Capital Improvement Projects are implemented under the Capital and Maintenance Program in accordance with the School Board's Project Requirements as provided in the School Board's adopted Capital Improvement Plan, and as set forth in School Board Policy F-1 Capital Improvement Plan. Capital Improvement Projects seek to achieve the Program Goals set forth in School Board Policy F-5.7 Capital and Maintenance Program. The Capital and Maintenance Program follows the process and requires the School Board approvals set forth below.

School Board's Project Requirements

The School Board's Requirements for a Capital Improvement Project are set forth in School Board Policy F-1 Capital Improvement Plan.

Educational Specifications

Educational Specifications ensure that Capital Improvement Projects accommodate the number of students and the instructional program or programs approved in the School Board's Project Requirements, meet or exceed the requirements of the Office of Academics for the initial instructional program or programs, are consistent with the Principles of Universal Design, and are as adaptable as possible to future changes in student enrollment and instructional programs and delivery. Arlington Public Schools Educational Specifications recognize and follow the Virginia Department of Education's Guidelines for School Facilities in Virginia's Public Schools where possible and appropriate given Arlington's urban location. When approved by the School and County Boards, Educational Specifications include additional jointly used spaces, such as aquatics facilities, for which shared responsibilities for operations, maintenance and funding are clearly defined. Educational Specifications describe:

1. The purpose, quantity, floor area, and preferred location in relation to other spaces, of all teaching and learning, common, shared, administrative and support spaces required to support delivery of the initial instructional program or programs;
2. The fixtures, furniture, equipment, environmental conditions and information technology infrastructure to be provided in each space; and
3. Outdoor facilities including gymnasiums, playgrounds, tracks, fields and courts.

There are three versions of the Arlington Public Schools Educational Specifications:

1. Standard Educational Specifications for typical elementary, middle, and high schools, which are reviewed and updated by the Chief Academic Officer and the Assistant Superintendent of Facilities and Operations or designees and approved by the School Board every five years or more frequently, if needed.
2. Project Specific Educational Specifications prepared by the Architecture/Engineering firm contracted by the School Board for each Capital Improvement Project in collaboration with the Chief Academic Officer or designee and the Assistant Superintendent of Facilities and Operations or designee based on Arlington Public Schools Standard Specifications and the most recent Project Specific Educational Specifications for a similar Capital Improvement Project; and
3. Project Specific Outline Educational Specifications, based on Arlington Public Schools Standard Specifications and the most recent Project Specific Educational Specifications for a similar Capital Improvement Project, which are developed during the Capital Improvement Plan process and adopted by the School Board as part of the Capital Improvement Plan.

Project Specific Educational Specifications become more detailed and may change after initial approval by the School Board at the end of the Concept Design Phase of the Capital Improvement Project. Subsequent substantive changes to Project Specific Educational Specifications are approved by the School Board.

Design Standards

The Assistant Superintendent of Facilities and Operations or designee develops and regularly updates the Arlington Public Schools Design Standards, with input from staff in the Office of Academics, Department of Information Services and Office of Business and Management Services, and submits them to the School Board for review every five years or more frequently if needed. The Design Standards:

1. Support the School Board's Goals for the Capital and Maintenance Program, to ensure that schools are not over-designed, and that funds approved for construction, operations and maintenance are used cost effectively and efficiently;
2. Recognize that children learn and adults perform best in safe, healthy, comfortable, inclusive, equitable, attractive and engaging indoor and outdoor environments by taking account of current best practices and research in school facility design, building and environmental science;
3. Are regularly updated to reflect lessons learned, experience gained, and feedback received from community members, neighbors, parents, educators and support staff on current and recent Capital and Maintenance Projects;
4. Are developed and updated in collaboration with Design and Construction, Plant Operations and Maintenance Services to increase durability, operational efficiencies, and to balance construction, operating and maintenance costs optimally;

5. Establish minimum performance requirements for building construction, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping;
6. Require compliance with all applicable codes and regulations, and with the requirements for facilities free of barriers to persons with disabilities as provided for in the Americans with Disabilities Act, and consistency with the Principles of Universal Design;
7. Require that, new schools and, where achievable, existing schools that are renovated and/or expanded meet the requirements of the United States Green Building Council's Leadership in Energy and Environmental Design (LEED) Program or other performance standard, and incorporate WELL Building principles;
8. Adhere to the extent possible to Plans adopted by Arlington County, particularly the Community Energy Plan, the Master Transportation Plan, and the Public Spaces Master Plan; and
9. Provide sufficient parking spaces beyond the requirements of Americans with Disabilities Act, if necessary, to accommodate persons with disabilities as close to the main entrance to the building as possible, and parking spaces for building staff, itinerant staff, visitors, and deliveries.

Planning and Design Process

The Capital Improvement Project planning and design process comprises five phases and includes the Arlington County Use Permit process. Phases may be omitted or curtailed depending on the requirements of each specific Capital Improvement Project.

Capital Improvement Plan

Design studies for potential solutions to the student capacity and other needs identified in the Arlington Facilities Student Accommodation Plan are developed by Architecture/Engineering firms in accordance with Policy Implementation Procedure F-1 PIP-1 Capital Improvement Plan. The Capital Improvement Projects, and the related School Board's Project Requirements, that are included in its adopted Capital Improvement Plan, are selected from and based upon the design studies.

Phase 1: Concept Design

Project Specific Educational Specifications are prepared by the Architecture/Engineering firm in collaboration with the Chief Academic Officer or designee and the Assistant Superintendent of Facilities and Operations or designee based on Arlington Public Schools Standard Specifications and the most recent Project Specific Educational Specifications for a similar Capital Improvement Project. The Architecture/Engineering firm then develops alternative Concept Designs that satisfy the School Board's Project Requirements for the Capital Improvement Project adopted in the Capital Improvement Plan for review by staff and the Building Level Planning and Public Facilities Review Committees. Concept Design drawings account for, but do not indicate, every space provided in the Educational Specifications. Recognizing that decisions made at this phase of a Capital Project have the greatest impact on cost and value, the Architecture/Engineering firm and, if already contracted by the School Board, the Construction Manager Advisor or Construction Manager at Risk, review constructability and prepare and reconcile independent estimates of total construction and project cost. The Architecture/Engineering firm and staff, with feedback from the

two Committees then select, refine and recommend a final Concept Design to the School Board and any proposed changes to the Project Requirements, including changes to the Project Specific Outline Specifications proposed in the Project Specific Educational Specifications and any changes to the estimated total construction and project costs. The School Board approves the final Concept Design and may or may not approve any changes to the Project Requirements it adopted in the Capital Improvement Plan, before the Capital Improvement Project proceeds to the next phase.

Phase 2: Schematic Design

Based on the approved Concept Design and School Board's Project Requirements, the Architecture/Engineering firm develops Schematic Design documents comprising drawings, outline technical specifications, and the Basis of Design. The drawings locate and establish appropriate relationships among all spaces provided in the Project Specific Educational Specifications. The outline technical specifications describe all major components of the project: building construction, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping. The Basis of Design describes how the project complies with applicable codes, and the Americans with Disabilities Act, how it follows or advances the Principles of Universal Design, and the minimum standards to which each component of the project will perform. Furniture, fixture and equipment layouts are provided for each typical and unique space required by the Project Specific Educational Specifications. Schematic Design documents are shared with and reviewed by staff and the Building Level Planning and Public Facilities Review Committees several times as they are developed. The Construction Manager Advisor or Construction Manager at Risk review the Schematic Design documents for constructability and design omissions. The Architecture/Engineering firm and the Construction Manager Advisor or Construction Manager at Risk, prepare and reconcile independent estimates of total construction and project costs, and adjust the Schematic Design documents as necessary to reconcile them with the estimated total construction and project costs approved by the School Board at the conclusion of the Concept Design Phase. The Architecture/Engineering firm and staff, with feedback from the two Committees then refine and recommend the final Schematic Design to the School Board including any proposed changes to the Project Requirements. The School Board approves the final Schematic Design and may or may not approve any changes to the Project Requirements from the approved Concept Design, before the Capital Improvement Project proceeds into the Use Permit process and the Design Development phase.

Use Permit

In accordance with the Arlington County Zoning Ordinance, the Arlington County Board approves a Use Permit for a new Arlington Public Schools facility, and an addition or additions to an existing facility, and may do so for certain renovations to an existing facility. Following approval of the Schematic Design by the School Board the Architecture/Engineering firm prepares architectural, civil engineering, planning and landscape design documentation for review by Arlington County staff, and amends the documentation as required for County staff to recommend approval to the County Board. The Architecture/Engineering firm and Arlington Public Schools staff alerts and, if substantive, secures School Board approval to, any changes to its previously approved Project Requirements needed to obtain County Board approval. Such changes may increase the estimated

total construction and total project costs. Staff updates the Building Level Planning and Public Facilities Review Committees if any substantive changes are made during this phase.

Phase 3: Design Development

To reduce the length of time taken to complete the planning and design process, Phase 4: Use Permit and Phase 5: Design Development are normally concurrent. Based on the approved Schematic Design and School Board's Project Requirements the Architecture/Engineering Team develops Design Development documents comprising progress drawings and technical documentation. The progress drawings and documentation confirm and refine locations and relationships among every space provided in the approved Project Specific Educational Specifications, describe all building construction components, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping, and confirm compliance with the Basis of Design. Schematic Design furniture, fixture and equipment layouts are confirmed and refined for every space provided in the Educational Specifications, which are updated accordingly. Design Development documents are shared with and reviewed by Arlington Public Schools staff for compliance with the School Board's Project Requirements. The Construction Manager Advisor or Construction Manager at Risk review the Design Development documents for constructability and design omissions. The Architecture/Engineering firm and the Construction Manager Advisor or Construction Manager at Risk, prepare and reconcile independent estimates of total construction and project costs, and adjust the Design Development documents as necessary to reconcile the estimated total construction and project costs approved by the School Board at the conclusion of the Schematic Design Phase. Staff recommends to and obtains approval from the School Board for any proposed substantive changes to its previously approved Project Requirements, including estimated total construction and project costs, before proceeding to the next phase.

Phase 4: 95% Construction Documents

Based on any changes to the Project Requirements approved by the School Board at the conclusion of the Design Development phase the Architecture/Engineering firm develops the 95% Construction Documents comprising drawings and technical specifications. The drawings and technical specifications confirm compliance with the School Board's approved Project Requirements, finalize locations and relationships among every space provided in the Educational Specifications, all building construction components, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping, and compliance with the Basis of Design. Furniture, fixture and equipment layouts are finalized for every space provided in the Educational Specifications. Arlington Public Schools staff reviews the Construction Documents for compliance with the School Board's most recently approved Project Requirements and Project Specific Educational Specifications, and for adherence to Arlington Public Schools Design Standards. The Construction Manager Advisor or Construction Manager at Risk review the 95% Construction Documents for constructability and omissions. The Architecture/Engineering firm and the Construction Manager Advisor or Construction Manager at Risk, prepare and reconcile independent estimates of total construction and project costs, and adjust the 95% Construction Documents as necessary to reconcile them with the estimated total construction and project costs most recently approved by the School Board. Staff reports reconciliation of the estimated total

construction and project cost to the School Board. Staff recommends, and obtains approval from, the School Board for any changes to its previously approved Project Requirements, including estimated total construction and project costs, before proceeding to the next phase.

Phase 5: 100% Construction Documents/Final Design/Contract Documents

The Architecture/Engineering Team completes and coordinates the Construction Documents and collaborates with Arlington Public Schools staff to complete the Contract Documents. The 100% Construction Documents constitute the Final Design of the Capital Project. The School Board approves the Final Design and may approve any changes to its previously approved Project Requirements recommended by staff, including changes to the estimated total construction and project costs, and authorizes release of the Contract Documents for bid by a general contractor, or to a Construction Manager at Risk for negotiation of a guaranteed maximum price for the construction, or if not agreed upon then to contract for the construction as permitted by law.

References

Guidelines for School Facilities In Virginia's Public Schools
Principles of Universal Design
Americans with Disabilities Act of 1990/ADA (42 U.S.C. § 12101)
2010 ADA Standards for Accessible Design, Washington, D.C.: Department of Justice 2010
Arlington County Zoning Ordinance, Sections 11.3.4 and 26
Arlington County Administrative Regulation 4.4, Environmental Assessment Procedure for Arlington County Government and School Projects
Arlington Community Energy Plan
School Board Policy F-1 Capital Improvement Plan

Policy Implementation Procedure Adoption and Revision History

Adopted February 2003
Renumbered (former PIP 50-1.1) effective July 1, 2018
Revised December 3, 2020, Effective December 3, 2020

Capital Improvement Projects are implemented under the Capital and Maintenance Program in accordance with the School Board's Project Requirements as provided in the School Board's adopted Capital Improvement Plan, and as set forth in School Board Policy F-1 Capital Improvement Plan. Capital Improvement Projects seek to achieve the Program Goals set forth in School Board Policy F-5.7 Capital and Maintenance Program. The Capital and Maintenance Program follows the process and requires the School Board approvals set forth below.

~~**School Board Approval**~~

~~The School Board's Project Requirements and the estimated total construction and project costs for a Capital Improvement Project are established when the project is included in the School Board's adopted Capital Improvement Plan. The School Board is alerted to any changes encountered or proposed to the approved Project Requirements as the Capital Improvement Project proceeds through the subsequent design phases described below. The School Board may consider and approve changes to the Project Requirements and to the estimated total construction and project costs for a Capital Improvement Project during or at the end of each design phase. The School Board's Project Requirements, the Arlington Public Schools Educational Specifications and the Arlington Public Schools Design Standards are the Guiding Documents for each phase of development of a Capital Improvement Project from adoption in the Capital Improvement Plan through approval of the Final Design and Contract Documents by the School Board.~~

Commented [SM1]: Moved to the policy.

School Board's Project Requirements

The School Board's Requirements for a Capital Improvement Project are set forth in ~~Policy Implementation Procedure~~School Board Policy F-1 ~~PIP-1~~ Capital Improvement Plan.

Educational Specifications

Educational Specifications ensure that Capital Improvement Projects accommodate the number of students and the instructional program or programs approved in the School Board's Project Requirements, meet or exceed the requirements of the ~~Department of Teaching and Learning~~Office of Academics for the initial instructional program or programs, are consistent with the Principles of Universal Design, and are as adaptable as possible to future changes in student enrollment and instructional programs and delivery. Arlington Public Schools Educational Specifications recognize and follow the Virginia Department of Education's Guidelines for School Facilities in Virginia's Public Schools where possible and appropriate given Arlington's urban location. When approved by the School and County Boards, Educational Specifications include additional jointly used spaces, such as aquatics facilities, for which shared responsibilities for operations, maintenance and funding are clearly defined. Educational Specifications describe:

1. The purpose, quantity, floor area, and preferred location in relation to other spaces, of all teaching and learning, common, shared, administrative and support spaces required to support delivery of the initial instructional program or programs;
2. The fixtures, furniture, equipment, environmental conditions and information technology infrastructure to be provided in each space; and
3. Outdoor facilities including gymnasiums, playgrounds, tracks, fields and courts.

There are three versions of the Arlington Public Schools Educational Specifications:

1. Standard Educational Specifications for typical elementary, middle, and high schools, which are reviewed and updated by the ~~Assistant Superintendent Teaching and Learning~~Chief Academic Officer and the Assistant Superintendent of Facilities and Operations or designees and approved by the School Board every five years or more frequently, if needed.
2. Project Specific Educational Specifications prepared by the Architecture/Engineering firm contracted by the School Board for each Capital Improvement Project in collaboration with the ~~Assistant Superintendent, Teaching and Learning,~~Chief Academic Officer or designee~~,~~ and the Assistant Superintendent of~~,~~ Facilities and Operations~~,~~ or designee~~,~~ based on Arlington Public Schools Standard Specifications and the most recent Project Specific Educational Specifications for a similar Capital Improvement Project; and
3. Project Specific Outline Educational Specifications, based on Arlington Public Schools Standard Specifications and the most recent Project Specific Educational Specifications for a similar Capital Improvement Project, which are developed during the Capital Improvement Plan process and adopted by the School Board as part of the Capital Improvement Plan.

Project Specific Educational Specifications become more detailed and may change after initial approval by the School Board at the end of the Concept Design Phase of the Capital Improvement Project. Subsequent substantive changes to Project Specific Educational Specifications are approved by the School Board.

Design Standards

The Assistant Superintendent~~,~~ of Facilities and Operations~~,~~ or designee develops and regularly updates the Arlington Public Schools Design Standards, with input from staff in the ~~Departments of Teaching and Learning~~Office of Academics, Department of Information Services and Office of ~~Finance~~Business and Management Services, and submits them to the School Board for review every five years or more frequently if needed. The Design Standards:

1. Support the School Board's Goals for the Capital and Maintenance Program, to ensure that schools are not over-designed, and that funds approved for construction, operations and maintenance are used cost effectively and efficiently;
2. Recognize that children learn and adults perform best in safe, healthy, comfortable, inclusive, equitable, attractive and engaging indoor and outdoor environments by taking account of current best practices and research in school facility design, building and environmental science;
3. Are regularly updated to reflect lessons learned, experience gained, and feedback received from community members, neighbors, parents, educators and support staff on current and recent Capital and Maintenance Projects;
4. Are developed and updated in collaboration with Design and Construction, Plant Operations and Maintenance Services to increase durability, operational efficiencies, and to balance construction, operating and maintenance costs optimally;

5. Establish minimum performance requirements for building construction, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping;
6. Require compliance with all applicable codes and regulations, and with the requirements for facilities free of barriers to persons with disabilities as provided for in the Americans with Disabilities Act, and consistency with the Principles of Universal Design;
7. Require that, new schools and, where achievable, existing schools that are renovated and/or expanded meet the requirements of the United States Green Building Council's Leadership in Energy and Environmental Design (LEED) Program or other performance standard, and incorporate WELL Building principles;
8. Adhere to the extent possible to Plans adopted by Arlington County, particularly the Community Energy Plan, the Master Transportation Plan, and the Public Spaces Master Plan; and
9. Provide sufficient parking spaces beyond the requirements of Americans with Disabilities Act, if necessary, to accommodate persons with disabilities as close to the main entrance to the building as possible, and parking spaces for building staff, itinerant staff, visitors, and deliveries.

Planning and Design Process

The Capital Improvement Project planning and design process comprises five phases and includes the Arlington County Use Permit process. Phases may be omitted or curtailed depending on the requirements of each specific Capital Improvement Project.

Capital Improvement Plan

Design studies for potential solutions to the student capacity and other needs identified in the Arlington Facilities Student Accommodation Plan are developed by Architecture/Engineering firms in accordance with Policy Implementation Procedure F-1 PIP-1 Capital Improvement Plan. The Capital Improvement Projects, and the related School Board's Project Requirements, that are included in its adopted Capital Improvement Plan, are selected from and based upon the design studies.

Phase 1: Concept Design

Project Specific Educational Specifications are prepared by the Architecture/Engineering firm in collaboration with the ~~Assistant Superintendent, Teaching and Learning,~~Chief Academic Officer or designee~~,~~ and the Assistant Superintendent of~~,~~ Facilities and Operations~~,~~ or designee based on Arlington Public Schools Standard Specifications and the most recent Project Specific Educational Specifications for a similar Capital Improvement Project. The Architecture/Engineering firm then develops alternative Concept Designs that satisfy the School Board's Project Requirements for the Capital Improvement Project adopted in the Capital Improvement Plan for review by staff and the Building Level Planning and Public Facilities Review Committees. Concept Design drawings account for, but do not indicate, every space provided in the Educational Specifications. Recognizing that decisions made at this phase of a Capital Project have the greatest impact on cost and value, the Architecture/Engineering firm and, if already contracted by the School Board, the Construction Manager Advisor or Construction Manager at Risk, review constructability and prepare and reconcile independent estimates of total construction and project cost. The

Architecture/Engineering firm and staff, with feedback from the two Committees then select, refine and recommend a final Concept Design to the School Board and any proposed changes to the Project Requirements, including changes to the Project Specific Outline Specifications proposed in the Project Specific Educational Specifications and any changes to the estimated total construction and project costs. The School Board approves the final Concept Design and may or may not approve any changes to the Project Requirements it adopted in the Capital Improvement Plan, before the Capital Improvement Project proceeds to the next phase.

Phase 2: Schematic Design

Based on the approved Concept Design and School Board's Project Requirements, the Architecture/Engineering firm develops Schematic Design documents comprising drawings, outline technical specifications, and the Basis of Design. The drawings locate and establish appropriate relationships among all spaces provided in the Project Specific Educational Specifications. The outline technical specifications describe all major components of the project: building construction, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping. The Basis of Design describes how the project complies with applicable codes, and the Americans with Disabilities Act, how it follows or advances the Principles of Universal Design, and the minimum standards to which each component of the project will perform. Furniture, fixture and equipment layouts are provided for each typical and unique space required by the Project Specific Educational Specifications. Schematic Design documents are shared with and reviewed by staff and the Building Level Planning and Public Facilities Review Committees several times as they are developed. The Construction Manager Advisor or Construction Manager at Risk review the Schematic Design documents for constructability and design omissions. The Architecture/Engineering firm and the Construction Manager Advisor or Construction Manager at Risk, prepare and reconcile independent estimates of total construction and project costs, and adjust the Schematic Design documents as necessary to reconcile them with the estimated total construction and project costs approved by the School Board at the conclusion of the Concept Design Phase. The Architecture/Engineering firm and staff, with feedback from the two Committees then refine and recommend the final Schematic Design to the School Board including any proposed changes to the Project Requirements. The School Board approves the final Schematic Design, and may or may not approve any changes to the Project Requirements from the approved Concept Design, before the Capital Improvement Project proceeds into the Use Permit process and the Design Development phase.

Use Permit

In accordance with the Arlington County Zoning Ordinance, the Arlington County Board approves a Use Permit for a new Arlington Public Schools facility, and an addition or additions to an existing facility, and may do so for certain renovations to an existing facility. Following approval of the Schematic Design by the School Board the Architecture/Engineering firm prepares architectural, civil engineering, planning and landscape design documentation for review by Arlington County staff, and amends the documentation as required for County staff to recommend approval to the County Board. The Architecture/Engineering firm and Arlington Public Schools staff alerts and, if substantive, secures School Board approval to, any changes to its previously approved Project Requirements needed to obtain County Board approval. Such changes may increase the estimated

total construction and total project costs. Staff updates the Building Level Planning and Public Facilities Review Committees if any substantive changes are made during this phase.

Phase 3: Design Development

To reduce the length of time taken to complete the planning and design process, Phase 4: Use Permit and Phase 5: Design Development are normally concurrent. Based on the approved Schematic Design and School Board's Project Requirements the Architecture/Engineering Team develops Design Development documents comprising progress drawings and technical documentation. The progress drawings and documentation confirm and refine locations and relationships among every space provided in the approved Project Specific Educational Specifications, describe all building construction components, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping, and confirm compliance with the Basis of Design. Schematic Design furniture, fixture and equipment layouts are confirmed and refined for every space provided in the Educational Specifications, which are updated accordingly. Design Development documents are shared with and reviewed by Arlington Public Schools staff for compliance with the School Board's Project Requirements. The Construction Manager Advisor or Construction Manager at Risk review the Design Development documents for constructability and design omissions. The Architecture/Engineering firm and the Construction Manager Advisor or Construction Manager at Risk, prepare and reconcile independent estimates of total construction and project costs, and adjust the Design Development documents as necessary to reconcile the estimated total construction and project costs approved by the School Board at the conclusion of the Schematic Design Phase. Staff recommends to~~,~~ and obtains approval from the School Board for any proposed substantive changes to ~~the~~ its previously approved Project Requirements, including estimated total construction and project costs, before proceeding to the next phase.

Phase 4: 95% Construction Documents

Based on any changes to the Project Requirements approved by the School Board at the conclusion of the Design Development phase the Architecture/Engineering firm develops the 95% Construction Documents comprising drawings and technical specifications. The drawings and technical specifications confirm compliance with the School Board's approved Project Requirements, finalize locations and relationships among every space provided in the Educational Specifications, all building construction components, exterior and interior finishes, structural, heating, ventilating, air conditioning, plumbing, electrical and information technology systems, utilities, site construction and landscaping, and compliance with the Basis of Design. Furniture, fixture and equipment layouts are finalized for every space provided in the Educational Specifications. Arlington Public Schools staff reviews the Construction Documents for compliance with the School Board's most recently approved Project Requirements and Project Specific Educational Specifications, and for adherence to Arlington Public Schools Design Standards. The Construction Manager Advisor or Construction Manager at Risk review the 95% Construction Documents for constructability and omissions. The Architecture/Engineering firm and the Construction Manager Advisor or Construction Manager at Risk, prepare and reconcile independent estimates of total construction and project costs, and adjust the 95% Construction Documents as necessary to reconcile them with the estimated total construction and project costs most recently approved by the School Board. Staff reports reconciliation of the estimated total

construction and project cost to the School Board. Staff recommends, and obtains approval from, the School Board for any changes to its previously approved Project Requirements, including estimated total construction and project costs, before proceeding to the next phase.

Phase 5: 100% Construction Documents/Final Design/Contract Documents

The Architecture/Engineering Team completes and coordinates the Construction Documents, and collaborates with Arlington Public Schools staff to complete the Contract Documents. The 100% Construction Documents constitute the Final Design of the Capital Project. The School Board approves the Final Design and may approve any changes to its previously approved Project Requirements recommended by staff, including changes to the estimated total construction and project costs, and authorizes release of the Contract Documents for bid by a general contractor, or to a Construction Manager at Risk for negotiation of a guaranteed maximum price for the construction, or if not agreed upon then to contract for the construction as permitted by law.

References

Guidelines for School Facilities In Virginia's Public Schools
https://www.doe.virginia.gov/support/facility_construction/school_construction/regs_guidelines/guidelines.pdf
Principles of Universal Design
https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm
Americans with Disabilities Act of 1990/ADA (42 U.S.C. § 12101)
2010 ADA Standards for Accessible Design, Washington, D.C.: Department of Justice 2010
https://www.ada.gov/regs2010/2010ADAStandards/2010ADAstandards.htm
Arlington County Zoning Ordinance, Sections 11.3.4 and 26
Arlington County Administrative Regulation 4.4, Environmental Assessment Procedure for Arlington County Government and School Projects
Arlington Community Energy Plan https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/13/2019/10/Final-CEP-CLEAN-003.pdf
School Board Policy F-1 Capital Improvement Plan
Policy Implementation Procedure F-1 PIP-1 Capital Improvement Plan
Policy Implementation Procedure F-5.7 PIP-2 Building Level Planning Committees
Policy Implementation Procedure F-5.7 PIP-5 Selection of Architecture/Engineering Firms
Policy Implementation Procedure F-5.7 PIP-6 Minor Construction/Major Maintenance
Policy Implementation Procedure F-5.7 PIP-8 Signs on School Property
Policy Implementation Procedure F-5.7 PIP-9 Safety During Construction

Formatted: No underline, Font color: Auto

Policy Implementation Procedure Adoption and Revision History

Adopted February 2003
Renumbered (former PIP 50-1.1) effective July 1, 2018
Revised December 3, 2020, Effective December 3, 2020