

# JOINT SCHOOLS FACILITIES CORE TEAM COLLABORATION DOCUMENT

## SECTION I FORMATION AND PURPOSE

- 1.01 Establishment.** Pursuant to an Interlocal Agreement (“the ILA”) between the Wake County Board of Commissioners (“BOC”) and Wake County Board of Education (“BOE”) (included as Attachment A), a Joint Schools Facilities Core Team (“Core Team”) is hereby established.
- 1.02 Purpose – Core Team and Document.** The purpose of the Core Team is to establish regular, informed, and interactive communications between Wake County (“County”) and School District (“School”) staffs concerning research, investigations and evaluations of the site acquisition, design and construction processes of school building projects. The purpose of this document is to identify the areas of collaboration and agreement upon the Core Team work to be performed. This document may be modified and updated as the process for collaboration is refined.
- 1.03 Goal of Collaboration Process.** The goal is to increase understanding of the scope, design, construction and cost estimates included in the school capital improvement plan and promote collaboration.
- 1.04 Core Team Composition.** The Superintendent and County Manager shall appoint members of the Core Team.
- A. The initial Core Team will consist of:
1. County Staff: Deputy County Manager, Director Facilities Design and Construction, Real Estate Project Manager, Budget Liaison
  2. School Staff: Assistant Superintendent for Facilities, Senior Director Facilities Design and Construction, Director Real Estate Services, Director Program Controls
- B. Other County and School staff may be identified by the Core Team for involvement as needed.

## SECTION 2 PROCESS AND SCOPE

- 2.01 Scope Areas.** The scope areas represent the major work functions related to school siting, land acquisition and construction in which collaboration will occur. For each scope area, the following information is provided: Objective, Frequency and / or Timeframe, Board Actions Required, Key Tasks, Key Staff / Resources, Work Products and Deliverables. The scope areas are as follows:
- Enrollment Projections and Target Circles (Section 2.02)
  - Building Program Assumptions (Section 2.03)
  - Building Program Budget Appropriations and Reallocations (Section 2.04)

- Site / Land Selection and Acquisition (Section 2.05)
- School Design and Construction (Section 2.06)
- Core Team Annual Work Plan (Section 2.07)

**2.02 Enrollment Projections and Target Circles.** Twenty-year student projections by grade and optimal site target areas for new schools

A. Objective

1. Enrollment Projections: Project student enrollment growth rates for annual operating and long-range capital planning; and to aid in student assignment planning.
2. Target Circles: Identify optimal target areas within the county for location of future schools to address projected seating shortfalls based on current crowding and growth in order to enable long-range capital planning and subsequently, develop student assignments plans.

B. Frequency and / or Timeframe

1. Enrollment Projections: Annually
2. Target Circles: Formal updates the year prior to a bond referendum with less comprehensive updates periodically

C. Board Actions Required

1. Enrollment Projections
  - a. BOE: Receive Information
  - b. BOC: Receive Information
2. Target Circles
  - a. BOE: Approval
  - b. BOC: Receive Information

D. Key Tasks

1. Enrollment Projections
  - a. Review and discuss 20th day membership
  - b. Discuss and evaluate historical and current economic and demographic data (unemployment, building permits, population, births, market share, charter and private school openings)
  - c. Discuss and consider modifications to methodology based on changes observed in the data
  - d. Review prior year enrollment projection compared to actual 20th day enrollment data
  - e. Develop the system-wide 20-year K-12 student projection based on agreed upon methodology
  - f. System-wide projection is evaluated and modifications made as needed
  - g. Direct Operations and Research Education Laboratory working within the Institute of Transportation Research at North Carolina University (“OREd/ITRE”) to run a Student Projection Distribution Model (“SPDM”) using system-wide projection to obtain final high resolution forecast by school level
2. Target Circles
  - a. Obtain data regarding planned growth and land uses from municipal planners and County

- b. Update demographic and land use data in SPDM and calibrate data
- c. Apply the 20-year membership projection based on agreed upon methodology
- d. Apply current and projected Long Range School Campus Capacities (LRSCC) that are funded
- e. Apply acquired school sites to date
- f. Apply OREd/ITRE site optimization algorithm to SPDM forecast
- g. Generate optimal site target area maps based on capital needs
- h. Generate maps and determine site prioritization based on current and future resources

E. Key Staff / Resources

- 1. Enrollment Projections
  - a. School: Student Assignment and Long-range Planning
  - b. County: Budget and Planning
  - c. Other: ORED/ITRE
- 2. Target Circles
  - a. School: Long-range Planning and Real Estate Services
  - b. Other: OREd/ITRE

F. Work Products / Deliverables

- 1. Enrollment Projections
  - a. Joint Staff Memo to the BOC and the BOE reporting on projection methodology, assumptions and results, including relevant supporting documentation
  - b. Presentation (if requested by Boards)
- 2. Target Area Circles
  - a. School staff presents optimal target circles to the BOE
  - b. Presentation

**2.03 Building Program Assumptions.** This document will provide the long range capital building program planning assumptions which will drive the building program.

A. Objective

- 1. Reach agreement on desired criteria or state mandated requirements for planning new and renovated school buildings.
- 2. Determine criteria for other requirements desirable in a building program such as improved technology, security, support facilities, etc.

B. Frequency and / or Timeframe: Begin update of assumptions approximately 18 months prior to the anticipated public vote to allow sufficient time for staff review and BOE and BOC approval.

C. Board Actions Required

- 1. BOE: Approval
- 2. BOC: Approval

D. Key Tasks

1. School staff reviews previous list of assumptions for desired or needed changes
  - a. State mandated requirements are checked
  - b. Internal school stakeholders are consulted on needed changes
2. Draft is shared with County staff
  - a. County staff consider modifications in the draft
  - b. County staff identify outstanding issues with modifications
3. Joint staffs meet to discuss assumptions
  - a. School staff provide context to explain modifications
  - b. Both staffs work to come to consensus; any outstanding issues raised to the Management and Board level
4. Presentations made to each Board or jointly presented
5. Assumptions are revisited, modified, and reapproved if needed after reviewing potential building program funding scenarios

E. Key Staff / Resources

1. Core Team
2. School Long Range Planning
3. County Debt and Capital Financing

F. Work Products / Deliverables

Approved Building Program Assumptions that cover:

1. School Grade Configurations
2. Education Program
3. Pre-Kindergarten, Ages 3-4
4. Kindergarten Program
5. Technology
6. School Campus Capacity
7. Temporary Classrooms
8. Year-Round Calendar Schools
9. Student Enrollment Projections
10. Energy and Environmental Guidelines
11. Renovation of Existing Facilities
12. New School Size & Space Standards
13. School Site Size & Property Acquisition
14. Support Facilities
15. Security
16. Program Price Bases
17. Funding
18. Other

**2.04 Building Program Appropriations and Reallocations.** Expenditures for site acquisition and costs associated with school construction and renovations require appropriation by the BOE and BOC.

A. Objective

1. Submit timely funding requests in accordance with the capital improvement plan.
2. Monitor appropriations and reallocations.
3. Align bond sales with proposed project timelines.

- B. Frequency and / or Timeframe
  - 1. Reallocations – When project requirements dictate need
  - 2. Appropriations – After bond sales and after cash availability in new fiscal year
  
- C. Board Actions Required
  - 1. BOE: Approval
  - 2. BOC: Approval
  
- D. Key Tasks
  - 1. Prepare funding appropriation/reallocation request for BOE
    - a. Review master schedule for funding needs
    - b. Monitor funding needs in current projects
  - 2. Prepare funding appropriation/reallocation request for BOC based on approved request of BOE
    - a. Ensure funding is available
    - b. Ensure BOE requests aligns with planned building program
  
- E. Key Staff / Resources
  - 1. Core Team
  - 2. County Debt and Capital Financing
  
- F. Work Products / Deliverables
  - 1. Agenda item to BOE
    - a. Précis
    - b. BOE Resolution
    - c. Other related documents as needed
  - 2. Agenda Item to the BOC
    - a. Item Summary
    - b. BOC Resolution
    - c. Other related documents as needed

**2.05 Site / Land Selection and Acquisition.** Deliver school sites that allow future schools to be constructed and opened in a timely manner. Special emphasis will be paid toward achieving these goals using the latest information technology and at the lowest cost to the public.

- A. Objective
  - 1. Land Analysis and Selection
  - 2. Land Acquisition
  
- B. Frequency and / or Timeframe
  - 1. Weekly meetings for collaborative review and input into land acquisition activities
  - 2. Acquisition of school sites in advance of project needs
  
- C. Board Actions Required
  - 1. BOE: Approval of site acquisition

2. BOC: Approval of site acquisition funding

D. Key Tasks

1. Preliminary Target Area Site Search
  - a. Objective search map with preliminary site analysis queries depicted
  - b. Review of unsolicited property offers
  - c. Review of publicly owned sites
  - d. Preliminary analysis to identify top sites
2. Review of top sites
  - a. Consultation w/appropriate governmental entities (municipality, NCDOT, etc.)
  - b. Preparation of feasibility studies/concept plans
  - c. Selection of Top Site
3. Contract for Site Acquisition
  - a. Negotiation of contract terms with land owners of top site(s)
  - b. Presentation developed for BOE approval
4. In depth site analysis
  - a. Due diligence completed (Phase 1 ESA, Streams & wetlands delineation, survey, appraisal)
  - b. Development of site development cost estimates
5. Site Acquisition
  - a. Presentation developed for BOC funding approval
  - b. Appointment of counsel and closing on site acquisition

E. Key Staff / Resources

1. School: Real Estate Services
2. County: Facilities Design & Construction
3. Other staff within each organization to provide information and technology Support: ex: Wake GIS, WCPSS Growth & Planning, etc.

F. Work Products / Deliverables

1. Objective search map with preliminary site analysis queries depicted
2. Comparative site spreadsheet of top sites
3. Contract for site acquisition
4. Due diligence reports and maps
5. Site development costs estimate
6. Site acquisition power point presentation
7. Site acquisition

**2.06 School Design and Construction.**

- A. Objective: Monitor capital improvement plan to confirm that objectives are met on behalf of the BOE and BOC. Carry out the collaborative research, investigations and evaluations of design and construction processes of school building projects.
- B. Frequency and / or Timeframe: Activities within this scope item will be ongoing according to the schedule for each project. Frequency will be as needed to fully understand and report on status of building program.

- C. Board Actions Required
  - 1. BOE: Approvals at appropriate stages of development
  - 2. BOC: Not applicable
  
- D. Key Staff / Resources
  - 1. School: Facilities Design & Construction
  - 2. County: Facilities Design & Construction
  
- E. Key Tasks
  - 1. Orientation Phase: School and County to review, and discuss basic planning and design assumptions currently in place, in order for County to gain understanding of the following:
    - a. Master project schedule
    - b. General building typologies (Elementary, Middle, High)
      - School capacity models
      - Current and proposed designs
    - c. Current space standards, Design Guidelines and Educational Specifications
  - 2. Research and Benchmarking: Engage outside consultant to compare and benchmark educational program and space standards with peer school systems with a view toward gaining cost efficiencies in delivering facilities which support the current educational program.
  - 3. Review and Evaluation of Best Practices: Re-evaluate and update previously developed joint guidelines and best practices for school design and construction.
    - Guidelines for Energy Efficient Buildings
    - Guidelines for Basic Building Materials
  - 4. Designer/CMAR Selection: County to actively participate with School in the RFQ Selection Process for design teams and Construction Managers at Risk (CMAR), as a full voting committee member. This activity will involve review of qualifications submittals, and participation in evaluation meetings to score proposals and interviews of short listed firms for selection.
  - 5. Design Phase: County to actively participate in design workshops, and review of design documents for selected new schools and major renovations for the purpose of understanding scope, quality and anticipated costs as follows:
    - a. Predesign Project Analysis (PDPA)
    - b. Detailed review of Schematic Design submittals
    - c. Evaluate actual design results against design goals for each new school design
    - d. Construction Document review
  - 6. Cost Analysis: Participate in evaluation and refinement of construction cost model for projects in the CIP. Discuss strategies for potential increases in efficiency and cost savings in design and construction
    - a. Review and evaluate baseline cost information for each school type
    - b. Participate in cost review sessions with project team on selected elementary, middle and high school projects and evaluate cost alternatives
    - c. Participate in constructability review sessions with project team and design team on selected projects, as related to cost impacts
    - d. Review methodology for measurement and verification of costs compared to original budgets

7. Construction Monitoring: Conduct regular site visits and monitor construction progress meetings as necessary on selected projects to provide insight into quality assurance and control measures implemented during construction.

F. Work Products / Deliverables

1. Report containing concise description of master schedule, building typologies, prototypes and space standards.
2. Benchmarking reports
3. Jointly developed guidelines
4. Report on final selection process for designers and construction managers at risk
5. Monthly status reports on projects in the design phase.
6. Monthly status reports on cost analysis, evaluation, measurement and verification
7. Monthly status reports on projects under construction

**2.07 Core Team Work Plan.** Summary of annual timeline for key tasks.

- A. Objective: Jointly develop a work plan for Core Team activities to ensure key tasks are adequately planned and scheduled.

- B. Frequency and / or Timeframe: Annually at the beginning of each fiscal year.

- C. Board Actions Required: None

D. Key Tasks:

1. Utilizing the key tasks from section 2.02 to 2.06, develop a detailed plan including timelines and priorities for the upcoming fiscal year
2. Monitor progress and update the plan as needed
3. Share the plan with the Superintendent and County Manager once completed at the beginning of the fiscal year

- E. Key Staff / Resources: Core Team

- F. Work Products / Deliverables: Detailed assignments by person / function with a corresponding timeline.



**SECTION 3  
RESOLUTION OF DIFFERENCES**

- 3.01 Resolution.** If the Core Team fails to reach consensus on an issue, the Core Team shall present the differing views to the Superintendent and County Manager. The Superintendent and County Manager may provide alternate direction to County and School staff or agree to present the differing opinions to the appropriate Board(s) for consideration. If differing opinions are to be presented to the Board(s), County and School staff will present for consideration and direction.

Appendix A – Executed ILA