

FACILITIES PLANNING & CONSTRUCTION DESIGN

School 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.

In order to provide a suitable physical environment for learning and teaching, the following factors may be considered in the planning of district facilities:

- A. The educational needs of students and the educational philosophy and instructional goals of the district.
- B. Health, safety and welfare laws;
- C. Available state and federal moneys to supplement district funds;
- D. Undesirable environmental impact; and
- E. Changing enrollment factors.

Facilities Master Plan

In order to efficiently manage the district's present and future facilities' needs, a facilities master plan will be developed. Such a plan will cover a 25-year period, be updated periodically and may include the following:

- A. A cost analysis of financial ability of the district to implement its facilities program;
- B. Existing and projected enrollment figures, including an analysis of the racial composition of the student population;
- C. An inventory of the district's undeveloped property and developed facilities, including an analysis of the number of students in each facility and whether the facility is over or under crowded;
- D. An analysis of the appropriateness of the facilities to meet the needs of all students and members of the public, including but not limited to, all district services, programs and activities, accessibility to individuals with disabilities and gender;
- E. Recommendations as to the sale or other disposition of district real property not needed in the future;
- F. Recommendations as to the acquisition, construction or modification of new sites or facilities and how such will better meet the needs of students and the educational program. Careful attention should be given to locating schools so that they will best serve population centers in order to reduce bus transportation requirements as much as possible and to meet the optimum sizes of schools;

- G. Recommendations as to school sites. School sites should be located as near as is practical to the center of the attendance area they are expected to serve. Insofar as possible, sites should be located in neighborhoods or potential neighborhoods that are not divided by major arterial streets or highways. It is sometimes desirable for school sites to be located in such a way as to facilitate joint use of the sites and adjacent parks and playgrounds by both the schools and other governmental entities;
- H. Recommendations as to school site sizes. Sizes of new sites should meet minimum recommendations established by the State of Washington and should, where possible, exceed them. Continuing study of the need for additional school sites should take place, and as needs are identified, additional sites should be purchased; and
- I. Recommendations as to materials and construction. Quality materials and construction are desirable so as to reduce the long-term maintenance costs in school buildings, furniture and equipment. The district should maintain a “Best Practices Manual” which defines these standards and should periodically update the manual.

Planning Considerations

In order to guide the orderly planning, financing and providing of school facilities the following guidelines are to be considered:

- A. Emphasis should be placed on a defined level-by-level educational program which would insure that a student at a given level would receive equal educational opportunities, regardless of the building in which the level is located.
- B. In constructing new facilities or modernizing existing facilities consideration should be given to optimum sizes of permanent school buildings, depending upon level and programs.

Other factors which should be considered in establishing the size of a school are the desirability of the maintenance of a neighborhood school, consideration of cost effectiveness, desirability of minimum school busing and the availability of adequate existing school facilities regardless of size.
- C. School buildings should be designed for general, rather than specific, functions insofar as possible. New buildings should have the flexibility necessary to enable changing from one program to another.
- D. Existing schools, where site, age and design are adequate, should have additions and improvements made to them, so as to provide facilities in which programs comparable to those which can be operated in newly built schools can be operated.
- E. Provisions should be made as appropriate for special schools or special program within regular schools in order to serve children with special needs.
- F. Facilities such as learning centers, resource centers, physical education areas and special use rooms should be provided for all elementary schools. No elementary school should be so small that a complete program of auxiliary as well as basic services cannot be efficiently provided in reading, art, music, guidance, health, food service and physical education should be affordable.

Design and Construction

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

- A. Engage construction management services;
- B. Select an architect and other appropriate professional services consultants;
- 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:	Chapter 39.35 RCW	Energy Conservation in Design of Public Facilities
	42 U.S.C. § 12101 et. seq.	Americans with Disabilities Act
	WAC 392-343-080	Value engineering studies, constructability reviews, and building commissioning — Requirements and definitions
	WAC 392-343-102	Construction management
	WAC 392-344-065	Value engineering contracts
	WAC 392-344-066	Constructability review contracts
	WAC 392-344-075	Contracts — Filing

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