CAPITAL PROJECTS ADVISORY REVIEW BOARD
PROJECT REVIEW COMMITTEE
QUESTIONS RE: PROJECT APPLICATION
Meeting Date: March 27, 2025

WENATCHEE SCHOOL DISTRICT

- WENATCHEE VALLEY TECHNICAL SKILLS CENTER MODIFICATIONS DESIGN-BUILD PROJECT

1. The application indicates that the scope includes highly specialized spaces, such as *"…culinary and fire science classroom, which requires specialized expertise to incorporate advanced equipment, systems, and infrastructure."* Please expand on the highly specialized programmatic needs of these elements, as these types of training spaces *(fire-science and culinary programs)* have a long success story provided via traditional delivery methods meeting industry standards.

While traditional delivery methods have been utilized as a construction method, advancements in technology, evolving industry and state regulations, and changing workforce expectations now demand a comprehensive and highly specialized modernization effort.

Additionally, the programmatic needs are tailored to the district's unique requirements—most notably, the district's vision to develop a state-of-the-art technical center that supports both students and instructors through an interactive learning environment.

Culinary Arts Program Needs:

- **Advanced Commercial Kitchen Equipment** – This includes high-efficiency ventilation systems, induction cooktops, walk-in refrigeration/freezer units, and advanced food safety monitoring technology. For example, installing an advanced BAS system would allow for real-time monitoring of safety conditions, ventilation, and refrigeration temperatures to ensure proper food storage.
- **Integration of Technology** – Culinary education is increasingly incorporating digital ordering systems, sustainability practices, and food science components, all of which require updated classroom infrastructure and tech-enabled learning environments. Examples include the use of interactive screens, projectors, and smartboards for lessons and recipe sharing.
- **Instructor Infrastructure** – The classroom will require a demonstration station equipped with a mirror and overhead cameras to support instructor teaching and enhance student viewing, improving the overall learning experience.
- **Code Compliance & Safety Enhancements** – Updates are needed to meet current health, safety, and state codes. This includes commercial-grade fire suppression systems, hood suppression systems, sprinklers, grease management solutions, proper storage for perishable and non-perishable goods, and compliance with WSEC requirements.

Fire Science Program Needs:

- **Specialized Construction to Support Training Environments** – Fire science training requires controlled burn simulation areas, high-heat-resistant materials, and live fire demonstration spaces. This includes burn building construction with thermal lining, insulation, reinforced walls, drainage systems, and designated emergency exit routes. Additional fire control and suppression systems will also be required, including Class A and B burners, gas-fed fire simulators, and extinguishing agent training. These upgrades will support flashover and backdraft simulators, forcible entry doors, rooftop ventilation training areas, search and rescue mazes, and confined space and collapse rescue areas.
- **Interdisciplinary Integration** – Fire science education increasingly incorporates emergency medical response, hazardous material handling, and urban search and rescue (USAR) training, all of which require updated classroom configurations and enhanced technology.
- **Ventilation, Water Supply, and Drainage** – The upgrades will require specialized mechanical coordination to ensure proper ventilation that meets WSEC requirements. Additionally, specialized hydrant systems, a pump testing area, and appropriate drainage and containment infrastructure will be necessary.

- **Safety and Regulatory Requirements** – This advanced training environment will require decontamination showers, rehabilitation and cooling zones, air refill stations, and proper storage areas for gear and equipment. All components must meet applicable regulatory requirements, including NFPA standards, environmental regulations, and local building and fire codes.
- **Instructor Infrastructure** – To maximize the effectiveness of the advanced training setup, a lecture room equipped with AV technology will be required, along with an incident command simulation room.

Additionally, a critical advantage of the PDB approach is the integration of constructability reviews early in the design process, which is particularly essential for specialized modernization efforts such as the culinary arts and fire science classrooms. These early-stage constructability reviews help ensure that the project remains within scope and budget, mitigating the risks commonly associated with traditional project delivery methods.

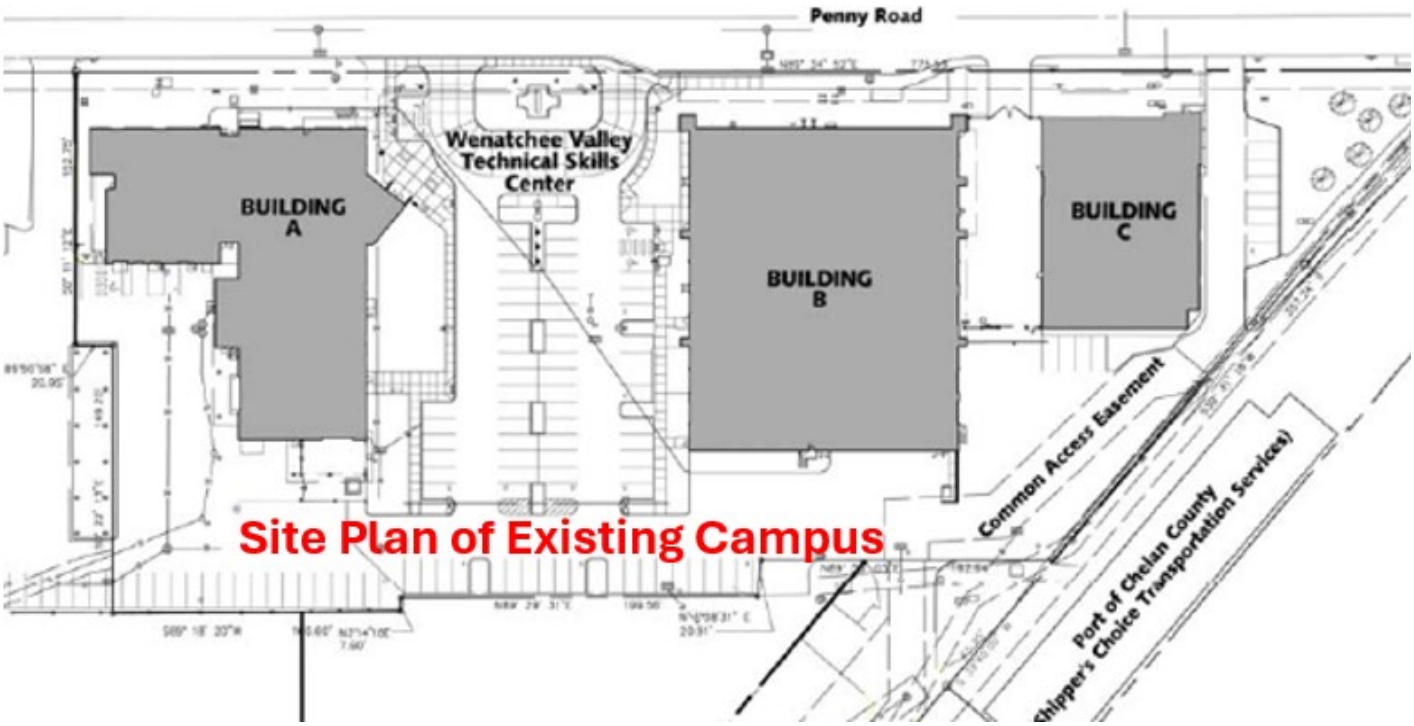
2. Under opportunities for innovation and efficiencies, the application also indicates *"an adaptive approach opportunities for innovation and efficiencies to minimize operational disruptions on an active campus."* Please clarify, will the existing facilities be occupied during construction, or is it the campus that is occupied? Please include a site plan or ariel photo overlay illustrating the existing campus, existing buildings and proposed project areas.

During construction, the school will remain in session and facilities will remain occupied. To allow the projects to move forward, the affected programs—Culinary and Fire Science—will need to temporarily relocate from their current spaces. In order to accommodate the modernization effort, the below construction phasing has been developed.

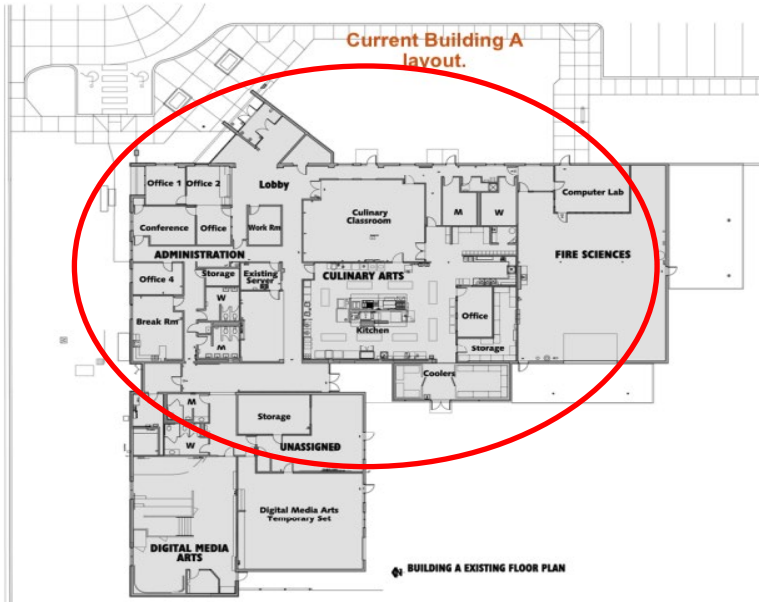
Proposed construction phasing to support program and learning needs during construction:

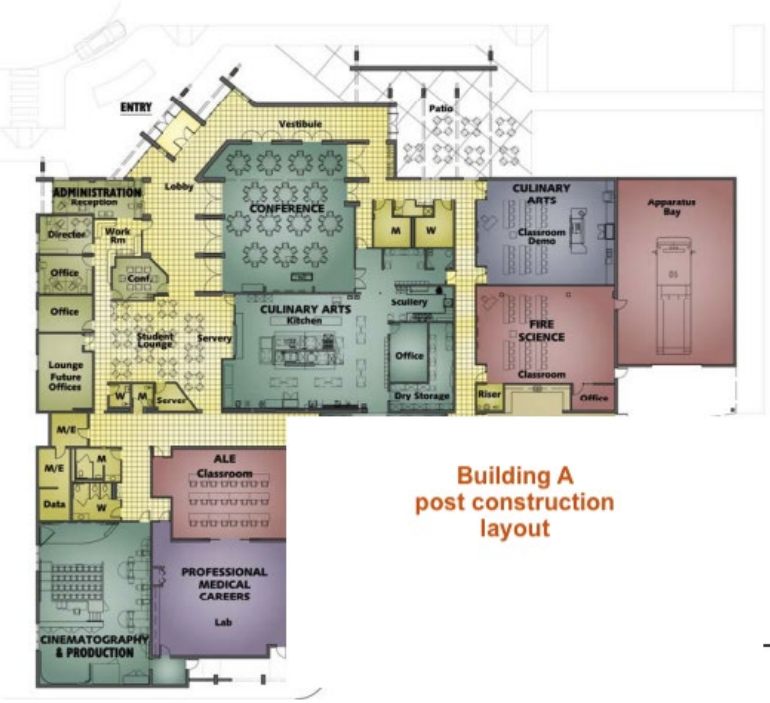
1. **Building B Phase:** Modernizing the mezzanine and installing a stairwell and elevator in Building B will require specialized construction scheduling to minimize noise disruptions and impacts to student and staff circulation, while maintaining strict safety measures. This effort will include temporary relocations, off-hour construction activities, clear signage and wayfinding for alternate routes, coordination with school operations, and regular communication with campus stakeholders.
2. **Building A – Phase 1A**: During this phase, the Fire Science program will be temporarily relocated to the multi-purpose room in Building B. The Culinary program will also be impacted due to its proximity to the construction zone. As with Building B, specialized construction scheduling will be required to minimize noise disruptions and maintain safe and efficient student and staff circulation. Specific focus will be given to dust and debris control measures, relocation planning, and maintaining strict safety protocols throughout the construction period.
3. **Building A – Phase 1B**: During this phase, Culinary students will transition into their new classroom space. Due to the central location and proximity to the main entrance, construction in the office and conference areas will impact students, staff, and the public. Adjustments to entry/exit procedures, classroom routing, and emergency egress will be necessary. Throughout this phase, efforts will focus on minimizing noise disturbances and controlling dust and debris, while ensuring a safe, accessible, and clearly communicated environment for all building occupants.

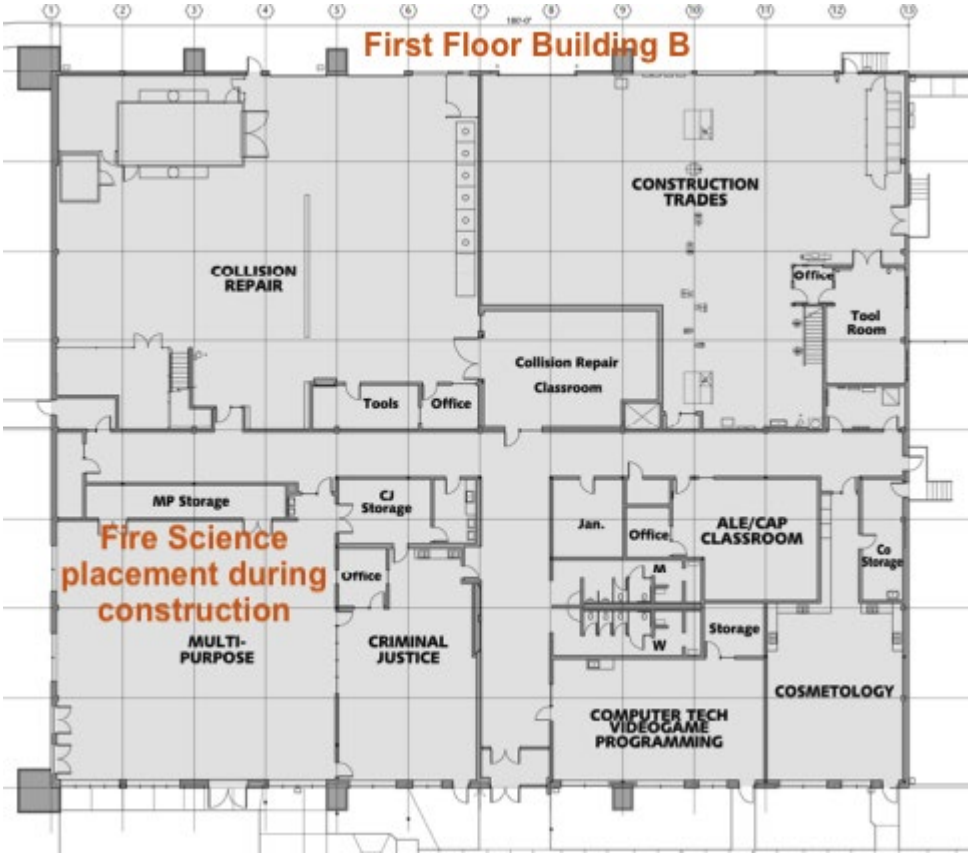
The early contractor involvement supported by PDB will enable early safety, logistics, and communications planning to relocate students and faculty according to the phased construction plan.

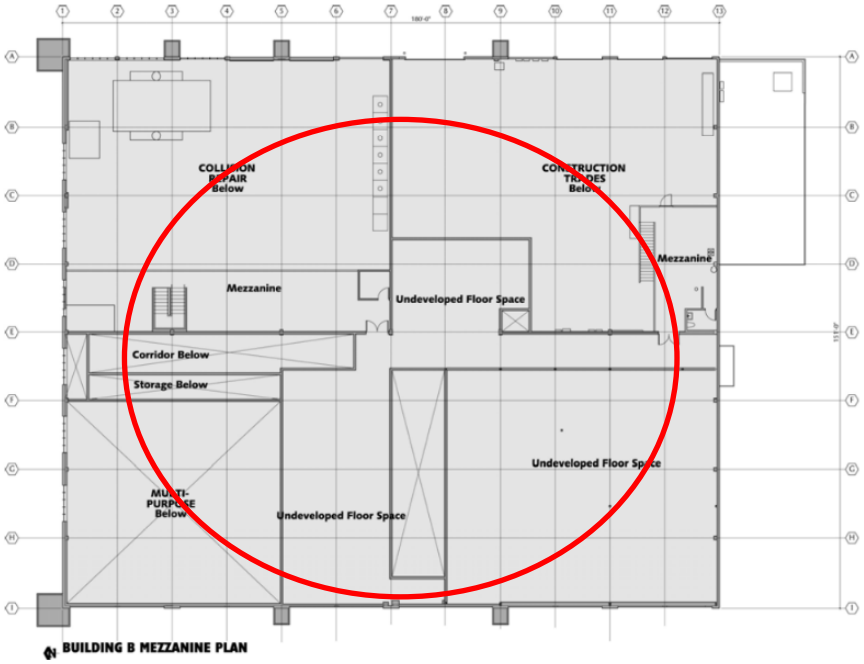

Penny Road
Wenatchee Valley Technical Skills Center
BUILDING A
BUILDING B
BUILDING C
Common Access Easement
Port of Chelan County
Chipper's Choice Transportation Services)
Site Plan of Existing Campus

Existing Floor Plan – Building A

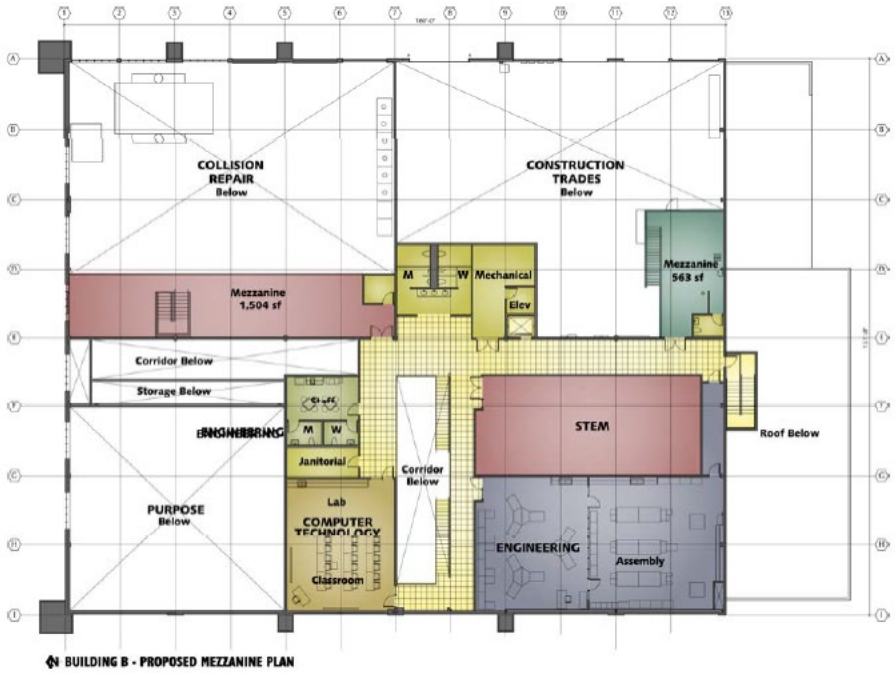








BUILDING B MEZZANINE PLAN



BUILDING B - PROPOSED MEZZANINE PLAN