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The Report of the
Year-Round Utilization of
School Facilities Task Force

August 1992

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DEPARTMENT OF EDUCATION

Telephone (207) 287-5800

Marjorie Murray Medd, Chair
State Board of Education
Augusta, Maine 04333

Dear Ms. Medd:

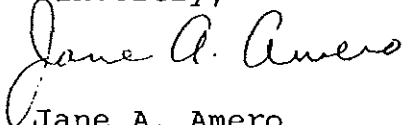
We are pleased to forward to the State Board of Education the report of the Year Round Utilization of School Facilities Task Force, Moving Ahead Now.

The Task Force has attempted to recognize the many community activities which take place in school facilities across the state and to provide the policy, administrative and organizational framework for even greater use in the future. Increased utilization can begin with local discussions about school facilities as community buildings. That discussion, we believe, can lead to formal policies and procedures which will encourage greater use of the school facilities by individuals, businesses, civic organizations and community groups.

The Task Force has also begun a dialogue on the topic of year-round education as a means of increasing school facility utilization. During its deliberations, the Task Force recognized that year-round education requires discussion and investigation which goes beyond the scope of the Task Force's charge. For that reason, the Task Force encourages the State Board of Education to consider the establishment of a new charge, specifically directed at this important topic.

In conclusion, we want to express the appreciation of Task Force members for the opportunity to examine the existing and potential use of school facilities in Maine. It was an invigorating experience for all of us!

Sincerely,



Jane A. Amero
Co-Chair



Polly S. Ward
Co-Chair

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INTRODUCTION

We are all participants in a dynamic, world society - a society characterized by rapidly increasing amounts of information to learn and use, with political and economic changes which affect our daily lives, and with societal need for a replacement of the provincial view of the past with a world view of the present and future. Our individual and collective challenge is to develop the opportunities in our local communities that ensure access to the knowledge and skills needed to live in the world as it has developed and as it evolves.

Existing institutions have the capacity to deliver those opportunities. Prominent among those institutions is the school and its resources. The school can provide:

- ▶ educational experiences for people of all ages throughout the year;
- ▶ broadened leisure and recreational activities;
- ▶ increased accessibility to social and community services;
- ▶ vocational and avocational exploration by children, youth and adults;
- ▶ increased community awareness of educational changes;
- ▶ business/industry and school partnerships.

The potential for developing those opportunities is already being tapped in many communities but schools and communities must jointly work to develop a collective philosophy and policies that can be translated into action.

"The idea of a community school - in which the school is a community center for citizens of all ages, providing health and welfare programs, child care, senior citizen services, and a full range of cultural, educational, and recreational services - will grow in importance."

C. William Brubaker. "These 21 trends will shape the future of school design" The American School Board Journal April 1988 p. 32.

PERCEPTION

"...RESTRICTIVE SCHOOL POLICIES....HAVE THE EFFECT OF SEPARATING THE COMMUNITY FROM ITS EDUCATIONAL CENTER."

A common perception is that school facilities are public buildings which sit idle a great deal of the time. People generally see public schools as buildings which are designed and used exclusively for day programs and for children between the ages of 5 and 18. Even with the recognition that adult basketball, local scouting troops, adult education and town meetings sometimes take place in the school buildings, the perception persists that such activities are, in fact, interlopers in the physical domain primarily built to house public education for our children.

Often that perception is reinforced by a school system which has restricted or prohibited the use of the school facilities for other than day program activities. That restrictive or prohibitive stance has sometimes been taken as a result of past, negative experiences with "outsiders" using the school. Unfortunately, school buildings have occasionally been the target of mistreatment and vandalism by those using the facilities outside regular school hours. Educational materials, equipment and library books, bought and paid for by the taxpayer for instruc-

tional and extra-curricular purposes, have been abused by people not connected with the day program. Teachers and administrators have had to deal with the results of this abuse and with the feeling that their space has been invaded.

Philosophical and legal concerns about the use of public buildings have created restrictive school policies which have the effect of separating the community from its educational center. The legitimate concerns of school personnel for public building and property security, the potential misuse of public educational materials and the threat of liability have left many residents with the impression that school buildings are for day programs and the child and youth populations only. Add to this perception the fact that many schools are "owned" by a school administrative unit rather than the municipality in which it is located and the sense of the school as a community building is even further eroded, leading to the feeling among people in the community that the building can not be viewed as a "community center."

"Usually a school is for one purpose: to house formal education programs for students from kindergarten through high school. It is owned, managed, and paid for by the local school district. Often, the school board also permits other groups to use parts of the building for meetings, plays and concerts, recreation and the like - usually on a rental basis, but sometimes without cost."

*A Concerned Citizen's Guide to
Community School Districts. Educational
Facilities Laboratories 1978 p. 9.*

REALITY

"SCHOOL BUILDINGS OFTEN REPRESENT THE CULTURAL, RECREATIONAL AND POLITICAL, IN ADDITION TO EDUCATIONAL, CENTER OF THE COMMUNITY."

In spite of the perception recorded on the previous page, it is a fact that many school facilities are in use well beyond the end of the regular school day and during times of the year when the regular school program is not in operation. Pass by most school buildings at night or during the weekend, holidays and summers, and there will be a myriad of observable activities taking place. Those activities include both traditional education (i.e., adult education, college courses, science fairs, parent-teacher organization meetings) and non-education related (craft fairs, health clinics, adult and child day care) programs. While many activities require the facilities usually associated with a high school building (i.e., gymnasium, auditorium, computer room), many elementary schools can, and do, support a wide variety of community programs. A sample list of activities currently being held in Maine schools is included in the Resource Guide.

In many cases, the use of school facilities by community organizations and non-school groups is not a result of a carefully thought out policy discussion and administrative decision making process within the school district. Generally it happens because the school building is one of the few, if not the only, "community buildings" within the municipality. Many small communities have no other public facilities for their gatherings, be they family reunions, town meetings or recreation programs.

The school building is where the local repertory group presents the town's anniversary play, where the nighttime basketball games and quilting classes are conducted, and where the "candidates

night" is held. The school provides space for local self-help group meetings, wedding receptions and family reunions. A town office may have been added at local expense when the new music room, library and classroom were constructed.

"Shared use of facilities offers clear financial advantages to the participating groups. For schools, it is an alternative to the no-win choices many areas face: close school buildings or lay off teachers. In the last few years, many communities have gone through bitter struggles over school closings. Joint use of a school is a reasonable alternative to closing it, and it is one that probably would be much more popular."

*Joseph Nathan.
Improving Public
Schools Within
Existing Resources
August 1984 p. 7.*

In large municipalities, written agreements between the school system and social service agencies result in the school facilities being used for a week long "adult day care" program during the summer, or the Saturday "well baby clinic" five times a year. Local funds have built community swimming pools, public libraries, community rooms and

health clinics as part of a school construction project. School boards have adopted policies encouraging community use of the school facilities and defining the conditions for non-school related activity use.

The concept of the school as a "community building" generally does not just happen within a municipality. For many adults, the school building is a symbol of their earlier experiences with education, which may not have been positive. As a result, many adults consider themselves estranged from the school environment. Going to the school as an adult may also be an intimidating

experience for many individuals, whether the journey is to receive a child's report card or to attend a small engine repair class. Adults must often learn that the school is a legitimate place for their activities as well as those designed for their children. The adult's attitude toward the school and perception of the school building often needs to be changed. A spirit of openness and acceptance must be generated and reinforced. The school system is primarily responsible for involving the community in changing the adult's attitude toward and perception of the school building as a "community center."

LEADERSHIP

If a school district is committed to increased community use of school facilities, it must provide leadership to encourage and enable the translation of that commitment to action. At least three major steps will assist in attaining that goal:

1. Adopt a policy committing the school system to community use of school facilities;
2. Assign the responsibility of scheduling school facilities to an identifiable, accessible individual; and,
3. Develop an on-going publicity plan which promotes the school facilities as "community buildings."

Throughout the process of policy development, it is critical to involve potential users, including parents, civic organizations, local government officials and other community groups. An inclusive policy development process encourages the identification and examination of potential facility use which is consistent with the use of public buildings. The inclusion of potential users heightens the credibility of the process and increases the support of the product. In addition, it can be seen as an educational experience for those involved. People begin to realize the extent to which the school facilities can be used by themselves and others.

Throughout the policy development process, consideration should be given to at least the following:

- ▶ the liability of the school district for personal and property damage;
- ▶ the establishment of fee schedules for profit and non-profit organizations or groups;
- ▶ the disposition of funds which

may be generated through facility use; and

- ▶ environmental issues which enable activities to be held in school facilities on a year-round basis (i.e., heating/air conditioning, maintenance scheduling, security of premises).

Policies encouraging community involvement generally include at least the following provisions:

1. A philosophical statement expressing the school system's commitment to the use of school facilities by community groups. Often this provides a rationale for both the publicity and the administration of community use.
2. Conditions under which the school facilities can (or can not) be used. Examples are that schools often can not be used during the two weeks prior to the fall opening of school, or that Tuesday and Friday nights are not available during basketball season. Restrictions on particular types of activities (i.e., smoking, consuming alcoholic beverages) may also be included.
3. Costs, if any, for the use of the facilities. It is not unusual for the school system to require payment for additional costs incurred, such as custodial or security services, or an administrative fee to cover heat and light costs.
4. Procedures for requesting and scheduling of school facilities. Administrative responsibility may be designated for individual buildings and grounds or for the entire school property. The scheduling of community events is generally assigned to an identified individual or office.

5. Provisions for a periodic assessment of the community needs relating to the use of school facilities. This responsibility is often assigned to the individual identified to schedule community events.
6. Procedures for publicizing the availability of school facilities which may include direct contact with local groups and organizations, and the use of the media through feature stories, editorials and public service announcements.

After a school board has adopted a policy, it is necessary to ensure easy access to the schools by assigning the responsibility of scheduling the building's use to an easily identifiable and accessible individual. Having one person responsible for the scheduling of

a facility enables community people to access the school facilities with a minimal expenditure of time and energy. It also portrays an image of organization and coordination within the school district which can have a positive public relations value.

Getting the word into the community that the school facilities are available for other than the day school program is often left to the "community grapevine." To encourage the use of the school facilities by the community, school administrators must actively seek out potential users. Contacting municipal government officials, recreation department personnel, local industry and business groups, and social service agencies must be done formally and consistently because leadership positions frequently change and the space needs may fluctuate within any twelve month period.

"By demonstrating your determination to make full use of existing facilities, you can increase public awareness of unmet educational needs and the benefits that pupils and communities have at stake in meeting needs."

"Adequate year-round community schools can make better use of facilities. But they can do much more than that: they can provide better education for more people. The strength of an all-year community school grows from the logic with which it enables youth and adults to better pursue contemporary needs and potentials."

"More intensive use of existing facilities for such purposes can provide more citizens with experiences demonstrating that school are beneficial. This will increase public confidence in school and show the need for additional facilities when they are required."

*Year-Round Community Schools: A Framework for Administrative Leadership.
American Association of School Administrators 1973 pp. vii, 2, 3.*

IMPLEMENTATION

"...THE SUCCESSFUL IMPLEMENTATION OF A COMMUNITY USE POLICY DEPENDS UPON SCHOOL PERSONNEL."

Developing a policy for and encouraging the use of school facilities as community centers does not ensure greater utilization by community organizations. The most profound change, and the change which is key to the successful implementation of the policy, is the acceptance of the policy and the required adjustments to be made by the day program staff.

Administrators, teachers, custodians, secretaries, kitchen and cafeteria workers and other day program staff have developed an ownership of the school facilities specific to their roles and needs which must be addressed and changed if a community use policy is to be successfully implemented. Even in communities where current community use is high, it is not unusual for that use to be restricted to certain spaces within the facilities. Many school buildings are designed or have been renovated with "public access areas," such as the library, auditorium or gymnasium, while the classrooms are reserved for "educational" purposes. This dichotomy often reinforces the attitude that education, and the building in which education takes place, is primarily for children between the ages of five and eighteen and happens between the hours of eight (or nine) o'clock in the morning and two (or three) o'clock in the afternoon. Merely passing a community use policy and encouraging community use of school facilities will not automatically change that attitude.

There is no doubt that the use of school facilities by community organizations requires an adjustment on the part of day program staff. Custodians' schedules often have to be changed to accommodate the longer hours the building is occupied and rooms are used.

Administrative offices sometimes have to remain open to those using the building so that phones, first aid material and some instructional equipment are accessible. There may be concern that increased use will result in the increased depreciation of equipment and facilities. Greater use of the facilities may also impact the school budget, even if those costs are offset by revenues generated by the community use.

"Although today's centers have more often resulted from specific opportunities and pressures, tomorrow's centers may result from more systematic planning. It is becoming more widely recognized that the forces prompting development of such centers affect all segments of communities. At the same time we have finally learned that system-wide planning can also be neighborhood and community based, that decentralized delivery of services is not incompatible with centralized planning and funding."

*Planning Community School Centers
Educational Facilities Laboratories
1978 p. 7.*

School boards and administrators can anticipate these conditions and take steps to address or avoid them. Involving those affected by the change in the development of the policy enables them to feel a part of the change, even if the initial ... or final ... decision is made by others and is not theirs alone. Involvement in the early stages also allows compromises to take place during the process, when entrenchment is less severe, rather than at the end of the process when dichotomous positions diminish the possibility of compromise.

Change of any kind can be difficult, but being part of the planning for the change can reduce or moderate the anxiety and increase the acceptance of the proposed change. Acceptance can be heightened

by the recognition that the change is not unique to the school and school district. Visiting schools which have extensive community use can help create a greater comfort level with the proposed change. It also allows the staff to avoid specific, negative circumstances experienced by others who have implemented a community use policy.

Ultimately, the successful implementation of a community use policy depends upon the school personnel. The willingness of administrators, teachers and staff to adjust to schedule changes and share ownership of the school facilities will have both a perceived and real impact on community use of the schools. Day program staff have the ability to make community use of school facilities a reality, translating policy into action.

YEAR-ROUND EDUCATION

"YEAR-ROUND EDUCATION....BRINGS WITH IT CONSIDERABLE EDUCATIONAL BENEFITS BEYOND THE YEAR-ROUND USE OF THE FACILITIES."

In most communities, the traditional school year begins just before or after Labor Day and ends during the first two weeks of June. This schedule has its origins in the agrarian society of the 1800's when children were needed to provide labor on the farms. Although farm labor is no longer an economic and social necessity, the traditional schedule persists, resulting in ten to twelve weeks of time when schools are not in session and school buildings are not used to their full capacity, if at all. An exception to this traditional school schedule can be found in a number of high schools in Aroostook County where, because of the annual potato harvest, school begins in early August and is recessed during a three to four week period in late September and early October. Few people, however, in Aroostook County or elsewhere in the state, have recognized this as an example of year-round education.

The greater use of school facilities and year-round education support one another because school buildings and resources are used on a continuous, throughout the year basis. One way of ensuring that school facilities are used on a year-round basis is to schedule the regular, day school program for a longer period of time during the calendar year. While Maine state law and Department of Education rules require that school be in session for a minimum of 180 days, at least 175 of which must be student attendance days, school administrative

units have the option of adding more days to the school year. For instance, beginning with the 1991-1992 school year, the Commissioner of Education adopted a 200-day school calendar for the schools in Maine's unorganized territories. This impacted seven schools, with 26 teachers and 312 students. In addition, a number of school systems, including the Yarmouth school department, have increased the 1992-1993 school year to 185 days.

A second way of increasing the use of school facilities is to adopt a schedule, with either the same or more school days, which provides more frequent but shorter vacation periods. For example, a community could choose to run a schedule of three sessions with twelve weeks of school (60 days) separated by three week vacations (15 days). Day programs of enrichment, remediation or reinforcement could operate during the vacation periods. If this plan included a longer school year, additional days could be added to each session or a fourth, shorter session could be added to the school year.

Year-round schedules can also be a response to the demand for new facilities caused by rapidly increasing student enrollments. A school with a 400 student capacity, with a projected enrollment of 500, can support an educational program for all 500 students by adopting a year-round schedule which assigns students to five groups of

100 students and requires only four of the groups to be in attendance at any one time. By staggering the attendance of the five groups, each group attends school for a six-to-twelve week session with a three-week vacation between sessions. This realignment of the school schedule results in the same number of student attendance days and vacation days as the traditional school year, but distributes them differently over the entire calendar year. Teachers are assigned by student groups and have the same attendance and vacation schedule as the students. Traditional holidays, such as Labor Day, Christmas and Memorial Day, are built into the calendar for all students.

Year-round education, in whatever form it takes, brings with it considerable educational benefits beyond the year-round use of the facilities. Student education is no longer interrupted by long summers of absence from learning because there are more frequent but shorter vacation periods. This enhances learning retention and reduces the need for extended review of material when school resumes. It provides more time for attention to individual student needs and interests, the introduction of new information and the reinforcement of learning skills. An educational benefit of more frequent but shorter vacations is that both staff and students are provided periods of separation which allow time for refreshment of spirit, renewal of energy and refocusing of learning.

A year-round educational schedule also recognizes and responds to societal changes which have taken place in recent years. Employed and retired persons experience a degree of mobility unknown fifty years ago. As a result of this mobility and the opportunities for vacations and travel other than during the summer, families now vacation

during all four seasons and travel to places remote from their home. It is not unusual for children to be taken from school during the winter months for a family vacation to warm climates, theme parks or ski areas. A year-round schedule allows greater flexibility in family vacationing without interfering with the children's education.

Year-round scheduling also reflects the reality of student employment. Often high school students must compete with their college counterparts for summer jobs. Year-round schools provide alternatives to regular, part-time or seasonal employment by allowing shared positions and employment for shorter blocks of time, a potential benefit to both employer and employee. It potentially can reduce the incidences of student-employees, especially high school students who find it necessary to be both a full-time student and full-time wage earner.

An additional benefit of year-round education is that there are fewer long periods of unsupervised, undirected leisure time for students. Ten to twelve weeks of a summer vacation can produce listlessness, boredom and the involvement in less than desirable activities, causing problems for individuals, families and communities. Shorter, more frequent vacations provide schools and recreational departments with manageable time slots for which structured activities, both educational and recreational, can be planned.

Implementation of a year-round school schedule requires a tremendous amount of school and community planning. It should begin with an assessment of the educational needs of the community, including the societal forces which influence those needs. Examples of these influences include the seasonal

nature of available employment for youth and adults, the nature and amount of needed remedial and enrichment services, and the extent of summer transiency of the town's residents. It should also include an assessment of the desirability of the identified benefits of a year-round schedule.

Researching the philosophy and practices of year-round education should follow this assessment, with particular attention being given to whether a year-round educational program is an appropriate way of addressing the identified needs. The research should be both literature and example based, drawing on the writings of advocates and detractors, as well as on the experience of other communities. This phase should be conducted by a group representative of the school, local businesses, and the community at large, involving as many of the major decision-making and influencing individuals and groups as possible. The purpose of this phase is to both educate the participants

and develop a basis for later decisions concerning changes in the school schedule, which will impact more than just the students and staff.

Based on the research conducted and presented by this group, the school board or committee should determine the feasibility of adopting a year-round schedule. It should provide sufficient time and opportunity for community reaction and contribution to the decision. It should also ensure that, if the change in schedule is to be made, adequate planning time is included.

Throughout the entire process of initiating, proposing and implementing a change such as year-round education, the readiness of the school and the community to participate in such a dramatic change must be established and supported. Information must be collected and disseminated, advocates must be identified and engaged, and planning must be open and receptive to community input.

"But what really sells us on year-round schools are the educational benefits. Because students' education is not interrupted by a long summer break, they are retaining more of what they learn, and at-risk students who need extra reinforcement don't seem to fall as far behind the other kids. Teachers report less class time reviewing what kids have forgotten over vacation. And both students and teachers aren't 'burned out' by the long school year. Instead, they come back from their mini-vacations with renewed enthusiasm and energy."

Carole A. Parrish. "Year-round schooling makes financial and economic sense" The American School Board Journal October 1989 p. 34

RESOURCE GUIDE TO THE UTILIZATION OF SCHOOL FACILITIES

The Year Round Utilization of School Facilities Task Force recognized from its inception that many school facilities in Maine are currently being used by community organizations, civic groups, business and industries and a host of individuals when the day program is not in session. Town recreation departments, senior citizen organizations, self-help groups and adult education classes regularly use the school buildings for their programs.

While a full assessment of facility use was beyond the scope of the Task Force's charge, two processes were designed to collect information about current community use. First, Task Force members were asked to identify the utilization of the schools in the municipalities in which they lived. This data was particularly helpful to Task Force members who did not work in schools and who had to seek the information from local school personnel.

The second source of data was a series of four public forums, held in Fort Fairfield, Holden, Oxford and Buxton, during the months of October and November 1991. Though sparsely attended, the forums produced a great deal of enthusiasm among the participants as they shared their information and took home ideas from other communities.

The resources identified on the next five pages are not meant to be a complete

listing. They are presented to represent the kind of utilization of school facilities currently taking place and to provide a starting place for communities and schools interested in exploring greater facility utilization.

"...the schools can't, by themselves, solve all the problems or deal with all the societal challenges.... The problems themselves and the solutions go 'beyond the schools.' That's why comprehensive, pervasive collaboration of the public schools with all the other resources servicing youth in the community is absolutely necessary for the future success of our society."

*Richard D. Miller and
Thomas A. Shannon.
"Foreword" Beyond
the Schools: How
Schools and Com-
munities Must Col-
laborate to Solve the
Problems Facing
America's Youth
1991 p. 1.*

COMMUNITY SERVICES

"COMMUNITY SERVICES" refers to the use of school facilities by individuals or organizations which provide services to selected populations within the community, or to the community at large. Generally, these organizations do not operate facilities of their own, and rely on schools or other public buildings for meetings and other special events. Use of school facilities may be arranged on a regularly scheduled basis, or on an event-by-event basis. Examples include:

Town meetings, selectman's meetings voting:

*Capitol Area Vocational Center
Augusta, Maine
Contact: Richard Kidder, Director*

Senior citizen meals program:

*Fort Fairfield Elementary School
Fort Fairfield, Maine
Contact: Jeannette Condon, Principal*

Before/after school child care programs:

*Marcia Buker School
Richmond, Maine
Contact: Deborah Soule, Principal*

Community club meetings:

*Lubec High School
Lubec, Maine
Contact: Chester Hubbard, Principal*

Political functions:

*Lewiston schools
Lewiston, Maine
Contact: Robert Connors, Superintendent*

Hostel programs:

*Oxford Elementary School
Oxford, Maine
Contact: Maurice Kautz, Principal*

Operating under the influence programs:

*Holbrook School
Holden, Maine
Contact: Ralph Russell, Principal*

Self-help groups:

*Sumner Memorial High School
East Sullivan, Maine
Gary Shorette, Principal*

EDUCATIONAL SUPPORT

"EDUCATIONAL SUPPORT" refers to the use of school facilities which is planned and implemented by individuals or organizations other than the public school system, but which support the school's educational program. While generally directed to the students of the particular building, these programs may be offered to students in other schools as well. Examples include:

Parent/volunteer "publishing company":

*Holden Elementary School
Holden, Maine
Contact: Lester Butler, Principal*

After school homework assistance:

*Bangor schools
Bangor, Maine
Contact: Robert Ervin, Assistant Superintendent*

Summer "academy" for non-traditional career exploration:

*Oxford Elementary School
Oxford, Maine
Contact: Maurice Kautz, Principal*

Summer library program:

*Bonny Eagle Middle School
Buxton, Maine
Contact: Paul Vincent, Principal*

RECREATION

"RECREATION" refers to the use of school facilities for community recreational activities. Those activities are generally planned and implemented by individuals or organizations representing the larger community. Activities often are for specific age levels (from children to adults), or may be designed as intergenerational events. Use may include both indoor and outdoor facilities. Examples include:

YMCA-sponsored aerobics:

*Holden Elementary School
Holden, Maine
Contact: Lester Butler, Principal*

Community recreation department activities:

*Waterville schools
Waterville, Maine
Contact: Albert Hall, Superintendent*

Summer sports clinics:

Portland schools

Portland, Maine

Contact: Frank Ingerowski, Director, Summer Programs

Community roller skating:

Lubec High School

Lubec, Maine

Contact: Chester Hubbard, Principal

SOCIAL ACTIVITIES

"SOCIAL ACTIVITIES" refers to the use of school facilities for activities which are primarily social in nature. These activities provide an identified population with a meeting place in which to hold its social events. Use of the facility may be arranged on a regularly scheduled basis, or on an event-by-event basis. Examples include:

Scouts:

Waterville schools

Waterville, Maine

Contact: Albert Hall, Superintendent

Reunions and receptions:

Holden Elementary School

Holden, Maine

Contact: Lester Butler, Principal

Parent/community pot luck suppers:

Fort Fairfield Elementary School

Fort Fairfield, Maine

Contact: Jeannette Condon, Principal

Senior citizen lunches:

Middle School of the Kennebunks

Kennebunk, Maine

Contact: Sandra Caldwell, Principal

HEALTH

"HEALTH" refers to the use of school facilities for activities primarily directed to the prevention and/or treatment of health problems of identified populations or the community at large. Activities are often sponsored by regional health agencies or local hospitals. Examples include:

Health fairs:

*Mt. Desert Island High School
Mt. Desert, Maine
Contact: Lawrence Coughlin, Principal*

Community immunization clinics:

*Maine Vocational Region #11
Norway, Maine
Contact: James McKinney, Jr., Director*

Wellness clinics:

*Easton Elementary School
Easton, Maine
Contact: William Braun, Superintendent/Principal*

LEISURE ACTIVITIES

"LEISURE ACTIVITIES" refers to the use of school facilities for activities designed by individuals which focus on cultural or social events, often involving multi-generational populations from the community. Examples include:

Community band rehearsals/performances:

*Bangor High School
Bangor, Maine
Contact: Norris Nickerson, Principal*

Agricultural pageants and festivals:

*Fort Fairfield Elementary School
Fort Fairfield, Maine
Contact: Jeannette Condon, Principal*

Community theater:

*Mountain Valley High School
Rumford, Maine
Contact: Richard Blackman, Principal*

Square dancing:

*Oxford Elementary School
Oxford, Maine
Contact: Maurice Kautz, Principal*

PERSONAL/PROFESSIONAL DEVELOPMENT

"PERSONAL/PROFESSIONAL DEVELOPMENT" refers to the use of school facilities for activities organized by individuals or organizations focusing on educational, generally work-related, topics for groups outside as well as inside the public school system. School facilities are the settings for instruction provided by other profit or non-profit organizations. Examples include:

Karate lessons:

*John Bapst Memorial High School
Bangor, Maine
Contact: Joseph Sekera, Principal*

Sign language workshops:

*Baxter School for the Deaf
Falmouth, Maine
Contact: Kathleen Fries, Superintendent*

College/university courses:

*Augusta schools
Augusta, Maine
Contact: H. Graham Nye, Superintendent*

Business/industry seminars/classes:

*Lewiston schools
Lewiston, Maine
Contact: Robert Connors, Superintendent*

SUMMARY

WHAT WAS THE TASK FORCE'S CHARGE?

The Year Round Utilization of School Facilities Task Force convened for its first meeting on August 16, 1991, with the following charge put forth by the State Board of Education:

The purpose of the study is to assist school systems to:

- 1. examine the use of schools, including architectural design issues, in the implementation of Maine's Common Core of Learning in order to prepare Maine people for the 21st century;*
- 2. encourage the use of schools by a greater diversity of people - make the schools community centers;*
- 3. examine the use of school facilities for educational programming on a year-round basis;*
- 4. create options and determine existing models of school use for all learners;*
- 5. provide for greater use of school facilities - both year-round and daily;*
- 6. establish schools as centers for providing services other than education that students need;*
- 7. analyze the fiscal impact of school facilities as community investments; and,*
- 8. appraise incentives for school consolidation.*

HOW DID THE TASK FORCE CARRY OUT THAT CHARGE?

In fulfilling its purpose, the Task Force held three additional meetings (September 27, 1991, January 17, 1992, and June 26, 1992) and four public forums (October 29 in Holden, October 30 in Fort Fairfield, November 13 in Oxford and November 14 in Buxton).

The agenda of each Task Force meeting included presenters representing programs illustrating community use of school facilities. Those presenters were:

1. Raymond Poulin (Superintendent of Schools), Norman Higgins (Principal, Piscataquis Community High School), Robert Lilienthal (Adult Education Director), and Peter Myrick (Special Education Director), M.S.A.D. #4, Guildford, Maine - R. J. Reynolds Nabisco Grant
2. Richard Sherwood, Maine State Planning Office, Augusta, Maine - Maine Demographics

3. James McKinney, Jr., Director of Vocational Region #11, Norway, Maine - Career Advancement Centers
4. Lyndon Keck, Principal Architect, Portland Design Team, Portland Maine - Design Issues Related to Community Use
5. Ronald Barker (Superintendent of Schools), Gloria Hanson (school nurse, Bonny Eagle High School), Lauren Cyr (Program Director, Adolescent Health Center, Bonny Eagle High School), M.S.A.D. #6, Standish, Maine - Adolescent Health Center Program
6. Kenneth Dixon, Chair, M.S.A.D. #48 Board of Directors - Involvement of the Community
7. L. Dianne Locker, Program Specialist for Year-Round Education, Orange County School Department, Orlando, Florida - Year-Round Education

The public forums were designed to collect the following information:

1. Current utilization of school facilities;
2. Potential utilization of school facilities;
3. Barriers to greater utilization; and,
4. Supports for greater utilization.

Local community participation at the forums was minimal. However, those attending provided a significant amount of information concerning current community use and energetic discussion ensued about what is and what could be.

In addition, staff collected and disseminated books and articles concerning use of school facilities and year-round education to Task Force members.

WHAT WERE THE TASK FORCE'S CONCLUSIONS?

The Task Force concluded that:

1. There is a general perception that the state's school facilities are not recognized and, therefore, not well utilized as community buildings.
2. Many school districts have encouraged community use of school facilities, resulting in creative and varied opportunities for civic groups, business and industry and community organizations. The size of the school district did not appear to influence the community's access to school facilities.

3. Community use of school facilities is primarily on a request basis, without a philosophical or policy foundation which is understood and supported by school boards, administrators, teachers, other local and state public officials and the general public.
4. Increasing community use of school facilities must have a philosophical and policy basis as well as effective and publicized administrative procedures.
5. A longer school year and year-round education generally elicit emotional responses from educators and the public alike. That emotional response seems to be based on resistance to change from the traditional, agrarian-based school calendar, and on the perception that the school is restricted in use for day programs. However, the educational and societal benefits of both options warrant further investigation at both the state and local levels.

"The speed of change depends on the commitment of the 'changemakers' and how quickly the broader group is exposed to the new ideas and becomes willing to adopt them."

*The One Place: A New Role for
American Schools The Young and
Rubicon Foundation 1991 p. 99.*

ADDITIONAL RESOURCES

ASSOCIATIONS:

National Association for Year-Round Education
Charles V. Ballinger, Executive Director
P.O. Box 11386
San Diego, CA 92111
(619) 276-5296

Florida Association for Year-Round Education
Florida School Boards Association
203 South Monroe Street
Tallahassee, FL 32301
(904) 224-1374

Committee on Architecture for Education
American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C. 20006
(202) 626-7453

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

BOOKS, JOURNALS AND REPORTS:

Academy for Educational Development. Community School Centers. 1979,
680 Fifth Avenue, New York, New York 10019

Alternative Site Utilization Strategies in the Context of Educational Reform:
Meeting the Challenge of the Instructional "Space Crisis". Florida State
University Center for Policy Studies in Education, Tallahassee, FL, 1990

Community School Centers (volumes 1 - 6). Educational Facilities
Laboratories, New York, New York, 1978

BOOKS, JOURNALS AND REPORTS: (continued)

Education Renaissance - Our Schools at the Turn of the Twenty-First Century. Marvin Cetron and Margaret Gayle, eds., St. Martin's Press, New York, 1991

Innovative Facility Use: Accomodating Growth. Florida Department of Education, Tallahassee, FL, 1990

Mizwicki, Michael. An Analysis of the Perceptions of Principals, Superintendents, and Board Members in Central Florida Towards Year-Round Education (doctoral dissertation). March 1990

The One Place: A New Role for American Schools. The Young and Rubicon Foundation, St. Martin's Press, New York, 1991

A Primer on Year-Round Education. Association of California School Administrators, Sacramento, CA, 1988

Site Utilization: Year-Round Schools, Year-Round Education. Florida Department of Education, Tallahassee, FL, 1989

Statewide Evaluation of Year-Round and Extended-Day Schools: Executive Summary. Utah State Office of Education, Salt Lake City, UT, 1989

Year-Round Community Schools, A Framework for Administrative Leadership. American Association of School Administrators, Arlington, VA, 1973

SELECTED STATE AND DISTRICT RESOURCES:

California State Department of Education
Tom Payne, Year-Round Education Consultant
Alternative Education Unit
721 Capital Mall
Sacramento, CA 94244-2220
(904) 322-6249

Cherry Creek School District
Educational Services Center
4700 South Yosemite Street
Englewood, CO 80111
(303) 773-1184

SELECTED STATE AND DISTRICT RESOURCES: (continued)

Clark County School District
James Pughsley, Associate, Superintendent, Special Services
2832 East Flamingo Road
Las Vegas, NV 89121
(702) 799-5049

Duval County Public Schools
6628 Evergreen Avenue
Jacksonville, FL 32208
(904) 768-7751

Marion County Public Schools
Judy Long, Modified Calendar Program Consultant
Post Office Box 670
Ocala, FL 32678
(904) 732-8041

Orange County Public Schools
Dianne Locker, Year-Round Education Program Consultant
Post Office Box 271
Orlando, FL 32802
(904) 422-3200, Ext. 338

Oxnard County Public Schools
1051 South A Street
Oxnard, CA 93030
(905) 487-3918

Pasco County Public Schools
Mary Giella, Assistant Superintendent for Instruction
7227 Land O'Lakes Boulevard
Land O'Lakes, FL 34639
(813) 996-3600

San Diego City Schools
Education Center, Room 2248
4100 Normal Street
San Diego, CA 92103-2682
(619) 293-8371

Utah State Department of Education
Larry Horyna, Coordinator
Project Assistance Services Section
Salt Lake City, UT 84111
(801) 538-7824

YEAR-ROUND UTILIZATION OF SCHOOL FACILITIES TASK FORCE

Membership

Co-Chairs:

Jane Amero
State Board
of Education

Eve M. Bither
Commissioner
of Education

Polly S. Ward
Acting Commissioner
of Education *

Albert Hall
Superintendent of Schools
Waterville, Maine

Debbie Houston
Director of Special Services
Pittsfield, Maine

Elisabeth Crowley
Maine School Boards Association
Madison, Maine

Michael Aube
State Board of Education
Bangor, Maine

Thomas Perry
Principal
Orono, Maine

Marjorie Medd
State Board of Education
Paris, Maine

Richard Tyler
Maine Secondary School
Principals Association
Augusta, Maine

Marti Stevens
Somerset County Basic Skills
Program
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Ann Anctil
Maine Teachers Association
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James McKinney, Jr.
Vocational Region #11
Norway, Maine

David Reinke
Maine Teachers Association
Augusta, Maine

Mary Sullivan
City Councilor
Bangor, Maine

Betty Gundersdorf
Adult Education
Lewiston, Maine

Mike Starn
Maine Municipal Association
Augusta, Maine

Keith Weatherbee
Athletic Director
Cape Elizabeth, Maine

Roberta Niehaus
Maine Corrections Center
Windham, Maine

Lani Graham
Department of Human Services
Augusta Maine

Frank Ingerowski
Portland School Department
Portland, Maine

David Hasson
State P.T.A.
Whitefield, Maine

Wendy Harrington
Kieve Foundation
Nobleboro, Maine

Greg Cross
Maine Chamber of Commerce
and Industry
Augusta, Maine

Jeannette Condon
Principal
Fort Fairfield, Maine

Janet Anderson
Librarian
Topsham, Maine

Tracy Cooley
Child Care Consultant
Winterport, Maine

Pam McBrayne
University of Maine at Augusta
Augusta, Maine

Andrew Loman
National Association of
Social Workers - Maine
Gardiner, Maine

Department of Education Staff:

Polly Ward
Deputy Commissioner

Judith Malcolm
Division of Higher Education

Walter T. Ruark
Division of School Facilities

* Replaced Eve M. Bither on June 12, 1992

SAMPLE POLICIES

The Task Force recognizes that community use of school facilities policies currently exist in some school districts in the state. As a resource to school districts which are considering such policies, three examples are included in this report.

Each of the policies are reprinted with permission of the superintendent of schools of the respective school district. More information on community use policies and procedures may be obtained by contacting the following:

Robert G. Pelletier
Superintendent of Schools
Winthrop School Department
Town Hall Lane
Winthrop, Maine 04364

John B. Backus
Superintendent of Schools
Peru School District
RFD Box 80
Peru, Maine 04290

Edward J. Fabian
Superintendent of Schools
M.S.A.D. #49
School Street
Fairfield, Maine 04937

Maine School Management Association
P.O. Box 710
Augusta, Maine 04330

COMMUNITY USE OF SCHOOL FACILITIES

DEFINITION: "School facilities" are buildings and grounds, parking lots, playing fields, and fixed equipment.

INTENT

In accordance with what it feels are the desires of the people of Winthrop for the maximum use of school facilities, it is the policy of the Winthrop School Committee to permit as wide use of school facilities for educational, recreational, social, civic, philanthropic and like purposes as it deems to be in the best interest of the community.

Requests for permission for use of the facilities will be considered only when such uses will not interfere with the educational or extracurricular programs of the public school students. Permission to use the school facilities must be requested within sixty (60) days of intended use. The building principal is responsible for keeping an updated calendar of events for the facility under his/her supervision.

A. Use without rental charge

1. School facilities may be authorized for use without rent for nonprofit educational, recreational and cultural organizations having members of their groups who are residents of the Town of Winthrop.
2. School facilities may be authorized for use without rent for nonprofit groups who present programs that are designed to be educationally, recreationally or culturally beneficial to Winthrop citizens.
3. School facilities may be authorized for use without rent for nonprofit, town-sponsored groups and organizations.

B. Rental of facilities

1. School facilities may be authorized for use with rent required for nonprofit, nonresidential groups and organizations.
2. School facilities may be authorized for use with rent required to profit-bearing educational/recreational businesses if said use of facilities promotes the primary purpose of the business.
3. School facilities may be authorized for use by any profit-making business whenever the School Committee deems it in the best interest of the citizens of Winthrop.

C. Right to Review

The Winthrop School Committee reserves the right to review and act upon the request of any and all parties desiring to use school facilities.

PROCEDURE FOR APPLICATION

- A. Nonprofit residential groups and organizations and nonprofit, nonresidential groups and organizations
 - 1. A FACILITY USE AGREEMENT must be completed and returned to the appropriate principal preferably five (5) days prior to the scheduled date. The superintendent gives final approval on such requests.
- B. All profit-making groups
 - 1. A FACILITY USE AGREEMENT must be completed and returned to the superintendent no later than three (3) weeks prior to the date requested for use.
 - 2. The superintendent will place the request for use on the next School Committee meeting agenda.

SERVICE CHARGES

- A. The building principal and/or the superintendent will determine if custodial services are required for the use of the facilities and make the necessary arrangements.
- B. Custodial services shall be at \$10 per hour when the presence of a custodian is required.
- C. Fees for use of equipment will be established by the superintendent based on use during the activity.
- D. The superintendent shall decide when advance deposit is required for use of school facilities.
- E. Billing for facility use will be from the superintendent's office.

RENT SCHEDULE

High school gymnasium	\$20/hr.
Middle school gymnasium	20/hr.
Athletic fields	15/hr.
Middle school cafeteria	15/hr.
Grade school all-purpose room or gym	15/hr.
Any classroom	4/hr.
Any outside parking or playground areas	5/hr.

DAMAGE DURING FACILITY USE

- A. Any group using school facilities shall be financially responsible for damages to facilities occurring during its use of the facilities at the cost of restoring the facility to its normal educational use.
- B. Abuse of privileges may result in the superintendent's decision to deny privileges for future requests (subject to appeal to the Winthrop School Committee).

Legal Reference: TITLE 20A MRSA SEC. 1001

WINTHROP SCHOOL DEPARTMENT FACILITY USE AGREEMENT

THE ADMINISTRATION IS RESPONSIBLE FOR THE USE OF ALL SCHOOL FACILITIES. IN ORDER THAT YOUR REQUEST FOR USE OF SCHOOL FACILITIES MAY BE CONSIDERED, KINDLY COMPLETE THE FOLLOWING FORM:

I. FACILITY USE REQUEST

The _____
(Organization)
requests the use of the _____
at the _____ for the purpose
(School)
of _____
on _____, _____ from
(Day) (Date)
_____ to _____
(Time) (Time)

Will activity be open to public? _____ Yes _____ No

Admission will/will not be charged; proceeds will be used for:

Name, address and telephone number of person responsible on this occasion:

II. INSURANCE INFORMATION

Do you (the requesting organization) have an in-force public liability policy?

_____ Yes _____ No

If yes, what are the limits of liability?

Bodily injury? \$ _____
Property damage? \$ _____

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WINTHROP SCHOOL DEPARTMENT

III. BASIC RULES AND REGULATIONS OF FACILITY USE

- A. No smoking is allowed except in designated areas.
- B. No drinking of alcoholic beverages is permitted.
- C. Activity shall be restricted to that area for which permission is granted.
- D. The activity shall not extend beyond the hours approved in the request.
- E. All programs shall be planned so they do not interfere with the regular day-school schedule.
- F. The organization using the facility shall be responsible for moving its equipment to the facility.
- G. The supervisor in charge of the activity shall be present before the activity is due to start, and is to remain with the group until all have left.
- H. In the absence of the building principal or administrative personnel, the custodian is charged with the responsibility for the facility.
- I. School authorities must have free access to all rooms at all times.
- J. Where custodial assistance must be hired, a charge will be made and must be paid within 30 days.
- K. Room(s) or facility used by applicant will be carefully examined after use. The applicant will make good promptly for any loss or damage occurring as a result of use of school property.
- L. No school property or equipment is to be altered or removed from the premises without official authorization.
- M. The using organization may be required to furnish appropriate public liability and property damage insurance. (See item II)
- N. No reservation will be made until this application is returned and approved by the school's senior administrative official.

I agree on behalf of the organization herein named that all members and guests will observe the regulations, and that we, individually, and as an organization, will assume full financial responsibility for any and all damages done to _____ (Name) school property during the aforementioned period of use. We also agree that our organization will at all times hereafter indemnify the above-named school against any loss, damage or expense of any kind, which said school may sustain or incur because of use of the above-described building by our organization, and we will further hold said school harmless for loss or injury of any kind in connection therewith.

Signed: _____ Date: _____
(Requesting Officer)

(Dis) Approved: _____ Date: _____
(School Official)

PERU SCHOOL DISTRICT

COMMUNITY USE OF SCHOOL FACILITIES

The School Committee subscribes to the notion that the public schools are owned and operated by and for its patrons and that the schools become an integral part of the community in terms of its intellectual and social expression and development. To this end the Committee encourages the public use of school facilities.

Authorization for the use of school facilities shall not be considered an endorsement of or approval of the activity, group or organization, nor the purposes they represent.

School-sponsored activities shall have first priority. The right to authorize use of school facilities shall be retained by the Committee and/or Administrator. Such use will be determined by the District policy and will be only at such times as facilities required are free from District curricular and extracurricular activities.

GENERAL PROCEDURE AND SCHOOL COMMITTEE REGULATIONS

1. Written application for a written permit to use school facilities shall be made with the Administrator.
2. The Administrator will be responsible for maintaining an accurate calendar of all uses of school facilities by school and community groups.
3. The Administrator shall determine and the Committee shall approve all universal fees for fee-use of District facilities.
4. Sponsoring organizations shall provide sufficient competent adult and/or special supervision, and the amount of adequate supervision will be agreed upon at the time the authorization is issued.
5. Alcoholic beverages will not be permitted in school facilities or on school property at any time and smoking will be allowed only in specific areas.
6. All applicants for use of District facilities shall hold the Peru School District free and without harm, from any loss or damage liability or expense that may arise during or be caused in any way by such use or occupancy of District facilities. Also, in the event that property loss or damage is incurred during such use or occupancy of District facilities, the amount of damage shall be decided by the Administrator and approved by the Committee and a bill for damages will be presented to the group using or occupying the facilities during the time the loss or damage was sustained.
7. Any and all use of the District facilities shall be totally free from obscene and controversial purposes and purposes of a disruptive nature. Should an objection be lodged against a specific use of District facilities by any group, such objection is only valid if it is made in writing to the Administrator and bears the signature of the individual and/or group of individuals lodging the complaint. At such time as a valid complaint is lodged, the following shall apply:

---use of the facilities by the applicant shall be suspended temporarily to afford the Administrator sufficient time to meet with the Committee and all concerned parties for the purposes of a hearing. The applicant shall be duly notified in time to contact members of the group regarding the temporary suspension of use and the pending hearing.

---within ten (10) days of temporary suspension, the Administrator, the Committee, the complainant, and the applicant shall convene at a specified time and location to determine the validity or nonvalidity of the complaint. The Committee shall be the deciding authority, and the Committee's decision shall be final. A written copy of the decision may be obtained by any and all members of either the complainant or the applicant group by request.

8. During the time that any non-school group uses school facilities, a school custodian will be present during the time the group is in the building. The organization using the school will pay the custodian for his time at an overtime rate (1 1/2). The school district will bill the using group for the time and the school district will issue the custodian the payment.

RELIGIOUS ORGANIZATIONS

Should a religious organization wish to use school facilities for a not-for-profit activity other than instructional and/or religious nature, it will be treated as any other civic and/or not-for-profit district organization.

The use of the facilities by a religious group for instructional and/or religious purposes must be restricted to temporary and emergency basis, and the group must show definite effort and progress in obtaining and/or providing its own facilities as quickly as possible. At no time may any group disseminate religious-oriented materials to students.

All religious groups who use school facilities individually for instructional and/or religious purposes must pay a universal fee which is the same for any and/or all denominations and which has been originally set by the Administrator and agreed upon by the Committee and which is in accord with prevailing budgetary policies with regard to personnel and maintenance costs.

Adopted Date: May 14, 1986

COMMUNITY USE OF SCHOOL FACILITIES

The MSAD #49 board encourages community groups to use school facilities and fields for civic, educational, cultural or recreational programs. School activities will always take precedence over any other use of school facilities or fields.

Requests for permission to use MSAD #49 athletic fields will be granted with the following priorities:

- A. Teams consisting of district school age children;
- B. Teams consisting of citizens of MSAD #49; and
- C. Other teams.

The athletic director will schedule the Jr./Sr. High Complex. The elementary principals will schedule the elementary schools.

No alcoholic beverages will be permitted on school grounds. Any use of alcoholic beverages by team members or their spectators on school property will result in the loss of privilege to use the field.

The following guidelines will govern use of the facilities.

- A. The user must complete a user request form and may be required to show proof of liability insurance.
- B. Any and all groups using the facility shall be held responsible for damages, losses, etc., and shall name a person to assume that responsibility.
- C. The need for a custodian shall be based on the condition of the building as determined by the building principal and head custodian, and the user shall be charged an hourly rate to offset custodial charges if required.
- D. The costs for all other personnel shall also be borne by the user.
- E. School, school-related groups, and municipalities within MSAD #49 shall be exempt from the requirements of B and C.
- F. When a kitchen is used, a regular cafeteria employee must be present and paid at a rate negotiated between employee and the user. In the event a cafeteria employee cannot be present, no institutional kitchen equipment will be used, with the exception of warming oven(s), stoves, and coffee pots. A deposit of no less than \$25.00 will be required and submitted to the principal of the building. If after inspection the principal is satisfied that no damage has been done, the deposit may be returned.
- G. Use of the junior and senior high school gymnasiums will be allowed at the discretion of the athletic director and building principal.

- H. School facilities will not be made available to and for family use.
- I. Smoking is prohibited in school buildings.
- J. Rental fees for other than non-profit organizations shall be a minimum charge of \$15.00 for use of the building.
- K. Any and all disputes will be forwarded to the board for final settlement.

Legal Reference: TITLE 20A MRSA SEC. 1001

Adopted:

Revised: JUNE 11, 1990

DATE DUE			