

---

# PROTOTYPE DESIGNS for EDUCATIONAL FACILITIES

---

## Guidelines Adopted by the BR&GR Committee August 4, 2004

1. To use prototypical design submittals as qualifying documents in establishing district progress toward the completion of the planning and design phases and to use this progress in evaluating the planning & design scoring element of the scoring criteria for CIP applications.
2. To support School Districts in the appropriate use of **Prototype Designs**.

### Appropriate use is defined as:

- A. Prototype designs may be used as planning tools, and as examples of successful solutions to similar programmatic, space, construction type, and orientation needs.
  - B. Prototype designs may be used as basic component designs and details, as specifications, and as planning options that could be put together to form an integrated composite design. The components may range from: cabinet details, classroom lockers, bicycle racks, cold weather entries, and roof skylights to systems such as classrooms, toilet rooms, and kitchens, or kitchen components, to total core units with multiple classroom possibilities. Also included could be roofing systems, fuel storage, mechanical systems, and a variety of construction details.
  - C. Prototype designs may also cover full contract documents which could be modified for special conditions. A single district may have Prototype Designs which were designed for specific locations and then developed for reuse in other locations. As part of this reuse development process the district shall do a post-occupancy evaluation of the last prototypical design built and shall have the plans modified to correct items found deficient in this evaluation. The prototypical design shall be customized to adjust to each new site and its conditions. This type of Prototype Design shall be revised as necessary for selected sites, differing educational programming, user group input and code changes.
  - D. Prototype designs shall be used with due process in design review. The review shall include: input by user groups, consideration of the educational program needs and technical appropriateness relative to geographic location, climate, site conditions, orientation and building systems.
3. The role of the Department of Education & Early Development regarding use of prototype designs is to act as a resource and facilitator for school districts choosing to use this design approach. To this end, the facilities section shall work with school districts and architects in collecting, publishing, and distributing a series of "advisories". The "Advisories will note "good" solutions and possible corrections to "bad" solutions to both generic and specific issues of a programmatic and/or technical nature relative to facilities designs.