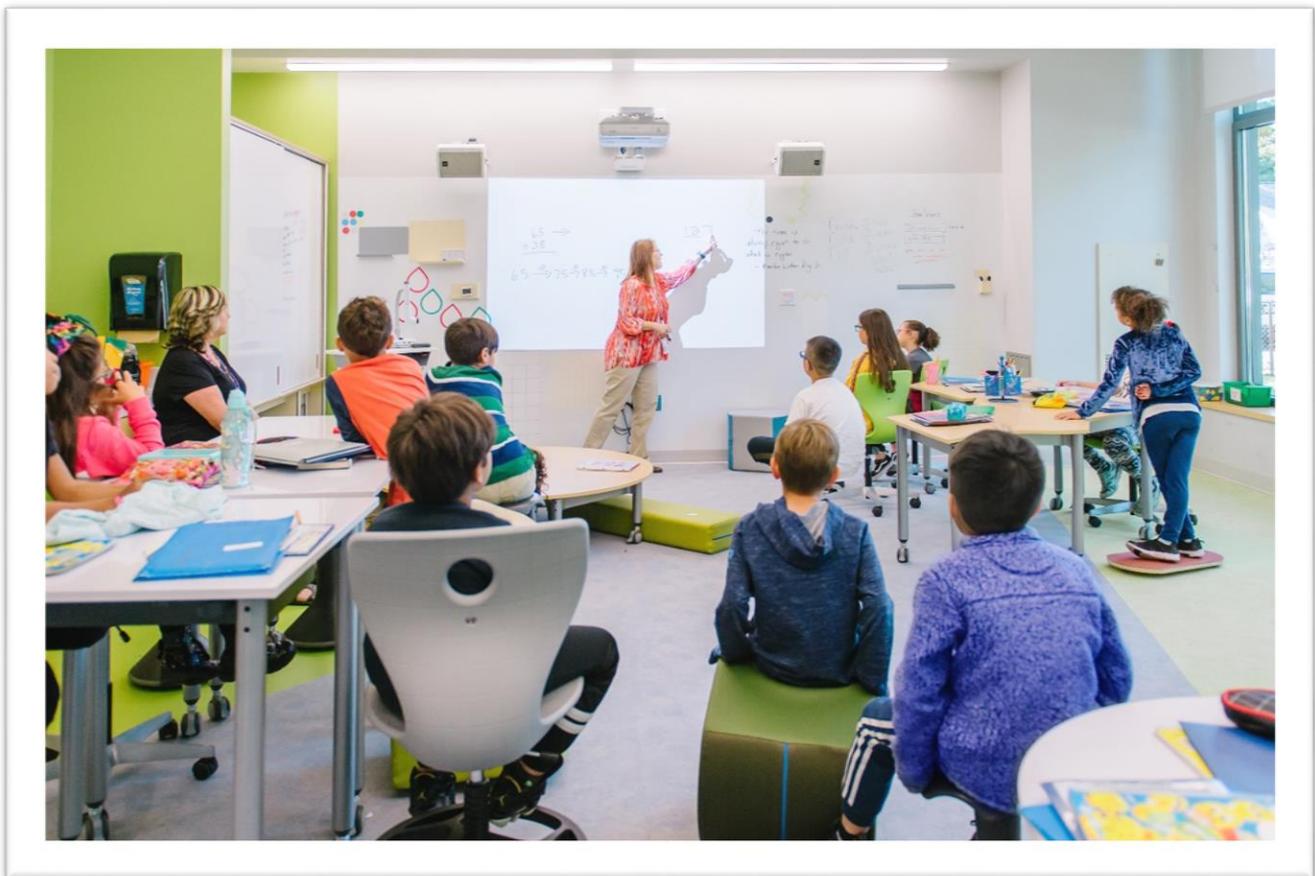


# NECESSITY OF SCHOOL CONSTRUCTION INFORMATION AND INSTRUCTIONS

FY 2022

## 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

Rhode Island Department of Education – School Building Authority | 255 Westminster Street, Providence, RI 02909

Telephone (401)222-4600 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

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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 a several important changes in state support for school facilities. This guidance outlines the new process for submitting a Letter of Intent and Stage I application.

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. In order to ensure compliance with statute and regulations and maximize Housing Aid incentives, LEAs are required to hire Owner's Program Managers for all applications that exceed \$1.5M in value. We welcome all questions, which can be directed to the School Building Authority Staff.

### **School Building Authority Staff:**

Mario Carreño, ALEP  
*Director of the School Building Authority*  
(401) 222-8030  
[mario.carreno@ride.ri.gov](mailto:mario.carreno@ride.ri.gov)

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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 approval target date. The Council will consider projects in May and December to allow LEAs the time necessary prepare and submit all require Necessity documentation.**

### Spring (2022) Approval Timeline

#### Step 1 – STAGE I

- *Due on or before September 15<sup>th</sup> 2021*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

#### Step 2 – STAGE II

- *Due on or before February 15<sup>th</sup> 2022*
- *SBA issues preliminary approval*

#### Step 3 – Council Approval

- *Commissioner recommends project to Council of Elementary and Secondary Education for approval in May 2022*

#### Step 4 – STAGE III

- *RIDE design reviews at SD, DD, and CD*

### Fall (2022) Approval Timeline

#### Step 1 – STAGE I

- *Due on or before February 15<sup>th</sup> 2022*
- *SBA authorization to proceed to Stage II*
- *Meeting with School Building Committee*

#### Step 2 – STAGE II

- *Due on or before September 15<sup>th</sup> 2022*
- *SBA issues preliminary approval*

#### Step 3 – Council Approval

- *Commissioner recommends project to Council of Elementary and Secondary Education for approval in December 2022*

#### Step 4 – STAGE III

- *RIDE design reviews at SD, DD, and CD*

- **The availability of two timelines allows LEAs that are undertaking major projects and/or conducting districtwide masterplans to take the time required to engage district and community stakeholders, and develop an educational program and specification that is aligned with the 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 **any and 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.
- **LETTER OF INTENT, STAGE I & STAGE II SUBMISSION INFORMATION** – please submit **an electronic copy** of the application packages to:

Mario Carreño, ALEP  
*Director*  
School Building Authority  
Rhode Island Department of Education

E-mail: [mario.carreno@ride.ri.gov](mailto:mario.carreno@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...

### State Agency Reviews

DOA Planning, RIHPHC, Commission on Disabilities

### SBA Stage I

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

### SBA Stage II

**Preliminary Approval**

### Memorandum of Agreement

Signed by Commissioner

### Enabling Legislation

For projects that are using bonds or other forms of indebtedness

### Council Approval

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



## STATE approvals



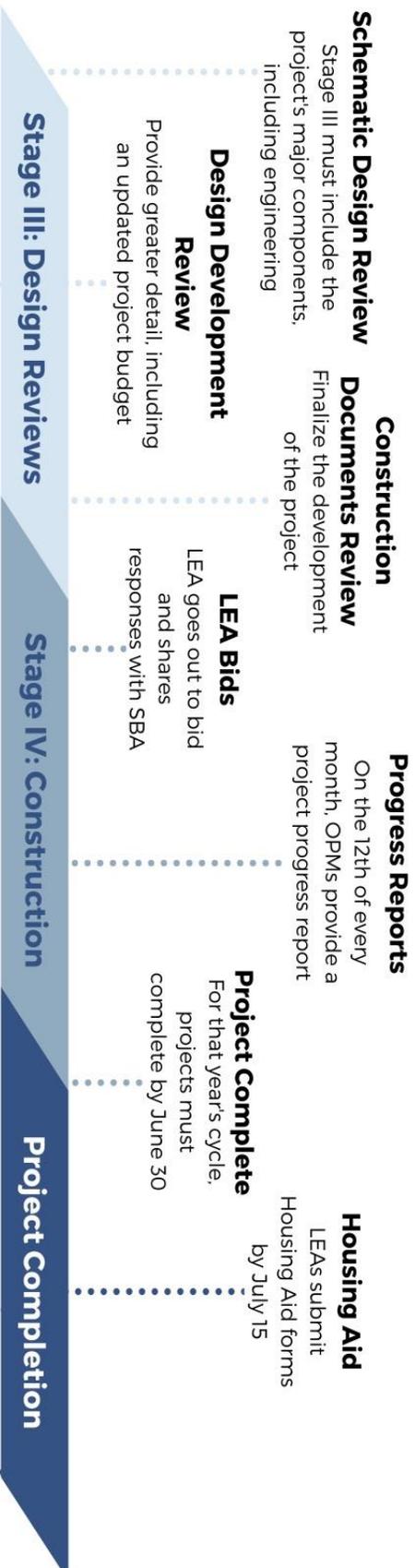
**RIDE**  
 Rhode Island Department of Education

# Under Construction

Seeing School Projects From Design Through Completion



## LOCAL to-dos



## SBA Approvals

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



## STATE to-dos

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



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)

#### **Required Information:**

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

Executive Summary of Stage I application describing LEA facility conditions, recent capital improvements, status of existing approvals, issues to be addressed, and **overview of Facility Master Plan**.

The LEA must indicate whether the building will be a renovation of a current building, a major renovation, an addition, or construction of a new building.

Project Priorities - District 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). Project priorities must be reconciled with the prioritization of projects conducted by Jacobs for the statewide assessment

Project Schedule

LEA agrees to procure the services of an Educational Facility Planner for the application and an independent engineering Commissioning Agent for the proposed work.

LEA acknowledges they received the template they can choose to use in their procurements.

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 1<sup>st</sup>, 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.

#### **Additional Information Required for Major Projects Program applications:**

**For Major Projects Program**, provide description of educational facility planning process to be undertaken – including development of educational facility program specifications, an analysis of school facility capacities per current use, and 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.

\_\_\_ **For Major Projects Program**, provide 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 district’s Major Projects submittal schedule.

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

3. \_\_\_ 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.

4. \_\_\_ LEA Map with Highlighted Educational Facilities  
LEAs can use the [Summary Maps provided on RIDE’s Website.](#)

5. \_\_\_ 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.

6. \_\_\_ 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 school district 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**  
Districts submit five (5) year capital improvement plans so that an approval is only necessary once every five years. These plans should include projects that are 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**

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 capital costs plan per year with appropriate escalation factors. Consideration must be given for swing spaces and ability to finance.

Only projects included in the capital improvement plan will be eligible for approval. 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. The capital improvement plan should not include routine maintenance expenses of the district 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. X 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 must be submitted. The Facility Analysis should list any deficiencies in the district'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. Submission must include diagrammatic Floor and Site Plans for each district 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. \_\_\_ District & Community Demographics

Provide comprehensive enrollment information, including but not limited to individual school capacities with current and projected enrollments. This study should analyze and take into account 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.

\_\_\_ District Wide Existing & Projected Enrollments by School

\_\_\_ Community Data - projected populations and statistics; housing development statistics and analysis; immigration. In order to obtain a comprehensive understanding of district and community demographics, the analysis should also include: geographic statistics and analysis, ethnic/racial data, and private and charter school migrations.

**Major Projects**

For Major Projects, 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 district has considered district boundaries, other existing facilities, and population trends in determining the need and site of proposed projects.

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

\_\_\_ Minutes of Meeting/Correspondence with Neighboring Districts

\_\_\_ 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 district's specific educational program for a specified number of students over a specified period of time. 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. The Design and Educational Program for the proposed project shall include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage, and establish a realistic construction budget.

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

Include a description as to how grade organization in the district will be affected by the proposed project. For example, a new middle school may consider shifting Grade 6 from the Elementary and/or Grades 7-8 from the High School. Note how the district 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, districts 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

LEA's must reconcile school capacities with the three capacities provided in the Statewide Assessment.

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 requirements.

#### 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 district, 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 of your needs, costly change orders during the course of 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.

\_\_\_ **For 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)*

\_\_\_ **For Major Projects Program:** Describe whether the district considered smart growth concepts with relation to educational facilities and the impact of suburban sprawl in developing and planning for new construction. If possible, projects should encourage revitalization of existing facilities and consideration should be given to locating facilities in areas that are already served by existing or planned water, sewer, and other public infrastructure.

\_\_\_ 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.

Contact Information:

*Division of Statewide Planning*  
RI Department of Administration  
235 Promenade Street, Suite #230  
Providence, RI 02908

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.

11. \_\_\_ Utility Incentives –

Districts are required to participate in energy efficiency and technical assistance programs that are available through applicable utility and government programs. In order 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 Jerry Drummond ([jerry.drummond@nationalgrid.com](mailto:jerry.drummond@nationalgrid.com)) at National Grid.

12. \_\_\_ Document how all preliminary planning consultants' contract procurement satisfies applicable laws Assurance that all contracts and subcontracts are in conformity with all applicable provisions of federal, state, and local law and regulations, including those related to minority hiring. Additional information is available on the following website [www.mbe.ri.gov](http://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 district 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.** Projects must also be prioritized per the district's perceived needs with justification that clearly aligns any proposed capital improvements with the priorities established by statute (RIGL 16-105.9). If new construction is proposed, this section should indicate why new construction is required as opposed to renovating existing facilities. This section should reference the current condition of existing facilities and data that supports the need for the project, including enrollment projections, community data, and project cost comparisons. 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. 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 district must also allocate at least 10% of construction costs to appurtenances that improve school environments, including indoor environmental quality and cosmetic improvements.

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

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. 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. The Design and Educational Program for the proposed project shall include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage, and establish a realistic construction budget.

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

Include a description as to how grade organization in the district will be affected by the proposed project. For example, a new middle school may consider shifting Grade 6 from the Elementary and/or Grades 7-8 from the High School. Note how the district 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, districts 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.

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.

\_\_\_ District's High Performance Green Status/Goals

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

- i. The school district must create implement 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 District, School Board, Board of Trustees, or appropriate school leadership must pass a board level resolution that mandates compliance with NECHPS.
- ii. Implement 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 school district requiring participation in Tools for Schools (or equivalent) for its schools.
- iii. Implement a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.
- iv. Establish a written policy that all newly purchased equipment and appliances to be used in the school be ENERGY STAR compliant. Additionally, the policy must prohibit the purchase of low efficiency products, including incandescent task lights, halogen torchieres, and portable electrical resistance heaters.
- v. Adopt a no idling policy that applies to all school buses operating in the school district and all vehicles operating in the school grounds.
- vi. Use no CFC- or HCFC-based refrigerants in building Heating, Ventilating, Air Conditioning, & Refrigeration (HVAC&R) systems.

\_\_\_ Consideration of school district or school facility consolidation

Submit an analysis of the option of school consolidation and school district 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:

- i. Current school capacity and enrollment by school and grade and anticipated five year district growth by grade and school;
- ii. A map of the district showing the location of the site or sites under consideration and the location of existing school buildings in the district;
- iii. The attendance area to be served by the proposed school and the number of school-age children who reside within the attendance area and future demographic projections for the district and attendance area;
- iv. A map of the nearest adjacent district(s) showing their buildings and attendance areas;
- v. Other potential non-school buildings evaluated for conversion, include information on age, location, size, nearby community services and buildings, cost, and needed modernization;

- vi. Information regarding any school buildings abandoned by the district or converted to other use by the community in the last ten years including a map of their location in the district;
- vii. 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
- viii. Documentation must also be provided demonstrating that a licensed professional engineer has examined soil conditions for structural integrity and drainage in order to determine the suitability or lack thereof of possible sites and identified the existence of soil conditions which may increase site development costs.

\_\_\_ Analysis of Historic Implications:

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

Contact Information:

Jeffrey Emidy, Interim Executive Director  
RI Historical Preservation & Heritage Commission  
Old State House  
150 Benefit Street  
Providence, RI 02903-4134  
(401) 222-4134 Fax (401) 222-2968  
Email: [Jeffrey.Emidy@preservation.ri.gov](mailto:Jeffrey.Emidy@preservation.ri.gov)  
Web site: [www.preservation.ri.gov](http://www.preservation.ri.gov)

\_\_\_ Traffic/Transportation Impact Plan

Whenever possible, sites shall be located close to public transportation. In order to reduce automobile-related pollution and conserve energy, designs shall incorporate the use of public transportation and carpooling by minimizing parking, creating bike facilities, providing safe walking/biking access, and other appropriate design elements.

Additionally, applicants shall consider the proximity of other services in the community, such as supermarkets, commercial office buildings, grocery stores, day cares, cleaners, fitness centers, hair care, hardware, laundry, medical/dental services, senior care facilities, public parks, pharmacies, post offices, banks, libraries, and community centers.

\_\_\_ Preliminary energy analysis or modeling

Include an analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged. *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 requirements. 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 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. Districts must demonstrate the incorporation of life cycle cost analysis in the selection of mechanical systems, equipment, and materials.

The projection shall include a detailed breakdown of the costs associated with this project, using the Project Budget Format. This cost analysis should include not only the estimated costs of construction escalated for inflation at the anticipated bid date but also the project management and design fees. Refer to Section 1.07-1. Project management, design fees and other soft costs as a percentage of total construction costs shall not exceed 20% of the general construction costs, as determined by 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 and include the following: architectural drawings, mechanical, electrical, plumbing, fire protection, structural, site development, basic environmental permitting, graphics, lighting design, acoustics, data and communication, educational consultants, any specialty consultants for laboratory, library/media center and kitchen space, code consultants, accessibility, and other services established by 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 district is building an addition onto a school as well as conducting major renovations, the soft costs shall be pro-rated between the two aspects of the project. By separating the costs, the SBA is able to compare the cost of the new construction versus renovation. The cost comparison should also include an evaluation of the potential for the use of historic tax credits for historic buildings that are being reused or surplus.

5. \_\_\_ Financing Plan

Districts 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 district, the costs of additional instructional or support staff, additional utility costs, the costs of additional transportation, if any, and the estimated revenue, if any, from the sale or lease of any school facility decommissioned as a result of implementing the project.

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

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

Contact Information:

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](mailto: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)

Districts must detail information about the location, cost, and acquisition plan for any new site. The site must meet all site standards included in these regulations. The district has sole responsibility for identifying and acquiring control of the site.

7. \_\_\_ Local Support

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

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

The Commissioning Agent must:

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

*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.

If the project is approved, a Memorandum of Agreement will be entered into with the district that sets forth the dollar authorization for the project (budget agreement), the scope of the project, and any contingencies that

the district must comply with. Districts will be required to agree to any contingencies noted in the Memorandum of Agreement. A standing contingency is that districts 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 districts will have to start at Stage 1 again. The district 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 district, 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 district 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 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 \_\_\_\_\_**

<b>Designation</b> <b>Committee Role –</b> <b>Alignment w/ RIDE</b> <b>4.9.2.A.2</b>	<b>Name</b>	<b>Background</b>	<b>Voting Member</b>
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			

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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 - 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 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

#### **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 power-lines, 750 feet from 220-230kV power-lines, 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.



## PROJECT BUDGET FORMAT

Item	Description	Value	Percentage
I.	<b><u>HARD COSTS</u></b>		
1	<b>Schematic Design Construction Estimate</b> *Refer to SBA Necessity Guidance for information regarding estimate requirements		
		Hard Costs Sub-Total \$	% of Total Project
II.	<b><u>SOFT COSTS</u></b>		
1	<b>Architectural, Engineering &amp; Consulting Fees</b> *Provide detailed back-up for each discipline	\$	% of Construction
2	<b>Construction, Project Management &amp; Commissioning Fees</b> *Provide detailed back-up for each service	\$	% of Construction
3	<b>Owners Costs</b> *Provide detailed back-up	\$	% of Construction
4	<b>Project Contingency &amp; Escalation</b> (Design & Construction) *Provide detailed back-up including rationale for each	\$	% of Construction
		Soft Costs Sub-Total \$	% of Total Project
<b>TOTAL PROJECT COST</b>		\$	
III.	<b><u>OTHER COSTS</u></b> (if applicable) *Provide detailed back-up and rationale for each		
1	<b>Furniture Fixtures &amp; Equipment</b>	\$	Cost Per Student
2	<b>Technology Systems</b>	\$	Cost Per Student
3	<b>Land and Building Purchase</b>	\$	Cost Per Acre/SF
4	<b>Building Demolition</b>	\$	Cost Per SF
5	<b>Site Remediation Costs</b>	\$	Cost Per Acre/SF
	<b>OTHER COSTS SUB-TOTAL</b>	\$	