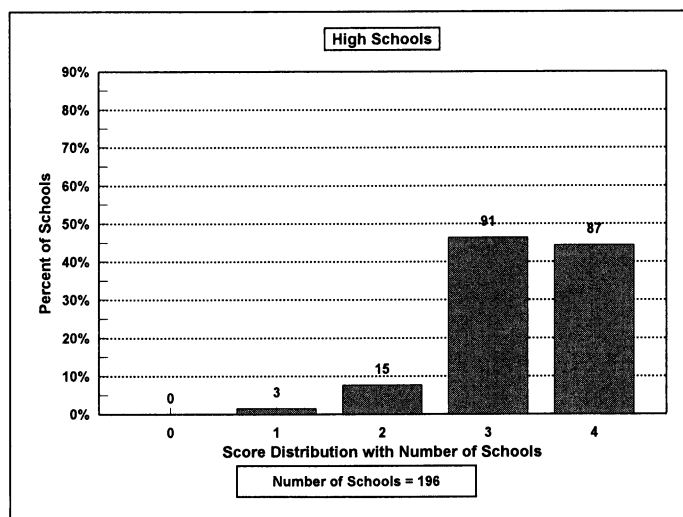
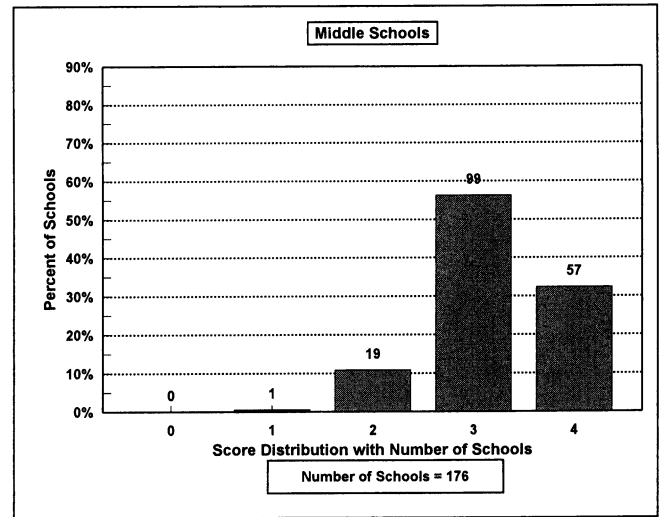
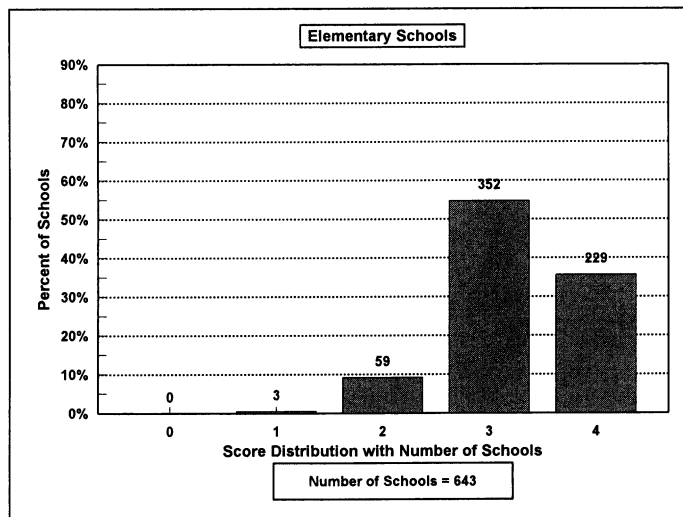
Classrooms:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The classrooms are adequate in number and size for the programs offered. All casework, ceilings, walls and floor coverings are clean, neat and without damage. All windows are operable, and the rooms are regularly cleaned. There should be ample closet/shelf space for storage of instructional materials, and bulletin boards, chalkboards, etc., sufficient to display student work and other materials for instructional use.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	3	1	3	7
2 Fair	59	19	15	93
3 Good	352	99	91	542
4 Excellent	229	57	87	373
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Classrooms	0.5%	0.6%	1.5%	0.7%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Classrooms	90.4%	88.6%	90.8%	90.1%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



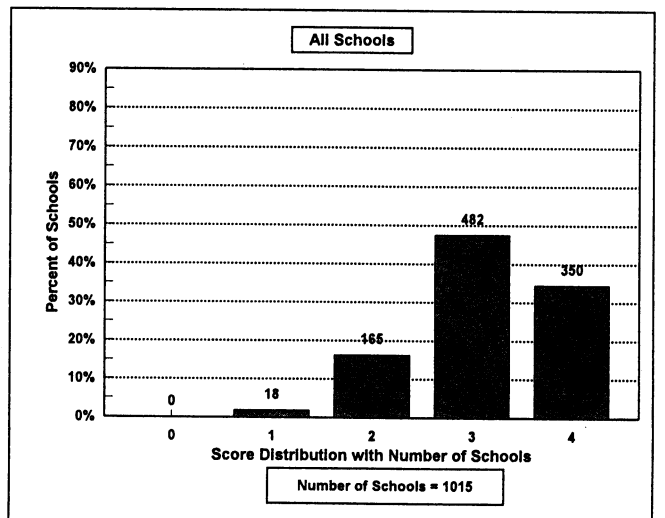
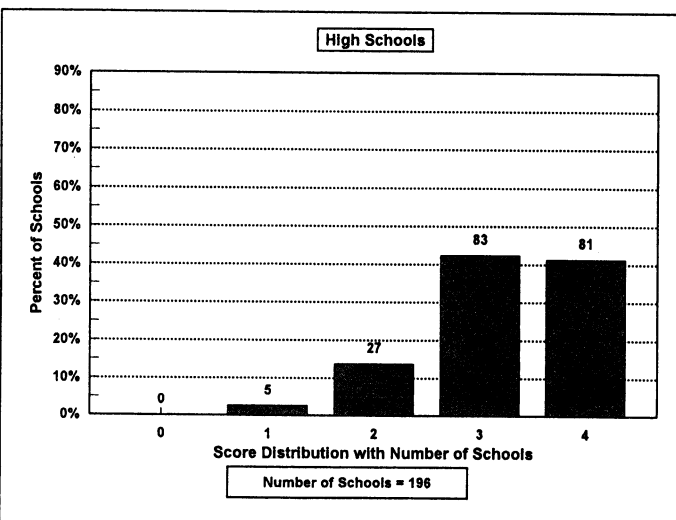
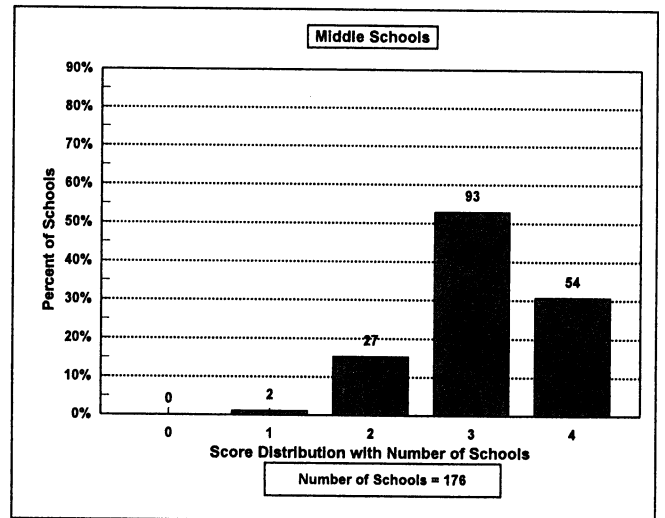
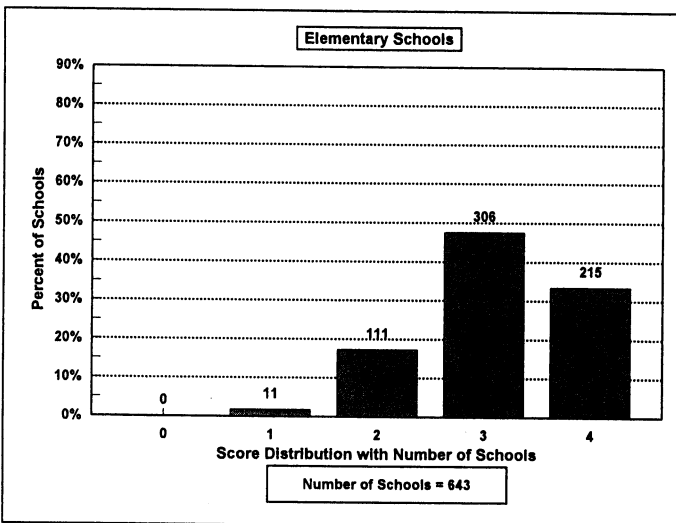
Lavatories/Fountains:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

There is an adequate supply of safe drinking water, and all fountains are operational. All lavatories are clean, partitions, doors and fixtures are intact and functional to provide privacy. Adequate supplies are provided.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	11	2	5	18
2 Fair	111	27	27	165
3 Good	306	93	83	482
4 Excellent	215	54	81	350
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Lavatories/Fountains	1.7%	1.1%	2.6%	1.8%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Lavatories/Fountains	81.0%	83.5%	83.7%	82.0%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



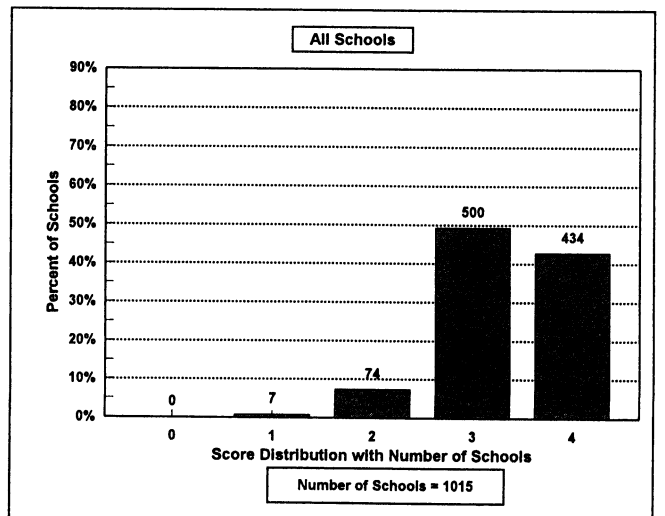
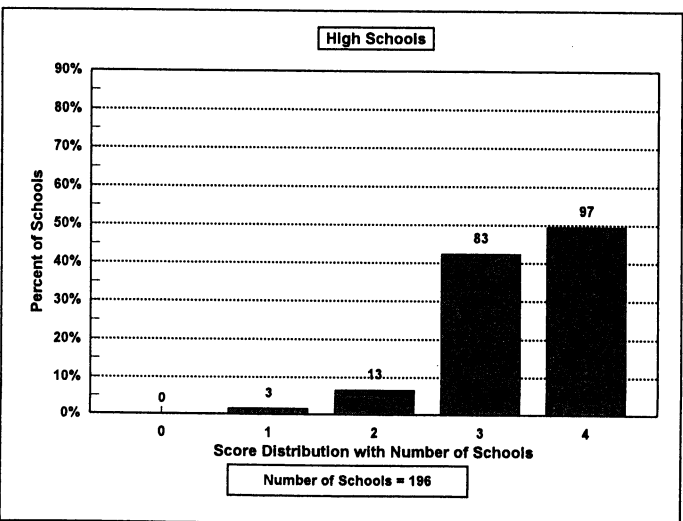
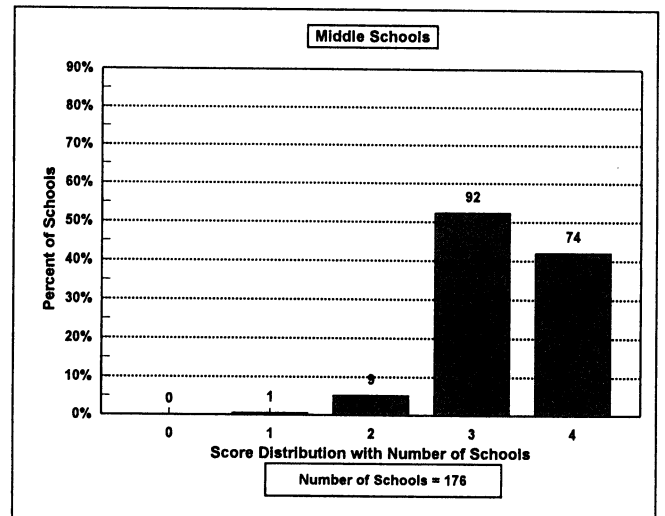
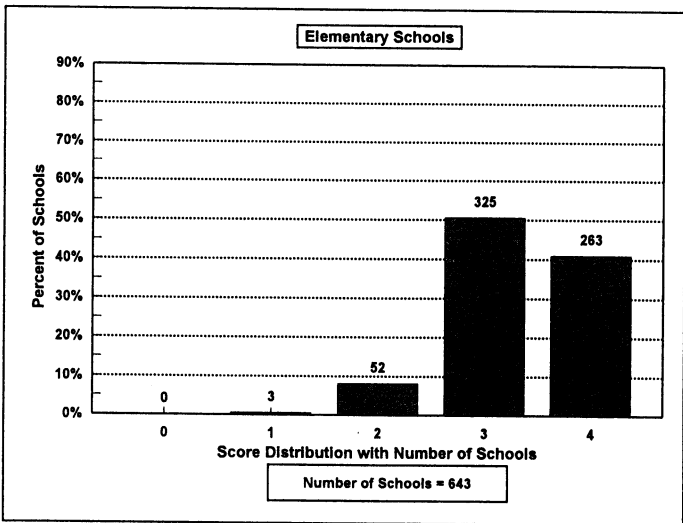
Entrance/Hallways:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Main entrance is highly visible to visitors. The main entrance is welcoming (attractive, clean and neat) and free of graffiti, damage and vandalism. Hallway surface coverings including walls, ceilings and floors are clean, neat and uniform. Lockers are uniform and functioning.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	3	1	3	7
2 Fair	52	9	13	74
3 Good	325	92	83	500
4 Excellent	263	74	97	434
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Entrance/Hallways	0.5%	0.6%	1.5%	0.7%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Entrance/Hallways	91.4%	94.3%	91.8%	92.0%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



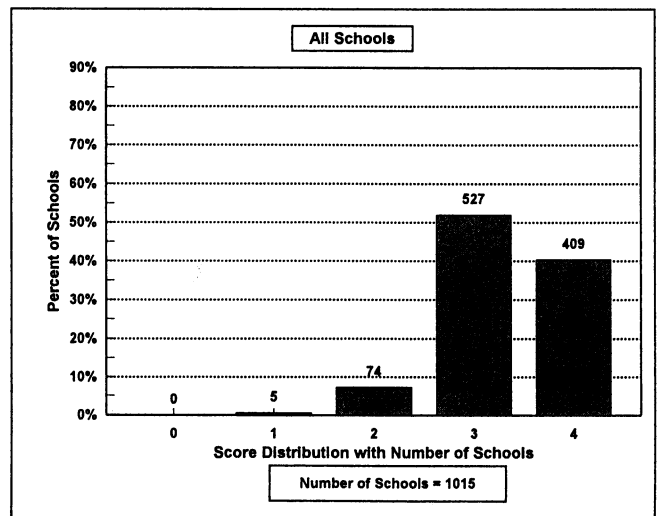
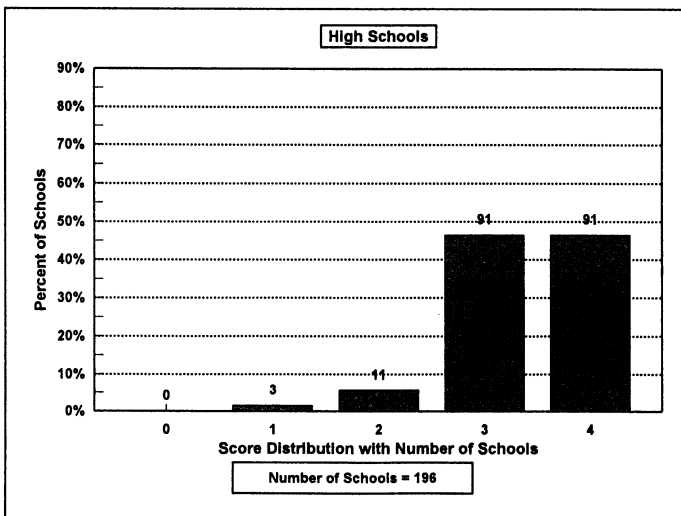
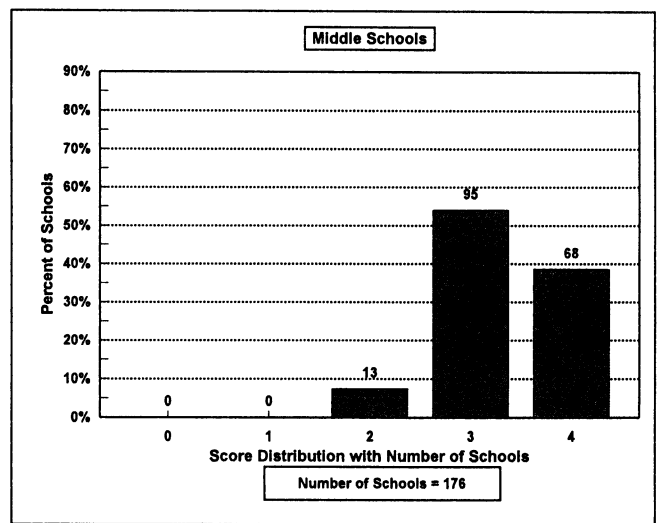
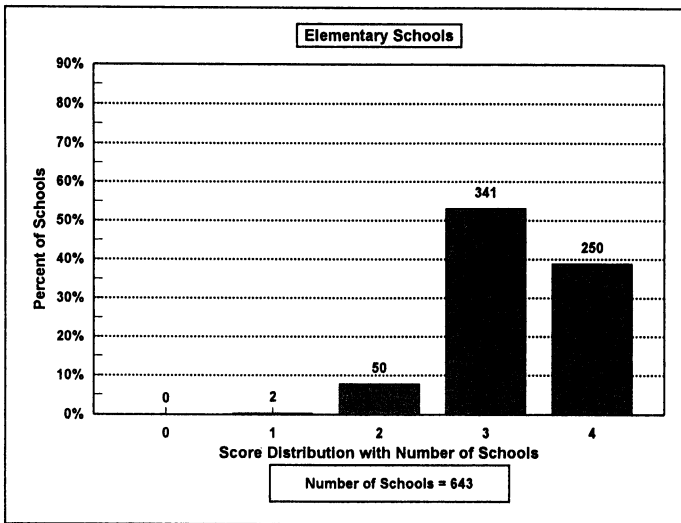
Lighting/Fixtures:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

Fixtures, including emergency lighting, are working and, when necessary, are repaired without undo delay. The fixtures are energy efficient and are controlled by an energy management control system.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	2	0	3	5
2 Fair	50	13	11	74
3 Good	341	95	91	527
4 Excellent	250	68	91	409
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Lighting/Fixtures	0.3%	0.0%	1.5%	0.5%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Lighting/Fixtures	91.9%	92.6%	92.9%	92.2%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



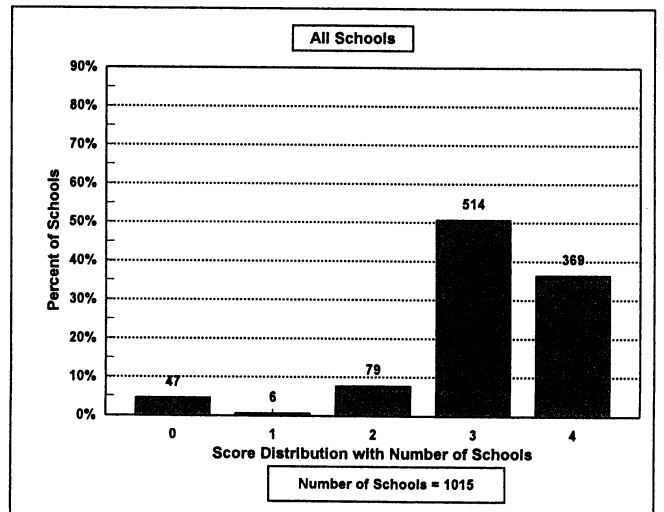
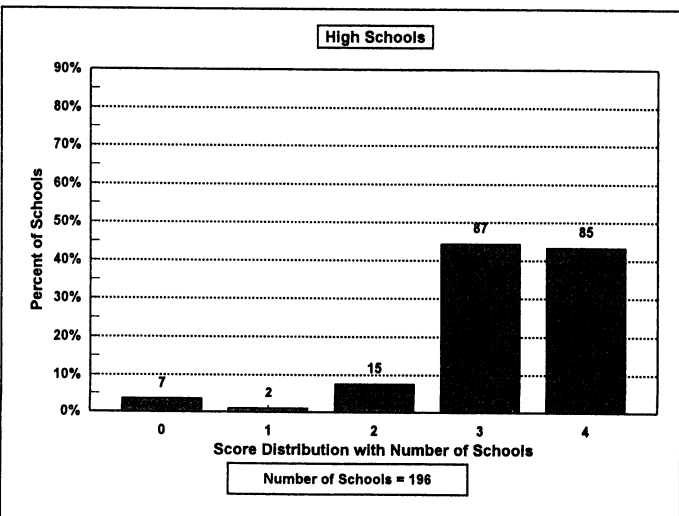
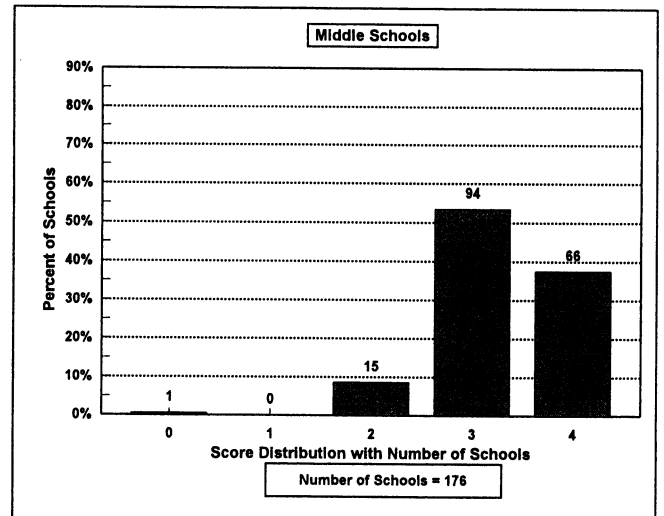
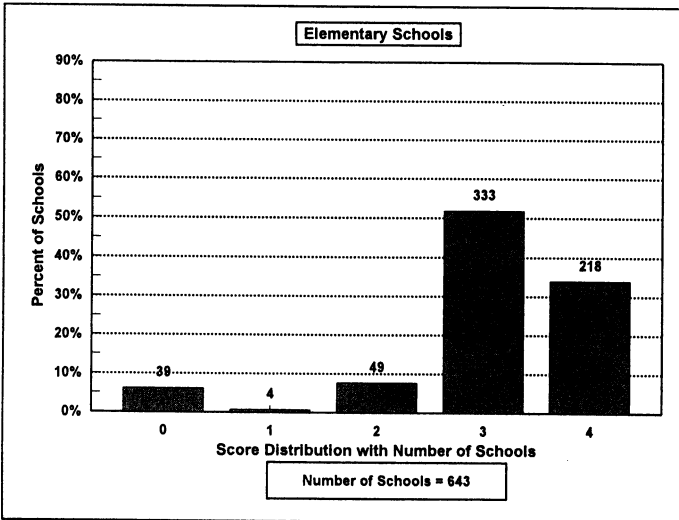
Cafeteria:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

The cafeteria is clean, neat, bright and free from graffiti, damage and vandalism.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	39	1	7	47
1 Poor	4	0	2	6
2 Fair	49	15	15	79
3 Good	333	94	87	514
4 Excellent	218	66	85	369
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Cafeteria	6.7%	0.6%	4.6%	5.2%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Cafeteria	85.7%	90.9%	87.8%	87.0%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



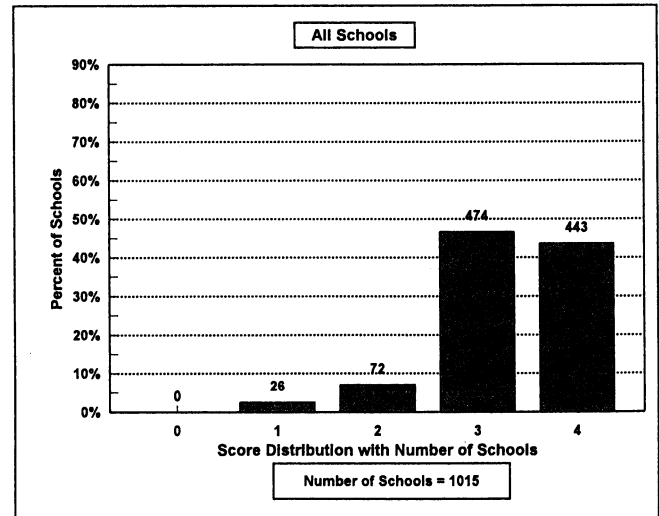
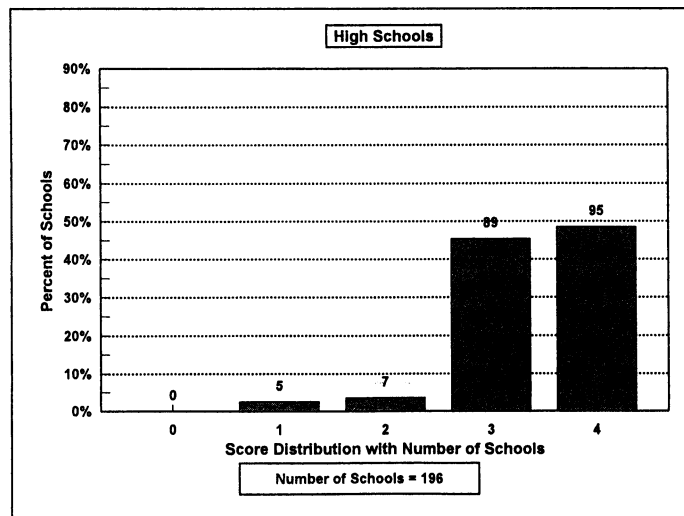
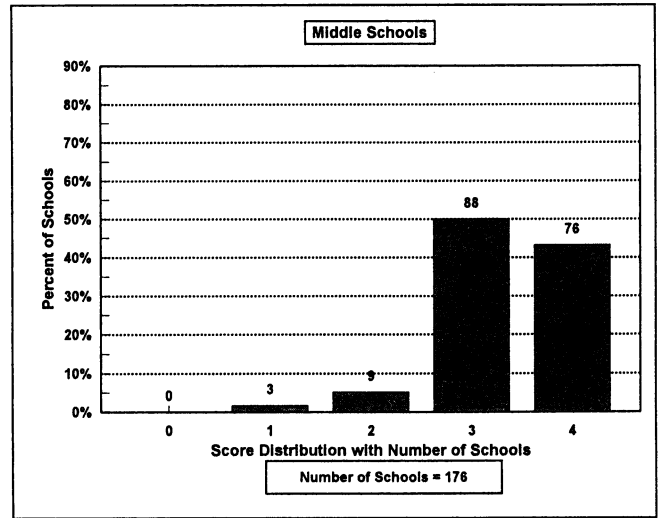
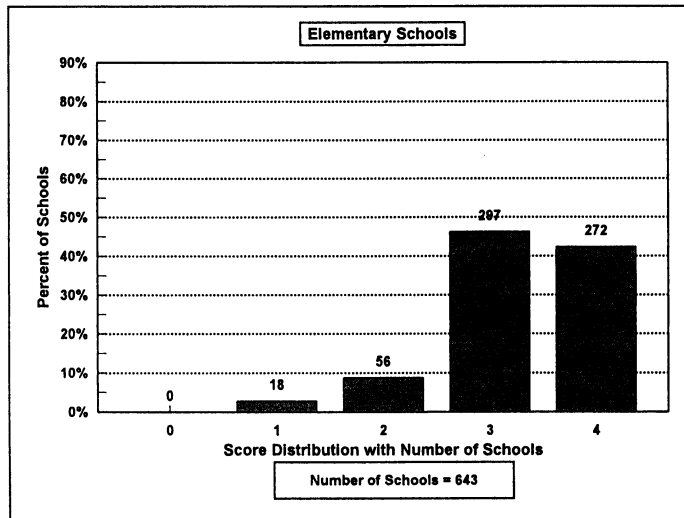
Code Compliance:

Districts were asked to rate each item on a scale of 0 to 4 as described in the summary table below. The survey instructions included the following description of a facility that can be considered for a rating of 4:

All programs, including outdoor athletic facilities and play areas, are fully accessible to persons with disabilities. The entire facility is in full compliance with State building, fire, OSHA and health codes. There are automatic fire sprinklers throughout the facility. Although not mandated by code, sprinklers and detection devices would be a significant component of a 4 rating on this item.

SUMMARY TABLE

Description	Elementary Schools	Middle Schools	High Schools	All Schools
0 Missing	0	0	0	0
1 Poor	18	3	5	26
2 Fair	56	9	7	72
3 Good	297	88	89	474
4 Excellent	272	76	95	443
Total responses	643	176	196	1015
Percent of responses rated 0 or 1:				
Code Compliance	2.8%	1.7%	2.6%	2.6%
All appearance/upkeep items	1.8%	0.8%	2.1%	1.7%
Percent of responses rated 3 or 4:				
Code Compliance	88.5%	93.2%	93.9%	90.3%
All appearance/upkeep items	88.4%	90.6%	90.2%	89.1%



Section 6

Building Size and Capacity

Capacity utilization data are summarized in Tables 6A, 6B and 6C.

The “capacity” of a facility is not formally defined and is very subjective. The functional educational capacity of a facility is not the building’s capacity for fire code purposes. It is also not the sum of all classrooms filled to “capacity,” plus the auditorium, gymnasium and cafeteria simultaneously filled. However, it is impacted by local teacher contracts, board policy, and room use (which may change from year to year), as well as the number of teachers employed. Other influences on capacity include full-day versus half-day kindergarten, class-size reduction initiatives, and inclusion of special need students. Therefore, a facility’s “capacity” may change from year to year even though there are no structural modifications.

School districts have reported facility enrollment at or above capacity in only 2.4 percent of the elementary school buildings (which is a decrease from 2011), while almost 88 percent of the elementary schools are reported to be at 90 percent or less capacity.

For middle schools, the latest survey reveals a continued reduction in the number of schools at or above capacity, dropping from 6.4 percent in 2011 to the currently reported 5.6 percent.

At the high school level, the latest survey shows a decline from 12.8 percent to 7.5 percent, which is lower than the reported 8.3 percent of schools at or above capacity in 1998. Post 1998, the rate of high schools at or above capacity increased to a high of 25.4 percent in 2002-2003, then gradually began to decrease to 12.8 percent in 2011. An increase in the rate of construction of new high schools and statewide average decrease in enrollment rates may substantiate the reasoning for the capacity change.

Although the statewide average for all school buildings types have reported a decline in the number of schools at or above capacity, these trends are not uniform across all communities. Some school districts have experienced declining enrollment while others have experienced enrollment growth. Consequently, some communities may still face crowding in their schools while other school districts are consolidating and closing schools.

Section 6

Building Size and Capacity (continued)

2013	Percentage of Schools with 100% or Above Capacity Utilization 1998 through 2013 With Cumulative Change										Table 6A
School Type:	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2007 *	2010 *	2011 *	2013 *	Cumulative Change
Elementary Schools	24.4%	24.2%	21.6%	15.1%	12.1%	12.0%	11.7%	4.7%	4.7%	2.4%	-22.0%
Middle Schools	23.9%	28.9%	31.4%	29.5%	22.7%	15.0%	11.6%	8.9%	6.4%	5.6%	-18.3%
High Schools	8.3%	12.1%	23.3%	23.2%	25.4%	23.4%	18.1%	14.3%	12.8%	7.5%	-0.8%

2013	Percentage of Schools with Less than 100% Capacity Utilization 1998 through 2013 With Cumulative Change										Table 6B
School Type:	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2007 *	2010 *	2011 *	2013 *	Cumulative Change
Elementary Schools	75.6%	75.8%	78.4%	84.9%	88.0%	88.0%	88.3%	95.3%	95.3%	97.6%	22.0%
Middle Schools	76.1%	71.1%	68.6%	70.5%	77.3%	85.0%	88.4%	91.1%	93.6%	94.4%	18.3%
High Schools	91.7%	87.9%	76.7%	76.8%	74.6%	76.6%	81.9%	85.7%	87.2%	92.5%	0.8%

2013	Percentage of Schools with Less than 90% Capacity Utilization 1998 through 2013 With Cumulative Change										Table 6C
School Type:	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2007 *	2010 *	2011 *	2013 *	Cumulative Change
Elementary Schools	48.6%	47.8%	50.5%	56.6%	59.6%	64.7%	70.6%	78.8%	80.8%	87.6%	39.0%
Middle Schools	49.1%	50.6%	41.4%	44.3%	43.7%	50.0%	66.9%	78.2%	80.0%	85.5%	36.4%
High Schools	67.5%	61.1%	48.5%	48.1%	46.8%	53.9%	51.2%	59.4%	68.4%	71.4%	3.9%

* Beginning with the 2007 report, this label represents the year in which the data was actually collected.

Section 7

Building Conditions

Building Conditions involve four main categories: Carbon Monoxide Detection Equipment, Indoor Air Quality, Green Cleaning and Security. These categories work in concert to promote public health and safety in Connecticut's public school facilities.

The rating scale for these questions was predominately yes/no responses except the IAQ Tables 7B.8 – 7B.11, which have the following rating scale:

- 1= poor
- 2= fair
- 3= good
- 4= excellent

The first section consists of one question regarding carbon monoxide detection equipment in public school facilities. Section 29-292 of the CGS requires carbon monoxide (CO) detection and warning equipment be installed in all new school buildings for which a building permit for construction is issued on or after January 1, 2012.

The second section consists of eight questions on Indoor Air Quality (IAQ) standards in public school facilities. Section 10-220 of the CGS establishes the duties of the local boards of education regarding IAQ programs. With the assistance of the State Department of Public Health, we have updated the IAQ section in the survey to include new questions regarding Environmental Protection Agency's (EPA) Tools for Schools (TfS) program implementation and refresher training and IAQ maintenance training. Eighty-four percent of all schools have reported adopting and implementing an IAQ program.

The third section consists of ten questions related to Green Cleaning laws established under Section 10-231g of the CGS in 2009. Ninety-nine percent of all schools have reported adopting and implementing a Green Cleaning Program.

The fourth section is a new section to the 2013 Report on the Condition of Connecticut's Public School Facilities. PA 13-3, An Act Concerning Gun Violence Prevention and Children's Safety, includes a number of initiatives to improve security in public schools. Those initiatives include 1) the creation of the School Security Infrastructure Competitive Grant, administered by the Department of Emergency Safety and Public Protection (DESPP) in cooperation with the State Department of Education (SDE), to fund security improvements at existing school facilities. To qualify for this grant, districts are required to complete a security and vulnerability risk assessment of their school facilities utilizing the National Clearinghouse for Educational Facilities (NCEF) Safe Schools Facilities Check List; 2) the requirement that DESPP in consultation with SDE develop School Security and Safety Plan Standards for emergency plan management and operation; and 3) the creation of the School Safety Infrastructure Council charged with developing School Safety Infrastructure Standards in areas most vulnerable to security risk. These standards apply to school construction projects for which applications are received on or after July 1, 2014. As of the date of this report, schools were not required to conduct risk assessments, nor were schools required to meet security and safety management standards or safety infrastructure standards. The data collected show that 88.4 percent of all schools have already performed a risk assessment of their school facilities and 93.5 percent of all schools have developed a security and safety plan. Due to the fact that the requirements were not fully implemented at the time of the survey, it is not known if the assessments and plans meet the definitions of or comply with the requirements of the respective state standards.

Section 7A

Carbon Monoxide Detection Equipment

This new section addresses the requirements of Section 29-292 of the CGS effective July 1, 2011. The installation of hard-wired carbon monoxide (CO) detection and warning equipment connected to the building fire alarm system is required in all new school buildings for which a building permit for construction is issued on or after January 1, 2012. Existing school facilities are not required to have carbon monoxide detection and warning equipment until such time that said requirements are incorporated into the fire safety code. However, battery-operated or plug-in/battery backup units have been deemed acceptable for existing schools if a district elects to install them. It is anticipated that requirements for detection and warning equipment for both new construction and existing school buildings will be included in the next adoption cycle of the State Fire Safety Code.

Table 7A shows that 801 of 1,041 schools, or nearly 77 percent of schools, have installed carbon monoxide warning equipment.

2013	Condition of Facilities: Indoor Air Quality Has carbon monoxide (CO) detection and warning equipment been installed at this facility										Table 7A
	CO detection and warning equipment INSTALLED:					CO detection and warning equipment NOT INSTALLED:					
District Reference Group (DRG):	Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	Total DRG
Group A	20	8	6	0	34	6	2	1	0	9	43
Group B	84	27	19	1	131	17	7	2	0	26	157
Group C	40	9	12	0	61	7	4	5	1	17	78
Group D	61	19	20	5	105	31	12	7	0	50	155
Group E	33	8	9	0	50	10	4	4	0	18	68
Group F	30	9	11	1	51	4	3	3	0	10	61
Group G	70	15	19	4	108	22	7	4	0	33	141
Group H	57	18	10	4	89	21	5	6	3	35	124
Group I	104	19	36	6	165	26	0	6	1	33	198
CTHSS	0	0	7	0	7	0	0	9	0	9	16
Total	499	132	149	21	801	144	44	47	5	240	1041

Section 7B Indoor Air Quality

Section 10-220 of the CGS mandates the following duties of the boards of education regarding IAQ:

- Districts must adopt and implement an IAQ program that provides for ongoing maintenance and facility reviews.
- Funding is provided to school districts for the remediation of certified IAQ emergencies.
- For schools within an area of high radon potential, school construction projects must incorporate construction techniques to mitigate radon levels in the air.
- For major construction projects, the design plan must now include assurance that building maintenance staff are trained or are receiving training in the appropriate areas of plant operations.
- Heating, ventilation and air conditioning systems are required to be designed in accordance with specific industry standards.

Table 7B.1 indicates the number of facilities by DRG for which districts have adopted and implemented an IAQ program. Survey data shows that 879 of the 1,041 schools, or 84 percent, have an IAQ program. Of those school facilities that have adopted an IAQ program, 502 school facilities are using the Environmental Protection Agency's (EPA) Tools for Schools (TfS) Program (See Table 7B.4).

2013	Condition of Facilities: Indoor Air Quality										Table 7B.1
	Has local or regional board of education adopted and implemented an IAQ program for this facility										
	IAQ program adopted and implemented:					IAQ program NOT adopted and implemented:					Total DRG
District Reference Group (DRG):	Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	
Group A	21	9	6	0	36	5	1	1	0	7	43
Group B	94	33	20	1	148	7	1	1	0	9	157
Group C	45	13	16	1	75	2	0	1	0	3	78
Group D	75	26	23	5	129	17	5	4	0	26	155
Group E	32	11	10	0	53	11	1	3	0	15	68
Group F	26	8	11	1	46	8	4	3	0	15	61
Group G	77	17	19	4	117	15	5	4	0	24	141
Group H	66	18	12	7	103	12	5	4	0	21	124
Group I	100	16	34	6	156	30	3	8	1	42	198
CTHSS	0	0	16	0	16	0	0	0	0	0	16
Total	536	151	167	25	879	107	25	29	1	162	1041

Section 7B

Indoor Air Quality (continued)

For facilities constructed, extended, or replaced on or after January 1, 2003, CGS Section 10-220(d) requires a uniform inspection and evaluation program of IAQ every five years. Table 7B.2 shows that 365 facilities met the criteria at the time this survey was conducted.

2013	Condition of Facilities: Indoor Air Quality Number of Facilities Constructed, Extended, Renovated or Replaced										Table 7B.2
	On or after January 1, 2003:					Prior to January 1, 2003:					
District Reference Group (DRG):	Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	Total DRG
Group A	7	2	7	0	16	19	8	0	0	27	43
Group B	19	9	14	0	42	82	25	7	1	115	157
Group C	15	7	11	0	33	32	6	6	1	45	78
Group D	29	6	14	3	52	63	25	13	2	103	155
Group E	9	4	5	0	18	34	8	8	0	50	68
Group F	12	4	6	0	22	22	8	8	1	39	61
Group G	25	6	12	0	43	67	16	11	4	98	141
Group H	16	8	6	2	32	62	15	10	5	92	124
Group I	62	10	23	5	100	68	9	19	2	98	198
CTHSS	0	0	7	0	7	0	0	9	0	9	16
Total	194	56	105	10	365	449	120	91	16	676	1041

Section 7B

Indoor Air Quality (continued)

Although only 365 schools were required to conduct a uniform inspection and evaluation program of IAQ at the time of this survey, Table 7B.3 shows that a total of 592 school facilities have actually completed the uniform inspection and evaluation program of IAQ, exceeding the number statutorily required by 227.

2013	Condition of Facilities: Indoor Air Quality Number of Facilities Which Have Undergone a Uniform Inspection and Evaluation Program										Table 7B.3
	Have Undergone a Uniform Inspection:					Have Not Yet Undergone a Uniform Inspection:					
District Reference Group (DRG):	Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	Total DRG
Group A	14	6	6	0	26	12	4	1	0	17	43
Group B	49	17	15	1	82	52	17	6	0	75	157
Group C	23	9	11	0	43	24	4	6	1	35	78
Group D	62	21	19	5	107	30	10	8	0	48	155
Group E	12	7	5	0	24	31	5	8	0	44	68
Group F	21	5	9	1	36	13	7	5	0	25	61
Group G	43	9	16	4	72	49	13	7	0	69	141
Group H	45	10	8	5	68	33	13	8	2	56	124
Group I	84	13	27	6	130	46	6	15	1	68	198
CTHSS	0	0	4	0	4	0	0	12	0	12	16
Total	353	97	120	22	592	290	79	76	4	449	1041

Section 7B

Indoor Air Quality (continued)

The uniform inspection and evaluation program of IAQ as provided by Section 10-220(d) of the CGS stipulates a program such as the EPA's TfS Program. While the use of the EPA's TfS is encouraged, Section 10-220(d) does not mandate the use of this program. As an alternative, districts may provide a program that includes, but is not limited to, a review, inspection or evaluation of 14 criteria as specified in Section 10-220(d) of the CGS. Table 7B.4 shows that 502 of the 592 school facilities that have an IAQ program and have completed the uniform inspection and evaluation program are utilizing the EPA's TfS program, while 539 schools are using an alternative program or have no program at all.

2013	Condition of Facilities: Indoor Air Quality Is inspection and evaluation program used by this facility the Environmental Protection Agency's (EPA) IAQ Tools for Schools (TfS) Program										Table 7B.4
	Tools for Schools Program:					Not Tools for schools Program:					
District Reference Group (DRG):	Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	Total DRG
Group A	14	7	6	0	27	12	3	1	0	16	43
Group B	51	16	15	1	83	50	18	6	0	74	157
Group C	22	9	9	0	40	25	4	8	1	38	78
Group D	44	14	14	5	77	48	17	13	0	78	155
Group E	11	5	5	0	21	32	7	8	0	47	68
Group F	12	4	6	0	22	22	8	8	1	39	61
Group G	45	9	15	4	73	47	13	8	0	68	141
Group H	45	10	6	5	66	33	13	10	2	58	124
Group I	51	11	23	4	89	79	8	19	3	109	198
CTHSS	0	0	4	0	4	0	0	12	0	12	16
Total	295	85	103	19	502	348	91	93	7	539	1041

Section 7B

Indoor Air Quality (continued)

The State Department of Public Health (DPH) offers EPA's TfS program implementation and refresher course training for school districts. Of the 502 facilities that have adopted the EPA's TfS program, 457, or 91 percent, have received implementation training (Table 7B.5) and 202, or 40 percent, have received refresher course training (Table 7B.6).

2013		Condition of Facilities: Indoor Air Quality For facilities identified as IAQ Tools for Schools (TfS) Program from Table 7B.4 Has staff received TfS implementation training from the State Department of Public Health/CSIERT										Table 7B.5
		Staff has received TfS implementation training:					Staff has NOT received TfS implementation training:					Total DRG
District Reference Group (DRG):		Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	
Group A		8	5	5	0	18	6	2	1	0	9	27
Group B		49	16	14	1	80	2	0	1	0	3	83
Group C		20	8	8	0	36	2	1	1	0	4	40
Group D		42	13	14	5	74	2	1	0	0	3	77
Group E		10	4	5	0	19	1	1	0	0	2	21
Group F		9	3	4	0	16	3	1	2	0	6	22
Group G		43	9	13	4	69	2	0	2	0	4	73
Group H		44	10	6	5	65	1	0	0	0	1	66
Group I		48	10	15	3	76	3	1	8	1	13	89
CTHSS		0	0	4	0	4	0	0	0	0	0	4
Total		273	78	88	18	457	22	7	15	1	45	502

2013		Condition of Facilities: Indoor Air Quality For facilities identified as IAQ Tools for Schools (TfS) Program from Table 7B.4 Has staff received TfS refresher training from the State Department of Public Health/CSIERT										Table 7B.6
		Staff has received TfS refresher training:					Staff has NOT received TfS refresher training:					Total DRG
District Reference Group (DRG):		Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	
Group A		2	2	2	0	6	12	5	4	0	21	27
Group B		43	15	10	1	69	8	1	5	0	14	83
Group C		7	3	2	0	12	15	6	7	0	28	40
Group D		19	5	7	0	31	25	9	7	5	46	77
Group E		2	1	1	0	4	9	4	4	0	17	21
Group F		7	2	2	0	11	5	2	4	0	11	22
Group G		24	5	4	0	33	21	4	11	4	40	73
Group H		2	0	0	2	4	43	10	6	3	62	66
Group I		19	6	5	2	32	32	5	18	2	57	89
CTHSS		0	0	0	0	0	0	0	4	0	4	4
Total		125	39	33	5	202	170	46	70	14	300	502

Section 7B Indoor Air Quality (continued)

Prior to January 1, 2008 and every five years thereafter, the uniform inspection and evaluation program of the IAQ as provided by CGS Section 10-220(d)(14) stipulates the provision for IAQ training for maintenance staff for every school building that is or has been constructed, extended, renovated or replaced on or after January 1, 2003. Table 7B.7 shows that 310 of the 502 facilities that are currently utilizing EPA's TfS Program (Table 7B.4) are also providing IAQ maintenance training for building staff. Please note that this table only accounts for facilities currently using EPA's TfS Program. If a facility is currently using a district-designed IAQ inspection and evaluation program, those statistics are not included in Table 7B.7.

2013	Condition of Facilities: Indoor Air Quality IAQ maintenance training provided for building staff at this facility										Table 7B.7
	Maintenance training provided for building staff:					Maintenance training NOT provided for building staff:					
District Reference Group (DRG):	Elementary	Middle	High	Alternate	Total	Elementary	Middle	High	Alternate	Total	Total DRG
Group A	12	5	4	0	21	2	2	2	0	6	27
Group B	32	13	11	0	56	19	3	4	1	27	83
Group C	15	6	7	0	28	7	3	2	0	12	40
Group D	30	9	10	4	53	14	5	4	1	24	77
Group E	5	4	4	0	13	6	1	1	0	8	21
Group F	6	1	2	0	9	6	3	4	0	13	22
Group G	37	8	12	3	60	8	1	3	1	13	73
Group H	29	4	3	5	41	16	6	3	0	25	66
Group I	16	3	8	2	29	35	8	15	2	60	89
CTHSS	0	0	0	0	0	0	0	4	0	4	4
Total	182	53	61	14	310	113	32	42	5	192	502

Section 7B

Indoor Air Quality (continued)

The rating scales for IAQ Tables 7B.8 -7B.11 were as follows:

- 1 – A problem has been identified and has not yet been addressed. (Poor)
- 2 – A problem has been identified and is scheduled for repair. (Fair)
- 3 – A problem has been identified and corrected. (Good)
- 4 – No problem. (Excellent)

Table 7B.8 – 7B.11 summarize IAQ data by school type. Districts either identified no IAQ problems or IAQ problems corrected at 95.5 percent of elementary schools, 94.1 percent of middle schools, 94.5 percent of the high schools and 97.7 percent of the alternative schools.

2013	Condition of Facilities: Source of Indoor Air Quality Issues Summary of Responses by Survey Item Elementary Schools (N = 643)										Table 7B.8
Number and Percentage of Schools Reporting a Building Feature to have:											
Survey Item Description:	No problem (Excellent)		A problem has been identified and corrected (Good)		A problem has been identified and is scheduled for repair (Fair)		A problem has been identified and has not yet been addressed (Poor)		Not Included in Facility *		
	#	%	#	%	#	%	#	%	#	%	
Obstructions from air vents	526	81.8%	96	14.9%	9	1.4%	12	1.9%	0	0.0%	
Filters need upgrading or replacing	536	83.3%	88	13.7%	9	1.4%	10	1.6%	0	0.0%	
HVAC units and ventilators need cleaning	489	76.0%	130	20.2%	13	2.0%	11	1.8%	0	0.0%	
Arts/sciences room(s) need ventilating	530	82.5%	80	12.4%	15	2.3%	18	2.8%	0	0.0%	
Outdoor air intakes need improving	518	80.5%	86	13.4%	20	3.1%	19	3.0%	0	0.0%	
Radon remediation needed	581	90.4%	62	9.6%	0	0.0%	0	0.0%	0	0.0%	
Asbestos remediation needed	484	75.3%	108	16.8%	35	5.4%	16	2.5%	0	0.0%	
General cleaning improvement needed	516	80.3%	116	18.0%	9	1.4%	2	0.3%	0	0.0%	
Carpet cleaning or removal needed	452	70.3%	139	21.6%	40	6.2%	12	1.9%	0	0.0%	
Pests or pesticide use remediation needed	558	86.8%	83	12.9%	2	0.3%	0	0.0%	0	0.0%	
Classroom animal dander exposure	596	92.6%	46	7.2%	1	0.2%	0	0.0%	0	0.0%	
Bus Exhaust	583	90.6%	56	8.7%	3	0.5%	1	0.2%	0	0.0%	
Leaks (other than roof), spills, moisture	476	74.0%	128	19.9%	30	4.7%	9	1.4%	0	0.0%	
Plumbing problems	467	72.6%	137	21.3%	33	5.1%	6	0.9%	0	0.0%	
Roof problems	385	59.9%	169	26.3%	63	9.8%	26	4.0%	0	0.0%	
Basement or crawlspace needs upgrading	515	80.1%	73	11.4%	38	5.9%	17	2.6%	0	0.0%	
Removal of water-damaged materials needed	556	86.4%	77	12.0%	10	1.6%	0	0.0%	0	0.0%	
Total Responses	8768	80.2%	1674	15.3%	330	3.0%	159	1.5%	0	0.0%	
* Includes facilities which did not respond to this item											

Section 7B

Indoor Air Quality (continued)

2013	Condition of Facilities: Source of Indoor Air Quality Issues Summary of Responses by Survey Item Middle Schools (N = 176)										Table 7B.9
	Number and Percentage of Schools Reporting a Building Feature to have:										
Survey Item Description:	No problem (Excellent)		A problem has been identified and corrected (Good)		A problem has been identified and is scheduled for repair (Fair)		A problem has been identified and has not yet been addressed (Poor)		Not Included in Facility *		
	#	%	#	%	#	%	#	%	#	%	
Obstructions from air vents	142	80.7%	28	15.9%	6	3.4%	0	0.0%	0	0.0%	
Filters need upgrading or replacing	140	79.6%	31	17.6%	5	2.8%	0	0.0%	0	0.0%	
HVAC units and ventilators need cleaning	126	71.6%	40	22.7%	9	5.1%	1	0.6%	0	0.0%	
Arts/sciences room(s) need ventilating	146	83.0%	22	12.5%	8	4.5%	0	0.0%	0	0.0%	
Outdoor air intakes need improving	138	78.4%	23	13.1%	12	6.8%	3	1.7%	0	0.0%	
Radon remediation needed	159	90.3%	16	9.1%	0	0.0%	1	0.6%	0	0.0%	
Asbestos remediation needed	136	77.3%	21	11.9%	16	9.1%	3	1.7%	0	0.0%	
General cleaning improvement needed	126	71.6%	44	25.0%	6	3.4%	0	0.0%	0	0.0%	
Carpet cleaning or removal needed	115	65.3%	38	21.6%	16	9.1%	7	4.0%	0	0.0%	
Pests or pesticide use remediation needed	154	87.5%	19	10.8%	3	1.7%	0	0.0%	0	0.0%	
Classroom animal dander exposure	166	94.3%	10	5.7%	0	0.0%	0	0.0%	0	0.0%	
Bus Exhaust	160	90.9%	13	7.4%	2	1.1%	1	0.6%	0	0.0%	
Leaks (other than roof), spills, moisture	129	73.2%	26	14.8%	14	8.0%	7	4.0%	0	0.0%	
Plumbing problems	126	71.5%	39	22.2%	10	5.7%	1	0.6%	0	0.0%	
Roof problems	98	55.7%	52	29.5%	20	11.4%	6	3.4%	0	0.0%	
Basement or crawlspace needs upgrading	143	81.2%	17	9.7%	10	5.7%	6	3.4%	0	0.0%	
Removal of water-damaged materials needed	145	82.4%	27	15.3%	3	1.7%	1	0.6%	0	0.0%	
Total Responses	2349	78.5%	466	15.6%	140	4.7%	37	1.2%	0	0.0%	

* Includes facilities which did not respond to this item

Section 7B

Indoor Air Quality (continued)

2013	Condition of Facilities: Source of Indoor Air Quality Issues Summary of Responses by Survey Item High Schools (N = 196)										Table 7B.10	
Number and Percentage of Schools Reporting a Building Feature to have:												
Survey Item Description:	No problem (Excellent)		A problem has been identified and corrected (Good)		A problem has been identified and is scheduled for repair (Fair)		A problem has been identified and has not yet been addressed (Poor)		Not Included in Facility *			
	#	%	#	%	#	%	#	%	#	%		
Obstructions from air vents	159	81.2%	30	15.3%	3	1.5%	4	2.0%	0	0.0%		
Filters need upgrading or replacing	157	80.2%	32	16.3%	4	2.0%	3	1.5%	0	0.0%		
HVAC units and ventilators need cleaning	148	75.4%	37	18.9%	6	3.1%	5	2.6%	0	0.0%		
Arts/sciences room(s) need ventilating	155	79.1%	26	13.2%	8	4.1%	7	3.6%	0	0.0%		
Outdoor air intakes need improving	160	81.5 %	25	12.8%	6	3.1%	5	2.6%	0	0.0%		
Radon remediation needed	177	90.3%	16	8.2%	0	0.0%	3	1.5%	0	0.0%		
Asbestos remediation needed	151	77.0%	26	13.3%	14	7.1%	5	2.6%	0	0.0%		
General cleaning improvement needed	160	81.7%	31	15.8%	3	1.5%	2	1.0%	0	0.0%		
Carpet cleaning or removal needed	147	75.0%	34	17.3%	9	4.6%	6	3.1%	0	0.0%		
Pests or pesticide use remediation needed	161	82.2%	31	15.8%	1	0.5%	3	1.5%	0	0.0%		
Classroom animal dander exposure	174	88.8%	20	10.2%	0	0.0%	2	1.0%	0	0.0%		
Bus Exhaust	179	91.3%	15	7.7%	2	1.0%	0	0.0%	0	0.0%		
Leaks (other than roof), spills, moisture	149	76.0%	33	16.9%	12	6.1%	2	1.0%	0	0.0%		
Plumbing problems	138	70.4%	43	21.9%	10	5.1%	5	2.6%	0	0.0%		
Roof problems	109	55.6%	53	27.0%	26	13.3%	8	4.1%	0	0.0%		
Basement or crawlspace needs upgrading	161	82.1%	19	9.7%	10	5.1%	6	3.1%	0	0.0%		
Removal of water-damaged materials needed	163	83.2%	27	13.8%	4	2.0%	2	1.0%	0	0.0%		
Total Responses	2648	79.6%	498	14.9%	118	3.5%	68	2.0%	0	0.0%		

* Includes facilities which did not respond to this item

Section 7B Indoor Air Quality (continued)

2013	Condition of Facilities: Source of Indoor Air Quality Issues Summary of Responses by Survey Item Alternate Schools (N = 26)										Table 7B.11	
Number and Percentage of Schools Reporting a Building Feature to have:												
Survey Item Description:	No problem (Excellent)		A problem has been identified and corrected (Good)		A problem has been identified and is scheduled for repair (Fair)		A problem has been identified and has not yet been addressed (Poor)		Not Included in Facility *			
	#	%	#	%	#	%	#	%	#	%		
Obstructions from air vents	22	84.7%	3	11.5%	0	0.0%	1	3.8%	0	0.0%		
Filters need upgrading or replacing	21	80.8%	4	15.4%	0	0.0%	1	3.8%	0	0.0%		
HVAC units and ventilators need cleaning	22	84.7%	3	11.5%	0	0.0%	1	3.8%	0	0.0%		
Arts/sciences room(s) need ventilating	21	80.8%	4	15.4%	0	0.0%	1	3.8%	0	0.0%		
Outdoor air intakes need improving	22	84.7%	3	11.5%	0	0.0%	1	3.8%	0	0.0%		
Radon remediation needed	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
Asbestos remediation needed	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
General cleaning improvement needed	21	80.8%	5	19.2%	0	0.0%	0	0.0%	0	0.0%		
Carpet cleaning or removal needed	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
Pests or pesticide use remediation needed	22	84.6%	4	15.4%	0	0.0%	0	0.0%	0	0.0%		
Classroom animal dander exposure	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
Bus Exhaust	22	84.6%	4	15.4%	0	0.0%	0	0.0%	0	0.0%		
Leaks (other than roof), spills, moisture	22	84.7%	3	11.5%	1	3.8%	0	0.0%	0	0.0%		
Plumbing problems	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
Roof problems	19	73.1%	4	15.4%	1	3.8%	2	7.7%	0	0.0%		
Basement or crawlspace needs upgrading	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
Removal of water-damaged materials needed	21	80.8%	4	15.4%	1	3.8%	0	0.0%	0	0.0%		
Total Responses	373	84.4%	59	13.3%	3	0.7%	7	1.6%	0	0.0%		

* Includes facilities which did not respond to this item

Section 7C Green Cleaning

Section 10-231g of the CGS requires the implementation and maintenance of a green cleaning program in every Connecticut school district, as well as in each school. With the assistance of DPH, we have updated this survey section. The keys areas are:

- implementing the green cleaning program;
- developing a written statement concerning the green cleaning program;
- providing the written statement to parents and staff;
- posting the written statement on the Web site or in a manner available to the public; and
- encouraging the use of the DAS procurement system to purchase pre-approved general purpose cleaning products.

At the time of the survey, ten districts indicated that they had not yet implemented a green cleaning program. Table 7C.1 shows green cleaning program results for all schools, and Tables 7C.2 – 7C.5 show green cleaning results by school type.

Section 7C Green Cleaning (continued)

2013	Condition of Facilities: Green Cleaning Summary of Responses by Survey Item All Schools (N = 1041)		Table 7C.1			
			Yes		No	
Survey Item Description:			#	%	#	%
51 Has the local or regional board of education adopted and implemented a Green Cleaning Program for this facility?			1031	99.0%	10	1.0%
52 Does the local or regional board of education have a written statement of the Green Cleaning Program for this facility? (only for those that answered yes to question 51)			969	94.0%	62	6.0%
53 Does the written statement for this facility include the following: (only for those that answered yes to question 52)						
a Types and names of environmentally preferable cleaning products			950	98.0%	19	2.0%
b Locations of the application of cleaning products within the facility			895	92.4%	74	7.6%
c A schedule of when green cleaning products are applied in the facility			871	89.9%	98	10.1%
d A statement prohibiting a parent, guardian, teacher or staff member from bringing into the facility any consumer product which is intended to clean, deodorize, sanitize or disinfect			929	95.9%	40	4.1%
e Name of school administrator or a designee who may be contacted for further information			937	96.7%	32	3.3%
54 Has the local or regional board of education distributed the written statement of its green cleaning program to the following: (only for those that answered yes to question 52)						
a School staff on an annual basis			760	78.4%	209	21.6%
b New staff hired during the school year			722	74.5%	247	25.5%
c Upon request, parents or guardians of each child enrolled			776	80.1%	193	19.9%
d Parents or guardians of students transferred during the year			679	70.1%	290	29.9%
55 Does the local or regional board of education provide for the procurement and use of environmentally preferable cleaning products that meet guidelines or environmental standards set by a national or international environmental certification program approved by Department of Administrative Services (DAS), which may include but is not limited to: (all facilities)						
General purpose cleaners			1007	96.7%	34	3.3%
Glass cleaners			1017	97.7%	24	2.3%
Bathroom cleaners			1006	96.6%	35	3.4%
Carpet cleaners			992	95.3%	49	4.7%
Floor finishes			999	96.0%	42	4.0%
Floor strippers			983	94.4%	58	5.6%
Hand cleaners and soaps			990	95.1%	51	4.9%
a Does the local or regional board of education use the DAS procurement system to purchase preferable cleaning products?			444	42.7%	597	57.3%
56 Does the local or regional board of education have a Web site?			1005	96.5%	36	3.5%
57 Has the local or regional board of education posted the written statement on the: (only for those that answered yes to question 56)						
a School Web site			477	47.5%	528	52.5%
b Board of Education Web site			839	83.5%	166	16.5%
58 Has the local or regional board of education posted the School Facilities Survey (Form ED050) on the: (only for those that answered yes to question 56)						
a School Web site			297	29.6%	708	70.4%
b Board of Education Web site			457	45.5%	548	54.5%
59 If a Web site for the local or regional board of education does not exist, has the board made the following publicly available:(all facilities)						
a Written statement of the school district's green cleaning program			406	39.0%	635	61.0%
b The School Facilities Survey (Form ED050)			266	25.6%	775	74.4%

Section 7C Green Cleaning (continued)

2013	Condition of Facilities: Green Cleaning Summary of Responses by Survey Item Elementary Schools (N = 643)		Table 7C.2			
Survey Item Description:			Yes		No	
	#	%	#	%	#	%
51 Has the local or regional board of education adopted and implemented a Green Cleaning Program for this facility?	637	99.1%	6	0.9%		
52 Does the local or regional board of education have a written statement of the Green Cleaning Program for this facility? (only for those that answered yes to question 51)	603	94.7%	34	5.3%		
53 Does the written statement for this facility include the following: (only for those that answered yes to question 52)						
a Types and names of environmentally preferable cleaning products	592	98.2%	11	1.8%		
b Locations of the application of cleaning products within the facility	556	92.2%	47	7.8%		
c A schedule of when green cleaning products are applied in the facility	549	91.0%	54	9.0%		
d A statement prohibiting a parent, guardian, teacher or staff member from bringing into the facility any consumer product which is intended to clean, deodorize, sanitize or disinfect	580	96.2%	23	3.8%		
e Name of school administrator or a designee who may be contacted for further information	586	97.2%	17	2.8%		
54 Has the local or regional board of education distributed the written statement of its green cleaning program to the following: (only for those that answered yes to question 52)						
a School staff on an annual basis	482	79.9%	121	20.1%		
b New staff hired during the school year	456	75.6%	147	24.4%		
c Upon request, parents or guardians of each child enrolled	492	81.6%	111	18.4%		
d Parents or guardians of students transferred during the year	429	71.1%	174	28.9%		
55 Does the local or regional board of education provide for the procurement and use of environmentally preferable cleaning products that meet guidelines or environmental standards set by a national or international environmental certification program approved by Department of Administrative Services (DAS), which may include but is not limited to: (all facilities)						
General purpose cleaners	623	96.9%	20	3.1%		
Glass cleaners	627	97.5%	16	2.5%		
Bathroom cleaners	621	96.6%	22	3.4%		
Carpet cleaners	611	95.0%	32	5.0%		
Floor finishes	617	96.0%	26	4.0%		
Floor strippers	607	94.4%	36	5.6%		
Hand cleaners and soaps	610	94.9%	33	5.1%		
a Does the local or regional board of education use the DAS procurement system to purchase preferable cleaning products?	277	43.1%	366	56.9%		
56 Does the local or regional board of education have a Web site?	618	96.1%	25	3.9%		
57 Has the local or regional board of education posted the written statement on the: (only for those that answered yes to question 56)						
a School Web site	298	48.2%	320	51.8%		
b Board of Education Web site	530	85.8%	88	14.2%		
58 Has the local or regional board of education posted the School Facilities Survey (Form ED050) on the: (only for those that answered yes to question 56)						
a School Web site	183	29.6%	435	70.4%		
b Board of Education Web site	292	47.2%	326	52.8%		
59 If a Web site for the local or regional board of education does not exist, has the board made the following publicly available: (all facilities)						
a Written statement of the school district's green cleaning program	252	39.2%	391	60.8%		
b The School Facilities Survey (Form ED050)	160	24.9%	483	75.1%		

Section 7C Green Cleaning (continued)

2013	Condition of Facilities: Green Cleaning Summary of Responses by Survey Item Middle Schools (N = 176)		Table 7C.3	
Survey Item Description:	Yes		No	
	#	%	#	%
51 Has the local or regional board of education adopted and implemented a Green Cleaning Program for this facility?	176	100.0%	0	0.0%
52 Does the local or regional board of education have a written statement of the Green Cleaning Program for this facility? (only for those that answered yes to question 51)	165	93.8%	11	6.2%
53 Does the written statement for this facility include the following: (only for those that answered yes to question 52)				
a Types and names of environmentally preferable cleaning products	161	97.6%	4	2.4%
b Locations of the application of cleaning products within the facility	149	90.3%	16	9.7%
c A schedule of when green cleaning products are applied in the facility	146	88.5%	19	11.5%
d A statement prohibiting a parent, guardian, teacher or staff member from bringing into the facility any consumer product which is intended to clean, deodorize, sanitize or disinfect	158	95.8%	7	4.2%
e Name of school administrator or a designee who may be contacted for further information	159	96.4%	6	3.6%
54 Has the local or regional board of education distributed the written statement of its green cleaning program to the following: (only for those that answered yes to question 52)				
a School staff on an annual basis	134	81.2%	31	18.8%
b New staff hired during the school year	129	78.2%	36	21.8%
c Upon request, parents or guardians of each child enrolled	137	83.0%	28	17.0%
d Parents or guardians of students transferred during the year	119	72.1%	46	27.9%
55 Does the local or regional board of education provide for the procurement and use of environmentally preferable cleaning products that meet guidelines or environmental standards set by a national or international environmental certification program approved by Department of Administrative Services (DAS), which may include but is not limited to: (all facilities)				
General purpose cleaners	171	97.2%	5	2.8%
Glass cleaners	174	98.9%	2	1.1%
Bathroom cleaners	172	97.7%	4	2.3%
Carpet cleaners	170	96.6%	6	3.4%
Floor finishes	171	97.2%	5	2.8%
Floor strippers	167	94.9%	9	5.1%
Hand cleaners and soaps	168	95.5%	8	4.5%
a Does the local or regional board of education use the DAS procurement system to purchase preferable cleaning products?	68	38.6%	108	61.4%
56 Does the local or regional board of education have a Web site?	172	97.7%	4	2.3%
57 Has the local or regional board of education posted the written statement on the: (only for those that answered yes to question 56)				
a School Web site	87	50.6%	85	49.4%
b Board of Education Web site	143	83.1%	29	16.9%
58 Has the local or regional board of education posted the School Facilities Survey (Form ED050) on the: (only for those that answered yes to question 56)				
a School Web site	55	32.0%	117	68.0%
b Board of Education Web site	76	44.2%	96	55.8%
59 If a Web site for the local or regional board of education does not exist, has the board made the following publicly available: (all facilities)				
a Written statement of the school district's green cleaning program	72	40.9%	104	59.1%
b The School Facilities Survey (Form ED050)	50	28.4%	126	71.6%

Section 7C Green Cleaning (continued)

2013	Condition of Facilities: Green Cleaning Summary of Responses by Survey Item High Schools (N = 196)		Table 7C.4			
			Yes		No	
Survey Item Description:			#	%	#	%
51 Has the local or regional board of education adopted and implemented a Green Cleaning Program for this facility?			192	98.0%	4	2.0%
52 Does the local or regional board of education have a written statement of the Green Cleaning Program for this facility? (only for those that answered yes to question 51)			180	93.7%	12	6.3%
53 Does the written statement for this facility include the following: (only for those that answered yes to question 52)						
a Types and names of environmentally preferable cleaning products			176	97.8%	4	2.2%
b Locations of the application of cleaning products within the facility			169	93.9%	11	6.1%
c A schedule of when green cleaning products are applied in the facility			155	86.1%	25	13.9%
d A statement prohibiting a parent, guardian, teacher or staff member from bringing into the facility any consumer product which is intended to clean, deodorize, sanitize or disinfect			171	95.0%	9	5.0%
e Name of school administrator or a designee who may be contacted for further information			171	95.0%	9	5.0%
54 Has the local or regional board of education distributed the written statement of its green cleaning program to the following: (only for those that answered yes to question 52)						
a School staff on an annual basis			125	69.4%	55	30.6%
b New staff hired during the school year			120	66.7%	60	33.3%
c Upon request, parents or guardians of each child enrolled			128	71.1%	52	28.9%
d Parents or guardians of students transferred during the year			113	62.8%	67	37.2%
55 Does the local or regional board of education provide for the procurement and use of environmentally preferable cleaning products that meet guidelines or environmental standards set by a national or international environmental certification program approved by Department of Administrative Services (DAS), which may include but is not limited to: (all facilities)						
General purpose cleaners			188	95.9%	8	4.1%
Glass cleaners			190	96.9%	6	3.1%
Bathroom cleaners			188	95.9%	8	4.1%
Carpet cleaners			185	94.4%	11	5.6%
Floor finishes			186	94.9%	10	5.1%
Floor strippers			184	93.9%	12	6.1%
Hand cleaners and soaps			187	95.4%	9	4.6%
a Does the local or regional board of education use the DAS procurement system to purchase preferable cleaning products?			84	42.9%	112	57.1%
56 Does the local or regional board of education have a Web site?			190	96.9%	6	3.1%
57 Has the local or regional board of education posted the written statement on the: (only for those that answered yes to question 56)						
a School Web site			85	44.7%	105	55.3%
b Board of Education Web site			148	77.9%	42	22.1%
58 Has the local or regional board of education posted the School Facilities Survey (Form ED050) on the: (only for those that answered yes to question 56)						
a School Web site			53	27.9%	137	72.1%
b Board of Education Web site			82	43.2%	108	56.8%
59 If a Web site for the local or regional board of education does not exist, has the board made the following publicly available: (all facilities)						
a Written statement of the school district's green cleaning program			74	37.8%	122	62.2%
b The School Facilities Survey (Form ED050)			50	25.5%	146	74.5%

Section 7C Green Cleaning (continued)

2013	Condition of Facilities: Green Cleaning Summary of Responses by Survey Item Alternate Schools (N = 26)		Table 7C.5			
			Yes		No	
Survey Item Description:	#	%	#	%	#	%
51 Has the local or regional board of education adopted and implemented a Green Cleaning Program for this facility?	26	100.0%	0	0.0%		
52 Does the local or regional board of education have a written statement of the Green Cleaning Program for this facility? (only for those that answered yes to question 51)	21	80.8%	5	19.2%		
53 Does the written statement for this facility include the following: (only for those that answered yes to question 52)						
a Types and names of environmentally preferable cleaning products	21	100.0%	0	0.0%		
b Locations of the application of cleaning products within the facility	21	100.0%	0	0.0%		
c A schedule of when green cleaning products are applied in the facility	21	100.0%	0	0.0%		
d A statement prohibiting a parent, guardian, teacher or staff member from bringing into the facility any consumer product which is intended to clean, deodorize, sanitize or disinfect	20	95.2%	1	4.8%		
e Name of school administrator or a designee who may be contacted for further information	21	100.0%	0	0.0%		
54 Has the local or regional board of education distributed the written statement of its green cleaning program to the following: (only for those that answered yes to question 52)						
a School staff on an annual basis	19	90.5%	2	9.5%		
b New staff hired during the school year	17	81.0%	4	19.0%		
c Upon request, parents or guardians of each child enrolled	19	90.5%	2	9.5%		
d Parents or guardians of students transferred during the year	18	85.7%	3	14.3%		
55 Does the local or regional board of education provide for the procurement and use of environmentally preferable cleaning products that meet guidelines or environmental standards set by a national or international environmental certification program approved by Department of Administrative Services (DAS), which may include but is not limited to: (all facilities)						
General purpose cleaners	25	96.2%	1	3.8%		
Glass cleaners	26	100.0%	0	0.0%		
Bathroom cleaners	25	96.2%	1	3.8%		
Carpet cleaners	26	100.0%	0	0.0%		
Floor finishes	25	96.2%	1	3.8%		
Floor strippers	25	96.2%	1	3.8%		
Hand cleaners and soaps	25	96.2%	1	3.8%		
a Does the local or regional board of education use the DAS procurement system to purchase preferable cleaning products?	15	57.7%	11	42.3%		
56 Does the local or regional board of education have a Web site?	25	96.2%	1	3.8%		
57 Has the local or regional board of education posted the written statement on the: (only for those that answered yes to question 56)						
a School Web site	7	28.0%	18	72.0%		
b Board of Education Web site	18	72.0%	7	28.0%		
58 Has the local or regional board of education posted the School Facilities Survey (Form ED050) on the: (only for those that answered yes to question 56)						
a School Web site	6	24.0%	19	76.0%		
b Board of Education Web site	7	28.0%	18	72.0%		
59 If a Web site for the local or regional board of education does not exist, has the board made the following publicly available: (all facilities)						
a Written statement of the school district's green cleaning program	8	30.8%	18	69.2%		
b The School Facilities Survey (Form ED050)	6	23.1%	20	76.9%		

Section 7D Security

In April 2013, Governor Dannel P. Malloy signed into law Public Act (PA) 13-3, An Act Concerning Gun Violence Prevention and Children's Safety. A number of initiatives to improve security in public schools resulted from this legislation. Included among those initiatives was the creation of the School Security Infrastructure Competitive Grant, administered by DESPP in cooperation with SDE, to fund security improvements at existing school facilities. To qualify for this grant, schools were required to complete a security and vulnerability risk assessment of their school facility utilizing the NCEF Safe School Facilities Check List. Although only those facilities having applied for the School Security Infrastructure Grant were required to perform a risk assessment of their school facility, a total of 920 schools, or 88.4 percent of all schools, have performed a risk assessment (See Table 7D.1).

PA 13-3 also required that DESPP, in consultation with the SDE, develop SSSPS for emergency plan management and operations of school facilities. The development of SSSPS was completed January 1, 2014. Effective July 1, 2014, and each school year thereafter, each local and regional board of education is required to implement a school security and safety plan for each school under the jurisdiction of its board, and school employees are to be provided with orientation training on the school security and safety plan of their schools. The development of the school security and safety plans shall include the involvement of local officials, consisting of the chief executive officer of the municipality, the superintendent of schools, and public health and safety officials. A school security and safety committee shall also be established to implement the plan and consist of a local police officer, a local first responder, a teacher and an administrator employed at the school, a mental health professional, a parent or guardian of a student enrolled in the school and any other person the board of education deems necessary.

Even though SSSPS were not in effect at the time this survey was conducted, a total of 973 schools, or 93.5 percent of all schools, had completed a school security and safety plan; 81.8 percent of all schools had provided orientation training to their staff on their school security and safety plan; nearly 92 percent of all schools had reported including local officials in the development of the plan; and 79 percent of all schools had created a security and safety committee.

PA 13-3 stipulates that School Security and Safety Plans be inclusive of crisis management procedures; fire drills and crisis response drills; and procedures for managing other types of emergencies. Procedures are to have a command center organization structure based on NIMS model; and schools are required to get fire drill and crisis response evaluations from local public safety officials based upon their performance. Table 7D.1 shows that 95.5 percent of all schools have developed crisis management procedures for their school facilities; 100 percent of all schools have fire drills, crisis response drills and procedures in place for other types of emergencies; 76.2 percent of all schools have a command center organization structure based on NIMS; and 85.4 percent of all schools have received performance evaluations for their fire drills and crisis response drills.

Section 7D Security (continued)

2013	Condition of Facilities: School Security Summary of Responses by Survey Item All Schools (N = 1041)	Table 7D.1			
		Yes		No	
Survey Item Description:		#	%	#	%
60	Has a uniform security and vulnerability assessment been performed for this facility?	920	88.4%	121	11.6%
61	Has a school security and safety committee been established for this facility?	822	79.0%	219	21.0%
62	Has a school security and safety plan been developed for this facility?	973	93.5%	68	6.5%
A	Was the school security and safety plan developed with the involvement of local officials?	955	91.7%	86	8.3%
B	Have school employees been provided an orientation on the school security and safety plan?	926	89.0%	115	11.0%
63	Have crisis management procedures been developed for this facility?	994	95.5%	47	4.5%
A	Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)?	793	76.2%	248	23.8%
64	Are procedures in place for managing other various types of emergencies?	1041	100.0%	0	0.0%
65	Are fire drills and crisis response drills practiced periodically?	1041	100.0%	0	0.0%
A	Have local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis response drills?	889	85.4%	152	14.6%
66	Has a safe school climate committee been established at this facility?	889	85.4%	152	14.6%
67	Has the school personnel been trained in the operation and maintenance of school security infrastructure?	852	81.8%	189	18.2%

* PA 13-3 requires the assessment to be uniform across all districts in a manner to be determined by the applicable Commissioner. Since these requirements were not in place at the time of the survey, "uniform" is left to subjective interpretation.

Section 7D Security (continued)

2013	Condition of Facilities: School Security Summary of Responses by Survey Item Elementary Schools (N = 643)	Table 7D.2			
		Yes		No	
Survey Item Description:		#	%	#	%
60	Has a uniform security and vulnerability assessment been performed for this facility?	575	89.4%	68	10.6%
61	Has a school security and safety committee been established for this facility?	523	81.3%	120	18.7%
62	Has a school security and safety plan been developed for this facility?	614	95.5%	29	4.5%
A	Was the school security and safety plan developed with the involvement of local officials?	603	93.8%	40	6.2%
B	Have school employees been provided an orientation on the school security and safety plan?	581	90.4%	62	9.6%
63	Have crisis management procedures been developed for this facility?	614	95.5%	29	4.5%
A	Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)?	495	77.0%	148	23.0%
64	Are procedures in place for managing other various types of emergencies?	643	100.0%	0	0.0%
65	Are fire drills and crisis response drills practiced periodically?	643	100.0%	0	0.0%
A	Have local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis response drills?	566	88.0%	77	12.0%
66	Has a safe school climate committee been established at this facility?	556	86.5%	87	13.5%
67	Has the school personnel been trained in the operation and maintenance of school security infrastructure?	534	83.0%	109	17.0%

* PA 13-3 requires the assessment to be uniform across all districts in a manner to be determined by the applicable Commissioner. Since these requirements were not in place at the time of the survey, "uniform" is left to subjective interpretation.

Section 7D Security (continued)

2013	Condition of Facilities: School Security Summary of Responses by Survey Item Middle Schools (N = 176)	Table 7D.3			
		Yes		No	
Survey Item Description:		#	%	#	%
60	Has a uniform security and vulnerability assessment been performed for this facility?	161	91.5%	15	8.5%
61	Has a school security and safety committee been established for this facility?	133	75.6%	43	24.4%
62	Has a school security and safety plan been developed for this facility?	169	96.0%	7	4.0%
A	Was the school security and safety plan developed with the involvement of local officials?	165	93.8%	11	6.2%
B	Have school employees been provided an orientation on the school security and safety plan?	159	90.3%	17	9.7%
63	Have crisis management procedures been developed for this facility?	168	95.5%	8	4.5%
A	Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)?	124	70.5%	52	29.5%
64	Are procedures in place for managing other various types of emergencies?	176	100.0%	0	0.0%
65	Are fire drills and crisis response drills practiced periodically?	176	100.0%	0	0.0%
A	Have local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis response drills?	152	86.4%	24	13.6%
66	Has a safe school climate committee been established at this facility?	151	85.8%	25	14.2%
67	Has the school personnel been trained in the operation and maintenance of school security infrastructure?	146	83.0%	30	17.0%

* PA 13-3 requires the assessment to be uniform across all districts in a manner to be determined by the applicable Commissioner. Since these requirements were not in place at the time of the survey, "uniform" is left to subjective interpretation.

Section 7D Security (continued)

2013	Condition of Facilities: School Security Summary of Responses by Survey Item High Schools (N = 196)	Table 7D.4			
		Yes		No	
Survey Item Description:		#	%	#	%
60	Has a uniform security and vulnerability assessment been performed for this facility?	162	82.7%	34	17.3%
61	Has a school security and safety committee been established for this facility?	147	75.0%	49	25.0%
62	Has a school security and safety plan been developed for this facility?	170	86.7%	26	13.3%
A	Was the school security and safety plan developed with the involvement of local officials?	165	84.2%	31	15.8%
B	Have school employees been provided an orientation on the school security and safety plan?	166	84.7%	30	15.3%
63	Have crisis management procedures been developed for this facility?	190	96.9%	6	3.1%
A	Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)?	157	80.1%	39	19.9%
64	Are procedures in place for managing other various types of emergencies?	196	100.0%	0	0.0%
65	Are fire drills and crisis response drills practiced periodically?	196	100.0%	0	0.0%
A	Have local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis response drills?	151	77.0%	45	23.0%
66	Has a safe school climate committee been established at this facility?	159	81.1%	37	18.9%
67	Has the school personnel been trained in the operation and maintenance of school security infrastructure?	156	79.6%	40	20.4%

* PA 13-3 requires the assessment to be uniform across all districts in a manner to be determined by the applicable Commissioner. Since these requirements were not in place at the time of the survey, "uniform" is left to subjective interpretation.

Section 7D Security (continued)

2013	Condition of Facilities: School Security Summary of Responses by Survey Item Alternate Schools (N = 26)	Table 7D.5			
		Yes		No	
Survey Item Description:		#	%	#	%
60	Has a uniform security and vulnerability assessment been performed for this facility?	22	84.6%	4	15.4%
61	Has a school security and safety committee been established for this facility?	19	73.1%	7	26.9%
62	Has a school security and safety plan been developed for this facility?	20	76.9%	6	23.1%
A	Was the school security and safety plan developed with the involvement of local officials?	22	84.6%	4	15.4%
B	Have school employees been provided an orientation on the school security and safety plan?	20	76.9%	6	23.1%
63	Have crisis management procedures been developed for this facility?	22	84.6%	4	15.4%
A	Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)?	17	65.4%	9	34.6%
64	Are procedures in place for managing other various types of emergencies?	26	100.0%	0	0.0%
65	Are fire drills and crisis response drills practiced periodically?	26	100.0%	0	0.0%
A	Have local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis response drills?	20	76.9%	6	23.1%
66	Has a safe school climate committee been established at this facility?	23	88.5%	3	11.5%
67	Has the school personnel been trained in the operation and maintenance of school security infrastructure?	16	61.5%	10	38.5%

* PA 13-3 requires the assessment to be uniform across all districts in a manner to be determined by the applicable Commissioner. Since these requirements were not in place at the time of the survey, "uniform" is left to subjective interpretation.

Section 8

District Building Conditions

Section 10-220 of the CGS stipulates that each local or regional board of education shall make a continuing study of the need for school facilities and of a long-term building program. Additionally, each local or regional board of education shall adopt and implement an IAQ program and a green cleaning program. In addition to the requirements of Section 10-220 of the CGS, recent legislation has provisions for school districts regarding school security. While the State of Connecticut provides grant assistance for school construction projects, the planning and fiscal decisions reside at the local level. The local and regional boards of education are also responsible for administering at the local level their IAQ and green cleaning programs within the provisions of the CGS.

With regard to long-term school building programs, Table 8A.1 shows 18 school districts reported poor or missing plans, while 25 districts reported poor implementation of the plan. These ratings are improvements from the previous survey, which reported 29 school districts with poor or missing plans and 37 districts with poor implementation of the plan. Table 8A.2 indicates 70.8 percent of the districts, reported good or excellent implementation of their respective plan, representing a significant increase over the last survey when 61 percent of the districts reported good or excellent implementation of their plan.

Questions regarding facilities maintenance (as opposed to capital improvements) and major equipment repair/replacement revealed the following in Tables 8A.1 and 8A.2: 145 districts (86.3 percent) reported a good or excellent building maintenance plan, while only 7 districts (4.2 percent) reported either a poor building maintenance plan or no plan at all. As for implementation of a maintenance plan, 135 districts (80.4 percent) reported good or excellent implementation, while 10 districts (6 percent) indicated inadequate implementation of a maintenance plan. As for equipment replacement, 124 districts (73.8 percent) reported a good or excellent plan, while 11 districts (6.5 percent) indicated either poor or missing plans. Often, preventative maintenance can dramatically reduce the possibility of large repair or replacement expenses.

The IAQ section consists of four questions. The data in Tables 8B.1 and 8B.2 show that 102 districts, or 60.7 percent of all districts, have conducted a uniform inspection and evaluation of IAQ. Additionally, a total of 37 districts, or 22 percent of all districts, have made their reports and inspections available to the public; and a total of 56 districts, or 33.3 percent of all districts, reported poor or missing IAQ programs. Although the results of the survey for the IAQ program by DRG appear to be relatively poor, the results of the program for all schools as whole is much better and is believed to provide a more accurate depiction of the IAQ program for school facilities on a statewide basis.

The District Green Cleaning section consists of two questions. Section 10-231g of the CGS established the Green Cleaning Program. Table 8C.1 shows that 116 school districts have rated their green cleaning program as good or excellent, while 48 school districts reported their green cleaning program as poor or missing. Responses show that 148 school districts have trained their custodial and maintenance staff in the proper use of green cleaning products.

PA 13-3 establishes school security requirements for school districts. The District Security section consists of four questions on security based on those provisions established in PA 13-3. Table 8D.1 shows a total of 141 districts, or 83.9 percent of all school districts, have completed a risk assessment plan; a total of 133 districts, or 79.2 percent of all school districts, have completed a School Safety and Security Plan; and a total of 103 districts, or 61.3 percent of all school districts, have created a School Security and Safety Committee. As previously noted, many of the provisions of PA 13-3 are not effective until July 1, 2014.

Section 8A

District Facility Planning, Maintenance and Implementation

2013

**Condition of Facilities -
District Facility Planning, Maintenance and Implementation
Summary of Responses by
District Reference Group (DRG)**

Table 8A.1

District Reference Group (DRG)	Total Districts	Count of Districts Based on Their Responses to Questions Regarding Facility Planning, Maintenance and Implementation											
		Long-Range Facility Plan		Implementation of Plan		Equipment Repair/ Replacement		Building Maintenance Plan		Maintenance Implementation			
		Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing		
		Number of Districts		Number of Districts		Number of Districts		Number of Districts		Number of Districts			
A	9	7	1	6	2	7	0	8	0	7	0		
B	21	21	0	17	1	18	0	21	0	20	0		
C	30	25	4	19	5	22	2	23	2	23	2		
D	24	20	1	18	2	17	2	21	1	20	2		
E	35	28	6	26	7	27	2	32	1	28	2		
F	17	11	4	12	4	11	2	13	3	12	2		
G	16	13	2	12	2	12	2	13	0	15	1		
H	9	7	0	4	2	5	1	8	0	4	1		
I	7	7	0	5	0	5	0	6	0	6	0		
Totals	168	139	18	119	25	124	11	145	7	135	10		

2013

**Condition of Facilities
District Facility Planning, Maintenance and Implementation
Summary of Responses in Percentages by
District Reference Group (DRG)**

Table 8A.2

District Reference Group (DRG)	Total Districts	Percentage of Districts Based on Their Responses to Questions Regarding Facility Planning, Maintenance and Implementation											
		Long-Range Facility Plan		Implementation of Plan		Equipment Repair/ Replacement		Building Maintenance Plan		Maintenance Implementation			
		Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing	Good or Excellent	Poor or Missing		
		Percentage of Districts		Percentage of Districts		Percentage of Districts		Percentage of Districts		Percentage of Districts			
A	9	77.8%	11.1%	66.7%	22.2%	77.8%	0.0%	88.9%	0.0%	77.8%	0.0%		
B	21	100.0%	0.0%	80.9%	4.8%	85.7%	0.0%	100.0%	0.0%	95.2%	0.0%		
C	30	83.3%	13.3%	63.3%	16.7%	73.3%	6.7%	76.7%	6.7%	76.7%	6.7%		
D	24	83.3%	4.2%	75.0%	8.3%	70.8%	8.3%	87.5%	4.2%	83.3%	8.3%		
E	35	80.0%	17.1%	74.3%	20.0%	77.1%	5.7%	91.4%	2.9%	80.0%	5.7%		
F	17	64.7%	23.5%	70.6%	23.5%	64.7%	11.8%	76.5%	17.6%	70.6%	11.8%		
G	16	81.3%	12.5%	75.0%	12.5%	75.0%	12.5%	81.3%	0.0%	93.8%	6.2%		
H	9	77.8%	0.0%	44.4%	22.2%	55.6%	11.1%	88.9%	0.0%	44.4%	11.1%		
I	7	100.0%	0.0%	71.4%	0.0%	71.4%	0.0%	85.7%	0.0%	85.7%	0.0%		
Totals	168	82.7%	10.7%	70.8%	14.9%	73.8%	6.5%	86.3%	4.2%	80.4%	6.0%		

Section 8B District IAQ Maintenance Program

2013	Condition of Facilities District Indoor Air Quality (IAQ) Maintenance Program Summary of Responses by District Reference Group (DRG)								Table 8B.1
Count of Districts Based on Their Responses to Questions Regarding IAQ Maintenance									
District Reference Group (DRG)	Number of Districts	Good or Excellent	Poor or Missing	Conducted a uniform inspection and evaluation of IAQ	Inspection and evaluation results publicly available	Inspection and evaluation results posted on website	Adopted policy regarding staff training	Established a staff IAQ coordinator position	Formal reporting procedure for IAQ issues
A	9	6	1	6	1	0	1	1	3
B	21	18	3	18	9	4	11	13	15
C	30	17	10	18	8	4	14	12	15
D	24	17	5	16	6	3	7	7	13
E	35	16	14	20	3	2	9	7	8
F	17	5	10	7	4	1	4	5	8
G	16	7	7	9	3	0	7	8	9
H	9	6	2	6	2	2	3	2	2
I	7	2	4	2	1	1	2	0	0
Totals	168	94	56	102	37	17	58	55	73

2013	Condition of Facilities District Indoor Air Quality (IAQ) Maintenance Program Summary of Responses by District Reference Group (DRG)								Table 8B.2
Percentage of Districts Based on Their Responses to Questions Regarding District IAQ Maintenance:									
District Reference Group (DRG)	Number of Districts	Good or Excellent	Poor or Missing	Conducted a uniform inspection and evaluation of IAQ	Inspection and evaluation results publicly available	Inspection and evaluation results posted on website	Adopted policy regarding staff training	Established a staff IAQ coordinator position	Formal reporting procedure for IAQ issues
A	9	66.7%	11.1%	66.7%	11.1%	0.0%	11.1%	11.1%	33.3%
B	21	85.7%	14.3%	85.7%	42.9%	19.0%	52.4%	61.9%	71.4%
C	30	56.7%	33.3%	60.0%	26.7%	13.3%	46.7%	40.0%	50.0%
D	24	70.8%	20.8%	66.7%	25.0%	12.5%	29.2%	29.2%	54.2%
E	35	45.7%	40.0%	57.1%	8.6%	5.7%	25.7%	20.0%	22.9%
F	17	29.4%	58.8%	41.2%	23.5%	5.9%	23.5%	29.4%	47.1%
G	16	43.8%	43.8%	56.3%	18.8%	0.0%	43.8%	50.0%	56.3%
H	9	66.7%	22.2%	66.7%	22.2%	22.2%	33.3%	22.2%	22.2%
I	7	28.6%	57.1%	28.6%	14.3%	14.3%	28.6%	0.0%	0.0%
Totals	168	56.0%	33.3%	60.7%	22.0%	10.1%	34.5%	32.7%	43.5%

Section 8C

District Green Cleaning Program

2013

**Condition of Facilities
District Green Cleaning Program
Summary of Responses by
District Reference Group (DRG)**

Table 8C.1

Districts Based on Their Responses to Questions Regarding District Green Cleaning Program

		Number of Districts			Percentage of Districts			
District Reference Group (DRG)	Number of Districts	Good or Excellent	Poor or Missing	Custodial and maintenance staff have been trained in the proper use of cleaning products	District Reference Group (DRG)	Good or Excellent	Poor or Missing	Custodial and maintenance staff have been trained in the proper use of cleaning products
A	9	6	2	9	A	66.7%	22.2%	100.0%
B	21	18	2	19	B	85.7%	9.5%	90.5%
C	30	16	12	28	C	53.3%	40.0%	93.3%
D	24	18	6	21	D	75.0%	25.0%	87.5%
E	35	26	9	30	E	74.3%	25.7%	85.7%
F	17	11	6	13	F	64.7%	35.3%	76.5%
G	16	13	3	15	G	81.2%	18.8%	93.8%
H	9	3	6	8	H	33.3%	66.7%	88.9%
I	7	5	2	5	I	71.4%	28.6%	71.4%
Totals	168	116	48	148	Totals	69.0%	28.6%	88.1%

Section 8D District Security

2013

Condition of Facilities
District Security
Summary of Responses by
District Reference Group (DRG)

Table 8D.1

Number and Percentage of Districts

District Reference Group (DRG)	Number of Districts	Conducted a security and vulnerability assessment	Developed the school safety and security plans	Established a school security and safety committee	Given annual fire and crisis drill reports to DESPP	Conducted a security and vulnerability assessment	Developed the school safety and security plans	Established a school security and safety committee	Given annual fire and crisis drill reports to DESPP
A	9	9	9	6	0	100.0%	100.0%	66.7%	0.0%
B	21	19	16	13	5	90.5%	76.2%	61.9%	23.8%
C	30	28	24	21	8	93.3%	80.0%	70.0%	26.7%
D	24	20	17	9	7	83.3%	70.8%	37.5%	29.2%
E	35	29	27	25	10	82.9%	77.1%	71.4%	28.6%
F	17	12	13	10	5	70.6%	76.5%	58.8%	29.4%
G	16	13	14	11	6	81.3%	87.5%	68.8%	37.5%
H	9	8	8	5	4	88.9%	88.9%	55.6%	44.4%
I	7	3	5	3	0	42.9%	71.4%	42.9%	0.0%
Totals	168	141	133	103	45	83.9%	79.2%	61.3%	26.8%

**Appendix A
District Reference Groups (DRG)**

GROUP A			
Darien	Redding	Weston	Wilton
Easton	Ridgefield	Westport	Region 9
New Canaan			
GROUP B			
Avon	Granby	New Fairfield	Trumbull
Brookfield	Greenwich	Newtown	West Hartford
Cheshire	Guilford	Orange	Woodbridge
Fairfield	Madison	Simsbury	Region 5
Farmington	Monroe	South Windsor	Region 15
Glastonbury			
GROUP C			
Andover	Cornwall	Pomfret	Region 8
Barkhamsted	Ellington	Salem	Region 10
Bethany	Essex	Sherman	Region 12
Bolton	Hebron	Somers	Region 13
Canton	Mansfield	Suffield	Region 14
Columbia	Marlborough	Tolland	Region 17
	New Hartford	Region 4	Region 18
	Oxford	Region 7	Region 19
GROUP D			
Berlin	East Granby	New Milford	Stonington
Bethel	East Hampton	North Haven	Wallingford
Branford	East Lyme	Old Saybrook	Waterford
Clinton	Ledyard	Rocky Hill	Watertown
Colchester	Milford	Shelton	Wethersfield
Cromwell	Newington	Southington	Windsor
GROUP E			
Ashford	Deep River	Litchfield	Thomaston
Bozrah	Eastford	Norfolk	Union
Brooklyn	East Haddam	North Branford	Westbrook
Canaan	Franklin	North Stonington	Willington
Chaplin	Hampton	Portland	Woodstock
Chester	Hartland	Preston	Woodstock Academy
Colebrook	Kent	Salisbury	Region 1
Coventry	Lebanon	Scotland	Region 6
	Lisbon	Sharon	Region 16
GROUP F			
Canterbury	North Canaan	Sprague	Voluntown
East Windsor	Plainville	Stafford	Windsor Locks
Enfield	Plymouth	Sterling	Wolcott
Griswold	Seymour	Thompson	Region 11
Montville			
GROUP G			
Bloomfield	Hamden	Naugatuck	Torrington
Bristol	Killingly	Plainfield	Vernon
East Haven	Manchester	Putnam	Winchester
Groton	Middletown	Stratford	The Gilbert School
GROUP H			
Ansonia	East Hartford	Norwalk	Stamford
Danbury	Meriden	Norwich	West Haven
Derby			
GROUP I			
Bridgeport	Hartford	New Haven	Waterbury
	New Britain	New London	Windham

* Please note that a Form ED050 is not on file for one school in DRG G.

Completed by:
 Name: _____ Title: _____ Telephone: _____ Email: _____
 Town: _____ Town code: _____ School: _____ School code: _____

Check box if this facility is no longer used for school purposes as of October 31, 2013
 If this facility is no longer used for school purposes, please provide the year the facility closed: _____

Section 1: Using the instruction booklet accompanying this survey, review the description of each item and respond accordingly.

- | | |
|---------------------------------------------------|------------------------------------------|
| 1 Year of original construction: _____ | 7 Handicapped accessibility (check one): |
| 2 Year of last major renovation: _____ | a) None _____ |
| 3 Total square footage: _____ | b) General areas only _____ |
| 4 Total site acreage: _____ | c) All programs _____ |
| 5 Number of general classrooms (perm): _____ | d) All areas _____ |
| 6 Portable buildings with classrooms (Y/N): _____ | 8 Major code update (Y/N): _____ |
| a) Year portable buildings installed: _____ | 9 Building capacity: _____ |
| b) Number of portable classrooms: _____ | 10 School enrollment: _____ |

Section 2: Using the instruction booklet accompanying this survey, review the description of the choices that are provided for each item and select the one that best describes your school. Select one answer only for each item and report the number associated with that choice in the space provided.

Building Features (Scale: 0 = missing, 1 = poor, 2 = fair, 3 = good and 4 = excellent. See instructions for additional information):

Dedicated Specialty Areas

- | | |
|-------------------------------------------|--------------------------------------|
| 11 Art Room(s) _____ | 20 Language Lab(s) _____ |
| 12 Music Room(s) _____ | 21 Special Education _____ |
| 13 Multipurpose Room (Gym/Aud/Caf.) _____ | 22 Technical/Career Education _____ |
| 14 Gymnasium _____ | 23 Office/Administrative Space _____ |
| 15 Auditorium _____ | 24 Guidance/Student Services _____ |
| 16 Cafeteria _____ | 25 Playground/Playscape _____ |
| 17 Technology in the Classroom _____ | 26 Multipurpose Fields _____ |
| 18 Library Media Center _____ | 27 Outdoor Athletic Facilities _____ |
| 19 Science Lab(s) _____ | |

Systems

- | | |
|------------------------------------|--------------------------------|
| 28 Internal Communications _____ | 32 Interior Lighting _____ |
| 29 Technology Infrastructure _____ | 33 Exterior Lighting _____ |
| 30 Air Conditioning _____ | 34 Roadways and Walkways _____ |
| 31 Heating _____ | 35 Plumbing _____ |

Appearance/Upkeep

- | | |
|-------------------------------|----------------------------|
| 36 Building Facade _____ | 40 Entrance/Hallways _____ |
| 37 Grounds/Landscaping _____ | 41 Lighting/Fixtures _____ |
| 38 Classrooms _____ | 42 Cafeteria _____ |
| 39 Lavatories/Fountains _____ | 43 Code Compliance _____ |

Building Conditions (Scale: Y = Yes. N = No. See instructions for additional information):

- 44 Has carbon monoxide (CO) detection and warning equipment been installed at this facility? _____ (Y/N)

Indoor Air Quality (IAQ)

- 45 Has the local or regional board of education adopted and implemented an IAQ program for this facility? _____ (Y/N)

If this facility was constructed, extended, renovated or replaced on or after January 1, 2003, please continue, if not, please proceed to question 50.

- 46 Has the local or regional board of education provided for a uniform inspection and evaluation program of the indoor air quality within this building? _____ (Y/N) If yes, please continue. If no, go to question 50.
- 47 Is the uniform IAQ inspection and evaluation program used by this facility the Environmental Protection Agency's (EPA) IAQ Tools for Schools (TfS) Program? _____ (Y/N) If yes, please answer a and b and then proceed to question 49. If no, go to question 48.
- a) Has staff received TfS implementation training from the State Department of Public Health/CSIERT? _____ (Y/N)
- b) Has staff received TfS "refresher" training from the State Department of Public Health/CSIERT? _____ (Y/N)
- If yes, please enter most recent training date. _____ (MM/DD/YYYY)
- 48 If the uniform IAQ inspection and evaluation program is not TfS, does the alternative program provide for review, inspection, and evaluation of each of the following (check all that apply):
- | | | |
|-------------------------|-------------------------------|--------------------------------|
| ___ HVAC systems | ___ Radon levels in air | ___ Degree of pesticide usage |
| ___ Ventilation systems | ___ Microbiological particles | ___ Chemical compounds |
| ___ Pest infestation | ___ Hazardous substances | ___ Plumbing |
| ___ Structural elements | ___ Use of space | ___ Staff maintenance training |
| ___ Moisture incursion | ___ Overall cleanliness | |
- 49 Is IAQ maintenance training provided for building staff at this facility? _____ (Y/N)

- 50 For each of the following issues relative to IAQ, please indicate either
 1) A problem has been identified and has not yet been addressed (Poor);
 2) A problem has been identified and is scheduled for repair (Fair);
 3) A problem has been identified and corrected (Good); or
 4) No problem (Excellent).

Ventilation

- Obstructions of air vents
 - Filters need upgrading or replacing
 - HVAC units/ventilators need cleaning
 - Arts/sciences room(s) need ventilating
 - Outdoor air intakes need improving
 - Bus exhaust
- Moisture Issues
- Leaks (other than roof), spills, moisture
 - Plumbing problems
 - Roof problems
 - Basement or crawlspace needs upgrading
 - Removal of water-damaged materials needed

Source Reduction

- Radon remediation needed
- Asbestos remediation needed
- General cleaning improvement
- Carpet cleaning or removal needed
- Pests or pesticide use remediation
- Classroom animal dander exposure

Green Cleaning

- 51 Has the local or regional board of education adopted and implemented a Green Cleaning Program for this facility?
 ___ (Y/N)
 If yes, please continue. If no, go to Question 55.
- 52 Does the local or regional board of education have a written statement of the Green Cleaning Program for this facility?
 ___ (Y/N) If yes, please continue. If no, go to Question 55.
- 53 Does the written statement for this facility include the following:
- a) Types and names of environmentally preferable cleaning products ___ (Y/N)
 - b) Locations of the application of cleaning products within the facility ___ (Y/N)
 - c) A schedule of when green cleaning products are applied in the facility ___ (Y/N)
 - d) A statement prohibiting a parent, guardian, teacher or staff member from bringing into the facility any consumer product which is intended to clean, deodorize, sanitize or disinfect ___ (Y/N)
 - e) Name of school administrator or a designee who may be contacted for further information ___ (Y/N)
- 54 Has the local or regional board of education distributed the written statement of its green cleaning program to the following:
- a) School staff on an annual basis ___ (Y/N)
 - b) New staff hired during the school year ___ (Y/N)
 - c) Upon request, parents or guardians of each child enrolled ___ (Y/N)
 - d) Parents or guardians of students transferred during the year ___ (Y/N)
- 55 Does the local or regional board of education provide for the procurement and use of environmentally preferable cleaning products that meet guidelines or environmental standards set by a national or international environmental certification program approved by Department of Administrative Services (DAS), which may include but is not limited to (Y/N):
- General purpose cleaners
 - Bathroom cleaners
 - Carpet cleaners
 - Glass cleaners
 - Floor finishes
 - Floor strippers
 - Hand cleaners and soaps
- a) Does the local or regional board of education use the DAS procurement system to purchase environmentally preferable cleaning products? ___ (Y/N)
- 56 Does the local or regional board of education have a Web site? If yes, please continue. If no, go to Question 59.
 ___ (Y/N)
- 57 Has the local or regional board of education posted the written statement on the:
- a) School Web site ___ (Y/N)
 - b) Board of Education Web site ___ (Y/N)
- 58 Has the local or regional board of education posted the School Facilities Survey (Form ED050) on the:
- a) School Web site ___ (Y/N)
 - b) Board of Education Web site ___ (Y/N)
- 59 If a Web site for the local or regional board of education does not exist, has the board made the following publicly available:
- a) Written statement of the school district's green cleaning program ___ (Y/N)
 - b) The School Facilities Survey (Form ED050) ___ (Y/N)

Security

- 60 Has a uniform security and vulnerability assessment been performed for this facility? ___ (Y/N)
- 61 Has a school security and safety committee been established for this facility? ___ (Y/N)
- 62 Has a school security and safety plan been developed for this facility? ___ (Y/N)
- a) Was the school security and safety plan developed with the involvement of local officials? ___ (Y/N)
 - b) Have school employees been provided an orientation on the school security and safety plan? ___ (Y/N)
- 63 Have crisis management procedures been developed for this facility? ___ (Y/N)
- a) Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)? ___ (Y/N)
- 64 Are procedures in place for managing other various types of emergencies? ___ (Y/N)
- 65 Are fire drills and crisis response drills practiced periodically? ___ (Y/N)
- a) Has local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis response drills? ___ (Y/N)
- 66 Has a safe school climate committee been established at this facility? ___ (Y/N)
- 67 Has the school personnel been trained in the operation and maintenance of school security infrastructure? ___ (Y/N)

District-wide facility planning/maintenance: (Scale for D1-D6, D8: 0 = missing, 1 = poor, 2 = fair, 3 = good and 4 = excellent. See instructions.)

- D1 Long-Range Building Plan _____
- D2 Building Plan Implementation _____
- D3 Equipment Repair/Replacement _____
- D4 Building Maintenance Plan _____
- D5 Maintenance Plan Implementation _____
- D6 IAQ Maintenance Program _____

a) Has the district conducted a uniform inspection and evaluation of the indoor air quality (IAQ)? _____ (Y/N)

b) Are the results of the IAQ inspection and evaluation made available for public inspection at a regularly scheduled board or education meeting? _____ (Y/N)

c) Are the results of the IAQ inspection and evaluation posted on the board's or each individual school's Web site? _____ (Y/N)

D7 Indicate any additional actions that have been taken to implement the long-term IAQ program (check all that apply):

Adopted district policy regarding custodial/maintenance staff training for IAQ.

Established a staff IAQ coordinator position.

Established a formal reporting/response procedure for IAQ issues.

D8 Green Cleaning Program _____

a) Have custodial/maintenance staff been trained in the proper use of cleaning products? _____ (Y/N)

D9 District Security Risk Assessment: (Scale for Risk Assessment: Y = Yes. N = No See instructions for additional information.)

a) Has the district conducted a security and vulnerability assessment at each school? _____ (Y/N)

b) Have all of the schools in the district developed school safety and security plans?

(Required by July 1, 2014) _____ (Y/N)

c) Has the district established a school security and safety committee at each school?

(Required by July 1, 2014) _____ (Y/N)

d) Has the district given Department of Emergency Services and Public Protection (DESPP) their annual fire and crisis drill reports for each school? (Required by July 1, 2014) _____ (Y/N)

**State of Connecticut
Department of Administrative Services
Department of Education
Office of School Facilities**

**Instructions
School Facilities Survey (ED050)
(Filing date: October 2013)**

General:

To update information currently on file:

Log on to the Department of Education's secured Web site (<http://www.csde.state.ct.us/>) and click on the School Construction – School Facilities Survey - ED050 link. You may then access the system by using your existing School Construction Grant Management System (SCGMS) logon I.D. and password. If assistance is necessary in logging into the secured Web site, please contact the Bureau of Information Technology at 860-713-6681. For assistance in accessing the SCGMS, please contact the Department of Administrative Services' Office of School Facilities at 860-713-6480. NOTE: Please do not attempt to access the survey through the link in the SCGMS as in previous years. Updates made to that file will NOT be posted in the current data file.

Once into the survey, select your district from the pull-down box and press the "Data Entry" button. You will then see a listing of the facilities for your district as submitted in the previous survey. Please complete the survey for each school listed. To access the data for individual facilities, click on the respective reference number preceding the school name.

It is important to review the list of facilities in the SCGMS for your district to make sure all facilities are reported. In the event a facility is not listed, please contact the Office of School Facilities by e-mail to michelle.dixon@ct.gov. Please provide the name of the facility, address, grade range and your contact information. After the Office of School Facilities receives your e-mail and completes its review, you will then be notified by e-mail that the new facility has been added to your school listing and is ready for your data entry.

You do not have to complete data entry in a single sitting. However, be sure to save your data at the end of your session. Once the data for an individual facility is complete, the data must then be certified. To certify the data, click on the Certify button. If the data is acceptable, you will be directed to a page that requires the superintendent's PIN. Enter the PIN and press Certify. If the data is not acceptable, a box will appear listing issues or missing data. The applicable data boxes will also be highlighted. Make the necessary corrections, save the changes and then try again to certify the data.

On the following pages, you will find instructions pertaining to each specific survey question. While the content is essentially the same as the previous survey, please note there are some significant revisions from the previous format. In addition, please be aware of the new security section added to the "Building Conditions" section of the survey (Questions 60-67). The security questions relate specifically to Sections 80-88 of PA 13-3.

Survey data should be entered and certified as complete no later than October 31, 2013. The data will then be analyzed, compiled and reported on by the end of the fiscal year. If you have any questions, please call the Office of School Facilities at 860-713-6480 or by e-mail to michelle.dixon@ct.gov.

Please provide a response as it pertains to each facility and for the district-wide data even if there are no changes. Please do not certify the survey until all questions have been reviewed. We cannot rely on a non-response as indication that no change in facilities has taken place.

Town/School Section:

If a facility is listed that is no longer in active service, simply indicate that the facility is closed by checking the box and the year it was closed. There is no need to provide any additional information on closed facilities.

Section 1: Do not consider planned activities or projects in process unless the work is substantially complete. The Office of School Facilities will use current school facilities project records to account for improvements in progress.

1. Year of original construction:

Use the year that all, or most, of the facility was originally constructed.

4. Year of last major renovation:

Indicate the year in which you completed the last major renovation of the existing facility. A major renovation is a school building project involves renovating most if not all classrooms and primary areas of instruction of the existing facility. The addition of a new wing is not considered a major renovation.

2. Total square footage:

Indicate the total facility square footage **exclusive of portable classrooms**. Also, include floor area that may be allocated to district central administrative offices.

3. Total site acreage:

Indicate the total acreage allocated to this facility. In situations where several schools share a common site, a portion of the total site acreage should be allocated to each school.

5. Number of general classrooms (permanent):

Indicate the number of general classrooms that may be used for general classroom instruction. Do not include specialty rooms such as science labs, choral rooms, gymnasium, auditorium, etc.

6. Portable buildings with classrooms (Y/N):

Does this facility have classrooms housed in portable (a.k.a. relocatable or temporary) buildings? If you do not have any portable classrooms, please do not answer questions 6a and 6b and proceed to question 7.

6a. Portable classrooms in use since (year):

Please provide the year in which the portable buildings were installed.

- 6b. Number of portable classrooms:
Please provide the number of classrooms housed in portable (a.k.a. relocatable or temporary) buildings. This is not necessarily the number of portable buildings, as multiple rooms may be in a single building.
7. Handicapped accessibility (check one):
None: The facility has inadequate accessibility to persons with disabilities.
- General areas: General building access is available to the main offices, auditorium and similar areas. However, at least some academic programs offered at the facility are not accessible to persons with disabilities.
- All programs: Although all *areas* of the facility may not be accessible, accommodations have been made so that all *programs* may be offered in accessible areas.
- All areas: All areas of the facility are accessible to persons with disabilities.
8. Major code update (Yes/No):
Has the facility undergone an upgrade to bring the facility into *full conformity* with the codes (building, fire, Americans with Disabilities Act (ADA), Occupational Health and Safety Administration (OSHA), and health). Projects to address partial conformity do not qualify.
9. Building capacity:
Please provide the capacity of the facility. Present capacity may differ significantly from the original designed capacity due to changes in use and other modifications over the years. Respondents should be able to explain the derivation of the capacity figure provided. Portable classrooms should be considered when determining building capacity.
10. School Enrollment:
Please provide the school enrollment of the facility. Please use the enrollment that was reported to the Department of Education for this facility for the current school year.

Section 2: Items 11 through 43 in Section 2 of this survey are to be rated on the following scale of 0 to 4: **0 = missing, 1 = poor, 2 = fair, 3 = good and 4 = excellent.**

In general, a score of 0 would apply if the feature does not exist at all within the facility or is missing. A score of 0 is also used if there are any special or dedicated purpose rooms (art, music, science lab, etc.) that are not currently being used for their designed purpose.

A score of 1 would apply to an existing feature or system that is considered inadequate to meet even the minimal needs of the facility.

A score of 2 would apply to an existing feature or system that has limitations. This score implies that the feature or system is not dependable or breaks down frequently. In other words, it is a feature or a system that may require an upgrade to be considered adequate for general use.

A score of 3 would apply to a feature or a system that reasonably accommodates the needs of the school, is most often in good condition, and generally meets some, but not all, of the characteristics of an excellent accommodation.

A score of 4 should be reserved for items that meet all the reasonable needs of the facility pertaining to that item. A score of 4 should only be used for features or systems that are new, have undergone extensive renovation or have been updated and maintained at a very high level over the years. Within each question is a description below of a building feature that if installed would provide justification for a higher rating.

Section 2:

Building Features: Dedicated Specialty Areas

11. Art Room(s):

There is a complete art program with a dedicated art room to accommodate individual projects, small group projects or specialized equipment. The lighting in the art room is typically brighter than in most other instructional spaces, water and sinks are provided, and there is adequate storage for supplies and ongoing projects.

12. Music Room(s):

There is separate dedicated space designed for the music program, both choral and instrumental, with acoustic treatment. There is adequate storage space for sheet music and instruments along with practice rooms.

13. Multipurpose Room (Gymnasium/Auditorium/Cafeteria):

There is a general purpose room that serves as any combination of gymnasium, auditorium and cafeteria. If there is such a room, you must answer with a '0' for any other dedicated room listed that is served by the multipurpose room.

14. Gymnasium(s):

The school has gymnasium facilities with sufficient space to accommodate equal health and fitness programs. Middle and high schools should also include shower and locker facilities, as well as adequate health and fitness equipment for the appropriate grade range and sufficient storage space.

15. Auditorium:

The school has an auditorium with fixed seating for at least one-half of the enrollment, with the capacity to do theater productions, as well as vocal and instrumental performances.

16. Cafeteria:

There is a cafeteria that seats at least one-third of the enrollment (for elementary schools) or one-fourth of the enrollment (for middle and high schools). The kitchen is well equipped. Cafeteria serving and seating areas provide a comfortable dining environment.

17. Technology in the Classroom:

Technology in use in all classrooms should consist of multiple workstations, Internet access, Local Area Network (LAN) and Wide Area Network (WAN) in place. The focus of technology in the classroom is on the equipment, software and system access in place in the classroom. Stand-alone computer lab warrants a 2 rating only.

18. Library Media Center:

A library media center should have sufficient space to accommodate an adequate print, non-print and electronic collection of materials, seating for instructional and study purposes, technology workstations, circulation, work area and storage.

19. Science Lab(s):

The school has sufficient teaching and laboratory space, equipped for biological, physical and earth science programs (elementary schools) or for earth science, biology, chemistry and physics (middle and high schools). A science lab should have adequate prep rooms including appropriate water and gas fixtures and proper storage for hazardous materials with appropriate ventilation.

20. Language Lab(s):

The school has dedicated language lab(s) which are multi-media areas enabling students to communicate through video, voice and data systems, as well as to record on an interactive basis.

21. Special Education:

There is dedicated space for special education. There is a complete special education program with a dedicated space to accommodate individual instruction, small group discussion or instruction with specialized equipment.

22. Technical/Career Education:

There is sufficient space, wired with voice, video and data technology, to teach and learn the content of technology education for the appropriate grade range. The technical/career education space should consist of both classroom and laboratory areas, and be equipped with design tools, fabrication tools and materials essential to offer hands-on experiences in transportation, manufacturing, communication and construction industries. Facilities must also include all health and safety systems required by federal, state and local regulations.

23. Office/Administrative Space:

The school contains sufficient space to accommodate the school administration, including an efficient waiting and general office area within close proximity to the main entrance of school. Offices are well planned, clean and quiet so as to present a professional educational atmosphere and include technology infrastructure (e.g., voice, data, and video connections).

24. Guidance/ Student Services:

The school maintains guidance offices where counselors can meet with students in a confidential atmosphere that is clean, quiet and uncluttered. Student services, where provided, are in a central area with material presented in an attractive and orderly manner and include technology infrastructure.

25. **Playground/Playscape (Elementary Schools Only):**
Exterior playground equipment is in safe condition, age appropriate, isolated from traffic, well drained and of sufficient size to meet school program and enrollment. Play area may be municipal if adjacent to the school.
26. **Multipurpose Fields (Middle Schools Only):**
The multipurpose fields are maintained in playing condition and may have adequate spectator and competitor accommodations. Fields may be those of the municipality and may be in a separate location from the school, except that off-site facilities should not be rated a 4 unless they are complemented by on-site facilities that properly support physical education instruction and intramural sports.
27. **Outdoor Athletic Facilities (Middle and High Schools Only):**
The playing fields meet the requirements of a complete interscholastic athletic program and are maintained in playing condition with adequate spectator and competitor accommodations. Athletic facilities may be those of the municipality and may be in a separate location from the school, except that off-site facilities should not be rated a 4 unless they are complemented by on-site facilities that properly support physical education instruction and intramural sports.

Systems

28. **Internal Communications:**
The facility has an intercom system enabling communication with all academic and administrative areas of the school individually and collectively. All classrooms have capacity to communicate with the principal's office and have access to an outside telephone line.
29. **Technology Infrastructure:**
The entire facility has access to voice, video and data transmission including all classrooms and administrative areas. Infrastructure has appropriate wiring for multiple computer workstations and other electronic equipment in all program areas. Technology capacity for the facility can accommodate state-of-the-art hardware and access to Internet, etc., even if not presently installed and in use.
30. **Air Conditioning:**
All instructional and student support service areas are air conditioned, as well as administrative areas. If only administrative offices are air conditioned, this category should be responded to with a '0'.
31. **Heating:**
Fully operational heating system with zoned controls allows for regulation in each classroom and office area.
32. **Interior Lighting:**
All instructional areas are well lit with an appropriate combination of natural and artificial light. All hallways, lavatory and other common areas have appropriate lighting that is consistently in working order.

33. **Exterior Lighting:**
Exterior facade, walkways, roadways and parking areas have proper lighting that provides complete coverage of these areas for nighttime use. There are no dark or unlit areas around the perimeter of the building.
34. **Roadways and Walkways:**
All walkways and paved areas are free of potholes and caved-in areas. These areas should be properly marked for traffic control and pedestrian safety and graded for handicapped accessibility.
35. **Plumbing:**
Plumbing is code compliant throughout the building with sufficient lavatories for students and staff. Shower facilities are provided in the locker rooms. Sinks are located in specialty classrooms and kitchen areas. Drinking fountains and maintenance areas including external water supply fixtures have been updated and renovated as necessary.

Appearance / Upkeep

36. **Building Facade:**
The building façade is defined as the exterior of the building, inclusive of the doors, windows and walls. The facade is clean in appearance and free of graffiti, damage and vandalism. Instances of graffiti, damage and vandalism are promptly corrected.
37. **Grounds/Landscaping:**
Areas are routinely kept free of litter and debris, lawns and shrubs are regularly trimmed, and all lawns/grass areas are fully covered. There should be some provision for green space and plantings that are appropriate to the site.
38. **Classrooms:**
The classrooms are adequate in number and size for the programs offered. All casework, ceilings, walls and floor coverings are clean, neat and without damage. All windows are operable, and the rooms are regularly cleaned. There should be ample closet/shelf space for storage of instructional materials, and bulletin boards, chalkboards, etc., sufficient to display student work and other materials for instructional use.
39. **Lavatories/Fountains:**
There is an adequate supply of safe drinking water, and all fountains are operational. All lavatories are clean and partitions, doors and fixtures are intact and functional to provide privacy. Adequate supplies are provided.
40. **Entrance/Hallways:**
Main entrance is highly visible to visitors. The main entrance is welcoming (attractive, clean and neat) and free of graffiti, damage and vandalism. Hallway surface coverings including walls, ceilings and floors are clean, neat and uniform. Lockers are uniform and functioning.

41. Lighting/Fixtures:

Fixtures, including emergency lighting, are working and, when necessary, are repaired without undue delay. The fixtures are energy efficient and are controlled by an energy management control system.

42. Cafeteria:

The cafeteria is clean, neat, bright and free from graffiti, damage and vandalism.

43. Code Compliance:

All programs, including outdoor athletic facilities and play areas, are fully accessible to persons with disabilities. The entire facility is in full compliance with State building, fire, OSHA and health codes. There are automatic fire sprinklers throughout the facility. Although not mandated by code, sprinklers and detection devices would be a significant component of a 4 rating on this item.

Building Conditions:

This section addresses the requirements of Public Act 11-248 effective July 1, 2011. The installation of carbon monoxide (CO) detection and warning equipment is required in all new school buildings for which a permit for construction is issued on or after January 1, 2012. Existing school facilities are not required to have carbon monoxide detection and warning equipment until such time that said requirements are incorporated into the fire and building codes. It is anticipated that requirements for existing school buildings will be included in the next adoption cycle of the State Fire Safety, Fire Prevention and Building Codes. For more information, please contact the Office of the State Fire Marshal.

44. Has carbon monoxide (CO) detection and warning equipment been installed at this facility? (Yes/No)

Please answer yes if you have installed carbon monoxide (CO) detection and warning equipment at this facility.

Indoor Air Quality (IAQ)

This section addresses the requirements of Section 10-220 of the Connecticut General Statutes.

45. Has the local or regional board of education adopted and implemented an Indoor Air Quality (IAQ) program for this facility? (Yes/No)

If this building was constructed, extended, renovated or replaced on or after January 1, 2003, please continue to answer questions 46-49. This should be based on the date that a Certificate of Occupancy (either temporary or permanent) was issued for the facility. This section is specifically required by Section 10-220 of the Connecticut General Statutes. If you say yes, districts have to provide for a uniform inspection and evaluation program of the indoor air quality within the facility every 5 years beginning January 1, 2008.

46. Does the local or regional board of education provide for a uniform inspection and evaluation program of the IAQ within this building? (Yes/No)

The answer to this question should be specific to the facility – not based on a general board of education policy (see questions D6-D7). The law requires a program to be in place for all facilities constructed, extended, renovated or replaced on or after January 1, 2003. If the answer to this question is no, do not answer questions 47 - 49 as they are specific to the program IAQ program at this facility.

47. Is the uniform IAQ inspections and evaluations program used by this facility the Environmental Protection Agency's (EPA) IAQ Tools for Schools (TfS) Program? (Yes/No)

If the IAQ program used is the EPA Tools for Schools, please answer yes and continue to Questions 47 (a) and (b). However, please answer no if the district uses another IAQ program or if the district implements its own inspection and evaluation program. If the answer is no, proceed to question 48.

- 47a. Has staff received TfS implementation training from the State Department of Public Health/CSIERT?

- 47b. Has staff received TfS "refresher" training from the State Department of Public Health/CSIERT?

Please enter the most recent date the IAQ team was trained in the format MM/DD/YYYY.

48. The district uses an alternative IAQ inspections and evaluations program.

For each area identified, please indicate whether or not the program selected provides for periodic reviews, inspections and evaluations of that area.

If the answer to question 47 was no, another program has been selected. Therefore, for each area identified, please indicate if the program provides for periodic reviews, inspections and evaluations of that area for each of the selected items.

49. Is IAQ maintenance training provided for building staff at this facility? (Yes/No)

Please answer whether the building staff has received IAQ maintenance training at this facility.

50. IAQ issues related to Ventilation, Source Reduction and Moisture.

Please rate identified issues on a scale from 1 to 4. The rating scale is as follows:

- 1 – A problem has been identified and has not yet been addressed (poor);
- 2 – A problem has been identified and is scheduled for repair (fair);
- 3 – A problem has been identified and corrected (good); or
- 4 – There is not a problem (excellent). If an item was corrected more than one year ago and is no longer an issue, please indicate a rating of 4.

For each item, please rate if the issue is a concern and if the potential issue has been addressed. The items are to be rated on a scale of 1, 2, 3 or 4 as listed above. Please note that the difference between a rating of 3 or 4 relates to if there was an issue that has recently been corrected (rating of 3) or as in the case of a rating of 4 that there was never an issue at all.

Building Conditions:

Green Cleaning

This section addresses the requirements of Section 10-231(g) of the Connecticut General Statutes. More information regarding approved green cleaning products is available at http://www.das.state.ct.us/contracts/004_0028.pdf. If you have any questions regarding specific green cleaning issues, please contact the Department of Public Health at 860-509-7740. For every item listed, please answer yes if the district has performed the task. If the district has not specifically performed the task with regard to the green cleaning program, policy or written statement, please answer no.

51. Has the local or regional board of education implemented a Green Cleaning Program at this facility? The district was required by July 1, 2011, to implement a green cleaning program for this facility. Please answer yes if the district has met this requirement. If the district has not implemented a green cleaning program for this facility, please answer no. If the district has not implemented a green cleaning program, please proceed to question 55.
52. Does the local or regional board of education have a written statement for the Green Cleaning Program for this facility? The district was required by October 1, 2010, to have a written statement of the school district's green cleaning program for this facility. Please answer yes if the district has met this requirement. If the district does not have a written statement for this facility, please answer no and proceed to question 55.
53. The written statement for green cleaning should consist of a) types and names of environmentally preferable cleaning products; b) location of the application of green cleaning products within the facility; c) a schedule of when green cleaning products were applied in the facility; d) a statement prohibiting a parent, guardian, teacher or staff from bringing unqualified consumer cleaning products into the facility; and e) contact information for the school administrator or designee responsible for implementing the green cleaning program. Please reply yes or no to all of the aforementioned questions as directed.
54. The local or regional board of education was required by October 1, 2010, to distribute the written statement to a) school staff on an annual basis, b) new staff hired during the school year, c) parents and guardians of each child enrolled as requested and d) parent and guardians of transfer students. Please reply yes or no to all of the aforementioned questions as directed.
55. The local or regional board of education was required by July 1, 2011, to select the environmentally preferable cleaning products listed that meet guidelines or environmental standards set by a national or international environmental certification program approved by the Department of Administrative Service (DAS). Please answer yes or no for each cleaning product used in this facility that is approved by DAS.
- 55a. Does the local or regional board of education use the DAS procurement system to purchase environmentally preferable cleaning products?
56. Does the local or regional board of education have a Web site? If no, please proceed to question 59.
57. Has the local or regional board of education posted the written statement on a) the school's Web site and b) the district's Web site?
58. Has the local or regional board of education posted the School Facilities Survey (Form ED050) on a) the school's Web site and b) the district's Web site?

59. The local or regional board of education is required to post the written statement and School Facilities Survey (Form ED050) on its Web site. In the event that the local or regional board of education does not have a Web site, the local or regional board of education should make the written statement and School Facilities Survey available to the public. If the items are publicly available, please answer yes.

Building Conditions:

Security

This section addresses the requirements of Public Act (P.A.) 13-3. This act concerns matters related to school security, school building infrastructure, the development and implementation of school security infrastructure standards, and school safety and security plan standards. P.A. 13-3 created the School Safety Infrastructure Council (SSIC) to develop school safety infrastructure standards by January 1, 2014, to which districts applying for State School Construction Grant assistance will be required to conform on or after July 1, 2014. P.A. 13-3 requires the Department of Emergency Services and Public Protection (DESPP) to develop school safety and security plan standards using an all hazards approach to public school emergencies by January 1, 2014. On and after July 1, 2014, local and regional boards of education will be required to develop and implement a school security and safety plan for each school within their district based upon standards issued by DESPP. Please refer to P.A. 13-3 for information concerning additional requirements. If you have any questions regarding school safety infrastructure standards, please contact the Office of School Facilities at 860-713-6483. If you have any questions regarding school safety and security plan standards, please contact DESPP at 860-685-8038. For every item listed, please answer yes if the district has performed the task. If the district has not specifically performed the task with regard to security, please answer no.

60. Has a uniform security and vulnerability assessment been performed for this facility? The security and vulnerability assessment is a security risk assessment tool. The assessment must be conducted under the supervision of the local law enforcement. The risk assessment is to be performed utilizing a risk assessment tool, such as the Building Vulnerability Assessment Checklist, Appendix F, of Federal Emergency Management Agency (FEMA-428)/ Building and Infrastructure Protection Series (BIPS-07)/January 2012, Edition 2, or the Safe School Facilities Checklist published by the National Clearinghouse for Educational Facilities. Full versions of the above referenced checklists are available on the Federal Emergency Management Agency website at www.fema.gov or on the State Department of Education Web site at www.sde.ct.gov.
61. Has a school security and safety committee been established for this facility? The school security and safety committee, as defined under section 87 of P.A. 13-3, must include a local police officer, a local first responder, a teacher employed at the school, an administrator employed at the school, a mental health professional (guidance counselor, school social worker, school psychologist, school nurse, or child mental health specialist), and a parent or guardian of an enrolled student.

62. Has a school security and safety plan been developed for this facility? The school security and safety plan developed by the district must be done in accordance with standards to be established by DESPP on or before January 1, 2014. The standards will take an "all-hazards approach" to emergency plan development, which is a generalized framework for mitigating, preparing for and responding to a wide range of disasters, emergencies and security threats, irrespective of the nature of the event.
- 62a. Was the school security and safety plan developed with the involvement of local officials? Pursuant to P.A. 13-3, local officials are required to participate in the development of the school security and safety plan. These officials must include the chief executive officer of the municipality, superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services.
- 62b. Have school employees been provided an orientation on the school security and safety plan? An orientation shall include violence and prevention training, and should include training in the operation and maintenance of critical systems.
63. Have crisis management procedures been developed for this facility? Crisis management procedures are the measures taken to identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve against a threat of harm to school occupants.
- 63a. Do the procedures have a command center organization structure based on the federal National Incident Management System (NIMS)? The NIMS incident command system's (ICS) organizational structure consists of five major functional areas including command, operations, planning, logistics, finance and administration, which are used for command, control and coordination of emergency response to provide standard procedures for the reduction of communication problems during emergency response situations. For more information on command center organization for NIMS, see the Federal Emergency Management Agency Web site at www.fema.gov.
64. Are procedures in place for managing other various types of emergencies? Additional measures should be taken to develop procedures for other types of emergency, which may include, but are not limited to, natural, manmade and intentional threats.
65. Are fire drills and crisis response drills practiced periodically? Fire and crisis response drills prepare school staff and students to manage a crisis by establishing safe escape routes and routines in case of emergency.
- 65a. Have local law enforcement and other local public safety officials evaluated, scored and provided feedback for fire drills and crisis responses drills? Public safety officials should review, evaluate and provide feedback on the strengths and weaknesses of the drills performed to ensure that efficient and effective crisis and fire management measures are well managed in the case of an actual emergency.
66. Has a safe school climate committee been established at this facility? The safe school climate committee is responsible for developing and fostering a safe school climate and addressing issues related to bullying. Pursuant to P.A.13-3, the committee will now also be required to collect, evaluate, and report information about disturbing or threatening behavior, even if it falls outside the definition of bullying.
67. Has the school personnel been trained in the operation and maintenance of school security infrastructure? School facility personnel should be trained in the operation and maintenance of security hardware and should be responsible for maintaining security hardware manuals and warranties.

Questions D1-D9 are district-wide (not facility specific) and should be completed based on general policies of the board of education.

In the district-wide part of the survey, you are rating the policy or program listed. Items D1 through D6 and D8 of this survey are to be rated on a scale of 0 to 4: **0 = missing, 1 = poor, 2 = fair, 3 = good and 4 = excellent.**

Facility Planning / Maintenance

D1. Long-Range Building Plan

District-wide plan that is complete and up to date, projects out at least five years, and has been recognized by both the town and the school board as the official plan.

D2. Building Plan Implementation

Long-Range Building Plan implementation is on schedule with necessary projects underway or imminent.

D3. Equipment Repair/Replacement

District has a written plan for the repair and replacement of equipment based on useful life and other appropriate factors. Plan covers all major plant and operational equipment, is most often followed in the fiscal planning of the board, and is most often funded at a reasonable level.

D4. Building Maintenance Plan

District has a written building maintenance plan which includes general cleaning schedules, major cleaning schedules, service system maintenance schedules for all major building components including roofs. Plan takes into account fiscal cycles and prioritizes activities to accommodate funding constraints.

D5. Maintenance Plan Implementation

High level of implementation with reasonable funding is approved in each annual board budget and town appropriation.

D6. IAQ Maintenance Program

The board has adopted and implemented an IAQ program with reasonable funding to sustain the program. The program has been approved at each annual board budget and town appropriation. There has been a formal adoption of an IAQ maintenance program which provides for regularly scheduled inspections, maintenance and training of appropriate personnel for all schools. The rating provided should focus on board policy, not necessarily the implementation of that policy at individual schools. Implementation of the program at individual schools is addressed in questions 45 through 49. Only comprehensive plans, such as EPA Tools for Schools, should be rated as a 4. Plans that do not provide for comprehensive inspections, maintenance and training should be evaluated with a lower rating.

D6a Board Conducted Inspection and Evaluation

If the Board of Education has conducted a uniform inspection and evaluation, the answer to the question is "Yes. If the board has not conducted a uniform inspection and evaluation, please answer "No."

D6b Availability of IAQ Inspections

If the Board of Education has made the results of the IAQ inspection and evaluation available to the public at regularly scheduled board of education meetings, the answer to the question is "Yes. If the board has not made the results of the IAQ inspection and evaluation available to the public at the board of education regularly scheduled meetings, please answer "No."

D6c Availability of IAQ Inspection and Evaluation – Board's or School's Web site

If the Board of Education has made the IAQ inspection and evaluation available on the board's or each individual school's Web site, the answer to the question is "Yes. Please answer "No" if the board has not made the IAQ inspection and evaluation available on either the board's or each individual school's Web site.

D7 Indicate any additional actions (Check all that apply)

Section 10-220 of the Connecticut General Statutes states that districts shall report on the condition of its facilities "... and the action taken to implement its long-term school building program and indoor air quality program." Please indicate any additional actions taken to increase IAQ awareness, as well as IAQ corrective and preventative measures.

D8. Green Cleaning Program

The district has a green cleaning program that includes the use of cleaning products approved by Department of Administrative Services (DAS), provides the green cleaning written statement to all staff, parents and guardians, and meets the statutory deadlines for fulfilling the requirements of the green cleaning program for all facilities in the district.

D8a Maintenance Training for Staff

Please answer whether the district has trained custodial/maintenance staff in the proper use of cleaning products.

D9. Security Risk Assessment (Yes/No)

The district has begun to prepare a security and vulnerability assessment for each school. Although the district is not required to develop a security plan at the time of this survey, the districts will be required by July 1, 2014, to develop and implement a school safety and security plan; establish a school security and safety committee and provide Department of Emergency Services and Public Protection (DESPP) with their annual fire and crisis drill reports for each school. The evaluation provided here should focus on board policy. Implementation of a plan at the facility is addressed in questions 60 through 67.