

Guidelines for School Districts:

High-Performance School Buildings Program

July 2018



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Updated July 2018 by
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TABLE OF CONTENTS

Part One: Applicability and Responsibilities	4
High-Performance Public Building Law for K–12 Schools.....	4
Applicability.....	5
Exemptions by Law and Not Practicable.....	5
Part Two: High-Performance Standards for Washington K–12 Schools.....	7
Leadership in Energy and Environmental Design (LEED).....	7
Washington Sustainable Schools Protocol (WSSP).....	7
Part Three: High-Performance by Integrated Design	9
Washington School Priorities.....	9
Part Four: Submittal Requirements	12
School Construction Assistance Program (SCAP) Projects.....	12
Skill Centers Projects.....	12
Other Capital Grant Program Projects.....	12
D-Form Process	12
D-3 Application for Project Approval.....	12
D-5 Application for Preliminary Funding Status	12
D-7 Application to Proceed with Bid Opening or Negotiate MACC.....	13
D-9 Application for Authorization to Sign Contracts or MACC Agreement.....	13
D-11 Application to release Retainage	13
Annual Reporting	13
Reporting Requirements.....	13
Part Five: Energy and Building Systems Evaluations	15
Energy Conservation Report.....	15
Owner’s Project Requirements and Basis of Design.....	15
Part Six: Resources, Forms and Sample Letters.....	17
Resources	17
D-3 Form	18
D-5 Form	19
D-9 Form	20
D-11 Form	21

Request for Exemption Letter..... 22
Certification Letter to Disbursement Officer 23
At-A-Glance Flowchart..... 24

List of Tables

Table 1: Construction Cost Allocation per Square Foot..... 5

PART ONE

Applicability and Responsibilities

High-Performance Public Building Law for K-12 Schools

In 2005, the Governor signed the high-performance public buildings bill into law. The law requires state funded major facility projects, including K-12 schools, to be designed and built to a high-performance or “green” building standard. The law is [Chapter 39.35D RCW - High-Performance Public Buildings](#). One section of the law, [39.35D.040](#), outlines the requirements for school districts and the Office of Superintendent of Public Instruction (OSPI). Those sections are listed below.

School Districts must select and follow a green building standard for design and construction:

“(1) All major facility projects of public school districts receiving any funding in a state capital budget must be designed and constructed to at least the LEED silver standard or the Washington Sustainable School Protocol.”

The School Construction Assistance Program (SCAP) is the largest major facility program administered by OSPI. Most SCAP projects are required to meet US Green Building Council’s Leadership in Energy and Environmental Design (LEED) or Washington Sustainable School Protocol (WSSP). Applicability for projects receiving state capital funds through a direct appropriation or through another grant program is determined based on project size and scope.

“(2) Public school districts under this section shall: (a) Monitor and document appropriate operating benefits and savings resulting from major facility projects designed and constructed as required under this section for a minimum of five years following local board acceptance of a project receiving state funding; and (b) report annually to the superintendent of public instruction. The form and content of each report must be mutually developed by the office of the superintendent of public instruction in consultation with school districts.”

Performance monitoring and reporting has changed from an Annual Reporting Excel Workbook to Energy Star Portfolio Manager. The change is effective with the annual reports due March 2019.

“(3) The superintendent of public instruction shall consolidate the reports required in subsection (2) of this section into one report and report to the Governor and Legislature by September 1st of each even-numbered year beginning in 2006 and ending in 2016. In its report, the superintendent of public instruction shall also report on the implementation of this chapter, including reasons why the LEED standard or Washington sustainable school design protocol was not used.”

The legislative reporting requirement is complete. [All biennial reports are available to read on the High Performance School Building webpage.](#)

“(4) The superintendent of public instruction shall develop and issue guidelines for administering this chapter for public school districts. The purpose of the guidelines is to define a procedure and method for employing and verifying compliance with LEED or the Washington Sustainable School Protocol.”

OSPI released the most recent update, WSSP 2018, in June 2018.

“(5) (b) The superintendent of public instruction shall make recommendations regarding the ongoing implementation of this chapter, including a discussion of incentives and disincentives related to implementing this chapter.”

Recommendations are included in the biennial reports to the legislature.

The law applies only to school construction projects receiving state funding assistance. However, all school projects are highly encouraged to meet the intent of the legislation.

Applicability

The law applies to all school facility projects, including skill centers, that are a:

- **New Facility (school), New Building or Building Addition** - Receives state funding, and is over 5,000 gross square feet of occupied or conditioned space as defined in the Washington State Energy Code.
- **Facility or Building Modernization** - Receives state funding, and is over 5,000 gross square feet of occupied or conditioned space as defined in the Washington State Energy Code, and the cost of modernization exceeds 50 percent of the assessed value.

The building assessed value for school modernizations is the Construction Cost Allocation (CCA) times the total existing building square feet.

The CCA is set by the Legislature and changes every year. It is the per-square-foot amount the state pays for eligible project costs. When determining the assessed value, for SCAP projects, use the CCA in effect at the time a D-3 is submitted to the OSPI. For all other projects use the CCA in effect at the time of the appropriation.

Table 1: Construction Cost Allocation per Square Foot

Period Covered	Construction Cost Allocation per Square Foot
2017-2018	\$219.58
2018-2019	\$225.97

Exemptions by Law and Not Practicable

The requirements outlined in [Chapter 39.35D RCW- High Performance Public Buildings](#), include the following major facility project exemptions.

- **Exempt by Law:**
Specific building types such as transmitter buildings, pumping stations, hospitals, research facilities (primarily used for sponsored laboratory experimentation), laboratory research or laboratory training in research methods.
- **Not Practicable Exemption:**
The school district and the design team may determine that it is not practicable to meet LEED silver or WSSP. A not practicable exemption may be requested for historic landmarks, site environmental situations and other design constraints. A letter of exemption request from the school district must be submitted with the D-3,

or in the early design phase for other major projects. OSPI will approve or deny the not practicable request.

PART TWO

High-Performance Standards for Washington K–12 Schools

School districts that are required to comply with the high-performance public buildings law may choose between two green building standards. They may choose either the U.S. Green Building Council's (USGBC) Leadership in Energy and Environmental Design (LEED) standard or a standard developed by Washington State, for Washington State K–12 schools, called the Washington Sustainable Schools Protocol (WSSP).

The WSSP is organized similar to the USGBC's LEED rating system. WSSP has been the overwhelming choice of green building standard to use for school district projects since the high-performance requirements became law. The USGBC's LEED rating system is an excellent standard. Becoming LEED certified requires registering a project and obtaining a third party certification. Districts are encouraged to compare the standards and the requirements. The [LEED rating system can be found on the USGBC website](#). No interchangeability between the systems is expressed or implied. A school complying with WSSP will contain many of the elements needed for LEED certification, but there is no reciprocity between the two systems. Teams wishing to pursue a LEED rating must do so independently. School projects may also consider pursuing a [Collaborative for High Performance Schools \(CHPS\)](#) Verified designation. The USGBC and CHPS have developed excellent support materials that could be useful as background information for understanding similar WSSP credits. See the [USGBC's website](#) and the [CHPS website](#) for more information on how to use these organizations technical resources.

Leadership in Energy and Environmental Design (LEED)

LEED is the most widely used green building rating system in the world. It provides a framework to create healthy, highly efficient buildings with a specific rating standard developed for schools. LEED requires registration, submittals that document compliance with credit requirements and third-party certification.

Projects that choose LEED must follow the requirements of that program, and become certified LEED silver, at a minimum. Submittals to OSPI must follow the same submittal requirements and timing as are outlined (in this guide) for projects using WSSP.

Washington Sustainable School Protocol (WSSP)

The WSSP is based on the Collaborative for High-Performance Schools (CHPS) criteria, but explicitly defines a high-performance school for the state of Washington. The original WSSP, developed in 2006, was created by members of the WSSP Protocol Committee and vetted by members of the Implementation Team. In 2010 the original version of WSSP was updated to reflect code changes and lessons learned. The Update Committee included many members of the original team, as well as some new participants with experience implementing the WSSP on projects. WSSP was updated again in April 2015 to reflect the most recent energy and building code changes, the addition of new optional credits and new credit requirements for modernization projects. The most recent version of the protocol, WSSP 2018, was released in June 2018 after a nearly year-long evaluation by the WSSP Update Committee. The Update Committee is made up of school district and OSPI staff, with input from industry professionals.

The WSSP addresses the multiple facets of high-performance schools by providing credits in the categories of energy, water, site planning, materials, indoor environmental quality. WSSP also offers a section that emphasizes comprehensive planning, operations, and integrative actions that cross between categories.

For each of the categories, the WSSP has both required and optional credits. A school project must meet all of the required credits and select optional credits to earn a minimum number of points. Required credits are worth zero points and vary based on whether the project is new construction or a modernization. Each optional credit has a point value.

Minimum point requirements vary by class of district.

School District Classes

- Class I districts, those with equal to or greater than 2,000 FTE students
- Class II districts, those with less than 2,000 FTE students
- Skill Centers apply the host district class

The minimum point requirements also vary based on whether or not the project is a new facility, new building, building addition or modernization.

Projects receiving state capital funds through the School Construction Assistance Program (SCAP) will apply the version of WSSP in effect at the time the Project Approval Form D-4 is approved. Projects receiving state capital funds through a direct appropriation or through another grant program will apply the version of WSSP in effect at the time of budget appropriation. Skill Centers projects are always funded with a direct appropriation.

The WSSP is pass/fail based on the requirements and minimum point levels. However, school district planners are encouraged to earn as many points as possible that are appropriate for a given project. In other words, treat the minimum points as a target to beat.

Each building owner is expected to document compliance with the WSSP through a process of self-certification. Plan your credit requirements and goals and begin documenting your findings as you move through project phases. Maintain a high-performance compliance binder that includes all of your credit calculations and back-up documentation. The binder should remain with the project records.

Projects funded through the SCAP must document compliance as part of the D-Form process. Compliance documentation for skill centers projects is the same as for SCAP projects, and follows the same submittal process, however, the timing of submittals is different. Projects that have received state capital funding through other grant programs will follow submittal requirements and timing included in the grant program guideline.

PART THREE

High-Performance by Integrated Design

According to the Collaborative for High-Performance Schools (CHPS) “Good teachers and motivated students can overcome inadequate facilities and perform at a high level almost anywhere, but a well-designed facility can truly enhance performance and make education more enjoyable and rewarding. Students and teachers shouldn't have to fight against their own classrooms to have a productive learning experience.”

A high-performance school building, also called a green school building, has been described as healthy, comfortable, safe and secure, adaptable, easy to maintain, and resource efficient. Green building standards exist to guide school districts in making sustainable choices.

Early collaboration leads to integrated designs. Project teams are encouraged to hold an “Integrated Design Meeting” or “Eco-Charrette” no later than mid-schematic design; preferably at the time program goals are developed. This planning meeting includes the owner’s representative (administrative and operations), design consultants, contractors, and end users. The goal is to develop a range of high-performance, green building strategies. Often high-performance goals are established as a “district design standard” making these goals part of the initiation phase of a project and therefore included in the initial project budget and timeline.

Washington School Priorities

WSSP and LEED cover a wide variety of planning, design and construction considerations, from site planning and energy use, to material specifications and indoor environmental quality. Required credits in WSSP generally reflect actions that are required by a building code or state or local law; although, there are other required credits the Protocol Team felt could and should be met by most projects.

There are credits that relate directly to high priorities for K–12 schools that were expressed by school planners, designers, and legislators. The intent of these credits is to provide best practice criteria for designing healthy, resource-efficient, low environmental impact facilities.

Listed below are design areas and credits that are recommended as high priorities to optimize long term performance of schools in the state.

Daylighting

Quality daylighting designs have been shown to improve student productivity and well-being. When integrated properly with the electric lighting system, daylighting can provide quality lighting and save a significant amount of energy.

Indoor Air Quality

Good indoor air quality is essential for healthy schools and healthy occupants. Indoor air quality can be impacted by design and construction choices, as well as material selections and maintenance practices. Particular care in choosing interior building materials and controlling sources of pollutants is essential. Applicable credit categories include:

- Ventilation and filtration

- Low-emitting finishes
- Source control
- Operations

Acoustics

If not controlled, noise from loud ventilation systems, outdoor sources, and neighboring rooms can significantly impede communication between teachers and students. Young learners, students with hearing difficulties, and those learning English as a second language are particularly vulnerable. Classrooms should be designed to enable all students to hear clearly.

Energy Efficiency

Energy efficiency is considered a cornerstone of a Washington Sustainable School. Energy efficiency will reduce operational expenses, conserve natural resources, and reduce local and global pollution and greenhouse gas emissions. All school projects following a high-performance standard are commissioned to ensure the design meets the expectations of the district, and the school is built as it was designed. Commissioning ensures that all building systems are working properly, and that school staff know how to operate and maintain them. Applicable credit categories include:

- Superior energy performance
- Alternate energy sources
- Controls
- Commissioning
- Operations and management

Sustainable Materials

Within all materials are the resources, energy, chemicals, and environmental impacts related to their production. When reuse is possible (of building materials or the building itself, or furniture and equipment), this can represent avoided costs for new materials and disposal, as well as avoided environmental impacts of producing new building materials. Applicable credit categories include:

- Waste and material reduction
- Environmentally preferable material procurement
- Material and product declarations

Site Selection

A high-performance school will avoid degrading natural ecosystems, while seeking to incorporate natural conditions to enhance the building's performance. In addition, the school design will encourage non-polluting transportation alternatives. Applicable credit categories include:

- Selection and use
- Transportation alternatives
- Storm water management

Water Efficiency

Basic efficiency measures can significantly reduce a school's water use. These reductions help the local environment while reducing operating expenses.

- No/low water landscape and native plants
- Low water plumbing fixtures
- Water reuse

Integration, Education and Operations

The purpose of this section is to capture and acknowledge activities before and after construction of a high-performance school that lead to its on-going success. Planning, through integrated design, brings together various disciplines involved in designing, building, and occupying a school facility. The school can also become a hands-on teaching tool for students to learn about the benefits of high-performance design. There are also post-construction activities that districts can do to assure the goals of the high-performance design are achieved once the building is in operation.

- Safer schools by design
- Performance monitoring
- Operations policies

Districts are encouraged to research the many facility design guides that are available for integrated, whole-building design. Four national guidelines are listed below.

The Whole Building Design Guide, a program of the National Institute of Building Sciences is "a gateway to up-to-date information on integrated 'Whole Building' design techniques and technologies." The guide is accessible at (<http://www.wbdg.org/>).

The EPA hosts a site that is dedicated to creating healthy indoor environments in schools. Learn about issues to avoid by designing schools for a healthy environment at (<http://www.epa.gov/iaq/schools/>).

Find certified products and materials to consider in your design on websites such as [Environmental Protection Agency's Safer Choice](#), [SPOT by United Laboratories \(UL\)](#), [Sustainable Minds Transparency Catalog](#).

ASHRAE offers the [Advanced Energy Design Guide for Schools](#) that provides a sensible approach to easily achieve advanced levels of energy savings without having to resort to detailed calculations or analysis. Design guides are available for 30 and 50 percent efficiency, as well as Zero Net Energy guidelines.

PART FOUR

Submittal Requirements

School Construction Assistance Program (SCAP) Projects

The high-performance steps and submittal requirements for SCAP projects are included in the D-form process. The same submittal process applies to skill centers but on a slightly different schedule. Submittal requirements for projects funded by other capital grant programs are included in the guidelines of those programs.

The following section outlines the procedures and required D-form high-performance building submittals. Copies of each D-form mentioned below are included in the Resources, Forms and Sample Letters section.

Skill Centers Projects

Skill Centers projects follow a modified D-form process. The majority of the submittal requirements are the same as for a SCAP project. For the high-performance submittals please submit the same documents as are listed below at the time the D-form is submitted. Submit these documents to the skill centers coordinator at OSPI School Facilities and Organization.

The process below is captured in an at-a-glance flowchart that districts can use to determine whether or not they must comply, and if so, what documents are required throughout the D-form process. The at-a-glance flowchart is included in the Resources, Forms and Sample Letters section.

Other Capital Grant Program Projects

Projects funded through other capital grant programs, such as the K-3 Class Size Reduction, will follow the submittal process outlined in the grant program details.

D-Form Process

D-3 Application for Project Approval

In the Additional Project Information section, indicate the high-performance standard choice. Mark exempt if requesting an exemption:

Washington Sustainable Schools Protocol

LEED (Silver)

Exempt by Law Exempt-Not Practicable*

*The district must include a letter of request that explains the not practicable exemption. OSPI will respond with a determination. A sample letter is included in the Resources, Forms and Sample Letters section.

D-5 Application for Preliminary Funding Status

Submit a preliminary design WSSP or LEED scorecard, in Excel format, to the regional coordinator at OSPI School Facilities and Organization. Find the [WSSP scorecard on the OSPI School Facilities and Organization website](#). Find the [LEED scorecard on the USGBC website](#).

D-7 Application to Proceed with Bid Opening or Negotiate MACC

An Energy Life Cycle Cost Analysis (ELCCA) is required by Chapter 39.35 RCW – Energy Conservation in Design of Public Facilities for all projects over 25,000 square feet or modernizations of greater than 50 percent of the assessed value. The ELCCA is referred to as the Energy Conservation Report. Indicate cost of the report on the D-7 and include the DES review letter with the D-7 submittal package. No separate high-performance submittal is required.

D-9 Application for Authorization to Sign Contracts or MACC Agreement

Submit the final design WSSP or LEED scorecard, in Excel format, along with the Sustainable Building Narrative and the executive summary of the energy life cycle cost analysis (ELCCA), if applicable, to the regional coordinator at OSPI School Facilities and Organization.

The Sustainable Building Narrative is a two to four-page summary of the selected sustainable features. This is often generated during the integrated design meeting or the eco-charrette.

The executive summary of the ELCCA typically includes the building profile, a narrative of alternate systems studied and the energy cost and energy use data for the selected system. Do not submit the third-party review of the analysis.

D-11 Application to Release Retainage

Submit the final WSSP or LEED scorecard to the high-performance school coordinator at OSPI School Facilities and Organization.

Submit a Certification Letter that states the district has complied with all of the high-performance submittals required and that the district will comply with the performance tracking and reporting requirement for five years following board acceptance or building occupancy. Address and submit this letter to the Disbursement Officer at OSPI School Facilities and Organization. A sample letter is included in the Resources, Forms and Sample Letters section.

Annual Reporting

Annual reporting is required by law for five consecutive years following the local board acceptance date of the project. Districts that prefer to begin reporting following occupancy may do so. All projects, preparing a first year or fifth year report, will use the Environmental Protection Agency's Energy Star Portfolio Manager (ESPM) to track and report energy and water use beginning with the annual reporting due in March 2019.

ESPM is a free tool to manage energy and water use. [Training is available via videos, guides and annotated slide sets on the Environmental Protection Agency website.](#) Approximately 65% of school districts have the option to enter into a no-cost agreement with their energy provider to have energy use automatically uploaded to their Portfolio Property.

Reporting Requirements

The annual report includes monthly energy and water use. Reporting is by meter, by energy source, and by use (i.e. exterior and interior water use). If you are reporting energy and water use from a meter that serves multiple buildings (the high performance building and another building), please be certain to indicate that on the ESPM building profile.

Energy and water use must be uploaded or entered manually to the property a minimum of once every year in March, but preferably every quarter.

Annual reports are due to OSPI in March of each year. Districts should consider completing this annual report concurrent with the Asset Preservation Program (APP) annual assessment that is due prior to April 1 each year. The first reporting year may be a partial year (less than 12 months).

ESPM requires users to open an account. Account owners (districts) must “connect” with OSPI School Facilities and Organization in order to “share” the new Portfolio Manager property. The School Facilities and Organization username is WASCHOOLS.

PART FIVE

Energy and Building Systems Evaluations

Energy Conservation Report

School districts are required to complete an energy conservation report for new construction, additions and modernizations. The Washington Administrative Code (WAC), [Title 392-343-075 WAC - Energy Conservation Report](#) directs school districts to comply with [Chapter 39.35 RCW – Energy Conservation in Design of Public Facilities.](#) Districts must complete an Energy Conservation Report and have it reviewed by the Department of Enterprise Services (DES).

An Energy Conservation Report is required for all public facilities, not just schools, over 25,000 gross square feet. The energy consumption analysis ensures that energy conservation practices and renewable energy systems are considered in the design of major publicly owned or leased facilities. The Energy Conservation Report is also called an Energy Life Cycle Cost Analysis (ELCCA). The analysis studies various alternate energy systems and produces a comparative document substantiating the modeled findings. Currently, all agencies and school districts must follow the Department of Enterprise Services (DES) guidelines. [The DES guidelines for an ELCCA are found on the DES Energy Program website.](#)

An ELCCA is a decision-making tool that compares the first cost and the owning and operating costs of various different building energy systems, including heating, cooling, lighting, domestic hot water and plug load. The analysis provides the building owner a method to evaluate different energy-using systems and to select the system best suited for the project. The system selected could be the least first cost, the least operating cost, the most energy efficient, or any combination the owner determines to fit the project goals.

Compliance with a high-performance building standard (WSSP or LEED) does not negate the state law to conduct an ELCCA. Changing this requires action by the Legislature.

To make the energy consumption analysis a more effective decision-making tool for the district, DES and OSPI strongly recommend the analysis be completed early in the schematic design process. The district should plan to have already completed the ELCCA work plan for a SCAP project by the time the D-5 Application for Preliminary Funding Status is submitted to OSPI. The ELCCA must be complete and have been reviewed and commented on by DES at D-7. Skill Centers and all other state-funded projects that are required to complete an ELCCA should follow the requirements included in the program guideline.

Owner's Project Requirements and Basis of Design

For a more effective comparison of all building systems, including the energy systems, the building owner shall establish the Owner's Project Requirements (OPR) at project inception. The OPR will establish and document the school district project requirements and criteria for building system function, performance and maintainability. This document will guide the design development and construction of active and inactive building systems. All key facility stakeholders will have input into the development of the OPR. The design team, at key phases of the project, will provide an explanation of how the OPR has been incorporated into the design. That design-team generated document is called the Basis of

Design. The OPR and BOD are required as part of the fundamental commissioning credit in WSSP.

The OPR, developed by the project stakeholders, shall include:

- Owner and User Requirements
- Environmental and Sustainability Goals
- Energy Efficiency Goals
- Indoor Environmental Quality Requirements
- Equipment and Systems Expectations
- Building Occupant Expectations.
- Building Operations Personnel Expectations

The Basis of Design (BOD) is a narrative and analytical document prepared by the design team. It explains how the Owner's Project Requirements are met by the proposed design. It describes the technical approach used for system selections, integration, and sequence of operations focusing on design features critical to overall building performance.

These documents give rise to, and build on, one another. Programming leads to the OPR. The OPR leads to the BOD. Both lead to a designed and constructed building that meets the owner's intents.

PART SIX

Resources, Forms and Sample Letters

Resources

[All Washington Sustainable Schools Protocol \(WSSP\) documents are available on the OSPI High-Performance School Buildings website.](#)

The [School Facilities Manual for the School Construction Assistance Program](#) explains all of the activities involved in the planning, design and construction of school facilities.

[High-performance public building was enacted by Chapter 39.35D RCW.](#)

[The National Institute of Building Sciences Whole Building Design Guide](#) is available for use as a guide to integrated design techniques.

[U.S. Green Building Council LEED rating systems.](#)

[Collaborative for High-performance Schools \(CHPS\).](#)

[Energy Star Portfolio Manager.](#)

[Energy Star Target Finder Calculator](#) can be used to evaluate energy use or set targets during design.

Forms

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 School Facilities and Organization
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 725-4285 TTY (360) 864-3631 FAX (360) 586-3946

**FORM D-3
 PROJECT APPLICATION**

The D-3 is an application for project approval for state assistance for new construction and/or modernization of a school facility. Please contact your regional coordinator for any additional required information that may need to be submitted with this application.

SCHOOL DISTRICT INFORMATION

School District: _____ No. _____ County: _____
 Address: _____ Contact Person: _____
 City: _____ Telephone: (____) _____
 Zip Code: _____ Fax: (____) _____
 E-Mail: _____

PROJECT INFORMATION

Project Name: _____

Proposed Project Type: New Facility/Unhoused Students _____ sf
 New Construction/Addition to Existing _____ sf
 Modernization _____ sf
 New Construction-in-Lieu of Mod (N/L) _____ sf

office use only

Total area of existing facility: _____ sf

Estimated total of all project costs: \$ _____

Estimated total construction contract cost: \$ _____

(submit with this form an estimated construction contract quarterly payment schedule, found at www.k12.wa.us/SchFacilities/FormsApplications/claimforms.aspx)

Estimated bid date: Mo. _____ Yr. _____

Local matching funds secured: Yes _____ No _____

Funding Source(s):
 _____ Bond
 _____ Capital Levy
 _____ Impact Fees

If yes, when were they secured? Mo. _____ Yr. _____

What was the amount? \$ _____

If no, when is election scheduled? Mo. _____ Yr. _____

Do you intend to front-fund this project? Yes _____ No _____

ADDITIONAL PROJECT INFORMATION

It is understood this project will use traditional public works (Design/Bid/Build). Please indicate here if the project will use Alternative Public Works _____.

High Performance: Indicate which High Performance Building standard this project will use:

_____ Washington Sustainable Schools Protocol (WSSP)
 _____ LEED
 _____ Exempt by Law OR _____ Exempt - Not Practicable *(Include letter of justification for exemption)*

Date: _____

Signature: _____
 School District Superintendent

FORM D-5

APPLICATION FOR PRELIMINARY FUNDING STATUS

The D-5 is an application requesting the Office of Superintendent of Public Instruction to grant preliminary funding status for any project with secured local capital funds and project approval (D-4) (Refer to Chapter 5 of the *School Facilities Manual*). If you have any questions regarding this form, please contact your regional coordinator.

PROJECT INFORMATION

Project Name: _____
 School District: _____ County: _____
 Address: _____ Contact Person: _____
 City: _____ Telephone: _____
 Zip Code: _____ Email: _____

EDUCATIONAL SPECIFICATIONS AND SITE INFORMATION

Transmitted with this form are the following:

1. Resolution with signature(s) of authorized district personnel.
2. Resolution certifying that the site will not create or aggravate racial imbalance.
3. Letter certifying that the school district has obtained capital funds for this project including the date of passage and type of capital funds available.
4. Statement of compliance with chapter 197-11 WAC SEPA rules and a copy of the lead agency decision at completion of the SEPA review process.
5. Copy of school district's board of directors' minutes approving educational specifications.
6. If authority to proceed using local funds is desired, a letter stating the district's intent to "front fund" the project must be submitted.
7. Construction Management Plan outlining the use of school district personnel, private contractor, or a combination of both (if applicable).
8. Estimated construction contract quarterly payment schedule. *(found at www.k12.wa.us/SchFacilities/default.aspx)*
ESTIMATED BID DATE: _____ *(Should align with estimated quarterly payment schedule)*
9. High Performance: Preliminary Washington Sustainable Schools Protocol (WSSP) or LEED scorecard.
10. Alternative Public Works: *If applicable:*
 - a. School district board approval to use GC/CM.
 - b. Letter of approval from CPARB.
 - c. Copy of proposed bid package plan indicating scope, schedule, and estimated cost of anticipated early bid packages and estimated date of final MACC negotiation.
 - d. Each published advertisement and affidavit for GC/CM services.
 - e. Resolution certifying that the district intends to comply with RCW 39.10.

By signing this Form D-5 the district certifies that:

- A. In accordance with WAC 392-342-020 the district has considered the following:
 1. The property upon which the school facility is or will be located is free of all encumbrances that would detrimentally interfere with the construction, operation, and useful life of the facility.
 2. The site is of sufficient size to meet the needs of the facility. Site Acres _____ Planned No. of Students _____
 3. A site review or predesign conference has been conducted with all appropriate local code agencies in order to determine design constraints.
 4. A geotechnical engineer has conducted a limited subsurface investigation to gather basic information regarding potential foundation and subgrade performance.
- B. In accordance with WAC 246-366-030 written site approval has been obtained from the local health jurisdiction (or local health officer).
- C. In accordance with RCW 28A.335.010 the district has considered school safety in building plans and designs.

Date: _____ Signature: _____
 Authorized District Personnel

AVE Firm: _____	Construction Manager: _____
Address: _____	Organization (if applicable): _____
_____	Address: _____
Phone: _____ Email: _____	Phone: _____ Email: _____

FORM D-9

APPLICATION FOR AUTHORIZATION TO SIGN CONTRACTS

The D-9 is a two-page application requesting the Office of Superintendent of Public Instruction to grant authorization to sign contracts for construction (WAC 392-344-110). If you have any questions regarding this form, please contact your regional coordinator.

PROJECT INFORMATION

Project Name:			
School District:	No.	County:	
Address:		Contact Person:	
City:		Telephone:	()
Zip Code:		Fax:	()
		E-Mail:	

PROJECT COST

Total New Construction: (Including new-in-lieu)		sf	Base bid + accepted alternates.
Total Modernization:		sf	Base bid + accepted alternates.
Total Nonmatchable Construction:		sf	Base bid + accepted alternates.
Tax Rate in Excess of Eligible 7.0%:		%	
New Construction Cost (from bid documents):	\$		Total A from D-9 page 2.
Modernization Cost (from bid documents):	\$		Total B from D-9 page 2.
Nonmatched Construction Cost (from bid):	\$		Total C from D-9 page 2.
Other Nonmatchable Components (from bid):	\$		Total D from D-9 page 2.
Educational Specifications Cost:	\$		Actual cost (include copy of final billing).
Value Engineering Report Cost:	\$		Actual cost (include copy of final billing).
Constructability Review Report Cost:	\$		Actual cost (include copy of final billing).
Building Commissioning Cost:	\$		Total cost from contract.
Energy Report (ELCCA) Cost:	\$		Actual cost (include copy of final billing).
DES Energy Report Review Fee:	\$		Actual cost (include copy of final billing).
A/E Fee New Construction: (Including new-in-lieu)	\$		Total A/E fee (include fee calculation).
A/E Fee Modernization:	\$		Total A/E fee (include fee calculation).
A/E Fee Nonmatchable Construction:	\$		Total A/E fee (include fee calculation).
Construction Management Services:	\$		Total C/M fee (include fee calculation).
Inspection and Testing Services: New	\$		From D-7 page 2, line 1 of E.
Mod	\$		From D-7 page 2, line 2 of E.
Nonmatchable	\$		From D-7 page 2, line 3 of E.

Transmitted with this form are the following:

1. Each advertisement for bid (two are required) (WAC 392-344-105).
2. Tabulated statement of all bids received.
3. School district recommendation for award of contract, including accepted alternates.
4. Copy of the form of proposal of the recommended bidder, including list of subcontractors per RCW 39.30.060.
5. Name and addresses of all bidders.
6. Statement of the specific amount of local and/or other disburseable funds available for funding this project.
7. Construction contract monthly payment schedule. (*found at www.k12.wa.us/SchFacilities/FormsApplications/default.aspx*)
8. School district board acceptance of the constructability review report and implementation.
9. Resolution with signature(s) of authorized district personnel (unless previously submitted).
10. Resolution of intent to construct project (WAC 392-344-130).
11. MODERNIZATION PROJECTS ONLY: 5-year use/30-year life resolution is required (WAC 392-347-015 and 392-347-030).
12. Final billings for educational specifications, value engineering, constructability review, energy report (ELCCA), DES energy review fee, an A/E fee calculation, and a C/M fee calculation.
13. High-Performance Buildings submittal: WSSP or LEED scorecard, Sustainable Narrative, ELCCA executive summary.

Date: _____

Signature: _____

Authorized District Personnel



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 School Facilities and Organization
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 725-6187 TTY (360) 725-6240

FORM D-11 APPLICATION TO RELEASE RETAINAGE

The D-11 is an application requesting the Office of Superintendent of Public Instruction to grant permission to release retainage/retainage bond to the general contractor. (Refer to Chapter 10 of the *School Facilities Manual*.)

PROJECT INFORMATION

Project Name: _____ School District: _____ No. _____ Address: _____ City: _____ Zip Code: _____ Contractor: _____	Project Number: _____ County: _____ Contact Person: _____ Telephone: _____ Fax: () _____ E-Mail: _____
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Transmitted with this form are documents required to be on file with OSPI before retainage may be released (WAC 392-344-165):

Due within 30 days following official acceptance of the project as complete by the school board:

1. Properly executed state invoice voucher (WAC 392-344-145).
2. Architect/engineer certificate(s) of completion (WAC 392-344-155).
3. Architect's statement of square footage as per WAC 392-344-155.
4. School district board of directors' resolution of final acceptance signed by the authorized agent of the district (WAC 392-344-160).
5. School district board of director's resolution accepting the building commissioning report (WAC 392-344-165).
6. If applicable, certification that the final WSSP or LEED scorecard has been submitted to OSPI, and that annual monitoring and reporting in Energy Star Portfolio Manager will take place for 5 years starting after Board acceptance or building occupancy.
7. Certification that the district has submitted apprenticeship utilization information to the Department of Enterprise Services (RCW 39.04.320), with a copy to OSPI School Facilities.

Due within 60 days following official acceptance of the project as complete by the school board:

1. Certification by the authorized agent of the school district that the district has on file all affidavits of wages paid in compliance with RCW 39.12.040.
2. Dated not less than 45 days following acceptance of the project by the school district, a signed statement by the authorized agent of the school district that no lien(s) is on file with the school district or a certified list of each lien is on file with the school district. A copy of each lien shall be forwarded to the Office of Superintendent of Public Instruction.
3. Copy of either a permanent or temporary occupancy permit by building official of the jurisdiction.

Due as soon as available following acceptance of the project as complete by the school board:

- One copy each of the required releases for:
- Dept. of Revenue (chapter 60.28 RCW)
 - Employment Security Dept. (RCW 50.24.050 & 130)
 - Dept. of Labor and Industries

Date: _____

Authorized Signature: _____

Complete and return with transmittals to:

Roen Esmond
 Office of Superintendent of Public Instruction
 PO Box 47200
 Olympia WA 98504-7200
 Fax (360) 725-6240

FORM D-11 (Rev. 07/18)

Sample Request for Exemption Letter

Apple Valley School District
100 Tree Lane
Appleton, WA 99999

June 30, 2018

Office of Superintendent of Public Instruction

School Facilities and Organization
High Performance School Coordinator
P.O. Box 47200
Olympia, WA 98504-7200

RE: Green Apple Elementary
Exemption Request, Not Practicable Historic Facility

Dear Coordinator,

The Apple Valley School District is requesting a not practicable exemption from the High Performance Public Buildings requirements of Chapter 39.35D RCW – High-Performance Public Buildings.

Green Apple Elementary is currently on the national registry as a historic building. Many of the credits required to be achieved would compromise the integrity of maintaining the historic nature of the facility. The district intends to incorporate as many high-performance strategies as possible, focusing on sustainable operations through energy and water use efficiencies.

If you have any questions, please feel free to give us a call.

Sincerely,

Gran E. Smith, Superintendent
Apple Valley School District

Sample Certification Letter to Disbursement Officer

Apple Valley School District
100 Tree Lane
Appleton, WA 99999

June 30, 2018

Roen Esmond, Disbursement Officer
Office of Superintendent of Public Instruction School Facilities & Organization
PO Box 47200
Olympia, WA 98504-7200

RE: Red Apple Elementary Replacement (N/L) and Modernization Project No. 350-I04-10001 Certification of High-Performance School Submittal and Performance Reporting

Dear Roen:

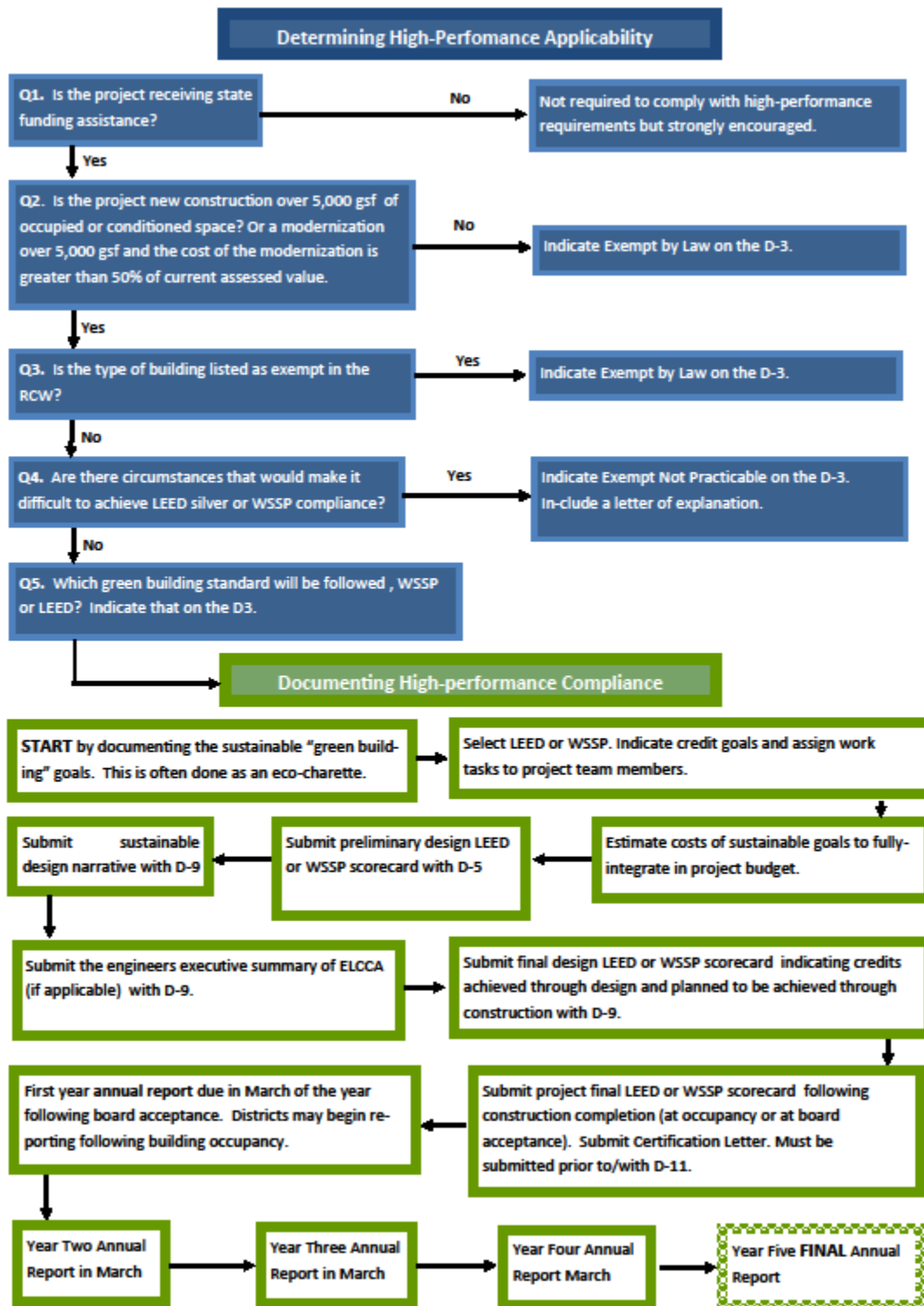
I hereby certify that Apple Valley School District has submitted the final Washington Sustainable Schools Protocol (WSSP) or Leadership in Energy and Environmental Design (LEED) scorecard required as part of the D-11 process.

I hereby certify that Apple Valley School District will report energy and water use for five years following board acceptance, or building occupancy, to comply with the building performance reporting requirement in Chapter 39.35D.040 RCW – High-Performance Public Buildings. Reporting will be done in Energy Star Portfolio Manager (ESPM). The ESPM property will be shared with School Facilities and Organization. The property will be kept up-to-date annually (every March), preferably every month to get the most benefit from the Energy Star program.

Sincerely,

Gran E. Smith, Superintendent
Apple Valley School District

At-A-Glance Flowchart: High-Performance Applicability and Documenting Compliance for SCAP and Skill Centers



For more information about the contents
of this document, please contact:
OSPI School Facilities and Organization
E-mail: HPSBP@k12.wa.us
Phone: (360) 725-4973



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Download this material in PDF at [High-Performance School Buildings Program](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.