

**AGENDA**  
**SHERMAN BOARD OF EDUCATION**  
REGULAR MEETING  
WEDNESDAY, MAY 6, 2020  
7:00 PM

ZOOM:  
<https://us02web.zoom.us/j/88098692877>  
Call using phone:  
1-929-205-6099  
Meeting ID: 880 9869 2877

**Vision Statement**

**We enable all Sherman Students to become the best possible version of themselves.  
We provide an environment where our children develop into empathetic, self-directed,  
critical thinkers who don't give up when faced with challenges.**

1. CALL TO ORDER, ROLL CALL AND PLEDGE OF ALLEGIANCE
2. CELEBRATIONS
  - 2.1 Recognition of CAFE Leadership Award
  - 2.2 Superintendent's Student of the Year Award
3. PUBLIC COMMENTS
4. ADDITIONS TO THE AGENDA
5. CONSENT AGENDA
  - 5.1. Review of Minutes:
    - Minutes - Board Retreat, March 7, 2020
    - Minutes - Curriculum Meeting, March 9, 2020
    - Minutes - Regular Meeting, April 1, 2020
    - Minutes - Maintenance Meeting, April 6, 2020
    - Minutes - Policy Meeting, April 8, 2020
    - Minutes - Maintenance Meeting, April 27, 2020
    - Minutes - Special Meeting, April 27, 2020
    - Minutes - Maintenance Meeting, May 4, 2020
  - 5.2. Personnel Actions
  - 5.3. Monthly Enrollment Report
  - 5.4. Monthly Budget Report 2019-2020: Budget by Function & Summary of Funds
6. APPROVAL OF CURRENT BILLS
  - 6.1. 2019-2020 Current Bills
7. ORAL REPORTS
  - 7.1. SPTO Update
  - 7.2. Sub-Committee

- 7.3. Chair
- 7.4. Superintendent Update
  - Update on Strategic Plan
- 8. PRESENTATIONS
  - 8.1. Presentation of Distance Learning Plan 2.0
  - 8.2. Capstone Award Recipients (Tentative)
- 9. NEW BUSINESS
 

9.1 Policy 3231 - Adopt CABA sample Policy & Reg. to replace present Policy 3231	Enc 9.1
9.2 Policy 0200 - Adopt CABA sample Policy to replace present Policy 0210, 6146	Enc 9.2
9.3 Policy 5111 - Update Policy with legal Reference PA19-179	Enc 9.3
9.4 Policy 5118.1 - Update Policy with legal Reference PA19-179	Enc 9.4
9.5 Policy 7211 - Adopt CABA sample Policy to replace present Sherman Policy 7211	Enc 9.5
9.6 Policy 7454 - Adopt CABA sample	Enc 9.6
9.7 Policy 7100 - Adopt CABA sample	Enc 9.7
9.8 Policy 3516 - Update Policy and Regulations with PA 19-52 & CGS's	Enc 9.8
9.9 Policy 3517 - Update Policy and Regulations with PA 19-52 & CGS's	Enc 9.9
- 10. UNFINISHED BUSINESS
  - 10.1 Update and Possible Action Regarding Conceptual Design Services Project
  - 10.2 Food Service Update
- 11. COMMUNICATIONS
- 12. PUBLIC COMMENTS
- 13. BOARD OF EDUCATION COMMENTS
- 14. FUTURE MEETING AND TOPICS
  - 14.1 Board of Education Meeting - Wednesday, June 3, 2020 at 7:00 PM
- 15. ADJOURNMENT

REMINDER: Agenda suggestions for the next business meeting are due to the Chairperson or Superintendent by 12:00 noon May 15, 2020. Copies of the agenda enclosure are available for examination at the Superintendent's Office at the Sherman School during business hours: 8:00 AM to 4:00 PM Monday through Friday.

**Current BOE Policy**

P3231

**Business/Non-Instructional Operations**

**Medical Reimbursement for Special Education Students**

The District will ask parents of each student who requires special education, if their child is eligible for Medicaid.

If any child is eligible for Medicaid, but not a current Medicaid recipient, the district will request that the parent or guardian of that child apply for Medicaid.

If any child is eligible for Medicaid, the district will request that the parent or guardian of that child give written permission to allow the district to request Medicaid reimbursements for eligible health-related special education costs.

If permission described above is received, the district will submit claims to the State Department of Administrative Services for reimbursement of any eligible health-related cost.

If permission described above is denied, the district will terminate its efforts to secure Medicaid reimbursements otherwise applicable to the child.

It is understood that in order to be eligible to receive Medicaid reimbursements, the district must, with prior written parental or guardian permission, bill all financially liable third parties for school-based child health services provided to children. This requirement pertains to all special education students, including, but not limited to Medicaid-eligible students.

If parental or guardian permission described above is denied, the district will terminate its efforts to secure third party insurer reimbursements, including Medicaid.

Legal Reference: Connecticut General Statutes

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. (as amended by P.A. 99-279 An Act Concerning Programs and Modifications Necessary to Implement the Budget Relative to the Department of Social Services.)

**Policy adopted: January 6, 2010**

**SHERMAN SCHOOL DISTRICT**

**Sherman, Connecticut**

**CABE SAMPLE**

**DRAFT**

**P3231**

## **Business and Non-Instructional Operations**

### **Medical Reimbursement for Special Education Students**

The Board of Education (Board) will seek Medicaid reimbursement for eligible medically related services\* provided to Medicaid eligible special education students in accordance with federal and state law. The Board shall enroll as a provider in the state medical assistance program, participate in the Medicaid School Based Child Health Program administered by the Department of Social Services, and submit billable service information electronically to the Department of Social Services, or its billing agent.\* The Board may enter into an agreement with a third party or another board of education to comply with these requirements, The Board realizes that such third-party vendor agreements to provide that cost for the above services paid from, and contingent upon receipt of sufficient funds from, grants the Department of Social Services makes to boards of education based on Medicaid claims for special education services provided to District students.

The Board of Education, having a student population of less than one thousand students, may conduct a cost benefit analysis in a form prescribed by the Commissioner of Social Services to determine whether the cost to participate in the medical assistance program exceeds the revenue that would be generated for the Board. The Board, if exempted from the requirements of this policy after such cost benefit analysis, shall complete and submit such analysis to the Commissioner of Social Services every three years in order to remain exempt.

*Note: The Commissioner of Social Services is required by September 1, 2018 to develop a cost benefit analysis model and to determine the feasibility of directly certifying students as eligible for Medicaid on behalf of Boards of Education.*

The Board, as required, will determine a child's Medicaid enrollment status, and will provide written notification to the parent/guardian of the student before accessing the student's or parent's or guardian's public benefits or insurance for the first time and prior to the one-time parental or guardian consent and annually thereafter.

The Board will provide written notification to all parents and guardians of children who are Medicaid eligible and currently receiving School Based Child Health (SBCH) services under an individualized education plan (IEP) prior to obtaining parental consent and prior to the continuation of billing Medicaid for the services. The Board will obtain parental consent from all parents and guardians who are Medicaid eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA.

*\*Note: Districts can bill for health-related services that are outlined in the student's IEP. In general, services for which a school district may bill Medicaid are: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and social work services.*

Legal Reference: Connecticut General Statutes

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. (as amended by June 2017 Special Session PA[17](#)-2, Sec. 51 and PA 18-182)

42 CFR Parts 431, 433 and 440, Medicaid Program; Elimination of Reimbursement Under Medicaid for School Administration Expenditures and Costs Related to Transportation of School-Age Children Between Home and School

5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007

34 C.F.R. §300.154(d) - Individuals with Disabilities Act (IDEA)-Part B, related to parental consent to access public benefits or insurance

**Policy adopted:**

CABE SAMPLE

R3231

**Business and Non-Instructional Operations****Medical Reimbursement for Special Education Students**

The Board of Education (Board) will seek Medicaid reimbursement for eligible medically related services provided to Medicaid eligible special education students in accordance with federal and state law. The services for which the Board may bill Medicaid include audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services and social work services.

The Board will utilize the following procedures:

1. The Board of Education will determine, for each student who requires special education services and for each student who is referred to special education, if that child is eligible for Medicaid.
2. The Board will obtain a one-time written consent form the parent or guardian, after providing written notification described below, before accessing the student's or the parent's or guardian's public benefits or insurance for the first time. This consent must specify the following:
  - A. The personally identifiable information that may be disclosed (such as records or information about the services that may be provided to a particular student);
  - B. The purpose of the disclosure (such as billing for services);\
  - C. The agency to which the disclosure may be made (such as Medicaid); and
  - D. That the parent or guardian understands and agrees that the District may access the student's, or the parent's or guardian's public benefits or insurance to pay for the services.
3. The Board will provide written notification to the student's parents or guardians before accessing the student's or the parent's or guardian's public benefits or insurance for the first time and prior to obtaining the one-time parental or guardian consent and annually thereafter. The written notification must explain all of the protections available to parents and guardians under Part B of the Individuals with Disabilities Act, as described in 34 C.F.R. §300.154(d)(2) (v) to ensure that parents or guardians are fully informed of their rights before the District can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must be written in language understandable to the general public and in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

4. If any child is eligible for Medicaid, but not a current Medicaid recipient, the Board will request and assist the parent or guardian of that child with applying for Medicaid.
5. If any child is eligible for Medicaid, the Board will request that the parent or guardian of the child give written permission to allow the Board to request Medicaid reimbursements for eligible health related special education costs.
  - A. If written permission described is received, the Board will submit claims to Medicaid through the State Department of Administrative Services for reimbursement of any health related cost.
  - B. If written permission is denied, the Board will terminate its efforts to secure Medicaid reimbursements otherwise applicable to the child.
6. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid, reimbursement is strictly optional.
7. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid reimbursement, the child will receive special education services to which he/she is entitled without delay, at no cost to the parent or guardian.
8. The Board will provide written notification to all parents and guardians of children who are Medicaid eligible and currently receiving School Based Child Health (SBCH) services under an individualized education plan (IEP) prior to obtaining parental consent and prior to the continuation of billing Medicaid for the services. After such date, the Board will obtain parental consent from all parents and guardians who are Medicaid eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA.
  - A. The written notification shall be provided prior to the student's planning and placement team (PPT) meeting.
  - B. The parent or guardian shall complete and sign a consent form at the PPT meeting.
  - C. Once the district obtains this one-time consent, it is not required to obtain any further parental or guardian consent in the future. However, written notification must be provided annually.

The Board of Education, having a student population of less than one thousand students, may conduct a cost benefit analysis in a form prescribed by the Commissioner of Social Services to determine whether the cost to participate in the medical assistance program exceeds the revenue that would be generated for the Board. The Board, if exempted from the requirements of this policy after such cost benefit analysis, shall complete and submit such analysis to the Commissioner of Social Services every three years in order to remain exempt.

Legal Reference: Connecticut General Statutes

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. (as amended by P.A. 99-279 An Act Concerning Programs and Modifications Necessary to Implement the Budget Relative to the Department of Social Services and PA 18-182.

42 CFR Parts 431, 433 and 440, Medicaid Program; Elimination of Reimbursement Under Medicaid for School Administration Expenditures and Costs Related to Transportation of School-Age Children Between Home and School

5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007

34 C.F.R. §300.154(d) - Individuals with Disabilities Act (IDEA) Part B, related to parental consent to access public benefits or insurance

**Regulation approved:**



**CABE Sample**

**DRAFT**

**0200**

**Mission Goals Objectives**

**Goals for the Public Schools**

**Introduction**

The terms "goal", "objective", and "performance objective" parallel those originally published by the American Association of School Administrators.

**Goal:** "A goal statement is one step more precise than a mission statement. Many goal statements may come out of a mission declaration. Each describes a desired terminal point to be reached sometime in the future to fulfill the mission, and general directions to pursue the mission. A goal statement, likewise, remains too broad to be useful in identifying specific operational activities. A goal is seen by some as a "broad objective". It must be broken down further if its declarations and outcomes are to serve as guides to action."

**Objective:** "An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved by a major operational division of an organization over a shorter time period. It is a desired outcome that is capable of being measured with specificity."

**Performance Objective:** "Performance objectives are more sharply focused on specific objectives. Usually they describe outcomes that are measurable and achievable relatively quickly. They are likely to be set primarily for categories, departments, or units within an organization for specific administrators."

These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment.

Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

It is the responsibility of the School Administration and Staff to delineate and update those educational objectives and performance objectives which at each school level will best achieve the goals as stated, together with the means to evaluate periodically the attainment of such objectives. Only then will these goals have full meaning.

**To implement the Philosophy of the Public Schools, we accept this charge:**

1. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;
2. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;
3. to enable students to apply knowledge, problem solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;
4. to enable students to pursue independent thought and research through both assigned and self initiated projects;
5. to enable students to explore the world's cultural heritage through experiences which help to broaden social awareness;
6. to provide curricular and co curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;
7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;
8. to enable students to develop aesthetic appreciation through integral experiences in art, music, science, literature, and languages;
9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;

10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;
11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical., and technical arts;
12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;
13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co curricular activities in the social sciences;
14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;
15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;
16. to provide a safe and orderly environment conducive to the learning process.

(cf. [0100](#) Mission Statement)

**Please attach Sherman Strategic Plan**

[http://www.shermanschool.com/about\\_us/strategic\\_plan](http://www.shermanschool.com/about_us/strategic_plan)

Legal Reference: Connecticut General Statutes

[10-4\(c\)](#) Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

[10-220\(b\)](#) Duties of boards of education **as amended by P.A. 19-58**

**Policy adopted:**

**DRAFT****P5111****Students****Admission and Placement of Students: Attendance Ages**

The Board of Education shall provide education for all residents of Sherman at least five years of age as defined below and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes [10-233c](#) and [10-233d](#). Special education will be provided for children who have not attained school age and who have been identified as being in need of special education services, and whose educational potential would be irreparably diminished if such special education services were not provided.

Parents and those who have the care of children five years of age and older and under eighteen years of age are required by Connecticut law to cause any such child to attend public day school or its equivalent.

Admission of a child to kindergarten in the Sherman School requires that the child be at least five years of age no later than January 1 of the school year. Admission of a child who has not had a year of public school Kindergarten experience to first grade in the Sherman School will require that such child be at least six years of age no later than January 1 of the school year. Exceptions from routine admission may be made by the Principal on the basis of supporting evidence from physical and psychological examinations.

Children who apply for initial admission to the Sherman School by transfer from either public or non-public schools will be placed at the grade that would have been reached elsewhere, pending observation and evaluation by classroom teachers, the School Psychologist, and the Principal, and consultation with the parent. After such observations, evaluations and consultation have been completed, the Principal will determine the final grade placement of the children.

A birth certificate and statutorily required health documentation must be presented at the time of registration for all students entering the Sherman School for the first time.

Legal Reference: Connecticut General Statutes

[10-15](#) Towns to maintain schools

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247

[10-76a](#) - [10-76g](#) re special education

[10-184](#) Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, and PA 00-157

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students and **PA 19-179 An Act Concerning Homeless Students' Access to Education**

Appeals to state board. Establishment of hearing board

[10-233a](#) - [10-233f](#) Inclusive; re: suspend, expel, removal of pupils

[10-233c](#) Suspension of pupils

[10-233d](#) Expulsion of pupils

[10-233k](#) Notification of school officials of potentially dangerous students. (as amended by PA 01-176)

[10-261](#) Definitions

State Board of Education Regulations

[10-76a-1](#) General definitions (c) (d) (q) (t)

[10-76d-7](#) Admission of student requiring special education (referral)

[10-204a](#) Required immunizations (as amended by PA 98-243)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

*Plyler vs. Doe*, 457 U.S. 202 (1982)

**Policy adopted: December 4, 2013**

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

**DRAFT**

**P5118.1**

## **Students**

### **Homeless Students**

The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Legal Reference: Connecticut General Statutes

4-176e to 4-180a Agency hearings.

4-181a contested cases.Reconsideration. Modifications.

10-186 Duties of local and regional boards of education re:school attendance.  
Hearings. Appeals to state board. Establishment of hearing board. Readmission.  
Transfers. (as amended by PA 19-179)

[10-253\(e\)](#) School privileges for children in certain placements, non-resident children and children in temporary shelters. (as amended by PA 17-194)

[17a](#) 101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order.

[17a](#) 103 Reports by others.

[17a](#) 106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

[46b](#) 120 Definitions.

PA 17-194 An Act Concerning Access to Student Records for Certain Unaccompanied Youths.

PA 19-179 An Act Concerning Homeless Students' Access to Education.

McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.

Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.

**Policy adopted: April 11, 2018**

SHERMAN SCHOOL DISTRICT

Sherman, CT

**CABE SAMPLE**

**Draft**

**P7211**

**New Construction**

**Architect Selection**

The Board must continuously strive to provide new facilities and/or timely renovation that will provide the best educational environment for all students within fiscal constraints. To assist the Board in the accomplishment of this objective, an architect will be commissioned for every major building or renovation project initiated by the Board. Selection of an architect and/or construction manager for school construction projects costing more than \$10,000 is subject to a competitive bidding process.

In selecting an architect, the following criteria, including, but not limited to, will be considered:

1. Training and experience including that of partners and associates.
2. Planning ability and promptness.
3. Specification writing, accuracy and sufficiency of detail.
4. Design, appearance and utility.
5. Inspection of job effectiveness.
6. Relation with contractors.
7. Experience with government agencies.
8. Pricing for the project.
9. Experience with work of similar size and scope.
10. Organizational and team structure, including any subcontractors to be used.



11. Past performance data, including but not limited to, adherence to project schedules and project budgets and the number of change orders for projects.

12. The approach to the work required for the order or contract and documented contract oversight capabilities.

In compliance with C.G. S. [10-287\(2\)](#), a contract for architectural or construction management services must be awarded to the lowest responsible bidder from a pool of not more than four most responsible proposers after a public selection process (*effective July 1, 2020*), only after a public invitation to bid. Supporting documentation for audit purposes include newspaper invoices or advertisements, bid summaries and other documentation which supports the district's choice.

The “most responsible qualified proposer” means the proposer who is qualified by the awarding authority when considering price and the factors necessary for faithful performance of the work based on the criteria and scope of work included in the request for proposals.

The four most responsible qualified proposers shall be determined using those criteria previously listed in the requests for qualifications and requests for proposals for selecting architectural services specific to the project or school district. Such evaluation criteria shall include due consideration of the proposer's pricing for the project, experience with work of similar size and scope as required for the order or contract, organizational and team structure, including any subcontractors to be utilized by the proposer, and past performance data.

The Building Committee and Superintendent will, in addition to the criteria indicated above, interview qualified applicants for the project as part of the selection process.

(cf. 7454 – Consultant Services/Construction Management)

Legal Reference: Connecticut General Statutes

[10-287\(2\)](#) Installment payments of school building project grants. Construction contracts subject to bid. Withholding of state grant payments; conditions. Submission of final grant application. (as amended by P.A. 19-1, July Special Session)

PA 07-249 An Act Concerning Authorization of State Grant Commitments for School Building Projects and Changes to the Statutes Concerning School Building Projects

P.A. 19-1, July Special Session, An Act Concerning Authorization of State Grant Commitments for School Building Projects.

**CABE Sample**  
**DRAFT**

**P7454**

## **New Construction**

### **Consultant Services/Construction Management**

The building committee may utilize, in addition to the architect chosen for a building project, other consultant services. Such services include those rendered by construction administrators, program managers, environmental professionals, planners and financial specialists.

Costs associated with an order or contract for such consultant services are ineligible for any state financial assistance unless the order or contract has received prior approval from the Commissioner of the Department of Administrative Services (DAS).

All orders and contracts for construction management services shall be awarded from a pool of not more than four most responsible qualified proposers after a public selection process, as detailed in P. A. 19-1, July Special Session.

Such process shall, at a minimum, involve requests for qualifications, followed by requests for proposals, including fees, from the proposers meeting the qualifications criteria of the request for qualifications process. Public advertisements shall be required in a newspaper having circulation in the town, except for school building projects for which the town or regional school district is using a state contract pursuant to subsection (d) of section 10-292.

Following the qualification process, the awarding authority shall evaluate the proposals to determine the four most responsible qualified proposers using those criteria previously listed in the requests for qualifications and requests for proposals for selecting construction management services specific to the project or school district. Such evaluation criteria shall include due consideration of the proposer's pricing for the project, experience with work of similar size and scope as required for the order or contract, organizational and team structure for the order or contract, past performance data, including, but not limited to, adherence to project schedules and

project budgets and the number of change orders for projects, the approach to the work required for the order or contract, including whether the proposer intends to self-perform any project element and the benefit to the awarding authority that will result from such self-performance, and documented contract oversight capabilities, and may include criteria specific to the project.

Final selection shall be limited to the pool of the four most responsible qualified proposers and shall include consideration of all criteria included within the request for proposals. “Most responsible qualified proposer” means the proposer who is qualified by the awarding authority when considering price and the factors necessary for faithful performance of the work based on the criteria and scope of work included in the request for proposals.

Upon the written approval of the Commissioner of Administrative Services, a construction manager may be permitted to self-perform a portion of the construction work if the awarding authority and the DAS Commissioner determine that the construction manager can self-perform the work more cost-effectively than a subcontractor. All work not performed by the construction manager shall be performed by trade subcontractors selected by a process approved by the awarding authority and the DAS Commissioner.

**P7454(b)**

## **New Construction**

### **Consultant Services/Construction Management (continued)**

The construction manager’s contract shall include a guaranteed maximum price for the cost of construction. Such guaranteed maximum price shall be determined not later than ninety days after the selection of the trade subcontractors. Construction shall not begin prior to the determination of the guaranteed maximum price, except work relating to site preparation and demolition may commence prior to such determination.

All orders and contracts for any other consultant services, including, but not limited to, consultant services rendered by an owner’s representatives, construction administrators, program managers, environmental professionals, planners and financial specialists, shall comply with the public selection process as required by applicable law. No costs associated with an order or contract for such consultant services shall be eligible for state financial assistance under this

chapter unless such order or contract receives prior approval from the Commissioner of Administrative Services.

(cf. 7211 – Architect Selection)

Legal Reference      Connecticut General Statutes

10-287(3) Installment payments of school building project grants. Construction contracts subject to bid. Withholding of state grant payments; conditions. Submission of final grant application. (as amended by P.A. 19-1, July Special Session

P.A. 19-1, July Special Session, An Act Concerning Authorization of State Grant Commitments for School Building Projects

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

**Policy adopted:**

cps 10/19

**CABE Sample**

**DRAFT**

**7100**

## **New Construction**

### **Planning**

#### **Building Committees**

Whenever it is deemed necessary by the Board of Education to provide for additional and/or major facility alterations for the educational system, the Board of Education shall request the town/city to form a School Building Committee. In support of the Board of Education's request, that Board shall, through its Superintendent and administrative staff, provide the necessary educational specification which should be a part of an encompassing long-range educational plan and which should fit the organizational pattern for the school system. Other particulars in prescribing the action should include enrollment data, an outline of the general nature of the program for the particular facility which would include support facilities such as health, food, custodial, as well as communal uses and the basic equipment and site placement and requirements thought necessary.

Approval of the request by the Town's legislative body/town meeting shall signify acceptance of the need by that body and the First Selectman/Mayor shall, within 30 days thereafter, order the formation of a School Building Committee.

#### **Appointments and Terms**

The School Building Committee shall contain representatives from the Boards of Selectmen, Finance and Education. Additional community representatives may be chosen. At least one member of the School Building Committee shall be an individual with experience in the construction industry. These members shall serve through the completion of the project.

Community representatives may include:

Citizen taxpayers from the school area to be served; and a

Citizen taxpayer from the school district community as a whole; outside the school area to be served.

In addition, a Representative from the certified educational staff;

One person from the commercial and/or professional community of the town; and/or

One person from the industrial community of the town may be chosen.

A School Building Committee shall be appointed for the express purpose of one particular project. Each School Building Committee shall be designated by project name.

The duly authorized School Building Committee will continue as a complete committee regardless of changes in town government, the Board of Education, or the Board of Finance during the course of the project, except where such board representative is not reelected or reappointed the Board the person represents, in which case replacement will be made according to provisions pertaining to vacancies.

The School Building Committee shall cease and desist once the assigned project has been turned over to the Board of Education.

### **Removal, Resignation and Vacancies**

No one shall serve on this committee who has a conflict of interest because of relationship to or employment by the architect, contractor, subcontractor, owner or owners of the proposed site for the project. It is possible that a conflict of interest may arise on the part of an original member of the committee because of subsequent or future actions of the School Building Committee. If the committee finds that there is a definite conflict of interest, such member shall be removed from the committee.

In the event that a voting member is absent from three consecutive regular meetings, that member's term at the third meeting's absence shall expire and that member shall be replaced.

### **Officers**

The School Building Committee shall elect its own Chairperson and Vice-Chairperson who will preside at the meetings. The Chairperson shall be empowered to establish any necessary subcommittees.

The Superintendent of Schools, or designee, shall be the secretary to the School Building Committee and shall maintain minutes of all meetings.

## Meetings

The committee will hold at least one regular monthly meeting and may schedule other meetings as deemed necessary and called by the Chairperson of the School Building Committee. Upon the request of at least three members of the committee, a special meeting shall be held within five days of their request.

## Powers and Duties

The School Building Committee shall have the following duties and powers:

1. Investigate sites and select an architect.
2. Request the Board of Finance to appropriate necessary funds for preliminary planning and site studies.
3. Upon appropriation of such funds, hire an architect to draft plans for construction of such new school building project as shall be ordered.
4. Appoint a site committee of the School Building Committee whose duties shall be to recommend sites to the School Building Committee for approval and upon approval by the required city boards, negotiate for land and submit its findings to the real estate committee of the city council for final acquisition. *(modify process to conform to local charter provisions)*
5. Approve preliminary plans and specifications for the project; obtain approval of preliminary plans and specifications by the Board of Education; initiate filing application with the State Department of Education for review of preliminary plans and specifications; and request the Board of Finance to appropriate and/or bond necessary funds for the total project cost.
6. To analyze and approve final plans and specifications of such project; obtain approval of such final plans and specifications by the Board of Education; initiate filing application with the State Department of Education for review of final plans and specifications; and advertise for and receive bids for the construction of such project or any portion thereof.
7. Award construction contract bid to the lowest responsible bidder and, upon a majority vote of the Board of Selectmen authorizing the entering into of the necessary contract for construction of such project.
8. To be responsible for construction of such project through its agents and the Town's inspectors.

9. To examine and approve all payments in connection with the construction of such project with the advice of its agents, the project architect, and the resident inspector.
10. Analyze and approve any change orders in the approved plans for said project within the limits of the total project appropriations.
11. Have province over and final approval of all expenditures of the project, including furnishings, equipment, or other appurtenances to the buildings or grounds.
12. Select a name for the school building project thus constructed. *(Optional. The Board of Education may want to reserve this responsibility to itself)*
13. To approve and accept the completed project subject to the advice of its agents, the project architect, and the Town's inspectors.
14. Turn the building and grounds over to the Board of Education as soon as possible after final completion and acceptance.
15. Obtain the necessary clearance and approval of any local or state board or agency as may be required for any of the duties and powers so enumerated.

Nothing in this policy shall preclude state statutes or local charter. If, at any time, any part of this policy shall become contrary to the state statutes or the charter, such findings shall have no effect on the remaining sections of this policy.

Legal Reference: Connecticut General Statutes

[10-283](#) Application for grants for school building projects. (as amended by P.A. 19-1, July Special Session)

P.A. 19-1, July Special Session, An Act Concerning Authorization of State Grant Commitments for School Building Projects

**Policy adopted:**



**DRAFT**

**P3516**

## **Business/Non-Instructional Operations**

### **Safety**

It shall be the responsibility of all school personnel to be alert to any hazard within or outside school buildings which may jeopardize the safety of school children, school employees, or the public; and it shall be the responsibility of all school personnel to report promptly to the nearest school authority any condition, incident, or suspicion which in their judgment warrants investigation. Nothing stated herein is intended to conflict with the jurisdiction of teachers in supervision of students or the authority of the Principal in implementing policies of the Board of Education.

Precautionary measures against fire, explosion, or other hazards shall be established together with appropriate instructions and drill for students and other school personnel in procedures to be followed in the event of an emergency.

A School security and safety committee shall be established in accordance with the provisions of C.G.S. 10-222m. Procedures for local law enforcement and other local public safety officials to evaluate and provide feedback pursuant to C.G.S. 10-231 shall be established.

Precautionary measures for the safety of students on roads and highways in the vicinity of the school building shall be established and observed.

Precautionary measures for safety of students within school buildings shall be established and observed. For example, rules established by administrators in charge shall be written for the purpose of;

1. Preventing the accumulation of materials which are flammable, noxious, or otherwise dangerous unless adequate, safeguards are provided; and
2. Keeping walkways clear of snow, ice, or other obstructions and safe for pedestrian traffic at all times.

Legal Reference: Connecticut General Statutes

[10-203](#) Sanitation

[10-207](#) Duties of Medical advisers

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee.

10-222m School security and safety plans. School security and safety committees

10-222n School security and safety plan standards

[10-231](#) Fire Drills

[29-389](#) Stairways and fire escapes on certain buildings.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

P.A. 19-52 An Act Concerning School Security

**Policy adopted: January 8, 2020**

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

**R3516**

## **Business/Non-Instructional Operations**

### **Fire/Fire Drills**

In the event that a fire is discovered in any of the school facilities, the signal to evacuate the building shall be given immediately and the Fire Department called to relay any available information concerning the nature of the emergency.

The Principal of the Sherman School shall hold at least one fire drill each month in which all students, teachers, and other employees shall be required to leave the school building.

1. Students must leave the building in an orderly and rapid manner and assigned personnel are required to check to ascertain that no student remains in the building.
2. Since an actual emergency may require the use of an alternate exit(s), teachers must be prepared to select and direct their classes to an alternate exit(s) in the event the designated escape route is blocked.

3. A record shall be kept in the Principal's office of each fire drill conducted and made available to the Fire Marshal for inspection, upon his request.

The Principal and teachers shall recognize that the essential element in any emergency is the prevention of panic. The Principal and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

[10](#)-231 Fire drills

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

P.A. 19-52 An Act Concerning School Security

**Regulation approved: January 8, 2020**

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

**DRAFT**

**P3517**

## **Business and Non Instructional Operations**

### **Security of Buildings and Grounds**

Buildings constitute one of the greatest investments of the school district and the community. It is in the best interest of students and taxpayers to protect that investment adequately.

1. Developing at each school, in compliance with the requirements of **C.G.S. 10-222m** a school security and safety plan, in partnership with other community groups, including, but not limited to, law enforcement, fire safety officials, emergency medical services, as well as health and mental health professionals. Such plan shall be based upon the school security and safety plan standards developed by the Department of Emergency Services and Public Protection (DESPP) **pursuant to C.G.S.10-222n.**
2. Training and practice necessary and essential for implementation of the crisis response plan. Law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills, **pursuant to C.G.S.10-231.**
3. Controlling access to school grounds and facilities.
4. Conducting a security and vulnerability assessment for each District school every two years.
5. Submitting annual reports to DESPP regarding fire drills and crisis response drills.
6. Establishing a School Security and Safety Committee at each school, responsible for assisting in the development of the school's security and safety plan and its implementation. (membership as required by **C.G.S. 10-222k** )
7. Minimizing fire hazards.
8. Reducing the probability of faulty equipment.
9. Guarding against the chance of electrical shock.
10. Keeping records and funds in a safe place.
11. Protecting against vandalism and burglary.

The Superintendent of Schools is directed to establish such rules and regulations as may be needed to provide for security as outlined above. (Refer to Policy [3515](#))

Legal Reference: Connecticut General Statutes

[29-389](#) Stairways and fire escapes on certain buildings.

P.A. 13-3 An Act Concerning Gun Violence Protection and Children's Safety

P.A. 19-52 An Act Concerning School Security

10-220f Safety Committee

10-222m School security and safety plans. School security and safety committees.

10-222n School security and safety plan standards.

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee.

**Policy adopted: September 6, 2017**

SHERMAN SCHOOL DISTRICT

Sherman, CT