

NECESSITY OF SCHOOL

CONSTRUCTION

INFORMATION AND INSTRUCTIONS

5/15/08

**Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903**

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INTRODUCTION

Under current state law (16-60-4.9iv), the Board of Regents for Elementary and Secondary Education has the responsibility for determining the need for all school housing projects supported by bond issue funds. This review of school housing projects serves two purposes: (1) qualification of the project for reimbursement under the state aid for housing program; and (2) certifying to the General Assembly that the project is needed should the district require enabling legislation for a bond.

The necessity of school construction process is now a rolling multi-stage application process, meaning districts can apply at any point during the year. The Rhode Island Department of Education (RIDE) reviews and preliminarily approves a multi-stage application prior to review by the Commissioner of Education. The Commissioner in turn makes his recommendations to the Board of Regents who have the final authority to approve or disapprove each application.

This booklet contains guidelines for preparing the necessity of construction applications. The following information is divided into steps and explains the required information for each stage. Please follow the format outlined in these guidelines.

GENERAL INFORMATION

- The guidelines for necessity of construction were significantly revised in May 2007. Please proceed with the preparation of the multi-stage application process by using the steps outlined in the guidelines, including:
 - Step 1 – Letter of Intent
RIDE engagement in process
 - Step 2 – STAGE I
RIDE issues preliminary approval
 - Step 3 – STAGE II
RIDE issues preliminary approval
Commissioner recommends project to Board of Regents
Regents review and approve project
 - Step 4 – STAGE III
Ongoing RIDE reviews
 - Step 5 – STAGE IV
- Additional information can be attached to the application as deemed necessary.
- The necessity of construction process applies to major renovation projects, new additions, or new facilities which are part of a five year Capital Improvement Plan. If a district is submitting a capital improvement plan and submitting a construction project, two separate packages should be submitted.
- **STAGE I & STAGE II SUBMISSION INFORMATION** – please submit **an original, 2 copies and an electronic copy** of the application packages to:

Joseph P. da Silva, AIA, LEED AP
School Construction Coordinator /
Architectural Design Reviewer

RI Department of Education
255 Westminster Street, 6th Floor
Providence, RI 02903

Phone - (401) 222-4294
Fax - (401) 222-2823
E-mail: joseph.dasilva@ride.ri.gov

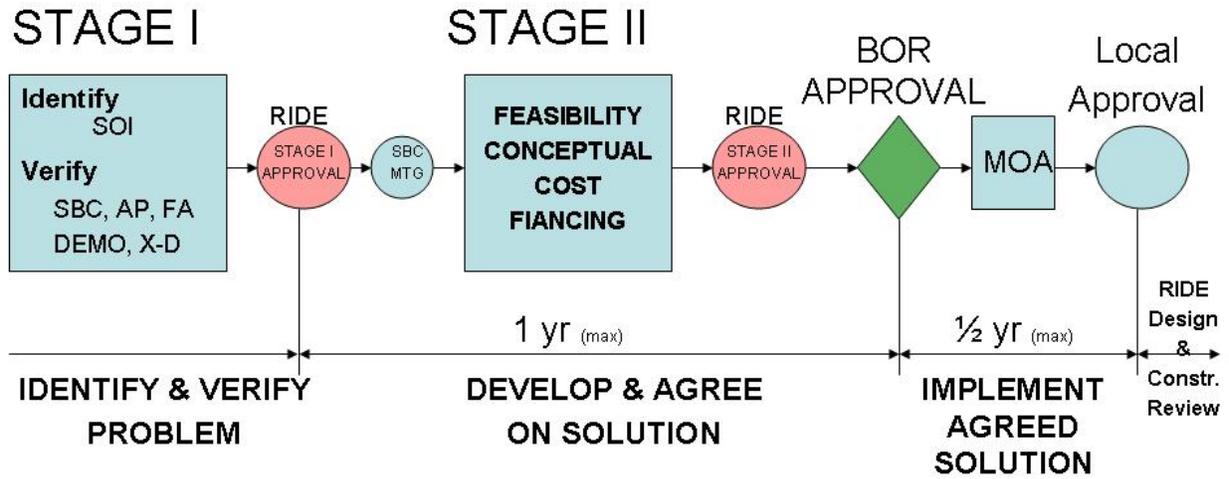
STEP 1 – LETTER OF INTENT

The intent of this step is to inform RIDE of the commencement of the planning process leading to a potential Stage I application and provide contact information. Each application, regardless of whether the project involves major construction or capital improvements, must file a letter of intent. This notification will start the collaborative comprehensive planning between the district and RIDE.

Required Information:

1. Name of Local School District/Charter School
2. Date that Stage I application is planned to submitted
3. Contact Person
4. Contact Telephone Number
5. Contact Email Address
6. Brief description of the comprehensive planning steps to be undertaken and the project type and financing mechanism anticipated.
7. Planning Timeline
8. Signed by the Superintendent of Schools

SCHOOL CONSTRUCTION APPLICATION PROCESS FLOW CHART



STEP 2 – STAGE I APPLICATION

The intent of this step is to provide definition and verification of the district's perceived problem.

CHECKLIST

1. Statement of Interest & Project Justification

Letter of Intent from Superintendent signed/certified by School Committee Chair and Municipal Representative (sample attached)

District's High Performance Green Status/Goals - description of steps to achieving green design goals is required. Please reference Collaborative High Performance Schools (CHPS) planning Guides.

Describe energy saving strategies that are incorporated into the project planning to support energy efficient schools. The Northeast Energy Efficient Partnerships, Inc. (NEEP) recently released a report with recommendations as to how to promote high performance school principles and strategies in school districts in the Northeast. High performance school buildings are designed with the intent to provide healthy and productive, cost-effective, and sustainable environments for educating students.

Contact Information:

Carolyn Sarno, Program Manager
High Performance Schools Exchange
Northeast Energy Efficiency Partnerships (NEEP)
5 Militia Drive Lexington MA 02421
P 781.860.9177 x 19
Email: csarno@NEEP.org
Web Site: www.neep.org

Funding Categories/Priority Target with detailed descriptions and supporting documents

District to demonstrate perceived priority need in accord with regulation category and school deficiencies are to be outlined along with demonstration of applicable category. (See Fund Categories below)

Funding Categories:

1. Replacement or renovation due to health & safety
 - Provide details including federal, state, or local citations / orders
 - List measures district has undertaken to mitigate such
2. Elimination of existing severe overcrowding
 - Provide detailed descriptions of conditions constituting severe overcrowding
 - List measures district has undertaken to mitigate such
3. Prevent loss of accreditation
 - Provide detailed description of the facility related issues threatening accreditation
 - Describe measures district has undertaken to mitigate problems
4. Prevention of projected severe overcrowding
 - Describe conditions contributing to overcrowding
 - Describe measures district has taken or planning to mitigate problem
5. Provide mandatory instruction programs
 - Detail programs not currently available due to facility limitations. List state or local requirements for the program and the space needed to implement the program.
 - Describe measures district has undertaken to mitigate this.
6. Modernize for energy conservation
 - Describe in detail energy conservation measures and resultant energy savings as compared to historical consumption
 - Describe measures district has undertaken to reduce energy consumption
7. Short term space requirements
 - Describe conditions facilitating short term need
 - Describe district undertakings or planning to mitigate such
8. Replace and/or addition to obsolete buildings
 - Describe in detail programs not offered due to facility constraints. List state or local requirements for the program and the space needed to implement the program.
 - Describe district undertakings or planning to mitigate such
9. Provide support services for statewide facilities
 - Provide a copy of mandated and associated plan

2. __ District map with highlighted educational facilities
3. __ School Building Committee Members list and backgrounds
4. __ District Asset Protection Plan
 - __ District asset protection plans for three (3) years prior to application documenting expenditures for preventative maintenance and renovations of facilities
 1. Provide documentation addressing regularly scheduled maintenance
 - Planned Maintenance
 - Performed Maintenance (provide general outline of past approach)
 - Expenditures (include 3 years prior)
 - Outstanding Maintenance
 - Plan for addressing outstanding issues
 2. Provide Expenditure detail for the following:
 - Custodial
 - Operations
 - Grounds
 - Vehicle
 - Maintenance Services
 3. Reports should show evidence of:
 - Regular Updating District & Building Descriptions
 - Requirements & Actions
 - Archiving of Resolution to Deficiencies
 - Updating Cost Models & System Condition Tables
 4. Sample Asset Protection Plan Summary Spreadsheet **(Attached)**
 5. Sample Asset Protection Assessment spreadsheets **available.**
 - __ Certified Educational Facilities Manager credentials
 - __ Confirm adoption of Indoor Air Quality Assessment & EPA “Tools for School”

5. __ Capital Facilities Improvement Plan

ANNUAL IMPROVEMENTS

Districts typically submit five (5) year capital improvement plans so that an approval is only necessary once every five years. These plans should include projects that are truly an improvement to the existing facility and not related to maintaining the facility. For example, replacing the HVAC system is an approvable capital item while cleaning the air ducts is not. Furthermore, equipment purchases are not reimbursable as capital improvements. For example, computer purchases are not approvable capital items; however, the wiring and infrastructure changes necessary to upgrade the technology would be acceptable.

The Department understands that planning five (5) years in advance is sometimes difficult to do. However, once a district has an approval on the books, changes to the capital plan can often be handled administratively. For instance, if a district experiences cost overruns or an emergency project that is not similar to anything in the plan, a letter can be written to School Construction Coordinator explaining the situation and reason for why the item was not included in the original plan. If the item and rationale appears acceptable, the approval will be updated and the district will not need to go before the Board again. Large-scale changes may need to be brought to the Board for approval. Changes to the capital improvement plan will be reviewed on a case-by-case basis.

Districts can attach a spreadsheet detailing the planned projects with amounts by fiscal year. Please ensure there is an action verb preceding the repair so that the Department knows what the district is doing. For instance, put "Replace Roof" instead of just "Roof" or "Replace HVAC system" instead of "Air conditioning unit." Please round up to the nearest whole dollar.

Capital Facilities Improvement Plan (continued)

MAJOR IMPROVEMENTS

Provide a vision statement; define focus elements, expectations, aspirations and needs which influenced the recommendations for improvement plan. List and describe each recommended project and plan execution order/priority. The plan should include school level, phase, location, grades housed year built, total gross square footage site size, condition of school building, present enrolment, student capacity, capacity difference, suggested enrolment and square footage, proposed action, and proposed cost. The timeline for the improvement plan should outline capital costs plan per year with appropriate escalation factors. Consideration must be given for swing spaces and ability to finance.

(Districts are required to have an approved current capital improvement plan on file at RIDE. Only projects included in the capital improvement plan will be eligible for approval.)

6. __ Facilities Analysis (Comprehensive Facilities Plan)

Inspection and Analysis of Site, Architectural, Structural, Plumbing, HVAC, Electrical, Technology, Codes, and Energy and Systems Rating Table

Diagrammatic Floor & Site Plans

7. __ District & Community Demographics

Provide comprehensive enrollment information, including but not limited to individual school capacities with current and projected enrollments. District to submit educational demographic consultant qualifications. The Comprehensive Educational & Demographic Study will provide more insight into the future demands on the school district. This study should analyze and take into account a wide range of variables such as population size, migration, births, deaths and changes overtime, age composition and distribution, school populations by race, housing property values, real estate transaction trends and projections for non-public schools. The submitted projections should include a minimum of five years out but ten (10) years are preferred.

__ District Wide Existing & Projected Enrollments by School

__ Community Data- Projected Populations & Statistics; Housing development statistics & analysis; Immigration / geographic statistics & analysis; Ethnic/Racial data; Private School Migrations

8. Cross Districting Due Diligence

The approach needs to be collaborative more open to potential partnerships. Provide an analysis of potential economic and non-economic impact of leveraging cross-district school capacity.

Neighboring District Demographics (District wide by School)
Existing & Projected Enrollments

Minutes of Meeting/Correspondence with Neighboring Districts

Potential economic and non-economic analysis

Individual School Student Capacities

9. Educational Program Due Diligence

Existing School Capacities and Grade Configurations

Approved Educational Program certified by School Committee

Educational Program Needs Assessment

10. Planning Activities

The intent of this section is to summarize project planning activities. This section will discuss which consultants assisted with the project planning and whether there is municipal support for the project. In addition, this section will describe the alternatives explored, historical implications of existing facilities, and the energy efficient/gross smart concepts considered. Failure to perform adequate research while planning may result in development of incomplete educational specifications, pursuit of a school construction project which does not address all of your needs, costly change orders during the course of construction, or insufficient local support for the project and defeat at referendum.

Required Information:

A. Describe project planning activities, including:

- List of committees formed and participating members
- Timeline for activities
- Names of professionals assisting with the planning
- Involvement of constituents in the district
- Municipal participation
- Long-term planning goals

B. Describe the project options the planning team developed. Note: this section should discuss alternatives considered.

Planning Activities (continued)

C. Describe whether the district considered smart growth concepts with relation to educational facilities and the impact of suburban sprawl in developing and planning for new construction. If possible, projects should encourage revitalization of existing facilities and consideration should be given to locating facilities in areas that are already served by existing or planned water, sewer, and other public infrastructure. The district should encourage the local school expansion planning committee to review the school policy reform recommendations that have been offered by The National Trust for Historic Preservation in the report *Historic Neighborhood Schools in the Age of Sprawl: Why Johnny Can't Walk to School*. Recommendations made by The National Trust for Historic Preservation have been included.

Definitions:

“Smart growth” is intelligent, well-planned development that channels growth into existing areas, provides public transportation options, and preserves farmland and open space.

“Suburban sprawl” is irresponsible, poorly planned development that destroys green space, increases traffic, crowds schools, and drives up taxes.

__ Statewide Planning Considerations

Describe whether the planning committee considered statewide planning implications of existing facilities. If the project involves renovating or demolishing a building, please advise the Rhode Island Office of Strategic Planning and Evaluation.

Contact Information:

Mr. Bill McKenna
Office of Strategic Planning and Evaluation
RI Department of Administration
One Capitol Hill , 3rd Floor
Providence, RI 02908
(401) 222-6415
Email: billm@budget.state.ri.us

The attached document is not intended to present a set of requirements but to foster consideration of smart growth goals in siting decisions.

11. __ Operating Budget Analysis

Submit analysis of the impact on the operating budget of the proposed project (s). Include savings and/or cost of additional maintenance, instructional and/or support staff, additional utility costs, transportation and potential additional revenue. Also how these plan improvements and potential efficiencies will enhance teaching and learning opportunities moving forward.

12. __ Local Jurisdictional considerations such as local comprehensive plan conformance

13. __ Document how preliminary planning consultants contract procurement satisfies applicable laws

Assurance that all contracts and subcontracts are in conformity with all applicable provisions of federal, state, and local law and regulations, including those related to minority hiring. Provide document on 10% MBE requirements for both soft costs and hard costs. Additional information is available on the following website www.mbe.ri.gov.

14. __ Feasibility Study proposed scope of work.

End of STAGE I Checklist

STAGE I RIDE REVIEW

REVIEW OPTIONS:

1. **Disapproval:** Application is returned
2. **Further Information needed:** “Revise and Resubmit” for further review.
Do not proceed with STAGE II. District proceeding beyond the Stage I application process, without RIDE approval, are not in conformance with Necessity for Construction regulations.
3. **Approval:** RIDE conference with Building Committee
RIDE may tour existing building.
Architectural Feasibility Study scope of work be performed.

**** SAMPLE STATEMENT OF INTEREST ****

**RHODE ISLAND DEPARTMENT OF EDUCATION
NECESSITY OF SCHOOL CONSTRUCTION/IMPROVEMENT**

Topics to be addressed

- Executive Summary
- Background
- Facility Master Plan
- Educational Specifications
- Financial
- Long-Term Viability
- Project Schedule
- Green/High Performance/Sustainable Conscious Building
- Conclusion

I testify to the intent of the district to request school housing aid funds and the accuracy of the information provided in this application.

Superintendent/Director of Schools

Date

School Committee Chair

Date

Representative of the Municipality
(Town Council, Mayor, etc.)

Date

**** SAMPLE SCHOOL CAPACITY CALCULATION GUIDELINES****

Elementary School Capacity:

- Average class size 24*
- Average special education class size 10
- 100% Utilization
- Uncounted Spaces
 1. Art
 2. Computer Lab
 3. Health
 4. Gym
 5. Fitness
 6. Special education tutorial & resource

Middle School Capacity:

- Average class size 24*
- Average special education class size 10
- 85% Utilization

High School Capacity:

- Average class size 25*
- Average special education class size 10
- 85% Utilization

Capacity Example Table:

Schools	Enroll-FY__	Capacity	Capacity Difference
Totals			

*- Denotes maximum.

**** SMART GROWTH CONSIDERATIONS ****

Twelve Recommendations to Move Smart School Goals Forward

Historic Neighborhood Schools in the Age of Sprawl: Why Johnny Can't Walk to School

By The National Trust for Historic Preservation

1. Put historic neighborhood schools on a level playing field with new schools. Eliminate funding biases that favor new construction over school renovation and good stewardship.
2. Eliminate arbitrary acreage standards that undermine the ability of established communities to retain and upgrade (or replace on the same site, when necessary) historic and older schools that could continue to serve as centers of the community.
3. Avoid “mega-school sprawl” – massive schools in remote locations that stimulate sprawl development and are accessible only by car or bus.
4. Develop procedures for accepting land donated by developers for new schools. Land in “sprawl locations” that are inappropriate for schools should be rejected.
5. Encourage school districts to cooperate with other institutions – e.g. government agencies, nonprofits, churches, and private businesses – to share playgrounds, ball fields, and parking as well as to provide transit services, when appropriate.
6. Establish guidelines, training programs, and funding mechanisms to ensure adequate school building maintenance. Create disincentives for school districts to defer needed maintenance and allow buildings to fall into disrepair.
7. Require feasibility studies comparing the costs of new schools with those of renovating existing schools before new schools are built and existing ones are abandoned. Hire only architects with experience in rehabilitation work to conduct such studies. These studies should also consider the impact of a school's closing on existing neighborhoods, long-term transportation costs, and municipal service burdens. Finally, these studies must be presented to the public for comment before projects move forward. If they are presented only to the superintendent and school facilities committee, their use is limited.
8. Reexamine exemptions given to local school districts from local planning, zoning, and growth management laws.
9. Work to ensure that a minimum of 50% of the students can walk or bike to school in cities, towns, and suburbs. Promote safe-routes-to-school legislation in the state.
10. When a historic school cannot be preserved and reused, school districts and/or local government should implement plans for the building's adaptive use or replacement so that it does not become a source of blight in the neighborhood.
11. Promote “smart codes” legislation to encourage the rehabilitation and modernization of historic schools as well as other still serviceable buildings.
12. Provide education and training in school renovation techniques and options for school facility planners, contractors, private consultants, architects, school board members, municipal officials, and others.

**** SCHOOL SITING CONSIDERATIONS****

A school site should in general conform to the following requirements. The site should:

- be chosen on the basis that it will meet the educational need and minimize any possible adverse educational, environmental, social, or economic impact upon the community (e.g. need to supply new sewers, roads, or water connections; existence of soil conditions that will result in increased site developmental costs; or curtailment of the approved educational program)
- be so located as to serve efficiently and safely the school population it is intended to serve and be of sufficient size to accommodate the building and planned future additions as well as outdoor educational facilities, parking, bus turnarounds, delivery areas, required setbacks, and planned aesthetics
- be reasonably free from olfactory, auditory, visual, and noxious pollution, or should be capable of being made so prior to commencement of construction;
- not be excessively costly to the community
- be located adjacent to side walks which lead to other civic entities
- be located whenever possible in proximity to other facilities, such as libraries, museums, parks, natural resources, and/or other facilities which would enhance the proposed educational program
- be located in existing or planned densely developed villages or town centers
- be located within areas designated as growth centers in town or city local comprehensive plans
- be located if possible, on main streets or highways that are bus routes and within reasonable walking distance from other entities such as neighborhood stores or shopping centers, schools, child care facilities, health services (e.g. a doctor's office or hospital), post offices, religious centers, city or town halls and bike paths
- be located to take advantage of existing roads and sewer and water systems or such systems planned for growth centers
- siting which involves the converting of working lands, such as prime farmland and forestland is discouraged

The questions below provide some items about smart land use for school districts to consider *before* selecting school construction sites. Individual elements in the questions are not intended as requirements but are intended to encourage such goals as walkable communities and the use of existing infrastructure.

1. Will the proposed school construction site be within an area designated as a growth center in your city or town's local comprehensive plan? (Consult your local planner or planning department)
2. Will the proposed school construction site be within or adjacent to an existing or planned densely developed neighborhood, village, or town center?
3. Will the proposed school construction site involve converting working lands, such as active prime farmland or forestland?

SCHOOL SITING CONSIDERATIONS (continued)

4. Have you considered an addition and/or renovation to an existing school (or other suitable existing building such as a municipal building or mill building) as an alternative to the building of a new school?
5. Was utilization of existing school department or other municipal land considered for a site?
6. Was a multi-story structure considered as a means to reduce building footprint and the overall size of the site required (possibly allowing an existing site or smaller parcel in an existing neighborhood, village or town center to be used)?
7. Will the proposed school site within a ten minute walk (approximately 800 meters or about half a mile) from an existing or planned:
 - a) Densely populated residential neighborhoods, villages or town centers
 - b) Neighborhood store or other shopping opportunity
 - c) Library
 - d) Child/Elder care facility
 - e) Health services (e.g. hospital, doctor's office)
 - f) Bus stop
 - g) Post Office
 - h) City or town hall
 - i) Religious or spiritual center
 - j) Bicycle path
 - k) Recreational facilities (if yes, could these be utilized in school athletic programming to reduce overall site size requirements?)
8. Will the school be sited on a main street or highway? (If yes, will the site be safely accessible for pedestrians?)
9. Will the school construction site require the provision of new or extended sewer mains?
10. Will the school construction site require the building of new roads for site ingress/egress? (If yes, will new traffic signal controls be needed for safe ingress and egress at intersections(s) at the school site? If yes, will these controls include pedestrian crossing cycles?)
11. Will the school construction site require new or extended water mains?
12. Will the school be adjacent to sidewalks? (If yes, is there an interconnecting network of sidewalks that reasonably link the site with surrounding residential neighborhoods, villages or town centers so that some of the students may be able to walk to school safely?)
13. Is there potential for using existing or planned bike paths, greenways or trails to provide safe bicycle/pedestrian access to the site?
14. If sidewalks will be adjacent to the proposed school, what type of entities may one walk to using these sidewalks? (see listing in #7)

**** SAMPLE ASSET PROTECTION PLAN SUMMARY ****

STEP 3 – STAGE II APPLICATION

The intent of this step is to develop and agree on a solution to solve the verified district problem.

CHECKLIST

1. Architectural Feasibility Study

Design and Educational Program.

Design and Educational Program means a comprehensive numerical and written description of a district's specific educational program for a specified number of students over a specified period of time, in a format prescribed by the Regents. It shall include: an itemization of spaces needed to support the educational program, complete to the degree that a designer may use it as the basic document from which to create the design of a school facility; the instructional programs, grade configuration, type of facility, and the spatial relationships for the functions housed at the facility; the number of students and a list of any specialized classrooms or major support areas, non-instructional support areas, or external activity spaces; gross and net square footage of any affected existing facility; the overall security and security measures taken to safeguard the facility and its occupants; the school administrative organization; and the hours of operation that include the instructional day, extracurricular activities, and any public access. The Design and Educational Program shall begin with a thorough, in-depth explanation of curriculum goals and instructional activities that occur within the learning environment of the facility affected by the proposed project. The Design and Educational Program shall comply with all applicable laws and applicable Regents and RIDE regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year. The Design and Educational Program for the proposed project shall include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage, and establish a realistic construction budget.

The education specifications section should also address external space. The district should indicate whether there is enough space for parking, bus turn around, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

Architectural Feasibility Study (continued)

Include a description as to how grade organization in the district will be affected by the proposed project. For example, a new middle school may shift Grade 6 from the Elementary and Grades 7-8 from the High School. Note how the district has planned for changes in grade organization, i.e. will there be surplus staff or can services be consolidated to avoid duplication?

Proposals for schools serving more than 400-500 students must also address the smaller instructional and support services groupings that are necessary to provide personalized learning environments. This includes small learning communities of 400-500 students in larger schools; providing for adult-student relationships, such as advisories, so that students are well known by at least one adult; and planning for the individual student's social, emotional, academic, and career needs.

__ Comparison of costs between project and other alternatives; substantiation of the projects cost effectiveness and in the public interest; feasibility of modernizing of the extant facility.

__ Certification by Professional Structural Engineer registered in Rhode Island demonstrating that the building is structurally sound or can be made so reasonably.

Architectural Feasibility Study (continued)

__ District's High Performance Green Status/Goals; documentation of compliance with standards.

In addition, to ensure that integrated design, construction, and maintenance approaches are consistent with the goals of High Performance Schools the following policy and operations prerequisites are required.

- i. The school district must create a high performance design advisory committee or appoint an individual trained in high performance school issues to oversee the implementation of an integrated design approach and ensure that the high performance standards and the overall goals of Northeast-CHPS are met and that they are consistent with state policy.
- ii. Develop policies and procedures for the sharing of facilities between the school district and the town for recreational and other community purposes.
- iii. Implement the EPA's Tools for Schools program or an equivalent indoor health & safety program for the new or renovated school. Designate a trained staff person as a point of contact for the EPA Tools for Schools program or its equivalent.
- iv. Implement a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.
- v. Establish a written policy that all newly purchased equipment and appliances to be used in the school be ENERGY STAR compliant. Additionally, the policy must prohibit the purchase of low efficiency products, including incandescent task lights, halogen torchieres, and portable electrical resistance heaters.
- vi. Adopt a no idling policy that applies to all school buses used to transport the students of the school.
- vii. Use no CFC- or HCFC-based refrigerants in building Heating, Ventilating, Air Conditioning, & Refrigeration (HVAC&R) systems.

Architectural Feasibility Study (continued)

— Consideration of school district or school facility consolidation

Submit an analysis of the option of school consolidation and school district consolidation. Documentation shall include:

1. Current school capacity and enrollment by school and grade and anticipated five year district growth by grade and school;
2. A map of the district showing the location of the site or sites under consideration and the location of existing school buildings in the district;
3. The attendance area to be served by the proposed school and the number of school-age children who reside within the attendance area and future demographic projections for the district and attendance area;
4. A map of the nearest adjacent district(s) showing their buildings and attendance areas;
5. Other potential non-school buildings evaluated for conversion, include information on age, location, size, nearby community services and buildings, cost, and needed modernization;
6. Information regarding any school buildings abandoned by the district or converted to other use by the community in the last ten years including a map of their location in the district;
7. A comparative analysis of the potential impact of building sites on student transportation and local traffic conditions including traffic impact, public transportation opportunities, times of transit by school transportation, and cost of any changes that would be required to roads or the transportation system; and
8. Documentation must also be provided demonstrating that a licensed professional engineer has examined soil conditions for structural integrity and drainage in order to determine the suitability or lack thereof of possible sites and identified the existence of soil conditions which may increase site development costs.

Architectural Feasibility Study (continued)

___ Analysis of Historic Implications:

Describe whether the planning committee considered historical implications of existing facilities. If the project involves renovating or demolishing a building, please advise the Rhode Island Historical Preservation & Heritage Commission.

Contact Information:

Mr. Edward F. Sanderson, Executive Director
RI Historical Preservation & Heritage Commission
Old State House
150 Benefit Street
Providence, RI 02903-4134
(401) 222-4130 Fax (401) 222-2968
Email: esanderson@preservation.ri.gov
Web site: www.preservation.ri.gov

___ Traffic/Transportation Impact plan.

Whenever possible, sites shall be located close to public transportation. In order to reduce automobile-related pollution and conserve energy, designs shall incorporate the use of public transportation and carpooling by minimizing parking, creating bike facilities, providing safe walking/biking access, and other appropriate design elements. Additionally, applicants shall consider the proximity of other services in the community, such as supermarkets, commercial office buildings, grocery stores, day cares, cleaners, fitness centers, hair care, hardware, laundry, medical/dental services, senior care facilities, public parks, pharmacies, post offices, banks, libraries, and community centers.

___ Preliminary energy analysis or modeling

Include an analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged. Consideration of the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing such maintenance costs.

___ Feasibility of using renewable energy technologies

Consideration of life-cycle costs estimates of all feasible energy systems to identify the system with the lowest life-cycle cost estimate

2. __ Schematic Design Documents.

3. __ Design and Construction Cost Projection.

Cost projections must consider the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing operation and maintenance costs. Districts must demonstrate the incorporation of life cycle cost analysis in the selection of mechanical systems, equipment, and materials. The projection shall include a detailed breakdown of the costs associated with this project. This cost analysis should include not only the estimated costs of construction escalated for inflation at the anticipated bid date but also the project management and design fees. Refer to Section 1.07-1. Project management, design fees and other soft costs as a percentage of total construction costs shall not exceed 20% of the general construction costs, as determined by RIDE.

Basic architectural services shall consist of the following phases, schematic design, design development, construction documents, bidding, and construction administration and include the following: architectural drawings, mechanical, electrical, plumbing, fire protection, structural, site development, basic environmental permitting, graphics, lighting design, acoustics, data and communication, educational consultants, any specialty consultants for laboratory, library/media center and kitchen space, code consultants, accessibility, and other services established by RIDE. Additional architectural services may include: geotechnical consultants, asbestos consulting, wetlands flagging, and other additional services as determined by RIDE.

Cost projections must be broken down between new space (i.e. addition) and space improvements (i.e. renovation). If a district is building an addition onto a school as well as conducting major renovations, the soft costs shall be pro rated between the two aspects of the project. By separating the costs, RIDE is able to compare the cost of the new construction versus renovation. The cost comparison should also include an evaluation of the potential for the use of historic tax credits for historic buildings that are being reused or surplus.

4. __ Financing Plan

Districts must consider the impact on the operating budget of implementing the project in such detail and format as required by the Regents, including but not limited to, an estimate of the costs of additional maintenance required of the district, the costs of additional instructional or support staff, additional utility costs, the costs of additional transportation, if any, and the estimated revenue, if any, from the sale or lease of any school facility decommissioned as a result of implementing the project. Consider how financing this project will impact the district, including, the district's current level of indebtedness, and estimate potential increases in the local tax rate as a result of this project.

Indicate how this project will be financed. If the project is to be supported by financing other than a general obligation bond, please indicate the alternative financial mechanism selected and a brief explanation as to why it is sound and cost efficient both in terms of the project itself and overall municipal fiscal policy and practice. Please keep the following items in mind when considering financing mechanisms:

- The financial mechanism must meet the test of prudent municipal financing policy, and shall have a term no longer than the useful life of the project.
- Interest costs are reimbursable only on general obligation bonds issued through the Rhode Island Health and Education, Building Corporation (RIHEBC).

Contact Information:

Mr. Robert Donovan Executive Director
RI Health and Education Building Corporation
170 Westminster Street
Providence, RI 02903
Phone: (401) 831-3770 Fax: (401) 421-3910
Email: rdonovan@riebc.com

- The normal public review required for financial mechanisms other than bonds, e.g. formal appropriation of funds by a city or town council, will be required prior to reimbursement.

Charter Schools Only: Because charter schools do not require municipal support, please provide a description and defense of the funding mechanism. Indicate where the additional funds will come from to make the debt service payments. Note: if the charter school fundraises to pay for part of the capital campaign, this portion of the project cost will not be reimbursable under the Housing Aid program.

5. Site Purchase Plan (if required).

6. Local Support

Districts must submit documentation of community support for the project, including City/Town Council and School Committee approvals. Please include a timeline for when the project will be submitted to voters for approval, if applicable.

7. Project Timeline

Submit detailed project schedule to completion including post occupancy energy commissioning. to include RIDE plan review submittals at 100% SD, 100% DD & 60% CD.

8. Project Justification Summary

The intent of this section is to summarize and clearly justify why the proposed project is necessary. This section should indicate why new construction is required as opposed to renovating existing facilities. This section should reference the current condition of existing facilities and data that supports the need for the project, including enrollment projections, community data, and project cost comparisons.

Indicate how the current condition of existing facilities has been addressed. Link this information to the need for new construction or a major renovation project. With new construction, the application should clearly indicate why existing facilities cannot be renovated to meet the needs of the district. With renovation projects, the application should clearly indicate that the condition of the affected facilities is poor. The application should note whether the renovations are necessary for building code compliance, health and safety concerns, security issues, etc.

Summarize enrollment projections for the next five years by grade with a brief analysis (increases/decreases from year to year shown in actual numbers or percents) of how the data supports the need for the project. When possible, local enrollment projections should be supported by those from an outside source, such as the RIDE or NESDEC. Include summary of community data, e.g. population, housing stats, birth rates, or immigration estimates, and an analysis of how the data supports the need for the project.

Summarize the cost comparison between this project and other alternatives reviewed. If the project involves a new facility, the cost analysis must show clearly and fully that the proposed new

construction is the best available alternative to meet the projected need based upon educational programs to be housed, total cost effectiveness, and the public interest. Include a consideration of indirect costs associated with the project, such as new sewers, roads, transportation, or utilities. If there are surplus buildings, include benefits or costs to the public, such as re-sale value or demolition costs. If the project is a renovation of an existing building, include documentation that the building is structurally sound or can reasonably be made so.

Summarize any other information deemed necessary to support the need for this project. Applicants may include a list of building deficiencies that this project will remediate, such as capacity issues, large classroom sizes, ability to offer ancillary services, appropriate learning environment, etc.

9. __ Commissioning Agent Services.

The district shall procure the services of an independent engineering Commissioning Agent. Commissioning is the process of ensuring that systems are designed, installed, functionally tested, and capable of being operated and maintained to perform in conformity with the design intent of a project. The Commissioning Agent must be secured prior to the design phase of the project. The Commissioning Agent must be independent and procured separately from the contract for the district's construction services. The Commissioning Agent will be responsible, in part, for the local reporting required to implement state enforcement of the regulations for the project during the design, construction, and operational acceptance process to ensure compliance with the regulations during integrated design. During schematic design and design development, the Commissioning Agent will verify that all standards have been met through meetings with the design team and review of plans submitted by the design team. The Commissioning Agent will continue to monitor compliance with these regulations through the development of construction documents and through the construction process to ensure that all building systems, mechanical and lighting equipment, and all specifications are in compliance with regulations, included in and consistent with all plans, construction documents, and cost estimates. The Commissioning Agent will submit reports certifying compliance with all standards and regulations to RIDE and the district representative. The Commissioning Agent should work closely with the district's project manager, also referred to as clerk of the works.

The Commissioning Agent must:

- Bring the owner's needs and project requirements to the forefront at each phase of the project to ensure that the finished project will meet expectations;
- Improve the building's overall performance by optimizing energy-efficient design features and directly addressing issues like equipment performance testing and system integration; and
- Verify that building staff members are well-trained and possess the documentation they need to operate and maintain the building's systems and equipment after turnover.

End of STAGE II Checklist



9/3/2008

PROJECT BUDGET FORMAT

Item	Description	Value	Percentage
I.	HARD COSTS		
1.	Schematic Design Construction Estimate Submit Independent Professional Detailed Estimate Architect to review and certify it meets design intent for the project Provide graphic representation of building gross area per floor Separating double story, mechanical and unfinished spaces Provide detail back up in latest ASTM UNIFORMAT format	\$	% of Total Project
2.	Hazardous Site & Materials Design and Abatement Provide detail back up separate demolition and design permit costs	\$	% of Total Project
	Hard Costs Sub-Total	\$	% of Total Project
II.	SOFT COSTS		
1.	Architectural & Engineering Fees Provide detail back up for each discipline	\$	% of Construction
2.	Construction & Project Management & Commissioning Fees Provide detail back up for each service	\$	% of Construction
3.	Project (Design, Construction) Contingency & Escalation Provide detail back up including rationale for each	\$	% of Total Project
	Soft Costs Sub-Total	\$	% of Total Project
TOTAL PROJECT COST		\$	

III. Furniture Fixtures, Equipment & Technology

1.	Furniture Fixtures & Equipment Provide detail back up	\$	Cost per Student
		\$	Cost per SF
2.	Technology Provide detail back up	\$	Cost per Student
		\$	Cost per SF

IV. Miscellaneous

1.	Land Purchase (if applicable) Provide detail back up	\$	Cost per Acre
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Sample Capital Improvement Plan

Five Year Capital Improvement Plan

District: ABC

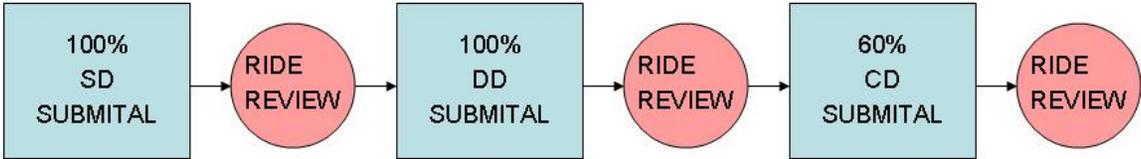
Description	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Total
Replace HVAC system at XYZ Elementary School	250,000	250,000				500,000
Upgrade wiring at High School for new technology			50,000			50,000
Repave Middle School parking lot				100,000		100,000
Replace roof at ABC Elementary School				250,000	250,000	500,000
Repair tile flooring district-wide	10,000	10,000	10,000	10,000	10,000	50,000
Total Request	260,000	260,000	60,000	360,000	260,000	1,200,000

Some items that will not be reimbursed: lockers; window screens, curtains, or blinds; equipment (e.g. computer monitors, hardware, and software; air compressor; individual air conditioning units; floor washing machines; television/media equipment; vehicles; auditorium stage curtains; or maintenance related items (e.g. air duct cleaning; oil burner maintenance; or graffiti removal).

This list is not comprehensive but gives districts an idea of the types of items that do not qualify for Housing Aid. If you have any questions regarding the eligibility of an item, please contact the State Aid Specialist.

SCHOOL CONSTRUCTION APPLICATION
PROCESS FLOW CHART (cont'd)

STAGE III
DESIGN REVIEW



SCHOOL CONSTRUCTION APPLICATION
PROCESS FLOW CHART (cont'd)

STAGE IV
CONSTRUCTION REVIEW

