



Request for Proposals
Rhode Island Nurses Institute Middle College
Educational Facility Planning

1. Introduction

Rhode Island Nurses Institute Middle College, a local educational agency in Providence, RI, (“RINI,” the “School” or the “LEA”) is seeking proposals from qualified companies, firms, and/or organizations to provide the School with educational facilities master planning for the construction of a new facility for the School’s grades 9-12 school building.

This Request for Proposals (“RFP”) does not commit the School to award a contract or pay any costs incurred in the preparation of a proposal responsive to this request. The School reserves the right to cancel in part or in its entirety this RFP. All requirements must be addressed in your proposal. Additional information about services offered that the respondent believes may be of benefit may be included. Respondents should reference the website www.rinimc.org for additional information regarding the RFP.

2. Format of Submissions

Interested parties are invited to submit one (1) digital copy, via email. The proposal shall be made in the format provided and the complete proposal, together with any and all additional materials, shall be emailed no later than January 28, 2021 at 12:00 p.m. to the following email address: business@rinimc.org.

3. Requests for Information

Questions and requests for clarification related to this RFP should be submitted in writing to business@rinimc.org no later than January 20, 2021. The School will provide written responses to questions submitted from all respondents via the School website located at WEBSITE no later than January 25, 2021. Responses will also be sent by email to all respondents. Accordingly, questions should not include trade secrets or any other confidential information as the questions are not confidential.

4. School

RINI is an independent public charter school based in Providence, RI serving students in 9th through 12th grade. RINI's goal is to diversify the professional nursing workforce by preparing students from racial and ethnic backgrounds underrepresented in health care to be career- and college-ready. The school achieves this aim by creating a supportive learning environment, offering a rigorous college-preparatory curriculum with dual and concurrent college enrollment, and providing authentic nursing and health care workforce experiences. The School is looking to engage a partner to provide educational facilities master planning for the construction of a new facility for the School's school building.

The School's environment consists of approximately 35 teachers and staff and approximately 272 students. The School recently was approved for an expansion of up to 500 students, beginning in School Year 2021-2022. The respondent's primary involvement would be to provide educational facilities master planning for the construction of the new facility and work closely with RINI administration and RINI's building committee while remaining in compliance with federal, state, and local regulations.

5. Scope of Work

a. 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

b. 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.

c. Background

RINI 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 statute 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.

In general, the Basic Services of an Educational Facility Planner will 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 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'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 for the School's new facility. 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 building(s) 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. School demographics such as population information, should all be combined to project the School'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 School's existing building. 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.

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 the School. 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 any and 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 LEA's 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 in an effort 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, multi communications approaches, integration of technology and embraces problem and project based learning.

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 are able to 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 the representing the best interest of the district as a whole, 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 school's 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 as a result 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 in order to effectively utilize the available resources. LEAs should leverage available 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.

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

The respondent may be tasked with conducting fit analysis for different possible sites, and may also need to engage a real estate advisor, if applicable. 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 School 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 School representatives or their designees. Request for meeting should be emailed to [the](#) appropriate contact at RIDE. 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 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 FY 2020 Necessity of School Construction Guidance document.

A Necessity of School Construction Application Guidance document is available at www.ride.ri.gov/sba.

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

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

6. Proposal Evaluation and Award of Contract

The School shall evaluate proposals and award a contract in accordance with applicable laws. Respondents' proposals must be fully responsive to all requirements stated in this RFP to be considered. Any proposal not prepared and submitted in accordance with the provisions outlined herein may not be considered. The School will award a contract to the most responsive bidder offering the greatest promise, best references, highest previous performances standards, and desired quality of services for the price, in accordance with the below review criteria.

The School will evaluate each proposal submitted and may accept any proposal deemed to be in the best overall interests of the school. The School reserves the right to reject any or all proposals or any portion thereof, waive any informality or technicality in any proposal received, and/or re-issue an invitation for proposals.

Review Criteria:

- a. Respondent's understanding of and approach to the scope of work (25 points);
- b. Respondent's proposed work plan, including developed plan of activities with responsibilities designated and potential challenges and problem-solving approach (25 points);
- c. Respondent's experience, work products, references, and quality of personnel, including experience providing educational facilities master planning services to similar clients and ability of personnel (including resumes/curriculum vitae) to provide services effectively and efficiently (25 points); and
- d. Cost (hourly rates, estimates, and overall cost) (25 points).

7. Payment

The School will make every effort to process payment for purchase of services within a reasonable period of time after receipt of such services and a correct notice of amount due unless a good-faith dispute exists as to any obligation to pay all or a portion of the amount. Any offer that requires payment in less than thirty (30) calendar days will not be considered.

8. Personnel

The respondent agrees that, once assigned work under this contract, key personnel shall not be removed or replaced without written consent by the School.

9. Independent Contractor

The relationship of the selected bidder with the School under any contract shall be that of an independent contractor. Nothing in this RFP or any resulting contract shall be construed to designate the selected bidder, or any of its employees, as employees, agents, joint ventures, or partners of the School.

10. Insurance

Prior to any contract execution, the respondent will maintain in full force at all times Workers' Compensation insurance for all labor employed on the project that meets all applicable laws. Evidence of such Worker's Compensation coverage must be provided to the School, including a valid, currently dated Certificate of Insurance that is satisfactory to the School. The respondent will assure that any subcontractors it employs maintain the required Workers' Compensation insurance.

The respondent will maintain in full force at all times during this engagement professional liability insurance coverage of at least \$1,000,000.00 per occurrence and will provide evidence of same to the School. The respondent will maintain in full force at all times during this engagement general liability insurance in the minimum amount of \$1,000,000.00 per occurrence for all damages on account of personal injuries and/or property damage arising out of an occurrence and \$1,000,000.00 in the general aggregate. In addition, general liability insurance shall include fire damage in the amount of \$1,000,000.00, medical expenses in the amount of \$1,000,000.00, products and completed operations in the amount of \$1,000,000.00. The respondent shall name the School as an additional insured to its general liability policy. Within 10 days of the contract execution, the respondent will provide a copy of its professional liability and general liability insurance policies to the School upon request.

11. Conflicts of Interest

By submitting a response to this RFP, the respondent certifies that no officer, agent or employee of the School has a financial interest in the proposal or has participated in contract negotiations on the part of the respondent. The respondent shall submit its proposal in good faith without fraud, collusion, or connection of any kind with any other company for the same call for proposals. The respondent is competing solely on its own behalf without connection with, or obligation to, any undisclosed person or company/firm/organization. Further, no person or company/firm/organization who is listed as a subcontractor shall be eligible to become a qualified respondent in this solicitation.

12. Indemnification

To the fullest extent permitted by law, the respondent shall indemnify and hold harmless the School, the School's directors, officers, members, managers, consultants, agents, and employees, the company and its subcontractors, and any other contractors employed by the School, from and against all claims, losses, damages, liabilities, including reasonable attorneys' fees, costs, and expenses, for bodily injury, sickness, or death, and property damage (other than to the work itself), that may arise from the performance of or the failure to perform its services under this agreement, but only to the extent caused by the negligent acts or omissions of the company, and/or its subcontractors, consultants or anyone employed directly or indirectly by any of them or by anyone for whose acts any of them may be liable.

Exhibit A
Bid Form

1. Bids must meet and address all the specifications and materials outlined and referenced in the RFP. Any exceptions or modifications must be noted and fully explained.
2. The price or prices proposed should be stated both in WRITING and in FIGURES, and any proposal not so stated may be rejected. Contracts exceeding twelve months must specify annual costs for each year.
3. Bids should be totaled so that the final cost is clearly stated, and each item should also be priced individually (if applicable). Awards may be made on the basis of total bid or by individual items.
4. All bids must be signed.

Name of Bidder (Firm or Individual): _____

Contact Name: _____

Business Address: _____

Business Phone #: _____

Agrees to bid on: _____

If the bidder's company is based in a state other than Rhode Island, list name and contact information for a local agent for service of process that is located within Rhode Island:

Delivery Date (if applicable): _____

Total Amount in Writing:

Stage I: _____

Stage II: _____

Total Amount in Figures:

Stage I: _____

Stage II: _____

Use additional pages if necessary for additional bidding details.

Signature of Representative

Title