

Roger Williams University

DOCS@RWU

Architecture and Urban Design

Community Partnerships Center

2011

Walley School Community Arts Center Feasibility Study

Bob Miklos, Kelly Ard, Scott Slarsky
Architecture Graduate Studio 515, Fall 2011

Arnold Robinson
Community Partnerships Center, cpc@rwu.edu

Hank Kniskern, John McQuilken, Robert Rambo
Gabelli School of Business

Follow this and additional works at: https://docs.rwu.edu/cpc_aud



Part of the [Business Commons](#), and the [Urban, Community and Regional Planning Commons](#)

Recommended Citation

Bob Miklos, Kelly Ard, Scott Slarsky; Robinson, Arnold; and Hank Kniskern, John McQuilken, Robert Rambo, "Walley School Community Arts Center Feasibility Study" (2011). *Architecture and Urban Design*. 3.
https://docs.rwu.edu/cpc_aud/3

This Document is brought to you for free and open access by the Community Partnerships Center at DOCS@RWU. It has been accepted for inclusion in Architecture and Urban Design by an authorized administrator of DOCS@RWU. For more information, please contact mwu@rwu.edu.

“The Walley School is a center for self-discovery for all ages where learning, teaching and creativity foster a vibrant community and enrich lives through arts.”

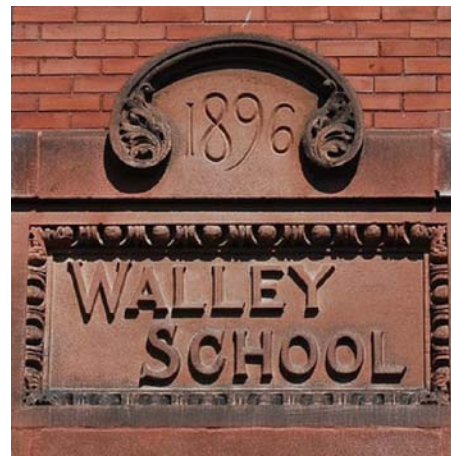


Walley School Community Arts Center Feasibility Study

Community Partner:
The Town of Bristol, RI

Academic Partners:
School of Architecture, Art
and Historic Preservation
School of Engineering, Computing
and Construction Management
Gabelli School of Business

Fall 2011 - Spring 2012



The Roger Williams University Community Partnerships Center

The Roger Williams University (RWU) Community Partnerships Center (CPC) provides project-based assistance to non-profit organizations, government agencies and low- and moderate-income communities in Rhode Island and Southeastern Massachusetts. Our mission is to undertake and complete projects that will benefit the local community while providing RWU students with experience in real-world projects that deepen their academic experiences.

CPC projects draw upon the skills and experience of students and faculty from RWU programs in areas such as:

- American Studies
- Architecture and Urban Design
- Business
- Community Development
- Education
- Engineering and Construction Management
- Environmental Science and Sustainability
- Finance

- Graphic Design
- Historic Preservation
- History
- Justice Studies
- Law
- Marketing and Communications
- Political Science
- Psychology
- Public Administration
- Public Relations
- Sustainable Studies
- Visual Arts and Digital Media
- Writing Studies

Community partnerships broaden and deepen the academic experiences of RWU students by allowing them to work on real-world projects, through curriculum-based and service-learning opportunities collaborating with non-profit and community leaders as they seek to achieve their missions. The services provided by the CPC would normally not be available to these organizations due to their cost and/or diverse needs.

CPC Project Disclaimer: The reader shall understand the following in regards to this project report:

1. The Project is being undertaken in the public interest.
2. The deliverables generated hereunder are intended to provide conceptual information only to assist design and planning and such are not intended, nor should they be used, for construction or other project implementation. Furthermore, professional and/or other services may be needed to ultimately implement the desired goals of the public in ownership of the project served.
3. The parties understand, agree and acknowledge that the deliverables being provided hereunder are being performed by students who are not licensed and/or otherwise certified as professionals. Neither RWU nor the CPC makes any warranties or guarantees ex-

pressed or implied, regarding the deliverables provided pursuant to this Agreement and the quality thereof, and Sponsor should not rely on the assistance as constituting professional advice. RWU, the CPC, the faculty mentor, and the students involved are not covered by professional liability insurance.

4. Neither RWU, the CPC, the faculty mentor, nor the students involved assume responsibility or liability for the deliverables provided hereunder or for any subsequent use by sponsor or other party and Sponsor agrees to indemnify and hold harmless RWU, the Center, the Faculty Mentor, and the Center's student against any and all claims arising out of Sponsor's utilization, sale, or transfer of deliverables provided under this Agreement.

Community Partnerships Center
Roger Williams University
One Old Ferry Road
Bristol, RI 02809
cpc@rwu.edu
<http://cpc.rwu.edu>

Faculty

Architecture Graduate Studio 515, Fall 2011:

Kelly Ard, Robert Miklos,
Scott Slarsky

Gabelli School of Business:

Hank Kniskern, John McQuilkin,
J.D., Robert Rambo, Ph.D.

Historic Preservation:

Arnold Robinson

Project Steering Committee

Walter Burke, *Town of Bristol*
Maia Farish, *Roger Williams University*
Katherine Quinn, *Anthony Quinn Foundation*
Edward Tanner, *Town of Bristol*
Peter Wilbur, *Roger Williams University*
Diane Williamson, *Town of Bristol*

Students

Gabelli School of Business:

Michael Carberry-Santacroce,
Katelyn Galvin, Jessica Kraiza

Construction Management:

Keith Doucot, Thomas Gleason

Architecture:

Devin Picardi, Catherine Varnas

Architecture Graduate Studio 515, Fall 2011:

Chelsea Adelson, Anh Bui,
Brian Balise, Shawn Barett, Alice Berresheim, Dan Jud, Andrew Kremzier, Alex Leblanc, Kevin Lieberman, Patty Reccoppa, Cayton Scherf, Catherine Varnas, Yujin Zhou

Report Contributors

Diane Williamson, Autumn Quezada-Grant, Stephany Hessler, Emily Regner



Table of Contents

Executive Summary.....4

Introduction.....6

History.....8

Why the Arts? Why Walley School?.....11

Graduate Architecture Studio 51512

Vision for the Future.....13

Design Options.....14

Business Research20

Interdisciplinary Work21

February Workshop.....22

Final Program.....25

Design Schemes26

April Workshop.....29

Preferred Design Scheme.....35

Cost Estimate.....40

Conclusion.....44

Executive Summary

The Walley School is located in the center of Bristol, Rhode Island. Built in 1896 as an elementary school, the historic brick building was decommissioned in the early 1990s where, aside from being used as storage, it has since sat vacant on the Bristol Town Common. The Walley School was once one of the most advanced schools of the nineteenth-century, and the Town of Bristol—eager to transform the historic building—explored options to revitalize this historic school as a vibrant center of the community.

The Walley School community arts center initiative began in the fall of 2011 as a joint project between the Town of Bristol and Roger Williams University's School of Architecture. Shortly thereafter, the Gabelli School of Business was asked to develop a business case for the project. Four students in the course "Management 439: Business Planning" took on the Walley School as their team project for the semester. The business case study was developed in conjunction with the Town of Bristol, the initiative's steering committee, Roger Williams University's Community Partnerships Center, the School of Architecture and the School of Construction Management. After a year of student work and public workshops, the conclusion has been made that it would be programmatically, architecturally and financially feasible to reopen the Walley School as a community arts and education facility for the Town of Bristol.

Phase 1 of this project began in September 2011 as an exploratory concept for utilizing an historic school as a community arts center.

Workshops and meetings were held to discuss, refine and advance the concept, both architecturally and in content. The business planning team contributed substantially to the overall efforts through researching community arts centers throughout the country and identifying best operations practices. The implicit challenge was that the Walley School project should be financially sustainable and not dependent on municipal funding for long-term operations. In addition, one of the most important considerations was expanding, not cannibalizing, the Bristol Arts Community's "Art Network" through collaboration and partnerships at the reused Walley School.

Phase II of the project began in January 2012 with the formulation of a vision and possible program for the building, which was identified in a community workshop in February. Using the information from this session as a starting point, Roger Williams University (RWU) architecture students prepared more detailed schematic



plans and integrated them with the work of business students who continued to work on the project as an independent study. In April, these designs and a financial model for operations were presented and discussed in a community workshop. At the heart of the dialogue was the adoption of a shared vision for the purpose for this project and for developing a financial model to assess project feasibility. The vision that captured the community's aspirations states:

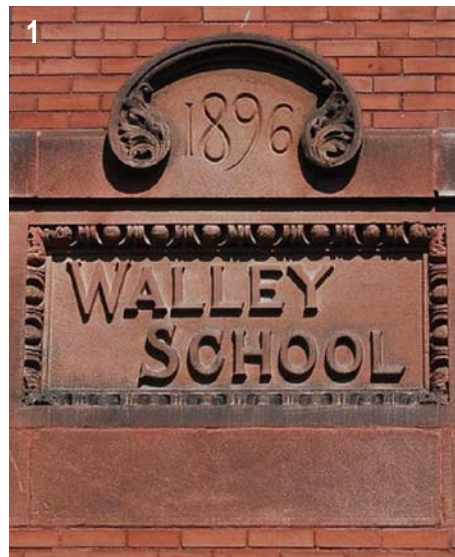
The Walley School front elevation faces High Street.

"The Walley School is a center for self-discovery for all ages where learning, teaching, and creativity foster a vibrant community and enrich lives through the arts."

After the April workshop, the RWU student and faculty team took several steps in formulating final recommendations and a business plan. The architectural team secured approval for a preferred design that could host the new program for the building and finalized that design to make the building compliant with ADA and fire code requirements. Using this design, a team of RWU construction

management students collaborated with the student designers to develop baseline construction cost estimates.

Working in parallel, the business team created cost and revenue models for scenario alternatives. The team created several financial analyses including a one-month feasibility “snapshot” and projected first-year pro forma, cash flow, programming model, and amortization schedule with the assistance of two accounting professors: John McQuilkin, J.D. and Robert Rambo, Ph.D.



While a genuine concern exists within the arts community that the Walley School project will detract business from established organizations and businesses in the area, research conducted by students from the Gabelli School of Business indicates that a well-managed and collaborative project would grow the economic potential of the arts in Bristol.

The final Walley School Feasibility Study offers several conclusions:

- The Walley School can be physically reconfigured and updated to accommodate a robust docket of flexible arts programs and types of expression. The major changes required include a handicapped-accessible entrance, an elevator, retrofitting of the staircases to make them code compliant, and new systems for heat, electricity and plumbing. This reconfiguration and rehabilitation can be achieved cost effectively.
- In a project like the Walley School, there are two distinct stages. The first is raising the capital funds to renovate the facility; the second is to sustain programs and operations through earned income and support.
- The Walley School project can be financially self-sustaining with the appropriate mix of classes, programs, membership, events and community support. It includes a \$3 million renovation cost amortized over 20 years. The sources of the renovation funds were not specified but could come from donations, grants, bonds – or a combination of these.
- An effective management structure for the project would be a non-profit 501-(c)(3) with a building lease from the Town of Bristol.
- It is essential to have a committed and collaborative board of directors, a competent paid staff, an army of dedicated volunteers and a professional marketing program.
- A large auditorium would not be prudent for the Walley School, however, a café could be a successful feature within the school if there is sufficient pedestrian traffic and partnership with an experienced operator.



1. Terra cotta detail,
west elevation.

2. Existing interior of
Walley School basement.

Introduction

Located in the center of Bristol, Rhode Island, and one of the few buildings located on the Town Common, the Walley School is the literal and figurative heart of town. The school was built in 1896 as an elementary school and served that purpose until it was decommissioned in the early 1990s.

Since then, the building has been utilized periodically as storage space by the Town of Bristol, but has remained vacant on Bristol's Town Common. Located at the corner of State Street and High Street, in the heart of the historic downtown, the building had no feasible reuse strategies being identified nor implemented for the property.

The Walley School Feasibility Study began when Bristol town leaders expressed an interest in exploring possible reuse options of the historic building with the goal benefitting the community. The community arts center initiative began in the fall of 2011 as a joint project between the Town of Bristol and Roger Williams University's Community Partnerships Center.



1. Aerial view of downtown Bristol with the location of Walley School highlighted in yellow.

2. Bird's eye view of Walley School situated on the Town Common.

Phase 1 of this project began in September of 2011 by exploring the concept for reusing an historic school as a community arts center. Several workshops and meetings were held to discuss, refine and advance the concept both architecturally and in program content.

The Community Partnerships Center (CPC) engaged four student volunteers from the Gabelli School of Business's "Management 439: Business Planning" course to develop a business case in conjunction with the Town of Bristol, the Project Steering Committee, the CPC, the School of Architecture, Art and Historic Preservation, and the School of Engineering, Computing and Construction Management.

Over a nine-month period in 2011 and 2012, a collaborative effort between the Town of Bristol and the CPC tested and verified the potential of Walley School's reuse as a community arts performance and education facility.

After a year of student work and public workshops, project leaders concluded that it would be programmatically, architecturally and financially feasible to reopen the Walley School as a community arts and education facility. The following document provides the work and research of Roger Williams University's Community Partnerships Center to support this idea.

The following vision statement became the inspiration for the team during the Walley School redesign and feasibility study process:

"The Walley School is a center for self-discovery for all ages where learning, teaching and creativity foster a vibrant community and enrich lives through arts."



Students from the Historic Rehabilitation Workshop conduct an existing conditions and rehabilitation assessment for the Walley School.

History of the Walley School

By Dr. Autumn Quezada-Grant – Assistant Professor of History, Roger Williams University

The Walley School was planned, designed and built to be the best and most advanced school of the nineteenth-century and to demonstrate Bristol's commitment to the future. The school was named after John Walley, one of the four founders of Bristol (1680), and a dedication ceremony was held on September 17, 1896. Bristol took pride in its commitment towards free education and believed that education played an important role in making great citizens. The Walley School was to be the gem in the educational cap of Bristol, following the construction of the Byfield School in 1873.

This new structure replaced the South District schoolhouse, also known as the "Old Brick School House," which had stood from 1809 to 1895.

The old town school found funding from St. Alban's Lodge, and the two-story, timber and brick building was constructed on the northwest corner of the Bristol Town Common. The South District schoolhouse was unique in that the first floor was used for classes while the second floor served as space for the Masonic society. After nearly a century, the building became inadequate in accommodating the changes of a modern education, and the schoolhouse was demolished in September of 1895, making way for the new Walley School.

William R. Walker & Sons, a leading architectural firm in Rhode Island at the time, created the design for the two-story brick and brownstone schoolhouse. Bristol set aside a budget of \$25,000 for construction and signed a contract for the erection of the building on August 10, 1895 with a local contractor, Israel Dube of Bristol.¹ Dube partnered with Israel Picard of Fall River, and the

two completed construction in less than a year, spending a total of \$24,886.06.²

¹ *Annual Report of the School Committee, Bristol Rhode Island for the year 1896* (Press of Semi-Weekly Phoenix, Bristol, R.I., 1897).

² "Walley School: Dedicated Wednesday in a Fitting Manner," *The Bristol Phoenix*, September 18, 1896.



1. Early 20th-century postcard showing Walley School and other buildings on High Street.

2. Portrait of John Walley.

The Walley School was inaugurated on September 17, 1896, becoming the fifth school in Bristol.

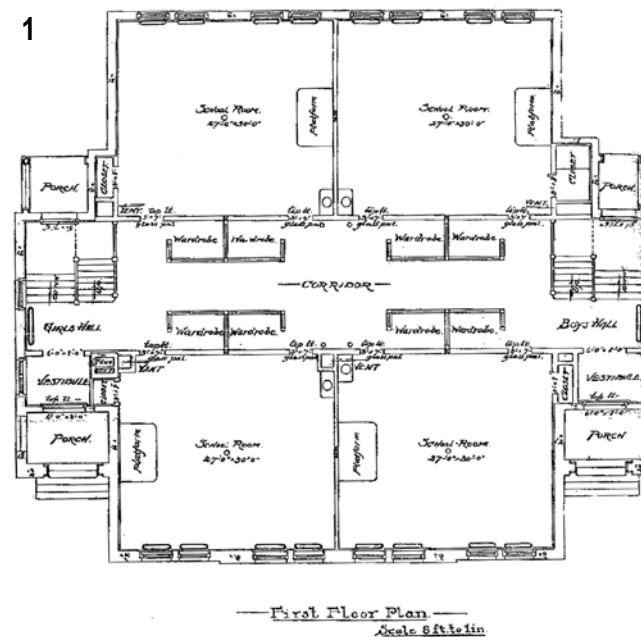
The Walley School opens onto High Street, 89 feet wide, and runs a depth of 76 feet along State Street. This more open schoolhouse proved better suited to the educational needs at the close of the 19th century. Two floors of eight classrooms could accommodate 300 students comfortably. Each classroom is 30 x 27 feet, offering more space than the previous structure. The 18-foot hallway, which runs north to south, parallel to High Street, offered enough space for rambunctious children. The broad stairs and eight large classrooms accommodated the surging number of new students entering public school following an increase of Italian and Portuguese immigrants to Bristol. Wardrobes on both floors and on each side of the stairwells with wrought iron open panels held coats, hats and mittens during the winter months.

The interior of the building was originally finished with Georgia pine and ash.³ The walls were wainscoted five-feet high on all sides of the corridor and stairwells as well as under the blackboards. The walls varied in shades of green, salmon and cream. The floors are laid in narrow strips of white maple, and platforms for teacher's desks were placed in the north and south ends of each classroom. Steam boilers, which were located in the basement, offered a combination of direct and indirect heating. Direct heat was emitted from radiators located beneath classroom window sills and indirect heat traveled through large galvanized ducts supplying the rooms with fresh air from outside. Plans for heating with direct heat overnight and indirect

heat during the day would create a comfortable atmosphere for academic stimulation. The light and airy building promised Bristol residents a school environment conducive for the growth of young minds.

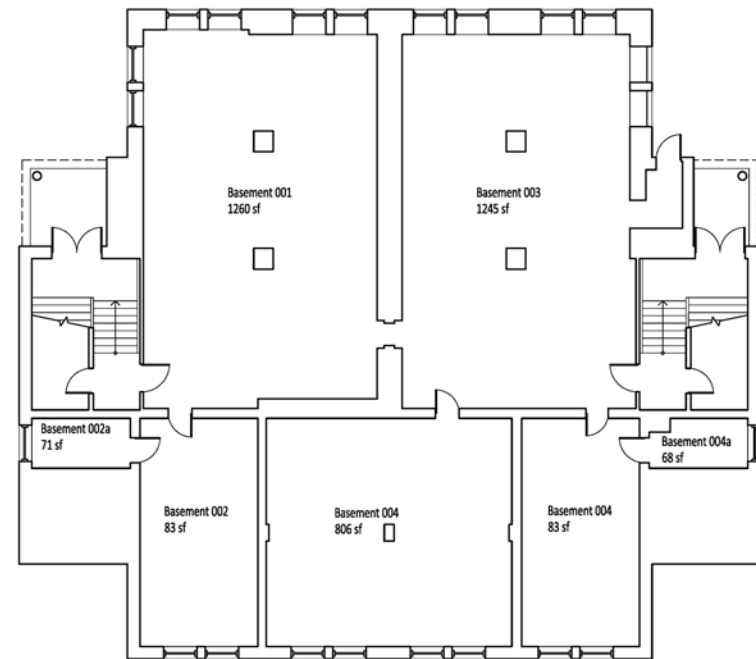
The building remained a functioning school within the town until the 1980s. As part of district reorganization and a trend towards larger school sizes (in both number of students and building square footage), Walley was closed as a school and for a short time became office and storage spaces for Town-affiliated boards and organizations. After a period of underutilization and deterioration, the Town cleaned out the building and stabilized it while new uses were explored.

³ "Walley School: Dedicated Wednesday in a Fitting Manner," *The Bristol Phoenix*, September 18, 1896.



1. Historic first floor plans for Walley School, c.1896.

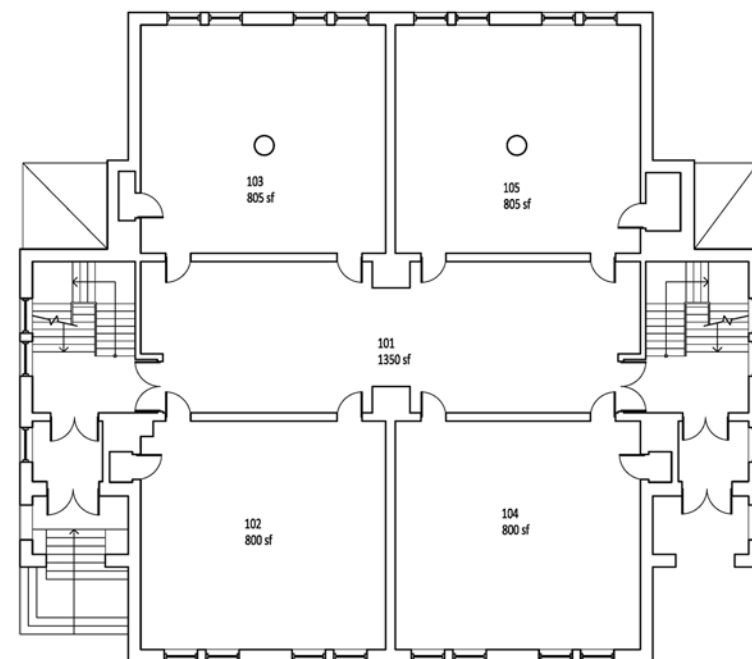
2. Interior hallway at Walley School.



BASEMENT

GROSS AREA OF MAIN VOLUME = 4364 SQFT

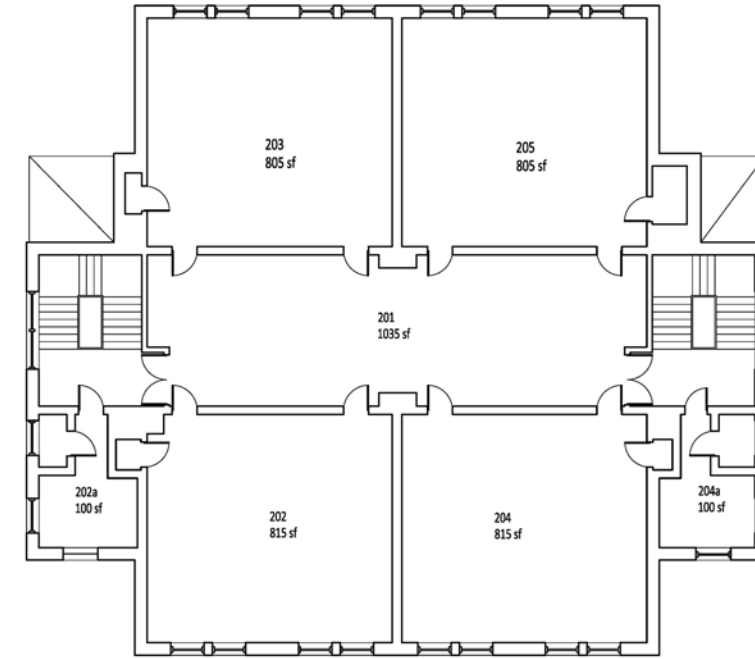
NET AREA OF CLOSETS = 137 SQFT



FIRST FLOOR

GROSS AREA OF MAIN VOLUME = 4495 SQFT

NET AREA OF 'BACK' = 1645 SQFT
NET AREA OF 'FRONT' = 1637.25 SQFT
NET AREA OF HALL = 1019 SQFT
NET AREA OF CLOSETS = 62 SQFT



SECOND FLOOR

GROSS AREA OF MAIN VOLUME = 4495 SQFT

NET AREA OF 'BACK' = 1645 SQFT
NET AREA OF 'FRONT' = 1637.25 SQFT
NET AREA OF HALL = 1019 SQFT
NET AREA OF CLOSETS = 304 SQFT

Current floor plans of
Walley School.

TOTAL GROSS AREA OF MAIN VOLUME = 13,354 SQFT

Why the Arts? Why Walley?

By Diane Williamson, AICP – Director of Community Development, Town of Bristol

In 2008, with the help of a grant from the Rhode Island Historic and Heritage Preservation Commission, the Town of Bristol authorized the Downtown Bristol Public Buildings Re-use Study for decommissioned structures located in the Bristol Historic District. Among the buildings in the study were the Walley School and the Byfield School—both of which are situated on the town common—as well as the Reynolds School, located on High Street across from the town common. Early on, the Study Steering Committee considered a wide range of re-use options for the Walley School, including a community arts center. However, other potential re-uses for the Walley School were given priority in the final planning document.

In 2011, the town began to reexamine the concept of art-related uses for these three decommissioned school buildings after a local non-profit arts organization showed interest in occupying a building for its collections and programs. A tour of selected town-owned buildings was given, and although the Walley School building was in poor shape, it was included on the tour. When the leaders from the arts organization entered the



Walley School, they almost immediately preferred it to the other structures, specifically noting the way sunlight entered the building and realizing the potential for its spaces to be both functional and truly inspirational for different mediums of

art and a variety of programming. The enthusiastic review of the Walley School revitalized the town's interest in the reuse of the existing structure as a space for visual and performing arts.

In planning documents and public meetings, the Bristol Town Council supported this type of use, which has the potential to increase pedestrian traffic in the downtown area and improve the economic development of the town through the direct creation of arts-based jobs and the indirect effect that the arts has on small towns.

The reuse of the Walley School into an arts center can complement the increased presence the arts have made in Bristol over the last several years following the organic re-use of classroom space into affordable studio rentals in the Byfield and Reynolds Schools for local artists.

Community arts centers
draw multiple generations
together for shared
activities.

Graduate Architecture Studio 515

The Art of Assemblage with DesignLAB Architectural Studio

In the fall of 2011, the Town of Bristol, with the help of the Roger Williams University Community Partnerships Center, began a year-long investigation into the potential revitalization of the Walley School. Initially, the project began as an academic study for graduate architecture students enrolled in the ARCH 515 Design Studio and historic preservation students enrolled in the HP 681L course.

During the fall 2011 semester, graduate architecture students enrolled in the ARCH 515 studio were active in redesigning the Walley School as a community arts center. The students were guided by members of DesignLAB Architectural Studio, a Boston-based architectural firm acting as “firm in residence” at Roger Williams University’s School of Architecture, Art and Historic Preservation.

The three DesignLAB staff were AIA Principals Robert Miklos and Scott Slarsky and Project Architect Kelly Ard.

The design project was introduced by the following:

“The town of Bristol, Rhode Island provides the setting for the exploration of our contemporary cultural condition. Structurally, the Town Common exists as it has for the past two centuries: a large, flat rectangle of land set amid the dense residential fabric of the town, several blocks from the historic commercial edge of the Narra-

gansett Bay. Historically, the Common was the educational, religious and civic center of the community. Today, however, it is no longer the intuitive center of the community. Through changing demographics and a greater dependence on the automobile, the schools have been replaced by the ubiquitous mega-school; the church has been either marginalized or supersized; and the courthouse has become regionalized. These buildings stand as a testament to the collective memory of the community of Bristol, providing the urban structure of the Town Common. This is the setting for our assemblage.”
— *The Community Arts Center.*

The students were asked to develop a critical dialogue between the old and the new by creating a building and site design that can recall the legacy of place while extending its story into the present and future. Through research, analysis and inspiration, the students were to introduce new approaches to a historic structure and challenge the Secretary of the Interior’s Standards for Historic Preservation. They explored the design process through the collaboration and assemblage of various techniques including collage, model making, painting, photography and drawings.

ARCH 515 students present
their work during studio
review.



Vision for the Future

The final designs created by architecture students in the ARCH 515 Design Studio course range in program, scale and architectural style. They serve as inspiration and lend a fresh outlook for the potential of Walley School's reuse.

Although the interior modifications and exterior additions to the Walley School differ from project to project, there are a few themes that all projects seem to share:

- A focus on opening up to the town common, engaging and inviting park users into the arts center;
- A connection to the existing buildings on the common through the use of paths;
- A respect for the existing surrounding context as well as the historic architectural qualities of the Walley School itself;
- A High Street façade that remains primarily as is, while the rear of the building, which faces the town common, becomes more artistically expressive.

A selection of project work from students in ARCH 515 is detailed on the following pages.



Concept by ARCH 515
student Alice Berrsheim.

Design Options

Alice Berresheim: "Summer Stage at Walley School"



1. View from theater.

2. Exterior view from State Street.



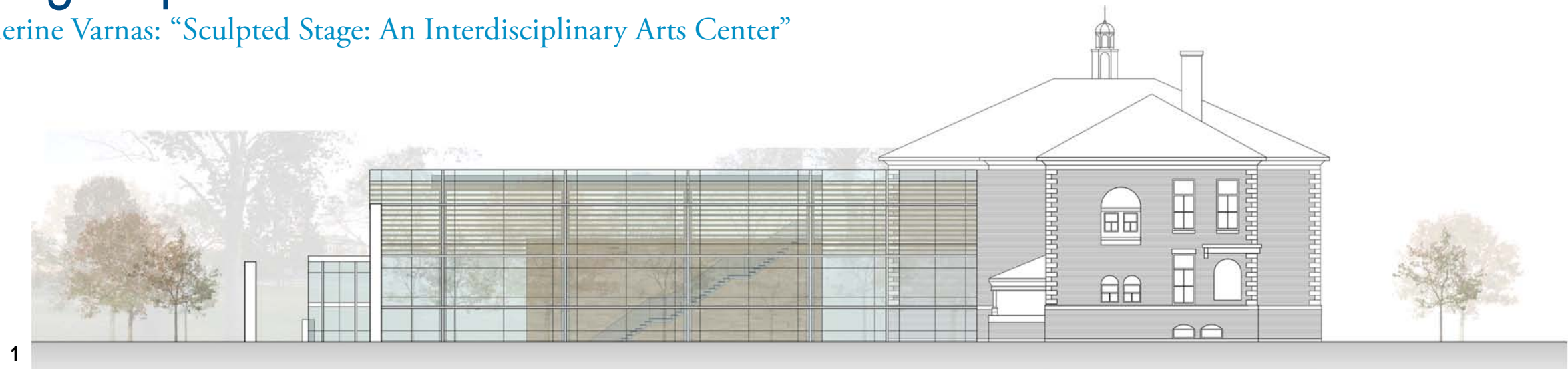


1. Elevation from
Town Common.

2. Building section.

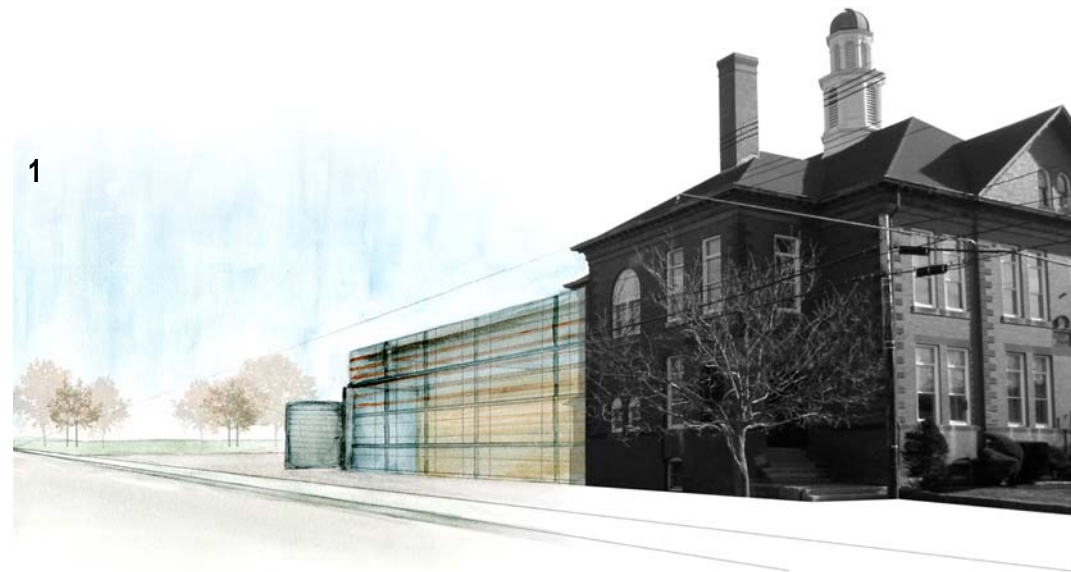
Design Options

Catherine Varnas: "Sculpted Stage: An Interdisciplinary Arts Center"

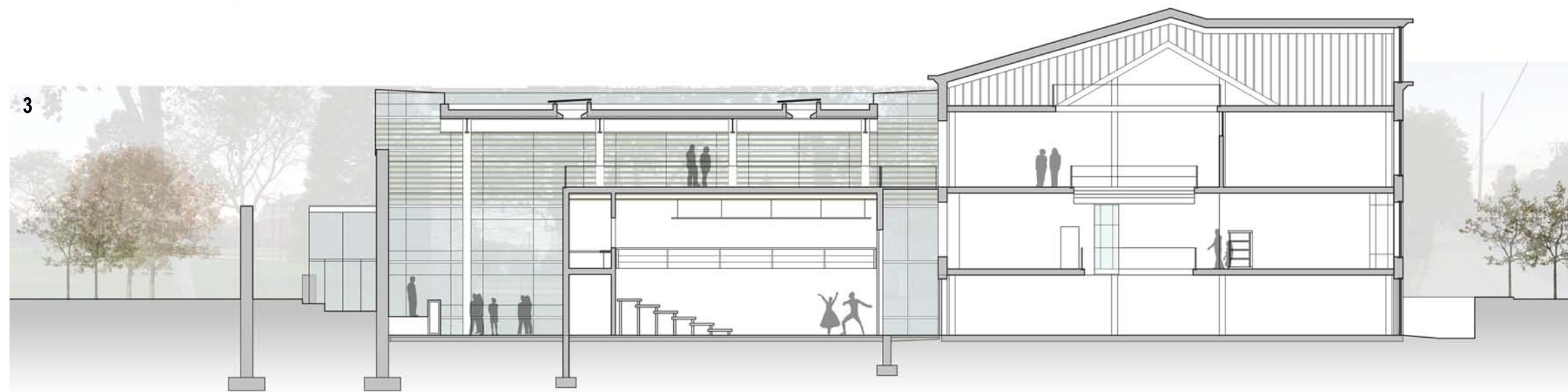


1. State Street building elevation.

2. View of gallery space.

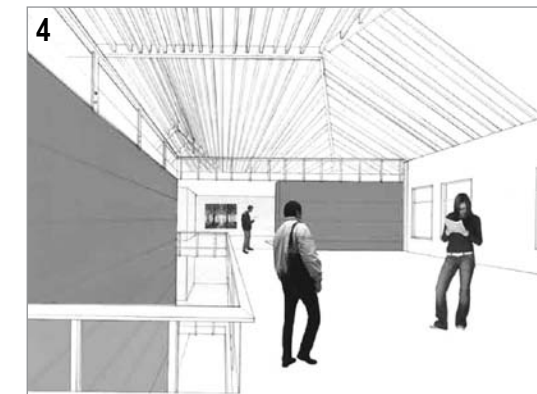
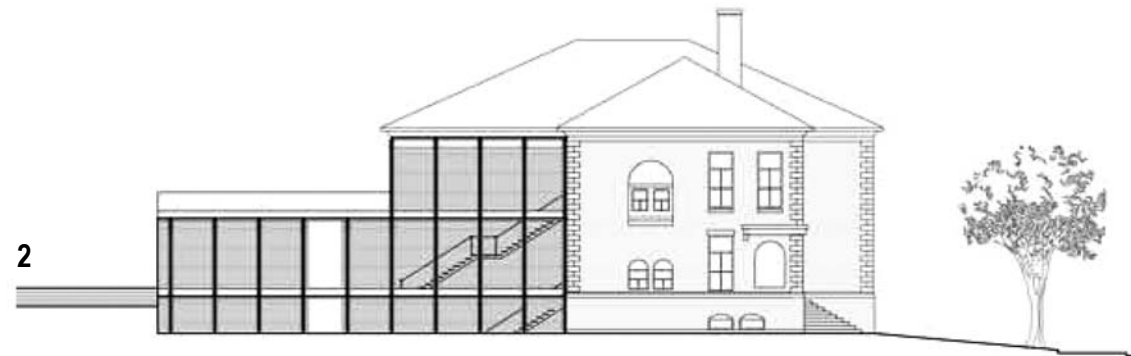
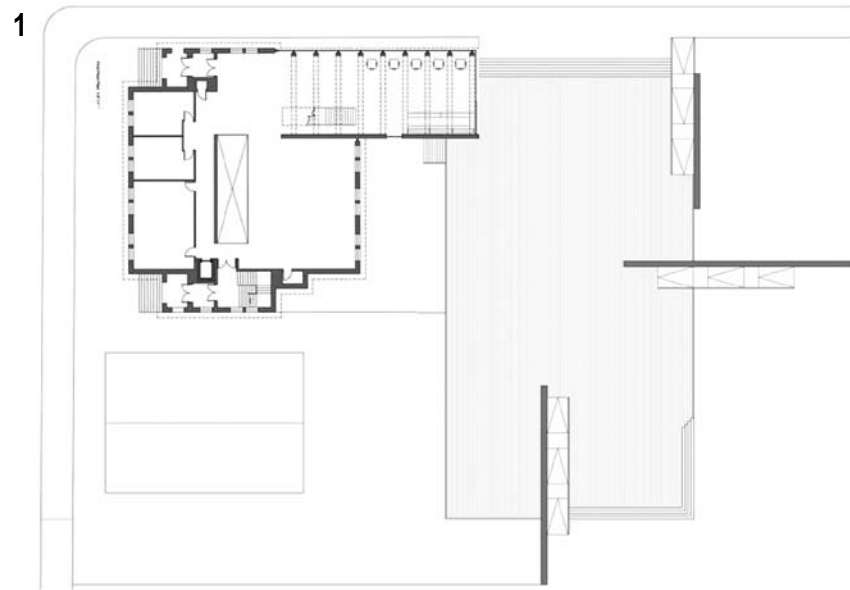


- 1. View from State Street.
- 2. View of theater space.
- 3. Building section.



Design Options

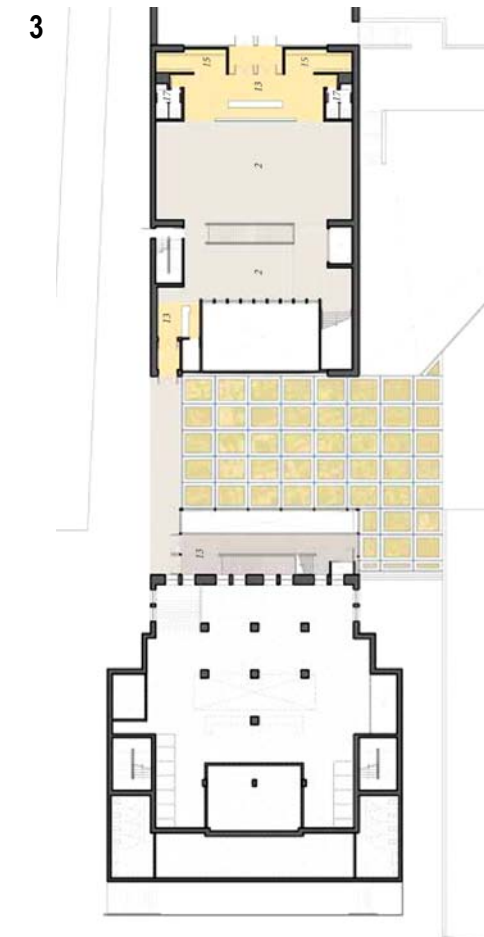
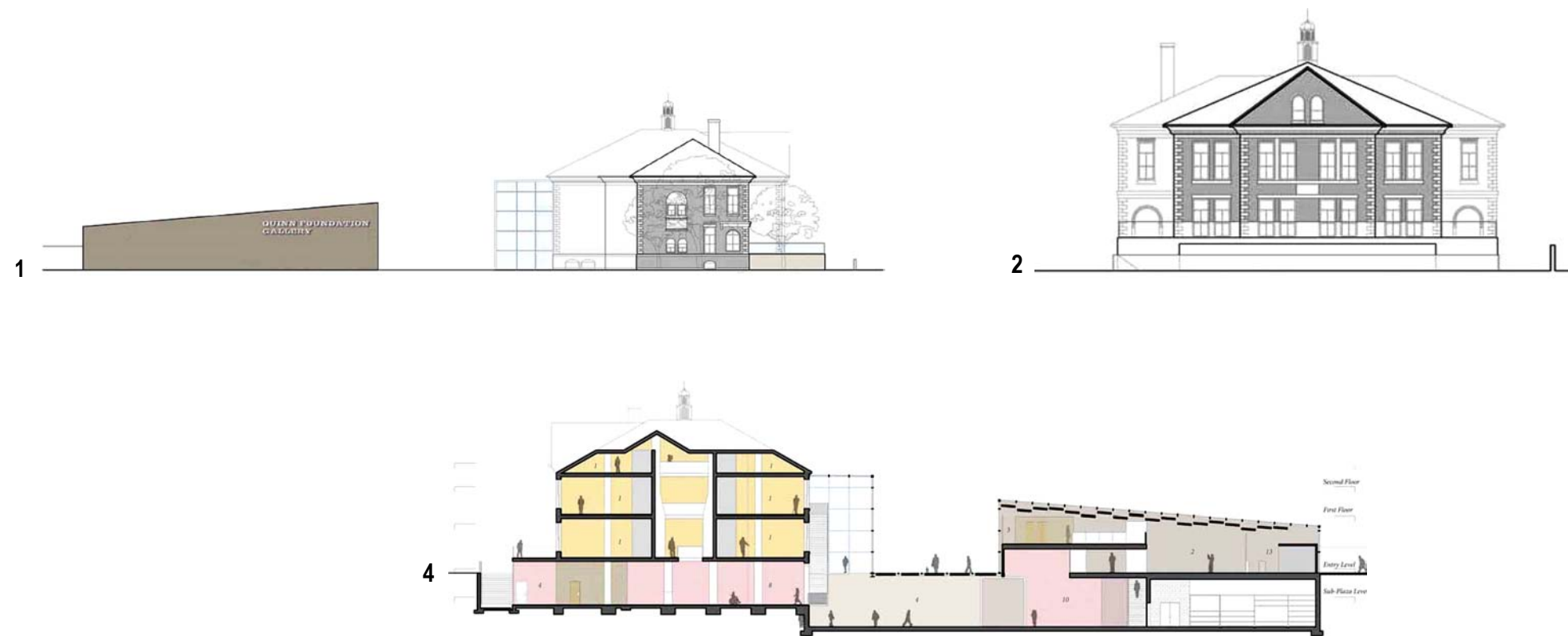
Chelsea Adelson: “Living Workshop”



- 1. First floor plan.
- 2. State Street building elevation.
- 3. Exterior view from Town Common.
- 4. View of art studio.

Design Options

Shawn Barrett: “The Bristol Center for Collaborative Art and Quinn Foundation Gallery”



- 1. State Street building elevation.
- 2. High Street building elevation.
- 3. First floor plan.
- 4. Building section.

Business Research

Roger Williams University's Gabelli School of Business became involved when asked to develop a business case for the project. Four students in the course "Management 439: Business Planning" took on the Walley School as their team project for the semester. They were tasked with creating a community arts center that would be financially sustainable and not dependent upon municipal funding.



During the first phase of work, the business students researched numerous community arts centers and spoke with individuals engaged in these centers in order to better understand how arts centers operate and are financed.

This research information was then compiled by the business team and presented by students Katelyn Galvin and Jessica Kraiza to the Bristol Steering Committee and stakeholders in November 2011. Key conclusions from the extensive research process are as follows:

- Centers have core offerings of arts and related education classes for adults and children.
- Financing of arts centers have two phases: (1) Initial Renovation, and (2) Sustaining.
- Renovation funding is typically found through grants, bonds, foundations and contributions.
- Sustaining funding is typically generated from class tuitions, events, memberships, sponsorships, donations and space rental.
- Dynamic marketing is essential, using website content and promotional awareness.
- Active volunteerism is a critical ingredient for success.
- A clear "vision" for the center serves to unify community support and planning.



- Start with basic programs and then expand; avoid grandiose aspirations.
- Important to have a collaborative, knowledgeable and committed board of directors
- Having a small paid professional staff has definite advantages.

1. Art room at Green Street Arts Center.

2. Green Street Arts Center in Middletown, Connecticut was studied by the business students as a converted school model.

Interdisciplinary Work

Spring 2012

The successful work of these classes during the fall 2011 semester created a strong starting point for the project to continue into the spring 2012 semester. In order to advance the content of the work, the project evolved into an interdisciplinary collaboration with extensive input from two Roger Williams University architecture students: Devin Picardi and Catherine Varnas; three students from the Gabelli School of Business: Michael Carberry-Santacroce, Katelyn Galvin, and Jessica Kraiza; and two senior construction management majors: Keith Doucot and Thomas Gleason.

These students worked closely with their faculty advisors, Arnold Robinson and Hank Kniskern, as well as with the Project Steering Committee, which included:

- Walter Burke, Director of the Department of Parks and Recreation
- Maia Farish, Roger Williams University
- Katherine Quinn, President of the Anthony Quinn Foundation
- Edward Tanner, Town of Bristol Principal Planner and Zoning Officer

- Peter Wilbur, Roger Williams University Associate Vice President, University Relations
- Diane Williamson, Town of Bristol Director of Community Development

The steering committee acted as the “client” for the project, creating an iterative process between the student team and the Town of Bristol. Many different schemes were presented as options for Walley School’s new use within the town. Though they varied only slightly in some cases, the final design was a product of a back and forth conversation between all parties involved.

One of the most important tasks was to finalize a vision for the Walley School project based on the prior eight months of research, discussion, goal setting and community workshops. The following Walley School vision statement accurately reflects the community’s aspirations:

“The Walley School is a center for self-discovery for all ages where learning, teaching, and creativity foster a vibrant community and enrich lives through the arts.”



Attendees at public workshops came from a wide spectrum of stakeholders.

February 2, 2012 Workshop

Vision Workshop for the Role of the Arts in Bristol and its Public Buildings

On February 8, 2012 both the Project Steering Committee and the Town gathered for a three-hour “vision session” on the role of the arts in Bristol. The overall goal was to facilitate an energetic and honest session that concluded with a broad vision for the arts in Bristol, shared by the majority, into which a vibrant, and refurbished Walley School would play a key role.

The session was also open to the public, and there was a special effort to recruit and guarantee attendance by all known stakeholders in the arts communities (performing, visual and other). The Steering Committee collaborated with the Rhode Island State Council for the Arts and Town/East Bay leaders on the promotion of the event, reaching out vigorously to arts groups, artists, educators and citizens through targeted emails, extensive coverage in local electronic and print media. The event was also posted on the websites and Facebook pages of major arts organizations, Roger Williams University and the Town of Bristol.

Participants entering the “vision session” were tasked with achieving the following goals:

- To convene stakeholders in arts creation, presentation, development and support to discuss issues of shared interest.
- To formulate a broad, shared vision for the arts in Bristol (and East Bay as necessary), focusing on its role in the economic and cultural life of the community.
- To formulate a conceptual framework for facilities development for arts creation, presentation, development and support within Town-owned and other facilities.

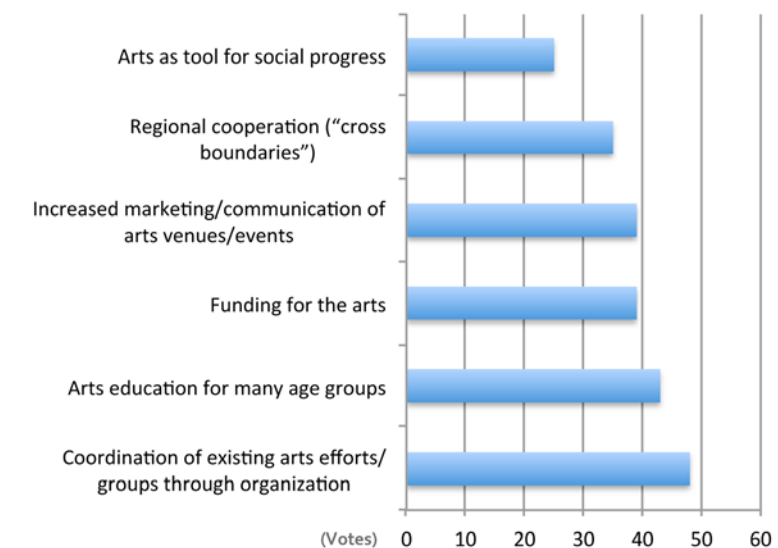
96 people attended the workshop and were engaged in facilitated discussions on five major questions:

1. What is the vision for the arts in Bristol/East Bay? (culturally, economically and educationally)
2. In order to achieve the vision you have articulated, what strengths does the community possess that it can build upon?
3. In order to achieve the vision you have articulated, what voids (between the strengths) need to be filled?
4. Of the voids identified, which ones are most important to fill to achieve the vision?
5. Of the most important voids to fill, which might be appropriate to locate in revitalized Town-owned buildings near the common?

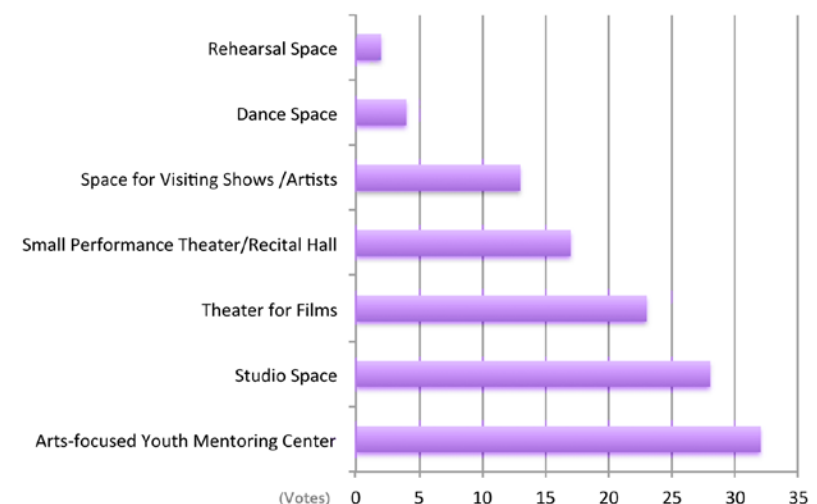
Workshop Outcomes

Participation in the discussions was energetic, and several strong themes were identified for the arts in Bristol. The participants also expressed a desire to see several uses in the rehabilitated historic school buildings. The voting on these issues is shown in the graphs on this page.

Needs for the Arts in Bristol



Building Usage





Using the input from the February 8th Vision Workshop, a team of Town leaders, citizens and arts organizations decided to work with faculty and students from the architecture, historic preservation, business and construction management programs at Roger Williams University to formulate programs, designs and cost estimates for the buildings. These programs and designs would be presented to the public in a workshop in late March 2012 for further discussion.

Participating citizens and groups intended to generate a shared vision for the school buildings and town common where art and arts education can be a viable reuse that is enthusiastically embraced by the whole community.

Phase II, which began in the spring of 2012, concentrated on resolving issues and refining deliberation on critical aspects of project planning and decision-making. There were nine areas of focus:

1. **Create a proposed model of the classes, programs and services that would be offered in the Walley School.** The business planning team formulated a complete Walley School spreadsheet that recommends several specific class offerings ranging from basic drawing to yoga, along with prices, costs and profits based on voids in the community, best practice research of what works in other arts centers, and input from community workshops.
2. **Identify, qualify and quantify existing “voids” in the arts community.** Taking into consideration the desires identified in the workshop, the business planning team spoke with members of the community including local artists and school superintendents in order to pinpoint the current capabilities and “voids” in the Bristol area. In conducting this research, the team was able to determine what arts capabilities the town already had. One issue that came up frequently was the need to have better communication about the arts within the community.
3. **Explore potential collaboration and conflicts between the Walley School concept and the area’s arts-related organizations and businesses.** The steering committee reached out to all of the arts-related organizations and businesses in the area in order to find areas for potential collaboration. The goal was to provide programs not available in our areas (voids) and support existing programs, such as providing studio space. This was a very important issue because the Walley School did not want to be perceived as a competitor or threat, but rather as the missing link that might strengthen the entire arts community.
4. **Assist in developing a vision statement for the Walley School.** The steering committee aggregated the feedback from the community workshop and combined them with the goals of the town. It became evident that the Walley School Initiative could have the possibility of developing several partnerships while also supporting other arts centers. The Walley School has the potential to create an arts network within the town of Bristol and the future possibility of utilizing other vacant Bristol schools for the arts in order to establish an “Arts Campus.”
5. **Create a model program for the Walley School, and integrate with the architectural students’ designs and the community’s preferences.** The business planning team formulated different scenarios that evaluated options for the use of space in Walley. The financial scenarios identified classes, participation levels and related costs, resulting in a pro forma financial statement that indicated (based on the assumptions used) that the project was self-sustaining, therefore, feasible. Using this scenario, the architecture students

Randall Rosenbaum,
Executive Director of
the RI State Council for
the Arts, addresses
February 8th Vision
Workshop participants.

modified their building design to better utilize the space. The architectural and business students effectively worked together, sharing information and research in order to come up with the most financially and architecturally feasible design for the building, taking in to account the community's feedback and preferences.

6. **Complete specific feasibility assessments of an auditorium and café within the Walley facility.** At the first workshop, the community identified an auditorium as a major arts "void" in the community and suggested there be a large auditorium in the Walley School. Through research, the business planning team identified all of the existing auditoriums within 20 miles of the Walley School. The team also talked with the superintendent of schools and several local artists who provided information about what the town is currently utilizing for auditorium spaces.

Research from Phase I identified that one of the critical success factors of a community arts center was having some type of food venue. The business planning team researched the possibilities of having a café inside the Walley School and the requirements that would make it financially and architecturally feasible. The assessment determined that the Walley

School would have to have enough pedestrian traffic to yield 300 customers per day in order to sustain a café. Research also recommended that the café be outsourced to an experienced operator.

7. **Create design and cost estimates for renovating the Walley facility in order to be functional and meet regulatory requirements.** With the help of industry experienced professors and town officials, the business planning team was able to formulate fairly accurate estimates for the Walley School building aligned with up to date regulatory requirements.
8. **Develop operational pro forma financial models for feasibility evaluation.** The business team created a compilation of financial documents including a one-month and Year One pro forma, cash flow analysis, programming model, and amortization schedule. The students had the assistance of two accounting professors at Roger Williams University: John McQuilkin, J.D. and Robert Rambo, Ph.D.
9. **Address project implementation recommendations.** The business planning team developed recommendations for project implementation for use by the steering committee and the Bristol City Council.



Arnold Robinson facilitates the planning process at the February 8th Vision Workshop.

Final Program

Larger Gathering Spaces and Studios: Something for Everyone

Based on the outcomes from the February workshop, the Roger Williams University design and business teams prepared the final program for the community arts center, developed in collaboration with the Town of Bristol and the Project Steering Committee.

The primary arts-related needs that should be included in the rehabilitated building include:

1. Flexible spaces for youth mentoring in the arts (through large- and small-scale activities).
2. Studio space for local and visiting artists.
3. Flexible presentation/gathering space for films, readings and other interactions, with a maximum occupancy of 105 people (in order to have minimal effects on the arrangement of the building's interior walls).
4. Café with an attached exterior deck on the rear of the building extending into the common green space. This programmatic and architectural feature will both attract and engage visitors, allowing people to directly immerse themselves in the excitement the community arts center will foster.

5. Workshop and fabrication studios.
6. Administrative facilities for the entity that will operate the building.

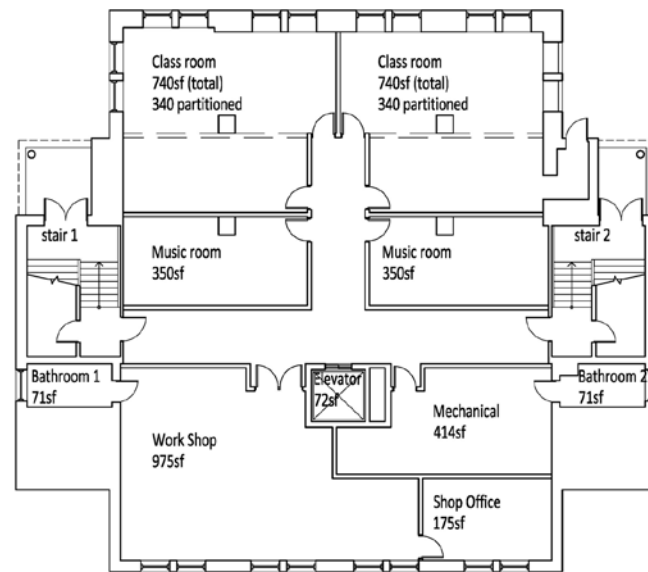
Architectural Design for the Walley Arts Center

Using the business plan and the results from the February 8th meeting, architecture students Catherine Varnas and Devin Picardi developed three preliminary schemes for the Walley School restoration. Each design focused on slightly different proportions of use within the building and varying sizes for the performance/gathering spaces.

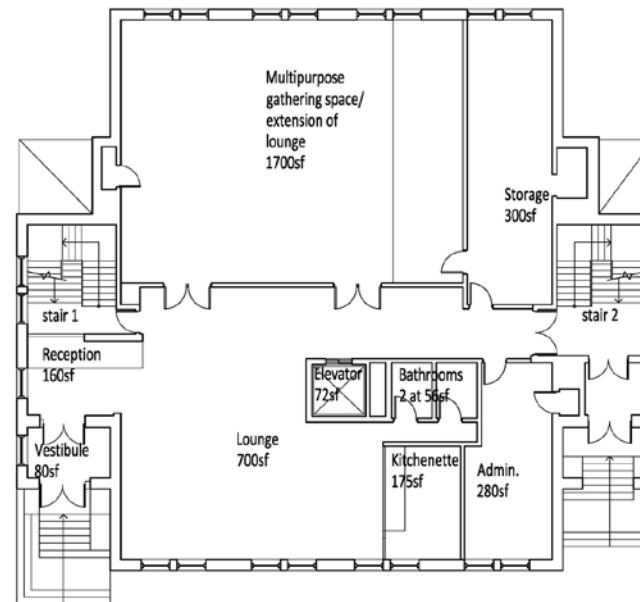
In each scenario, most of the physical changes to the building take place within the existing walls of the school, keeping the central circulation intact and maintaining the generous depth of the classrooms. The basement and the second floor walls will remain as is. Removable partition walls on the second floor have been proposed, allowing for greater flexibility of spaces and adapting to various needs.



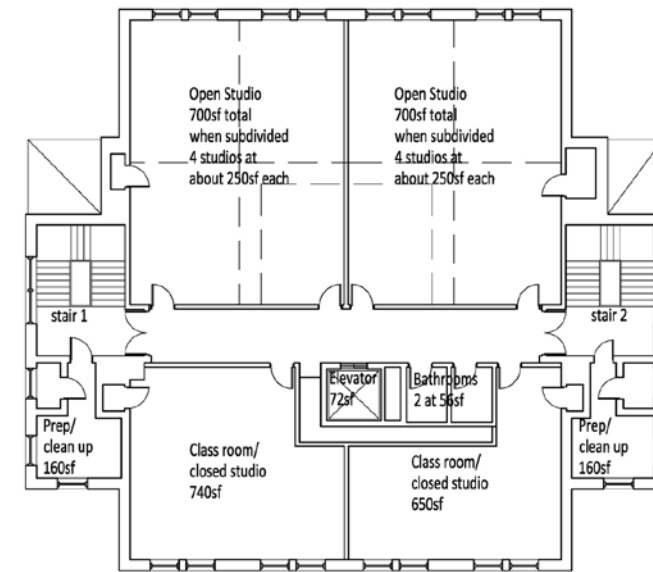
Design Scheme 1



Basement



First Floor

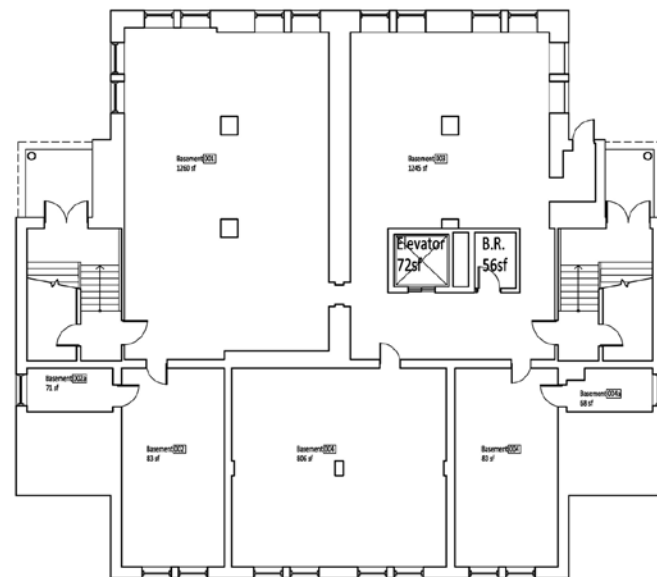


Second Floor

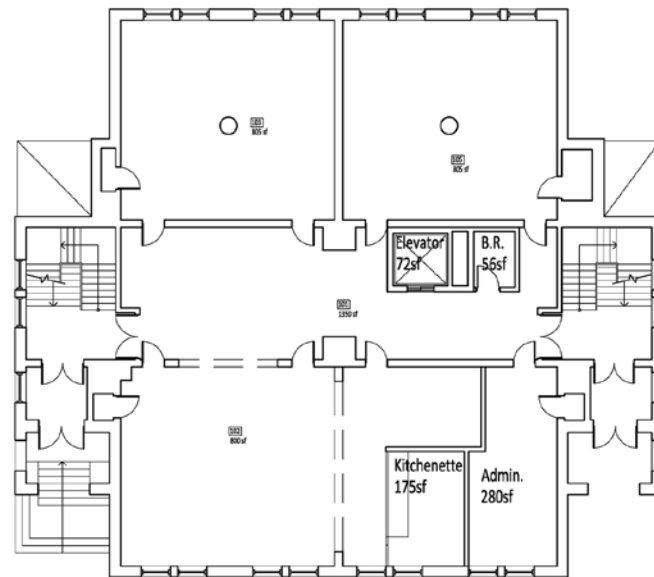
Scheme 1 maximizes the multi-purpose gathering space for performances, movies and speakers.

It also moves walls on all three floors, making it the most expensive scheme.

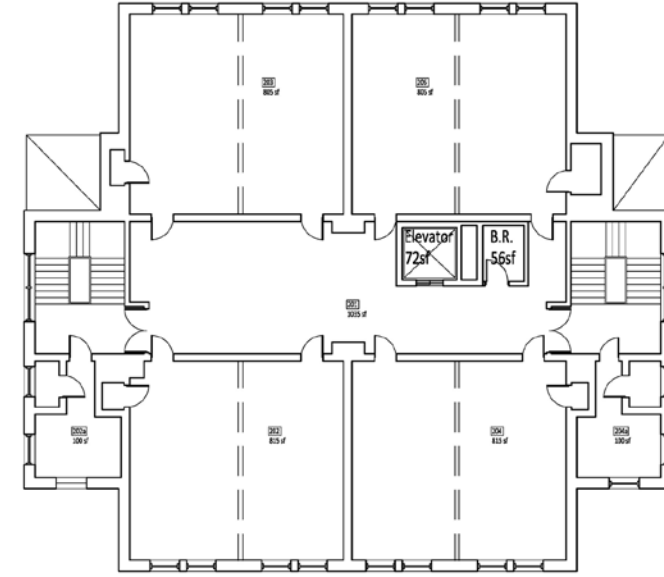
Design Scheme 2



Basement



First Floor



Second Floor

Scheme 2 maintains the location of original walls to minimize rehabilitation costs.

April 11, 2012 Workshop

The three programs and their schematic designs were then presented on April 11, 2012 during a workshop where participants were to respond to the proposed program and design. A business plan as well as cost estimates were also presented during the workshop.

Questions and Responses

With all information in front of the workshop participants, the audience was polled for their opinions on eighteen key questions related to the recommended program and design. Questions were formulated by Roger Williams University's Community Partnerships Center staff prior to the workshop, based on the design and key issues discussed during the prior public workshop.

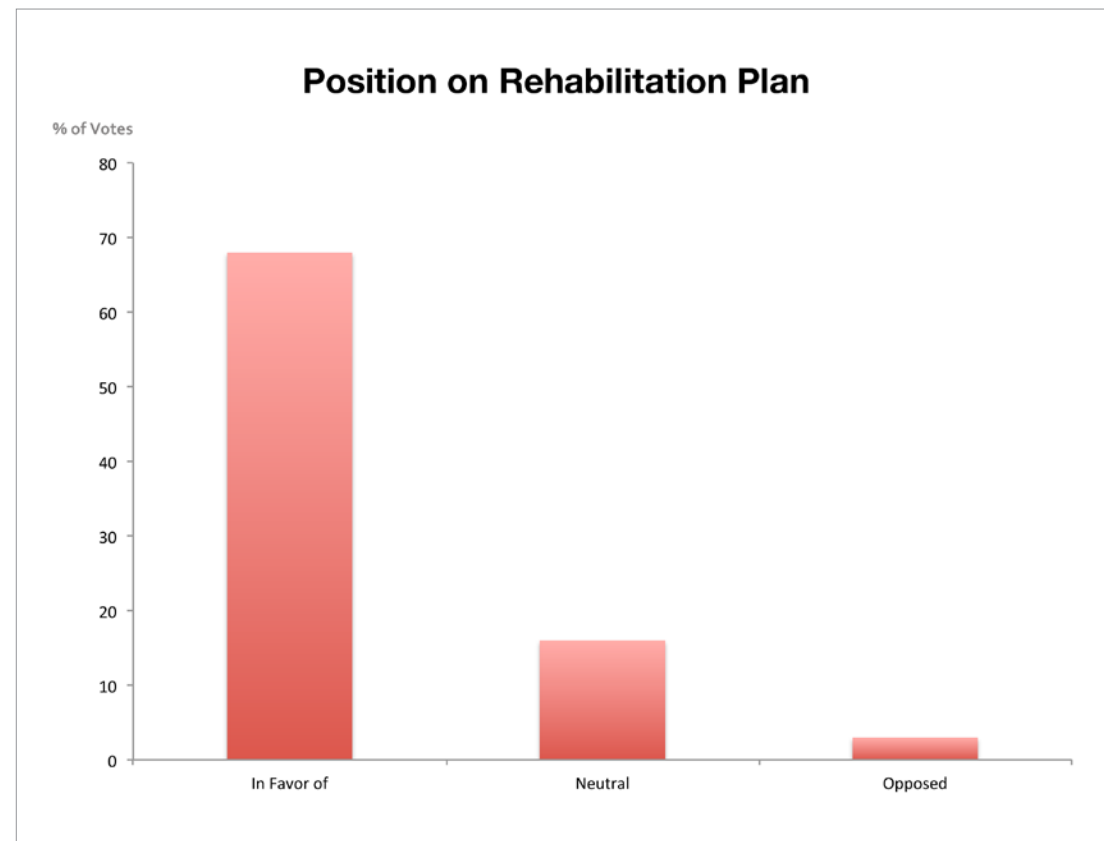
Audience member responses were measured through electronic voting on the iRespond™ electronic remote voting system. Thirty-seven workshop participants were given iRespond™ remotes and used them during the preference voting.

Responses are graphically represented on the following pages.

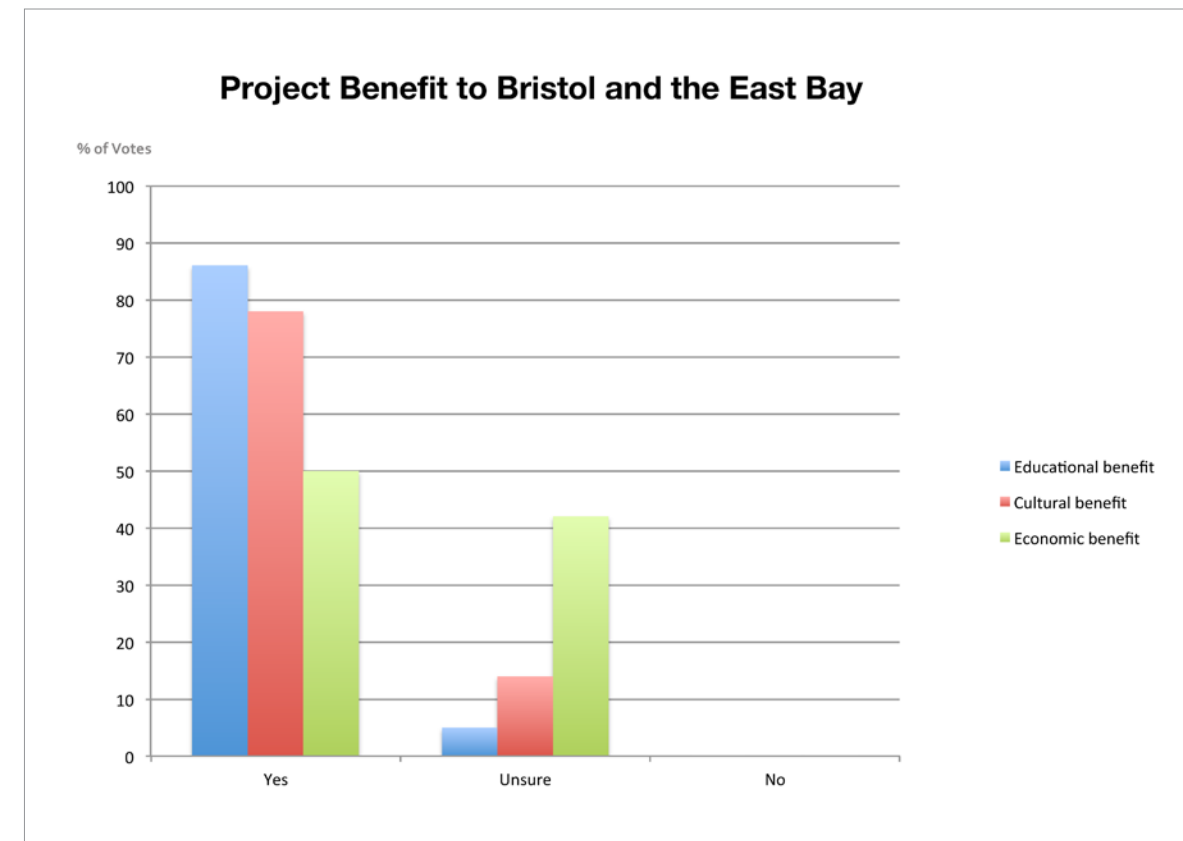


Participants at the April 11th workshop answer questions via the iRespond™ remotes.

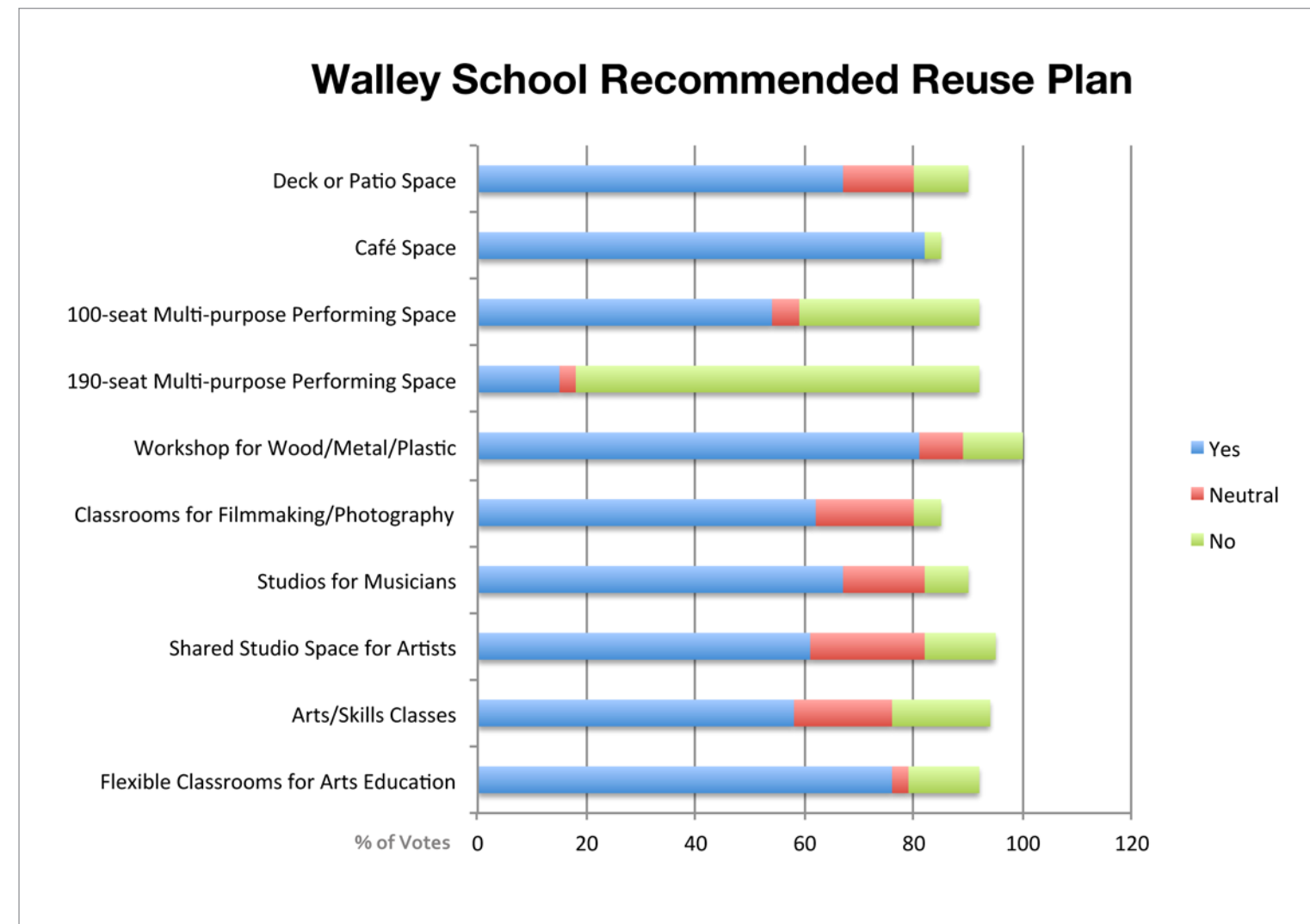
QUESTION 1: If the Walley School were rehabilitated and reused *following the recommendations made tonight*, what would your position be on the project?



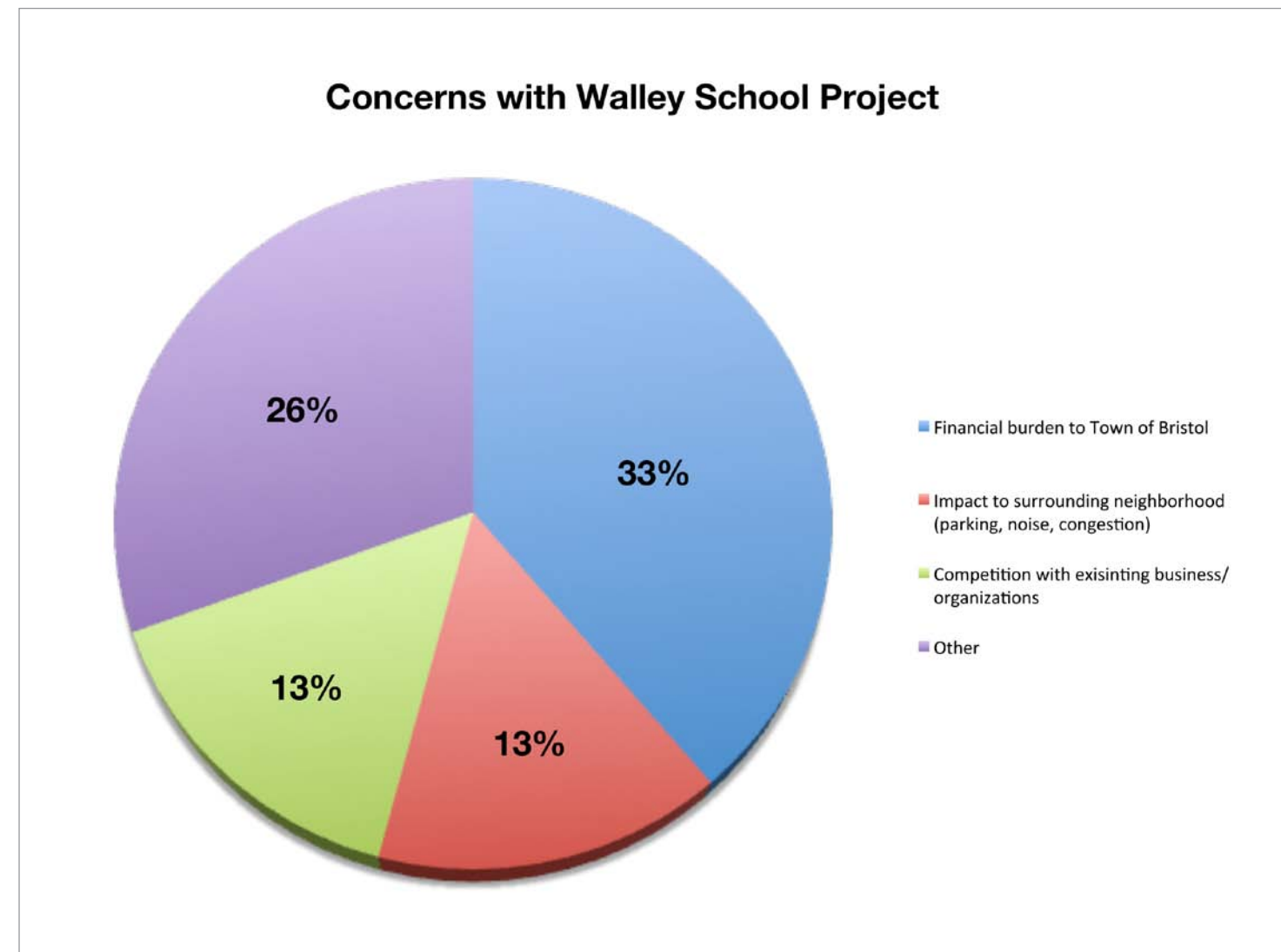
QUESTION 2: What benefits do you think this project would have for Bristol and the East Bay?



QUESTION 3: How do you feel about the following elements of the recommended reuse plan?



QUESTION 4: What is your greatest concern with the Walley School project?



Before the workshop was concluded, there were two opportunities for more expansive public comments and discussion:

Open Public Comment Period

- Where do the “messy” arts go? There can be conflict between different arts media.
- If there is a workshop/spray booth area in basement, those fumes may be incompatible with other artists, such as musicians. The downstairs work area may not be a good thing within the overall complex.
- Music uses should not be in the basement – not good for instruments, pianos, etc. Music uses should be on upper levels.
- Who will be working in each of the spaces? Adjacent users may annoy each other – be incompatible with noise.
- \$5.00 per square foot/month for renting studio space is too high. This should be renting for \$2.00 per square foot/month.
- Will the creation of affordable artist space in the Walley School cause artists to pull out of existing leases in other buildings/communities, thus weakening their efforts?
- The flexible nature of Walley seems to be a good fit for the mentoring process – many types of arts can use it for teaching.
- There should be a “campus” of arts uses with Reynolds, Byfield and Walley Schools, as well as the Commons for outdoor uses.
- Will the creation of Walley School as an arts education center permit/encourage the public education system to cut the arts, because people can now do it through the private sector?

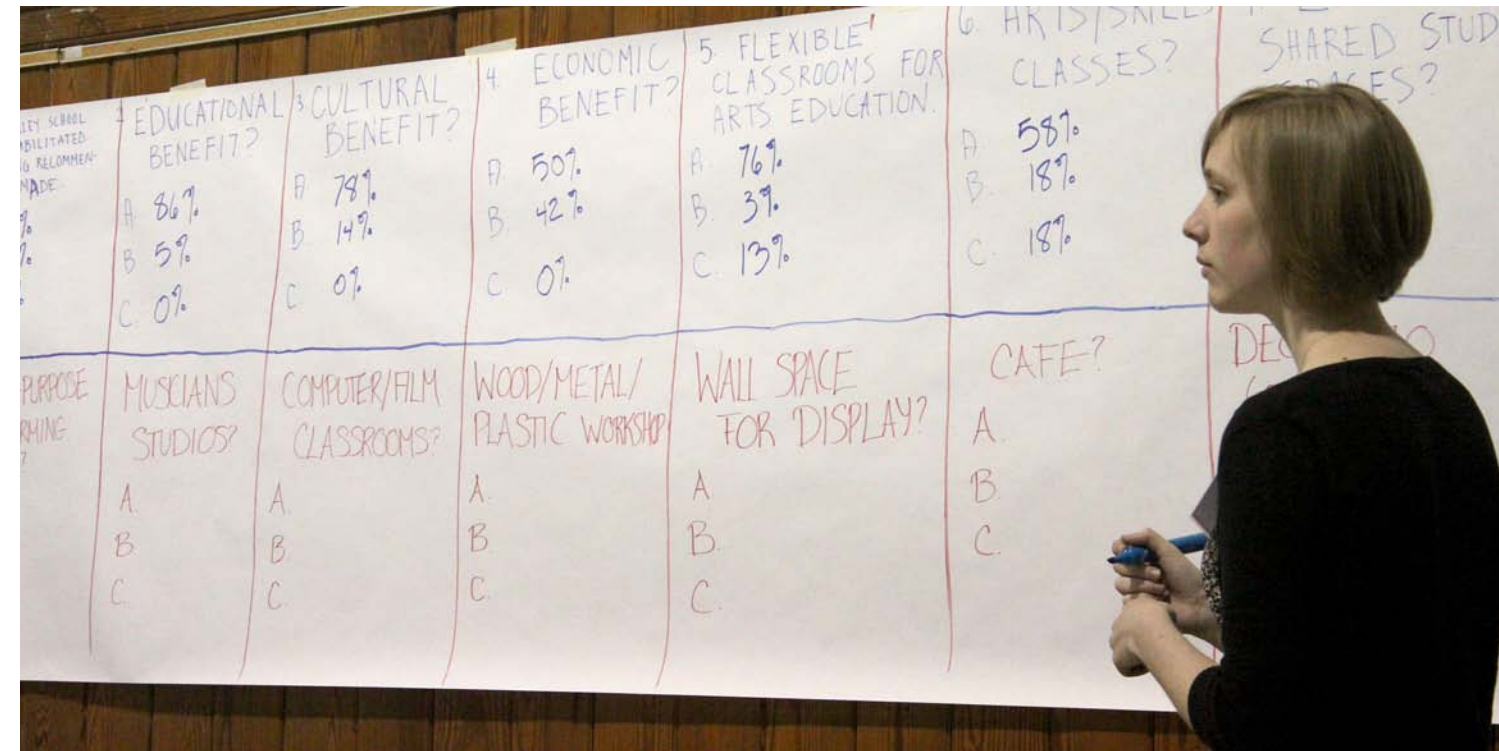


Community Partnerships Center students Catherine Varnas and Shannon Pitt meet with workshop attendees to discuss the project and concerns.

Idea Capture Board

At the April workshop, participants were instructed to write down any final ideas on a large piece of paper posted where all participants had access as they departed the building. These following ideas were posted:

- Great job by all. Thank you!
- How about surveying the current and proposed art galleries in the Bristol/Warren area re: their dreams and needs?
- What percentage of the arts community do you feel is well informed on this project? You will need every one of them.
 - *Ditto!*
- Make a plan!
- In terms of conflicting opinions, who is the client? In the creation of this arts center, are we trying to provide a benefit to local artists, or are we trying to provide a benefit to the broader community? Knowing who your core client is may help when decisions have to be made between conflicting opinions.
- Analyze space potentials in existing Bristol industrial park (two blocks away). Spaces, low rentals, big and small, easy access, etc.
- I certainly think we should proceed in a forward-thinking way, including the Reynolds building and the Byfield building in an overall long-term plan.
 - *I agree!*
 - *Ditto! Ditto!*
- \$5/sq. ft. to rent to artists for studio space is too high! Recalculate using a lower number.

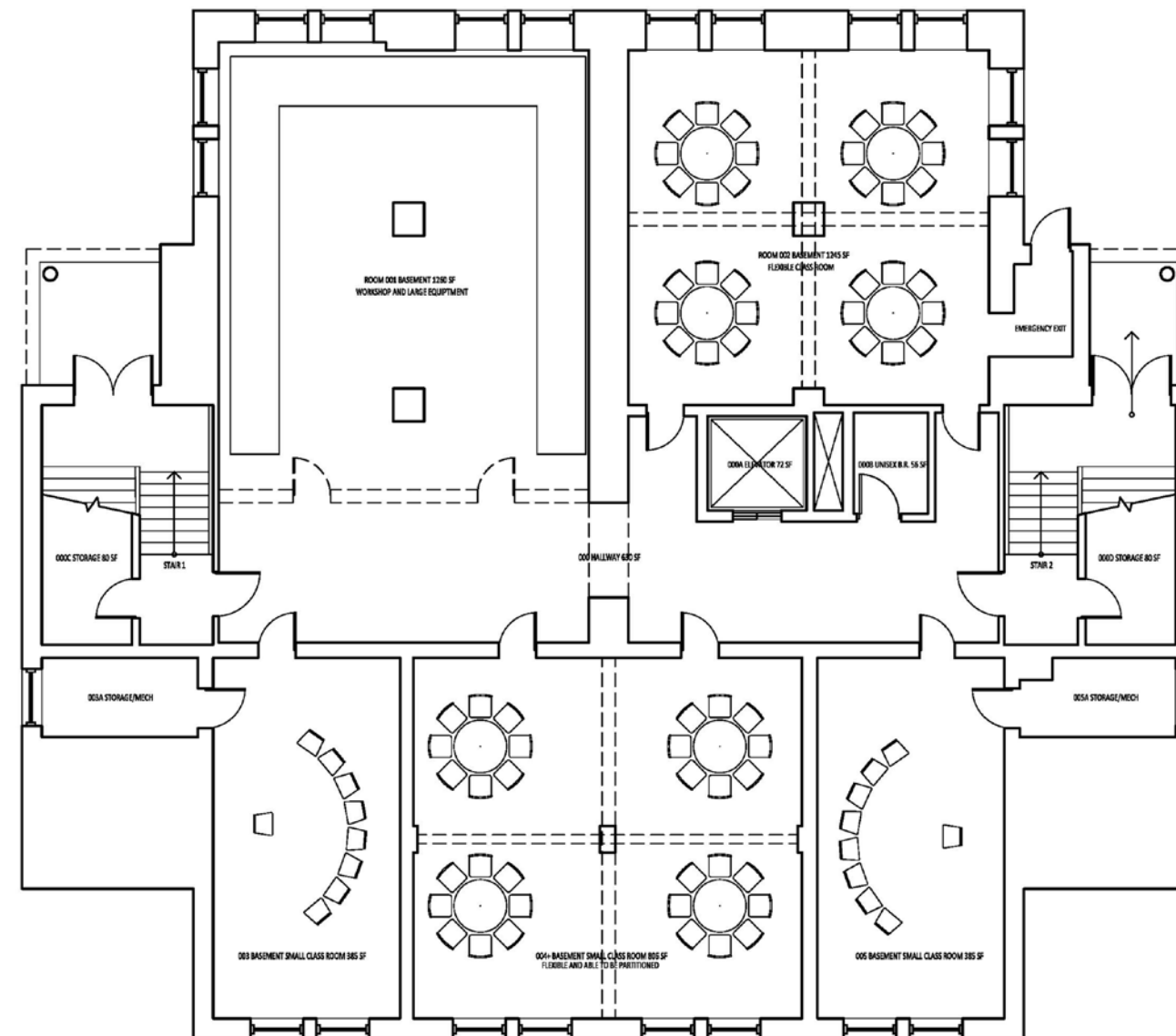


Architecture student Catherine Varnas records results from the iRespond™ survey.

- “Continuing Concept” Arts Campus: to designate surrounding buildings (such as Walley and Reynolds) around common for visual, performing, fine arts, utilizing common. Band stand, courthouse, churches.
- I agree with the modest scope of the proposed redo (as opposed to a gut-the-building project). This will make the project less costly. I also agree with the flexible reuse of the interior space created.
- Worried about too expansive a vision. Metal/wood workshops require a lot of permanent space and equipment. May use up space that the visual and performing arts might require. Perhaps these are better held at MHHS and KMS (adult evening classes) as the equipment already exists there (and is underused).
 - *I agree!*

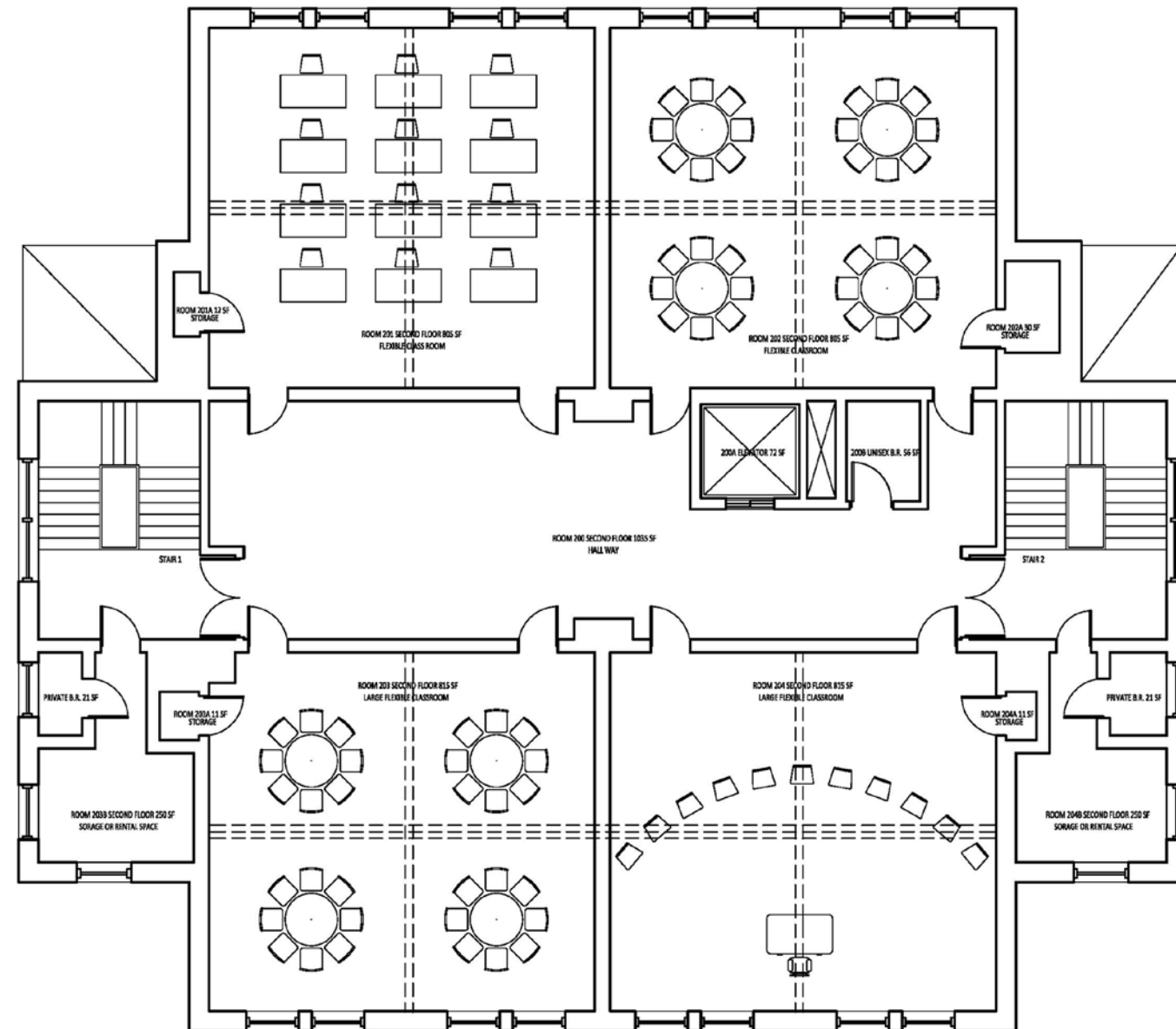
Preferred Design Scheme

After the April 11th meeting, the Project Steering Committee selected a preferred scheme. In addition to the design shown in this scheme, it is also possible for the existing attic level to be reused for extra studio space.



Preferred design scheme:
Basement.





Preferred design scheme:
Second floor.



Preferred design scheme:
East elevation.



Rendering of east elevation
of Walley School preferred
scheme, showing the new
deck.

Preferred Scheme Cost Estimate, P.1

Project Name :	Walley School			Deck Height :	14'-0"			
Location :	Bristol RI			Ceiling Height :	12'-0"	Labor :		
Description :				Floor Area :	15,718.00			
Estimate Date :	5/2/12			Cost per Sq Ft :	\$119.36			
Estimate # :	2							
Category	Description	Description2	Quantity	Unit	Unit Cost	Material Total	Other	Total2
General Conditions				Mo		\$ -		
	Project Manager			Mhrs		\$ -		
	Supervision			Mhrs		\$ -		
	Laborer			Mhrs		\$ -		
						\$ -		
	Parking			Dy		\$ -		
	Travel			Mo		\$ -		
	Telephone / Computer / Internet			Mo		\$ -		
	Misc. Materials & Small Tools			L.S.		\$ -		
	Allowances ()			L.S.		\$ -		
	Port - A - John			Mo		\$ -		
	Utility Fees					\$ -		
	Final Cleanup			Sqft		\$ -		
	Builders Risk Insurance			L.S.		\$ -		
	Dumpsters (30 Cyd)			Trips		\$ -		
Temp Barricades						\$ -		
	Plastic Poly & Support Poles			Sqft		\$ -		
	Plywood Infill's			Sqft		\$ -		
Site Work						\$ -		
	Parking Lot excavation		111.11	cy	\$ 14.00	\$ 1,555.56		1,555.56
	Stair and ramp prep							
	Leveling		20.07	cy	\$ 4.70	\$ 94.35		94.35
	Re-Grading	Back of building re-grade	233.33	sqyd	\$ 3.90	\$ 910.00		910.00
	Landscaping + improvements		1.00	Lsum	\$ 20,000.00	\$ 20,000.00		20,000.00
	Clear and Grub		2.00	unit	\$ 100.00	\$ 200.00		200.00
	Deck footing excav	footing on 12' spread	28.44	cy	\$ 15.00	\$ 426.67		426.67
	Pavement Removal		25.00	sqyd	\$ 18.00	\$ 450.00		450.00
Demolition								
	Wall Demo							
	First floor	Wall	1,140.00	Sqft	\$ 11.00	\$ 12,540.00		12,540.00
	Basement	door cut out	28.00	Sqft	\$ 39.00	\$ 1,092.00		1,092.00
		Stud removal 16oc	120.00	lft	\$ 2.00	\$ 240.00		240.00
	Colum		1.00	Ea.	\$ 550.00	\$ 550.00		550.00
	Window Removal	All		Ea.				
	Basement		22.00	Ea.	\$ 67.00	\$ 1,474.00		1,474.00
	First Floor		23.00	Ea.	\$ 67.00	\$ 1,541.00		1,541.00
	Second Floor		26.00	Ea.	\$ 67.00	\$ 1,742.00		1,742.00
	Soffit		335.00	Lf	\$ 1.00	\$ 335.00		335.00
	Café Entrance	Brick removal	96.00	SqFt	\$ 5.00	\$ 480.00		480.00
	North-West Stair demo	Save for re-use	163.00	SqFt	\$ 100.00	\$ 16,300.00		16,300.00
	Vestibule Roofing		200.00	Sqft	\$ 2.00	\$ 400.00		400.00
	Abatement		1.00	Lsum	\$ 10,000.00	\$ 10,000.00		10,000.00
	Elevator Prep							
	Floor Removal		356.25	Sqft	\$ 3.00	\$ 1,068.75		1,068.75
	Ceiling Removal	To allow for new structural steel/timber	250.00	Sqft	\$ 3.00	\$ 750.00		750.00
	Slab removal	Reinforced slab demo	90.00	Sqft	\$ 590.00	\$ 53,100.00		53,100.00
	Interior Excavation	below slab for pit	20.00	cuyd	\$ 105.00	\$ 2,100.00		2,100.00
	Laborer (Remove & Dispose)		10.00	day	\$ 275.00	\$ 2,750.00		2,750.00
	Remove Doors							
	Exterior Door		12.00	Ea.	\$ 149.00	\$ 1,788.00		1,788.00
	Interior		-	Ea.		\$ -		
	Remove Partitions		576.00	SqFt	\$ 2.54	\$ 1,463.04		1,463.04
	Demo Flooring Finish							
	Tile		6,460.00	Sqft	\$ 3.35	\$ 21,641.00		21,641.00

Preferred Scheme Cost Estimate, P.2

Category	Description	Description2	Quantity	Unit	Unit Cost	Total	Other	Total2
Demolition								
	Tile		6,460.00	Sqft	\$ 3.35	\$ 21,641.00		21,641.00
	Eletrical Demo							
	SF cost per generic room	Remove fixtures, cap outlets, cap switch	15,000.00	Sqft	\$ 2.00	\$ 30,000.00		30,000.00
	Plumbing							
	Fixtures	Remove and Cap	9.00		\$ 60.00	\$ 540.00		540.00
	Existing Bathroom	remove fixtures	6.00		\$ 60.00	\$ 360.00		360.00
	Cut Trench	trench piping	13.00	SqFt	\$ 500.00	\$ 6,500.00		6,500.00
	Toilet Partition		8.00	Ea.	\$ 54.00	\$ 432.00		432.00
	Heating System Demo	radiators, piping, etc	15,781.00	SqFt	\$ 1.50	\$ 23,671.50		23,671.50
	Stairs	TBD, Use contingency as needed				\$ -		
Concrete								
	Walkways and paths	Re-Paving concrete w/ gravel base	500.00	Sqft	\$ 5.30	\$ 2,650.00		2,650.00
	Exterior Ramp	Lf cost from RS Means	70.00	lf	\$ 456.89	\$ 31,982.30		31,982.30
	Concrete Ready Mixed	Included above						
	Form, Place, & Finish	Included above						
	Rebar & Mesh	Included above						
	Footings	Deck	28.44	cy	\$ 6.00	\$ 170.67		170.67
	Concrete Finishing							
	Workshop	(Coting) Finish Floors	1,260.00	SqFt	\$ 2.68	\$ 3,376.80		3,376.80
	Mechanical Room	Finish Concrete flooring	385.00	SqFt	\$ 2.68	\$ 1,031.80		1,031.80
	Elevator pit	Reinforced Concrete	3.33	cy	\$ 110.00	\$ 366.67		366.67
	Basement							
	Plumbing	trench piping	2.00	cy	\$ 6.00	\$ 12.00		12.00
	Floor Finishes	self level	4,767.00	Sqft	\$ 2.28	\$ 10,868.76		10,868.76
Masonry								
	Cleaning		12730	Sqft	\$ 1.56	\$ 19,858.80		19,858.80
	Re-Pointing	20% of total	2546	Sqft	\$ 3.56	\$ 9,063.76		9,063.76
	Resurfacing	Basement 10% of mechanical room	41		\$ 10.00	\$ 410.00		410.00
	Ramp Brick facing		0.35	Msf	\$ 1,670.00	\$ 584.50		584.50
	Elevator Shaft	CMU (accounted for in RS means Unit?)		Sqft	\$ 6.69			
Wood/Plastic/Comp								
	Decking	classified as luxury in R.S. Means	2,400.00	Sqft	\$ 43.72	\$ 104,928.00		104,928.00
	Mill Work	café	30.00	lf	\$ 170.50	\$ 5,115.00		5,115.00
	Countertop	café	30.00	lf	\$ 72.50	\$ 2,175.00		2,175.00
	Work Bench	Basement	100.67	lf	\$ 40.00	\$ 4,026.67		4,026.67
Steel & Misc Metals								
	Misc Metals			Sub				
	Connections	Steel/ Bar Joists Reconnections (elevator)	60.00	Ea.	\$ 45.00	\$ 2,700.00		2,700.00
	Bar Joists	12' L, 24 total	288.00	Lf	\$ 13.25	\$ 3,816.00		3,816.00
	Steel Structural Members							
	First floor							
	Columns	14' tall 8" column, steel pipe extra strong	1.00	unit	\$ 770.50	\$ 770.50		770.50
	Spans							
	Assembly	50' L, W12 by 58 (Structural Eng to confirm)	50.00	lf	\$ 77.70	\$ 3,885.00		3,885.00
	Café/Hallway	W10 by 26	27.00	lf	\$ 39.12	\$ 1,056.24		1,056.24
	Elevator	20' L (3 floors), W8 by 24	100.00	lf	\$ 37.27	\$ 3,727.00		3,727.00
	Elevator	12' L (across hallway), W8 by 15	36.00	lf	\$ 25.67	\$ 924.12		924.12
	Exterior							
	Ramp	Metal Rails (included in ramp cost)						
	Deck	Metal Rails (Page 151)	150.00	lf	\$ 92.50	\$ 13,875.00		13,875.00
Thermal & Moisture								
	Roofing (vestibule)		200.00	Sqft	\$ 3.23	\$ 646.00		646.00
	Caulking		50.00	lf	\$ 0.74	\$ 37.00		37.00
	Flashing	copper	40.50	lf	\$ 10.75	\$ 435.38		435.38
	gutter	copper	335	lf	\$ 11.64	\$ 3,899.40		3,899.40
	downspout	copper avg 40' height	200.00	lf	\$ 9.08	\$ 1,816.00		1,816.00
	Soffit	(baked enamel on steel) - sub for copper	335.00	lf	\$ 10.90	\$ 3,651.50		3,651.50
	Insulation							
	Attic	Blown In - R38	5,000.00	Sqft	\$ 1.95	\$ 9,750.00		9,750.00
	Sound Proofing	See Contingency as needed	900.00	Sqft				

Preferred Scheme Cost Estimate, P.3

Category	Description	Description2	Quantity	Unit	Unit Cost	Total	Other	Total2
Doors & Windows	Automated doors							
	Deck Entrance		1.00	Ea.	\$ 10,200.00	\$ 10,200.00		10,200.00
	Main entrance		2.00	Ea.	\$ 6,915.00	\$ 13,830.00		13,830.00
	Exterior Firerated doors		8.00	Ea.	\$ 505.00	\$ 4,040.00		4,040.00
	Door Refinish and Re-use							
	Basement		3.00	Ea.	\$ 250.00	\$ 750.00		750.00
	First Floor		12.00	Ea.	\$ 250.00	\$ 3,000.00		3,000.00
	Second Floor		16.00	Ea.	\$ 250.00	\$ 4,000.00		4,000.00
	Custom Window Replacement	All						
	Basement		22.00	Ea.	\$ 500.00	\$ 11,000.00		11,000.00
	First Floor		21.00	Ea.	\$ 825.00	\$ 17,325.00		17,325.00
	Second Floor		26.00	Ea.	\$ 825.00	\$ 21,450.00		21,450.00
	New Doors							
	Basement		5.00	Ea.	\$ 250.00	\$ 1,250.00		1,250.00
	First Floor		-					
	Second Floor		5.00	Ea.	\$ 250.00	\$ 1,250.00		1,250.00
Finishes	Painting							
	Basement		6,825.00	Sqft	\$ 1.08	\$ 7,371.00		7,371.00
	First Floor		6,870.00	Sqft	\$ 0.70	\$ 4,809.00		4,809.00
	Second Floor		8,116.80	Sqft	\$ 0.70	\$ 5,681.76		5,681.76
	Drywall Instal							
	Basement	Basement rooms 002 + 004 + 005	4,160.00	Sqft	\$ 0.78	\$ 3,244.80		3,244.80
	First Floor		1,470.00	Sqft	\$ 0.78	\$ 1,146.60		1,146.60
	Second Floor		808.80	Sqft	\$ 0.78	\$ 630.86		630.86
	Plaster Patch							
	Basement		N/A					
	First Floor		5,400.00	Sqft	\$ 0.36	\$ 1,944.00		1,944.00
	Second Floor		7,308.00	Sqft	\$ 0.36	\$ 2,630.88		2,630.88
	Flooring							
	Bathrooms	Tile	168.00	Sqft	\$ 10.26	\$ 1,723.68		1,723.68
	Basement							
	Workshop	N/A	1,260.00	Sqft				
	Mechanical Room	N/A	385.00	Sqft				
	Classrooms	Install Wood	2,436.00	Sqft	\$ 7.90	\$ 19,244.40		19,244.40
	First floor							
	Café	Re-Finish Wood Floors	405.00	Sqft	\$ 4.25	\$ 1,721.25		1,721.25
	Classrooms / Assembly	Re-Finish Wood Floors	5,003.00	Sqft	\$ 4.25	\$ 21,262.75		21,262.75
	Second Floor							
	All	Re-Finish Wood Floors	4,839.00	Sqft	\$ 4.25	\$ 20,565.75		20,565.75
	Vestibules	Marble flooring	80.00	Sqft	\$ 26.50	\$ 2,120.00		2,120.00
Specialties	Mirror	Stainless steel 3/4" frame, 18"x24"	4.00	Ea.	\$ 78.50	\$ 314.00		314.00
	Grab Bars	36"	6.00	Ea.	\$ 58.50	\$ 351.00		351.00
	Toilet Paper Holder		4.00	Ea.	\$ 47.00	\$ 188.00		188.00
	Soap Dispensers		4.00	Ea.	\$ 60.00	\$ 240.00		240.00
	Paper Dispenser		4.00	Ea.	\$ 69.50	\$ 278.00		278.00
	Cornice	Demo and Replace	308.00	Lf	\$ 250.00	\$ 77,000.00		77,000.00
	Shoring	demo support	10.00	Ea.	\$ 168.00	\$ 1,680.00		1,680.00
	Conveying Equipment							
	Elevator	unit	1.00	Ea.	\$ 85,500.00	\$ 85,500.00		85,500.00
	CMU Shaft	Included above		Sqft	\$ 7.75	\$ -		
	Demo	Floor Cut			See Demo Above			
	Demo	ceiling demo			See Demo Above			
	Structural Steel	Reinforce floor			See Steel Above			

Preferred Scheme Cost Estimate, P.4

Category	Description	Description2	Quantity	Unit	Unit Cost	Total	Other	Total2
Plumbing	Bathroom	Includes all fixtures & plumbing	4.00	Ea.	\$ 2,800.00	\$ 11,200.00		11,200.00
	Café		4.00	Ea.				
	Sink		1.00	Ea.	\$ 1,355.00	\$ 1,355.00		1,355.00
	Refrigerator		1.00	Ea.	\$ 3,647.00	\$ 3,647.00		3,647.00
	Future Expansion	Hook-ups	1.00	Lsum	\$ 1,000.00	\$ 1,000.00		1,000.00
Mechanical	Heating System	Terminal Unit Heater, Forced Hot Water	15,718.00	SqFt	8.33	\$ 130,930.94		130,930.94
	Heating System Demo				See Demo Above			
	HVAC			Sub		Not Included		
	Sprinkler			Sub				
	Basement	Heads	55.00	Ea.	\$ 38.00	\$ 2,090.00		2,090.00
		Lf of pipe	637.00	lf	\$ 12.00	\$ 7,644.00		7,644.00
	First Floor	Heads	55.00		\$ 38.00	\$ 2,090.00		2,090.00
		Lf of pipe	150.00		\$ 12.00	\$ 1,800.00		1,800.00
	Second Floor	Heads	55.00		\$ 38.00	\$ 2,090.00		2,090.00
		Lf of pipe	50.00		\$ 12.00	\$ 600.00		600.00
Electrical & FA	Electrical & Fire Alarm			Sub				
	SF cost per generic room	outlets, switches, lights, conduite	15,718.00	sf	\$ 10.12	\$ 159,066.16		159,066.16
	Café	Stove, Microwave, etc	1.00	Lsum	\$ 1,624.00	\$ 1,624.00		1,624.00
Alternates								
	1							
	2							
	3							
	4							
	5							
Notes:	See Qualifications and Assumptions							

Subtotal:		\$1,136,984.55
General Conditions:	15.0%	\$170,547.80
Soft Costs:	8.0%	\$90,958.76
Design Fees:	12.0%	\$136,438.15
CM Fees:	5.0%	\$56,849.23
Contingency:	25.0%	\$284,246.14
TOTAL:		\$1,876,024.51

Conclusion

The final Walley School Feasibility Study offers several conclusions:

- The Walley School can be physically reconfigured and updated to accommodate a robust docket of flexible arts programs and types of expression. The major changes required include a handicapped-accessible entrance, an elevator, retrofitting of the staircases to make them code compliant, and new systems for heat, electricity and plumbing. This reconfiguration and rehabilitation can be achieved cost effectively.
- In a project like the Walley School, there are two distinct stages. The first is raising the capital funds to renovate the facility; the second is to sustain programs and operations through earned income and support.
- The Walley School project can be financially self-sustaining with the appropriate mix of classes, programs, membership, events and community support. It includes a \$3 million renovation cost amortized over 20 years. The sources of the renovation funds were not specified but could come from donations, grants, bonds – or a combination of these.
- An effective management structure for the project would be a non-profit 501-(c)(3) with a building lease from the Town of Bristol.
- It is essential to have a committed and collaborative board of directors, a competent paid staff, an army of dedicated volunteers and a professional marketing program.
- A large auditorium would not be prudent for the Walley School, however, a café could be a successful feature within the school if there is sufficient pedestrian traffic and partnership with an experienced operator.



Roger Williams University students support the April 11, 2012 workshop.