

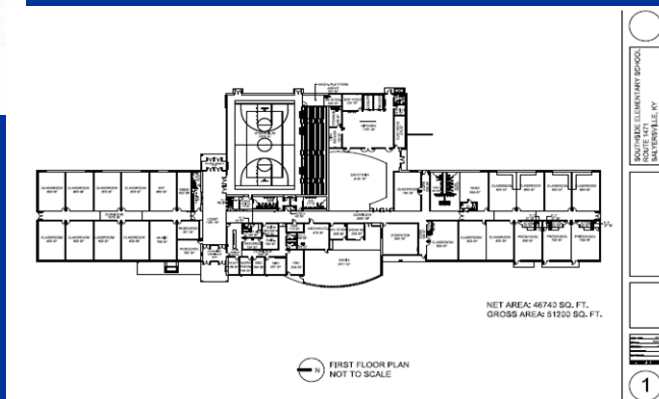
District Local Planning Committee Orientation Part 1

General Overview of the District Planning Process

**Kentucky Department of Education
Division of District Support - District Facilities Branch
702 KAR 4:180 Planning Process**

Agenda

- ❑ Facilities Branch Mission Statement
- ❑ Overview and History
- ❑ Outcomes and Facilities Best Practices
- ❑ Equity – R. S. Means Pricing
- ❑ Adequacy - Model Programs
- ❑ “Step by Step” DFP Process
- ❑ A/E Evaluation
 - ❑ District Facilities Qualifications
 - ❑ Building Inventory
 - ❑ Drawings
- ❑ Funding



Kentucky School Department of Education District Facilities Branch Planning Process



“The mission of the Kentucky Department of Education – District Facilities Branch is to assist each Kentucky School District to wisely assess their facility needs and to help direct their planning efforts to create a learning environment which fosters equity and adequacy to help each student in the Commonwealth reach proficiency.”





Facilities Planning – Legal Basis

As a response to the *Rose v. Council for Better Education, Inc.* Kentucky Supreme Court decision, the 1990 the **Kentucky Education Reform Act** was set in place to provide greater local school governance and to foster greater “equity and adequacy” in school facilities and funding.



Article 183 of the Constitution of the Commonwealth of Kentucky states that the, “The General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the State.



Article X of the *Rose* decision describes this efficient system:

Facilities Planning – Legal Basis

The essential, and minimal, characteristics of an “efficient” system of common schools, may be summarized as follows:

- 1) **The establishment, maintenance and funding of common schools in Kentucky is the sole responsibility of the General Assembly.**
- 2) Common schools shall be **free** to all.
- 3) Common schools shall be **available** to all Kentucky children.
- 4) **Common schools shall be substantially uniform throughout the state.**
- 5) Common schools shall provide **equal educational opportunities** to all Kentucky children, **regardless** of place of residence or economic circumstances.

Facilities Planning – Legal Basis (cont.)

The essential, and minimal, characteristics of an “efficient” system of common schools, may be summarized as follows:

- 6) **Common schools shall be monitored by the General Assembly to assure that they are operated with no waste, no duplication, no mismanagement, and with no political influence.**
- 7) The premise for the existence of common schools is that all children in Kentucky have a **constitutional right** to an adequate education.
- 8) The General Assembly shall provide funding which is sufficient to provide each child in Kentucky an adequate education.
- 9) An adequate education is one which has as its goal the development of the seven (7) capacities recited previously.

Rose v. Council for Better Education, Inc.

District Facilities Planning Process History

Prior to 1994



- ❑ The planning process was undertaken by the Department of Education with subcontracted A/E services.
- ❑ District Facility Plans were developed by KDE and submitted to local districts.

District Facilities Planning Process History

1994

In 1994 the Kentucky Schools Facilities Planning Manual, 702 KAR 1:001, was developed.

- ❑ School districts shall develop a local facility plan once every four years.
- ❑ Local Planning Committees were seated to develop the DFPs.
- ❑ The State Board of Education shall approve the facility plan submitted by the district upon the recommendation of the chief state school officer.



District Facilities Planning Process History

1994 to 2004



Between 1994 and 2004 KDE's primary role was to:

- ❑ Review process
- ❑ Advise districts during the DFP's development
- ❑ Conduct public hearings

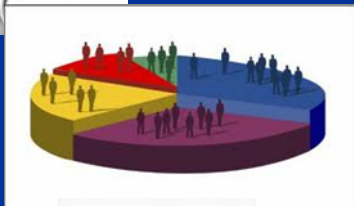
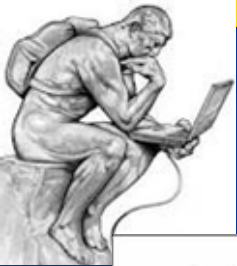
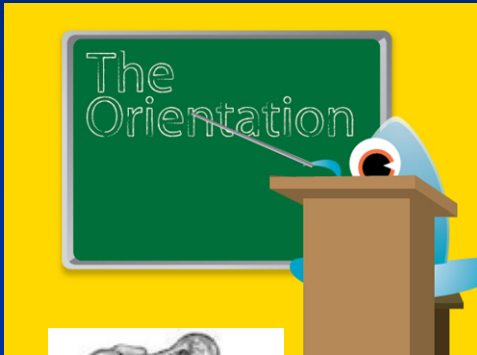
District Facilities Planning Process History

2004

In 2004 the Planning Manual 702 KAR 1:001 was revised to change the focus of KDE's role:

- ❑ Added an educational component with required LPC Orientation
- ❑ Established outcome review with:
 - Demographics
 - School condition
 - Program information

as the determining factors in justification of new buildings, additions and renovations.



SCHOOL CONDITIONS
Six Talks By E.J. Gold



District Facilities Planning Process History

2008

2006 - the **School Facilities Task Force** was established to review all aspects of the planning and construction process:

- ❑ **LPC selection** more greatly defined and verification required
- ❑ **LPC and A/E Info to KDE** prior to Orientation Part 2 for review and comment
- ❑ **Major renovation definition revised** to allow Roofs & HVAC (after 15 years), Life Safety, and ADA as single systems
- ❑ **Maintenance Director** added to LPC
- ❑ **Planning outcomes and requirements** more precisely defined

Facility Planning Outcomes



- How does the planning effort positively affect student performance?
 - Thermal comfort – Heating/ cooling/ ventilation
 - Adequate Technology – for now and in the future
- How do decisions made on these schools affect the long-term financial picture of the District?
- Do the plans for this school address all of the problems identified or are they simply a "piece-meal" solution?
 - Short vs. long term focus
- When complete, how will the school compare to other schools within the District, Region and Commonwealth?

School Facilities Best Practice

- ❑ **90%** of facilities shall be in good to new condition.
- ❑ A current facility plan that accurately reflects district needs shall be in place.
- ❑ All buildings shall be **100% accessible** to the non-ambulatory handicapped.
- ❑ All buildings shall meet technology goals for voice, video and data.
- ❑ **No** portable classrooms shall be in use. If portables are used, a plan for removal should be part of the plan.
- ❑ Provide adequate maintenance staff (about 1 per building) and funding for maintenance and operations equal to about 3-7% of total General Fund budget.

School Facilities Best Practice

- ❑ Quality custodial services shall be provided. Provide appropriate staffing: 1 per 20,000 sq. ft.
- ❑ Controlled resource supplies to each school.
- ❑ Buildings and grounds shall be clean, safe and well maintained.
 - ❑ An effective preventative maintenance program and a well managed work order system shall be in place.
 - ❑ Provide professional development and resources for maintenance and custodial staff.
- ❑ A district-wide energy management system shall be in place.

eq'ui-ty (ek'wi-te) n. the application of
common principles of fair dealing



R. S. Means Price Guide

Building Type	2014 3/4 Means Cost/Sf. (published in Oct.- projected to Jan. w/ KDE adjustment)	2014 Renov. Cost/Sf. (80% of New) (published in Oct.- projected to Jan. w/ KDE adjustment)	2014 3/4 Means Cost/Sf. (published in Oct.- projected to Jan.)	2013 3/4 Means Cost/Sf. (published in Oct.- projected to Jan. w/ KDE adjustment)	2013 Renov. Cost/Sf. (80% of New) (published in Oct.- projected to Jan. w/ KDE adjustment)	2013 3/4 Means Cost/Sf. (published in Oct.- projected to Jan.)
Elementary Costs	\$219.70	\$175.76	\$169.00	\$214.50	\$171.60	\$165.00
Middle School	\$224.90	\$179.92	\$173.00	\$219.70	\$175.76	\$169.00
High School	\$237.90	\$190.32	\$183.00	\$235.30	\$188.24	\$181.00
Vocational School	\$224.90	\$179.92	\$173.00	\$219.70	\$175.76	\$169.00
Central Office	\$223.60	\$178.88	\$172.00	\$217.10	\$173.68	\$167.00
Central Storage	\$120.90	\$96.72	\$93.00	\$118.30	\$94.64	\$91.00
Bus Garage	\$183.30	\$146.64	\$141.00	\$179.40	\$143.52	\$138.00

R. S. Means Prices are updated yearly and are used as a guide for facilities statewide.

adequacy (ad'i-kwe-se) n.- equal to a given requirement or occasion; sufficient; suitable for the purpose.



Elementary School Model Program

Program Space	Elementary School Enrollment			
	300	400	500	600
Number of standard classrooms @ 800 sf	12	16	20	24
Standard Classroom Net Area Subtotal:	9,600	12,800	16,000	19,200
Special Education (self-contained)	825	825	825	825
Number of Resource Rooms @ 400 sf	4	5	6	6
Resource Rooms Net Area Subtotal	1,600	2,000	2,400	2,400
Number of Preschool classrooms @ 825 sf	1	1	2	2
Preschool Classroom Net Area Subtotal	825	825	1,650	1,650
Elementary art classroom	800	800	80	800
Elementary music classroom	800	800	800	800
Elementary computer classroom	800	800	800	800
Locally Identified Program Space Allowance	1,500	2,000	2,500	3,000
Total Classroom Net Area:	16,750	20,850	41,870	29,475
Library/Media Center	2,100	2,600	3,125	3,650
Kitchen	2,200	2,200	2,200	3,000
Cafeteria	3,000	3,000	3,000	4,600
Physical Education	5,500	5,500	5,500	5,500
Administrative area	1,720	1,720	1,720	1,870
Family Resource area	300	300	300	300
Custodial Receiving	250	250	250	250
Total Net Area:	31,820	36,420	41,870	48,645
Elementary building assignable space – 74%				
Total Gross Area (SFA):	43,000	49,216	56,581	65,736
Area (square feet) per pupil	143	123	113	110

Model Programs

Similar Model Programs exist for all School Facilities, both educational and for district support. Adherence to the Model Programs as established by 702 KAR 4:180 ensure an:

- ❑ Efficient
- ❑ Substantially Uniform
- ❑ Adequate
- ❑ Equitable

System of common schools throughout the Commonwealth of Kentucky.

The next slides graphically show the components and some schematic designs for a 300 student Elementary School.



CLASSROOMS@800 SF.



SELF-CONTAINED



RESOURCE



PRESC HOO L



ART



MUSIC



COMPUTER



LOCALLY IDENT. SPACE



LIBRARY



KITCHEN



CAFETERIA



GYM



ADMIN.



FRC



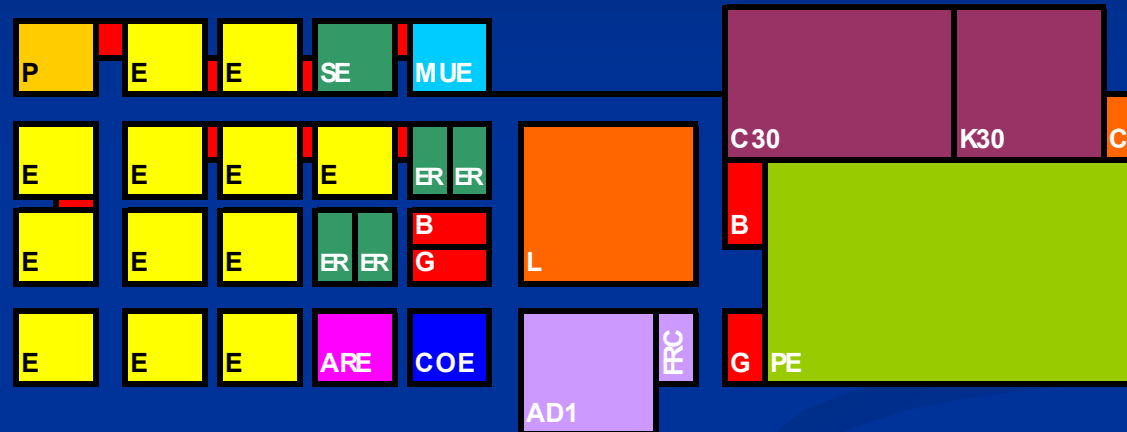
CUSTODIAL



TOILETS

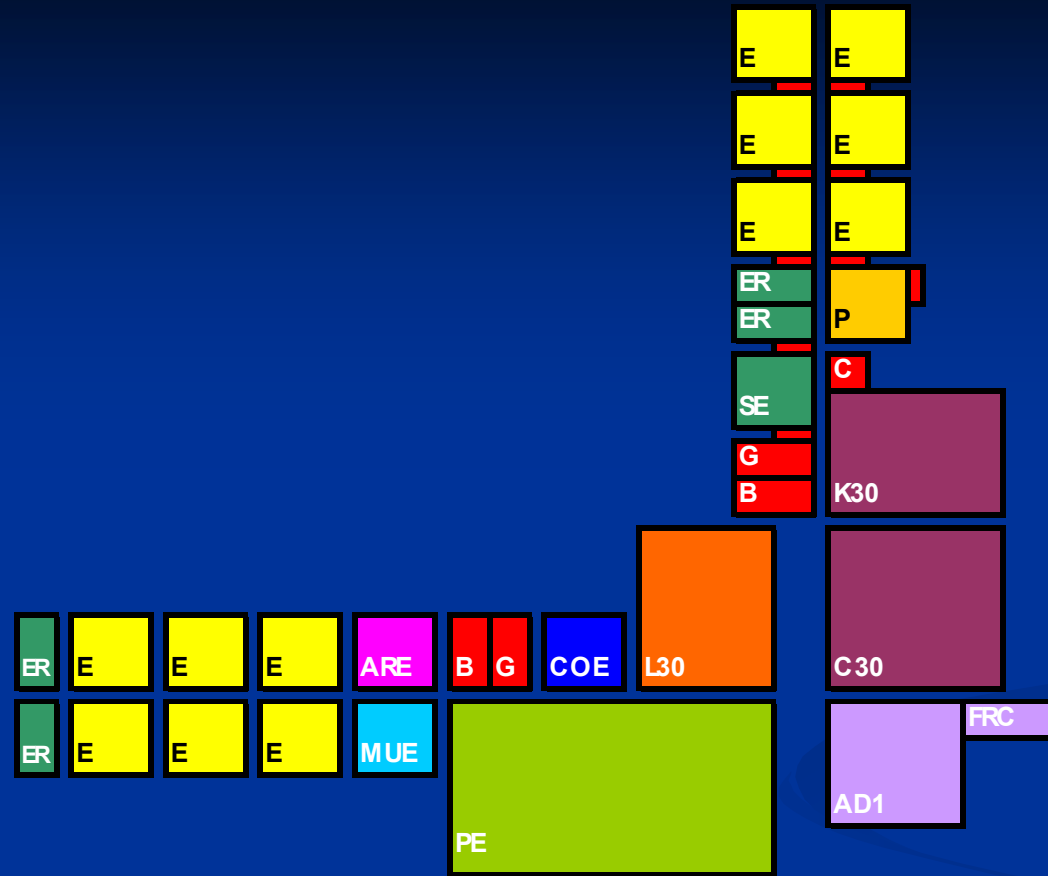
300 STUDENT ELEMENTARY SCHOOL

These are the “building blocks” as defined by 702 KAR 4:180
and identified on the previous slide.



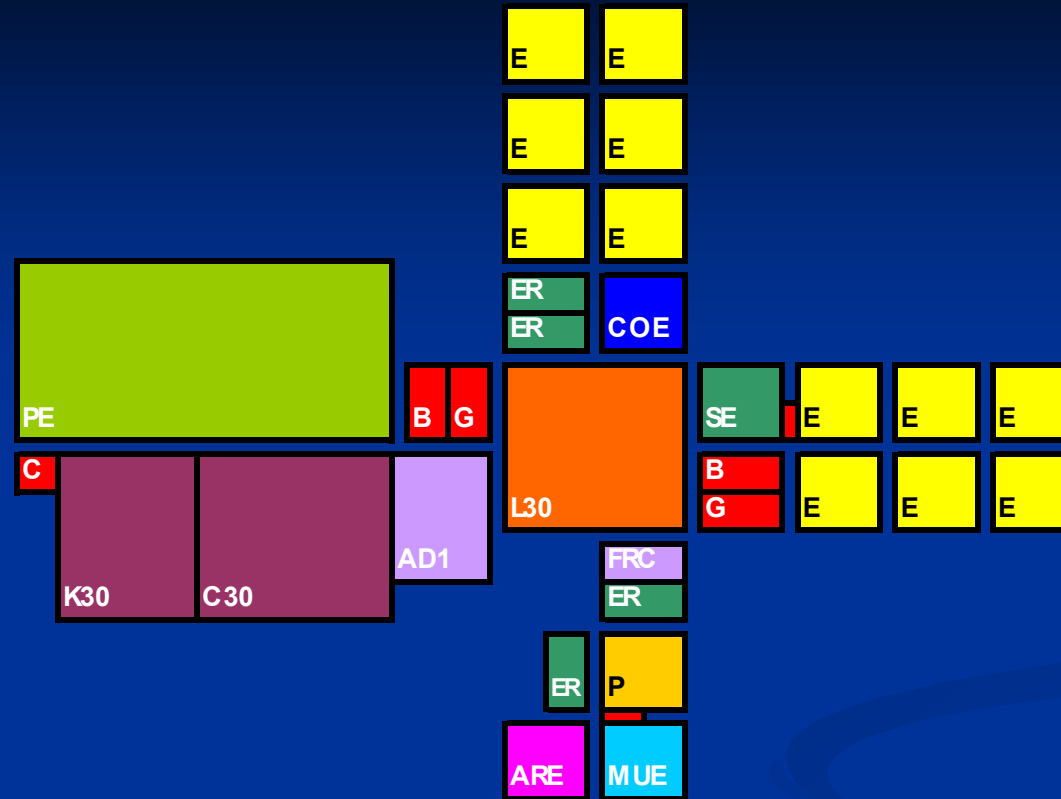
300 STUDENT ELEMENTARY SCHOOL - Scheme A

An efficient layout but not all classrooms have exterior windows.



300 STUDENT ELEMENTARY SCHOOL - Scheme B

A common layout that provides good separation for primary and intermediate students.



300 STUDENT ELEMENTARY SCHOOL- Scheme C

A layout that provides separation for primary and intermediate students as well as a Media Center “Commons”. The Commons concept is becoming more popular in school design.

District Facilities Plan Format – District Information

Educational Program - Plan of Organization

Current district organization plan of student grades

Proposed/ Long range district organization plan

The district should have a single organizational plan for all students in order to **equalize** educational opportunity

- ❑ A variance may be allowed where verification can be provided to the KDE that the student body's ability to achieve is not compromised.

Listing of each existing school educational facility:

- ❑ School name
- ❑ Grades presently housed
- ❑ Center Designation- permanent / functional / transitional
- ❑ Building's enrollment and student capacity

District Facilities Plan Format - Priorities

Capital Construction Priority Construction Projects:

- ❑ Include the most critical building needs of the district
- ❑ Listed in priority order as determined by the LPC
- ❑ The most critical building needs are given the highest priority

Example: Classroom spaces needed to meet current and future enrollment would be a higher priority than the replacement of a Bus Garage.

Projects to be included under priority items are drawn from the KFICS facility audit and are very specific, and should account for the realities of district financial capabilities.

Projects in Priorities 1-4 are eligible for restricted funding.

District Facilities Plan Format - Priorities

New Construction, Additions and Major Renovations based on:

- ❑ quantified student need compared to Model Program requirements
- ❑ unsuitable building conditions

New Facilities based on:

- ❑ demographic projections
- ❑ unsuitable conditions of existing facilities
- ❑ existing capacity vs. future enrollment

Major Renovation as defined in 702 KAR 4:180: Building over 30 years old not having been renovated in that time, and replacement of at least 3 building systems.

Single system exceptions:

- ❑ Roofs & HVAC (over 15 years old)
- ❑ Life Safety
- ❑ ADA

Initial Information Gathering & Analysis



Select a facilitator (optional)

Select an Architectural/Engineering consultant (required):

- ❑ Facility condition evaluation – the physical condition of the building
- ❑ Facility suitability assessment – does the facility adequately provide the program spaces as required by the Model Program?
- ❑ Additional District Program needs
- ❑ General Architect/Engineering input

Facility condition and suitability are part of the KFICS process.

Information Gathering & Analysis

Collect information using current and new resources:

- ❑ Architectural/engineering consultant:
 - Facilities evaluation and assessment
 - Integration into KFICS

KFICS – the **K**entucky **F**acility **I**nventory and **C**lassification **S**ystem will provide a updatable database of facility condition, suitability, and priority ranking for all educational facilities.

Student assessment (Comp. School Improvement Plan & District Report Cards)

- ❑ Educational programs
- ❑ Financial information (MUNIS)
- ❑ Include the district information in a narrative report
- ❑ From the various information sources the LPC develops a draft District Facilities Plan

Information Gathering & Analysis

The LPC will hold a series of meetings to develop the DFP:

- ❑ Minimum three (3) each- 7 days apart
- ❑ A “quorum” must be present

The LPC solicits public comments through informal public forums:

- ❑ Minimum three (3) each- 7 days apart

Meetings and forums subject to Open Meetings Act, KRS Ch. 61.

First LPC meeting advertised seven (7) days prior to the event, subsequent meetings must have 24 hour notice

- ❑ A “quorum” must be present

Forums may be scheduled just before or after LPC meetings, and must be advertised seven (7) days prior to the event

Draft Plan Development and Review

LPC develops the draft DFP

The LPC approves the draft DFP and sends to KDE for review

KDE reviews the Draft Facilities Plan

The document is evaluated:

- ❑ Each building is reviewed against the KDE Model Program
- ❑ Costs are reviewed against the R.S. Means Costs
- ❑ Demographic trends are reviewed

The DFP is sent back to the LPC with KDE comments

- ❑ Is the work in the proper priority?
- ❑ Does the facility with any new additions and renovations conform to the KDE Model Program?
- ❑ Is the work consistent with demographic trends?

LPC and Board Voting

KDE returns the DFP to the LPC with a reviewed plan and written comments outlining any changes and why they occur

- ❑ The LPC votes on the reviewed draft DFP
- ❑ A “quorum” must be present

The LPC submits the approved DFP to the local Board of Education. If KDE review comments are not incorporated, KDE may recommend disapproval of the DFP to the Kentucky Board of Education.

If approved by a Board vote, the local Board begins the Public Hearing process

If rejected by a Board vote, the local Board returns the draft DFP back to the LPC for revision and resubmission to KDE and the local Board

Public Hearing Process

The accepted draft DFP is reviewed in a local public hearing:

- The LPC must advertise the local public hearing at least fourteen (14) days prior to the hearing. KDE will send a “Hearing Packet” to the district to assist in the process.

Copies of the draft DFP should be placed for public review in several community locations such as the local board office and district schools. A sign in sheet, recorder and public address system should be available at the hearing.

The hearing is conducted by a Hearing Officer; the Hearing Report (from the KDE template) and final DFP are submitted to the local Board for final review and approval.

Public Hearing Voting



- ❑ The Local Board of Education must then vote to accept or reject the Hearing Officer's Report and the Plan
- ❑ If accepted, the Plan is forwarded to KDE, and on to the Kentucky Board of Education for review and approval
- ❑ If rejected, the DFP is sent back to the LPC with a letter of explanation for revision and resubmission to the Local Board of Education and KDE.

State Board Review

This final “approved” proposed Plan is submitted to the KBE.

The State Board meets every other month starting in February.

- ❑ **All work shall be complete and approved 45 calendar days in advance to get on the Board Agenda**

The DFPs are discussed by the State Board and the District Facilities Branch answers questions proposed by the Board members concerning the individual plans.

Following the meeting the local Board is notified of KBE’s decision.

Approved plans go into effect for the next four years.

Rejected plans are returned to the local Board for review with the LPC.

District Facilities Plan Format Priorities

For Educational Projects to Begin Within the Biennium

- 1a. New construction to meet student capacity; further implementation of established programs; or to complete approved projects constructed in phases.**
- 1b. New construction to replace inadequate spaces; expand existing or new buildings for educational purposes; consolidate schools; or replace deteriorated facilities.**
- 1c. Major renovation of educational facilities; including construction of additions or expansions, kitchens, cafeterias, libraries, administrative areas, auditoriums, and gymnasiums. Additions shall be clearly listed by number, space, type and size of proposed added space.**
- 1d. KERA strands - new additions: Preschool, School Based Decision Making Office and Conference, Family Resource**
- 1e. Renovation to upgrade all existing facilities to meet the most current life safety requirements of the Kentucky Building Code**
- 1f. Renovation to upgrade all existing facilities to meet the most current handicapped accessibility requirements of the Kentucky Building Code.**

District Facilities Plan Format Priorities

For Educational Projects Not Scheduled within the Biennium

2a. New construction to meet student capacity; further implementation of established programs; or complete approved projects constructed in phases.

2b. New construction to replace inadequate spaces; expand existing or new buildings for educational purposes; consolidate schools; or replace deteriorated facilities.

2c. Major renovation of educational facilities; including construction of additions or expansions, kitchens, cafeterias, libraries, administrative areas, auditoriums, and gymnasiums. Additions shall be clearly listed by number, space, type and size of proposed added space.

2d. KERA strands - new additions: Preschool, School Based Decision Making Office and Conference, Family Resource

2e. Renovation to upgrade all existing facilities to meet the most current life safety requirements of the Kentucky Building Code

2f. Renovation to upgrade all existing facilities to meet the most current handicapped accessibility requirements of the Kentucky Building Code.

District Facilities Plan Format Priorities

For Other Projects (Regardless of Schedule):

3. Construction of non-educational additions or expansions: including kitchens, cafeterias, administrative areas, auditoriums and gymnasiums.

4. Management Support Areas - Construction, acquisition, or renovation of central offices, bus garages, or central stores

5. Discretionary Construction Projects

This section shall list projects by school or building as classified below. The local district opting not to participate in SFCC funding may request all priority projects to be listed in this section.

- ❑ Renovations and Additions that do not meet the requirements of 702 KAR 4:180**
- ❑ Functional Centers - Improvements by new construction or renovation.**
- ❑ Extracurricular Facilities - Construction of field houses; stadiums; sports field facilities; or any facility with an estimated cost of \$25,000 or more.**

Funding for School Construction

The funds that are available for the construction of schools in the Commonwealth are divided into two categories: unrestricted funds and restricted funds. *The Chief State School Officer through the Kentucky Department of Education, District Facilities Branch, must approve funding on all projects.*

The unrestricted funds include general fund monies that are determined by the “SEEK” funding program. These funds are used for staff and teacher salaries, transportation, maintenance, athletics and other school programs. The district can only use a portion of general fund money for school construction.

The restricted funds are those monies that can only be used for school “capital” or “major” construction and for no other purpose.

All of these funding sources need to be considered during the District Facilities Planning process.

Funding for School Construction

Restricted Funds

Used for Capital Construction or Major Renovation, come from multiple sources and include:

**Student Population Based - SEEK
Capital Outlay Funds**

**Property Assessment Based - FSPK
Building Funds and Growth levies
Facilities Support Program of KY**

**Qualified Needs Based - SFCC
KY School Facilities Construction Commission
Urgent-Needs Grants**

Funding for School Construction

Student Population Based Funding

The Support Education Excellence in Kentucky (SEEK) funding program is a formula driven allocation of state provided funds to local school districts. The formula includes funding for transportation costs and special needs students as reported by districts. Under this funding program, Districts are allocated funds based on their average daily attendance (ADA). This formula is used to calculate several of the funding sources listed herein.

Capital Outlay Funds are included in the “**SEEK**” formula. These are calculated at \$100 multiplied by a district’s Average Daily Attendance. These monies can be used for direct construction costs. Since these funds are yearly-generated funds, they can be used to pay for direct debt on bonds that can be issued on the behalf of local school districts - 80% of the total funds calculated can be used for debt service. *These funds can only be used on priority projects and can be selected in any order desired, subject to the approval of the District Facilities Branch.*

Funding for School Construction

Property Assessment Based Funding

Local Building Funds - Five cents of every one hundred dollars (\$100) of a local government's property tax revenues is granted to the local school district to pay for capital construction projects. This money may be saved and used directly or, since it is a yearly-generated sum, it can be used to pay the debt on bonds that can be issued on the behalf of local school districts. This is sometimes called the "local nickel". *These funds can only be used on priority projects and can be selected by the LEA in any order desired, subject to the approval of the District Facilities Branch.*

Facilities Support Program of Kentucky (FSPK) - funds are included in the "SEEK" formula. These funds are used to equalize funding for districts with low property assessments as a percentage of the Average Daily Attendance. *These funds can only be used on priority projects and can be selected by the LEA in any order desired, subject to the approval of the District Facilities Branch.*

Funding for School Construction

Property Assessment Based Funding

Growth District Local Funds - In addition to the “local nickel”, certain districts, which met established criteria in assessments and Average Daily Attendance, are allowed to increase their local taxing effort by five cents per one hundred dollars (\$100) to pay for capital construction projects. This money may be saved and used directly or, since it is a yearly generated sum, it can be used to pay the debt on bonds that can be issued on the behalf of local school districts. This is sometimes called the “growth nickel”. *These funds can only be used on priority projects that relate to the needs established because of district student growth and can be selected by the LEA in any order desired, subject to the approval of the District Facilities Branch.*

Please note that although remaining in statute, the legislature is presently **NOT** funding growth nickels.

Funding for School Construction

Qualified Need Based Funding

Kentucky School Facilities Construction Commission Funds (KSFCC)

The Kentucky School Facilities Construction Commission (KSFCC) is a separate state agency that provides funding to districts based on the unmet facility need as identified in the District Facilities Planning process. Funding for this program is requested from the General Assembly by the Commission every two (2) years. The unmet need is calculated during the District Facilities Planning process. The “unmet need” of all of the districts in the State is combined to create the State unmet need. A portion of the total is funded by the General Assembly and each district is allocated money based on their percentage share of the total fund. *These funds can only be used on priority projects, based on their priority order; for example, all Priority 1 projects shall be completed prior to funding any Priority 2 projects. All projects within a numbered category (i.e., 1a through 1d) are considered equivalent and can be selected by the LEA in any order desired, subject to the approval of the District Facilities Branch.*

Funding for School Construction

Qualified Need Based Funding Cont.

Urgent- Needs Grants

In the 2002 Legislative Session, the General Assembly voted to provide Urgent-Needs Grants to 15 school districts to replace schools that were listed as “Category 5” - very poor condition, had not had significant renovation in the building’s life, had a student population that exceeded KSFCC minimum requirements and were in districts that could not reasonably afford to replace the schools. These monies were granted to the districts for bonding to replace the “Category 5” buildings with new schools.

Urgent needs funding is based on the 2010-11 KFICS/Parsons project assessments. These assessments are now being superseded by the 2017-18 KFICS/Ameresco assessments.

These funds can only be used on specific projects identified by the State Legislature for the use of these funds, subject to the approval of the District Facilities Branch.

This concludes the Part 1 presentation.

Part 2 of the presentation will be provided upon the completion of the A/E Facility assessment, and will amplify the DFP process and funding mechanisms as set out in this presentation.