

Rudolph F. Crew, Ed. D., Superintendent of Schools

**SUBJECT: AUTHORIZATION TO IMPLEMENT A NEW PROTOTYPE
SCHOOL PROGRAM FOR MIAMI-DADE COUNTY PUBLIC
SCHOOLS**

COMMITTEE: FACILITIES MANAGEMENT

Background

In an effort to streamline the timeframe required to design new schools, in the late 1980's the Miami-Dade County Public Schools (M-DCPS) renewed an approach used by the District in the 1970's: prototypical designs. The ability to reuse "off the shelf" designs, thereby reducing new school design schedules, was the primary reason for employing this strategy. Since 1988, over 20 different prototype designs have been created for 6 building types, and have been reused a total of 65 times. On the surface, this appears to be an acceptable track record for replication of the original designs. However, as indicated below, only 2 designs, or 10% of the designs account for 52% of the reuses.

- 13 Traditional Elementary, Middle, High Schools Designs, average one (1) reuse per design
- 1 High School Addition Design, reused 2 times
- 2 ESE Designs, each reused 1 time
- 1 Primary Learning Center Design, reused 17 times
- 2 Middle Learning Center Designs, one reused 4 times, the other reused 5 times
- 1 Modular Addition Design, reused 17

Given the low incidence of reuse of the 13 different prototype designs developed for traditional new schools, it appears that labeling these as "prototypes" is a misnomer.

The three designs that can legitimately be called "prototypes" have proven to be useful tools in relieving overcrowding, however, in most cases, they are additions to already too large school buildings and campuses, and are "cookie-cutter" designs that are not adapted to each location. Ideally, a school building should be the centerpiece and anchor in a neighborhood, its symbolic heart, whether the area is urban, suburban, or rural in nature. The quality of the design of a school building sends a clear message to students of the value society places on their education. Quality should not be sacrificed for time; however, the District's student overcrowding problems must be addressed

using the tools available. Therefore, projects currently in the pipeline will proceed as planned, and an already planned new multi-story modular addition design will also proceed with particular attention to adaptability to existing campuses.

Beyond the school scale and design quality issues, the current M-DCPS use of prototypes as a tool for streamlining the process for delivering new schools falls short primarily because it is envisioned as a design tool alone, as opposed to a process and a way of thinking about all of the activities involved in the creation of new schools: master planning, site selection, programming, architect selection, contract preparation, design, construction, equipping and furnishing a new school facility.

A New Prototype Program

We intend to implement a new Prototype Program as an overall process that incorporates all of the activities from master planning to construction close-out, and reduces each activities' timeframe, as well as the overall timeframe by at least one year. Moreover, the issues of school size, design quality, and planning for future capacity needs will be simultaneously addressed.

The new program will be implemented as follows:

- Standard school sizes, with standard increment sizes will be established and incorporated into new Five-Year Facilities Master Plan.
- 12 or more sites will be identified for the first round of prototype designs. The preliminary sites are listed below.
- Simultaneously, standardized Programs of Requirements will be developed for each school type, size and expansion size.
- A single RFP for prototype designs for all 4 school types (Early Childhood Centers, Elementary, Middle and K-8 Centers) will be advertised yielding 4 firms (1 per school type); each with 3 sites. Each firm must develop a prototype and demonstrate that it is adaptable and expandable to the two other sites.
- A single contract, including future reuse fees, will be developed for the 4 firms.
- 12 designs will proceed simultaneously, with in-house review meetings covering each firm's 3 school designs together. An in-house Senior Project Manager will be assigned to each firm, but will also be responsible for cross-checking each others' projects to ensure standardization across the 4 prototype designs.
- Standardized construction systems and economies from mass material and equipment procurement will reduce time and cost of construction. One CM per prototype (3 sites) will be selected.
- Standardization of equipment and furnishings lists and procurement practices.
- Post occupancy reviews will be critically important. No future reuse will proceed without incorporating recommended improvements or revised educational specifications into the design. This will ensure that these designs can serve as M-DCPS' state-of-the-art models long into the future.

Fortunately, the implementation of this new Prototype Program does not require any legislative or School Board rule changes with the exception of the requirement to employ a Design-Build Construction protocol on all new school projects. Since the designs developed for the new Prototype Program will serve as the models for future schools, incorporating refined design criteria and standardized construction details, the design documents must be completed through the construction document phase, as opposed to being limited to the design development phase and completed by the design build team, that is customary with a design-build construction protocol. The CM@Risk construction protocol is more appropriate for these projects. Most significantly, this new program requires internal process changes that systematizes and simplifies the operations of the Facilities Departments. We believe that this program will significantly reduce the time it takes to plan, design, and build schools, and that the resulting buildings will stand as good pieces of architecture, not as typical government issue banality. They will be institutional in the best sense, the sense of being good public places.

PRELIMINARY SCHOOL SITES

<u>School Type</u>	<u>School Location</u>	<u>Schools to relieve</u>
Early Childhood Center	NW 197 Street & NW 78 Avenue *	Joella C. Good Charles David Wyche
	NW 136 Avenue & NW 12 Street *	Wesley Matthews
	SW 47 Street & SW 163 Avenue *	Jane S. Roberts E. K. Beckham Dr. Bowman Foster Ashe
Elementary	NW 194 Street & NW 79 Avenue	Joella C. Good Charles David Wyche Palm Springs North
	SW 52 Street & SW 162 Avenue	Jane S. Roberts Ethel K. Beckham Dr. Bowman Foster Ashe
	SW 96 Street & SW 157 Avenue *	Christina M. Eve Oliver Hoover
Middle	NE 207 Street & NE 2 Avenue	Norland Parkway
	NE 207 Street & NE 16 Avenue	Highland Oaks

	SW 152 Street & SW 99 Avenue *	Palmetto Southwood
K8 Center	NE 211 Street & NE 26 Avenue	V A Boone/Highland Oaks Highland Oaks
	SW 124 Avenue & SW 242 Street	Pine Villa Naranja Redland Middle
	SW 280 Street & SW 150 Avenue	Irving and Beatrice Peskoe Leisure City K-8 William Chapman

* **Not currently in M-DCPS Five or Ten Year Plans. To be included in revised plans.**

RECOMMENDED: That The School Board of Miami-Dade County, Florida, authorize the Superintendent of Schools to implement a new Prototype School Program for Miami-Dade County Public Schools.

RD