



Frequently Asked Questions

Program Design issues:

1. What is meant by the “program capacity” of the building? How can I be sure that my program will fit in the building?

The *program capacity* of a school building is the average number of students that can be accommodated with consideration for the educational program delivery model. A typical calculation for a Pre-K – Grade 8 school would be:

Program Capacity - Average			
Pre-Kindergarten - Grade 8	# Teaching Stations	# Students/ Teaching Station	Program Capacity
Pre-Kindergarten Classroom	3	20	60
Kindergarten	3	23	69
Grades 1-3 Classroom	9	23	207
Grades 4-5 Classroom	6	24	144
Grades 6-8 Classroom (Eng, Math, SS)	9	24	216
Grades 6-8 Science Classroom	2	24	48
Grades 6-8 Science Lab	1	24	24
Special Education Self-Contained Classroom	2	10	20
Total	35		788

In addition to the grade level classrooms there would also be an art room, a music room, a gym, etc., but at the Pre-K-Grade 8 school level, those rooms don't count for capacity.

Program capacity for high schools is calculated differently. One difference is that any space where a full-size class is regularly scheduled is identified as a teaching station. Another difference is the addition of a percentage of utilization to the calculation. If a classroom has classes scheduled for 6 periods in a 7-period day, that classroom is utilized approximately 85% of the day. If the same classroom is scheduled for 3 classes during a 4-period day, the utilization drops to 75%. A typical high school program capacity calculation is:

	# Teaching Stations	# Students/ Teaching Station	% Utilization	Program Capacity
Core Academic Classroom (English, Math, Social Studies, World Language)	21	25	85%	446
Science Classroom/Lab	4	24	85%	82
Special Education Classroom	2	10	85%	17
Visual Arts Classroom	2	25	85%	43
Instrumental Music Classroom	1	25	85%	21
Vocal Music Classroom	1	25	85%	21
Black Box Theatre	1	25	85%	21
Gymnasium	2	30	85%	51
CTE Classroom	1	25	85%	21
JROTC Classroom	1	25	85%	21
JROTC Learning Center	1	25	85%	21
Total	37			766



2. Do we have to use the building in this way?

The models are meant to indicate an average of a typically way the building may be used. However, the number of classes per grade, students per class, schedule, etc., will likely vary from year to year. If for example, the Art classroom in an PK-Grade 8 school were used as a grade level classroom, the number of students served would increase. That would require teaching Art in all the grade level classrooms, if Art were taught, but an operator may find that to be an acceptable solution. The number of variations is extensive, and each operator will use the building differently.

3. What is the schedule for the master plan projects?

This information is available on the RSD website.

4. What is a “program manager”? Is there one for RSD projects?

A program management firm is staffed with design and construction professionals who work with the owner (school districts) to be certain that projects are designed and constructed on time and within budget. Program management staff is responsible for organizing stakeholder input during the design process and managing the contractors on the construction site to be certain that desired standards are attained. The program management firm for school construction in Orleans Parish is Jacobs/CSRS.

5. Who should I contact for information about a project?

Status updates can be found at rebuildingnolaschools.com. A point of contact from the RSD capital projects division will be assigned to each project. That person will be the resource for information about the project.

6. What are the roles and responsibilities of the participants during a Design Project?

Role: The School Operator

Responsibilities: The School Operator is responsible for providing input about issues that are specific to the educational program delivery and organization of the program that will be operating in the new or renovated building. Representatives of the School Operator will also be asked to attend project related community meetings and participate in reviews throughout the design process.

Role: Community Representatives

Responsibilities: A school is an important neighborhood feature and often serves as the center of a community. Community members, neighborhood associations, and alumni groups, are expected to be active and vocal members of the planning and design process.

Role: RSD Director of Facility Programming and Specifications

Responsibilities: The primary RSD contact during this process will be Sue Robertson, RSD Director of Facility Programming and Specifications. Throughout the planning and design process, Ms. Robertson will meet periodically and work with the operator to understand and communicate educational program requirements and how the flexibility, inherent in the standards, can meet the needs of the individual programs and operators.

Role: The Design Professional

Responsibilities: The Design Professional, along with his or her consultants, is responsible for developing documents that are ultimately used for the construction of the project.

Role: The Design Manager (DM) and Project Manager (PM)

Responsibilities: The Program Manager for OPSB and RSD projects is Jacobs/CSRS. Design Managers and Project Managers work together with RSD staff, charter operator representatives, the community, and the design professionals to insure that projects comply with the established standards and that projects are completed on time and within budget.



Role: RSD Director of Building Commissioning and Energy Management

Responsibilities: The RSD Director of Building Commissioning and Energy Management is Thom Arceneaux. Mr. Arceneaux works closely with the Design and Construction Professionals, to ensure the performance of facilities, systems, and equipment meets defined objectives and criteria as established in the Performance Standards and the design documents. Mr. Arceneaux also works with school operators to assist with Operations and Maintenance issues related to mechanical and electrical systems and energy conservation.

7. What is included in a construction project?

The objective of a construction project is to make physical changes to a facility or to build a new facility to meet Program requirements. All RSD construction project meet the requirements of the Education Standards, which define the relationship between spaces in the building and the activities required for those spaces, and the Design Standards which define the quality and scope of the various systems built in the facility. A construction projects also incorporate standards required by applicable codes, strives to improve energy conservation and operations and maintenance efficiencies, and improves appearance.

There are ten general phases to a capital construction project:

- Project Feasibility Analysis
- Program Planning (Master Plan)
- Project Approvals
- Architect Selection
- Schematic Design (Preliminary design)
- Design Development (Detailed facility and systems analysis)
- Construction Documents
- Bidding and Negotiations
- Construction
- Occupancy & Warranty Period

8. Are we allowed to make changes to the building after occupancy?

Changes to the building must be proposed in writing to Lona Hankins (Lona.Hankins@rsdla.net) and must be approved before the changes are made.

9. Is it allowable if a charter operator wants to change the building during design to meet unique features of an educational program?

Project budgets have been established based on Educational Specification and Performance Standards developed during the Master Planning process. These standards have been created to provide maximum flexibility for a wide variety of current and future educational program delivery alternatives. During the planning and design process, school district staff and program managers will work with charter operators to determine how the design can best suit their needs. Any changes requests by a charter operator would be discussed during the design process and, if the changes were incorporated, associated costs would be the responsibility of the charter operator.

10. Do the revised Performance Standards impact buildings that began design prior to the revisions?

The newest standards for Gymnasium floor covering and HVAC (Heating, Ventilation and Air Conditioning) will be incorporated in buildings that have not yet gone to bid.



Building Turn-over issues:

11. What roles and responsibilities will personnel from the charter operator have in the turn-over process?

The charter organization will be asked to identify key individual who will participate in various meeting during the turn-over process. These meetings include the following:

- Administration personnel to provide assistance in selecting FF&E (furniture and equipment)
- Staff members (Principal, Assistant Principal, a group of teachers, Operations personnel) need to be identified early in the turn-over process to understand the way the building functions
 - “Operations” personnel will be required to be trained in operation of all systems in the school (HVAC controls, lighting, PA system, classroom systems, etc)
- Operations Director to develop services contracts (Custodial, HVAC preventive maintenance, food service, fire and security, etc.)
- Lead Teacher (“living in classroom issues”)

12. What does the charter operator need to include in budgeting for operating the school? Is there any way to estimate potential energy costs?

See Appendix A “New School budget Items”

13. Who is responsible for moving a program from its existing location to its new location? What if the program is moving into swing space? Is the charter responsible for planning and paying for that move?

The charter operator will be responsible for planning and executing a move into a new or renovated school. If a charter operator must be moved into swing space, the RSD will pay for that move. The RSD Turn-over team will work with charter operators to coordinate the timing of moves.

14. What contracted services do the charter operator need to obtain?

Contract services are identified in the Appendix A “New School budget items”. Thom Arceneaux will provide assistance to you in developing Scopes of Work for facilities services or piggy-backing on existing RSD facilities contracts for services.

15. Who is responsible for playground design and installation?

Playground planning, design, and installation are not included in the project. Most playgrounds for Orleans Parish schools have been planned and executed by Kaboom. For information about playground planning, design requirements, and potential resources contact Troy Peloquin (troy.peloquin@rsdla.net (504) 301 8902).

16. What furniture will be purchased? When and how does that happen?

Movable furnishings are listed for each room in the educational specifications for a project. That list is used as the foundation for furniture purchases. Specialized programmatic needs will be discussed with the school operators to insure that spaces can function to support instruction and service delivery. Mr. Lee Long (Jacobs/CSRS) will work with RSD staff and the school operators to develop the list of furniture that needs to be procured and Mr. Long is responsible for coordinating delivery/setup/installation of procured furniture at the school site.

17. When will the new Lease be executed:

The new school leases are being finalized and will be provided to the Charters as soon as possible. The Charter operators will be asked to sign the lease prior to moving into their new school.

18. Is there someone who can help me with what I need to know and do during the transition to a new building?

Thom Arceneaux is the RSD Point of Contact for all issues related to the transition (thomas.arceneaux@rsdla.net 225- 505-0949



Glossary of Terms

BAS: Building Automation System (HVAC and lighting controls)

Change order: A modification to the original construction contract authorizing a change in the work or an adjustment in the amount of the contract or the contract time

Construction commissioning: A collaborative process whose purpose is to ensure that buildings and systems perform according to contract

Commissioning agent: An independent party, unaffiliated with the design team or contractors, who takes charge of the construction commissioning process

Daylighting: A planned energy conservation strategy that utilizes illumination from sunlight

Design phases:

Program or Concept design: single line drawings illustrate room adjacencies and scale

Schematic Design: the schematic design submittal typically includes a simple site plan, floor plans (simple scale drawings that show room sizes, relationships, doors, and windows), simple building cross-sections, an outline specification with general information about building systems, a table comparing required square footages from the educational specifications with actual square footages shown on the drawings, a preliminary estimate of cost options, and possibly 3-dimensional depictions of building massing

Design development: schematic design drawings are further developed to include more detail, such as a detailed site plan; room layouts; door and window types; interior and exterior elevations; reflected ceiling plans; plumbing, mechanical, structural, and electrical drawings; kitchen layouts, etc.

Construction documents: extremely detailed drawings and specifications showing and describing all of the details required to construct the building

Design team: A group of professionals from architecture and engineering firms who are engaged to design a facility

FF&E: Furniture, fixtures and equipment. This describes all contents that are not a permanent part of the structure.

Hard costs: Expenses associated with direct construction of a project

HVAC: Heating, ventilation, and air-conditioning

Schedule of values: an itemization of costs that comprise the entire contract amount

Swing space: a school building or a portion of an existing school building or other facility that will house the student population and its teachers and staff during the school construction process