

COUNCIL ROCK SCHOOL  
DISTRICTADMINISTRATIVE  
REGULATIONS

## GUIDELINES FOR COORDINATING SCHOOL CONSTRUCTION PROJECTS

Preface

Financing a school construction project through a local Authority presents a complicating factor with which the Board must reckon by clearly describing in advance the desired working relationships between the two (2) agencies and the intended scope of influence which the Authority is to have on various aspects of the project. Presumably, acting upon the advice of the Superintendent and his/her staff and, in turn, its architect, the Board, as elected representatives of the populace, gives its approval to a building plan which has been developed in accordance with an approved set of educational specifications.

The Board then assigns to a duly-appointed authority the task of financing and constructing the project. It is understandable and encouraging when the authority becomes interested in the educational foundations of the plans during the design phase. It is appropriate, also, for authority members to direct to the Board any questions they may have about these educational factors. For the authority to effect changes in these plans on any other basis than formal direction from the Board, however, would not only violate its intended function, but would also risk gross misinterpretation of educational purposes embodied in the plans.

During all phases of a project, similar cautions are in order relative to the working relationships of the Board, the Superintendent and his/her staff, and the architect. During planning, the architect takes formal direction from the Board, usually through the Board's official representative, the Superintendent. When construction begins, s/he reports formally to the authority. Throughout the project, however, there is much reason for him/her to consult with many members of the school staff in developing portions of the plans which require the special knowledge and advice of the people who will use the facility being planned. Such consultation, though highly essential and worthy of encouragement, creates situations in which participants may encounter difficulty in distinguishing between consultation and formal decision-making.

The charts and accompanying comments which follow are intended to facilitate the efficient and successful coordination, among the various agencies, of the three (3) major phases of building construction projects:

Phase I	Planning
Phase II	Construction
Phase III	Post occupancy

Communications among the Superintendent and his/her staff, the Board and its Building Committee, the Architect, the School Authority and, eventually, the contractors fall into two (2) categories: (1) input and output related to formal decision-making, and (2) informal consultative and informational activities which contribute to decision-making and which facilitate efficient handling of the routine aspects of the project. In interpreting the charts which describe the three (3) project phases, it is important, therefore, for the reader to understand this simple legend:

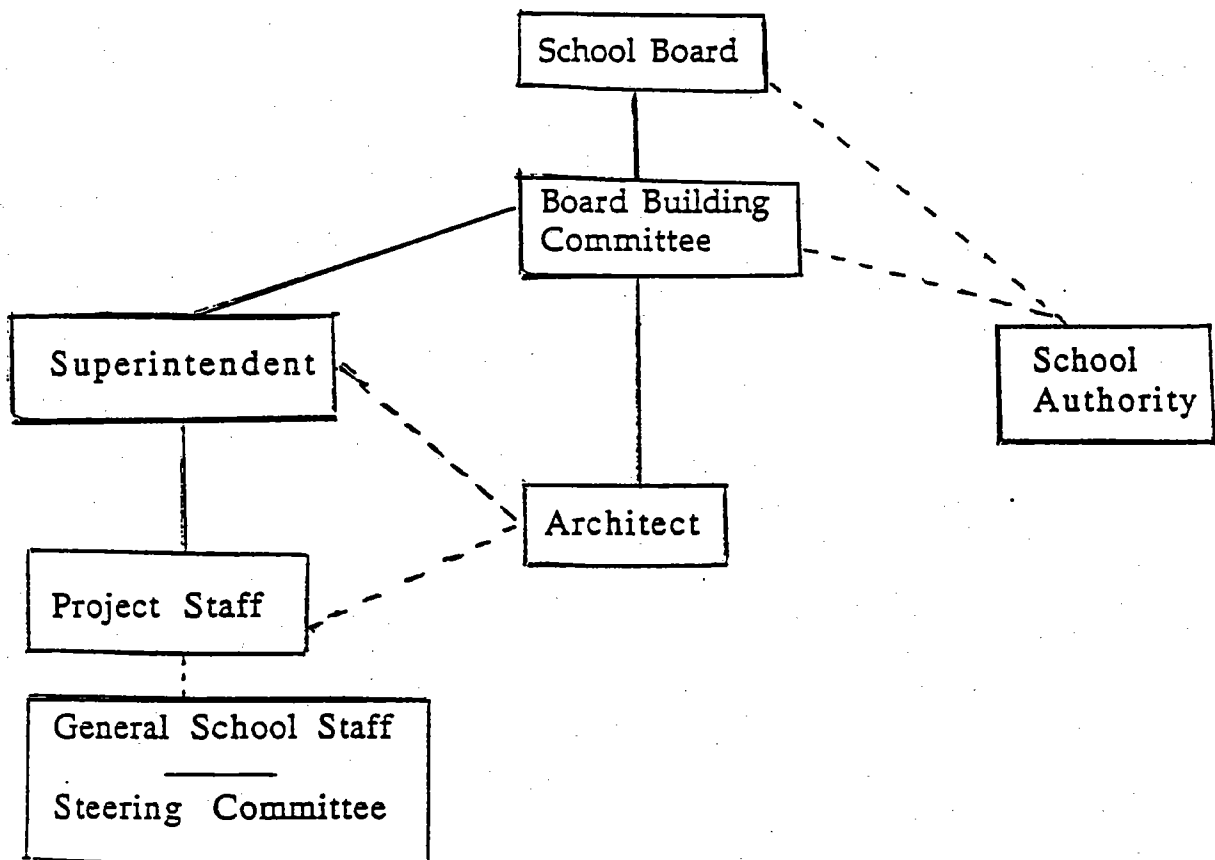
————— (solid line) - describes official channels for formal decision-making

----- (broken line) - describes acceptable and encouraged informal channels for consultation and exchange of information.

The term, Project Staff, as used in these charts, refers to those members of the school staff to whom the Superintendent has delegated responsibilities related to the project.

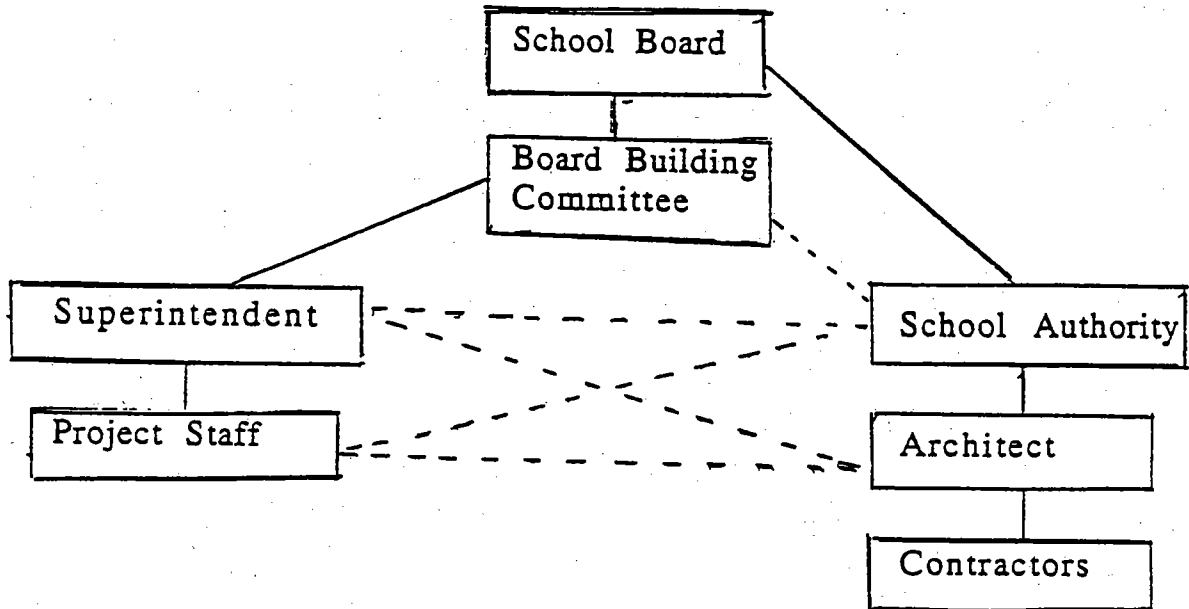
Further interpretations of these working relationships are stated in conjunction with the particular phase to which they relate.

Phase I - Planning



Interpretations

1. This chart describes working relationships after educational specifications have been developed and approved by the Board. If a steering committee was appointed to develop these specifications, it then becomes imperative that the project staff maintain consultation with the steering committee during the architect's planning.
2. The architect will consult with the Superintendent and/or members of the project staff, as delegated by the Superintendent, to establish specific guidelines for each aspect of his/her planning.
3. The architect will consult with members of the general school staff only as approved or requested by members of the project staff. A member of the project staff will always be present at these conferences.
4. Written accounts of all decisions reached at each planning conference will be prepared separately by the architect, or his/her representative, and by a member of the project staff. Copies will be sent to the architect, his/her representative(s), members of the project staff, and the Superintendent. During Phase I, further distribution of reports of planning conferences will be at the discretion of the Superintendent. Questions and disagreements about the contents of these reports will be directed to the writer, who in turn will initiate appropriate action to resolve the matter in question.
5. Periodic progress reports or overviews will be given to the full Board by the Superintendent and the Building Committee. The architect and members of the project staff may be requested to participate in these reports.
6. All portions of the architect's plans, in their final form, must be reviewed by appropriate members of the project staff, by the Superintendent and by the Building Committee before being presented to the full Board for approval. Ample time must be provided in the architect's work schedule for thorough review and for resulting changes to be effected.
7. The Chairperson of the school Authority will be invited to attend full Board briefing sessions, to maintain adequate liaison prior to assignment of the project to the Authority.

Phase II - ConstructionInterpretations

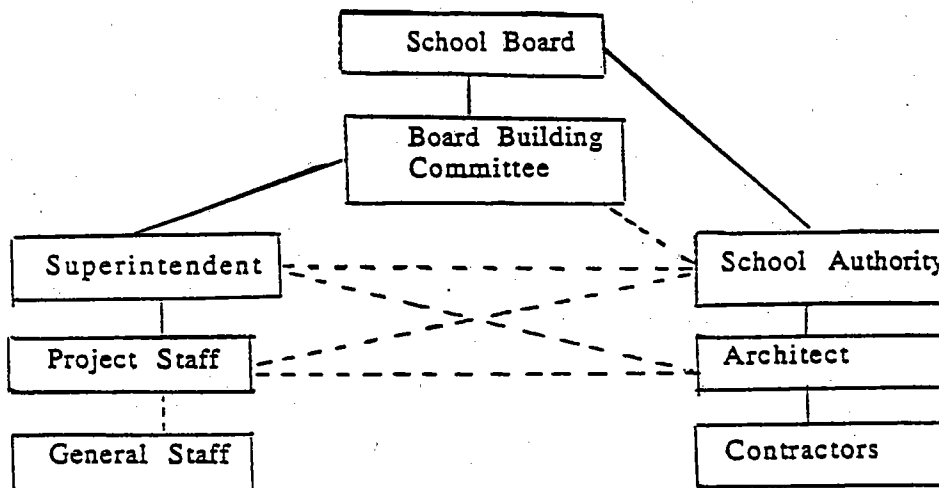
1. No matter how efficiently planning (Phase I) was conducted, situations will occur during construction (Phase II) in which one of the parties may wish to propose an addition, a deletion or a modification in the plans. If, after informal discussion, the proposal appears feasible, it shall be placed in writing and copies submitted to appropriate members of the project staff and to the architect for review and evaluation. These evaluations will be forwarded to the Superintendent for his/her review. If s/he approves, s/he will request the architect to prepare a formal proposal in accordance with State regulations and submit the same to the Superintendent for presentation to the Building Committee. Upon favorable review, the Building Committee will then present the proposal to the Board for formal adoption. If adopted, the Board Secretary will then send the proposal to the Authority requesting implementation. To facilitate the processing of small, incidental changes, the Board may wish to delegate to the Building Committee the privilege of approving changes within a limited cost, such changes to be read into the minutes of the Board at a subsequent meeting.
2. Informal questions about any aspect of construction may be directed to the architect by any of the parties shown on the chart. Answers will be returned to the sender, who will make whatever further distribution s/he thinks necessary. When the answers to such questions imply action, it is important that the procedures described above are then observed.

3. Job coordinating conferences will be held on an announced schedule at the discretion of the architect and will be chaired by his/her representative. They will be attended by those members of the project staff designated by the Superintendent. A representative of the Authority is encouraged to attend should s/he be available. The Architect will prepare summaries of these conferences and will send copies to the contractors, Chairperson of the Authority, Chairperson of the Building Committee, President, Board Secretary, the Superintendent, and designated members of the project staff.
4. The only line of communication with contractors will be via the Authority---Architect---Contractor. Members of the Board and the Superintendent and his/her staff should do no more than "pass the time of day" with contractors' personnel on the job - except for discussions during job conferences.
5. On the basis of his/her own inspection and investigation of observations reported to him/her by any of the parties, the architect shall construct lists of punch items, work which is incomplete or unacceptable, and maintenance items, work or items which prove unsatisfactory after initial acceptance. Progress reports on significant items will be included in job conference summaries. In the final phases of construction, the architect will compile formal lists and make three (3) copies available to the Superintendent and one copy to the Chairperson of the Authority, in addition to copies forwarded to appropriate contractors. Each month, thereafter, s/he will prepare and distribute lists of additions, deletions, and changes affecting the original lists. It must be understood that punch and maintenance lists are the responsibility of the architect. Lists contained in communications stemming from the project staff or other parties should not be misconstrued as being "official".
6. A member, or members, of the project staff will be designated by the Superintendent to attend meetings of the Authority for liaison purposes. When necessary, the Board Secretary or a member of the Building Committee will also attend to convey formal communications between the Authority and the Board.
7. Movable Equipment and Furniture - Normally, at the beginning of the project and on the advice of the architect, a sum of money is allocated by the Board for the purchase of movable equipment and furniture. It becomes the Authority's responsibility to administer the expenditure of these funds by acting upon the recommendations of the project staff member(s) who have been assigned the task of writing specifications for these items. Seldom, if ever, is this total allocation sufficient for the purchase of all identifiable needs. Compromises in quantities and quality of furnishings are often necessary. Knowledge of these conditions will often cause project staff members to be cautious in submitting recommendations for purchase, particularly when the project is large enough to require several bidding

periods - to insure that satisfactory balance is maintained in equipping various aspects of the school's program and services. Authority members are advised to view this caution as being in the best interests of the district, not as symptoms of "second-guessing" or unpreparedness, as it often appears to be. It should probably be assumed at the beginning of each project that all monies allocated for the purchase of movable equipment and furniture will be spent. As in other aspects of planning and construction, it is appropriate for the Authority to direct any questions it may have relative to educational significance of recommendations of the project staff to the Board for clarification.

8. Contingency Fund - There is always a contingency fund which the Authority may use to insure the completion of all construction, with all change orders approved or directed by the Board. The school administration generally has some items, either construction or equipment, which have been cut from the project for reasons of economy, which they are hopeful of being reinstated and paid for from the contingency fund. The Authority is often inclined to eye these funds as being available to purchase bonds for a possible savings to the taxpayers. This conflict in objectives makes it imperative for the Board to give clear direction to the Authority and the school administration relative to those categories of items for which it is willing to give consideration under contingency.

PHASE III-POST OCCUPANCY



Interpretations

1. Frequently, a building is occupied before all aspects of construction are fully completed and before formal acceptance of the building by the Authority. In general, the same procedures are in effect as in Phase II. Major emphasis however, will be completion and corrections of unsatisfactory work. Only highly significant proposals for change should be considered during Phase III, to prevent complications that provide contractors with "excess" for not completing their tasks.
2. Punch lists and maintenance lists take on added importance during the post-occupancy phase. The general staff within the building can be quite helpful in identifying unsatisfactory conditions. Whatever the source, these conditions should be reported to a designated member of the project staff, who will report them to the architect. The architect will classify the item as "punch", "maintenance", or "school's responsibility", report his/her findings to the project staff member and initiate appropriate action. A simple form is recommended to facilitate processing of these reports.