

Construction Design

Facilities will be designed to accommodate the educational and instructional needs of the district. The professional experience and judgment of staff will be used in developing such educational specifications. The law requires that special attention be given the accessibility to the education program by students of both sexes and those with disabilities. The superintendent will see that all construction projects comply with the requirements for accessibility to individuals with disabilities and comparability between the sexes.

After determining that a need for new or improved facilities exists, the board, with the guidance of its professional staff, will engage in the following processes:

- A. Engage construction management services;
- B. Select an architect;
- C. Review a site evaluation including an assessment of existing facilities, if any, on the site;
- D. Develop educational specifications recognizing instructional needs and available financial resources;
- E. Review and approve schematic design prepared by architect, assuring that the new or remodeled facility or part of a facility is readily accessible to and usable by individuals with disabilities;
- F. Review a value engineering study and constructability review, and approve construction design including construction estimates;
- G. Call for bids; and
- H. Review and approve final construction contract.

The board will comply with the terms and conditions as specified in the contract between the architect and the school district.

Legal References:	<u>Chapter 39.35 RCW</u>	Energy conservation in design of public Facilities
	<u>42 U.S.C. § 12101 et. seq.</u>	Americans with Disabilities Act
	<u>WAC 392-343-080</u>	Value engineering studies, constructability reviews, and building commissioning — Requirements and definitions
	<u>WAC 392-343-102</u>	Construction management
	<u>WAC 392-344-065</u>	Value engineering contracts
	<u>WAC 392-344-066</u>	Constructability review contracts
	<u>WAC 392-344-075</u>	Contracts — Filing

Management Resources:

Policy News, October 2011

Policy Manual Revisions

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Educational Specifications

Educational specifications are written after consultation with appropriate staff, consultants and citizens. The content of a set of educational specifications would include all or part of the following items:

- A. A statement of the educational philosophy as it pertains to the specific construction project;
- B. Community and School Characteristics:
 1. The plan of organization and expected enrollments of the school:
 - a. Grade levels; and
 - b. Maximum expected enrollments with trends and projections, if necessary.
 2. The construction plan for the facility is it to be a new facility, an addition, or a phased program leading to a complete facility;
 3. Special services to be provided:
 - a. Guidance programs;
 - b. Social worker's programs;
 - c. Provisions for exceptional children; and
 - d. Others;
 4. The special provisions needed for community use:
 - a. Cooperative park/school arrangement;
 - b. Parent-teacher associations;
 - c. Community athletic programs; and
 - d. Others;
 5. The extent that adults will use this facility;
 6. The extent to which students will be transported and the facilities that must be included to handle this service adequately;
 7. The cafeteria services to be provided and the maximum number likely to be served;
 8. The policy regarding multiple use of spaces; and
 9. Other pertinent data relating to the project;
- C. Site Characteristics - site considerations necessary for this project:
 - a. Site size and location defined; and
 - b. Recommended building orientation; service drives; parking requirements for staff, students, and public; sidewalk and other approaches; outside lighting;
- D. Requirements of the Physical Plant:
 1. Instructional functions and spaces required. A statement of instructional purposes is to precede the description of each area:
 - a. Number of spaces required by function; and
 - b. The relationships of these spaces;
 2. The non-instructional spaces required. Each space to be described by function and spaces required;
 3. Relationships of spaces required:
 - a. Inter-relationship between instructional areas;
 - b. Relationship between instructional and non-instructional spaces; and
 - c. Relationship of spaces to site;
 4. Environmental factors should be described in terms of educational relationships or concerns; and
- E. Additional information or comments as necessary to further interpret the educational program.