NECESSITY OF SCHOOL CONSTRUCTION INFORMATION AND INSTRUCTIONS

FY 2024
Improving Rhode Island's Public Schoolhouses

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. School facilities provide more than a place for instruction. The physical learning environment contributes to the successful performance of educational programs. (RIGL 16-105-1)

School Building Authority
Rhode Island Department of Education

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INTRODUCTION

In June 2015, the Rhode Island General Assembly created the School Building Authority (SBA) within the Rhode Island Department of Education. The establishment of the SBA heralded several important changes in state support for school facilities.

The Council on Elementary and Secondary Education (CESE) has the responsibility for determining the need for all school housing projects. This review of school housing projects serves two purposes: (1) qualification of the project for reimbursement under the state aid for Housing Aid, School Building Authority Capital Fund, and/or Bond Pay-Go; and (2) certifying to the General Assembly that the project is needed should the district require enabling legislation for a bond.

The Council on Elementary and Secondary Education (CESE) will consider new necessity of school construction applications on an annual basis (Fall and Spring). The School Building Authority reviews and preliminarily approves each completed multi-stage application and then makes their recommendations to the CESE who have the final authority to approve or deny each application.

Please note that the FY19 State Budget included several changes to the oversight, management, and funding of school construction projects. To ensure compliance with statute and regulations and maximize Housing Aid incentives, LEAs are required to hire Owner's Program Managers for all projects that exceed $2M in value. We welcome all questions, which can be directed to the School Building Authority Staff.

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NECESSITY OF SCHOOL CONSTRUCTION OVERVIEW

The School Building Authority has two timelines for approval to assist LEAs as they fulfill their obligation to provide safe, healthy, and educationally appropriate school facilities for its students:

1. Fall Approval Timeline – December Council on Elementary and Secondary Education Approval
2. Spring Approval Timeline – May Council on Elementary and Secondary Education Approval

The multi-stage application process will follow the timeline and milestones below. **Any LEA that misses the outlined milestones or otherwise cannot keep to the timeline outlined may elect to delay their target approval date. The Council will consider projects in May and December to allow LEAs the time necessary to prepare and submit all required Necessity documentation.**

Spring (2024) Approval Timeline

Step 1 – STAGE I
- *Due on or before September 15th 2023*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

Step 2 – STAGE II
- *Due on or before February 15th 2024*
- *SBA issues preliminary approval*

Step 3 – Council Approval
- *Commissioner recommends project to Council of Elementary and Secondary Education for approval in May 2024*

Step 4 – STAGE III
- *RIDE design reviews at SD, DD, and CD*

Fall (2024) Approval Timeline

Step 1 – STAGE I
- *Due on or before February 15th 2024*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

Step 2 – STAGE II
- *Due on or before September 15th 2024*
- *SBA issues preliminary approval*

Step 3 – Council Approval
- *Commissioner recommends project to Council of Elementary and Secondary Education for approval in December 2024*

Step 4 – STAGE III
- *RIDE design reviews at SD, DD, and CD*

The availability of two timelines allows LEAs undertaking major projects and/or conducting districtwide masterplans the necessary time required to engage district and community stakeholders and to develop an educational program and specification that is aligned with their district Strategic Plan. The SBA will work with LEAs to establish milestones and target submissions that fit the community's needs.

- Please note that because applications are no longer accepted on a rolling basis, it is critical that the above-listed deadlines are met. **Failure to meet the deadlines at any of the stages may result in projects being moved to the next cycle.**

- Additional information can be attached to the application as deemed necessary.

- The Necessity of School Construction process applies to **all** renovation projects, new additions, or new facilities seeking state aid. RIDE SCR 200-RICR-20-05-4 applies to all new school construction and school renovations projects where the total cost exceeds $500,000.

- **STAGE I & STAGE II SUBMISSION INFORMATION** – Please submit **one hard copy in an 8.5' x 11" binder, including one half-scale set** of schematic design documents, as well as **an electronic copy** of the application packages to:

Dr. Joseph da Silva, Ph.D., NCARB
School Construction Coordinator / Architectural Design Reviewer
School Building Authority
Rhode Island Department of Education

E-mail: joseph.dasilva@ride.ri.gov

Breaking Ground

Necessity of School Construction Approval Process and Timeline

LOCAL approvals

Identify your team
Pull together a School Building Committee, composed of city and school representatives

Letter of Intent
Send a statement of interest signed by Superintendent, School Committee, and municipal representative
Spring Approval: August / Fall Approval: January

Local Support
Stage II must include School Committee and City Council approvals
Spring Approval: February / Fall Approval: September

Memorandum of Agreement
Signed by School Committee and Superintendent

Voter Approval
For bonds, unless the municipality has a public building authority

6 months maximum

Stage I: Identify Need | **Stage II: Develop Solution** | **Approvals and Beyond...**

SBA Stage I Preliminary Approval
Authorization to move forward with Stage II
Spring Approval: September / Fall Approval: February

State Agency Reviews
DOA Planning, RIHPHC, Commission on Disabilities

SBA Stage II Preliminary Approval

Council Approval
With recommendation from SBA Advisory Board, Commissioner makes recommendation to CESE
Spring Approval: May / Fall Approval: November

Memorandum of Agreement
Signed by Commissioner

Enabling Legislation
For projects that are using bonds or other forms of indebtedness

STATE approvals

RIDE Rhode Island Department of Education

Under Construction

Seeing School Projects From Design Through Completion

LOCAL to-dos

Schematic Design Review
Stage III must include the project's major components, including engineering

Design Development Review
Provide greater detail, including an updated project budget

Construction Documents Review
Finalize the development of the project

LEA Bids
LEA goes out to bid and shares responses with SBA

Progress Reports
On the 12th of every month, OPMs provide a project progress report

Project Complete
For that year's cycle, projects must complete by June 30

Housing Aid
LEAs submit Housing Aid forms by July 15

SBA Approvals
The SBA must review and approve each of these components: schematic design, design development, and construction documents.

September 15 & March 15
RIDE makes Housing Aid payments twice annually for projects completed by June 30

STATE to-dos

RIDE Rhode Island Department of Education

NECESSITY OF SCHOOL CONSTRUCTION

STAGE I

INFORMATION AND INSTRUCTIONS

STAGE I APPLICATION

The submission of Stage I expresses an LEA's intent to seek a Necessity of School Construction approval and confirms a commitment to procure appropriate professionals, establish a School Building Committee, and to conduct an Educational Facility Master Plan.

The Stage 1 checklist and explanatory detail is provided below.

STAGE I - CHECKLIST

1. __ Statement of Interest & Project Justification (see SOI checklist below)

SOI Checklist:

__ Name of Local Education Agency (LEA) and Point of Contact

__ Written agreement stating that the LEA will procure the services of an Educational Facility Planner for the application and an independent engineering Commissioning Agent for the proposed work.

__ Initial Compliance Certification Form signed by the Superintendent of School, and the Chair of the School Committee (*see Appendix A*).

__ School Building Committee Members list and backgrounds (*Use letter template – Appendix B*) Confirm School Building Committee membership and provide signed letter and table provided in Appendix B. The Committee can include additional members as necessary to comply with local or charter requirements; however, the School Building Committee must include all members as outlined in the School Construction Regulations.

__ Written acknowledgement from the LEA stating they received the Educational Facility Planner RFP template, which they may choose to use in their procurements. (*See Appendix C*)

__ Written statement that the LEA will confirm and obtain building inspections or notify responsible parties to determine that school buildings conform to appropriate state law and regulation by August 1st, pursuant to Rhode Island General Law 16-21-3.

__ Statement of Interest must be signed by the Superintendent of Schools, School Committee Chair, and Municipal Representative.

Project Justification Checklist:

__ Executive Summary of Stage I application, including:

__ Roster of all existing buildings, including building name, address, age, gross square feet (GSF), use, grade configuration, and current enrollment.

__ LEA Map with Highlighted Educational Facilities.
LEAs can use the Summary Maps provided on RIDE's Website.

__ Asset Protection Plan
LEA must confirm it has submitted its Annual Asset Protection Plan on ERIDE and authorizes RIDE to use this submission to satisfy the requirement for Stage I.

__ Description of LEA facility conditions, recent capital improvements, status of existing approvals, issues to be addressed.

__ Overview of Facility Master Plan, including whether the proposed project includes renovation of a current building, a major renovation, an addition, or construction of a new building.

__ Project Priorities - LEA must demonstrate perceived priority need in accordance with statute and identified school deficiencies are to be outlined along with demonstration of applicable category (*see Appendix D*). Project priorities must be reconciled with the prioritization of projects conducted by Jacobs for the statewide assessment.

__ Project Schedule, including RIDE submission and review dates.

__ ***For Major Projects Program***: provide description of educational facility planning process to be undertaken, including:

__ Development of educational facility program specifications,

__ Analysis of school facility capacities per current use,

__ Financing mechanism anticipated.

__ If applicable, also provide projected capacity when delivering the LEAs educational program if it differs from the capacity per current use. Capacities must be reconciled with those provided by Jacobs in statewide assessment.

__ Proposed detailed schedule for educational facility planning process, including major milestones such as local approvals and submissions to RIDE (Stage I, Stage II, and any other anticipated submissions). This will become the basis for the LEA's Major Projects submittal schedule.

2. __ Certified Educational Facilities Manager Credentials

RIDE 1.11-2 establishes minimum requirements for the employee who supervises buildings and grounds for school districts. Provide a resume and evidence of any building maintenance and/or operation certificates.

__ Confirm adoption of Indoor Air Quality Assessment & EPA "Tools for Schools."
Provide a copy of the resolution signed by LEA requiring participation in an indoor environmental management plan, equivalent to US EPA's Tools for Schools (NECHPS Operations and Metrics Prerequisite 6.0 – Indoor Environmental Management Plan).

3. __ Capital Facilities Improvement Plan

Fast Track Repairs:

LEAs submit five (5) year capital improvement plans so that approval is only necessary once every five years. These plans should include projects that are capital improvements to the existing facility and not related to maintenance and operations. The plan must include high priority deficiencies and the prioritization must be reconciled with the statewide assessment data provided by Jacobs. Capital Improvements Plans that are focused on high priority projects must also allocate at least 10% of construction costs to appurtenances that improve school environments.

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.

Major Projects Program:

Provide a vision statement; define focus elements, expectations, aspirations and needs which influenced the recommendations for the 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 enrollment, student capacity, capacity difference, suggested enrollment and square footage, proposed action, and proposed cost. The timeline for the improvement plan should outline the capital costs plan per year with appropriate escalation factors. Consideration must be given to swing spaces and ability to finance.

Only projects included in the capital improvement plan will be eligible for approval. A Capital Improvement Plan is a long-range plan, typically five years, which identifies capital needs in a LEA and provides a funding schedule and timeline for implementation. The capital improvement plan allows for systematic evaluation of all projects at one time so that a LEA can anticipate future needs. The capital improvement plan should not include routine maintenance expenses of the LEA but should include required upkeep of the facilities, including but not limited to, roof repairs, heating and ventilation system repairs, or window and door replacement.

4. __ Facilities Analysis (Comprehensive Facilities Assessment)

LEAs have the option of using the Statewide Assessment data provided by Jacobs Engineering or conducting their own facility assessment.

If the LEA is using the facility condition data compiled by Jacobs Engineering:
Provide written notification if the LEA elects to use the facility condition data compiled by Jacobs Engineering as part of the Statewide Facilities Assessment to satisfy this requirement. **The School Building Authority will provide documentation into the application for LEAs electing to use this information.** LEAs electing to use this information must review and reconcile the Assessment data, including deficiencies, costs, FCI, and any other pertinent information. Once submitted to the SBA, the assessment will represent the LEA's understanding of facility conditions at its facilities and as such will become the basis of the Necessity application. ***Please note that the conditions data does not satisfy the requirement for Schematic Design required for Stage II***.

If not using the facility condition data compiled by Jacobs Engineering, the Facilities Analysis must include a Facility Analysis. The Facility Analysis should list any deficiencies in the LEA's existing buildings and include indoor environmental quality and cosmetic improvements. The Facility Analysis must be conducted by a licensed engineer and must include:

__ Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab).

__ Inspection and analysis of the structural elements of the facility.

__ Inspection and analysis of all mechanical systems, including condition, age, energy efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards.

__ Inspection and analysis of the lighting system, including condition, age, energy efficiency and lighting levels.

__ Inspection and analysis of all controls including lighting controls and sensors, energy management systems, emergency shutoffs.

__ Inspection and analysis of all fire, safety and security systems including emergency plans.

__ 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.

__ The facility analysis must also include site, plumbing, technology, and code assessments. The submission must include diagrammatic Floor and Site Plans for each LEA facility.

__ Facility analysis must include prioritization of deficiencies that is aligned to and/or reconciled with the statewide assessment prioritization of deficiencies provided by Jacobs.

5. __ LEA & Community Demographics

Provide comprehensive enrollment information, including but not limited to individual school capacities with current and projected enrollments. This study should analyze and consider a wide range of variables such as population size, migration, births, deaths, age composition and distribution, school populations by race, housing property values, real estate transaction trends, and projections for charter public schools as well as non-public schools. The submitted projections should include a minimum of five years out, but ten (10) years are preferred. All demographic projections should be compared and reconciled with the demographic study included in the statewide assessment.

__ LEA-wide Existing & Projected Enrollments by School

__ Community Data - projected populations and statistics; housing development statistics and analysis; immigration. To obtain a comprehensive understanding of LEA and community demographics, the analysis should also include geographic statistics and analysis, ethnic/racial data, and private and charter school migrations.

__ ***For Major Projects Program:*** LEAs must specify the target population using a 5-year census-based forecasting projection.

6. __ Cross Districting Due Diligence

Provide an analysis of potential economic and non-economic impact of leveraging cross-districting, which shall demonstrate that the LEA has considered district boundaries, other existing facilities, and population trends in determining the need and site of proposed projects.

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

__ Minutes of Meeting/Correspondence with Neighboring LEAs

__ Analysis of Potential Economic and Non-economic Impact

__ Individual School Student Capacities

7. __ Educational Program Due Diligence

Design and Educational Program means a comprehensive numerical and written description of a LEA's specific educational program for a specified number of students over a specified period. 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 CESE and SBA regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year. In addition, the Program should include a detailed plan regarding any CTE programs to be added in secondary schools. The plan will be reviewed by RIDE's Office of College and Career Readiness to ensure it complies with RIDE's expectations for CTE. LEAs should consider RI's workforce needs, assure that all RIDE-approved standards can be met, and follow RIDE's new program processes. 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 LEA should indicate whether there is enough space for parking, bus turnaround, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

Include a description as to how grade organization in the LEA will be affected by the proposed project. For example, a new middle school may consider shifting Grade 6 from Elementary and/or Grades 7-8 from High School. Note how the LEA has planned for changes in grade organization, i.e., consolidation of services to avoid duplication.

For proposals for schools serving more than 400-500 students, LEAs are encouraged to address the smaller instructional and support services groupings that are necessary to provide personalized learning environments. This may include creating small learning communities of 400-500 students in larger schools; creating advisories, or other opportunities that allow students to be well known by at least one adult; and other strategies that facilitate the care of individual student's social, emotional, academic, and future career needs.

__ Existing School Capacities and Grade Configurations
LEAs must reconcile school capacities with the three capacities provided in the Statewide Assessment.

__ Utilization Analysis
Include a quantitative analysis detailing how all educational spaces – both internal and external – are to be used. For specialized spaces or spaces not usually found in a typical educational program, provide a detailed assessment of how frequently these spaces will be used, including the number of periods/blocks a day the room is anticipated to be in use and the number of students anticipated to be enrolled in the space.

__ Approved Educational Program certified by School Committee

__ Educational Program Needs Assessment

__ *Educational Facility Planning Services Master Price Agreement* (not required)
Please note that the State of Rhode Island has created Master Price Agreement 575 for Educational Facility Planning Services to assist LEAs and expedite the procurement of services to comply with this requirement.

8. __ Planning Activities

The intent of this section is to summarize project planning activities. This section will provide a description of the procurement process for any consultants assisting the LEA, an identification of the consultant team, and describe the planning meetings.

In addition, this section will describe the alternatives explored, historical implications of existing facilities, and the energy efficient and smart growth 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 the LEA needs, costly change orders during construction, or insufficient local support for the project and defeat at referendum. Refer to the *Recommended Action Plan* prepared by Jacobs for planning recommendations.

__ Describe the project planning activities, including any activity by existing committees, as well as options the planning team developed.

__ ***Major Projects Program:*** For projects considering a new site or an addition to an existing building, please describe assessment of the proposed site per the School Construction Regulations, the Northeast Collaborative for High Performance Schools protocol, and all applicable local and state statutes and regulations, including the Industrial Property Remediation and Reuse Act. *(See Appendix D for excerpts of school siting regulations and guidance)*

__ ***Major Projects Program:*** Describe whether the LEA 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, sewers, and other public infrastructure.

__ Statewide and Local Planning Considerations: Describe whether the planning committee considered statewide and local planning implications of existing facilities, including the local comprehensive plan. Provide a description of any coordination with local officials regarding site selection, possible consolidation, proximity to community resources, transportation impact, storm water pollution prevention and site layout.

If the project involves renovating or demolishing a building, please advise the Rhode Island Office of Strategic Planning and Evaluation.

9. __ Approval of Funding for Architectural Feasibility Study

Include a proposed scope of work for the Feasibility Study, including Educational Facility Master Plan.

10. __ Operating Budget Analysis

Provide a preliminary overview of available or projected local funding. 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.

__ Using the RIDE Uniform Chart of Accounts (UCOA) database, provide a preliminary analysis of the LEA's operations expenditures per pupil, as compared with peer LEAs.

11. __ Utility Incentives –

    LEAs are required to participate in energy efficiency and technical assistance programs that are available through applicable utility and government programs. To maximize the incentive, LEAs must work with the utility company from early in the planning process.

    For new construction and renovations in existing buildings provide evidence of correspondence with Mike Cunningham (mhcunningham@rienergy.com) at Rhode Island Energy.

12. __ Document how all preliminary planning consultants' contract procurement satisfies applicable laws.

    __ Provide 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. Additional information is available on the following website ***www.mbe.ri.gov***.

    __ Provide request for proposal used to solicit quotes from vendors for Architectural/Engineering services, School Committee Meeting Minutes, or provide documentation from City/Town Solicitor that the procurement satisfies all applicable laws.

End of STAGE I Checklist

STAGE I SBA REVIEW

REVIEW OPTIONS:

Approval: The School Building Authority (SBA) approves the Application and schedules and conducts a conference with the School Building Committee and SBA at which questions about the Application may be asked and answered and the school construction regulations and feasibility study requirements are discussed. If a project is approved, a written timeline will be established for how the project will proceed.

Further information needed: The School Building Authority (SBA) returns the Application with requests to provide timely answers to questions, clarification of prescribed issues or request supplemental information. This step may also include a Plan Review where the concerns are addressed at the scheduled conference. LEAs proceeding beyond the Stage I application process, without SBA approval, are not in conformance with Necessity for Construction regulations.

Disapproval: The School Building Authority (SBA) returns the Application and notes the reasons for disapproval. The LEA may request a meeting with RIDE to review the Application and the decision.

NECESSITY OF SCHOOL CONSTRUCTION

STAGE II

INFORMATION AND INSTRUCTIONS

STAGE II APPLICATION

The intent of this step is to develop and agree on a solution to the verified capital improvement needs at the LEA. LEAs must receive Stage I preliminary approval and submit State II applications by the required date for consideration by the Council.

CHECKLIST

1. __ Project Summary and Prioritization

   The intent of this section is to summarize and clearly justify why the proposed project is necessary.

   __ For each educational facility in the LEA, indicate the overall proposed scope of work - i.e., renovation, addition, consolidation, new construction, etc.

   __ Clearly state the **lump sum funding request** for the proposed project(s).

   __ Projects must be prioritized per the LEA's perceived needs with justification that clearly aligns any proposed capital improvements with the priorities established by statute (RIGL *16-105.9*). The application must include the prioritization of proposed school improvements following the format used for the Statewide Assessment. Any deviations from the prioritization provided in the Statewide Assessment must be reconciled in the application. If the application is focused on high priority projects, the LEA must also allocate at least 10% of construction costs to appurtenances that improve school environments, including indoor environmental quality and cosmetic improvements.

   __ If new construction is proposed, indicate why new construction is required as opposed to renovating existing facilities. 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.

   __ 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 percentages) of how the data supports the need for the project. Local enrollment projections should be supported by those from an outside source.

   __ 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. **The enrollment projections must also be compared to and reconciled with those provided by Jacobs in the Statewide Assessment.**

   __ 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 must include a list of building deficiencies that this project will remediate, such as capacity issues, indoor air quality issues, ability to offer ancillary services, providing appropriate learning environments, etc.

2. __ Architectural Feasibility Study

__ Design and Educational Program means a comprehensive numerical and written description of a LEA's specific educational program for a specified number of students over a specified period. It shall include:

__ A thorough, in-depth explanation of curriculum goals and instructional program and 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 CESE and SBA regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year.

___ Gross and net square footage of any affected existing facility.

__ Type of facility.

__ Existing and proposed grade configuration. Include a description as to how grade organization in the LEA will be affected by the proposed project. For example, a new middle school may consider shifting Grade 6 from Elementary and/or Grades 7-8 from High School. Note how the LEA has planned for changes in grade organization, (i.e., consolidation of services to avoid duplication).

__ Student capacity and enrollment, both existing and proposed.

__ The overall security and security measures taken to safeguard the facility and its occupants.

__ The hours of operation that include the instructional day, extracurricular activities, and any public access.

__ An itemization of spaces needed to support the educational program, including any specialized classrooms or major support areas, non-instructional support areas, or external activity spaces. The itemization should also include square footage allocations and a calculation of total building square footage, complete to the degree that a designer may use it as the basic document from which to create the design of a school facility.

__ External activity spaces should include but are not limited to parking, bus turnaround, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

__ Narrative and adjacency diagram outlining the spatial relationships for the functions housed at the facility. Narrative should include descriptions of major space type, including the design capacity of students, teachers and paraprofessionals, activities to be supported, equipment to be accommodated, a description of the key adjacencies, and a diagrammatic layout of the space. The adjacency diagram shall be a bubble diagram illustrating the approximate size and relative location of the proposed major space types in the building and on the site and shall align with the itemization of educational spaces. In addition, the adjacency diagram should note key site features, including but not limited to the main and service entries, pedestrian pathways, pickup/drop off routes and recreational fields. Please see Appendix F for an example of an adjacency diagram.

__ For proposals for schools serving more than 400-500 students, LEAs are encouraged to address the smaller instructional and support services groupings that are necessary to provide personalized learning environments. This may include creating small learning communities of 400-500 students in larger schools; creating advisories, or other opportunities that allow students to be well known by at least one adult; and other strategies that facilitate the care of individual student's social, emotional, academic, and future career needs.

__ The school administrative organization.

__ Comparison of costs between project and other alternatives. If the project involves new construction, 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 (including life cycle cost analysis using twenty years as the lifetime), and the public interest. A consideration of indirect costs associated with the project, such as new sewers, roads, transportation, or utilities must be included. If there are surplus buildings, include benefits or costs to the public, such as re-sale value or demolition costs.

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

__ LEA's High Performance Green Status/Goals

To ensure that integrated design, construction, and maintenance approaches are consistent with the goals of High-Performance Schools, documentation of implementation of the following policy and operations prerequisites are required:

__ Creation of an integrated design approach that ensures that the high-performance standards and the overall goals of Northeast-CHPS are met and that they are consistent with state policy. The LEA, School Board, Board of Trustees, or appropriate school leadership must pass a board level resolution that mandates compliance with NECHPS.

__ Implementation of the EPA's Tools for Schools program or an equivalent indoor environmental management program for the new or renovated school. Provide a resolution signed by the LEA requiring participation in Tools for Schools (or equivalent) for its schools.

__ Implementation of a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.

__ Establishment of a written policy requiring 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.

__ Adoption of a no idling policy that applies to all school buses operating in the LEA and all vehicles operating in the school grounds.

__ Adoption of a ban on the use of CFC- or HCFC-based refrigerants in building Heating, Ventilating, Air Conditioning, & Refrigeration (HVAC&R) systems.

__ Consideration of LEA or school facility consolidation

Submit an analysis of the option of school consolidation and LEA consolidation. The analysis must include acknowledgement and reconciliation of the utilization analysis of the LEA provided by Jacobs in the Statewide Assessment. Documentation shall include:

__ Current and five-year projected school capacity and enrollment by school and grade.

__ A map of the LEA showing the location of the site or sites under consideration and the location of existing school buildings in the LEA.

__ 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 LEA and attendance area.

__ A map of the nearest adjacent LEA(s) showing their buildings and attendance areas.

__ Other potential non-school buildings evaluated for conversion, include information on age, location, size, nearby community services and buildings, cost, and needed modernization.

__ Information regarding any school buildings abandoned by the LEA or converted to other use by the community in the last ten years including a map of their location in the LEA.

__ 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

__ Documentation must also be provided demonstrating that a licensed professional engineer has examined soil conditions for structural integrity and drainage to determine the suitability or lack thereof of possible sites and identified the existence of soil conditions which may increase site development costs.

__ 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.

__ Traffic/Transportation Impact Plan

Whenever possible, sites shall be located close to public transportation. 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.** The analysis must include reconciliation with the Energy Report Card provided by Jacobs in the Statewide Assessment.

__ 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. LEAs must include a narrative that addresses the strategies for training, operating, and maintaining the complex HVAC systems and controls.

__ *Energy Management Consulting Services Master Price Agreement* (not required)

Please note that the State of Rhode Island has created Master Price Agreement 508 for Energy Efficiency Services to expedite the procurement of services to comply with this requirement. LEAs are under no obligation to use vendors from the approved list.

__ 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.

3. __ Schematic Design Documents.

LEAs that use facility condition data from the Statewide Facilities Assessment must have professional architects and engineers to develop Schematic Design documents and cost estimates. Schematic Design requirements are established by School Construction Regulations (1.09) and further guidance is provided in the Design Review Guidance document at RIDE's website.

4. __ 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. LEAs must demonstrate the incorporation of life cycle cost analysis in the selection of mechanical systems, equipment, and materials.

__ Provide a detailed breakdown of the costs associated with this project, using the Project Budget Planning Worksheet. 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 shall not exceed 20% of the hard costs, as determined by the SBA.** Cost estimates must be reconciled with those provided by Jacobs in the Statewide Assessment.

Basic architectural services shall consist of the following phases: schematic design, design development, construction documents, bidding, and construction administration. These services should 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 the SBA. Additional architectural services may include geotechnical consultants, asbestos consulting, wetlands flagging, and other additional services as determined by the SBA.

Cost projections must be broken down between new space (i.e., addition) and space improvements (i.e., renovation). If a LEA 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, the SBA can 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 surplused.

Please note: RIDE releases an annual School Cost Analysis. Projects will not be reimbursed above the maximum allowable cost per square foot.

5. __ Financing Plan

LEAs must consider the impact on the operating budget of implementing the project in such detail and format as required by the CESE, including but not limited to, an estimate of the costs of additional maintenance required of the LEA, 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.

__ The Financing Plan must include any assumptions regarding the bonuses and pay-as-you-go funding activated by the passage of the $250M school construction bond.

Consider how financing this project will impact the LEA, including the LEA's current level of indebtedness, and estimate potential increases in the local tax rate because of the proposed 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:

Ms. Kimberly W. Mooers
Executive Director
RI Health and Education Building Corporation
170 Westminster Street
Providence, RI 02903
Phone: (401) 831-3770
Fax: (401) 421-3910
Email: kmooers@rihebc.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 Public 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.

6. __ Site Purchase Plan (if necessary)

LEAs must provide detailed information about the location, cost, and acquisition plan for any new site. The site must meet all site standards included in these regulations. The LEA has sole responsibility for identifying and acquiring control of the site. Information should include, but is not limited to:

__ Plan map of site to be acquired, including topographical and contour lines, adjacent properties, land uses, access roads, deed restrictions, easements, protective covenants, rights-of-way, and environmentally sensitive areas, acreage, and dimensions of proposed tract to be acquired and anticipated footprint of proposed school.

__ Fair market appraisal substantiating purchase price. RIDE will not reimburse amounts above the purchase price listed in the appraisal.

__ Executed purchase and sale agreement. ***Closing date must be scheduled after CESE approval.***

__ Analysis of whether site meets all standards outlined in RIDE regulations, including but not limited to environmental assessments and remediation requirements, permitting, and zoning requirements. (See section 4.6.2 Responsible School Site Selection of School Construction regulations).

7. __ Local Support

LEAs must submit documentation of community support for the project, including:

__ City/Town Council authorization to submit Stage II application to RIDE.

__ School Committee authorization to submit Stage II application to RIDE.

__ Timeline for when the project will be submitted to voters for approval, if applicable.

8. __ Project Timeline

__ Submit detailed project schedule through completion including post occupancy energy commissioning and including SBA plan review submittals at 100% SD, 100% DD and 60% CD.

9. __ Commissioning Agent Services / Owners Project Manager / Clerk of the Works

__ The LEA must 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 LEA'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 following 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 the SBA and the LEA representative. The Commissioning Agent should work closely with the LEA's project manager, also referred to as clerk of the works.

Commissioning should consist of **two components**:

- Evaluation and verification of MEP systems

- Evaluation and verification of consistency with standards outlined in the educational specifications developed as part of the Educational Due Diligence portion of Stage I.

The MEP 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.

The Educational Commissioning Agent must:

- Ensure the educational design intent for the project is maintained during the design, construction, and operational acceptance process.
- Verify that all RIDE Basic Educational Program (BEP) regulations and design standards established in the District Facilities Master Plan have been met through meetings with the design team and review of plans submitted by the design team during schematic design and design development.
- Continue to monitor compliance with these regulations and standards from the development of educational facilities master plan throughout the construction process.
- 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 educational performance by optimizing pedagogically effective design features.
- Verify that building staff and faculty members are well-trained and possess the support they need to utilize the spaces to their fullest potential and intended purpose.

__ *Commissioning Agent Master Price Agreement (not required)*

The State of Rhode Island has created **Master Price Agreement 462 for Commissioning Services** to expedite the procurement process. LEAs are under no obligation to use vendors from the approved list.

__ Submit a narrative outlining the timeline for procurement and onboarding of the Commissioning Agent. If the LEA opts not to select a vendor from the Master Price Agreement, provide a sample RFP for the Commissioning Agent service.

If the project is approved, a Memorandum of Agreement will be entered into with the LEA that sets forth the dollar authorization for the project (budget agreement), the scope of the project, and any contingencies that the LEA must comply with. LEAs will be required to agree to any contingencies noted in the Memorandum of Agreement. A standing contingency is that LEAs will be expected to warn and conduct the vote for public approval for funding within six months of the Council's approval. If the voters do not approve the project within that time frame, the approval will expire, and LEAs will have to start at Stage 1 again. The LEA will submit a signed copy of the Memorandum of Agreement to RIDE within 10 days of receipt. The Superintendent, or other chief administrative officer of the LEA, as well as all members of the School Committee must sign the agreement.

End of STAGE II Checklist

STAGE II SBA REVIEW

REVIEW OPTIONS:

Approval: The School Building Authority (SBA) provides a preliminary approval of the Application and advances a recommendation to the SBA Advisory Board and then to the Council on Elementary and Secondary Education.

Further information needed: The School Building Authority (SBA) returns the Application with requests to provide timely answers to questions, clarification of prescribed issues or request supplemental information. LEAs that proceed with any projects without SBA approval, are not in conformance with Necessity for Construction regulations and will not be eligible for State aid.

Disapproval: The School Building Authority (SBA) returns the Application and notes the reasons for disapproval. The LEA may request a meeting with RIDE to review the Application and the decision.

APPENDICES

APPENDIX A – INITIAL COMPLIANCE CERTIFICATION

This Initial Compliance Certification ("ICC") must be completed by all Applicants, as defined by RIDE School Construction Regulation (SCR) 200-RICR-20-05-4.3.A.1, who intend to submit a Necessity of School Construction application to the Rhode Island School Building Authority (the "Authority"), as defined by to R.I.G.L. 16-105.2*. The Authority will not consider a District, as defined by RIDE School Construction Regulation (SCR) 1.01, to be eligible for School Housing Aid or School Building Authority Capital Funding until after the District has properly submitted an ICC and received Council on Elementary and Secondary Education approval.*

1. The District hereby acknowledges and agrees that in order to qualify for any funding from the Authority, the District must comply with R.I.G.L. 16-7-35 through 16-7-45 and RIDE SCR 200-RICR-20-05-4 *et seq.* which require the Authority's collaboration and approval at each step of the Necessity of School Construction approval process and further acknowledges and agrees that any actions taken, costs incurred or agreements entered into for the repair, renovation or construction of school facilities without the explicit prior written approval of the Authority shall not be eligible for state aid.

2. The District hereby certifies that it will study and consider all available options for remedying the deficiencies identified through the Necessity process, including, to the extent applicable, regionalization or tuition agreements with adjacent school districts, district assignment policies within the school district, rental or acquisition and any necessary rehabilitation or usage modification of any existing building which could be made available for school use.

3. The District hereby acknowledges and agrees that, before the Council on Elementary and Secondary Education can grant final approval of a Project, the District must submit documentation of community support, including City/Town Council and School Committee approvals, vote to authorize and appropriate the full amount of funding for the Proposed Project that is necessary to meet the total project budget, as agreed to by the Authority and as described in RIDE SCR RIDE SCR 200-RICR-20-05-4.

4. The District hereby acknowledges and agrees that, in connection with a Proposed Project or an Approved Project, it shall use any standard forms (certifications, statements, affidavits, and agreements) established or developed by the Authority.

5. The District hereby acknowledges and agrees that it will notify RIDE in writing six months prior to the sale, lease, demolition or other removal from service of any school facility in the district's jurisdiction, or portion thereof. Where a building that has received school construction payments from RIDE for a building that has not remained in service for 50 years, RIDE may recapture at its discretion a portion of the State aid.

6. The District shall undertake a Feasibility Study to investigate potential options and solutions, including cost estimates, to the School's deficiencies and issues, as identified through the Necessity of School Construction process, or as otherwise determined by the Authority. The District hereby acknowledges and agrees that, as part of a Feasibility Study where a new school option is among the options that may be studied, the District shall study potential sites for the Proposed Project and hereby acknowledges and

agrees that it shall base its site selection for a Proposed or Approved Project on, among other things, cost and environmental factors, including an awareness of soil conditions and their probable effect on foundation and site development costs, transportation effects, dislocation of site occupants, and relationship to other community facilities in accordance with the School Construction Regulations.

7. The District hereby acknowledges and agrees that any Approved Project for the construction of a new facility, or for the addition to or renovation of an existing school facility, shall have a useful life of fifty (50) years as a public school in the District as required by RIDE SCR 200-RICR-20-05-4.

8. The District hereby acknowledges and agrees that it shall procure the necessary professionals to conduct any necessary assessments, develop an educational program and specification, design and engineer Approved Projects, and manage construction. The necessary professional must monitor compliance with the regulations through the design and construction process to ensure that all building systems are in compliance with regulations and are consistent with all plans, construction documents, and cost estimates as required by RIDE SCR 200-RICR-20-05-4.

9. The District hereby certifies that it has specifically read the provisions of RIDE School Construction Regulations RIDE SCR 200-RICR-20-05-4 and certifies that it has met or will meet each of the requirements described therein and further acknowledges and agrees that the District's failure to comply with each requirement, as determined by the Authority, may be grounds for disapproval of the District's application.

District Name:_____

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.

_____
By:
Title: Superintendent of Schools
Date:

By signing this Initial Compliance Certification, I hereby certify that I have read and understand the terms of this Initial Compliance Certification and further certify on behalf of the Applicant that each of the above statements is true, complete and accurate.

_____
By:
Title: Chair of the School Committee
Date:

APPENDIX B – SCHOOL BUILDING COMMITTEE LETTER TEMPLATE

[PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date

Mario Carreño, ALEP
Director
School Building Authority
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Mr. Carreño:

In accordance with RIDE School Construction Regulations 200-RICR-20-05-4, attached for your review and approval is the membership of the School Building Committee for _____ School District located in the (City, Town or Regional School District).

The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the (City, Town or Regional School District). Committee Members include the following:

(Please provide the name, title, address and phone number of each member, and indicate who the Chair of the School Building Committee is. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included.)

School Building Committee Table: Valid as of _____

Designation **Committee Role – Alignment w/ RIDE 4.9.2.A.2**	**Name**	**Background**	**Voting Member**
Superintendent of Schools			
Member of School Committee			
Local official responsible for building maintenance			
Representative of the office or body authorized by law to construct school buildings in the municipality			
School principal			
Member who has knowledge of the educational mission and function of the facility			
Local budget official or member of the local finance committee			
Member of the community with architectural, engineering and/or construction experience			

After approval of this committee by the Authority, the (City, Town, or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.

Sincerely,

Authorized Signature for the District, City, or Town

APPENDIX C – EDUCATIONAL FACILITIES PLANNER RFP TEMPLATE

This template is intended to provide LEAs with a minimum prescribed methodology that should serve as a guideline for the educational facilities master planning. The process shall adhere to standards and State regulations and shall address the following:

1. **Facilities Planning, Coordination, and Maintenance**

   Prepare a comprehensive facilities master plan that includes enrollment projections, a 5-year capital improvement plan (CIP), outline educational vision and goals, an implementation and funding plan, with collaborative stakeholder engagement.

2. **Adequate Facilities to Promote Student Learning and Development**

   LEA's school facilities shall be sufficiently flexible to provide for multiple uses of the area regarding both educational and supplementary activity programs.

Background

The State of Rhode Island is committed to providing high quality educational opportunities for all public school students. With assistance from the School Building Authority Advisory Board, and in conformance with statue and regulations, the School Building Authority ensures that all approved projects provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide educationally appropriate school facilities.

The Educational Facility Planner (EFP) shall provide architectural, planning, engineering, and other services as necessary to assist the LEA in the development of a LEA Master Plan, as part of a Necessity of School Construction application. As part of Basic Services, the Educational Facility Planner shall be responsible for assisting the LEA with the coordination, facilitation, and submission of all necessary documentation as necessary to complete a Necessity of School Construction application. All work shall be completed in conformance with all applicable statutes and the School Construction Regulations.

All other things being equal, the services of qualified and capable vendors with offices in Rhode Island, or those who propose a joint venture with a Rhode Island firm, should be utilized.

In general, the Basic Services of an Educational Facility Planner include, but are not limited to:

I. FACILITIES PLANNING and COORDINATION

The Educational Facility Planner (EFP) shall be primarily responsible for proposing and implementing an approach to developing a Facility Master Plan (FMP) that:

i. Engages multiple stakeholders including LEA and municipal representatives in the planning efforts;

ii. Provides data and documents, including maps, plans, notes, and other forms of analysis and representation, as necessary to inform stakeholders at the necessary decision points;

iii. Coordinates and facilitates meetings that meaningfully engage multiple stakeholders, including but not limited to students, parents, teachers, and administrators;

iv. Work with the Owner's Project Manager to ensure that agendas are prepared and minutes are recorded

v. Coordinates with Authorities Having Jurisdiction to satisfy all municipal, State and federal requirement and obtain all approval as necessary;

vi. Develop a Facility Master Plan that addresses community demographics, the LEA's Educational Program, and the LEA and community's fiscal capacity;

vii. Submit a Necessity of School Construction application to the School Building Authority at the RI Department of Education, including a Letter of Intent, Stage I, Stage II, and all necessary supplemental documentation necessary for approval;

viii. Attend meetings with the RI Department of Education School Building Authority as part of the Necessity of School Construction application.

II. MASTER PLANNING

The Educational Facility Planner shall assist the LEA to prepare a long-range educational facilities master plan (FMP). The FMP should provide a comprehensive review, assessment, and intended improvements of all facilities in the District. Components of the FMP shall be coordinated with the requirements of the Necessity of School Construction application as articulated in the School Construction Regulations, and include at a minimum the following:

i. Enrollment Projections: The LEA should provide either an independent 10-year enrollment projection or agree to the provided enrollment projection from RIDE SBA, if available. For planning purposes, the LEA should use the 5-year enrollment projection. The objective is to determine the number of students for which the buildings should be designed. The projection should be at minimum based on a cohort survival ratio/student progression projection model and provide projections by grade level and by year. District demographics such as live birth statistics, populations information, housing starts, and survival rates should all be combined to project the district's enrollment 10 years into the future.

ii. Facility Analysis

The FMP must include a facility analysis. The School Construction Regulations state that the Facility Analysis should list any deficiencies in the district's existing buildings. The Facility Analysis must be conducted by a licensed engineer and must include:

- Inspection and analysis of the building envelope (roof, walls, glazing, foundation, floor/slab)
- Inspection and analysis of the structural elements of the facility
- Inspection and analysis of all mechanical systems, including condition, age, energy efficiency, levels of ventilation, and compliance with American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) standards
- Inspection and analysis of the lighting system, including condition, age, energy efficiency and lighting levels
- Inspection and analysis of all controls including lighting controls and sensors, energy management systems, emergency shutoffs
- Inspection and analysis of all fire, safety and security systems including emergency plans
- 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.

LEAs are currently allowed to use the Jacobs Statewide Assessment School level reports to satisfy this requirement.

iii. Educational Program

The EFP shall assist the LEA in developing an Educational Program. Per the School Construction Regulations, the "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." The Educational Program must include:

a. Educational Program Narrative: A thorough and in-depth description of curricular goals and instructional activities for each school in the LEA. This should include a description of grade configuration, school administrative organization, target student population, instructional program, a list of learning spaces, as well as support areas and external spaces. In addition, the narrative must include hours of operation that include the instructional day, extracurricular activities, and any public access, as well as all security necessary to safeguard the facility and its inhabitants.

b. Target Educational Specification: an itemization of spaces needed to support the educational program, including a numerical description of gross and net square footage of any affected existing facility. The educational specification is the numeric description of the ideal educational program and is usually created early in the process. As such, this document must be reconciled to the constraints of a proposed site, an existing building, budgets, and/or other factors, including RIDE 1.06 Space Standards, to create a Proposed Educational Specification (see below).

c. Proposed Educational Specification: an itemization of spaces for the proposed project that reconciles the LEAs educational program. This document should include a comparison to the RIDE 1.06

Space Standards. This document must provide enough detail to provide the necessary information to develop a conceptual Schematic Design and a realistic construction budget.

d. Space Relationship Diagram: a diagram that itemizes the uses and illustrates the spatial relationships between all the proposed programs. The Spatial Relationship Diagram should include all proposed spaces organized to reflect the proposed relationships including learning, support, administrative, and external spaces.

The Educational Program shall recognize that the planning process is an opportunity to create and modify facilities to be responsive to the teaching and learning in modern school environments. As such, the EFP shall assist the LEA in developing tools and processes to adapt the learning environments to best serve these needs. The SBA at RIDE recognizes that LEAs have a variety of approaches to learning and as such the physical environment can and should be designed to respond to these needs. The following example environments are provided for consideration during the planning process:

a. Traditional Learning Environments

Traditional Learning Environments (TLE's) are those typically associated with classrooms with a certain number of students and one teacher. RIDE SBA does not mandate and does not usurp LEA policy on class size, these environments (along with size standards) should accommodate no more than 25 students per classroom. The TLE is best defined in an environment that is instructor centered whereas the student and instructor meet in a common location is a set specific time.

Common locations should be supported by additional space types to maximize the teaching and learning environment in the TLE design approach. Use of small group rooms, teacher collaboration spaces, use of commons and cafeterias, media centers and multi-purpose spaces that utilized adjacencies to support the classroom are effective means of increasing the effectiveness of the traditional classroom approach.

b. Student Centered Learning Environments

Student Center Learning Environments (SCLE's) are learning environments that reflect and support information-based systems, that focus on and support the principles and activities that facilitate learning. SCLE's is an approach to design that encourages collaborative and independent learning, multiple communications approaches, integration of technology and embraces problem and project-based learning. Well-designed career and technical education programs may incorporate many of the SCLE principles.

Because this approach is focused on the student, the space and design of the teacher/facilitator must accommodate this model. The 21st century has taught us that the role of the teacher is continuously evolving and will continue to evolve, therefore the space types must accommodate this flexibility for the instructor to practice much in the same way as the student. Flexibility, reliance on technology, ability to change space to accommodate multiple teaching models will be critical to successful space design. A movement away from the "teacher's desk" will be the rule rather than the exception, therefore technology, power, and storage should be considered.

c. Blended Learning Environments

Blended Learning Environments (BLE's) support information-based systems, teach information gathering, support analysis of data and critical thinking. Students in this environment can use this support to act on their newly created knowledge. The blended learning environment is best defined in the following characteristics:

- Learner centered instruction in which the learning is active and interactive.
- Increase in interaction between learners, learner and instructor, learner and curriculum, and learner to outside resources.
- Integrated assessment mechanisms that are both formative and summative.

iv. **Capital Improvement Plan:** The LEA shall provide a 5-year CIP, using the template as provided by the School Building Authority. Per the School Construction Regulations, the "Capital Improvement Plan is a long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation. The capital improvement plan allows for systematic evaluation of all projects at one time so that a district can anticipate future needs."

v. **Community Engagement and Local Government Collaboration:** In advance and in coordination with an application for necessity funding, LEAs shall conduct a process of collaboration with community stakeholders. Community engagement in facility planning should include local communities and local governments to build a facilities master plan that shares a collective vision. By working collaboratively with local government, the plan will consider related comprehensive community plans, local codes/regulations, and fiscal capacity.

Though there are variations of how to engage a community driven process, there are key elements for successful community engagement, they include:

- **Educational Framework and Visioning -** This activity is aimed at conducting an in-depth discussion of how best practices for education are incorporated into and influence facilities. These discussions should focus on both structural goals of the LEA such as school size preferences and grade configuration models; as well as specific delivery models in areas of early childhood development, special education services, elementary/middle/high school instructional models, and career and technical offerings.
- **School Building Committee -** The primary purpose of this group is to be the community's representative for review of data and participation in the larger community outreach. The focus of this group must be on representing the best interests of the district, while considering how this impacts individual schools and local communities. Each member of the task force is responsible for being a key communicator of this data and educational vision that can discuss issues/concerns the larger community audience. This group should be engaged from the beginning of the planning process until a facilities plan is created. The district must submit names and backgrounds of the members of the school building committee that shall be formed in accordance with the School Construction Regulations and provisions of the district's local charter and/or by-laws.
- **Site Meetings -** This process includes school site specific meetings allowing local community members to share ideas and concerns specifically related to the local school site. These meetings also provide an opportunity to address short-term maintenance and capital needs of each facility. These meetings can also serve to "recruit" stakeholders to be part of the district level steering committee/task force or participate in larger district-wide community forums.

- **Facility Options Development -** The role of the steering committee/task force should include participation in facility options development. There are several pathways to follow when deciding the direction of a district wide facilities plan that are influenced by several factors including: community/social demands, demographic trends, educational vision/framework, condition of facilities, and available funding. These factors all create different ideas on how to move forward to create the most effective facilities plan. This process should review the benefits and challenges of each option and review how each factor can influence another. Options should be presented in larger community forums to assist in determining the outcome of best refined recommendations for facility actions.

- **Community Dialogues/Meetings** - The purpose of larger stakeholder dialogues or meetings is to obtain feedback from the community regarding both the educational framework and options created because of that framework. Utilizing members of the steering committee/task force, educational consultants, and district personnel, presentation of data in a clear and concise manner is critical in obtaining essential feedback from the community. This community feedback, along with supporting objective data sets, will shape the decisions that come forth in a facilities master plan.

vi. Implementation and Funding Strategy

A Facility Master Plan must be strategically implemented and funded to effectively utilize the available resources. LEAs should leverage available municipal and state funding. Additional funding strategies available to LEA's may include:

- **Establish and Use Capital Reserve Funds/School Building Authority Capital Fund-** Projects funded by capital reserve funds can be approved and reimbursed more quickly than bond projects. By not bonding, the State can save substantial amounts of financing cost that can be reinvested.

vii. Site Selection, Assessment, and Consideration of LEA Utilization

a. Site Selection and Assessment

If the applicant is acquiring a new parcel of land for the project, the applicant shall provide in its Architectural Feasibility Study to RIDE SBA a completed, signed, and sealed description of the plot plan of the land to be acquired showing:

- Topographical and contour lines
- Adjacent properties indicating current land uses, access roads, deed restrictions, easements, protective covenants, right of ways, and environmentally sensitive areas such as waterways and wetlands.
- The acreage and dimensions of the tract proposed for acquisition.
- Anticipated footprint of the proposed school

Site selection must be in accordance with all applicable municipal, State, and federal siting statutes and regulations, including the RIDE 1.05 Site Standards. The Facility Master Plan must include an evaluation of any proposed site that documents compliance with the above.

b. LEA Utilization Analysis

In accordance with the recently enacted School Building Authority legislation (RIGL 16-105-1), districts must reduce excess capacity by partnering with other districts, closing buildings, and altering grade configurations to maximize the utilization. EFP must assist LEA in providing a summary level utilization analysis of all district school facilities that takes into consideration enrollment projections and educational program.

viii. Schematic Design

RIDE 1.00 applies to all new school construction and school renovations projects where the total cost exceeds $500,000. Design reviews must be conducted for all projects that are part of a multi-year capital improvement plan that exceeds $500,000, regardless of eligibility for housing aid. Architectural, engineering, project management, construction management, financial, and other professional services shall be procured by the districts for all projects. Design reviews will be conducted through in-person meetings at each stage of the design process. Design review meetings will be scheduled by district representatives or their designees. Request for meeting should be emailed to Joseph da Silva at joseph.dasilva@ride.ri.gov. The meeting request must include status of project, level of documentation, and proposed meeting date and time.

The purpose of the documentation submitted during the Schematic Design is to document the continuing development of the school construction project and its major components and to project a project budget. The documentation should also demonstrate compliance with the most recently adopted version of NECHPS.

__ Project Narrative – Including Existing Conditions Analysis, Description of Proposed Solution, and Basis of Design Narrative
__ Site plan and Landscape Plan @ 1/16” = 1’-0”
__ Floor plans @ 1/16” = 1’-0” showing all partitions and door swings
__ Color Rendering
__ Exterior Elevations @ 1/16” = 1’-0”
__ Typical Building Wall Sections
__ Single line engineering diagrams
__ Outline specifications
__ City Planning Board submission
__ Civil Engineering Drawings (scale as required)
__ Project Schedule (Gantt Chart)
__ Site Engineering calculations
__ Code Analysis, including certification that proposed solution meets the Energy Code
__ Construction Cost Estimates (see Cost Estimate guidance below)
__ Project Budget (see Project Budget guidance below)
__ Project Cash Flow for projects funded by School Building Authority Capital Fund
__ Project Report
__ LEED™ Checklist Form (or equivalent NECHPS checklist)
__ Project Review Meeting
__ Educational Specifications
__ Hazardous Materials Testing and Evaluation
__ Commissioning Agent Review Documentation (for MEP scopes of work)
__ Life Cycle Cost Analysis – Comparison of Alternatives
__ Approval / Acceptance by School Building Committee and/or School Committee

The following minimal guidance is provided regarding necessary descriptions of the cost estimate scope of work:

a. Floor tile replacement must identify square footage and general location of replacement, as well as unit pricing used to establish the cost.
b. Door and door hardware improvements must include a narrative with locations, quantities, and unit pricing.
c. Emergency lighting and fire alarm devices must include locations, quantities, and unit pricing.
d. Roof replacement requires a roof drawing identifying existing roof and proposed roof, as well as HVAC and exhausts fans that may be replaced at the same time. Roof repairs require identification of problem areas, square footage of repair/replacement, and unit pricing.
e. HVAC improvements require drawings and a narrative describing existing and proposed mechanical systems and all necessary appurtenances, with quantities and unit pricing.
f. Electrical improvements require a narrative describing existing and proposed electrical systems and all necessary appurtenances, with quantities and unit pricing.
g. Plumbing improvements require a narrative describing existing and proposed plumbing systems and all necessary appurtenances, with quantities and unit pricing.
h. Exterior repairs must be identified, described in detail, and quantified as appropriate.
i. Provide schematic design documents for site improvements, particularly any improvements that may change traffic patterns.
j. Window replacements (where applicable) must include location of proposed window replacements, quantities, proposed window types, and unit pricing.

The following minimal guidance is provided regarding necessary components of Project Budgets:

a. Combined total project soft costs, which include OPM, legal, design, and engineering fees, are capped at 20% of the estimated construction cost.
b. Construction Contingency Maximum– 5% of total estimated construction cost
c. Owner's Contingency – 2% of total estimated soft costs
d. Construction budget is set when the Schematic Design Budget is approved.
e. Commissioning test costs should be included in construction cost estimates (especially window projects)
f. Districts with more than one school project may not transfer funds between schools without an executed amendment to the Memorandum of Agreement

III. NECESSITY OF SCHOOL CONSTRUCTION APPLICATION

The Educational Facility Planner (EFP) shall be primarily responsible for preparing and submitting the Necessity of School Construction application to the RIDE School Building Authority as necessary to attain approval for State aid for the LEA's proposed projects. This includes, but is not limited to:

i. Attend meetings with the RI Department of Education School Building Authority as part of the Necessity of School Construction application;

ii. Submit all required documentation as detailed in the School Construction Regulations and the most recent version of the Necessity of School Construction guidance document;

iii. Assist in the development of a project budget that is based on construction cost estimates of the Schematic Design documentation;

iv. Assist in the development of the LEA Capital Improvement Plan and coordination with the LEA Financing Plan;

v. Prepare schematic design documents for projects in the capital improvement plan seeking Council approval and/or schematic design documents for any new construction (as detailed above).

As part of the FMP, the LEA/Vendor will submit a Necessity of School Construction LOI, Stage I, and Stage II Application including all requirements on or before the due dates published in the most recent version of the Necessity of School Construction Guidance document.

A Necessity of School Construction Application Guidance document is available at https://ride.ri.gov/funding-finance/school-building-authority/necessity-school-construction

Please note these services are only for a Facility Master Plan and Necessity of School Construction Application submission. The district anticipates issuing a formal RFP for design and construction administration of the plan after Council on Elementary and Secondary Education approval.

Special Contingencies: The district must participate and obtain all jurisdictional (federal, state and local) reviews and approvals pursuant to RIDE 1.03-1, 7, 8 and 9.

All other things being equal, the services of qualified and capable vendors with offices in Rhode Island, or those who propose a joint venture with a Rhode Island firm, should be utilized.

APPENDIX D – PROJECT PRIORITIES

200-RICR-20-05-4.4: ***Project Categories and Priorities***

4.4.3 Priority of Projects

In the event the General Assembly or State Budget Office imposes funding limits, the Council will consider applications for school construction and renovation projects in accordance with the priorities listed below and in the order of the priorities listed below:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists;

2. Elimination of existing severe overcrowding;

3. Prevention of loss of accreditation;

4. Elimination or prevention of severe overcrowding as documented by current enrollment or by enrollment projections;

5. Creation or alteration of school facilities to provide mandatory instructional programs;

6. Replacement, renovation, or modernization of any school facility to increase energy conservation and decrease energy related costs in the facility;

7. Space requirements due to short term enrollment growth for which no reasonable alternative to school construction exists;

8. Replacement of or addition to obsolete buildings in order to provide a full range of programs consistent with approved state and local requirements; and

9. Creation or alteration of school facilities to provide supportive services and ensure equitable statewide access to adequate school facilities.

APPENDIX E – SCHOOL SITING CONSIDERATIONS

200-RICR-20-05-4.6: SITE STANDARDS

4.6.1 Site Ownership

The applicant shall own the site of an Approved Project or be in the process of acquiring or have a reasonable expectation of owning the site by the end of the Architectural Feasibility Study (refer to Section 1.08-2).
If the applicant is acquiring a new parcel of land for the project, the applicant shall provide in its Architectural Feasibility Study to RIDE a completed, signed, and sealed description of the plot plan of the land to be acquired showing:

- Topographical and contour lines
- Adjacent properties indicating current land uses, access roads, deed restrictions, easements, protective covenants, right of way, and environmentally sensitive areas such as waterways and wetlands.
- The acreage and dimensions of the tract proposed for acquisition
- Anticipated footprint of the proposed school

4.6.2. Responsible School Site Selection

Protecting student health is the most important issue during site selection. These requirements are intended to eliminate sites containing pollutants known to be hazardous to student and staff health. A variety of factors, from hazardous materials in the soil to airborne pollutants from nearby sources, will be considered in the site review process.

1. Project sites must be at sufficient distances from facilities that might reasonably be anticipated to emit hazardous air emissions or to handle hazardous or acutely hazardous materials, substances, or waste. Applicants must demonstrate that the health and safety of students and staff are not jeopardized by the location of the site.

2. Project sites must have a minimum separation of 500 feet from 50-133kV powerlines, 750 feet from 220-230kV powerlines, and 1,500 feet from 500-550kV power-lines; and 1,500 feet from railroad tracks, hazardous pipelines, and major highways.

3. Project sites may not be located in an area with moderate or high radon potential, or in an EPA radon zone, unless the school building project plan incorporates a radon mitigation strategy.

4. Sites shall be free from noxious pollution or contamination, and shall be selected to avoid flood plain, wetlands or other environmentally sensitive areas. A new school site must not be located within a one-mile radius of an active landfill. A landfill, as defined by the RI Department of Environmental Management's Hazardous Waste regulations, shall mean a disposal facility or part of a facility where hazardous waste is placed in or on land and which is not a land treatment facility, a surface impoundment, an injection well, a waste pile, or a corrective action management unit.

NORTHEAST COLLABORATIVE FOR HIGH PERFORMANCE SCHOOLS (NECHPS) PROTOCOL

SS 1.0 Site Selection

State and federal laws and regulations for school siting and environmental impact studies were created to prevent schools from being constructed on sites containing pollutants known to be hazardous to student and staff health. A variety of factors, from hazardous materials in the soil to airborne pollutants from nearby sources are included in the site review process. At existing facilities, an assessment should be undertaken to determine the environmental and health problems with the facilities prior to renovations.

New Schools Requirements.

Complete a Phase I (and Phase II if necessary, based on Phase I assessment) Environmental Site Assessment in accordance with ASTM E1527-05. This must include:

- Identification of facilities within ¼ mile that might reasonably be anticipated to emit hazardous air emissions, or handle hazardous or acutely hazardous material, substances or waste. A determination shall be made (following ASTM 1527-05) that such facilities will not adversely affect the health of students, staff or teachers.
- A risk assessment and implementation of appropriate mitigation measures, or the establishment of appropriate "buffer zones", to ensure that the proposed school site would not expose school occupants to significant health or safety risks from rail lines, hazardous material pipelines, high power transmission lines, toxic air emissions from stationary sources, or other sources of pollution including those identified under ASTM 1527-05.
- Written findings verifying that the site is not currently or formerly a hazardous, acutely hazardous substance release, or solid waste disposal site or, if so, that the wastes have been removed in a manner that meets the referenced standard. Also, the written findings must state that the site does not contain pipelines, which carry hazardous wastes or substances other than a natural gas supply line to the school or neighborhood. If hazardous air emissions are identified, the written findings must state that the health risks do not, and will not, constitute an actual or potential danger of public health of students or staff. If corrective measures of chronic or accidental hazardous air emissions are required under an existing order by another jurisdiction, the governing board shall make a finding that the emissions have been mitigated prior to occupancy of the school.
- Identification of train tracks, freeways or traffic corridors within 500 feet of the site and analyses that neither short-term nor long-term exposure to air pollutants poses significant health risks to students.
- Site the school with at least the following distances from the edge of respective power easements above ground; 100 feet for 50-133 kV lines, 150 feet for 220-230 kV lines, and 350 feet for 500-550 kV lines.
- The site shall be self-draining, including detention ponds or other engineered systems (lakes) to control and direct water, and free from depressions in which water may stand and be allowed to stagnate. The site shall be kept free from refuse, weed overgrowth, and other hazards. Livestock or poultry shall be located more than fifty (50) feet from food service areas, offices, or classrooms except those offices and classrooms associated with animal husbandry activities.
- The site shall not be located near an above-ground water or fuel storage tank or within 1500 feet of the easement of an above ground or underground pipeline that can pose a safety hazard as determined by a risk analysis study, conducted by a competent professional, which may include certification from a local public utility commission.
- If the site is located in an agricultural area, identify drift problems throughout the year from highly toxic and volatile pesticides. Pesticides under concern are listed as "Restricted Use Products" by the US

EPA. If highly toxic and volatile pesticides are identified and not mitigated, the school will not meet this prerequisite.

- If the school drinking water source is an on-site private well, the well water must be tested by the local health department or authority having jurisdiction to ensure the water is free of harmful contaminants prior to occupancy. The local jurisdiction may require further testing during occupancy.

Major Renovations Requirements.

- All Major Renovations must identify facilities within ¼ mile, which might reasonably be anticipated to emit hazardous air emissions, or handle hazardous or acutely hazardous material, substances or waste. A determination shall be made (following ASTM 1527-05) that such facilities will not adversely affect the health of students, staff or teachers.
- Refer to U.S. EPA's School Siting Guidelines for additional guidance on identification of nearby facilities that may impact the school site, conducting Phase I and Phase II site assessments, evaluating potential impacts from nearby sources of air pollution and integrating public involvement into the school siting process.
- Renovation projects shall complete the latest version of the FIT (Facility Inspection Tool) developed by the California Office of Public School Construction (OPSC).
- Renovation projects shall complete the Environmental Review Process as they apply to existing schools, as outlined in *School Siting Guidelines* published by the US EPA, Chapters 3 through 6.

Additionally, the NECHPS protocol has several credits relating to site selection and design, including: Environmentally Sensitive Land / Preserve Greenspace and Parklands; Minimize Site Disturbance; Construction Site Runoff Control / Sedimentation; Post Construction Stormwater Management; Central Location; Located Near Public Transportation; Joint-Use of Facilities; Human Powered Transportation; Reduce Heat Islands – Landscaping / Sites; Reduce Heat Islands – Cool Roofs / Green Walls; Avoid Light Pollution and Unnecessary Lighting; School Gardens; Use Locally Native Plants for Landscape; and Site and Building Best Practice.

APPENDIX F – EXAMPLE ADJACENCY DIAGRAM