

TITLE: Educational Adequacy and Construction Specifications for New and Renovated Facilities

POLICY:

The district will establish standards of classroom educational adequacy to be used in the design of new schools and school renovation projects.

I. Prototype standards

The district will employ school prototype designs where practicable for all new public schools to reduce the time and cost of developing new facilities. The district will contract with registered architects for services to develop these prototypes which require some degree of site adaptation.

Prototype plans shall be developed with the input from design architects, maintenance, curriculum representatives and operations staff and with the assistance of teachers and principals. The development of the prototypes and facilities plans shall be reviewed through a value-engineering and constructability process to assure that time, cost and expectations are achieved. These prototypes shall be revised or new prototypes developed to ensure alignment with district design and technical standards and as program needs change.

The district will develop design and technical standards for the design of prototype schools. These standards will also be used to form the basis for minimum requirements of comprehensive renovation designs and will meet requirements as prescribed by Florida Statutes, State Board of Education Rules and Florida Building Code. The standards, at a minimum will address the following areas;

1. Core facility standards
 - a) Administrative
 - b) Auditorium
 - c) Cafeteria and kitchen
 - d) Guidance
 - e) Gymnasium
 - f) Media Center
 - g) Music
2. Classroom standards
 - a) Acoustics
 - b) Climate controls
 - c) Furnishings and equipment
 - d) Size and flexibility
 - e) Interior finishes, walls, ceilings, floors
 - f) Lighting; artificial and natural, windows and shades
 - g) Voice, data and visual technology
3. Facility layout standards
 - a) Accessibility
 - b) Adequate service access to mechanical and electrical rooms, custodial supplies and equipment
 - c) Separation of grade levels, and school-within-a-school concept
 - d) Program relationships for various labs;
 - (1) ESE, ESOL and programs for other exceptionalities
 - (2) Foreign language

- (3) Language arts
- (4) Math
- (5) Social studies
- (6) Science
- (7) Skill development
- e) Faculty and storage support space
- f) Restroom locations
- 4. Site Considerations
 - a) Athletic fields and play courts
 - b) Landscaping and signage
 - c) Security; physical and electronic
 - d) Space for future expansion
 - e) Vehicle and pedestrian traffic and circulation
 - (1) Parking
 - (2) Bus loop and parent/student drop-off
- 5. Emergency Sheltering requirements

Construction of new facilities must incorporate emergency sheltering requirements in accordance with SREF and Florida Building Code. EHPA (Enhanced Hurricane Protection Areas) will be designed to accommodate emergency shelter operations at facilities agreed upon between the district and the local office of emergency management.

II. Educational Framework

The Board may adopt an educational framework to establish the size of new prototype school designs. Classrooms will be designed in accordance with State Requirements for Educational Facilities (SREF), and students per class will be based upon Department of Education requirements. The Board must approve changes from this framework as it relates to;

- A. New Elementary, Middle and High Schools. The Board may approve K-8 designs where enrollment projections and academic considerations are best addressed by this configuration.
- B. Comprehensive renovation construction projects will be designed to meet 5-year enrollment projections, and may not necessarily be expanded to prototype size. Portable classrooms will be utilized to address fluctuations in enrollment from year to year, and may be replaced with permanent construction where enrollment projections indicate long term use of portable classrooms and capital funds are available for this purpose.

III. Facility Renovation, Remodeling, Capital Renewal and Improvements to Facilities

- A. Deficiencies noted during Annual Comprehensive Facility Inspections (ACFI), addressing fire, life safety, health and accessibility, as required by the Department of Education will be incorporated into the scope of work to be addressed when a comprehensive renovation project is planned.
- B. Construction projects intended for comprehensive renovation of existing facilities will be based upon well documented needs. Key facility and site infrastructure will be evaluated periodically with input from maintenance, school principals and support staff to determine the remaining life expectancy of components which may entail upgrading or replacement at the time of comprehensive renovation or which may require earlier replacement. Components with less than 25% of their useful life remaining at the time of renovation will be scheduled for replacement when the comprehensive renovation occurs to minimize school facility interruption and to ensure the safest, most efficient and reliable school facility

once the construction is completed. The following key components are evaluated to document infrastructure needs.

1. ACFI Life Safety
2. Boilers and heating systems
3. Ceiling finishes
4. Chillers and cooling towers
5. Covered Walkways
6. Electrical systems
7. Fencing
8. Interior finishes
9. Exterior finishes
10. Flooring
11. HVAC systems
12. Interior Lighting
13. Exterior Lighting
14. Parking
15. Plumbing
16. Roofs
17. Grounds and Irrigation

C. Capital Renewal

Based upon the periodic evaluation of key facility and infrastructure components, capital renewal may be required where a comprehensive renovation is not currently planned. Needs identified will be prioritized focusing first on fire, life safety and health. Improvements made will adhere to the same design and technical standards identified for comprehensive renovation projects. The district will coordinate the reinvestment in facilities through capital renewal with plans for comprehensive renovation projects to help offset future renovation cost, and to prevent a duplication of work.

D. Facility Improvements

Any group, including a parent-teacher association, which desires to improve a school site, to add or modify facilities or to install equipment shall submit a written proposal to the principal. The principal will follow established internal processes including submittal of their request to the Facilities Department for review and approval. Facilities will ensure that improvements meet district design and technical standards and applicable fire, safety, health and related building codes. The Facilities planning staff will ensure improvements are not in conflict with future renovation or site master plans. In addition, improvements will be evaluated based upon their impact on future maintenance, operating and life cycle cost. Any such improvement or addition shall become the property of the district unless agreed to otherwise by contract.

IV. Value Engineering

A. Design and technical standards for core facilities, classrooms, and infrastructure will be evaluated and updated to achieve improved life cycle and operating performance, functionality and reduced cost. As new standards are developed, these will be incorporated into the design of future projects.

B. Key stakeholders, including design architects, maintenance, curriculum representatives and operations staff will provide input which will be evaluated by the district, and reviewed with the Citizens Construction Oversight Value Engineering (C.O.V.E) committee which may recommend implementation.

C. CM (Construction Management) firms are encouraged to recommend value engineering improvements during the preconstruction process to further identify value engineering opportunities prior to entering a contract for construction.

V. Phase III Plan Review

The district shall ensure that phased plan reviews occur when developing designs for new construction and renovation. In addition to meeting applicable fire, health and safety codes, including State Uniform Building Code for Public Educational Facilities, the phased review will also ensure the design meets district design and technical standards to achieve educational adequacy.

The district may elect to review construction documents using their own professional staff, or may submit Phase III construction documents for review to the Florida Department of Management Services, or may contract for plan review services directly with registered engineers and architects. Acceptance of Phase III documents shall be approved by the School Board prior to entering into agreements for construction of new school facilities or comprehensive renovation of existing school facilities.

VI. Construction Close-out

When the construction of a new school or comprehensive renovation project has been completed, a CFI (Certificate of Final Inspection) will be issued by the architect/engineer of record. Once the CFI has been accepted and approved by the building code inspector, a Board resolution is prepared by staff requesting acceptance of the new or renovated facility. After acceptance of the CFI by the School Board, final payment to the contractor may be made. The CFI provides a written certificate that the project has been constructed in accordance with the approved plans and specifications and approved change orders. After acceptance by the board, a duplicate copy of this written certificate, duly certified as having been accepted by the board, as well as other related data on contract costs and total costs per student station, space inventory update, and other related building information is filed with the Department of Education.

LAWS IMPLEMENTED: Sections 1013.03, 1013.10, 1013.14, 1013.20, 1013.21, 1013.37, 1013.371, 1013.372, 1013.38, 1013.45, 1013.46, 1013.50, 1013.64 Florida Statutes

ADOPTED: 11/17/08