ANCHORAGE SCHOOL DISTRICT

Purchasing Department
4919 Van Buren Street
Anchorage, AK 99517-3137

REQUEST FOR PROPOSAL

THIS IS NOT AN ORDER

Show the following on the outside of the sealed proposal envelope: **RFP 2026-613 DESIGN SERVICES WHALEY SCHOOL RENEWAL**	ISSUED DATE: **October 17, 2025**	DUE: **Prior to 10:00 a.m., Local Time** DATE: **November 7, 2025**

The Anchorage School District (referred to as the "District" or the "ASD") invites sealed proposals from qualified persons/firms to PROVIDE PROFESSIONAL DESIGN SERVICES FOR THE RENEWAL OF WHALEY SCHOOL to the District in accordance with the following documents that are a part of this RFP 2026-613:

Cover Page	This Notice/Cover Page	Page(s) 1 – 2
Section I	Instructions to Offerors	Page(s) 3 – 13
Section II	Evaluation of Proposals	Page(s) 14 – 15
Section III	Proposal Format	Page(s) 16 – 17
Section IV	Specifications and Scope of Services	Page(s) 18 – 22
Attachment A	Proposal Transmittal Form	1 Page
Attachment B	Pre-Audit Statement	1 Page
Attachment C	Sample Formal Professional Services Agreement (FPSA) revised 4-29-24	58 Pages
Attachment D	Whaley School Building Floor Plan	1 Page
Attachment E	Draft – 2016 Whaley School Remodel, Concept Design Estimate Package	106 Pages

AVAILABILITY OF RFP: This Request for Proposals (.pdf) is available electronically at the District's Purchasing website: http://asdk12.org/depts/purchasing/

A copy of the current plan holder's list can be viewed at:
http://apps.asdk12.org/depts/purchasing/meeting/Plan_Holders/2026/613.xlsx

SUBMISSION OF PROPOSALS: Proposals must be submitted to the Anchorage School District Purchasing Department, 4919 Van Buren Street, Anchorage, Alaska 99517-3137 prior to the time specified above. Proposals received after that time will not be considered and will be returned. FAXED or ELECTRONIC proposals are not acceptable. Proposals must be submitted in a SEALED package with the outside of the package clearly marked with Offeror's name, address, and phone number, and as follows:

REQUEST FOR PROPOSALS RFP 2026-613
DESIGN SERVICES WHALEY SCHOOL RENEWAL
DUE: Prior to 10:00 a.m., Local Time
DATE: November 7, 2025

ON-SITE VISIT: **An on-site visit will be held at 4:30 p.m., Local Time, October 23, 2025,** at Whaley School, 2220 Nichols Street, Anchorage, Alaska 99508. Prospective proposers are encouraged to meet the ASD Project Manager at the School's main office entrance and walk through the proposed area of design for this RFP.

PRE-PROPOSAL CONFERENCE: **A pre-proposal conference will be held at 10:00 a.m., Local Time, October 24, 2025**, in the conference room of the Anchorage School District Purchasing Department, 4919 Van Buren Street, Anchorage, Alaska to discuss any matter concerned with this RFP. Prospective Offerors

who wish to participate by teleconference may participate by calling (907) 742-6750. The line will be available approximately 5 minutes' prior the conference start time.

The Anchorage School District is committed to providing reasonable accommodations, according to applicable state and federal laws, to all individuals with a qualifying disability. If you require a reasonable accommodation in order to participate in this or any other district process, please contact the Anchorage School District's Compliance/Equal Employment Opportunity Office (907) 742-4132.

Estimated amount of proposed contract: $100,000 - $200,000

END OF COVER PAGE

A. GENERAL REQUIREMENTS

This solicitation is a REQUEST FOR PROPOSALS ("RFP") governed by applicable Anchorage School Board Policies, including Section 3311 of such Policies. Anchorage School Board Policies are available at
https://www.boardpolicyonline.com/?b=anchorage

Offerors should read this RFP carefully and review all instructions contained herein. Incomplete or incorrect proposals may be rejected as not conforming to the essential requirements of the RFP. Proposals submitted on other than the prescribed forms contained in this RFP will be rejected. Offerors may copy the forms contained in the RFP for use in their proposals, but substitute forms or formats are unacceptable. Electronic copies of the forms which offerors must submit as part of any proposal, if any—if not provided with this RFP—may be obtained by contacting the Anchorage School District Purchasing Department. Forms shall not be altered except to supply requested offeror information.

B. INTENT OF SPECIFICATIONS

The Anchorage School District desires to enter into a contract with an offeror whose primary business is to provide professional design services for the renewal of The Whaley School and to complete the contract in accordance with all of its terms and conditions and in compliance with all applicable laws. The scope of work is considered performance oriented and it is the intent of the District to rely on the experience and expertise of the offeror to fully appraise itself of the work required to fulfill the terms of the contract resulting from the RFP.

C. EXAMINATION OF CONTRACT DOCUMENTS

Offerors should read this Request for Proposals carefully and review all instructions contained herein. The submission of a proposal shall constitute acknowledgement that the offeror has thoroughly examined and is familiar with the solicitation documents.

D. CONDITIONS OF THE WORK

Each offeror must acquaint itself thoroughly as to the character and nature of the services to be provided to fulfill the requirements of the resulting contract. Each offeror must complete a careful examination of the existing systems, infrastructure, geographical features, and prevailing weather conditions, as applicable, and must inform itself fully as to the difficulties to be encountered in the performance of the work, the availability of a qualified work force and other conditions related to providing the required services. No claim of ignorance of conditions that exist or hereafter may exist, or difficulties that may be encountered in the execution of the work, as a result of failures to make necessary investigations and examinations, will be accepted as an excuse for any failure or omission on the part of a successful offeror(s) to fulfill all of the requirements of the contract documents and to complete the work for the consideration set forth therein, or as the basis for any claim whatsoever.

E. QUESTIONS; METHOD FOR CLARIFICATION

Any offeror in doubt as to the true meaning of any part of this RFP may submit to the District a written request for an interpretation thereof. Questions must be received by the District's Purchasing Department at least seven (7) days prior to the date set for the submission of proposals. If such date falls on a weekend or holiday, the deadline shall be the last business day before the weekend or holiday. Questions can be delivered as follows:

Fax: Anchorage School District Purchasing Department @ 907-243-6293
Attn: Shannon Powers, Sr. Purchasing Agent
Reference: RFP 2026-613 DESIGN SERVICES WHALEY SCHOOL RENEWAL

E-mail: purchasing@asdk12.org PREFERRED METHOD
Attn: Shannon Powers, Sr. Purchasing Agent
Reference: RFP 2026-613 DESIGN SERVICES WHALEY SCHOOL RENEWAL

Mail: Anchorage School District Purchasing Department
Attn: Shannon Powers, Sr. Purchasing Agent
4919 Van Buren Street
Anchorage Alaska 99517-3137
Reference: RFP 2026-613 DESIGN SERVICES WHALEY SCHOOL RENEWAL

Two types of questions generally arise. One may be answered by directing the offeror to a specific section of the RFP. These questions may be answered by direct communication to the offeror submitting the question. Questions which in the opinion of the Purchasing Senior Director require a more detailed or complex reply, or require an answer that may affect responses to this RFP or may be prejudicial to other prospective offerors, will be answered by issuing an addendum to all RFP holders prior to the submittal opening.

F. ERRORS AND AMBIGUITIES

1. Offeror comments concerning discrepancies, defects, ambiguities or other errors in the RFP must be made in writing and received by the District's Purchasing Department at least seven (7) days prior to the date set for the submission of proposals. If such date falls on a weekend or holiday, the deadline shall be the last business day before the weekend or holiday. Comments can be delivered as set forth in Section E, above. Any clarifications, changes or corrections to the RFP will be made only by written notice or addendum issued by the District.

2. If an offeror fails to notify the District of a discrepancy, defect, ambiguity or other error in the RFP, the offeror's proposal shall be submitted at the offeror's own risk and if a contract is awarded as a result of such proposal, the offeror shall not be entitled to additional compensation or other consideration by reason of the discrepancy, defect, ambiguity or other error, or its later correction or clarification. Protests based on any error or omission, or on the content of the solicitation, will be disallowed if the fault has not been brought to the attention of the District, in writing, at least five (5) days prior to the date set for submission of proposals. If such date falls on a weekend or holiday, the deadline shall be the last business day before the weekend or holiday.

G. ADDENDA

Addenda may be issued when changes, clarifications, or amendments to this RFP are deemed necessary by the District for any reason. If an addendum is issued, the District will make reasonable efforts to ensure that each prospective offeror receives the addendum in a timely fashion. However, the risk of non-receipt of any addendum lies solely with prospective offerors. Offerors should contact the District at the addresses set forth in Section E, above, to ascertain if any addenda have been issued. Offerors must acknowledge receipt of each addendum issued in the space provided on the appropriate addendum form and submit such signed addendum with the proposal. No oral change or interpretation of this RFP shall be relied upon by prospective offerors or shall be binding on the District whether issued at a pre-proposal conference or otherwise.

H. SUBMISSION OF PROPOSALS

1. All proposals, addenda, and forms must be manually signed. **One (1) original and seven (7) copies of the proposal, for a total of eight (8).**

2. Proposals delivered by telefax, facsimile or by electronic means are not acceptable and will not be considered.

3. Signed and sealed Proposals must be at the District Purchasing Department on or before the time and date stated on the face page of this RFP. Offerors are solely responsible for ensuring that the offeror's proposal package is received by the District's Purchasing Department by the deadline.

4. Late proposals will not be considered and will be returned to the offeror unopened.

5. Photographs may be included with a proposal as appropriate or as desired by the offeror. Photographs will not be returned to an offeror.

6. Offerors may submit only one proposal for evaluation.

7. No responsibility will attach to any officer or agent of the District for the premature opening of, or the failure to open, a proposal not properly addressed and identified.

I. ALASKA BUSINESS LICENSE

Offerors must hold a valid Alaska business license and any necessary applicable professional licenses required by Alaska Statute as a condition of award. Offerors should contact the State of Alaska, Department of Commerce, Community and Economic Development, Division of Occupational Licensing, for information regarding business licensing. Contact information, information regarding business licensing, and business licenses, are available at https://www.commerce.alaska.gov/web/cbpl.

J. FIRM OFFER

Offers made in response to this RFP must be good and firm for a period of ninety (90) calendar days from the date specified for submittal of proposals.

K. WITHDRAWAL OF PROPOSALS

Proposals may be withdrawn on written request delivered to the District Purchasing Director (fax is acceptable) prior to the time specified for submittal. Proposals not withdrawn prior to the specified time may not be withdrawn for a period of ninety (90) calendar days after the time for receipt of proposals.

L. DISTRICT NOT RESPONSIBLE FOR PREPARATION COSTS

Each offeror understands and agrees that it submits its proposal at its own risk and expense and releases the District from any claim for damages or other liability arising out of the Request for Proposals and award process, including but not limited to: proposal preparation costs and costs associated with any challenge (administrative, judicial or otherwise (including attorney fees)) to the determination of the highest ranked proposal and/or award of contract and/or rejection of proposals, except as follows: in the event that a contract is awarded to one offeror, and it is determined after award of the contract that it should have been awarded to some other offeror, the only financial liability of the District, if any, to the aggrieved offeror shall be actual costs reasonably incurred by that offeror in the preparation and submittal of its proposal. No other obligation of any sort is created nor may liability, financial or otherwise, be asserted against the District, its Board, Board members, employees, agents or insurers to offer to award or award a contract. By submitting a proposal, each offeror agrees to be bound in this respect.

M. REJECTION OF PROPOSALS

1. Offerors must comply with all of the terms of this RFP, and all applicable local, state, and federal laws, codes and regulations. The District may reject any proposal that does not comply with all

of the material and substantial terms, conditions, and performance requirements of this RFP and any proposal which contains information or material which cannot be verified or otherwise confirmed for purposes of determining responsiveness to the solicitation.

2. The District reserves the right to waive informalities and minor irregularities, and/or reject any and all proposals, and to not award the proposed contract, if in its best interest. “Informalities and minor irregularities” means matters of form rather than substance which are evident from the submittal, or are insignificant matters that have a negligible effect on price, quantity, quality, delivery, or contractual conditions and that can be waived or corrected without prejudice to other Offerors. These include items that:

    - Do not affect responsiveness;
    - Are merely a matter of form or format;
    - Do not change the relative standing or otherwise prejudice other offers;
    - Do not change the meaning or scope of the RFP;
    - Are trivial, negligible, or immaterial in nature;
    - Do not reflect a material change in the work, or;
    - Do not constitute a substantial reservation against a requirement or provision of the RFP.

N. SELECTION FOR AWARD

1. Selection for award will be accomplished in accordance with Anchorage School Board Policy Section 3311 and the terms and conditions of this solicitation. A recommendation for award, based upon the evaluation criteria specified in this RFP, will be made to the Anchorage School Board for approval, unless approval is not required under Board Policy Section 3311.

2. The District may award a contract on the basis of initial proposals received, without discussions. Therefore, each proposal should contain the offeror's best efforts from a technical standpoint.

3. For those awards requiring Board approval, the District’s Purchasing Department will make public in the Purchasing Department each Notice of Intent to Award ten (10) calendar days prior to the scheduled date for award by the Board. Offerors may, upon request to the Purchasing Department, review the proposal scoring summary prior to the scheduled Board award date.

4. Any contract awarded as a result of this solicitation will incorporate the contents of this RFP and the successful offeror's proposal, subject to the reservations set forth herein for provisions of a proposal that do not comply with material and substantial terms, conditions, and requirements of this RFP or that impermissibly restrict the rights of the District. The successful offeror(s) will be required to execute a written contract in the form included as part of this RFP and comply with its terms.

O. NEGOTIATIONS

After final evaluation, the District may negotiate with the offeror of the highest-ranking proposal. Negotiations, if held, shall be within the scope of the RFP and limited to those items which would not have an effect on the ranking of proposals. The District reserves the right to change terms and conditions during contract negotiations. If the highest-ranked offeror fails to provide necessary information for negotiations in a timely manner or fails to negotiate in good faith, or if the offeror and the District, after a good faith effort, cannot come to terms, the District may terminate negotiations and commence negotiations with the offeror of the next highest-ranking proposal.

P. REQUIREMENTS FOR SUBMISSION OF COST/PRICING DATA

This project requires the submission of certified cost/pricing data. An audit, conducted by the offeror, of the selected offeror's cost accounting systems and business records may be required to ascertain if systems are adequate for School District review; and to investigate the accuracy of proposed labor rates and unit prices.

1. The selected firm shall prepare and submit the PRE-AUDIT STATEMENT as contained in Attachment B with their cost/price proposal. ASD reserves the right to review requested supporting documentation and/or institute a site visit.

2. The firm selected for negotiations shall be required to submit a detailed breakout for each task and all the direct costs included in the scope of work. The information shall include the estimated hours to perform each task and include the labor category necessary to complete the task.

3. A detailed price sheet of unburdened labor costs by labor category shall be submitted. However, if the offeror has been audited within the last 2 years by a government agency, or provided by an auditing firm, that has approved a fully loaded labor rate for all categories of labor included in the cost proposal, ASD will review such data for consideration.

4. If the offeror's Indirect Costs have not been previously audited by a government agency, ASD may, in its sole discretion, require an on-site audit of the offeror's financial records for the purposes of approving a project Indirect Cost Rate to apply to any resulting contract.

5. Provide a proposed fee or profit margin to apply to the project along with an explanation as to the appropriateness of the fee/profit as it relates to the project risks and deliverables.

Q. RESPONSIBLE OFFERORS

1. A contract will be awarded only to prospective offerors who are determined to be responsible.

2. In order to determine responsibility of a prospective offeror, the District may require offerors to supply additional information or documentation and may perform on-site pre-award surveys. Failure of an offeror to promptly cooperate or supply information in connection with a District inquiry with respect to responsibility may result in a determination of non-responsibility with respect to the offeror.

3. To be determined responsible, a prospective offeror must:

    a. Have adequate financial resources to perform the contract or the ability to obtain them;

    b. Be able to comply with the contract performance schedule taking into consideration all existing other business commitments;

    c. Have a satisfactory performance record;

    d. Have a satisfactory record of integrity and business ethics;

    e. Have the necessary organization personnel, experience, accounting and operational controls, and technical skills, or the ability to obtain them;

    f. Have the necessary equipment and facilities or the ability to obtain them; and

    g. Be otherwise qualified and eligible to receive an award under applicable laws and regulations.

R. AWARD OF CONTRACT

1. Award of Contract

    a. Selection of the successful offeror will be by a notice in writing signed by a duly authorized representative of the District and no other act of the District or its representative will constitute an acceptance of a proposal.

2. Execution of Contract

    a. The offeror whose proposal is accepted by the District shall execute the contract and furnish the required insurance within five (5) days after presentation of the contract for signature. Failure or neglect to provide the required insurance or to execute the contract within the time specified, or within such additional time as the District, in its sole discretion, may allow, shall constitute a breach of the agreement affecting the award. The damages to the District for such breach shall include loss due to delay and interference with the District's general operations improvements program, and increased administrative expense, and other items whose accurate amount would be difficult or impossible to compute.

    b. Upon receipt of the above-referenced contract executed by the offeror, and all required insurance certificates, the properly authorized District representatives will execute the contract. The Contract shall not be effective until it is executed by a properly authorized representative of the District.

S. AGGRIEVED OFFERORS

1. Protest

    a. An interested party may protest a solicitation or a proposed award of a contract.

        i. A protest as to the specifications and/or terms and conditions of a solicitation must be received by the Purchasing Senior Director at least five (5) calendar days prior to the due date of the bid or proposal; failure to protest as provided herein constitutes a waiver of any objection to the solicitation.

        ii. For construction projects and architectural/engineering design services, the protest of a proposed award of a contract must be received by the Purchasing Senior Director within ten (10) calendar days after issuance of the Notice of Intent to Award.

        iii. For goods or services, the protest of a proposed award of a contract must be received by the Purchasing Senior Director within seven (7) calendar days after issuance of the Notice of Intent to Award, except that for purchases under $100,000, the protest must be received within three (3) business days.

        iv. The protest must include the name of the person submitting the protest, the name of the bidder/proposer represented by that person, the specific action or bid/request for proposal contract award which is being protested, a detailed explanation of the reasons for the protest, and the relief requested.

        v. The aggrieved person must serve all other interested parties with its protest.

    b. The Purchasing Senior Director shall stay the intended award of a contract unless the Purchasing Senior Director determines the award of the contract without further delay is necessary to protect the District's best interest.

    c. The Purchasing Senior Director may, in his/her sole discretion, hold a hearing.

d. The rights and remedies granted by this section are not available for informal small purchases with an actual or potential value of less than twenty-five thousand dollars ($25,000).

e. Failure to protest as provided herein constitutes a waiver of any objection to the solicitation and contract award.

2. Appeal

a. A decision by the Purchasing Senior Director may be appealed to the Anchorage School Board.

b. Any appeal shall be filed with the Superintendent within five (5) days after the decision is received by the protester and must include the name of the person submitting the appeal, the name of the bidder/proposer represented by that person, and a detailed explanation of the basis for the appeal.

c. The aggrieved bidder/proposer must serve all other interested parties with its appeal.

d. The Superintendent may obtain an independent review of the appeal issues if the Superintendent determines such review will assist consideration of the appeal.

e. The independent review shall not be conducted by a District employee, but must be conducted by an experienced but disinterested third party from outside the District.

f. Failure to appeal to the Anchorage School Board as provided herein constitutes a waiver of any objections to the solicitation and the contract award.

3. Consideration of Appeal

a. The decision being appealed and the findings from the independent review, if any will be reported to the Board.

b. Upon consideration of the appeal and allowing interested parties an opportunity to address the issues on appeal, the Board may:

i. Award the contract as recommended, if applicable, indicating its reasons for rejecting the appeal;

ii. Grant the appeal, indicating its reasons for granting the appeal, and determine an appropriate remedy consistent with AR3311.1(c).1 of Board Policy. The Board may award the contract at that meeting to some other bidder/proposer if it finds that a delay in making the award would adversely affect the District.

iii. Stay any award of the contract to permit further consideration of the appeal, with action to be scheduled as soon as practicable, but in no event more than twenty (20) days after the stay as initiated.

iv. Reject all bids/proposals

v. Take such other action as appears appropriate and in the best interest of the District under the circumstances.

4. Frivolous Protests

a. Signature on Protest Constitutes Certificate

i. The signature of an attorney or party on a request for review, protest, motion, or other document constitutes a certificate by the signer that the signer has read the document, to the best of his/her knowledge, information, and belief formed after reasonable inquiry it is well grounded in fact and is warranted by existing law or a good faith argument for the extension, modification, or reversal of existing law, and that it is not interposed for an improper purpose, such as to harass, limit competition, or to cause unnecessary delay or needless increase in the cost of the procurement or of the litigation.

b. Sanctions for Violation

i. If a request for review, protest, pleading, motion, or other document is filed with the Purchasing Senior Director is signed in violation of Board Policy AR3311.1(c).1, the School Board may impose upon the person who signed it, a represented party, or both, an appropriate sanction, that may include an order to pay to the other party or parties the amount of the reasonable expenses incurred because of the filing of the protest, pleading, motion, or other paper, including a reasonable attorney's fee.

T. PUBLIC RECORDS/CONFIDENTIALITY

1. This RFP and the resulting proposals received, together with copies of all documents pertaining to the award of a contract, will be kept by the District's Purchasing Office and made a part of the record which will be open to public inspection after contract award. Proposers, upon request to the Purchasing Officer, may review the proposal scoring summary after issuance of the notice of intent to award has been issued, except to the extent permissibly restricted by the offeror.

2. Offerors are advised to consult School Board Policy Section 1340 and the Alaska Public Records Act, A.S. 40.25.100-40.25.295 to verify if any of their proposal information may qualify for exemption from public disclosure. Exemptions to public disclosure requirements are narrowly construed. As such, the District cannot exempt materials that are not of a truly proprietary nature under applicable law and policy, and cannot be held liable for the disclosure of such information, even if marked for restriction by an offeror.

3. If a proposal contains any information that an offeror reasonably believes is proprietary or confidential, and is subject to protection under applicable law, each such page of the proposal must be marked "Confidential" by the offeror and the offeror must explain the basis for its determination that the information is not subject to disclosure under applicable public records laws. Cost or price information may not be restricted and will be open to public inspection. Marking an entire proposal "confidential" is not acceptable and may result in disclosure of the entire proposal.

4. By submitting a proposal, the offeror agrees to release the District from any liability resulting from the District's disclosure of information not clearly marked "Confidential." The offeror also agrees to defend any action seeking release of information marked "Confidential" and to indemnify and hold the District, its Board, employees and agents, harmless from any judgments, damages and costs awarded against the District, its Board, employees or agents, in favor of a party requesting information submitted by an offeror. Additionally, the offeror understands and agrees that if a request is made under applicable public records laws, the District will notify the offeror of such request but under no circumstance shall the District be required to commence or defend any action to prevent the disclosure of any information submitted by an offeror, including information the offeror believes to be confidential or proprietary.

U. EQUAL EMPLOYMENT OPPORTUNITY

1. The Contractor certifies that it will not discriminate against any employee or applicant for employment because of race, color, religion, national origin, ancestry, age, sex, marital status, mental or physical disability, or change in marital status, in employment, provision of services or otherwise. The Contractor shall take affirmative action to ensure such non-discrimination, including but not limited to the following: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training including apprenticeship. The Contractor shall post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

2. The Contractor shall state, in all solicitations or advertisements for employees to work in the performance of this Agreement, that all qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, ancestry, age, sex, marital status, mental or physical disability, or change in marital status.

3. The Contractor shall comply with the requirements of the Anchorage Municipal Code, Chapter 7.50.010-.120, as well as any procedures adopted by the District to implement the policies set forth therein.

4. The Contractor shall comply with any and all of the applicable laws and directives, and any regulations which may be applicable to the Project or this Agreement.

5. The Contractor shall include the provisions of this Article in every Subcontract and purchase order and shall require each Subcontractor to include these provisions in every sub-subcontract, so that these provisions will be binding upon each Subcontractor, sub-subcontractor and vendor providing services or goods to the Project.

6. The Contractor shall cooperate fully with the District's efforts which seek to deal with the problem of unlawful discrimination, and with all other District efforts to guarantee fair employment practices under this contract and promptly comply with all requests and directions from the Anchorage Equal Rights Commission and State Commission for Human Rights or any of its officers or agents relating to prevention of discriminatory employment practices.

V. NON-DISCRIMINATION

1. No Contractor on any District contract may illegally discriminate on the basis of sex, race, color, religion, gender identity, sexual orientation, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern in employment, provision of services, or otherwise.

2. Any Contractor submitting a bid or proposal of one hundred thousand ($100,000) or more must certify that if awarded a contract on the basis of that bid or proposal, he/she as the contractor will not illegally discriminate against any member or applicant for employment because of sex, race, color, religion, gender identity, sexual orientation, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern in employment, provision of services, or otherwise.

W. NOTICE OF COMPLIANCE

1. All successful Contractors shall ensure such non-discrimination.

2. All successful Contractors must agree to post in conspicuous places, available to employees and applicants for employment, notice setting forth the provisions of this non-discrimination

section and this section shall be deemed to be a part of every contract entered into by the District under these policies.

X. CONFLICT OF INTEREST

1. The Contractor agrees to certify that Anchorage School District employees, School Board members, or a member of their household are not in conflict of interest with the contract and Board Policy as follows (AR3311.1(e).1 Disclosure and Waiver of Conflict of Interest):

   a. No Board member, employee, or a member of their household, shall acquire, directly or indirectly, an economic interest in a District or Municipal contract, or engage in business with the District or the municipality, unless the contract is competitively solicited and other requirements of Section 3311 of Board Policy and section 1.15 of the Anchorage Municipal Code are met.

   b. The following acts and circumstances shall not be deemed to be in conflict with the performance of official duties if, at the earliest opportunity after having acquired such knowledge, the Board member or employee files a disclosure pursuant to AR3311.1(e).1 or requests and obtains a waiver pursuant to Board Policy AR3311.1(e).2:

      1. Such person owns a sole proprietorship, or is a partner in a partnership, or is an officer, director, major shareholder (five percent (5%) or more of the outstanding shares) or has management control in a corporation that submits a bid, proposal or quotation to the District or attempts to enter or enters into a contract with the District;

      2. Such person has any significant (five percent (5%) or more) financial interest in any sale, lease or rental to the District of any service or property and such person has knowledge that the District intends to purchase, lease or rent the property or service;

      3. Such person wishes to sell or receive royalties on books or materials sold to the District for use in the school system for which the employee is the author;

      4. Such person is an employee who has been providing private services to a child who transfers to a new school or class or advances to a higher grade and the child becomes a student in the class being taught/aided by his/her provider.

2. Board Members, District employees, and their household and/or immediate family members are required to comply with Board Policies and the Municipal Ethics Code by disclosing conflicts of interest.

   a. When a board member, employee, or their household and/or immediate family member intends to do business with the District, the appropriate District and Municipal forms must be filed by the Board Member or District employee with the Municipal Clerk's Office and the Purchasing Department.

Note: *Notice of Intent To Respond To Public Solicitation* shall be filed with the Municipal Clerk's office in advance to allow a minimum of **7 calendar days to elapse between electronic publication by the clerk and the final date** for submitting a response to the solicitation. The form may be obtained from the Municipality of Anchorage website, www.muni.org. District *Disclosure* and *Request for Waiver* forms and instructions may be obtained from the Conflict of Interest link on the Procurement Department page of the ASD website, www.asdk12.org.

b. The responsibility for complete and timely filing rests solely with the Board Member or District employee.

Y. SEX OFFENDER/CHILD KIDNAPPER REGISTRY

Anchorage School Board Policy 3515.5 prohibits a contractor whose employees or agents may have direct or incidental contact with District students from sending any employee or agent to district property who has been convicted of a sex offense under federal law or the law of any state and who is required to register as a sex offender under Alaska law or by court order, or who has been convicted of child kidnapping under federal law or the law of any state and who is required under Alaska law or court order to register on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Central Registry. Board Policy 3515.5 requires contractors to certify in writing the contractor's knowledge of and compliance with Board Policy 3515.5. ***Prior to executing a contract*** for this project, the selected Contractor shall verify that no employee or agent who will be on district property is registered as a sex offender or child kidnapper in Alaska [Alaska Department of Public Safety "Sex Offender/Child Kidnapper Registry"] or in any other state. In addition, the contractor shall certify that, to its knowledge, no employee or agent is a convicted sex offender or child kidnapper. Certification will be required at time of award.

Z. CONTACT WITH SCHOOL STAFF AND AUTHORIZED SCHOOL COMMUNITY GROUPS

Offeror is not to contact site's school staff or authorized community groups for purposes of solicitation unless otherwise authorized by the Purchasing Senior Director.

AA. CONTRACT INDUCEMENTS

No payment, gratuity or offer of employment shall be made in connection with any contract, by or on behalf of the subcontractor to the prime contractor or higher tier subcontractor or any person associated therewith, as an inducement for the award of a subcontract or order.

BB. STANDARD CONTRACT TERMS

In addition to carefully reading all of the information in the RFP, Offerors must carefully read and review the attached standard contract terms and conditions. The successful Offeror shall be required to enter into an agreement with the District which will be substantially similar to the sample.

END OF SECTION I

A. EVALUATION OF PROPOSALS

1. All proposals will be reviewed by the District's Purchasing Department to evaluate administrative responsiveness of proposals to determine if offerors have complied with the administrative proposal requirements and to determine if proposals meet the minimum mandatory criteria set forth below.

2. Proposals meeting minimum mandatory requirements then will be evaluated by an evaluation committee comprised of District employees or other persons deemed appropriate by the District using the Evaluation Criteria specified in this RFP. Evaluation of proposals in accordance with the evaluation criteria will result in a numerical score for each proposal. Each criterion has an assigned weight for this RFP which demonstrates its relative importance. Evaluation of proposals will be accomplished as follows:

   a. Each Evaluator will individually review and score each offeror's proposal on a scale of 0 to 1 for each of the Technical Evaluation Criteria.

      A rating of "0" indicates a proposal which is non-responsive and/or provides no quality or value to the District and a rating of "1.0" indicates a proposal which is completely responsive and/or provides significant quality and value to the District. Ratings within the range indicate the level at which the proposal is responsive and/or provides quality and value to the District.

   b. After completion of ratings by each Evaluator, the Selection Committee may discuss the proposal. Evaluators may then alter their ratings; however, any changes shall be based only on the proposal and the Evaluation Criteria.

   c. The chairperson will obtain the ratings for the Evaluation Criteria, which ratings will then be multiplied against the points available for each criterion. The sum of the weighted scores for each proposal will result in a total weighted score from each member of the evaluation committee. The total weighted scores of all Evaluators will be summed to determine the total weighted score for each proposal. The maximum score obtainable for any proposal is equal to the product of the maximum points for the evaluation criteria multiplied by the number of Evaluators.

   d. Based upon the results of the proposal scoring, the District may, in its discretion, conduct discussions with offerors whose proposals are determined to be reasonably susceptible to award. Such discussions, visits and presentations are for the purpose of ensuring full understanding of the requirements of the RFP and offeror proposals and may not result in any material or substantive change to proposals. Offerors selected by the Selection Committee for interviews may be permitted to submit final written, graphic and verbal presentation information for consideration by the Selection Committee in response to the above purposes. Only those members of the offeror's staff who will be in responsible charge and/or will carry out the actual tasks should participate in the interviews.

   e. Subsequent to the interviews, the Selection Committee will make a final rating based upon the original criterion supplemented by interview information for the purposes of determining the highest ranked proposer. The Selection Committee shall use the same procedure as specified for the initial proposal rankings. The final ranking may or may not be the same as the order of ranking after completion of the initial ranking.

   f. For purposes of this RFP, proposals that are "reasonably susceptible to award" means the three (3) highest scoring proposals, unless, in the sole discretion of the District's Purchasing Senior Director, one or more of the three highest scoring proposals did not achieve a score high enough to be within the competitive range and to remain under consideration for award when ranked with other proposals or the District received one or

more additional proposals that are within the competitive range of the three highest scoring proposals such that the additional proposal(s) may remain under consideration when ranked with the other proposals. This is not a strict mathematical formula and may not be challenged on that basis except in the case of obvious arithmetic errors.

3. The District reserves the right, at any time, to determine that a proposal is non-responsive and to request additional information to determine responsiveness.

4. All Offerors will be advised of the offeror selected for negotiation with a Notice of Intent to Negotiate. If contract negotiations are unsuccessful with offeror selected for negotiation, the School District may either cancel the solicitation or negotiate with other offerors in the order of ranking.

B. EVALUATION CRITERIA

Proposals will be scored using the criteria listed below to determine which proposal best meets the needs of the Anchorage School District. The criteria to be considered during the evaluation and their associated weights are as follows:

Item	Criteria	Points
1.	**PROJECT APPROACH**	25
2.	**METHODS**	20
3.	**MANAGEMENT**	10
4.	**FIRM'S EXPERIENCE**	20
5.	**PROPOSED PROJECT STAFF**	10
6.	**WORKLOAD AND RESOURCES**	15
	TOTAL POINTS POSSIBLE	**100**

END OF SECTION II

Each response must be identified and keyed to the applicable criterion and assembled in the order in which the criteria are listed in Section II, Part B, so the criterion to which information applies shall be plainly evident. Material not so identified or assembled may be discarded without evaluation. Each proposal shall be submitted on standard 8 1/2" x 11" bond paper bound on one side. Proposals should be prepared simply and economically, providing a straightforward, concise delineation of the capabilities proposed to satisfy the requirements of this RFP. In addition, small print or typeface that is difficult to read may affect scoring.

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that the proposals be organized in the manner specified below. **Proposals shall not exceed twenty-five (25) pages in length (excluding letter of transmittal, resumes (resumes shall not exceed two (2) pages in length), table of contents, attachments, or dividers. Information in excess of those allowed will not be evaluated or scored. One page shall be interpreted as one side of single lined, typed, 8 1/2" X 11", piece of paper.**

To ensure that proposals are evaluated fairly and that comparisons between proposals are accurate, Offerors must submit proposals in the format outlined below. Failure to comply with these requirements may cause a proposal to be rejected as non-responsive and eliminated from further consideration.

A. PROPOSAL TRANSMITTAL FORM

Submit the completed Proposal Transmittal Form (Attachment A) as the first page of the proposal. The Proposal Transmittal Form must be signed by an authorized representative of the offeror.

B. PROPOSAL NARRATIVE

1. PROJECT APPROACH — Weight: 25

   Restate the proposed Scope of Services, outlining the objectives and scope as perceived. Do not repeat the statement of services provided herewith, but elaborate on the tasks, conditions, deliverables or other specifics deemed significant and necessary to demonstrate a complete understanding of the technical and substantive issues to be addressed. Define any assumptions made in formulating response. If scope includes design services for a construction project, express any opinions regarding alternative design considerations that could impact construction costs.

2. METHODS — Weight: 20

   Response must outline the methods for accomplishing the proposed contract. Consider what, when, where, how, and in what sequence the work will be done. Include proposed timeline with milestones. Identify the amount and type of work to be performed by any sub-consultants. Consider how each task may be carried out; what services or interaction may be required from/with the Contracting Agency. Suggest alternatives, if appropriate. Identify any distinct and substantive qualifications for undertaking the proposed contract, such as the availability of specialized equipment or unique approaches or concepts relevant to the required services, which the firms may use.

3. MANAGEMENT — Weight: 10

   Response must describe the administrative and operational structures that will be used for performing the proposed contract. Address who will have overall responsibility for the contract and who will have direct responsibility for specific disciplines. Discuss the lines of authority. Use of a table or chart is preferred in your response. When applicable, include discussion of public participation process and coordination with State and Municipal agencies.

4. FIRM'S EXPERIENCE — Weight: 20

   Discuss the offeror's background and qualifications to establish experience and performance as a team leader for professional services similar to those required by this project. Discuss the relevance of past projects (program, unique features, schedules, budgets, etc.) to this project. List at least three (3) references (contact persons and telephone numbers) for the firm.

5. PROPOSED PROJECT STAFF Weight: 10

Response must name proposed leader(s) for the following categories plus any other essential personnel who will be directly and routinely engaged in performing the work:

1 – Principal-in-Charge	3 – Project Manager
2 – Contract Manager	4 – Project Architect/Planner

Describe the work to be performed by the named Leader(s), and their qualifications in terms of educational and substantive experience directly related to the proposed services**.** Identify: employer, professional discipline and/or job classification, Alaskan registration number, and state of residency. A response prepared specifically for this proposal is required. Marketing resumes often include irrelevant information, which may detract from the evaluation of proposal. Lists of projects without relevant details are not useful. Focus on individuals' specific duties and responsibilities and how project experience is relevant to the proposed services.

6. WORKLOAD AND RESOURCES Weight: 15

Response must: (1) discuss both current and potential time commitments to all clients (i.e. not only the District) for the proposed Project Staff; and (2) demonstrate adequate support personnel, facilities and other resources to provide the services required throughout the project's term. Briefly address capabilities for providing additional services and/or services under an accelerated schedule. Address capacity to reassign personnel, equipment and facilities whenever the proposed contract would not require such capabilities or would be delayed.

END OF SECTION III

A. SCOPE OF WORK

1. This project requires the firm to provide professional planning and design services to develop a Renewal Design for the Whaley School, 2220 Nichols St, Anchorage, AK 99508.

   This qualifications-based selection focuses on the Prime Consultant as the responsible and contractual leader of a team. The Offeror will only identify required disciplines in the proposal. Once selected and given a Notice of Intent to Negotiate by the School District, the Prime Consultant Offeror will proceed with a qualifications-based selection of Sub-consultants. The School District will consult with the Offeror, reviewing and commenting on proposed Sub-consultants as appropriate. The School District reserves the right to object to selection of Sub-consultants based on considerations of cost, performance, special qualifications, and/or known workload relative to resources.

   The Prime Consultant is the project design coordinator and document quality control authority. Prime Consultant will review and verify deliverables prior to submission to Owner. Incomplete or lacking deliverables may be rejected. Owner will review complete deliverables for compliance and acceptance.

2. Planned Project Scope of Work:

   This renewal design will need to address the infrastructure requirements, building deficiencies and program deficiencies at the school.

   a. Update Facility Condition Assessment
   b. Develop renewal design. Renewal design will have to be coordinated with BrainSpaces updated Educational Specifications.

B. SCOPE OF CONSULTANT SERVICES

For the purpose of this document, the phrase “Consultant(s)” refers to the person, partnership, corporation, joint venture, or other business entity with which the District contracts to provide the professional services required for this project.

Anticipated Scope of Consultant Services: For this project, the Consultant shall provide all professional services necessary to support the successful completion of this project. The Consultant’s services shall include, but are not limited, to the following:

1. Consultant Design Phases/Deliverable Requirements: The following design phases with corresponding design deliverables shall be required for this project. See “Deliverables Checklist” (Appendix B, FPSA) and referenced District Design Guidelines for additional information on submittal requirements.

   a. Schematic Design Phase Submittal (35%)

   These services may be negotiated with the successful firm upon additional funding became available:

   b. Design Development Phase Submittal (65%)
   c. Construction Document Phase Submittal (95%)
   d. Bid Documents Submittal (100%)

2. <u>Phase 1</u> Design Development

   a. Develop Project Scope and Design; Prepare Construction Drawings and Specifications

with cost estimates

i. Verification of the Planned Project Scope of Work: As part of the Schematic Design Phase work, the Consultant shall verify and update the Planned Project Scope of Work. Consider sequencing and phasing of the work around the school's schedule and provide recommendations. Cursory review of the District's hazmat documentation will be necessary to ensure the project is viable and will remain within budget. The Consultant shall consult with the District Project Manager for any deviation from the Planned Project Scope of Work prior to completing the Schematic Submittal. Schematic Submittal shall reflect the final approved project scope of work. Value engineering and innovative design solutions are encouraged.

ii. Verification of the Construction Budget: The Consultant shall verify the project scope of work at each submittal with respect to required cost estimates at the 35%, 65%, and 95% submittal. Prior to all milestone submittals, the Consultant shall verify to the District Project Manager that the cost estimate was reviewed and is reflective of the design document submittal. Should the project cost estimate reflect a design (scope of work) that is over the District's budget (CCAP), the Consultant shall, at the direction of the District Project Manager, make changes to arrive at the optimum design and bidding strategy by one of the follow or combination of methods. In general, it is expected the Consultant shall develop appropriate project scope at, or slightly exceeding, the available construction budget.

    a. Adjust the design (scope of work) and/or propose additive alternates in consultation with the District Project Manager at no additional cost to the District

    b. Revise the cost estimate at no additional cost to the District

iii. Project Design Review: ASD milestone Project Design Reviews are organized by the ASD PM and executed using Bluebeam Revu (Bluebeam) sessions at Planning/15%, 35%, 65%, and 95% design phases. The use of Bluebeam allows for a collaborative, digital review for the Project; involving ASD Reviewers and Consultants, including the Consultant's cost estimator. ASD will provide all comments, written and noted, in the Bluebeam session and the Consultant shall assist the District by reviewing and responding in writing to all comments in the Bluebeam session; identifying and making written recommendations to the ASD Project Manager regarding the most critical design issues. The most critical path design issues will be summarized and discussed in a Post-Review Debrief (to be held at each design phase). The Project Manager will organize/invite Reviewers to the Post-Review Debrief. The Consultant shall act as the Meeting Facilitator of the Post-Review Debrief. The Post-Review Debrief is not meant to be a 'page-turn' review of design documents and comments, but a one-hour summarization of the most critical path items in design development and the team's intent/approach to resolve. Once the Post-Review Debrief is held, the PM will give Consultant notice to proceed to next design phase, pending any requested changes prior to NTP. The Project Manager will then verify that each comment and response has a Bluebeam ***status*** set and ***finish*** the Bluebeam session for ASD archives.

iv. Bidding and Permitting: The Consultant shall assist the District during the bidding and permit review of the project. During this phase of work, the Consultant's services shall include providing assistance during Municipality of Anchorage plan review and construction permit application process [utilizing MOA electronic plans review protocols], attendance at pre-bid conference and pre-bid site visits, answering bidder's questions, and assisting the District in preparing necessary bid addendum. Provide all signed and stamped bid documents electronically on writable CD-ROM (drawings should be submitted in most current version of AutoCAD used by the Anchorage School District or as determined by ASD Project Manager and PDF versions).

3. Phase 2 Construction Administration & Closeout (These services may be negotiated with the successful firm upon additional funding became available)

    a. Perform Construction Administration Services

        i. The Consultant's services include attendance at the pre-construction conference and other scheduled meetings during construction.

        ii. Review of submittals; respond to Requests for Information (RFIs), Potential Change Orders (PCOs), DCVRs, Information Bulletins, inspections, reviews of contractor pay requests, and review of closeout documentation.

        iii. If part of the project, the consultant will participate in commissioning.

        iv. Provide as-built Record Drawings and "Roof Section Schedule" (in Excel) electronically on CD-ROM. ASD will provide an Excel template for the "Roof Section Schedule". Provide both CAD and independent PDF files. Drawings shall be prepared using current ASD approved AutoCAD version and clearly identified as record drawings.

4. Anticipated Required Consultant Service Disciplines: Anticipated disciplines required for this project shall include, but are not limited to:

    a. Architectural
    b. Civil Engineering
    c. Interior Design
    d. Structural Engineering
    e. Mechanical Engineering
    f. Electrical Engineering
    g. HAZMAT Consultant
    h. Cost Estimating

5. Educational Specifications Consultant Coordination: The Educational Specifications Consultant will be separately contracted by the District. The Designer shall coordinate with the Educational Specifications Consultant the renewal design and shall include all Educational Specifications Consultant Coordination Consultant's documents as part of the design Document submission accordingly.

6. Additional Requirements:

    a. Reference Record Drawings: The Consultant shall research the District Plans Room records to identify important record drawings that may be issued with the Bid Documents as Reference Record Drawings or made available for viewing by the bidders at the District Plans Room. The Reference Record Drawings are intended to provide sufficient information to allow bidders to ascertain the physical conditions of the building including types of construction, building dimensions, etc. The Consultant shall prepare a Reference Record Drawing Cover Memo describing the reference record drawings. The cover memo shall include historical building and project information. If applicable, the Reference Record Drawing Cover Memo and the Reference Record Drawings shall be issued as part of the Bid Documents.

    b. Use of the Anchorage School District Design Guidelines: Unless otherwise directed, the Consultant's designs and submittals shall conform to the requirements of the Anchorage School District Design Guidelines. The Consultant is advised the Anchorage School District Design Guidelines will be periodically updated. The Consultant's services and design shall conform to revisions to the Design Guidelines as they occur throughout the project.

c. Use of the Anchorage School District Guide Specifications: Unless otherwise directed, the Consultant shall utilize the Anchorage School District Guide Specifications as the basis for the technical specifications for this project. The Consultant is advised the Anchorage School District Guide Specifications will be periodically updated. The Consultant's services and design shall conform to revisions to the Guide Specifications as they occur throughout the project.

d. Services related to Construction Submittals: For this project, the District will develop a Submittal Register and a Submittal Status Log based on the developed project specifications. The applicable specification section shall be based on a guide specification section to be provided by the District. During construction, the Consultant shall be responsible for communications, the management of the Construction submittals, Requests for Information, construction record documents and photographs, and other purposes as directed by the Project Manager for the District utilizing owner-provided construction management software, currently Procore Construction Management. The Consultant shall receive the submittals directly from the Construction Contractor. Upon completion of the review of the submittals, one copy of the submittal shall be retained by the Consultant. The Consultant shall return the remaining copies of the submittals directly to the Construction Contractor.

e. Extended District Review: The Consultant shall acknowledge that while review periods are scheduled during the design process, the District plan review resources may not be able to accommodate the schedule due to workload. In some cases, follow-up comments beyond the scheduled review period may be necessary. The Consultant is encouraged to be proactive in assisting the District in facilitating the design review process.

f. Use of Standard Anchorage School District Invoice Format: The Consultant shall utilize a standardized Anchorage School District Invoice Format. The format will be provided by the District to the consultants.

g. Technical Specifications Format: The Consultant shall utilize formatting standards for documenting technical specifications. The District will provide the standards format to the consultants.

h. MOA Building Safety Pre-Application Meeting: At a minimum, one design pre-application meeting with the Municipality Building Safety officials at 35% schematic design is required. The following disciplines are suggested to attend: architectural, structural, mechanical, electrical, fire, traffic and zoning. Designer has responsibility to determine final list of disciplines required based on scope of project.

C. PROJECT SCHEDULE

Based on the Tentative Project Schedule and Specific Project Schedule Requirements below, the Offeror shall develop a preliminary project schedule covering the period from Notice to Proceed (NTP) through Design Completion based on anticipated workload and resources and include it as part of the Offeror's proposal response to Part B, Article 2 Methods. Identify all submittal milestones including submittal dates, cost estimate submittal dates, and District review comments periods.

1. Tentative Project Schedule for Design Work:

Requirement		Anticipated Dates
RFP/Consultant Selection/Negotiation:		November/December 2025
Contract Award/NTP:		December 2025/January 2026
35% Documents:		January – June 2026
65%, 95% Documents:		TBD
Final Construction Documents:		TBD
Bid Period:		TBD
Anticipated Construction Period:		TBD
Record Documents:		TBD

2. Specific Project Schedule Requirements:

   a. Allow 2 weeks after each submittal for review by the District.

D. INFORMATION TO BE PROVIDED BY THE DISTRICT

The following information is available for review and use by the consultants during design:

1. Whaley School
   2220 Nichols Street
   Anchorage, Ak 99508

2. Historical As-Built/Project Documents/AHERA Documents – Existing documents are available at the District Capital Planning & Construction Department. Proposers can view existing documents by coordinating with the planning & design section for access to the plans room. Proposer must coordinate the time at least 24 hours in advance with Capital Planning & Construction (CP&C) planning & design staff at 907-348-5264.

E. ADDITIONAL INFORMATION

1. Attachment D Whaley School Building Floor Plan

2. Attachment E Draft – 2016 Whaley School Remodel, Concept Design Estimate Package

END OF SECTION IV

THIS FORM MUST BE RETURNED WITH THE OFFEROR'S PROPOSAL

Addendum Number(s)/Date(s) _____ is/are hereby acknowledged.

FIRM'S NAME:_____

MAILING ADDRESS:_____

CITY/STATE/ZIP:_____

PHYSICAL BUSINESS ADDRESS:_____

CITY/STATE/ZIP:_____

CONTACT PERSON FOR THIS SOLICITATION:_____

FAX NO.:_____

TELEPHONE NO.:_____

CELL PHONE NO.:_____

ALASKA BUSINESS LICENSE NO.:_____

FEDERAL TAX ID NO.:_____

EMAIL ADDRESS: _____

CERTIFICATION

I certify that I am a duly authorized representative of the firm listed above and that the information and materials enclosed with this proposal accurately represent the capabilities of the firm to provide the services indicated in compliance with the requirements of the solicitation. I certify that no member of the School Board or District employee, or spouse or other member of his/her household, has or shall have any undisclosed interest in the firm or this proposal, as provided in the Instructions to Offerors ("Conflicts of Interest"). The School District is hereby authorized to request from any individual any pertinent information deemed necessary to verify information regarding the capacity of the firm and for purposes of determining responsiveness of the proposal or responsibility of the firm as a prospective contractor.

In compliance with the solicitation, the offeror agrees, if this offer is accepted within 90 calendar days from the date specified in the solicitation for receipt offers, to furnish any or all items on which prices are offered at the price set opposite each item, delivered at the designated places, within the times specified in the solicitation.

SIGNATURE: _____

PRINTED NAME AND TITLE: _____

DATE: _____

CONFIDENTIAL WHEN COMPLETED

Evaluation of this statement may preclude the necessity for a comprehensive on-site audit of the Contractor's records. Entries may be handwritten, if legible.

1. Identify your fiscal year, including beginning and end dates _____

2. List your actual costs, by the following categories, for your most recent fiscal year. Cost terminology is attached.

   a. Direct Labor $ _____

   b. Attach a Trial Balance with grouping of accounts used to arrive at the following Indirect Cost amounts:

      Fringe Benefits $_____

      General & Administrative Expenses $_____

      Sum $_____

   c. Indirect Cost Rate (Sum of b/a) _____%

3. If your records have been audited with the last 2 years by a governmental agency, attach a copy of the Audit Report.

4. Attach copies of your most recent Internal and Audited Financial Statements.

5. Are your accounting methods for recording contract costs based on a job or project identified cost system?

   (___) Yes (___) No If your response is "No", attach an explanation of your cost accounting system

6. If you charge your projects based on unit rates (e.g. for computer time, laboratory tests, copies or equipment use, etc.) attach a list of such items and unit prices.

7. Do you offset revenue received from unit rate payments against the applicable Indirect Cost Accounts?

   (___) Yes (___) No

CERTIFICATION

I certify that I am a duly authorized representative of the Contractor and that information and materials enclosed within this statement accurately represent financial records of the company.

Signature _____ Date_____

Name and Title _____ Telephone No. _____

Company Name _____ Fax No. _____

Address _____ Email Address: _____

_____

_____

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

Contract No.:	
Requisition No.:	
RFP No.:	
Board Memo No.:	

PROJECT TITLE: _____

This contract consists of the following, which are hereby incorporated by reference as if in full text; consisting of the following documents in order of precedence:

1. This Formal Professional Services Agreement (Consisting of 52 pages)
2. Contractor Signed Attachment A, Proposal Transmittal Form Dated: XXX
3. Contractor's Technical Proposal Dated: XXX
4. Contractor's Negotiated Cost Proposal Dated: XXX
5. State of Alaska Sex Offender/Child Kidnapper Registry Certification(s)
6. Certificates of Insurance per Appendix D
7. Request for Proposal (RFP) XXXX-XXX Dated: XXX and all reference drawings and addenda

This agreement is between the Anchorage School District and designer (hereafter "Contractor"), effective on the last date executed by its parties.

CONTRACTOR

SIGNATURE: _____ _____ Date

NAME: _____

TITLE: _____

DISTRICT

SIGNATURE: _____ _____ Date

NAME: David Whiting

TITLE: Senior Director, Purchasing/Warehouse

In consideration of the terms, conditions and promises of Articles 1 through 6 in this document, the parties hereto agree:

ARTICLE 1
PURPOSE

1.1 The purpose of this agreement is to provide professional design services.

Insert Information

ARTICLE 2
COMPENSATION

2.1 The maximum amount payable under this agreement (see Appendix C) shall not exceed:

$ _____ Account Code(s): _____

_____

_____

ARTICLE 3
PERIOD OF PERFORMANCE

3.1 Contractor shall commence work under this agreement as authorized by written notice(s) to proceed at each phase and shall complete the work in accordance with any time schedule required by Appendix F. This agreement is of no force or effect until executed by the Contractor and the District and no services shall be undertaken or performed until a Notice to Proceed (NTP) is issued.

3.2 The period of performance under this agreement shall end upon the date of the District's final acceptance of the Project, or approval of the Contractor's final invoice pursuant to the Contractor's satisfactory completion of obligations under this Agreement, whichever is later.

ARTICLE 4
APPENDICES

4.1 The following appendices are attached to this document and incorporated herein by reference:

Appendix	Title
A	General Conditions
B	General Architectural/Engineering and Design & Construction Phase Services
Attachment A	Deliverables Checklist (Attachment A to Appendix B)
Attachment B	ASD Page Format Standard (Attachment B to Appendix B)
C	Basis of Compensation
D	Indemnification and Insurance (plus certificate of insurance)
E	Project Staffing and Subcontractors
F	Master Time Schedule

ARTICLE 5
DISTRICT

Project Manager Name: _____

ASD Office: Capital Planning & Construction

Street: 1301 Labar St.

City, State, Zip: Anchorage, Alaska, 99515

Fax No.: (907) 348-5227

Office No.:

Cell No.:

Email Address:

ARTICLE 6
CONTRACTOR

Company Name: AK Business License No.:

Principal Name: Federal Identification No.:

Street:

P.O. Box:

City, State, Zip:

Fax No.:

Office No.:

Cell No.:

Email Address:

TYPE OF FIRM (Check One)

Individual ☐

Partnership ☐

Joint Venture ☐

Corporation ☐ In State of: AK

Contract No:
Date Prepared:

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

INDEX

ARTICLE A1 Definitions

The following words and phrases where appearing with first letters capitalized in any appendix contained in this Agreement, shall have the following meanings:

A1.1 Additional Services. Services performed by the Contractor which are beyond the Scope of Services required by this Agreement prior to any Amendment thereto.

A1.2 Agreement. This professional services agreement which has been signed by both the Anchorage School District and the Contractor. The Agreement consists of the two-page contract document, including Articles 1 through 6 thereof, Appendices A through F which are incorporated therein by reference, and any Amendments thereto.

A1.3 Amendment. A written change to the Agreement which modifies the Contractor's Scope of Services, conditions of service, time for performance, or compensation, or any combination of the foregoing. To be effective, an Amendment must be signed by both the Anchorage School District and the Contractor, and may require approval by the Anchorage School Board.

A1.4 Anchorage School District/ASD/District. The designated managing agency of the Municipality of Anchorage (the owner of the Project), which is authorized to manage the school facility that is the subject of this Agreement. The term "Anchorage School District" includes all school board members, officers, employees, representatives, and agents of the Anchorage School District.

A1.5 Basic Services. Services performed by the Contractor which are within the Scope of Services required by this Agreement prior to any Amendment thereto.

A1.6 Bid Documents. The Construction Contract Documents, plus the instructions to bidders and bid forms.

A1.7 Claim. A request by the Contractor for additional compensation or time extension which has not or cannot be resolved through the usual Amendment procedure because the validity of the request is disputed by the Project Manager or the Anchorage School District.

A1.8 Commissioning. A methodical process intended to ensure that building systems perform in conformance with the intent for which they were designed. Such systems can include, but are not limited to: heating, ventilating, air conditioning, fire protection, electrical, security, data, communications, and control.

A1.9 Conformed Documents. Construction drawings and specifications revised to reflect changes issued by addenda prior to bid opening.

A1.10 Construction Contract. The contract between the Anchorage School District and the Construction Contractor for the construction of all or part of the Project, including, without limitation, the providing of labor, materials, and equipment to be incorporated into the Project, and including all change orders thereto. The Anchorage School District, in its discretion, may award more than one Construction Contract in relation to the Project.

A1.11 Construction Contract Award Price (CCAP). The amount budgeted by the Anchorage School District to cover the costs of construction of the Project. The CCAP includes the cost of all Construction Contracts required for the completion of the construction of the Project. The CCAP does not include the compensation of the Contractor or the cost of the land, site investigations, right-of-ways, furnishings and equipment, special inspections, agency plan review permit fees, or Anchorage School District administrative costs, all of which are the responsibility of the Anchorage School District unless otherwise stated herein.

A1.12 Construction Contract Documents. The Construction Contract form(s), general and supplementary conditions, general requirements, technical drawings and specifications for the Project, and any addenda thereto.

A1.13 Construction Contractor. The person, partnership, corporation, joint venture, or other type of business entity with which the Anchorage School District contracts in the Construction Contract to construct all or part of the Project.

A1.14 Contractor. The person, partnership, corporation, joint venture, or other type of business entity with which the Anchorage School District contracts to provide the professional services required by this Agreement. The term "Contractor" includes all officers, directors, employees, partners, joint venturers, consultants, Subcontractors, representatives, and agents of the Contractor.

A1.15 Days. Calendar days.

A1.16 Deliverable. A service product created by the Contractor and deliverable to the Anchorage School District under requirements of the Agreement.

A1.17 Design Adjustment. A modification to the Educational Specifications, CCAP, management plan, Master Schedule (Appendix F hereto), or previously approved design documents, which modification has no impact on the Contractor's time for performance or the compensation due the Contractor as provided by this Agreement. A Design Adjustment shall be made in writing by the Project Manager, the Anchorage School District, or the Anchorage School Board.

A1.18 Designer of Record. The Contractor and its subcontracted business entities who are professionally responsible for the Work Products produced under this Agreement.

A1.19 Educational Specifications. The detailed written summary of the requirements for the facility to which the Project relates, which sets forth the Anchorage School District's overall program and design objectives, constraints and criteria, including space requirements and relationships, quality levels, flexibility and expandability, special equipment and systems, and site requirements.

A1.20 Estimated Total Construction Cost. The Contractor's current estimated cost for all construction Work necessary to complete the Project in accordance with the Construction Contract Documents. The Estimated Total Construction Cost does not include the cost of land acquisition, site investigation, design, public artwork, Anchorage School District administration, or any furnishings and equipment, special inspections, permit fees, which is not included in the Construction Contract. The CCAP and the Estimated Total Construction Cost may not be the same amount.

A1.21 Information Bulletin. Written conveyance of information pertinent to the Project initiated by the Contractor or Anchorage School District and issued to the Construction Contractor.

A1.22 Master Time Schedule. A project-specific calendar indicating: Contractor's identified services and Work elements; their start, duration and end dates; their critical milestones (including action required by Anchorage School District and bid dates); and Deliverables.

A1.23 Notice to Proceed (NTP). Written authorization from the Project Manager to the Contractor to provide all, or specified portions of, the services required by this Agreement.

A1.24 Project. The school facility, or the portion of the school facility, which is to be designed by the Contractor in accordance with this Agreement and constructed by the Construction Contractor in accordance with the Construction Contract.

A1.25 Project Manager. The Anchorage School District's employee who has the direct responsibility for the Project. The Project Manager is the Anchorage School District's project representative and the Contractor's primary point of contact with the Anchorage School District.

A1.26 Record Drawings. Graphic representations of the executed Work prepared, in part, by the Construction Contractor from Conformed Documents to show significant changes in the Work made during the construction process and transferred to drawing media by the Contractor.

A1.27 Request for Information (RFI). Written request from the Construction Contractor to the Anchorage School District requesting information related to construction of the Project.

A1.28 Scope of Work/Scope of Services. The work to be performed under a contract, typically divided by tasks with noted deliverables and deadlines.

A1.29 Subcontract. An agreement between the Contractor and a Subcontractor by which the Subcontractor agrees to provide to the Anchorage School District a portion of the services required of the Contractor under the terms of this Agreement.

A1.30 Subcontractor. A person, partnership, corporation, joint venture, or other business entity with which the Contractor subcontracts to provide a portion of the services required of the Contractor under the terms of this Agreement.

A1.31 Technical Specifications and Design Standards. Guidelines established by the Anchorage School District to define performance quality of design elements, construction materials, systems and installations for application to facilities under Anchorage School District operational control. Such guidelines are working documents published periodically in the form of two separate documents: Design Standards and Technical Specifications.

A1.32 Work. All labor and materials provided by the Construction Contractor to construct the Project in accordance with the terms of the Construction Contract.

A1.33 Work Product. Without limitation, all documents, models, renderings, and other materials to be furnished by the Contractor to the Anchorage School District by or on behalf of the Contractor, or by any consultants, subcontractors, or others retained by the Contractor (hereafter "Subcontractors"), and all written information, reports, studies, object or source codes, flow charts, diagrams, specifications, and other tangible material which have been created by the Contractor in order to provide services pursuant to this Agreement.

ARTICLE A2 Information and Services from Others

A2.1 The Anchorage School District may, at its election or in response to a request from the Contractor, furnish information or services from other contractors. Contractor shall review such information and services for adequacy. If, in the Contractor's opinion, such information or services is inadequate, the Contractor must notify the Project Manager of the specific service or material deemed inadequate and the extent of the inadequacy prior to use in the performance of this Agreement. The Project Manager will then evaluate and resolve the matter in writing. Unless so notified by the Contractor, the Anchorage School District may assume the information or services provided are adequate.

ARTICLE A3 Occupational Safety and Health

A3.1 The Contractor and its Subcontractors shall observe and comply with (a) the Federal Occupational Safety and Health Act of 1970 and all regulations and standards promulgated thereunder, and (b) all State of Alaska occupational safety and health laws and regulations. The Contractor shall include a provision in each Subcontract requiring the Subcontractor to observe and comply with said laws and regulations.

ARTICLE A4 Equal Employment Opportunity

A4.1 The Contractor certifies that it will not discriminate against any employee or applicant for employment because of race, color, religion, national origin, ancestry, age, sex, marital status, mental or physical handicap, or change in marital status, in employment, provision of services or otherwise. The Contractor shall take affirmative action to ensure such non-discrimination, including but not limited to the following: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training including apprenticeship. The Contractor shall post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

A4.2 The Contractor shall state, in all solicitations or advertisements for employees to Work in the performance of this Agreement, that all qualified applicants will receive consideration for

employment without regard to race, color, religion, national origin, ancestry, age, sex, marital status, mental or physical handicap, or change in marital status.

A4.3 The Contractor shall comply with the requirements of the Anchorage Municipal Code, Chapter 7.50.010-.120, as well as any procedures adopted by the Anchorage School District to implement the policies set forth therein.

A4.4 The Contractor shall comply with any and all of the following laws and directives, and any regulations promulgated thereunder, which may be applicable to the Project or this Agreement, all of which are incorporated herein by reference:

Title IV of the Federal Civil Rights Act of 1964;

Federal Executive Order 11625 (Equal Employment Opportunity);

Title 41, Code of Federal Regulations, Part 60 (Equal Employment Opportunity);

Title 49, Code of Federal Regulations, Part 21 (Discrimination);

Title 49, Code of Federal Regulations, Part 23 (Minority Business Enterprises);

Office of Management and Budget (OMB) Circular 102, Attachment O (Procurement Standards);

Alaska Statute (AS) 18.80.200-300 (Discrimination).

A4.5 The Contractor shall include the provisions of this Article in every Subcontract and purchase order, and shall require each Subcontractor to include these provisions in every sub-subcontract, so that these provisions will be binding upon each Subcontractor, sub-subcontractor and vendor providing services or goods to the Project.

ARTICLE A5 Payments to the Contractor

A5.1 Payments shall be based on Contractor's invoices which have been submitted in accordance with this Article and the provisions of Appendix C hereto, and which have been approved by the Anchorage School District. The sum of all payments shall not exceed the maximum allowable amount of compensation stated in Appendix C, or any Amendment thereto. All invoices shall be in a format provided by the Anchorage School District.

A5.2 The Anchorage School District will attempt with due diligence to obtain any approval of Contractor's invoices or payment to Contractor which may be required of a funding agency and to issue Notice(s) to Proceed in a timely manner. The Contractor shall not perform any services without a Notice to Proceed. The Contractor shall not be entitled to payment for services performed or any associated reimbursable costs incurred which are outside the Scope of Services and costs authorized by Appendix C, or any Amendment thereto.

A5.3 In the event that items on an invoice are disputed by the Anchorage School District, payment for those items will be withheld until the dispute is resolved. Payment for undisputed items will not be withheld, subject to the Anchorage School District's right of set-off or counterclaim.

A5.4 The Contractor shall submit a final invoice and all other documentation required by this Agreement to the Project Manager within ninety (90) Days after the final acceptance of services by the Anchorage School District. The Contractor is not entitled to payment of any invoice submitted after said ninety (90) Day period, unless the Anchorage School District has given prior written consent thereto.

A5.5 All payments due the Contractor will be made within thirty (30) Days of the Project Manager's approval of the invoice.

ARTICLE A6 Changes to the Agreement

A6.1 Changes in the Contractor's compensation may be made only by written Amendment, signed by both parties and, if required, approved by the Anchorage School Board. If a change is made in the Contractor's Scope of Services or conditions of service under this Agreement, and such change results in an increase or decrease in the Contractor's costs, an equitable adjustment to the Contractor's compensation shall be made and set forth in an Amendment. The Contractor shall not perform any Additional Services prior to receiving a Notice to Proceed, except as the Contractor may be requested under the provisions of Article A15 (Claims).

A6.1.1 From time to time throughout the course of Contractor's performance of this Agreement, the Project Manager may request the Contractor to make one or more Design Adjustments in relation to the Project. The making of any Design Adjustment is part of Basic Services and shall not entitle the Contractor to an Amendment. Neither the Contractor's time for performance nor the Contractor's compensation will be adjusted in relation to a Design Adjustment.

A6.2 Changes in the Contractor's time for performance, including any change in the period of performance stated in the Agreement or in the Master Time Schedule which is to be incorporated into this Agreement as an appendix, may be made only as follows: (a) If the change in the time for performance is associated with a change in the Contractor's compensation, the change must be made by the same Amendment which changes the Contractor's compensation, or (b) if the change in time for performance is not associated with a change in the Contractor's compensation, then such change may be set forth in a new Master Time Schedule appendix which is signed and dated by the parties, and then substituted for the original Master Time Schedule appendix, or its most recent substitute.

A6.3 The Contractor shall submit a written request for an Amendment to the Project Manager within thirty (30) Days after the beginning of the occurrence of any act or event of which Contractor becomes aware, or should have become aware, and in relation to which Contractor believes it is entitled to additional compensation and any associated time extension. Such acts or events may include but are not limited to the Anchorage School District requesting, either verbally or in writing, that the Contractor perform Additional Services which are not already covered by a fully executed Amendment. If the Project Manager deems an Amendment appropriate, he will negotiate the terms of an Amendment with the Contractor. Unless such written request for an Amendment is submitted in a timely manner, the Contractor shall be deemed to have acknowledged that the act or event does not entitle it to additional compensation or a time extension.

A6.4 The Contractor shall submit any request for modification of the Master Time Schedule to the Project Manager within a reasonable period of time after the beginning of the occurrence or event giving rise to the request for such modification.

ARTICLE A7 Audits and Records

A7.1 The Contractor shall maintain records and keep in safe condition all documents relating to performance, communications, correspondence and costs pertinent to this Agreement. The Anchorage School District's authorized representatives shall have the right to examine such records and documents, and Contractor's accounting procedures and practices.

A7.2 The Anchorage School District's authorized representatives shall have the right to examine all accounting books, records, data and other documents of both the Contractor and Contractor's first tier Subcontractors related to the negotiation, pricing and performance of this Agreement,

and any Amendment thereto, for the purpose of evaluating the accuracy, completeness and currency of the information submitted as part of or in relation to any invoice. Such right of examination shall extend to all documents necessary to permit the Anchorage School District to evaluate the information, computations and projections used to the extent deemed necessary by the Anchorage School District, in its sole discretion.

A7.3 The materials described in this Article shall be made available at the business office of the Contractor at all reasonable times for inspection, audit or duplication, for a minimum of seven (7) years from the date of final payment under this Agreement and for such longer period, if any, as may be required by an applicable statute.

A7.3.1 If this Agreement is completely or partially terminated, records relating to the services terminated shall be made available for a minimum of seven (7) years from the date of any resulting final settlement.

A7.4 If the Agreement is funded to any extent with federal or state monies, or both, the appropriate federal or state authorities may also examine the accounting books, records, data and the other documents of the Contractor and Contractor's first tier Subcontractors.

A7.5 The Contractor shall include the provisions of this Article in all first tier Subcontracts so as to be binding on all first tier Subcontractors.

A7.6 All documents which relate to an appeal under Article A15 (Claims), litigation or the settlement of a Claim arising out of the performance of this Agreement shall be made available to the Anchorage School District for inspection and copying until such appeal, litigation or Claim has been finally concluded. Such documents shall be made available to the Anchorage School District within thirty (30) Days of the Anchorage School District's request therefor.

ARTICLE A8 Inspections by Anchorage School District

A8.1 The Anchorage School District shall have the right to inspect, in the manner and at reasonable times it considers appropriate during the period of this Agreement, all facilities and activities of the Contractor as may be engaged in the performance of this Agreement.

ARTICLE A9 Termination or Suspension

A9.1 This Agreement may be terminated by either party upon ten (10) Days' written notice if the other party (a) fails substantially to perform in accordance with the terms of the Agreement through no fault of the party initiating the termination, and (b) fails to cure such failure to perform before the end of the ten-Day notice period, or if the cure cannot be completed within a ten (10) Day period, fails to take substantial steps toward effecting such cure. If the Anchorage School District terminates this Agreement because of Contractor's default (default termination), the Anchorage School District will not make any payment to Contractor beyond those payments already made, until after completion of the Project and after deduction of any damages which are incurred by the Anchorage School District as a result of the Contractor's default, or which are allowable as a set-off, or as the result of a counterclaim, cross-claim or cause of action. In no event shall Contractor be entitled to payment for the following: (a) unperformed services; (b) services which cannot be substantiated in whole or in part by the Contractor to the satisfaction of the Anchorage School District in its sole discretion; (c) services or Work Products which are unsatisfactory to the Anchorage School District in its sole discretion and are the result of Contractor's failure to perform in accordance with the terms of the Agreement; (d) direct non-salary costs which are incurred after Contractor's receipt of the notice of termination, or (e) markup for anticipated profit or indirect costs relating to unperformed services.

A9.1.1 If the Anchorage School District terminates this Agreement because of Contractor's default, the Anchorage School District may assume responsibility for the services to be provided hereunder and prosecute the same to completion by contract or otherwise, and the Contractor shall be liable to the Anchorage School District for any cost incurred by the Anchorage School District which exceeds the cost the Anchorage School District would have incurred had the Contractor fulfilled its obligations under the Agreement. Settlement of liability for such excess costs or for any delay in completion of the services required under this Agreement or construction of the Project which arises out of Contractor's default may constitute the basis of a set-off, counterclaim, cross-claim, or cause of action available to the Anchorage School District.

A9.2 The Anchorage School District may at any time terminate (convenience termination) or suspend this Agreement for its needs or convenience upon ten (10) Days' written notice to the Contractor. In the event of a convenience termination or a suspension of the Agreement for more than three (3) months, the Anchorage School District will compensate the Contractor for services performed and any expenditures incurred prior to the effective date of the written notice of termination or suspension. No fee, profit or other compensation for the uncompleted portion of the services will be paid, except for already incurred indirect costs which the Contractor can establish and for which the Anchorage School District would have compensated the Contractor over the life of this Agreement, but because of the termination or suspension would have to be absorbed by the Contractor without further compensation.

A9.3 If federal funds support this Agreement, settlement for default or convenience termination must be approved by the funding agency and shall conform with Title 41, Code of Federal Regulations, Subparts 1-8.604 or 1-8.203 and 1-8.213.

A9.4 In the event of termination or suspension of the Agreement for over three (3) months, the Contractor and its Subcontractors shall discontinue all services, or such portions of service as directed in the notice, and deliver to the Project Manager all Work Products, including all data, reproducibles, plans, specifications, reports, estimates, summaries, schedules, and other documents and data prepared or in the process of being prepared pursuant to this Agreement.

A9.5 The Contractor shall include the provisions of this Article in each Subcontract so as to be binding on each Subcontractor.

A9.6 The rights and remedies of the Anchorage School District as set forth in this Article A9 are not exclusive, and are in addition to any other rights and remedies the Anchorage School District may have at law or as provided elsewhere in this Agreement.

A9.7 Unless earlier terminated as provided in this Article, this Agreement shall remain in force for a period which may reasonably be required for the Basic Services and Additional Services hereunder. However, the provisions of the Agreement relating to professional responsibility, dispute resolution, professional liability coverage, indemnification, governing law, records and ownership of documents shall remain in effect after termination of the other provisions of the Agreement.

A9.8 The payment of any sums by the Anchorage School District under this Article A9 shall not constitute a waiver of any Claims for damages by the Anchorage School District against the Contractor.

ARTICLE A10 Inducement/Conflict of Interest

A10.1 The Contractor agrees that it will not engage on a full-time or part-time basis, during the period of this Agreement, any person or persons who are or have been employed by the Anchorage School District during the period of this Agreement or during the ninety (90) Days immediately

preceding the date of this Agreement, except such employee(s) who have been regularly retired or approved in writing by the Anchorage School District.

ARTICLE A11 Covenant Against Contingent Fees

A11.1 The Contractor shall comply with the Copeland "Anti-Kickback" Act (19 USC 874), and the U.S. Department of Labor Regulations promulgated thereunder (29 CFR, Part 3), both of which are incorporated herein by reference.

A11.2 The Contractor warrants that it has not employed or retained any organization or person, other than a bona fide employee, to solicit or secure this Agreement and that it has not paid or agreed to pay any organization or person, other than a bona fide employee, any fee, commission, percentage, brokerage fee, gift or other consideration contingent upon or resulting from the award or making of this Agreement. For breach or violation of this warranty, the Anchorage School District has the right to void this Agreement without liability or, in its discretion, to deduct from the allowable compensation the full amount of such commission, percentage, brokerage or contingent fee.

ARTICLE A12 Endorsement of Documents

A12.1 Endorsements (signatures) and professional seals, if applicable, must be included on all final drawings, specifications, and geotechnical reports prepared by the Contractor.

ARTICLE A13 Ownership of Work Products

A13.1 Ownership of Work Products produced under this Agreement, including items which have pre-existing copyrights, shall remain with the Contractor. The Anchorage School District shall have an unrestricted, irrevocable license to use the Work Products without infringing any copyrights, and without additional compensation to the Contractor.

A13.1.1 Unrestricted use shall include use: (1) for any additions, alterations, or other subsequent Work to the Project; (2) to demonstrate or reference conceptual arrangements, in whole or in part, for incorporation into any District project; and (3) reuse of a prototypical design on an Anchorage School District project.

A13.2 Should the Anchorage School District elect to reuse Work Products produced by the Contractor and its Subcontractors under this Agreement and owned by the Contractor on any other project, the Anchorage School District shall indemnify, hold harmless and defend the Contractor and its Subcontractors against any damages or liabilities arising from such reuse.

A13.2.1 When Work Products produced by the Contractor and its Subcontractors under this Agreement are reused by the Anchorage School District, the Contractor's and Subcontractors' signatures, professional seals and dates shall be removed. Such Work Products, which require professional signature and seal, will be signed, sealed and dated by the professional who is in direct supervisory control and responsible for the new project for which such Work Products are being reused.

A13.3 The Contractor shall include this provision in every Subcontract so as to be binding on every Subcontractor.

ARTICLE A14 Subcontractors, Successors and Assigns

A14.1 The Contractor shall provide to the Project Manager a list of all consultant firms with which the Contractor proposes to Subcontract, consistent with the District's qualifications-based Request for Proposals requirements, in order to provide a portion of the services required of the Contractor under this Agreement. The Contractor shall acquire the Project Manager's non-objection to any proposed Subcontractor prior to entering into a Subcontract. Upon request by the Project Manager, the Contractor shall provide additional information concerning the qualifications of any proposed Subcontractor.

A14.2 If Appendix E identifies a named individual in the employ of Contractor, or a named Subcontractor, or a named individual in the employ of a Subcontractor, or any combination of the foregoing, as providing professional services under this Agreement, then Contractor shall employ such individual or subcontract with such Subcontractor so that the named individual(s) or Subcontractor, or both, shall provide the designated services. Contractor shall immediately notify the Project Manager in writing of a proposed replacement of named individual(s) or Subcontractor, or both. The Anchorage School District reserves the right to object to the proposed replacement so named in accordance with Section A14.1.

A14.3 The Contractor shall not assign, delegate or transfer the whole or any part of this Agreement or any monies due or to become due hereunder, without the prior written consent of the Anchorage School District. Any assignment, delegation or transfer not in accordance with this provision shall be null and void and of no force or effect. This Agreement shall otherwise be binding upon and inure to the benefit of the successors and permitted assigns and delegates of the parties hereto.

A14.4 The Contractor binds itself, its partners, officers, directors, Subcontractors, executors, administrators, successors, assigns, and legal representatives to this Agreement and to the successors, assigns and legal representatives of the Anchorage School District with respect to all covenants of this Agreement. The Contractor's Agreement is incorporated by this reference herein in all subsequent contracts with Subcontractors and their Subcontractors. This language shall be made a part of all contracts between the Contractor and its Subcontractors.

A14.5 No payment, gratuity or offer of employment shall be made in connection with any Subcontract, by or on behalf of any Subcontractor to the Contractor, or by a sub-subcontractor to a higher tier subcontractor or any person associated therewith, as an inducement for the award of a Subcontract.

A14.6 The Contractor shall include provisions appropriate to effectuate the purposes of this Agreement in all sub-tier agreements. Where Contractor is required to perform certain services in this Agreement, and the parties agree that all or a portion of those services are to be performed by a Subcontractor, the Contractor shall require the Subcontractor in the Subcontract to perform those services for the benefit of the Anchorage School District. Nothing stated herein, however, shall relieve the Contractor of the responsibility of performing all of its responsibilities and obligations under this Agreement.

ARTICLE A15 Claims

A15.1 The Contractor shall notify the Project Manager in writing of the occurrence of any act or event of which Contractor becomes aware, or reasonably should have become aware, which may form the basis of a Claim within ten (10) Days of the occurrence of such act or event. If the matter cannot be resolved within seven (7) Days following the Project Manager's receipt of notification regarding the potential Claim, the Contractor shall, within the next fourteen (14) Days, submit a written "Notice of Claim" to the Project Manager in accordance with provision A15.1.2. The Anchorage School District will review and decide the Claim in accordance with provisions A15.1.3 through A15.1.6.

A15.1.1 If directed by the Project Manager, the Contractor shall proceed with the performance of this Agreement, including the performance of any disputed services, pending final resolution of any Claim or action arising under the Agreement.

A15.1.2 In any Notice of Claim, the Contractor shall set forth the following: (a) the provisions of the Agreement which apply to the Claim and under which the Claim is made, and (b) the specific relief requested, including any additional compensation claimed and the basis upon which it was calculated, and any additional time requested and the basis upon which it was calculated.

A15.1.3 In relation to a Notice of Claim in an amount of $25,000 or less, the Anchorage School District shall, if requested in writing by the Contractor, proceed with due diligence to attempt to issue a decision regarding the Claim within fifteen (15) Days of receipt of such a request. In relation to a Notice of Claim in an amount over $25,000, the Anchorage School District shall proceed with due diligence to attempt to issue a decision regarding the Claim; in any event if the Claim is not decided within a thirty (30) Day period, the Anchorage School District shall notify the Contractor of the date by when the decision will be made.

A15.1.4 In reviewing a Claim, the Anchorage School District may schedule a review hearing or request additional information from the Contractor in order to evaluate the Claim fully. The Contractor shall provide any additional information requested by the Anchorage School District within fifteen (15) Days of the receipt of the request for additional information. Failure by the Contractor to furnish such additional information shall constitute a waiver of the Claim.

A15.1.5 The Anchorage School District will deliver to the Contractor a final written decision regarding a Claim. Any Amendment arising out of a Claim shall be subject to the provisions of Article A6 (Changes to the Agreement) herein.

A15.1.6 If a Claim is not resolved in accordance with the procedures set forth in provisions A15.1.1 through A15.1.6 herein, the Contractor has no right to file an action against the Anchorage School District in a court of law, until the Claim is first subjected to non-binding mediation before a single mediator agreed upon by the parties. Such mediation shall be attended by a representative of the Contractor and a representative of the Anchorage School District, each of which has authority to enter into a full and final, binding settlement of the Claim, except where the final, binding settlement is subject to the Anchorage School District School Board's approval. Unless otherwise agreed in writing, all unresolved Claims of the Contractor shall be considered during a single mediation which shall occur prior to final payment by the Anchorage School District. The Anchorage School District and the Contractor shall share equally the costs of the mediator.

A15.2 Nothing stated herein shall be interpreted to limit the right of the Anchorage School District to seek any remedy it may have against the Contractor as a counterclaim raised during a mediation proceeding or as an action, counterclaim or cross-claim, at law or in equity, filed in a court of law.

ARTICLE A16 Extent of Agreement

A16.1 This Agreement, including any and all appendices, and any Amendments thereto, represents the entire and integrated Agreement between the Anchorage School District and the Contractor, and supersedes all prior negotiations, representations, or agreements, written or oral. This Agreement may be modified only by Amendment.

A16.2 Nothing contained in this Agreement may be deemed to create any contractual relationship between the Anchorage School District and any Subcontractor or material supplier; nor may anything contained in this Agreement be deemed to give any third party a claim or right of action against the Anchorage School District or the Contractor which does not otherwise exist without this Agreement. Nothing in this Agreement shall be construed as creating any personal liability on the part of any officer, School Board member, employee or representative of the Anchorage School District.

ARTICLE A17 Notices/Communications

A17.1 All notices required or permitted to be given under this Agreement shall be in writing and may be emailed, hand-delivered, mailed, delivered by overnight courier service, or transmitted by facsimile. If mailed, such notices shall be sent by certified mail, postage pre-paid, return receipt requested. The date on which such notice was given shall be deemed to be the date which is two (2) Days after the date of the mailing. The post-mark affixed to such notice by a U.S. Post Office shall be conclusively presumed to be the date of mailing for purposes of this provision. In the case of notices given by hand delivery or overnight courier, such notices shall be deemed to be given on the date of the actual receipt. If transmitted by email or facsimile, such notices shall be deemed to be given on the date of the actual receipt of a complete, email or legible facsimile transmission, except that if an email or facsimile transmission is received after business hours or on the weekend or holiday, then the notice shall be deemed to be given on the next business day following the receipt of the email or facsimile transmission.

A17.2 Notices to the Anchorage School District shall be sent to the individual identified in Article 5 of the Agreement as the Project Manager, at the email, address or the fax number indicated.

A17.3 Notices to the Contractor shall be sent to the individual identified in Article 6 of the Agreement as the Contractor's Principal, at the email, address or fax number indicated.

A17.4 Either party may change the address to which notices shall be sent by notice in writing to the other party.

A17.5 The Anchorage School District shall be entitled to rely on information provided by and statements made by the Contractor's Principal identified in Article 6 of the Agreement as binding the Contractor. The Contractor shall be entitled to rely on information provided by and statements made by the Project Manager identified in Article 5 of the Agreement, or other Anchorage School District officials identified in writing, as binding the Anchorage School District.

ARTICLE A18 Taxes

A18.1 The Contractor shall pay all federal, state and local taxes incurred by the Contractor as a result of performing services required by this Agreement. The Contractor shall include this provision in any Subcontract so as to be binding on any and all Subcontractors.

ARTICLE A19 Governing Laws

A19.1 This Agreement is governed by the laws of the State of Alaska, and any applicable federal and municipal laws and ordinances. Any legal proceedings will be held in Superior Court in Anchorage Alaska. The Contractor shall at all times observe and comply with all such laws and ordinances. If any term, covenant, or condition is found by a court of law to be unenforceable, the remaining terms, covenants, and conditions shall remain in full force and effect.

ARTICLE A20 Force Majeure Suspension

A20.1 The duties and obligations of the parties to this Agreement shall be suspended during such time as performance by either party is prevented or materially impeded by strikes, labor disturbances, riots, fire, governmental act, war, acts of God, or any other causes similar to the foregoing and beyond control of the parties hereto.

ARTICLE A21 Waiver

A21.1 No delay in exercising any right or remedy of the parties hereunder shall constitute a waiver thereof, and no waiver by the Anchorage School District or the Contractor of the breach of any term, covenant or condition of this Agreement shall be construed as a waiver of any preceding or succeeding breach of the same or any other term of this Agreement. No covenant, condition, right or remedy in this Agreement may be waived or modified orally, by course of conduct or previous acceptance unless such waiver or modification is specifically agreed to in a writing executed by the Anchorage School District and the Contractor.

ARTICLE A22 Interpretation

A22.1 Each party has had the opportunity for its attorney to review and comment upon this Agreement, and therefore the terms hereof shall not be interpreted against either party.

ARTICLE A23 Miscellaneous Provisions

A23.1 For the purpose of this Agreement, unless the context clearly indicates otherwise, the singular includes the plural, and the plural includes the singular.

A23.2 The titles of all Appendices, Articles and provisions contained in this Agreement are used only for purposes of convenience and ease of reference, and shall not be interpreted to affect the contents of any provision of this Agreement.

ARTICLE A24 Additional Provisions

A24.1 The following itemized Anchorage School District design guidelines and/or standards are in effect for this Agreement. Should all or portions of subsequently issued standards be applicable to the Project covered by this Agreement, such standards will be issued by Amendment.

Contract No:
Date Prepared:

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

INDEX

ARTICLE B1 Professional Responsibilities, Standard of Care, Representations

B1.1 The Contractor shall provide professional architectural/engineering services for the Project in accordance with the terms and conditions of this Agreement. The Contractor shall perform such services, as a professional consultant to the Anchorage School District, to carry out the activities of Project design and Construction Contract administration, and to provide the technical documents and construction observation that are necessary and desirable to complete the Project in a manner satisfactory to the Anchorage School District.

B1.2 The Contractor shall provide all services required in this Agreement using no less than the usual and customary skill, care and judgment of a professional architectural/engineering firm that is registered in the State of Alaska and is well experienced in providing such services as the design and construction of public school buildings located within the Anchorage School District.

B1.3 Contractor represents and agrees that (a) it is an experienced firm having the ability and skill (or that it will subcontract to obtain the services of qualified sub-consultant(s) acceptable to the Anchorage School District) that are necessary to perform the services required of it under this Agreement, including specifically, but without limitation, the design and construction of a project having the scope and complexity of the Project contemplated herein; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with the current laws, rules and regulations applicable to the Project, including applicable municipal, state and federal building codes and sanitary and environmental laws, rules, regulations, and orders thereof.

B1.3.1 In the event the Contractor becomes aware of a change or pending change in codes, laws, rules or regulations which may affect the design or construction of the Project, the Contractor shall inform the Project Manager of the change or pending change and the possible impacts thereof on the Project.

B1.4 The Contractor represents and agrees that the drawings, specifications and other documents prepared by it or its Subcontractors pursuant to this Agreement shall be functional for the purposes intended, and that the Project, if constructed in accordance with such drawings,

specifications and other documents, will be structurally sound and a complete and properly functioning facility in accordance with the general design intent established by the Educational Specifications.

B1.5 The Contractor shall prepare drawings, specifications, and other documents necessary to complete the design of the Project and to meet applicable codes, laws, rules, regulations and professional standards in effect as of the date of design. The Contractor or its Subcontractors shall correct, at their own expense, any and all errors, omissions, ambiguities and conflicts in the drawings, specifications and other documents prepared by the Contractor.

B1.6 The Contractor covenants and agrees to perform the services described in this Agreement through appropriate, competent professionals who are Contractor's staff members or Subcontractors, or the staff members of Contractor's Subcontractors, and are professionally registered when required by State of Alaska statutes. Subcontractors may include, but are not limited to, architects, structural engineers, mechanical engineers, electrical engineers, landscape architects, civil engineers, cost estimators, and others as necessary.

B1.6.1 The Anchorage School District shall have the right to require the Contractor to exclude from providing services under this Agreement any Subcontractor, or any employee of Contractor or any of its Subcontractors, or any other person under the control of the Contractor, to whom the Anchorage School District has a reasonable objection. The Anchorage School District reserves the right to object to selection of Subcontractors based on considerations of cost, performance, special qualifications, and/or known work load relative to resources.

ARTICLE B2 Relationship of the Parties

B2.1 The Anchorage School District has no design responsibilities of any nature under this Agreement. Additionally, the District's issuance of Design Standards and Technical Specifications guidelines and/or the District's approval or denial of deviations from said Design Standards or Technical Specifications guidelines shall not create in the District design responsibilities or obligations under this Agreement. None of the activities of the Anchorage School District are intended to supplant or conflict with the design, construction cost estimating, contract administration, construction observation, or any other services and responsibilities of the Contractor that are required under this Agreement.

B2.1.1 The Contractor's architectural and engineering design services include, but are not limited to, cost and time estimating that are calculated to demonstrate that the Project can be constructed within the budget and time frame identified in this Agreement. Although the Project Manager may discuss or suggest changes to Contractor's cost and time estimates, such discussions or suggestions shall in no way relieve the Contractor of the responsibility of fulfilling its obligations and responsibilities therefor.

B2.2 The Contractor, including its agents, employees and Subcontractors, is an independent contractor of the Anchorage School District, and not an agent, officer or employee of the Anchorage School District. The Contractor shall carry out its responsibilities under this Agreement and conduct itself at all times as an independent contractor, except as the authority to act as an agent of the Anchorage School District in relation to certain tasks and events may be specifically granted by the Project Manager in writing from time to time. The Contractor shall not represent itself to any third party as other than an independent contractor of the Anchorage School District at any time, except in accordance with the foregoing written authority of the Project Manager.

B2.3 Any and all employees of the Contractor, while engaged in the performance of any services

required of the Contractor under this Agreement, shall be considered employees only of the Contractor and not of the Anchorage School District, and any and all claims that may or might arise under the Workers' Compensation Act on behalf of said employees while so engaged, and any and all claims made by a third party as a consequence of any act or omission on the part of the Contractor's employees while so engaged on any of the services to be rendered herein, shall be the sole obligation and responsibility of the Contractor.

B2.4 Communications by the Anchorage School District to the Contractor relating to services performed by the Contractor may be issued or made through the Project Manager. Formal communications and submittals of the Contractor to the Anchorage School District and the Construction Contractor shall be issued or made through the Project Manager, unless otherwise directed by the Project Manager or by this Agreement. The Project Manager shall have the authority to establish procedures consistent with this Agreement, to be followed by the Contractor, and to call periodic conferences to be attended by the Contractor and its Subcontractors throughout the term of this Agreement.

ARTICLE B3 Administrative Requirements

B3.1 The provisions contained in this Article B3 are administrative requirements of this Agreement.

B3.2 Cost Analysis and Control. Cost analysis and cost control are primary concerns of the Anchorage School District. Provisions B3.2.1 - B3.2.6.2 are included in this Agreement in order to facilitate and promote effective cost analysis and control in relation to the Project.

B3.2.1 The Contractor shall prepare and deliver Estimated Total Construction Costs (ETCC) to the Anchorage School District at periods designated by the Deliverables Checklist referenced in Article B4. The initial ETCC shall be reviewed by the Project Manager and revised to the extent necessary at each subsequent deliverable period at no additional cost to the Anchorage School District.

B3.2.2 The Contractor shall provide a Project design that reflects the program as defined in Contractor's original or amended scope of work. If the Estimated Total Construction Cost exceeds the budgeted Construction Contract Award Price (CCAP), the Contractor shall at no additional cost to the Anchorage School District designate an appropriate base bid scope of Work and one or more additive alternate bid scope(s) of Work, at its own expense. The ETCC for such scopes of Work shall approximate the CCAP.

B3.2.2.1 To the extent possible, and only when requested by and approved by the District, the Contractor shall provide additive alternates or redesign the basic bid; deductive alternates shall only be included with the approval of the Anchorage School District. Where Bid Documents require bid proposals for unit prices that exceed, or deduct from, base quantity allowances, such base allowances shall be based on specific quantity surveys and not factors.

B3.2.3 The Anchorage School District may, at its option, obtain an independent estimate of the total construction cost based on the Contractor's design. If, in the opinion of the Project Manager, such independent estimate varies significantly from the ETCC provided by the Contractor, then the Project Manager and the Contractor shall review the discrepancies. If the Project Manager concludes that changes in the Project design are required in order to keep construction costs within the CCAP, the Contractor shall modify the Construction Contract Documents accordingly at its own expense. Contractor's modification(s) shall be carried out in a reasonable time so as not to delay the scheduled completion and occupancy of the project by the Anchorage School District.

B3.2.4 Should the Contractor be required to redesign the Project for any reason, such redesign must be approved by the Anchorage School District.

B3.2.5 After opening bids, the Anchorage School District may exercise any option available to it, including without limitation the following:

B3.2.5.1 If the lowest responsive basic bid by a responsible bidder exceeds 100% of the CCAP, (a) increase the budgeted funds and award the Construction Contract(s), or (b) reduce the Project scope and require the Contractor to redesign the Project and modify the Bid Documents accordingly for rebid at Contractor's own expense.

B3.2.5.2 If the lowest responsive basic bid by a responsible bidder, plus all additive alternative bids, is less than 90% of the CCAP, and if the scope of the Project had previously been decreased or the quality of the materials used in the Project had previously been lessened from the Technical Specifications and Design Standards because the ETCC exceeded the CCAP, (a) award the Construction Contract(s), and (b) require the Contractor to redesign the Project and modify the Construction Contract Documents in order to return the Project to its previous scope, or the materials to their previous qualities, or both, or other mutually agreed upon adjustment. Contractor's modification(s) shall be carried out in a reasonable time so as not to delay the scheduled completion and occupancy of the project by the Anchorage School District. Such modification(s) will serve as the basis of a change order to the Construction Contract.

B3.2.6 If the Contractor is required by the Project Manager to redesign the Project and modify Bid Documents pursuant to provision B3.2.5.1, or to redesign the Project, modify the Construction Contract Documents and prepare a change order to the Construction Contract pursuant to provision B3.2.5.2, such redesign, modification and change order preparation shall be performed at Contractor's own expense, unless one or more of the following conditions exist:

B3.2.6.1 The required redesign, modification and preparation is made necessary as the result of a prior redesign or modification directed by the Project Manager following an independent estimate of total construction cost pursuant to provision B3.2.3.

B3.2.6.2 The required redesign and modification is the result of the lowest responsive bid by a responsible bidder being more than 100% of the CCAP, and (a) the Contractor notified the Project Manager in writing prior to completing the Construction Contract Documents that the CCAP would probably be insufficient for award of the basic bid and no action was taken by the Project Manager to resolve the matter, or (b) because the bid opening date was delayed, for reasons not the fault of the Contractor, more than ninety (90) days after the Project Manager's receipt of the ETCC submitted as part of Construction Document Services.

B3.3 Time for Performance, Delays Timely provision of a Master Time Schedule, as defined in Appendix A, is a material requirement of this Agreement. If such a schedule is not included in Appendix F herein, Contractor shall develop and deliver it prior to the first billing for design services to the Anchorage School District, but in no event later than thirty (30) days after award of contract to the Contractor. Contractor shall coordinate Master Time Schedule with Anchorage School District's anticipated date for occupancy of Project.

B3.3.1 The Contractor shall not deviate from the Master Time Schedule unless, in accordance with and under the conditions set forth in Article A6 ("Changes to the Agreement"), one of the following conditions is met: (a) an Amendment incorporating such change of schedule is negotiated and signed by both parties hereto, or (b) a modification to the Master Time Schedule is agreed upon and signed by both parties. Contractor shall accordingly modify and submit a revised Master Time Schedule prior to submission of any subsequent billing to the Anchorage School District.

B3.3.1.1 Should the Project Manager reasonably determine that the Contractor is behind schedule, and so notify the Contractor, the Contractor shall accelerate its efforts at its own expense, including using additional manpower or overtime, or both, to maintain the approved Master Time Schedule.

B3.3.2 The Contractor shall not be held liable for damages incurred by the Anchorage School District due to a failure by the Contractor to meet any deadline established by the Master Time Schedule, provided that such failure arises out of a cause(s) beyond the control and without the fault or negligence of the Contractor. Such causes may include but are not limited to: Acts of God or of the public enemy, acts of a governmental entity acting in its sovereign or proprietary capacity, acts of the Anchorage School District acting in its contractual capacity, fires, floods, epidemics, quarantine restrictions, strikes, and weather that is unusually severe for the location(s) in which the Contractor is to perform its services. In the event of any such delay, Contractor shall provide to the Project Manager a written request for time extension by Amendment or modification to the Master Time Schedule in accordance with Article A6 ("Changes to the Agreement"). Except as provided in this provision B3.3.2, the Anchorage School District shall have all other contractual rights and remedies available to it at law or in equity in the event of Contractor's failure to perform this Agreement in a timely manner.

B3.3.3 Contractor shall not be entitled to any damages for delay from the Anchorage School District, whether caused by the Anchorage School District, or the Construction Contractor or another third party. Contractor's sole remedy for delay is a reasonable time extension granted by the Project Manager in an Amendment or modification to the Master Time Schedule pursuant to Article A6 ("Changes to the Agreement").

B3.3.4 In the event of a suspension in service directed by, or as a result of, the Anchorage School District, upon resumption of services, if any, the Contractor shall be required to review, revise and deliver the Master Time Schedule. Contractor shall be compensated for same based on stipulated sum pursuant to Article A6 ("Changes to the Agreement").

B3.4 Conformance with ASD guidelines. The Anchorage School District's Technical Specifications and Design Standards are intended as guidelines. The Contractor shall review these guidelines. The Contractor's use of such guidelines without written notice of exception shall constitute Contractor's acceptance of the guidelines. If the Contractor proposes deviations from these guidelines, such deviations shall be justified to the Anchorage School District in writing. The Anchorage School District retains the right to accept or reject such deviations, the Contractor shall modify the Construction Contract Documents accordingly at its own expense. The Contractor shall incorporate and coordinate the referenced guidelines into the Project.

B3.5 Document Preparation and Submission Procedures. Contractor's compliance with the procedures and requirements set forth in provisions B3.5.1 - B3.5.9 concerning document preparation and submission is mandatory, except as may be specifically modified in writing by the Project Manager.

B3.5.1 All drawings and specifications submitted for review and approval shall be marked as "Schematic Development Review Set," Design Development Review Set," "Construction Document Review Set," or similar phrase, as appropriate. The original set used to duplicate the Bid Documents shall be marked and issue dated as directed by the Anchorage School District.

B3.5.1.1 Technical specifications shall be provided in the current C.S.I. format.

B3.5.1.2 Specifications shall be provided digitally in pdf and the current version of Microsoft Word used by the Anchorage School District.

B3.5.2 All Construction Contract Documents shall bear the Anchorage School District's Project number and title, and shall be signed or initialed by the Contractor to acknowledge that the submissions have been checked by the Contractor for accuracy, completeness and coordination.

B3.5.3 Electronic media drawing files shall be developed or usable in current version of AutoCAD used by the Anchorage School District, or as determined by the Project Manager in consultation with the Contractor.

B3.5.3.1 Fonts used in drawing data bases shall be standard AutoCAD fonts, or Contractor shall supply the Anchorage School District with a licensed copy of font files used.

B3.5.3.2 Contractor shall conform drawing production data classifications to the current version of the “United States National CAD Standard”, except as otherwise approved by the Project Manager for project-specific requirements. Information regarding this Standard is available at: http://www.nationalcadstandard.org.

B3.5.4 Contractor shall provide drawing files on writable CD-ROM disk(s), labeled with the Anchorage School District’s Project name and number, and drawing numbers, dates, and phase status.

B3.5.5 During design phases, Contractor shall provide digital progress drawings, as pdf, in sizes and quantities as agreed to by Project Manager and Contractor.

B3.5.6 Contractor shall provide one complete set of final reproducible drawings each for Bid Document issuance and, subsequently, for Conformed Documents digitally in sizes as agreed to by Project Manager and Contractor.

B3.5.7 At the completion of construction of the Work as provided by B5.17, the Contractor shall provide one complete set of Record Drawings electronically.

B3.5.8 The Contractor shall not delegate or transfer in any way through the Bid Documents any service required of it by this Agreement, unless such delegation or transfer is submitted prior to the Construction Document phase and approved in writing by the Project Manager. Any performance specifications which require design services by the Construction Contractor or one of its subcontractors, or by a third party, or which require instruction (such as from a manufacturer, supplier or installer) shall state that the Contractor must review and approve all such designs or instructions for conformance with design intent.

B3.5.9 "Brand Name”, "Sole Source”, or proprietary specifications shall not be used in the Bid

Documents except when directed by the Project Manager, or when justified by the Contractor and approved by the Project Manager. Basis shall be replacement inventory, compatibility with existing systems, spatial parameters, previous performance history, and/or Anchorage School District Technical Specifications and Design Standards. "Brand Name or Equal as approved by Architect or Engineer" specifications may be used in Bid Documents as a means to define the performance or other salient requirements of an item, if the specific features of the brand name establish the minimum essential characteristics required to satisfy its intended use and the same is clearly stated in the specifications. During construction, Contractor shall conform with Article B5.4.2 for substitution of specified products.

B3.6 Review, Comment. The District's review of drawings and specifications may generate comments directed to the Contractor which are designated by the following classifications and which require certain types of action by the Contractor as indicated below:

Class I comments pertain to real or potential code or regulation violations, and require the Contractor's response by means of modification or formal written approval or variance from the regulatory agency. Any such approval or variance from the regulatory agency shall be copied to the Project Manager.

Class II comments pertain to errors, omissions, matters of document coordination, or deviations from Anchorage School District's Technical Specifications and Design Standards, and require the Contractor's correction of the documents, unless justification satisfactory to the Project Manager is provided in writing by the Contractor.

Class III comments pertain to matters of design judgment and are offered in a positive manner with the intent of improving the design result. These comments are not directions for design changes, but are provided as suggestions for consideration by Contractor as the Contractor may deem appropriate. These comments do not require any revision of the documents by the Contractor. However, they do require response by the Contractor justifying action taken.

B3.7 Presentation, Approval, Acceptance. Notwithstanding presentation requirements of other regulatory agencies, the Contractor shall present Conceptual Design (when required) and subsequently Schematic Design documents to the Anchorage School Board at a regularly scheduled Board Meeting to obtain Board approval before proceeding with services for subsequent phase. At least three weeks prior to the anticipated Board meeting, the Contractor shall submit presentation drawings as defined by the attached Deliverables Checklist and shall notify the Project Manager that the Contractor will be ready to make the presentation to the School Board at the regularly scheduled meeting.

B3.7.1 Approval of the Contractor's design and document submissions by the Project Manager, the Anchorage School District, or the Anchorage School Board constitutes approval of the basic design concept and layout only, and does not relieve the Contractor of the responsibility for preparing a complete set of Construction Contract Documents in accordance with the terms of this Agreement.

B3.7.2 Acceptance by the Project Manager, the Anchorage School District, or the Anchorage School Board of the Contractor's design and document submissions is not an approval of any Contractor omissions, errors, conflicts, oversights or noncompliance with any applicable governmental laws or regulations. The Anchorage School District shall not be liable for failure to identify any such omissions, errors, conflicts, oversights, or noncompliance. All such responsibility belongs to the Contractor.

ARTICLE B4 Design Services

B4.1 The Contractor shall provide all the design services described within this Article B4 ("Design Services"). Design Services shall consist of Conceptual Design Services (when required), Schematic Design Services, Design Development Services, Construction Document Services and Bid Services described herein, except that any such service may be modified or deleted in Article B8 ("Additional Provisions"), or deleted by a notation in the left margin of Article B4 which is initialed by both parties.

B4.1.1 The Contractor shall provide Deliverables as indicated on the attached Deliverables Checklist (Attachment A to PSA Appendix B) as negotiated within the Scope of Services by the Contractor and Project Manager.

B4.1.1.1 Where indicated on the Deliverables Checklist, drawings showing preliminary master plan development, site plan layout, building plan layouts, preliminary building cross-sections, exterior elevations, and interior elevations of salient features shall be provided in both full size and 8-1/2 x 11" format (or as otherwise directed by Project Manager) for presentation to the Anchorage School Board.

B4.1.1.2 Where three-dimensional control coordinates are indicated on the Deliverables Checklist, Contractor shall provide same for all critical control coordinates (i.e., tangent points, property corners, curvature points, grade breaks, horizontal and vertical control monuments, inverts, flow lines, etc.) CADD drawings shall include all disciplines referenced to the same geometric base. Should the Municipality of Anchorage require that certain drawings reflect a different basis of control than that selected by the Contractor, appropriate equation(s) shall be provided by the Contractor allowing coordination on either data base(s).

B4.1.1.3 Where indicated on the Deliverables Checklist, the Contractor shall review, approve and submit to the Project Manager Estimated Total Construction Costs of the Project, based on historic area, volume or other unit costs, construction sequence and scheduling, economic tradeoffs, safety and maintenance requirements, and such other factors as may be appropriate.

B4.1.2 The Contractor shall serve as a member of the Municipality of Anchorage Art in Public Places program's Art Advisory Committee to determine specific sites for work(s) of art and the scale and type of artwork most appropriate for the Project.

B4.1.2.1 The Contractor shall work closely with artist(s) and artist's (artists') consultants approved by the Anchorage School District to identify and coordinate the structural, utility or other requirements which interface with Contractor's work for selected work(s) of art for inclusion in the Bid Documents.

B4.1.3 The Contractor shall prepare and submit all Deliverables necessary to obtain all preliminary reviews or approvals required: by governmental entities that have regulatory and jurisdictional power over the Project through applicable laws, statutes, regulations and codes; by privately-owned utility companies or other entities which may impose conditions on the Project; and by such other entities as may be identified by the Project Manager.

B4.1.4 As part of its risk management program, the Anchorage School District requires

submittal of Construction Documents to its property and casualty insurer ("Insurer") for review and comment. Upon receipt of Insurer's review comments, the District will evaluate issues raised and address with the Contractor. The Contractor shall become familiar with applicable Insurer standards and endeavor to comply with those standards.

B4.2 When required, Conceptual Master Plan Services shall consist of the preparation and presentation of Deliverables which illustrate and describe the general master planning scope, scale and relationship of program components based on Educational Specifications for approval by the Anchorage School District.

B4.3 Schematic Design Services shall consist of the preparation and presentation of Deliverables which illustrate and describe the general scope, scale and relationship of Project components based on the program, approved Master Time Schedule, and Construction Contract Award Price, for approval by the Anchorage School District.

B4.3.1 The Contractor shall review the Educational Specifications, Technical Specifications and Design Standards, and other pertinent documents furnished by the Anchorage School District to ascertain the requirements of the Project.

B4.3.2 The Contractor shall develop initial design concepts and options for the Project in close coordination with the Anchorage School District. The Contractor shall identify unusual structural, mechanical, electrical or other features that may impact costs or use, and shall develop the systems selected in sufficient detail to permit coordination among design elements.

B4.3.3 In order to inventory existing site conditions, the Contractor shall request a Project site visit and propose an itinerary. Following the Project Manager's written approval of the Contractor's request, the Contractor's principal, and other personnel as may be designated, shall visit the Project site.

B4.3.4 When the Construction Contract Documents are approximately thirty-five percent (35%) complete, the Contractor shall submit to the Project Manager one complete set of reproducible drawings or complete electronic submittal for review.

B4.4 Design Development Services shall be based on the approved Schematic Design, and shall consist of the preparation, for approval by the Anchorage School District, of Deliverables to fix and describe the size and character of the entire Project with regard to structural, mechanical and electrical systems, materials and such other essentials as may be appropriate. Design Development Services shall include a detailed expansion of the architectural design so that the Project's size, appearance, form, construction type, and engineering systems are developed. Major material selections, equipment items, and quality of finishes shall be identified.

B4.4.1 When the Construction Contract Documents are approximately sixty-five percent (65%) complete, the Contractor shall submit to the Project Manager one complete set of reproducible drawings or complete electronic submittal for review.

B4.5 Construction Document Services shall be based on the approved Design Development Deliverables, and shall consist of the preparation, for approval by the Anchorage School District, of Deliverables, setting forth in detail the requirements for construction of the entire Project. Deliverables shall establish the detailed quality levels and extent of materials and systems sufficient for both bidding and construction of the Work.

B4.5.1 The Contractor shall prepare and coordinate a complete set of Construction Contract Documents for the Project in accordance with the current Construction Specifications

Institute Manual of Practice, except as provided by the Anchorage School District and enumerated below.

B4.5.1.1 The Contractor shall prepare applicable technical specifications (Divisions 2-17), an index of drawings, and drawings for inclusion in the Construction Contract Documents. The Anchorage School District will provide Conditions of the Contract (Division 0), with the exception of the index of drawings, and will transmit an informational copy to Contractor. The Contractor and the Project Manager shall jointly prepare General Requirements (Division 1) in a coordinated effort. All documents and specifications are to be complementary and compatible.

B4.5.2 When the Construction Contract Documents are approximately ninety-five percent (95%) complete, the Contractor shall submit to the Project Manager one complete set of reproducible drawings or complete electronic submittal for review.

B4.5.3 The Contractor shall review, approve and submit to the Project Manager, when the Construction Contract Documents are ninety-five percent (95%) complete, an updated and revised Estimated Total Construction Cost, based on materials, systems and details of construction, and which considers changes in the cost of materials, labor and services discovered since submission of the previous Estimated Total Construction Cost; adjustments for anticipated changes in the bidding market relative to the Project; and such other factors as may be appropriate.

B4.6 Bid Services shall be based on the approved Construction Contract Documents, and shall consist of assisting in the preparation, for approval by the Anchorage School District, of Bid Documents for obtaining bids and awarding contract(s) for construction of the Project.

B4.6.1 Upon direction by the Project Manager, the Contractor shall prepare responses to bidders' questions or requests for clarification or interpretation of Bid Documents. The Contractor shall not respond directly to any bidder's question or request for clarification or interpretation. All questions and requests for clarifications or interpretations as to the meaning of the information in the Bid Documents must be in writing, with responses by the Contractor provided to the Anchorage School District and retained in the Contractor's records. The Contractor shall not respond to bidders' oral questions and requests for clarifications except in writing.

B4.6.2 The Contractor shall prepare and deliver electronically, as defined by Article B3.5, any addenda to the Bid Documents which may be necessary to clarify or supplement drawings, specifications, or instructions, or to provide notice of any change in bidding procedures. All addenda will be distributed by the Anchorage School District during the bidding period.

B4.6.3 As directed by the Project Manager, the Contractor shall participate in pre-bid conferences, the bid opening, the review and evaluation of bids, and the recommendation for award of the Construction Contract(s).

B4.6.4 Contractor shall provide Conformed Documents within 30 days of bid opening, unless the Anchorage School District approves an extension in writing, which extension shall not exceed 15 days. Conformed drawing items shall be identified by clouds referenced with revision numbers in triangles and corresponding revision dates in drawings' title blocks. Conformed technical specification items shall be italicized with footers referencing revision and date. Contractor shall submit Conformed Documents to applicable permitting agencies for their approval, and shall provide Project Manager both half-sized and full-sized pdf copies of Conformed Documents for issuance to

Construction Contractor.

B4.7 Permitting Services shall be provided as assistance to ASD and based on approved Construction Contract Documents submitted to the Municipality and/or others for permitting. Contractor shall review all building (or any other applicable) permit comments and respond/resolve all comments pertaining to Contractor's Scope of Work.

ARTICLE B5 Construction Phase Services

B5.1 Construction Phase Services shall consist of providing such Construction Contract administration services and construction observation services during the construction of the Project as are described in this Article B5. Construction Phase Services shall commence with the award of the Construction Contract and shall terminate with the Anchorage School District's final acceptance of the Project, or approval of the Contractor's final invoice pursuant to the Contractor's satisfactory completion of obligations under this Agreement, whichever is later.

B5.2 As directed by the Project Manager, the Contractor shall participate in pre-construction conferences with the successful bidder.

B5.3 The Contractor shall consult with the Project Manager regarding the acceptability of the supervisory personnel, subcontractors and suppliers proposed by the Construction Contractor for various portions of the Work.

B5.4 The Contractor shall review and approve or take other appropriate action on schedules, shop drawings, samples, schedules of values, and other submissions of the Construction Contractor(s), as well as the Work performed by the Construction Contractor(s), for conformance with the design concept of the Project and for compliance with the Construction Contract Documents.

B5.4.1 The Contractor shall provide a submittal register listing the submittals required in format provided by Project Manager. The Contractor shall review and return submittals to the Construction Contractor expeditiously, but no later than fourteen (14) Days from date of receipt, except when otherwise authorized by the Project Manager. The Contractor shall coordinate directly with the Construction Contractor to obtain all submittals required by the Construction Contract Documents, and shall promptly notify the Project Manager concerning any submittals, or lack of submittals, which may affect the Project. The Contractor's approval of submittals must be in writing to the Project Manager and copied to the Construction Contractor. Approvals must contain Contractor's recommendation regarding any credit due the Anchorage School District for an item substituted by the Construction Contractor.

B5.4.2 The Contractor shall submit to the Anchorage School District for acceptance all recommended approvals for substitutions of specified products proposed by the Construction Contractor.

B5.5 The Project Manager will establish with the Contractor procedures to be followed for the review and processing of all the Construction Contractor's shop drawings, catalog submissions, Project reports, test reports, maintenance manuals, and other necessary documentation, as well as the Construction Contractor's requests for change orders and applications for extensions of time.

B5.6 The Contractor shall render to the Project Manager with reasonable promptness, interpretations of the requirements of the Construction Contract Documents which are submitted by the Construction Contractor as Requests for Information (RFIs). The Contractor's interpretations shall be consistent with the intent of, and reasonably inferable from, the Construction Contract

Documents. The Contractor's decisions in matters relating to artistic effect shall be consistent with the intent of the Construction Contract Documents. The Contractor's decisions set forth in response to RFIs which impact cost and schedule shall be approved by the Project Manager prior to the Contractor transmitting them to the Construction Contractor. The Contractor shall coordinate with the Anchorage School District's logs of RFIs, Proposal Requests, and Change Orders using owner-provided construction management software.

B5.6.1 Should errors, omissions or conflicts in the drawings, specifications or other Construction Contract Documents be discovered which are due to the Contractor's fault, the Contractor shall prepare and submit to the Project Manager such amendments or supplementary documents and provide such consultation as may be required, for which the Contractor shall make no additional charge, but may be subject to claim, from the Anchorage School District.

B5.7 As directed by the Project Manager, the Contractor shall research, review, and recommend for approval or disapproval the Construction Contractor's responses to requests for proposals or requests for change orders to the Construction Contract, and participate in Change Order negotiations.

B5.8 The Contractor will have access to the Work at all reasonable times. All site visits, observations, and other on-site activities by the Contractor shall be coordinated through the Project Manager.

B5.9 The Contractor is not responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work. Contractor is not responsible for any failure by the Construction Contractor to carry out the Work in accordance with the Construction Contract Documents. Nothing stated herein absolves the Contractor from the responsibility of observing construction to ascertain conformance of the Work with the Construction Contract Documents, as required herein.

B5.10 The Contractor shall make periodic visits to the construction site to observe the Work, per the agreed upon scheduled, for conformance with the Construction Contract Documents. Such visits shall be timed to coincide with the Project Manager's construction progress meeting with the Construction Contractor. A representative from each engineering discipline shall make periodic visits to the construction site no less than once every two weeks during the course of Work applicable to that discipline. Contractor shall not be required to make extensive or full-time on-site observations to check the quality or quantity of the Work as part of Basic Services, but shall make as many observations as may be reasonably required to fulfill its obligations to the Anchorage School District hereunder. The Contractor and each representative from each engineering discipline shall prepare a written field report on each visit and observations of the Work made during each visit. Each field report shall be submitted via the Contractor to the Project Manager, in a form acceptable to the Project Manager, within two (2) working Days of the respective visit.

B5.10.1 In addition to the foregoing, each of the engineering disciplines may be required by the Project Manager to make extended visits or have full-time personnel at the job site during critical phases of the Work. Such extended visits or full-time observation at the job site shall be Additional Services when directed, by written authorization, by the Project Manager.

B5.11 On the basis of on-site observations, the Contractor shall take the appropriate steps to attempt to guard the Anchorage School District against defects and deficiencies in the Work of the Construction Contractor. If the Contractor observes any Work that does not conform to the Construction Contract Documents, the Contractor shall immediately make an oral report of all such observations to the Project Manager. The Contractor shall confirm the non-conformance in writing to the Project Manager within three (3) Days of such observation.

B5.12 Only the Project Manager shall have authority to condemn or reject Work when in the Project Manager's or the Contractor's opinion the Work does not conform to the Construction Contract Documents. Such condemnation or rejection will be by written notice delivered to the Construction Contractor. Whenever, in the Project Manager's or the Contractor's reasonable opinion, it is considered necessary or advisable to ensure the proper implementation of the intent of the Construction Contract Documents, the Project Manager shall have the authority to require special inspection or testing of any Work in accordance with the provisions of the Construction Contract Documents, whether or not such Work is fabricated, installed or completed.

B5.13 Based upon observations at the site and upon the Construction Contractor's applications for payment, the Contractor shall determine the amount it believes the Anchorage School District owes the Construction Contractor(s) pursuant to the terms of the Construction Contract, and shall within seven (7) Days after receipt of an application for payment from the Construction Contractor, submit to the Project Manager a signed certificate for payment in such amount.

B5.13.1 The Contractor's signing of a certificate of payment shall constitute a representation by the Contractor to the Anchorage School District, based upon the Contractor's observations at the site and the data comprising the application for payment, that the Work has progressed to the point indicated, that to the best of the Contractor's knowledge, information and belief, the quality of the Work appears to be in accordance with the Construction Contract Documents (subject to: an evaluation of the Work for conformance with the Construction Contract Documents upon Substantial Completion; the results of any subsequent tests required in accordance with the Construction Contract Documents; minor deviations from the Construction Contract Documents correctable prior to completion; and to any specific qualifications stated in the recommendation); and that the Construction Contractor is entitled to payment in the amount stated in the recommendation. When required by the State of Alaska Department of Education and Early Development, and at the Project Manager's direction, the Contractor will provide the Project Manager with written certification when the Construction Contract is 50% complete in a format provided by the Project Manager.

B5.13.2 By signing a certificate for payment to the Anchorage School District, the Contractor shall not be deemed to represent that it has made any examination to ascertain how and for what purpose the Construction Contractor has used the moneys paid on account of the Construction Contract.

B5.13.3 The Project Manager shall consult with the Contractor regarding the determination of the amount due the Construction Contractor, and shall approve or disapprove the certificate for payment.

B5.14 The Contractor shall, when directed by the Project Manager, research, review and make recommendations regarding any claim submitted by the Construction Contractor.

B5.15 The Contractor shall be responsible for obtaining governing agency approval of its designs. If any exceptions arise related to the design, the Contractor shall endeavor to resolve the exception with the governing agency and provide its design services to correct the situation at no additional cost to the Anchorage School District. The Contractor shall not be liable for costs of design services if the exceptions are subsequent contradictions to a governing agency's previous approval and/or if the exceptions appear to be unreasonable in the Project Manager's judgement.

B5.16 Upon direction by the Project Manager following notice by the Construction Contractor that the Work (or portions of the Work) are substantially complete, the Contractor shall inspect the Work (or portions of the Work) and prepare and submit to the Project Manager typed punch lists of the

Work which is not in conformance with the Construction Contract Documents. The Project Manager will transmit such punch lists to the Construction Contractor(s).

B5.17 Upon direction by the Project Manager, following notice by the Construction Contractor that the Work or portions of the Work are finally complete, the Contractor shall conduct final completion inspections. Upon correction of all punch list items and acceptance of all other close-out submittals and certificates of the Construction Contractor, the Contractor shall approve the Construction Contractor's application for final payment and submit the signed certificate of final payment to the Project Manager for review and approval.

B5.18 The Contractor shall review and approve for completeness, clarity and accuracy, As-builts provided by the Construction Contractor showing significant changes in the Work made during the construction process, based on neatly and clearly marked-up conformed contract drawings, prints, and other data furnished by the Construction Contractor(s), responses to RFI's, periodic site visits, and change orders which occurred during the Work. Contractor shall deliver to the Project Manager a reproducible set of the approved Record Drawings and such electronic copies as are required by provision B3.5.7 herein.

ARTICLE B6 Additional Services

B6.1 The Architect shall provide selected Additional Services described in this Article B6, or as may be modified or supplemented in Article B8, only when the basis for ascertaining the compensation for such services is included either in Appendix C hereto or by subsequently issued Addenda and the services are authorized by a Notice(s) to Proceed.

B6.2 Additional Services may include, but are not limited to, the following:

B6.2.1 Upon the completion of the Schematic Design Services, the remaining Design Services may be divided to facilitate the bidding of separate trade contracts or the release of phased construction activities. The Project Manager shall have the right to determine whether there will be early, late, or phased release of construction contracts to meet funding and other Project constraints.

B6.2.2 Performing geotechnical site investigations, surveys, and/or platting services.

B6.2.3 Performing on-site observations of the Work which require extended visits or full-time personnel at the job site.

B6.2.4 Performing a preliminary energy audit in a format approved by the Project Manager. If the preliminary energy audit discloses opportunities for energy conservation, the Contractor shall develop and submit to the Project Manager a proposal to perform a detailed energy audit to identify technical solutions and the projected economic benefit of those solutions.

B6.2.4.1 If the Anchorage School District accepts a proposal submitted in accordance with provision B6.2.4, an Amendment covering the performance of the detailed energy audit must be executed before the Contractor will be entitled to any compensation therefor.

B6.2.4.2 If a detailed energy audit identifies economical solutions to conserve energy, the Contractor and the Anchorage School District may execute an Amendment covering the preparation of the necessary design and the inclusion of such design requirements in the Bid Documents within the basic bid or as an additive alternative bid.

B6.2.5 Providing start-up Commissioning assistance, including on-site observations and review of test data regarding the original operation of any equipment, and the operation of building systems during the initial occupancy and subsequent periods until proper operations are established. Such assistance may include determining responsibility for corrective measures or procedures as may be needed. If Commissioning reveals deficiencies caused by the Contractor's design, Contractor shall provide design services to correct the deficiencies at no additional cost to the Anchorage School District.

B6.2.6 Providing warranty inspections, as required, through the scheduled completion of the warranty period specified in the construction contract.

B6.2.7 Preparing an environmental assessment of the Project: obtaining federal, state and local review which must be obtained in accordance with applicable laws and regulations, and revising as necessary.

B6.2.7.1 Preparing an environmental impact statement (EIS) for the Project; obtaining federal, state and local reviews which must be obtained in accordance with applicable laws and regulations; revising as necessary; preparing any necessary design requirements; and, including such design requirements in the Bid Documents within the basic bid or as an additive alternate bid.

B6.2.8 Preparing Educational Specifications which conform to Anchorage School District Design Standards and Department of Education and Early Development requirements.

B6.2.9 Preparing a Life Cycle Cost analysis and recommendations for materials and building systems to be considered as alternatives to those established by Anchorage School District Design Standards and Technical Specifications.

ARTICLE B7 Anchorage School District Responsibilities

B7.1 The Anchorage School District shall, as applicable, provide the Educational Specifications for the Project, unless this task is identified as an Additional Service to be undertaken by the Contractor.

B7.2 The Anchorage School District shall provide the Contractor with access to the land on which the Project is to be constructed and the Work of the Construction Contractor as may be required in order for the Contractor to perform its services required under the Agreement.

B7.3 The Anchorage School District shall review documents submitted by the Contractor and render decisions pertaining thereto with reasonable promptness.

B7.4 The Anchorage School District shall furnish information and responses to Contractor's requests for approvals with reasonable promptness.

B7.5 The Anchorage School District shall provide all notices and advertisements inviting bids.

B7.6 The Anchorage School District shall provide all standard construction contract forms for incorporation into the Bid Documents.

B7.7 The Anchorage School District shall duplicate and distribute Bid Documents.

B7.8 The Anchorage School District shall receive and open bids and provide tabulation of bids.

B7.9 The Anchorage School District shall pay directly, or through the Construction Contractor, for all

permits, licenses, approvals, easements, assessments, and charges required for the construction, use or occupancy of permanent structures or for permanent changes in existing facilities.

B7.10 The Anchorage School District shall pay for such structural, mechanical, chemical and other laboratory tests, inspections and reports as are required by law and which are not required to be paid by Contractor in this Agreement.

B7.11 The Anchorage School District shall decide all claims and disputes involving the Construction Contractor and the Anchorage School District, following its review of any related facts and recommendations submitted by the Contractor.

B7.12 The Anchorage School District shall furnish such legal, accounting, and insurance counseling services as it may deem necessary to preserve its interests in the Project.

ARTICLE B8 Additional Provisions

B8.1 Specifications provided by the Contractor shall follow the District's standards shown in attachment B to FPSA Appendix B.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
NARRATIVE* - Executive Summary for Review * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	**Outline project objectives and process				
	**Describe design concept				
	**Compare proposed program space to ASD Educational Specifications, tabulating required and proposed areas and teaching stations in format acceptable to District		Update and finalize tabulations		Finalized tabulations
	Provide regulatory summary, describing design requirements related to all applicable building and zoning/land use codes and regulations, including local amendments: such as Title 21 implications		Update and finalize regulatory summary		Finalized regulatory summary
	Describe thermal envelope, giving R-values for roof, walls, grade floors		Finalize thermal envelope design R-values		Finalized thermal envelope design R-values
	Define Energy Budget (EB) based on comparable existing facility		Compare and finalize proposed design to EB		Finalized proposed design to EB
	Discuss adequacy of Owner-furnished data and identify additional information required.		Discuss adequacy of Owner-furnished data and finalize additional information required.		Finalized required information
	Chart Master Time Schedule. Using Microsoft Project. Include tasks, responsibilities, and the following Milestones as applicable: a/e selection; contract negotiations; budget analysis; Ed Spec verification; programming/concept design; site analysis; schematic design; design development; construction documents; all cost estimates; all agency reviews; permitting; bidding; conformed documents; construction award; phasing; construction; commissioning; occupancy		Update Master Time Schedule with each invoice.		Update Master Time Schedule with each invoice. Provide estimates of construction durations for basic bid and major additive alternate Work. Provide basis of duration estimate(s).
	**Provide Estimated Total Construction Cost				

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Geotechnical report and recommendations		Geotechnical report and recommendations		Geotechnical report and recommendations
NARRATIVE* - Detailed Provisions for Review * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Relate proposed design to ASD Technical Specifications and Design Standards criteria, justifying any deviation.		Relate proposed design to ASD Technical Specifications and Design Standards criteria, justifying any deviation.		Relate proposed design to ASD Technical Specifications and Design Standards criteria, justifying any deviation.
	Utility services existing and required for both temporary and permanent construction.		Utility services existing and required for both temporary and permanent construction.		Utility services existing and required for both temporary and permanent construction.
	Research hazardous materials history, identifying any known hazardous materials, and identifying potential scope of work.		Investigate, assess, delineate and quantify materials. Propose abatement methods.		Detail hazardous material removal or abatement methods.
	Describe proposed exterior and interior architectural materials, assemblies, systems and finishes.		Submit manufacturers data, catalog cut sheets, and regulatory approvals or tests as required.		
	Structural considerations, including seismic analysis of existing buildings and proposed strengthening techniques, floor and roof structural framing live and dead loads analysis.		Structural analysis and calculations		Update Structural analysis and calculations
	Describe mechanical design parameters, referencing Energy Budget. Describe design parameters and project scope for the following systems: heating, ventilation, air conditioning (HVAC), fire sprinkler, plumbing, and controls. For renovation projects clearly indicate which systems will or will not be included in the scope of the project.		Mechanical engineering type of heating system, heat loss and gain load calculations; cut sheets of major heating, ventilation and plumbing components.		Update mechanical engineering loads, calculations and cut sheets of major components.
	Air flow diagram showing where the (existing and new) air is going in the building and relief/exhaust/static, etc information		Verify and update the Air flow diagram		Final narrative

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Describe water service, sewer service and storm drain system connections to coordinate with utility and site Civil Design.		Update narrative.		Finalize narrative.
	Describe roof rain leader systems and connections with storm water system (drywell if any)		Update roof rain leader systems and connections with storm water system (drywell if any) per reports and recommendations.		Update roof rain leader systems and connections with storm water system (drywell if any)
	Provide video footage and drain inspection report (and rain leader pressure jet cleaning report) for roof STORM WATER drainage system. Reports to define work performed and recommendations.		Update narrative per reports and recommendations.		Update
	Provide video footage and drain inspection report (and sewer piping pressure jet cleaning report) for SEWER drainage system. Reports to define work performed and recommendations.		Update narrative per reports and recommendations.		Update
	Describe plumbing systems. Describe HVAC systems. Define any special systems for project including but not limited to well systems, fire pumps, fuel oil systems (or alternate fuel), propane systems and compressed air..		Update plumbing systems. Update HVAC systems.		Update plumbing systems. Update HVAC systems.
	Define Energy Conservation Measures, including Life Cycle Cost analysis (see Article B6), renewable energy options.		Update ECM and LCC analysis.		Update ECM and LCC analysis.
	Describe proposed controls systems, and coordination with existing where applicable.		Outline controls system and coordination with existing where applicable. Including but not limited to, roof drainage system heat traced with automatic controls, roof access security.		Update controls system narrative.
	Describe fire protection plan and systems.		Fire protection design load requirements.		Update fire protection load requirements.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Describe electrical design parameters, including, but not limited to: Lighting, power, fire alarm, telecom, intercom/clock, sound systems, access control, security, and video surveillance.		Revise narrative to match updated project requirements.		Final electrical narrative.
	Estimate new and or upgraded service size based on historical demand data from utility.		Electrical engineering load and lighting calculations and cut sheets of major components.		Update electrical engineering load and lighting calculations and cut sheets of major components.
	Define emergency and standby power requirements and systems.		Calculate emergency and standby power requirements.		Update emergency and standby power calculations.
	Define other utilities and services required.		Finalize calculations for other utilities and services.		Finalized calculations for other utilities and services. Estimate operating utility costs, including gas, electricity, water and sewer
	Describe fall protection plan and systems		Outline system and coordination with existing where applicable.		Update fall protection narrative
	Determine Special Systems, their level of performance and quality (see Narrative Note 1)				
	Describe quality control system's check list		Implement quality control checklist.		Update quality control checklist.
	Identify any existing overgrown landscaping that may affect building footprint and roof parapets,		Describe existing overgrown landscaping for the building footprint and roof parapets,		Update description.
			Color selections for all exterior and interior finishes and materials		Color selections for all exterior and interior finishes and materials
					Color board(s) for all interior and exterior finishes and materials

NARRATIVE NOTE: 1. Special Systems are computer and telecommunication systems including, but not limited to, telephone, intercom, clock, television, public address/ sound, media retrieval, theatrical lighting and sound, access control and security.

SPECIFICATIONS*

* = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings
** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase.
(a) = See FPSA Article B4.1.1.1

	Create Table of Contents showing Technical Sections to be included, identifying major materials and systems in CSI format		Draft Technical Specifications, identifying material and system selections for each Section (CSI format)		Final Technical Specifications in hard copy and electronic format.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
			Review ASD standard specifications, such as door hardware, doors, windows, shades, carpet, etc and use/modify as needed for project requirements. Clearly show what changes are made to ASD standard specs and indicate why changes are recommended		Final Technical Specifications in hard copy and electronic format.
	On Table of Contents, identify all project elements having impact on ASD Divisions 0 and 1, such as demolition.		Review ASD Division 0; recommend edits to ASD Division 1 in collaboration with ASD PM.		Update edits to ASD Division 1, including Bid Form and bid strategies such as additive alternates, allowances, unit prices, etc.
			Identify testing requirements, special inspections, replacement stock, and systems requiring commissioning in ASD Division 1 – General Requirements		Update and detail.
			Draft submittal register.		Finalize submittal register.
PERFORMANCE SPECIFICATIONS AND DRAWINGS* - FIRE PROTECTION (MECHANICAL) * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Specifications: Include fire protection sections in table of contents.		Specifications: Define sprinkler design parameters including, but not limited to, wet or dry, density, conditions of freezing or excessive heat, Zones/Hazard classifications, FM global requirements and utility connections. Determine requirements for seismically bracing existing system.		Specifications: Define submittal requirements including, but not limited to, sprinkler legend, piping and head layout, pipe sizes, zone valve locations and details, riser diagram, monitoring system connections, main drains, and backflow prevention.
	Drawings: Fire protection legend.		Drawings: Fire protection legend, abbreviations and notes.		Drawings: Fire protection legend, abbreviations and notes.
	Drawings: Identify areas of wet or dry sprinkler work.		Drawings: Overall plan indicating areas of work, hazard zone and FM global requirements if applicable.		Final plans.
	Drawings: Identify water service/fire riser locations and fire pump if applicable.		Drawings: Water service entrance schematic with sprinkler riser and backflow prevention.		Final piping schematics.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

Schematic Phase		Design Development Phase		Construction Document Phase	
DRAWINGS* - GENERAL * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
			Title sheet showing project title, project address, ASD project number, Design Team		Update
	General notes, abbreviations, drawing and material conventions, vicinity map, drawing index, and code classification information (including occupancies, construction types, allowable and actual areas, applicable codes, etc.). Scope of work descriptions		Update. Summary scope of work per each discipline, per base bid and alternates (if any), separately.		Update
	Seismic recovery scope of work includes structure and non-structure (Architectural, Mechanical, and Electrical) drawings per seismic assessment report requirements.		Seismic drawings as needed for demolition, repairs, patches, and replacements, such as (but not limited to) site, floor, ceiling, and roof plans, elevations, sections, and details to match all related different disciplines' scope below.		Update
DRAWINGS * - CIVIL * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Surveyed plat including, but not limited to, legal description, property lines, easements, buffers, rights-of-way		Update		Update
	Survey of existing conditions including, but not limited to, topography, hydrology, drainage, structures, roadways, vegetation, utilities, 3-dimensional control points		Update		Update
	Proposed building(s) and site improvements including, but not limited to, athletic fields, waste collection and recycle holding, loading docks, bicycle racks, playground		Dimensioned locations of building(s) and site improvements off 3-D control points		Construction limits and staging area(s); Detailed building(s) and site improvements.
	**Master plan phases locating future relocatable buildings				Construction phasing and coordination where applicable (See Article B6)

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
			Preliminary grading and drainage including, but not limited to, storm water control, footing and rain leaders.		Final grading and drainage referenced to 3-D control points.
	Identify roof rain leader drainage systems and connections to the site storm water drainage system		Provide site drawings showing rain leader downspouts, drainage system, and storm water control		Final drainage referenced to 3-D control points. Details, including, but not limited to: manholes and cleanouts
	Schematic proposed utility routes and access to existing utilities		Preliminary utility layouts, details and locates referenced to 3-D control points		Final utility layouts, details and locates referenced to 3-D control points
	Vehicular and pedestrian access including, but not limited to, parking, drop-offs, bus loading, service, and off-site access		Dimensioned vehicular and pedestrian access with traffic control plan and snow storage location		Detailed vehicular and pedestrian access and traffic control referenced to 3-D control points
	Identify any required off-site improvements		Dimensioned layout of off-site improvements		Detailed off-site improvements referenced to 3-D control points
	Identify ADA-compliant accessible route(s) and parking locations		Dimensioned layout of site ADA-compliant improvements, details		ADA-compliant signage and striping
					Excavations, compactions, shoring, underpinning and retaining walls.
			Exterior lighting plans showing design foot-candles, orientation and exposure control.		Exterior lighting details
DRAWINGS* - LANDSCAPING					
* = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Topographic base plan showing major existing and proposed site amenities and landscaping (a)		Planting plans and schedules, playgrounds and athletic fields		Soil preparations, planting and site amenities details, irrigation requirements, and protection of existing vegetation
	Identify any existing overgrown landscaping that may affect building footprint, building fascia, roof and roof parapets.				
DRAWINGS* - HAZARDOUS MATERIALS ABATEMENT					
* = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

Schematic Phase		Design Development Phase		Construction Document Phase	
			Floor (roof) plans showing locations and types of hazardous materials. Including but not limited to, hazmat scope, locations, quantities and removal or abatement methods and details.		Update plans and abatement measures not covered by technical specifications
			Quantify materials removal or abatement.		Update the quantify materials removal or abatement.
DRAWINGS* - ARCHITECTURAL * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	**Depictions of general building mass, its relationship to site, scale and appearance.				
	**Overall floor plans showing, as appropriate, existing to be removed and new construction, room locations and square footage; for renovations, show existing to remain and to be removed; (a)		Update. Reference enlarged plans, building sections, exterior elevations.		Update
	(Demo and New) Floor plans of typical rooms showing equipment and furnishings (a)		Update plans and enlarged typical rooms. Freeze furnishings layer. Reference vertical assemblies, wall opening types and designations, interior elevations, wall openings, equipment and casework, details.		Update
					Photographs of existing conditions showing work items
	Fire and code plans showing existing and new rated walls, paths of egress, occupant loads, separations, pertinent code classifications and designated ADA-accessible routes.		Update, showing all floor plans, including basements, mezzanines, and fan rooms.		Update. Reference typical ADA details.
			Detail vertical and horizontal assemblies showing fire ratings and approved test numbers (UL, FM, etc.)		
			Schedule finishes		Detail finishes

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

Schematic Phase		Design Development Phase		Construction Document Phase	
			Schedule openings (doors, windows, relites, louvers, hatches, etc.) and hardware.		Detail openings.
			Identify and adjust the existing door closer locations on HVAC renovations		Detail
			Schedule roof sections		Update details
			Schedule equipment and casework.		Detail
			(Demo and New) Reflected ceiling plans indicating changes in ceiling to floor (or re-roof related) elevations and materials. (Enlarged plans, as necessary)		Ceiling and soffit details
	Typical representative building cross sections (a)		Complete building sections, referencing wall sections		Update
	Typical floor and wall assemblies		Typical wall sections, wall assembly R-. values, and details		Update and complete wall sections
			Typical interior elevations		Update and complete interior elevations. Details.
	(Demo and New) Roof plans (overall plan and detailed plans, as necessary) depicting roof exterior elements and objects. Includes verification of electrical raceway below deck. (a)		Roof plans to include, but not be limited to, slope, drainage, curbs, parapets, hatches , ladders, monitors and skylights, all equipment, penetrations, expansion and seismic joints, fall protection locations		Roof details. Reference on plans.
	Typical roof assemblies		Roof assembly R-values, and details		Update and complete details
			Enlarged vertical circulation plans and sections including, but not limited to, stairs, ramps and elevators		Details
			Determine and schedule required room numbering based on new construction or renovation per ASD standards		Miscellaneous details.
					1% Art, where integrated with project's permanent construction (see Article B4)

DRAWINGS* - STRUCTURAL

* = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings
** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase.
(a) = See FPSA Article B4.1.1.1

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Establish design loads; structural design to meet the current codes		Structural legend and notes, including code requirements and design criteria, special inspection requirements.		Update
	(Demo and New) Foundation structural framing plans with reference grids, systems and materials. Locate shear walls. (overall plan, as necessary)		Dimensions. Member sizes. Reference structural enlarged plans, and sections.		Reference structural details and schedules
	(Demo and New) Floor structural framing plans with reference grids, systems and materials. Locate shear walls. (overall plan, as necessary)		Dimensions. Member sizes. Reference structural enlarged plans, and sections.		Reference structural details and schedules
	(Demo and New) Roof structural framing, wind load, snow load plans with reference grids, systems and materials. Locate shear walls. (overall plan, foundation plan, as necessary)		Dimensions. Member sizes. Reference structural enlarged plans, and sections.		Reference structural details and schedules
			Dimensioned foundation plans		Reference foundation details
			Structural sections		Reference structural details
			Typical structural details		Complete and update structural details
			Typical structural schedules		Update schedules
DRAWINGS* - PLUMBING * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Plumbing legend, symbols and abbreviations		General notes		Finalize legend, symbols, abbreviations and notes.
	Plumbing schedules to include list of new fixtures and equipment.		Plumbing schedules indicating basis of design plumbing fixtures and equipment.		Final plumbing schedules.
	Plumbing site plan to Identify roof rain leader connections with storm water system (drywell if any). Identify utility connections. Show meter locations.		Site plan coordinated with Civil indicating routing of sanitary sewer, domestic water, storm drain and gas piping within 5 feet of building. Site plan shall indicate cleanout locations and storm drain overflow locations,		Final site plan, coordinated with Civil site plan.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Show slab demolition for underfloor piping in remodel projects.		Underfloor piping plans with slab demolition indicated in remodel areas coordinated with architectural and structural footing and foundation plans indicated. Detail references.		Final underfloor piping plans. Slab demolition in remodel areas shall be coordinated with architectural and structural slab demolition. Final detail references.
	(Demo and New) Subfloor and floor plumbing plans, locating header(s), pipe chases, fixtures, equipment and special plumbing systems including but not limited to well systems, fire pumps, fuel oil, or compressed gas systems (propane, natural gas, air). Identify roof rain leaders and connections with storm water system (drywell if any). Show preliminary routing and sizing of main piping.		Subfloor and floor, plans showing, but not limited to domestic and waste water, rain leaders and their drainage slopes, vents, drains, cleanouts, special systems, penetrations. Enlarged plumbing plans including but not limited to toilet rooms, kitchens and mechanical rooms. Pipe labeled and sized, fixtures and equipment tagged to match schedules. Detail references.		Final subfloor and floor plans and enlarged plans with all piping sized and labeled, cleanouts and trap primer locations and access identified. Final detail references.
	(Demo and New) Roof plan showing roof drains and overflow drains.		Roof plans showing, but not limited to, roof drains, overflow drains (heat trace, if any), vents, gas piping, penetrations and curbs. Detail references.		Final Roof Plan, coordinated with Architectural roof plan. Final pipe sizes and detail references.
			Piping schematics and details for plumbing equipment. Including but not limited to water heaters, plumbing fixture risers, trap primer, vents, meters, pipe supports		Final plumbing piping schematics and details.
DRAWINGS* - HVAC * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	HVAC legend, symbols and abbreviations		General notes.		Finalize legend, symbols, abbreviations and notes.
	HVAC schedules to include list of equipment, including but not limited to, boilers, pumps, tanks, heat exchangers, coils, air handling equipment, terminal heating and ventilation equipment, noise reduction equipment and refrigeration equipment.		HVAC schedules indicating basis of design equipment.		Final HVAC schedules.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	(Demo and New) subfloor, floor and roof plans; Show locations of existing equipment, heating piping or ductwork that is scheduled to be demolished. Show locations of new equipment and preliminary routing and sizing of main heating piping and ductwork.		Subfloor, floor and roof plans with all heating piping, ductwork and mechanical equipment. Enlarged to-scale plans, sections and elevations for mechanical rooms and/or equipment. Piping and ductwork labeled and sized, equipment tagged to match schedules. Roof plans, including but not limited to, boiler venting, roof mounted equipment, exhaust/relief hoods, air intake locations. Coordinate with Architectural reflected ceiling plans. Identify Maintenance access points. Reference details.		Final subfloor, floor, roof and enlarged plans, sections and elevations with all equipment, piping and ductwork, and access points sized, tagged, labeled and coordinated with Architectural. Final reference details.
	(Demo and New) Show locations of air intake, mixing, relief and exhaust for ventilation systems. Identify gravity return air paths. Identify special occupancy zones		Air Intake, mixing, relief and exhaust locations coordinated with building exterior elevations and sections. Coordinate package units with building systems.		Final air intake, mixing, relief and exhaust locations.
	(Demo) Piping schematics for mechanical equipment.		New piping schematics and details for mechanical equipment. Identify installation details.		Final piping schematics and details. Equipment curbs coordinated with Architectural. Final installation details.
	One line flow diagrams depicting mode of operations		One line diagrams depicting operations of various design conditions, including, but not limited to, fluid flow rates, temperature and pressures, other balancing/control information, list of operational requirements and set-points.		Control diagrams coordinated with sequence of operations.
	Demolition Drawings: Show locations of existing control panels, thermostats and sensors that are scheduled to be demolished.		Control panels identified on plans coordinated with electrical for power and data connections. New control sensors and thermostat locations identified. Coordinate with ASD BAS Contractor		Final control panel locations. Final sensor/thermostat locations and identification for associated equipment/zone.
DRAWINGS* - LIGHTING * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Electrical legend		Update electrical legend		Complete electrical legend

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Schematic fixture schedule with general description of fixture types		Fixture schedule with all fixture types and part numbers defined.		Completed fixture schedule
	Demolition Drawings: Show locations of existing site, emergency and interior light fixtures, switches and control that are scheduled to remain or be demolished. Include roof plan as required.		Update demolition drawings and notes.		Complete demolition drawings and notes.
	Show all new lighting control field devices (switches, occupancy sensors, etc.) Include roof plan as required.		All lighting controls shown on drawings. Include roof plan as required.		Circuiting for all light fixtures and complete panel schedules.
			Lighting details showing pertinent wiring diagrams, control details, and/or installation details.		Final lighting details.
	Show site lighting plan with exterior fixtures and illumination levels required.		Site plan including, but not limited to, lighting fixtures (quantities and types), poles, emergency lighting, and light levels.		Complete site plan.
	Interior lighting plan showing fixture types, quantities and illumination level required per room/area. Show all new lighting control field devices (switches, occupancy sensors, etc.)		Floor plans including, but not limited to, lighting fixtures (quantities and types) and switching layouts, emergency lighting and light levels. All lighting controls shown on drawings. Lighting		Complete floor plan
DRAWINGS* - ELECTRICAL POWER DISTRIBUTION * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Electrical Legend		Update Electrical Legend		Complete Electrical Legend
	Power Demolition Drawings: Show locations of existing electrical equipment (panels, receptacles, etc.) that are scheduled to remain or be demolished.		Update demolition drawings and notes. Verify existing panel(s), circuit(s), and schedule. Requiring opening the panel to verify circuits are available spares, instead of relying on the as-built schedule.		Complete demolition drawings and notes
			Power load calculations		Final load calculation.
			Fault current calculation		Final fault current calculation

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Electric vault location basic site electrical plan with utility transformer and service entrance equipment.		Update site plan		Complete site plan
	Show locations of new receptacles. Show locations of existing equipment requiring power.		Show all new equipment requiring power including, but not limited to, mechanical equipment, architectural equipment or owner provided equipment.		Final floor plans showing all equipment requiring power.
	Show locations of new main electrical distribution equipment and existing panels in work, including lighting.		Show all new and existing branch panels. Provide existing panel schedules. Provide blank panel schedules for all new and existing branch panels.		Circuiting for all equipment and complete panel schedules, including lighting.
	Identify and locate emergency or standby systems.		Emergency or standby load estimate		Complete emergency or standby wiring systems and final load
	Preliminary one-line diagrams, (demolition existing and new).		Revised one-line diagrams to include room numbers for panels and transformers.		Final one-line diagrams. Connection to FA, emergency or standby systems, security and HVAC. MCC details
	Locate and describe heat trace and control.		Basic details for installation including, but not limited to, heat trace control, grounding and trenching details		Complete details
DRAWINGS* - FIRE ALARM * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Connection to monitoring system		Device locations		Connection details including MCC, HVAC, elevators, door hardware, emergency or standby systems, BAS, and security.
	Fire alarm control panel location		Fire alarm panel, annunciator panel locations and proposed NAC booster/amplifier cabinets		All fire alarm control devices
	All initiating devices (pull stations and smoke detectors) All notification appliances (horn/strobes or speaker/strobes)		Update all initiating/notification device locations as design progresses. System needs calculations if more than 2 devices are added.		Final locations of all fire alarm field devices.

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Fire alarm code summary.				
DRAWINGS* - SPECIAL SYSTEMS (computer and telecommunication systems including, but not limited to, telephone, intercom, clock, television, public address/ sound, media retrieval, theatrical lighting and sound, access control and security) * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					
	Show locations of existing and new telecom rooms.		Layout of equipment in rooms. Indicate tie-in locations. Rack elevations, telecom backbone details. Note information for ventilation requirements.		Show backboard layout and connections, and ventilation
	Provide notes and plans for demolition coordination. Special systems demolition drawings.		Update special systems demolition drawings.		Final special systems demolition drawings.
	Show locations of existing and new head-end equipment for telephone, intercom, clock, television, public address/ sound, media retrieval, theatrical lighting and sound, access control and security. Locate and verify security sensor for roof access door or hatch.		Plans showing types and layouts of Special Systems, including backbone, cable trays and roof security. Identify equipment placement and device locations.		Detail connections
	Typical classroom layout for all special systems - show for one classroom.		Show device locations in all classrooms.		Final locations of all special systems devices
	All systems' device layout in all other rooms and areas.		Update all systems' device locations in all other rooms and areas including, but not limited to, corridors, MPR, gym and toilet.		Final all systems' device locations in all other rooms and areas.
	Preliminary one-line diagrams (demolition and new)		Full one-line diagrams for all special systems.		Final one-line diagrams for all special systems.
COST ESTIMATES* * = Each successive phase includes items from the previous phase; transfer technical and design data and keynotes from Narrative to DD and CD Drawings ** = When Conceptual Master Plan Design is required, provide and update at Schematic Design phase. (a) = See FPSA Article B4.1.1.1					

Instructions: 1. Please indicate Scope of Services by marking an "X" where included as part of the project.
2. Please DO NOT DELETE the non-used Scope of Services, use the strikethrough effect instead of deleting them.
3. Add and edit the project Scope of Services as needed.

School/Building Name Insert
Date Prepared Insert

	Schematic Phase		Design Development Phase		Construction Document Phase
	Provide Estimated Total Construction Cost		Provide Estimated Total Construction Cost, including bid strategies such as additive alternates, allowances, unit prices, etc. at 65% CD completion.		Provide Estimated Total Construction Cost, including bid strategies such as additive alternates, allowances, unit prices, etc. at 95% CD completion.
BID AND POST-BID SERVICES: CONSTRUCTION DOCUMENTS (Drawings and Specifications)					
	Bid Phase		**Post-Bid/Pre-Construction Period**		**Construction Phase**
	Addenda, including attached drawings and specifications		Conformed Construction Documents (see sections B3.5 and B5.5)		Supplementary Drawings in hardcopy and electronic format
POST-CONSTRUCTION SERVICE: (Drawings, Specifications and Reports)					
					Post-Construction Phase
					Project Record Documents – Includes record drawings, specifications and related documents. See Specification Section 01720 "Project Record Documents" for requirements. Provide "Roof Section Schedule" in PDF and digital format.
					Provide the Hazmat Response Action Report base on the AHERA manuals requirements.

Layout Margins
Normal:
Top: 1”
Bottom: 1“
Left: 1“
Right: 1”

Section Name
Font – Arial, size 10, ALL CAPS, Centered, No Bolding

SECTION NAME
Division XX
Section XX XX XX

SECTION NAME

Header:
No Text Box or Table

Header/Footer Tab Tool Bar: Different Odd & Even Pages and/or Different First Page should not be selected
Right align
Font –Arial, size 10
Section Name, ALL CAPS,
Header from top setting: 0.5”
Insert one return after Section Number

PART 1. GENERAL

1.01 SECTION TITLE

A. Sentence case.

1. Sentence
2. Sentence

B. Sentence

1.02 SECTION TITLE

END OF SECTION

Body Text
Font – Arial, size 10
Alignment: Justify

Paragraph Settings:
Before: 0 pt
After: 0 pt
Line Spacing: Single

Insert 1 blank line after PART and between sub-paragraphs (except 1., 2., 3., and a., b., c.

Indents: 1/2 inch ***except*** PART titles

Each bullet or numbered sub-paragraph should be indented 1/2 inch

Indent PART Titles at 1 inch

END OF SECTION
Font – Arial, size 10 ALL CAPS, Centered

Two (2) spaces above END OF SECTION

Footer:
No Text Box or Table
No blank lines before or after Footer.

Footer Font – Arial, Size 9

Footer from Bottom: 0.5”

Abbreviate Elementary School, Middle School and High School in Footer only (ES, MS, HS)

In the Footer, set a Right Tab Stop at 6.5” for Section/Page Number. This will be on the same line as the Project Name.

After you type in the Section and Section Number insert a “space, dash, space,” and Page number (Page X of Y, no Bolding) from the Header/Footer Tool Bar.

Basis of Compensation
Appendix C

Contract No: Date Prepared:

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

C1.1 Payments will be made based on invoices that are approved by the Anchorage School District and any applicable funding agency. To acquire approval of an invoice, the Contractor must submit the invoice in accordance with Article A5 of this Agreement and the following indicated (by checked box) schedule, which schedule is set forth in its entirety in the FPSA C Price Schedule pages 3 and 4. Regardless of the payment schedule agreed upon by the parties, payment shall be limited to the maximum allowable amount(s) stated herein. Provisions for audit are contained in Article A7 of this Agreement.

C2.1 The Contractor shall not be paid any markup of costs under this Agreement, except as allowed by provision C10.1 for the following:

C3.1 The Contractor has no right to any payment in excess of the maximum amount payable as stated in this Appendix, unless an Amendment providing for such increased payment has been executed by both parties and approved (if required) by the Anchorage School Board.

C4.1 Final payment to the Contractor may be withheld until the Contractor submits a fully-executed release of all claims under this Agreement, on a form(s) prescribed by the Anchorage School District.

C5.1 The Anchorage School District's List of Standard Definitions of Terms and Allowances for Costs is contained in this FPSA C Basis of Compensation. Any word or phrase defined on pages 1-4 shall be interpreted to have the meaning stated therein whenever such word or phrase appears in Appendix C and regardless whether such word or phrase is capitalized as it appears in the list of definitions.

LIST OF STANDARD DEFINITIONS OF TERMS AND ALLOWANCES FOR COSTS

C6.1 Cost Objective - A function, organizational subdivision, contract or work unit for which cost data are accumulated.

C7.1 Markup - A percentage of incurred expenses for specified direct costs which may be used as a basis of compensation for specified indirect costs (e.g., payroll benefits or overhead), or profit, or

both.

C8.1 Direct Cost - A specific cost identified with a single cost objective. Direct costs are segregated into two categories: direct salary costs and direct non-salary costs.

C8.2 Direct Salary Costs - The sum of actual compensation paid to all employees regardless of job classification when such employees are directly engaged in services necessary to fulfill the terms of this Agreement.

C8.2.1 The rates of pay for assignable productive time of principals and salaried personnel shall be commensurate with that which would be paid a hired professional with the qualifications necessary to perform the tasks assigned.

C8.2.2 Overtime costs, if approved by the Project Manager, are direct salary costs.

C8.3 Non-Direct Salary Costs – All items of expense directly incurred by, or attributable to, a specific project, assignment or task, such as:

C8.3.1 Fees paid for securing approval of regulatory authorities having jurisdiction over the Project. (Such fees may be paid directly by the Anchorage School District if requested by the Contractor, in which event no markup will be paid);

C8.3.2 Communications;

C8.3.3 Duplication of reports, drawings and specifications. Also included are duplication costs for revised submittals that were required by the Anchorage School District's changes in scope of the Project. (Duplication costs relating to revised submittals necessitated by Contractor's inadequacies are excluded);

C8.3.4 If specifically identified in this Agreement or, if authorized in writing by the Project Manager, actual costs of the following items: Subcontracts; transportation (economy rates/air-coach); per diem (Anchorage School District schedule and rates); incidental travel expenses, computer use at specified rates; equipment use at specified rates; specific materials and supplies; and other direct non-salary costs.

C9.1 Indirect Costs - Costs not directly identified with a single cost objective, but identified with two or more cost objectives. Indirect costs consist of expenses which, because of their incurrence for common or joint cost objectives must be prorated (allocated) to jobs or contracts using a specified markup based on incurred direct costs. Generally, indirect costs are segregated into two categories: payroll benefits and overhead.

C9.2 Payroll Benefits may include costs of items such as: vacation time and authorized leave; group and workers' compensation insurance; deferred compensation/retirement plans; social security and unemployment taxes; and group medical plan and life insurance premiums.

C9.2.1 Any markup for payroll benefits shall be derived as follows: The sum of actual and allowable costs for payroll burden during a base period (usually a fiscal year) divided by the sum of direct salary costs during the same period, expressed as a percentage.

C9.3 Overhead may include the following general and administrative (G&A) items, if they are not included in direct costs: general office administrative and supervisory wages; travel, food, lodging; communications; duplication costs; computer costs; business insurance premiums not billed to clients; office supplies; rent, heat, power, light, janitorial services; upkeep and depreciation of office equipment; rentals of equipment; and recruiting expenses.

C9.3.1 The following costs are generally not included as overhead: interest and other financial costs; bad debts; contributions and donations; fines and penalties; losses on other contracts; entertainment; contingencies; dividends; and income taxes.

C9.3.2 In determining individual items of cost which may be included as overhead, the following factors are considered:

Allocability - Cost is chargeable to one or more cost objectives, and it benefits the Agreement and is necessary to the overall operation of the business;

Reasonableness - Cost does not exceed that which would be incurred by an ordinarily prudent person in the conduct of competitive business;

Standards promulgated by the Federal Cost Accounting Standards Board; and

If this Agreement is supported by federal funds, Title 41, Parts 1-15, Code of Federal Regulations (CFR). (If a military funding agency, the Defense Acquisition Regulations [DAR] supersede the CFR.)

C9.3.3 Any markup for overhead shall be derived as follows: The sums of actual and allowable indirect costs during a base period (usually a fiscal year), divided by the sum of direct salary costs during the same period, expressed as a percentage.

C9.4 Compensation for indirect costs may be based upon separate markups for payroll benefits and overhead, or upon one markup which includes both factors. Markup(s), if used under the terms of this Agreement, may be subject to audit verification in accordance with Appendix A, Article A7.

C10.1 Negotiated Markup for Specific Cost Objective, or Profit, or Both - A negotiated markup is a markup other than a markup for indirect costs in accordance with provision C9.2.1 or C9.3.3. Most, if not all, costs incurred for administration and management of Subcontracts and other direct non-salary costs are generally compensated as part of the payment received for direct salary costs or markups for indirect costs. Therefore, compensation based on a negotiated markup will not be allowed under this Agreement, unless the specific expenses or profit represented by such markup are fully identified and the School District is satisfied, in its sole discretion, that compensation for such expenses or profit has not been included within compensation for direct salary or indirect costs.

PRICE SCHEDULE

C.11.1 Contractor will be paid by the method(s) checked below and at the fixed rates specified for personnel time or other unit of measurement. Such rates include all profit and costs, except for any direct non-salary costs allowed by provision C14.1, which may be payable in addition to fixed rate costs. Payments shall not exceed allowances as may be stated below. (NOTE: Schedules attached to this appendix shall list actual unit prices and/or billing rates which include all costs, and are not subject to markup for indirect costs or profit. Any conditions of such schedules which conflict with the Anchorage School District's standard conditions as contained herein shall be void.)

MAXIMUM ALLOWANCE FOR PHASE, TASK OR WORK PRODUCT	$
MAXIMUM ALLOWANCE FOR TIME AND MATERIALS	$
MAXIMUM ALLOWANCE FOR DIRECT NON-SALARY COSTS	$
MAXIMUM AMOUNT PAYABLE	$

C12.1 ☐ Progress Payments for Phase/Tasks/Work Products Completed

Progress payments will be made based on approved invoices which shall segregate costs for each phase, task or work product listed below or in attached schedules. The sum of payments for each phase, task or work product shall not exceed an amount equal to the fixed price multiplied by the percentage (as determined by the Anchorage School District) of the phase, task or work product completed, plus the sum of any reimbursements for direct non-salary costs.

PHASE/TASK/WORK PRODUCT	DATE TO BE COMPLETED	FIXED PRICE
SUBTOTAL-FIXED PRICES:		
ALLOWANCE FOR DIRECT NON-SALARY COSTS:		
MAXIMUM AMOUNT PAYABLE:		

C.13.1 ☐ Time and Materials Not to Exceed

Progress payments, equal to the number(s) of hours expended by each named individual or job classification multiplied by the applicable hourly billing rates in attached schedules, will be made based on approved invoices which shall fully substantiate the number of hours expended.

C14.1 ☐ Direct Non-Salary Costs

Payments for direct non-salary costs are limited by provisions C8.3 and C8.3.1 - C8.3.4. Additionally, the Contractor is hereby authorized reimbursement for the specific items listed below at the rates specified below or in attached schedules, or if not specified, of actual costs. Other items may be authorized in accordance with provision C8.3.4. Payments, to include any applicable markup if specified in provision C2.1, will be made based on approved invoices which shall fully substantiate costs.

Contract No:
Date Prepared:

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

ARTICLE D1 Indemnification

D1.1 To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless, the Anchorage School District and the Municipality of Anchorage (hereafter in this provision D1.1 collectively referred to as "Anchorage School District") from and against any and all actual or alleged claims, actions, demands, or liabilities, damages, financial losses, costs or expenses, including reasonable attorney's fees, arising out of one or more negligent acts or failures to act by the Contractor which relate to this Agreement. The Contractor shall not be required to indemnify or hold harmless the Anchorage School District against an actual or alleged claim, action, demand, liability, damages, financial loss, cost or expense arising out of the Independent Act or Failure to Act of the Anchorage School District. If there is a claim, action, demand, liability, damages, financial loss, cost or expense arising out of the joint act or failure to act of the Contractor and Independent Act or Failure to Act of the Anchorage School District, this indemnification and hold harmless obligation shall be apportioned on a comparative fault basis. The term "Independent Act or Failure to Act" as used herein means an act or failure to act by the Anchorage School District other than the following: The selection of Contractor, the administration of the Agreement, the observation of the Contractor's services performed or work product produced under the Agreement; the review, approval or acceptance of the Contractor's services or work product; the observation of the Contractor's administration of the Construction Contract; or the observation of the Contractor's observation of the Construction Contractor's Work under the Construction Contract.

ARTICLE D2 Insurance

D2.1 The Contractor shall purchase at its own expense and maintain in force at all times for the duration of the Agreement, plus two years following the date of final payment, the policies of insurance identified in provisions D2.1.1 - D2.1.5. Where specific limits are identified below, the Contractor acknowledges that those limits are the minimum acceptable limits. If a policy contains higher limits and broader coverage, the Anchorage School District shall be entitled to the higher limits and broader coverage. Certificates of insurance must be furnished to the Anchorage School District and incorporated into the Agreement with copies attached to this Appendix D. All certificates must provide for a 30-day prior written notice to the Anchorage School District of cancellation or reduction in any limits of liability. Failure to furnish certificates of insurance or lapse of a policy is a material breach of this Agreement and grounds for termination of the Contractor's services, and may preclude other agreements between the Contractor and the Anchorage School District. The Contractor shall require and verify that all subcontractors meet the insurance requirements as stated in D2 Insurance.

D2.1.1 Workers' Compensation Insurance: For all employees of the Contractor engaged in providing services under this Agreement, Workers' Compensation Insurance as required by AS 23.30.045 or the statutes of other states in which Contractor's employees are working, or both. $1,000,000 Each Accident Limit/$1,000,000 Disease Policy Limit/ $1,000,000 Disease Each Employee. Contractor shall also provide Employer's Liability Insurance in an amount not less than $1,000,000. Where applicable, the Contractor shall provide the insurance coverage required by all federal law (e.g., U.S.L. & H. and Jones Acts/$1,000,000 Maritime Limit).

D2.1.2 Commercial General Liability Insurance: Such insurance shall cover all operations by, or on behalf of, the Contractor and provide insurance for bodily injury and property damage liability, including coverage for premises and operations products and completed operations, contractual liability, broad form property damage, and personal injury liability. The minimum limit of liability required is $1,000,000 per occurrence, $2,000,000 aggregate for bodily injury and property damage and $1,000,000 personal and advertising injury.

D2.1.3 Commercial Automobile Liability Insurance: Such insurance shall cover all owned, hired and non-owned, uninsured/underinsured, with coverage limits not less than $1,000,000 combined single limit for bodily injury and property damage per accident.

D2.1.4 Professional Liability Insurance: Covering all negligent errors or omissions which the Contractor, subcontractor or anyone directly or indirectly employed by them, make in the performance of this Agreement which result in financial loss to the Anchorage School District. The Contractor shall require provisions of this Article in all first tier Subcontracts of land surveyor, architectural, and civil, structural, mechanical, and electrical professional Subcontractors so as to be binding on all such first tier Subcontractors. Minimum limits required are per the following schedule:

Maximum Amount Of Agreement	Combined Per Claim & Annual Aggregate
$0 to $999,999	$1,000,000
$1,000,000 to $2,000,000	$1,000,000
$2,000,000 to $3,000,000	$2,000,000
$3,000,000 and Over	$3,000,000
COVERAGE FOR THIS AGREEMENT:	**$X,XXX,XXX**

D2.1.5 Umbrella/Excess Liability Limits of $1,000,000 **(higher limits when required depending on size of contract size)** Occurrence $1,000,000 and $1,000,000 Aggregate over primary liability policies: Commercial General Liability, Commercial Auto and Employers Liability

D2.1.6 General Insurance Requirements: Certificates of Insurance must include the following statements:

A. All policies, except Professional Liability and Workers' Compensation, have been endorsed to add the Anchorage School District and the Municipality of Anchorage as Additional Insureds, Commercial General Liability to include products and completed operations. The Contractors/subcontractors insurance is Primary and Non-Contributory and Anchorage School District and Municipality of Anchorage polices are considered as excess.

B. All policies, except Professional Liability, have been endorsed to waive the insurer and insured's right of subrogation against the Anchorage School District and Municipality of Anchorage.

C. Provide the Contracting Officer, Anchorage School District, with at least thirty (30) days written notice of any material change, cancellation or non-renewal of the policy(s) during the Contract period. Certificate of Liability Insurance shall be current ACORD 25-S form, referencing Anchorage School District project number and "description", and name Certificate Holder as:

Anchorage School District
Capital Planning & Construction
1301 Labar Street
Anchorage, AK 99515

ARTICLE D3 Modification of Insurance Requirements

D3.1 If the provisions of Article D2 are modified for this Agreement, written justification and approval by the Anchorage School District, Capital Planning & Construction and written approval by the Contractor are required in the spaces indicated below. Check the appropriate box below and complete the following, if applicable.

MODIFICATION NOT APPLICABLE:	X
MODIFICATION APPROVED:	

IDENTIFY AND JUSTIFY MODIFICATIONS.

Continue on Additional Sheets as necessary and attach to this Appendix D.

NOT APPLICABLE

MODIFICATION(S) APPROVED:

ANCHORAGE SCHOOL DISTRICT
CAPITAL PLANNING & CONSTRUCTION

NOT APPLICABLE, NO MODIFICATIONS _____
Signature ASD Representative Date

CONTRACTOR

NOT APPLICABLE, NO MODIFICATIONS _____
Signature, Contractor Date

Name: _____

Firm: _____

Title: _____

Project Staffing and Subcontractors
Appendix E

Contract No: Date Prepared:

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

ARTICLE E1

E1.1 Contractor shall perform all professional services required under this Agreement through its own staff members, or through the Subcontractor(s) listed below in provision E1.3, or as may be allowed in accordance with Appendix A, Article A14.

E1.2 If one or more individual members of Contractor's staff are listed below, such staff member(s) shall perform or supervise the performance of services required hereunder in the position identified, and such staff member(s) shall not be replaced or substituted unless the Contractor receives written approval thereof from the Project Manager.

Staff Member	Position

E1.3 If one or more Subcontractors or individual staff members of a Subcontractor, or both, are listed below, such Subcontractor(s) or individual staff member(s) of the Subcontractor shall perform or supervise the performance of services required hereunder in the position identified, and such Subcontractor(s) or staff member(s) shall not be replaced or substituted unless the Contractor receives written approval thereof from the Project Manager.

Service/Engineering Discipline	% Total Services	Subcontractor	AK Business License No.

Staff Member	Position	Subcontractor

Master Time Schedule
Appendix F

Contract No: Date Prepared:

ANCHORAGE SCHOOL DISTRICT

FORMAL PROFESSIONAL SERVICES AGREEMENT

F1.1 Time is of the essence of each and every provision of this Agreement for which a specific time period is set forth for the performance of any act, duty or obligation.

F2.1 The parties may modify this Master Time Schedule in accordance with and under the conditions set forth in Article A6 ("Changes to the Agreement").

F3.1 Attached or below is the time schedule, current as of the last date of signature by the parties, and according to which the Contractor has agreed to provide the specified services, as well as the critical dates by which certain identified tasks are to be performed.

CONTRACTOR:

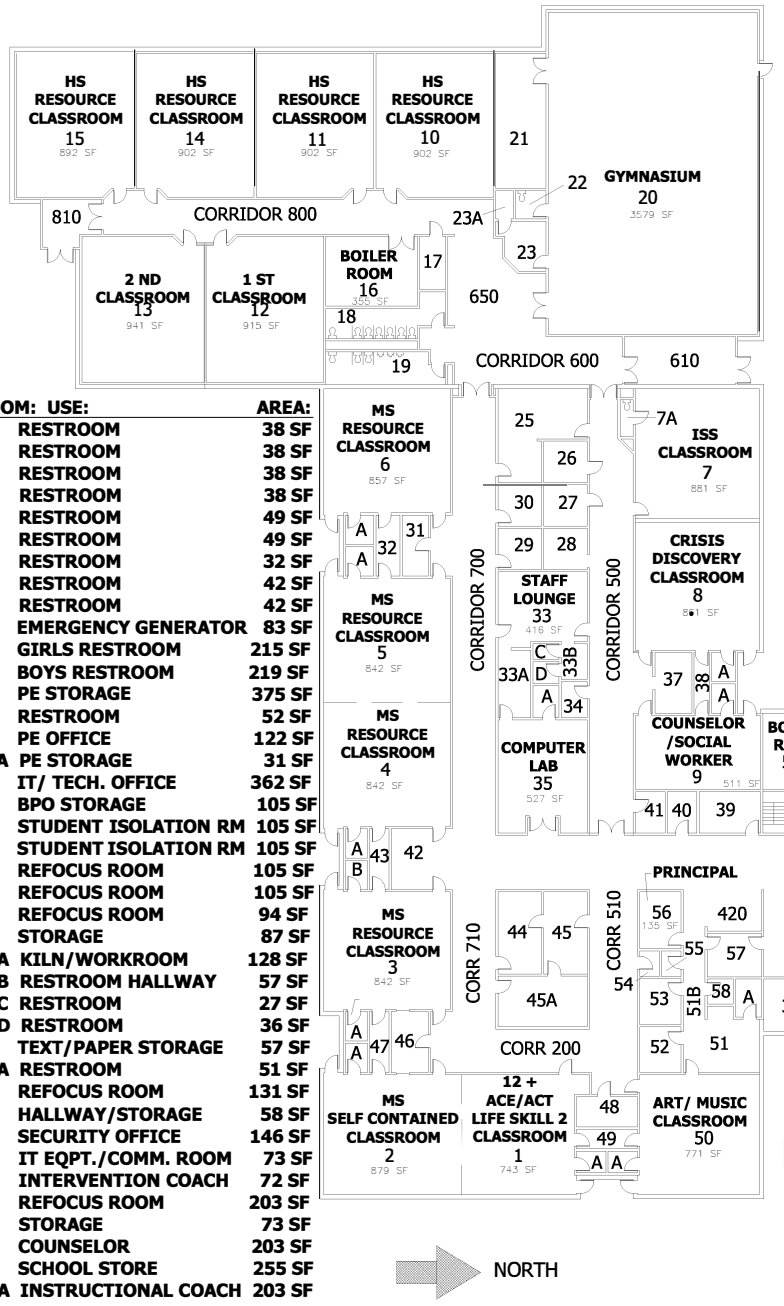
By: _____
Its: Principal

Date: _____

ANCHORAGE SCHOOL DISTRICT

By: _____
Its: Project Manager

Date: _____



ROOM:	USE:	AREA:
1A	RESTROOM	38 SF
2A	RESTROOM	38 SF
3A	RESTROOM	38 SF
4A	RESTROOM	38 SF
5A	RESTROOM	49 SF
6A	RESTROOM	49 SF
7A	RESTROOM	32 SF
8A	RESTROOM	42 SF
9A	RESTROOM	42 SF
17	EMERGENCY GENERATOR	83 SF
18	GIRLS RESTROOM	215 SF
19	BOYS RESTROOM	219 SF
21	PE STORAGE	375 SF
22	RESTROOM	52 SF
23	PE OFFICE	122 SF
23A	PE STORAGE	31 SF
25	IT/ TECH. OFFICE	362 SF
26	BPO STORAGE	105 SF
27	STUDENT ISOLATION RM	105 SF
28	STUDENT ISOLATION RM	105 SF
29	REFOCUS ROOM	105 SF
30	REFOCUS ROOM	105 SF
31	REFOCUS ROOM	94 SF
32	STORAGE	87 SF
33A	KILN/WORKROOM	128 SF
33B	RESTROOM HALLWAY	57 SF
33C	RESTROOM	27 SF
33D	RESTROOM	36 SF
34	TEXT/PAPER STORAGE	57 SF
35A	RESTROOM	51 SF
37	REFOCUS ROOM	131 SF
38	HALLWAY/STORAGE	58 SF
39	SECURITY OFFICE	146 SF
40	IT EQPT./COMM. ROOM	73 SF
41	INTERVENTION COACH	72 SF
42	REFOCUS ROOM	203 SF
43	STORAGE	73 SF
44	COUNSELOR	203 SF
45	SCHOOL STORE	255 SF
45A	INSTRUCTIONAL COACH	203 SF

ROOM:	USE:	AREA:
46	SIDE/ REFOCUS ROOM	131 SF
47	STORAGE	73 SF
48	SECLUSION ROOM	108 SF
49	STORAGE	73 SF
50A	RESTROOM	38 SF
51	CONFERENCE	251 SF
51A	STORAGE	60 SF
52	ADMIN. ASSISTANT	110 SF
53	ASSISTANT PRINCIPAL	110 SF
54	CUSTODIAL SUPPLIES	32 SF
55	RESTROOM	32 SF
57	MAIL ROOM	137 SF
58	RESTROOM	41 SF
59	FAN ROOM ABOVE	100 SF
59A	ELECTRICAL ROOM	62 SF
60A	IT EQPT./ COMM. ROOM	54 SF
63A	FREEZER & COOLER	91 SF
63B	STORAGE	18 SF
63C	DRY GOODS STORAGE	28 SF
64	DRY GOODS STORAGE	90 SF
66	OUT REACH PROGRAM	191 SF
67	OUT REACH PROGRAM	325 SF
68	GIRLS RESTROOM	96 SF
69	BOYS RESTROOM	96 SF
71	OUTDOOR STORAGE	73 SF
72	CHEMICAL STORAGE	72 SF
73	BPO OFFICE	147 SF
74	BPO EQPT./SUPPL. STOR.	121 SF
75	SENSORY ROOM	320 SF
75A	SENSORY ROOM	147 SF
75B	LIFE SKILL 1 STORAGE	114 SF
76C	QUIET ROOM	128 SF

ROOM:	USE:	AREA:
76B	KITCHENETTE/ STORAGE	220 SF
76D	QUIET ROOM	238 SF
76E	VOCATIONAL CLASSROOM	338 SF
77A	CONFERENCE	164 SF
77B	CONFERENCE	157 SF
77D	DEPT. CHAIR OFFICE	155 SF
77F	APE TEACHING SUPPLY RM.	108 SF
77G	IEP CLERICAL OFFICE	108 SF
77H	SPEECH OFFICE/ SMALL GROUP ROOM	200 SF
77I	NON-DESIGNATED ROOM	112 SF
77J	GENERAL STORAGE	91 SF
77K	GENERAL STORAGE	105 SF
77L	PSYCHOLOGIST OFFICE	126 SF
77M	FILE/SECURED STORAGE	96 SF
78	MED SLED/ STORAGE	105 SF
79A	6TH-12TH LS 1 CLASSROOM	174 SF
79B	CLASSROOM STORAGE	72 SF
82	SCHOOL RESOURCE OFFICE	125 SF
81A	SP ED RESTROOM	61 SF
83	CHANGING/RESTROOM	111 SF
83A	CUSTODIAL CLOSET	18 SF
84	CUSTODIAL SUPPLIES	118 SF
85	BPO OFFICE	111 SF
85A	CUSTODIAL EQPT. ROOM	92 SF
85B	CUSTODIAL CLOSET	18 SF
400A	FIRE ALARM PANELS	28 SF
411	CLOSET	19 SF
412	SP ED RESTROOM	48 SF
413	CLOSET	19 SF
420	WAITING AREA	176 SF
450A	KITCHEN RESTROOM	28 SF

WHALEY SCHOOL

(FACILITY UTILIZATION 2015 -16)

ANCHORAGE SCHOOL DISTRICT

PROJECT TITLE: WHALEY SCHOOL
2220 NICHOLS STREET
ANCHORAGE, ALASKA 99508

USAGE FLOOR PLAN

DRAWN:
CHECKED:
DATE: 03/25/16
REVISIONS: 05/25/16

SCALE: NTS

SHEET NO. 1 OF 1

TABLE OF CONTENTS

DESIGN TEAM

Client

Anchorage School District
1301 Labar Street
Anchorage, AK 99515
Yuki Janson, Project Manager

Consultant Team

Bettisworth North Architects and Planners
(Architect/Landscape Architect/Interior Designer)
2600 Denali Street, Suite 710 Anchorage, AK 99503
Roy Rountree, Principal in Charge
Dena Strait, Project Manager
Dana Nunn, Interior Designer
Jonny Hayes, Landscape Architect

Perkins+Will *(Specialty Architectural)*
9600 Great Hills Trails, Suite 320W
Austin, TX 78759
Angela Whitaker-Williams, Special Education Architect

CRW Engineering *(Civil)*
808 S. Bailey Street, Suite 104
Palmer, AK 99645
Rebecca Campbell, Civil Engineer

BBFM Engineers *(Structural)*
510 L Street, Suite 200
Anchorage, AK 99501
Colin Maynard, Structural Engineer

RSA Engineering *(Mechanical/Electrical)*
670 W. Fireweed Ln., Suite 200
Anchorage, AK 99503
Brian Pekar, Mechanical Engineer
Roger Weese, Electrical Engineer

EHS-Alaska, Inc. *(Haz-mat)*
11901 Business Blvd, Suite 208
Eagle River, AK 99577
Chris Ottosen, AHERA Project Designer

Mullins Acoustics *(Acoustical)*
10400 Overland Road, #211
Boise, ID 83709
Earl Mullins, P.E.

Estimations, Inc. *(Cost Estimator)*
1225 East Int'l Airport Road, Suite 205
Anchorage, AK 99518
Jay Lavoi, Project Estimator

Acknowledgements

Design Team wishes to thank ASD Project Manager Yuki Janson for her guidance and leadership during this Concept Design phase and production of this resultant report. In addition, we thank Mary Cary, retired ASD Project Manager, for shepherding the project forward through the production of the Educational Specifications with Brainspaces, Inc. and into Concept Design. Amy Yurko of Brainspaces, Inc. participated in Visioning Sessions and reviewed floor plans throughout the design process. Her efforts helped carry lessons learned from 10 years of creating the Education Specifications into the Concept Design solution and we value her input knowing it helped the district's investment come to fruition.

We are grateful for insight, guidance and feedback from Cindy Anderson, ASD Special Education Executive Director, and Robyn Harris, Whaley School Principal. Their long-term and big -picture perspectives will help the renovated facility serve Whaley students and the Anchorage Community for many years to come.

Building Design Committee Members participated in three design charrettes throughout the summer, providing specific and detailed input to ensure functionality of the design and helping to prioritize programmatic spaces and locate them in the best location within the existing building perimeter. These members are: Principal Robyn Harris, Yuki Janson, Kent Williams, Aura Beatty, Christopher Fraczek, Karin Sikora, Vicki Price, and Clayton Atkins.

Thank you to all,

The Design Team

Overview

GENERAL

This interim submittal is a draft submittal intended to convey Concept Design project requirements to project estimator Estimations in order to produce a Concept Design estimate. This estimate will be reviewed by the Design Team in September and finalized for inclusion with the Concept Design submittal due on September 30, 2016. In addition, this submittal is being provided to ASD Project Manager Yuki Janson as an in-progress status report of the Concept Design efforts for the Whaley School remodel project. Review comments from ASD on this submittal will be incorporated into the final Concept Design report and package.

PROJECT BACKGROUND

Whaley School is located in Anchorage, Alaska near the University and Medical District of the City. It serves students in grades 6-12 from throughout the Anchorage School District who experience emotional and behavioral challenges. It is the district's special needs Middle and High school when students temporarily cannot be served within the capacity of their neighborhood schools. A primary objective of the Whaley program is to teach students social and emotional replacement behaviors as well as other skills in order for them to return to their neighborhood schools. As part of Whaley's supportive and restorative environment, students, staff and caregivers work collaboratively to achieve student's best outcomes, and counseling and interventions are provided as needed on an individualized student and situational basis. While most students are able to return to their neighborhood school, others complete their HS, career and technical course work at Whaley.

As a school where students are referred to or requested to be placed by parents, the student population fluctuates throughout the school year and between years. Additionally, students are continually referred to Whaley or achieve success sufficient to move back to their neighborhood school, thus causing the student population to ebb and flow at a greater rate than is typically found in a neighborhood school. Current student population is approximately 75 students and the proposed capacity is up to 105 students.

The original school, built as an elementary special needs school, was constructed in 1972 and included 38,955sf. In 1991, an addition was attached to the western edge of the original building, adding 13,674sf for a total existing square footage of approximately 52,629sf. Periodic system upgrades have occurred throughout the life of the facility and are listed below.

It is important to note that the special needs environment required for effective instruction of Whaley's student populations requires more and more specialized space than is typically provided for students of these age groups. Space requirements for the student population served has been provided to the design team through the DRAFT Educational Specifications completed by Brainspaces and published for ASD review on February 29, 2016.

The intent of the project at hand is to remodel the existing facility to better serve the special needs population with modern approaches in an age-appropriate facility while extending the life of the facility through system replacement and refurbishment as required. A small addition near the front entry provides additional square footage required to accommodate the additional security requirements specific to the Whaley School. Additional information on existing interior space deficiencies and proposed improvements are described more in depth in the Specialty Architecture and Interior Design Narratives.

Site improvements, described in greater detail within the site and landscape narratives of this submittal, are designed to correct existing code and other deficiencies, as well as provide appropriate outdoor spaces conducive to the educational aims and missions of the Whaley program.

System improvements and those needed to accommodate the floor plan and exterior envelope renovations and well as replace aged-out systems or to correct code deficiencies are described in the Mechanical, Electrical and Structural narratives.

Hazardous Materials and Acoustic narratives are provided to describe the Scope of Work for these specialty areas.

Construction Phasing

Phasing for the Whaley Remodel project is anticipated to be more complicated than other ASD remodels due to the nature of the students served. Some Whaley students require specialized toileting and laundry facilities while others need additional security and self moderation measures within their academic space. Because relocatable units, often used during building renovation work, do not contain water and sewer connections they will not be functional for all Whaley students. In addition, many students are sensitive to sounds, lighting changes, unknown people in their school, smells and other disturbances associated with buildings under construction. Due to these factors, an alternate phasing approach is needed and associated contingency should be included in the project budget. Bringing on the General Contractor during the later phases of design to assist with phasing planning may be one way to reduce the student and budget impacts of constructing the project. While the Concept Design estimate will assume a traditional Design-Bid-Build contracting approach, we anticipate addressing this issue in the early phases of Schematic Design.

Several strategies will likely be needed for successfully phasing the project as listed below.

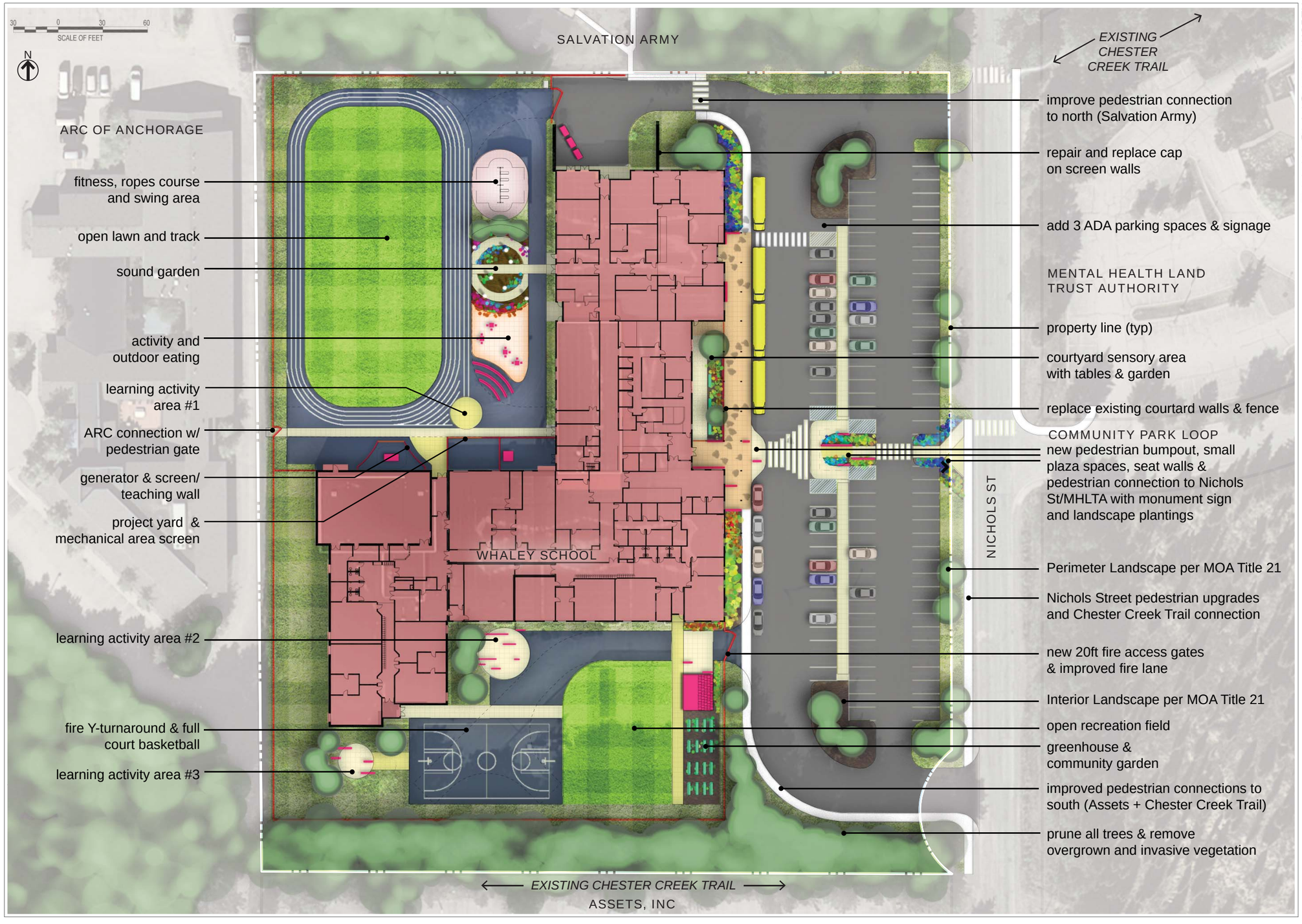
1. Have as many students as safely possible remain in or return to their neighborhood schools during construction.
2. Locate those students who are able to be located within relocatables within ones locatedon the Whaley site.
3. For those students who must remain within the Whaley school building during construction, they would be moved from wing to wing in the fewest number of moves possible.

Existing Building Floor plan

An existing floor plan, A101, generated in spring of 2016, is provided as part of the drawing package to help guide the reader through narratives describing the existing facility.

Existing Building Construction History

1972 – Original Construction, includes building from Grids C to M and Grids 6 to 17 as noted on A101
1979 - Parking Lot Paving Project
1981 – Mechanical Room Ventilation work
1988 - Intercom and Clock Renovations
1991 – High School Addition
1996 - Short term Mechanical Upgrades
2000 – Computer Room Remodel
2001 – Roof and Structural Upgrades (Original building only)
2005 – Drainage Improvements
2006 – Boiler replacement
2007 – Water Pipe replacement
2007 – Mechanical Upgrades
2008 – CCTV System upgrades
2008 – Flooring Replacement(throughout)
2009 – Fire Alarm and Security Upgrades



BETTISWORTH NORTH
ARCHITECTURE PLANNING LANDSCAPE INTERIORS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 56-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL
2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT
CONCEPT DESIGN

CONSULTANT:

PROJECT NO.: 16-116
DATE: 2016-09-02
DRAWN BY: JH
CHECKED BY: MK

Symbol	Description	Date

SITE PLAN

L101

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES 1" ACTUAL

EXTERIOR PERSPECTIVE - NTS

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	JS
CHECKED BY:	DS

Symbol	Description	Date

EXTERIOR PERSPECTIVE

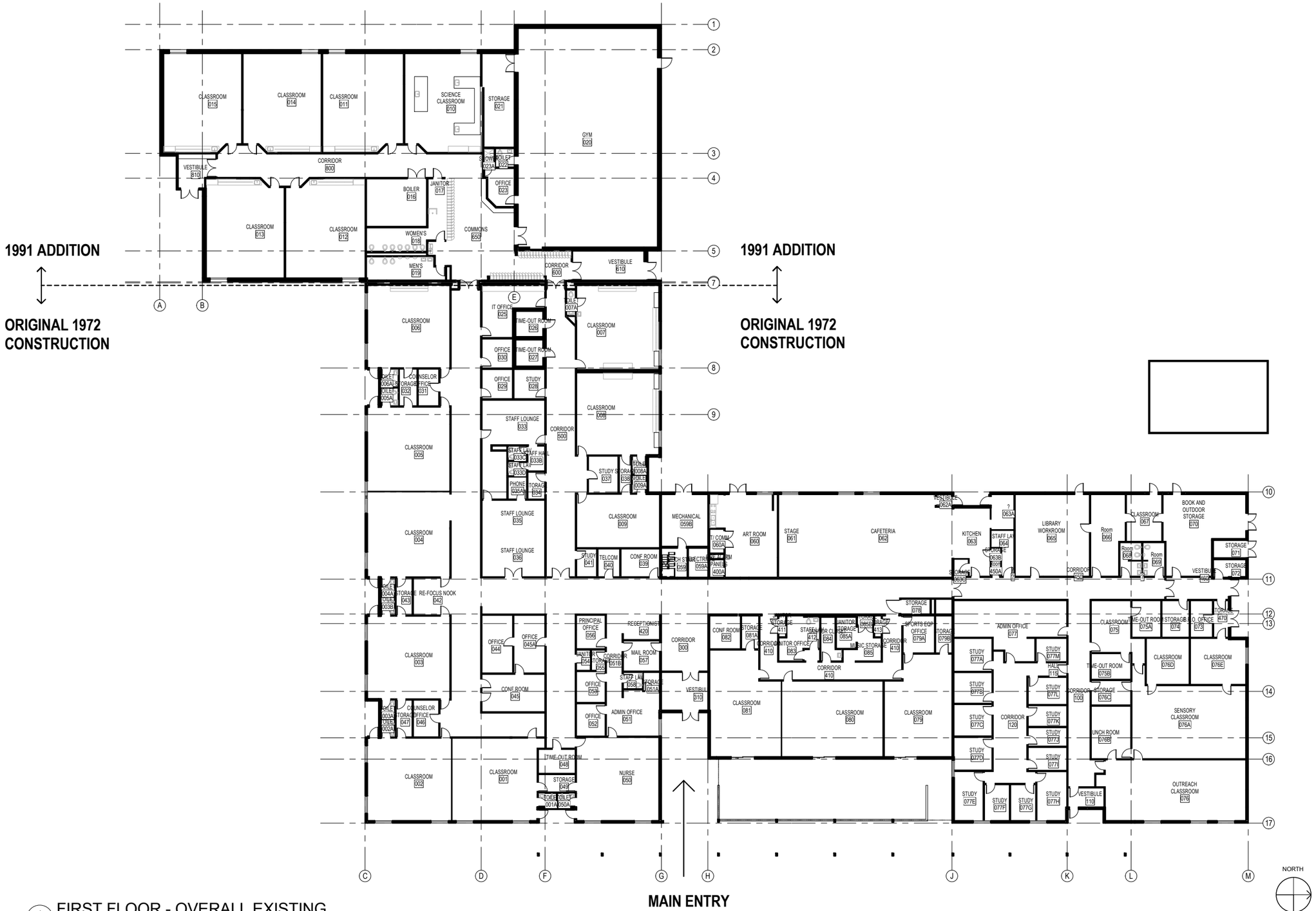
G004

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116-Whaley-A-BNAP_jsmith@bettisworthnorth.com.rvt
9/1/2016 3:19:48 PM

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL



1 / A101 FIRST FLOOR - OVERALL EXISTING
1/16" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

FLOOR PLAN - OVERALL EXISTING

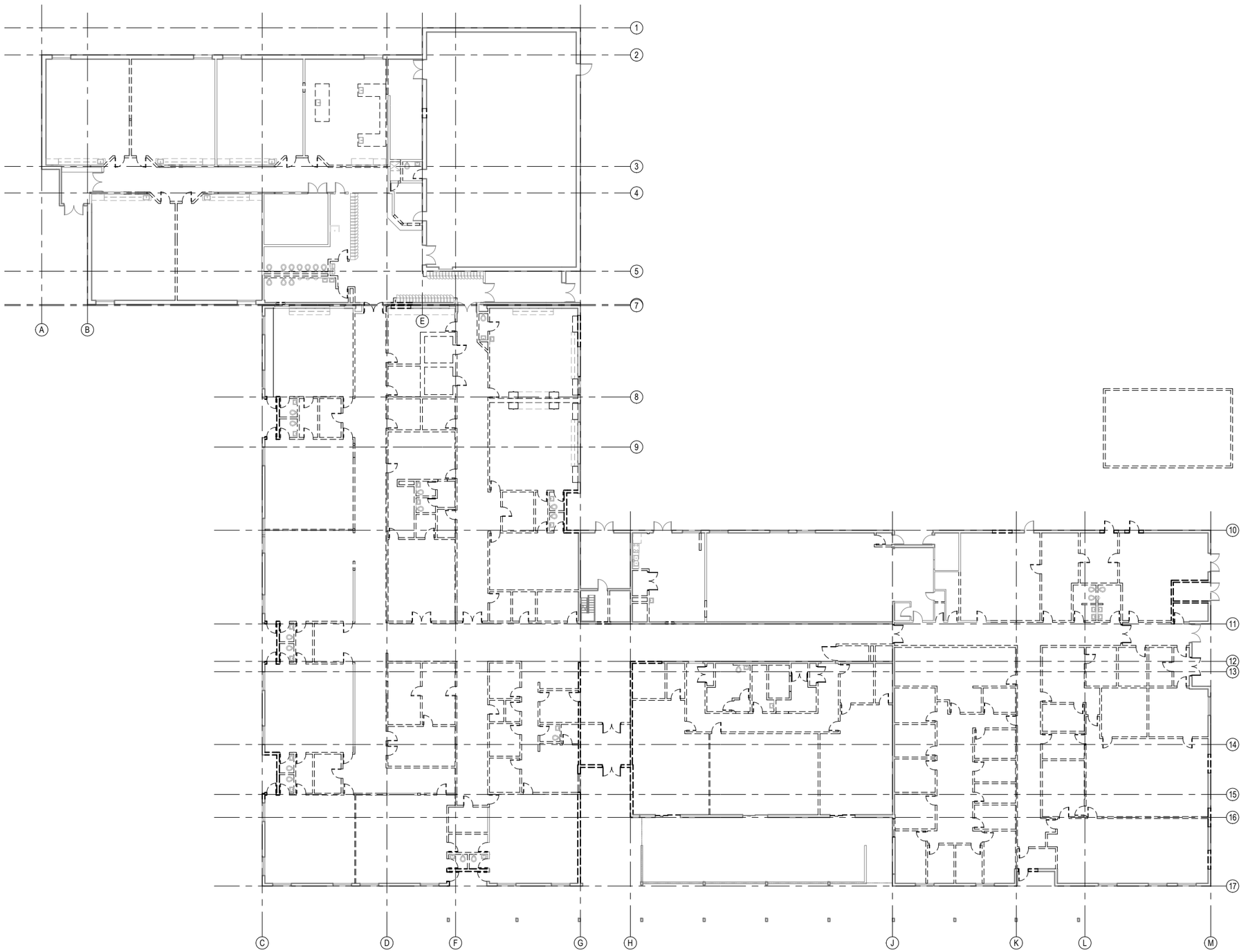
A101

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116-Whaley-A-BNAP_jsmith@bettisworthnorth.com.rvt
9/12/2016 3:38:28 PM

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL



1 A101A FIRST FLOOR - DEMO PLAN
1/16" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	Author
CHECKED BY:	Checker

Symbol	Description	Date

FLOOR PLAN - DEMO

A101A

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116 Whaley A-RNAP_jsmith@bettisworthnorth.com.rvt
9/12/2016 3:04:12 PM

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL

SUITE LEGEND

- 6-8 LEARNING CENTER
- 9-12 LEARNING
- ACTIVITY LABS
- BUILDING SERVICES
- CIRCULATION
- CRISIS RECOVERY
- FAMILY PARTNERSHIP CENTER
- FITNESS
- FOOD SERVICES
- LIBRARY/MEDIA CENTER
- LIFE SKILLS
- MAIN OFFICE/WELCOME CENTER
- NURSE/HEALTH OFFICE
- STUDENT COMMONS
- STUDENT SUPPORT SERVICES

NORTH

1 / A103 FIRST FLOOR - OVERALL NEW CONSTRUCTION
1/16" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	DCN
CHECKED BY:	DS

Symbol	Description	Date

FLOOR PLAN - OVERALL

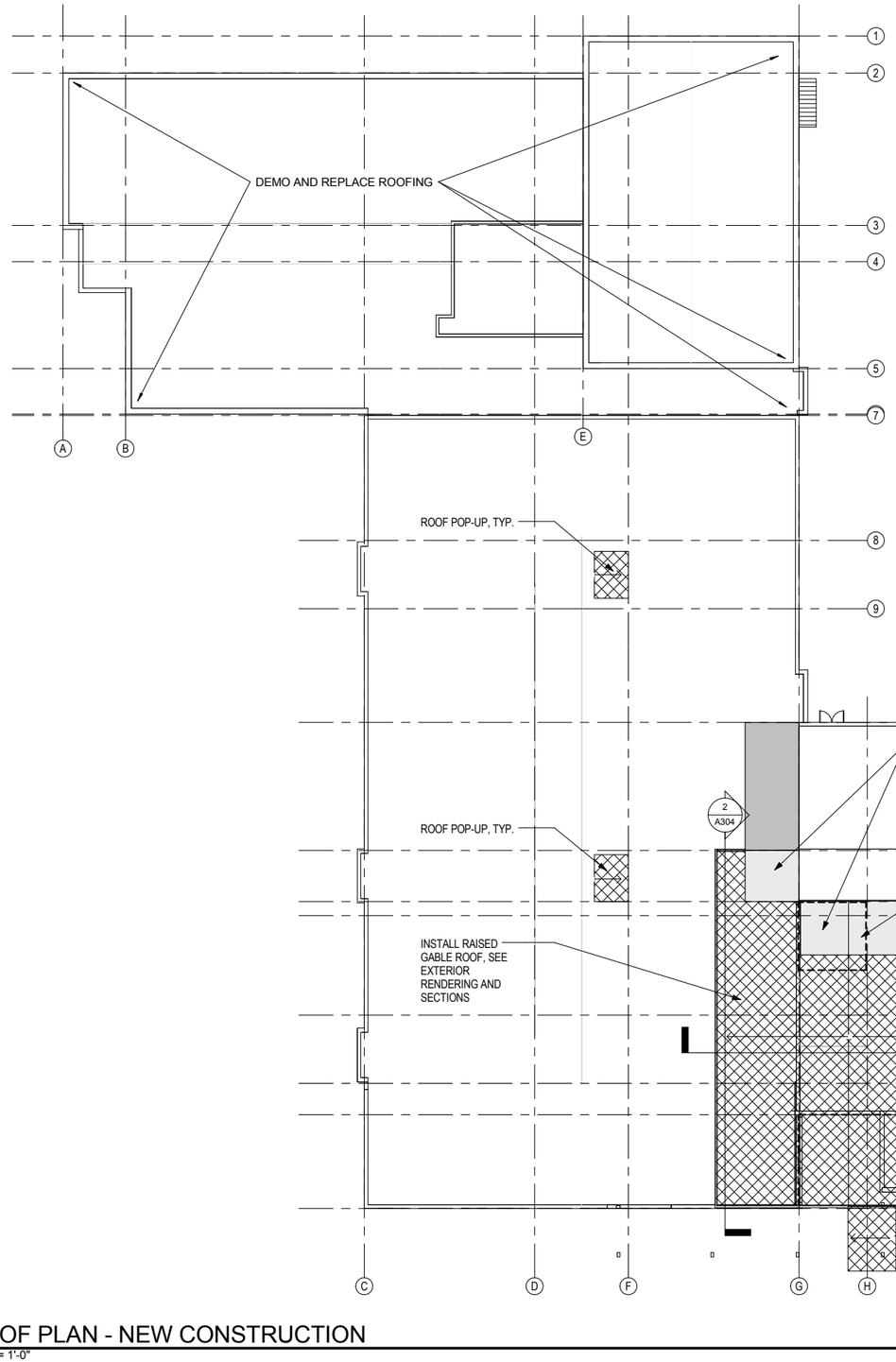
A103

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116 Whaley-A-BNAP_jsmith@bettisworthnorth.com.rvt
9/1/2016 3:03:25 PM

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL



NEW CONSTRUCTION

EXISTING ROOF OVERFRAMING

DEMO. ROOF OVERFRAMING

2 A105 ROOF PLAN - NEW CONSTRUCTION
1/16" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	JS
CHECKED BY:	DS

Symbol	Description	Date

ROOF PLAN - NEW CONSTRUCTION

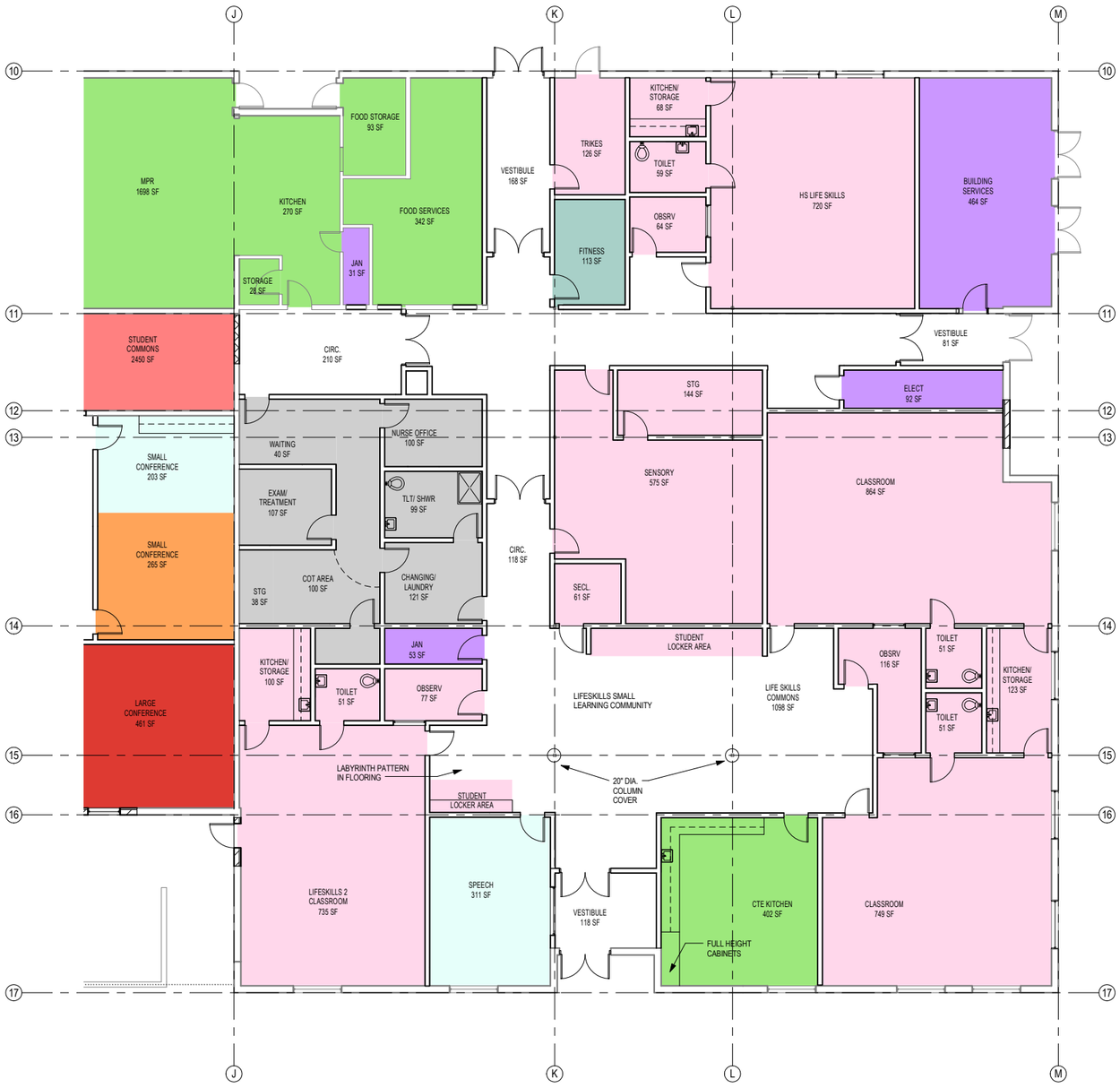
A105

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116 Whaley cs BNAP_jsmith@bettisworthnorth.com.rvt
9/2/2016 12:04:55 PM

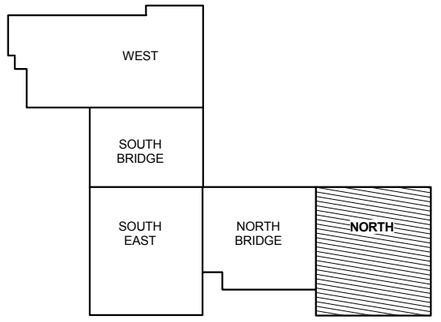
IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL



SUITE LEGEND

- BUILDING SERVICES
- CIRCULATION
- FAMILY PARTNERSHIP CENTER
- FITNESS
- FOOD SERVICES
- LIFE SKILLS
- MAIN OFFICE/WELCOME CENTER
- NURSE/HEALTH OFFICE
- STUDENT COMMONS
- STUDENT SUPPORT SERVICES



PLAN KEY

NORTH

1 / A111 BASE FLOOR PLAN - NORTH NODE
1/8" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

FLOOR PLAN - NORTH NODE

A111

BETTISWORTH NORTH ARCHITECTS & PLANNERS

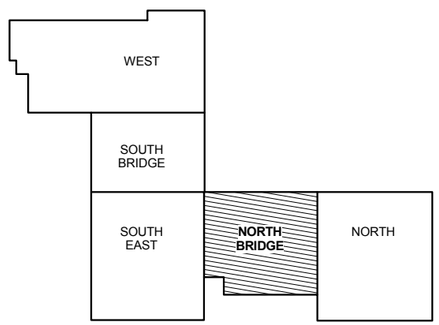
9/1/2016 3:05:58 PM C:\Users\jsmith\Documents\16-116 Whaley A-BNAP_jsmith@bettisworthnorth.com.rvt

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL

SUITE LEGEND

- ACTIVITY LABS
- BUILDING SERVICES
- CIRCULATION
- FAMILY PARTNERSHIP CENTER
- FOOD SERVICES
- LIBRARY/MEDIA CENTER
- LIFE SKILLS
- MAIN OFFICE/WELCOME CENTER
- NURSE/HEALTH OFFICE
- STUDENT COMMONS
- STUDENT SUPPORT SERVICES



PLAN KEY

NORTH

1 A112 BASE FLOOR PLAN - NORTH BRIDGE NODE
1/8" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

FLOOR PLAN - NORTH BRIDGE NODE

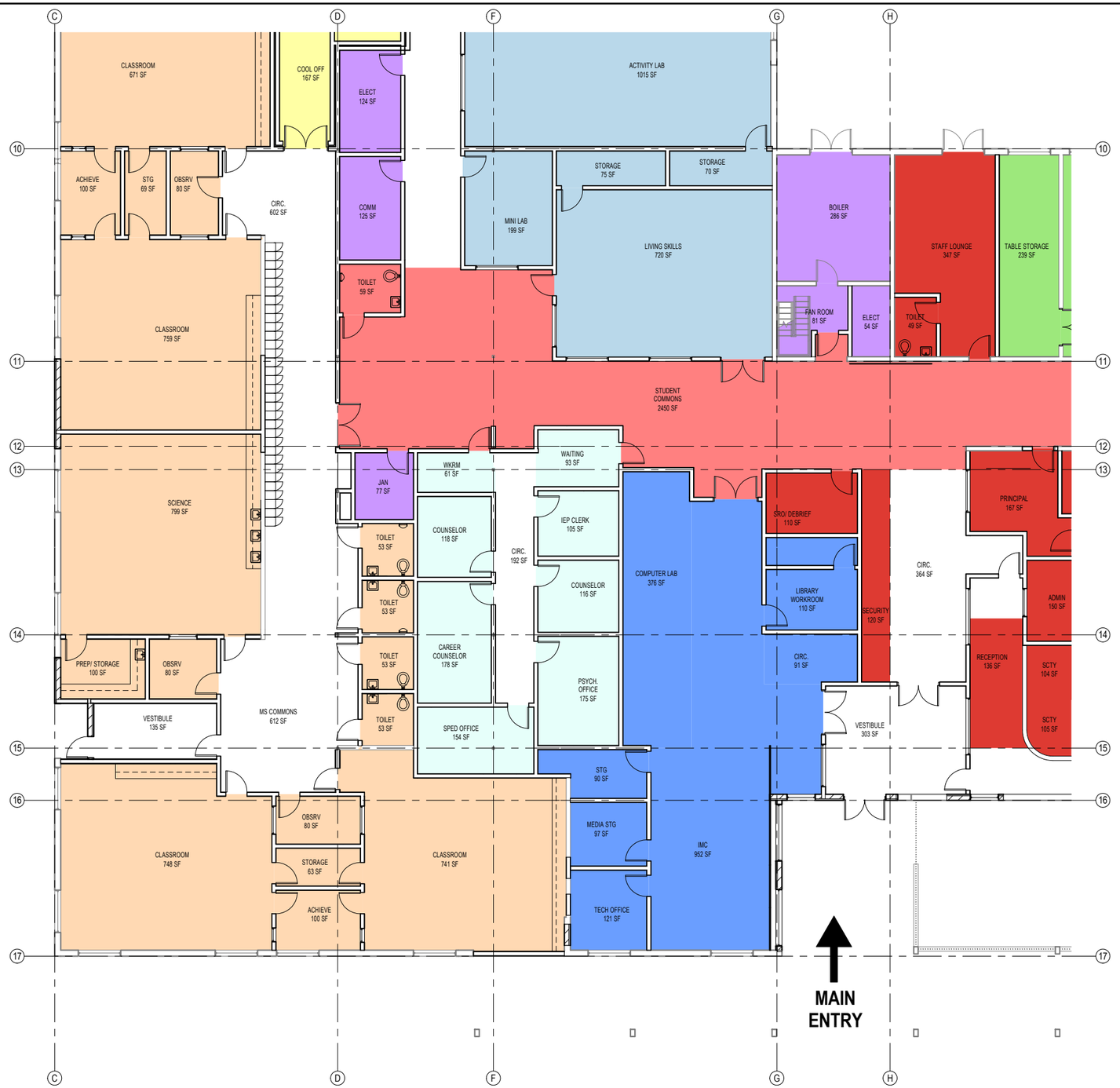
A112

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116 Whaley-A-BNAP_jsmith@bettisworthnorth.com.rvt
9/1/2016 1:23:47 PM

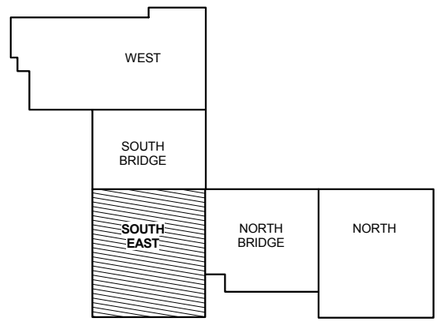
IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

1" ACTUAL



SUITE LEGEND

- 6-8 LEARNING CENTER
- ACTIVITY LABS
- BUILDING SERVICES
- CIRCULATION
- CRISIS RECOVERY
- FOOD SERVICES
- LIBRARY/MEDIA CENTER
- MAIN OFFICE/WELCOME CENTER
- STUDENT COMMONS
- STUDENT SUPPORT SERVICES



PLAN KEY

NORTH

2 A113 BASE FLOOR PLAN - SOUTHEAST NODE
1/8" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

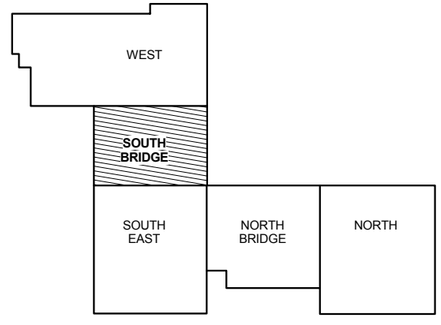
FLOOR PLAN - SOUTHEAST NODE

A113

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES — 1" ACTUAL

SUITE LEGEND

- 6-8 LEARNING CENTER
- 9-12 LEARNING
- ACTIVITY LABS
- BUILDING SERVICES
- CIRCULATION
- CRISIS RECOVERY
- FITNESS
- MAIN OFFICE/WELCOME CENTER
- STUDENT COMMONS
- STUDENT SUPPORT SERVICES



PLAN KEY

NORTH

2 A114 BASE FLOOR PLAN- SOUTH BRIDGE NODE

1/8" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL
2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

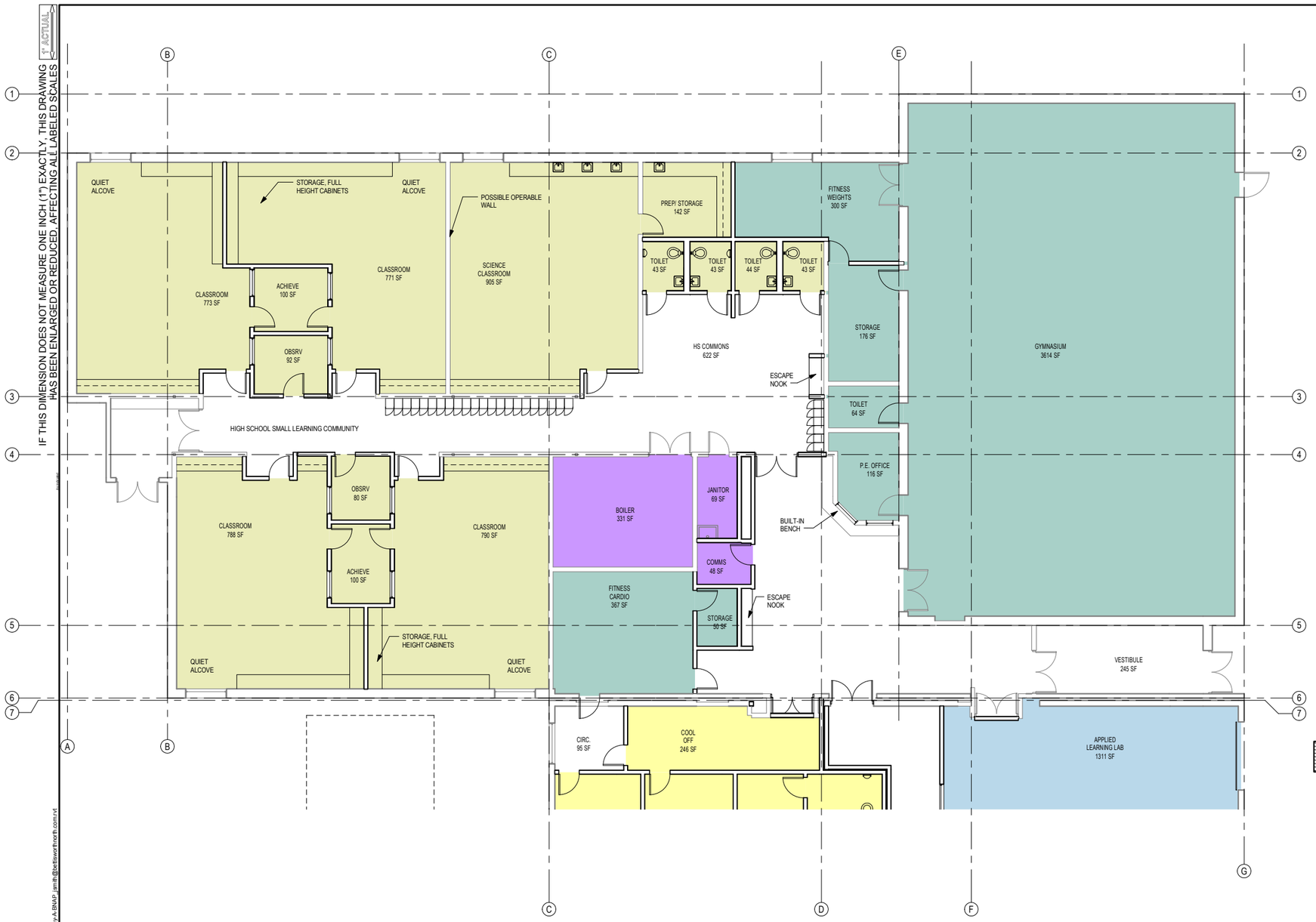
FLOOR PLAN - SOUTH BRIDGE NODE

A114

BETTISWORTH NORTH ARCHITECTS & PLANNERS

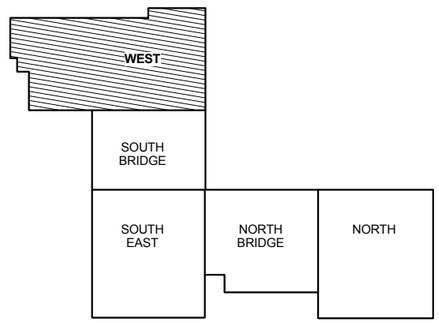
C:\Users\jsmith\Documents\16-116 Whaley A-BNAP_jsmith@bettisworthnorth.com.rvt
9/7/2016 1:22:41 PM

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES
1" ACTUAL



SUITE LEGEND

- 9-12 LEARNING
- ACTIVITY LABS
- BUILDING SERVICES
- CIRCULATION
- CRISIS RECOVERY
- FITNESS



PLAN KEY

NORTH

2 / A115 BASE FLOOR PLAN - WEST NODE

1/8" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907-561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907-452-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

FLOOR PLAN - WEST NODE

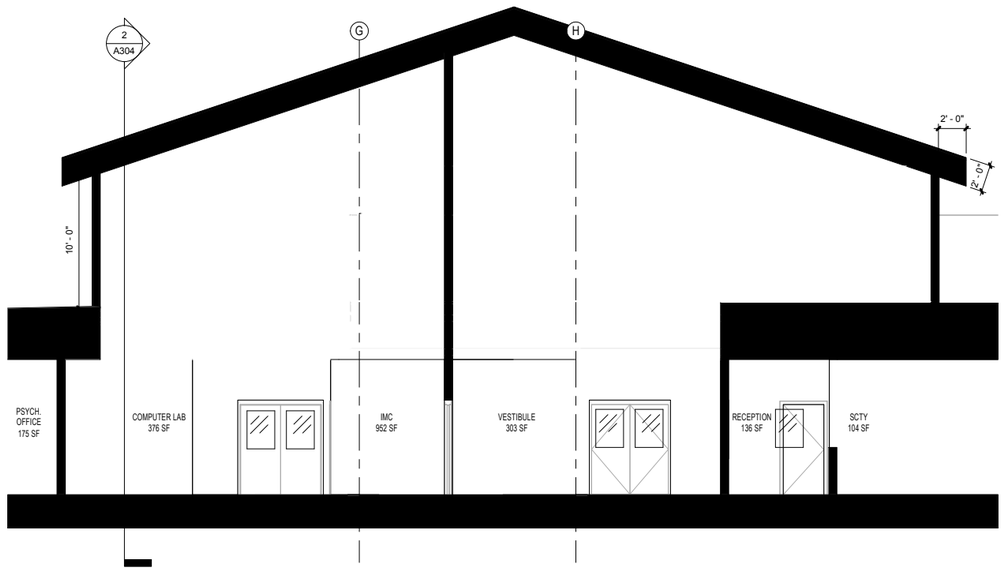
A115

BETTISWORTH NORTH ARCHITECTS & PLANNERS

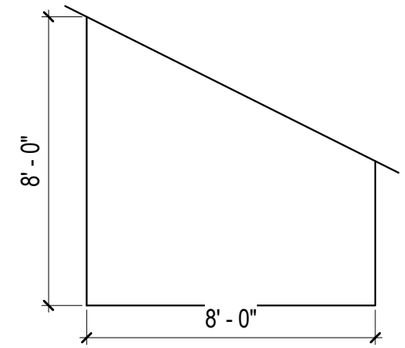
C:\Users\jsmith\Documents\16-116-Whaley-A-BIAP_jsmith@bettisworthnorth.com.rvt
9/1/2016 12:41 PM

IF THIS DIMENSION DOES NOT MEASURE ONE INCH (1") EXACTLY, THIS DRAWING HAS BEEN ENLARGED OR REDUCED, AFFECTING ALL LABELED SCALES

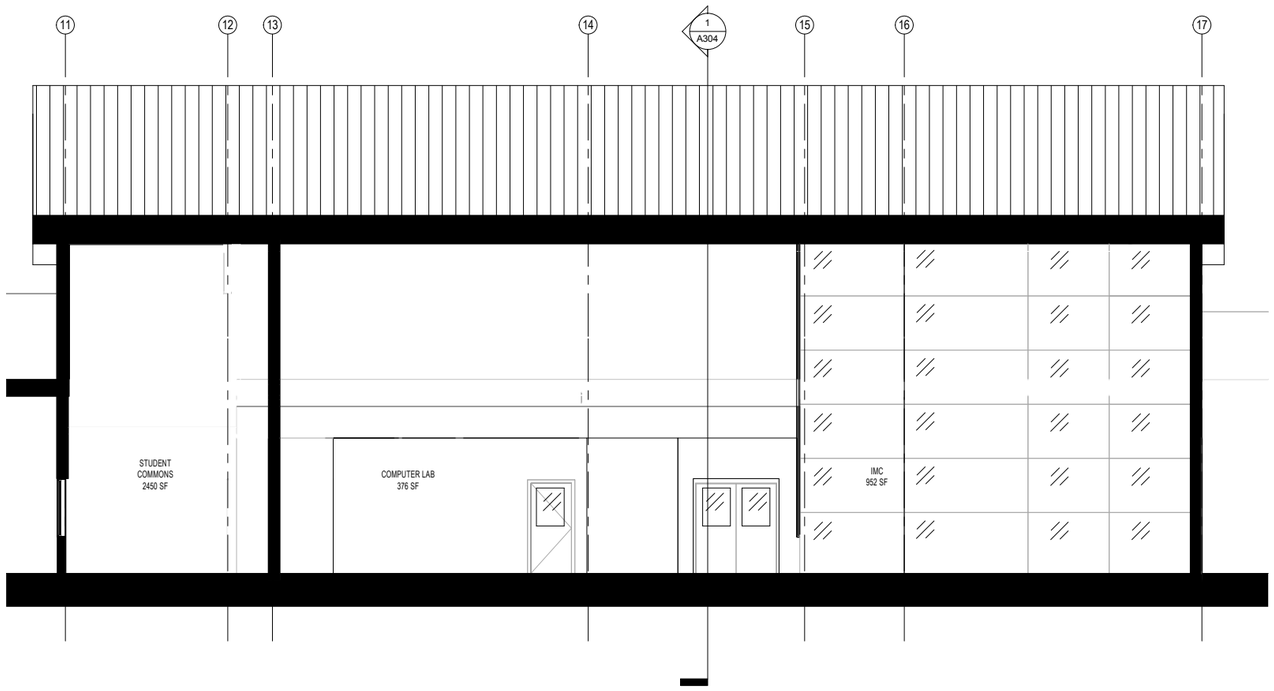
1" ACTUAL



1 A304 SECTION - NEW CONSTRUCTION - RAISED GABLE ROOF
3/16" = 1'-0"



3 A304 SECTION - ROOF POP-UP, TYPICAL
1/2" = 1'-0"



2 A304 SECTION - NEW CONSTRUCTION AT IMC
3/16" = 1'-0"

BETTISWORTH NORTH
ARCHITECTS AND PLANNERS
2600 DENALI STREET SUITE 710 ANCHORAGE, ALASKA 99503 907 561-5780
212 FRONT STREET FAIRBANKS, ALASKA 99701 907 456-5780
WWW. BETTISWORTHNORTH.COM

WHALEY SCHOOL REMODEL

2220 NICHOLS ST ANCHORAGE, AK 99508
ANCHORAGE SCHOOL DISTRICT

CONCEPT DESIGN

CONSULTANT:

PROJECT NO:	16-116
DATE:	2016-09-02
DRAWN BY:	ED
CHECKED BY:	DS

Symbol	Description	Date

BUILDING SECTIONS - ROOF DETAILS

A304

BETTISWORTH NORTH ARCHITECTS & PLANNERS

C:\Users\jsmith\Documents\16-116 Whaley-A-BNAP_jsmith@bettisworthnorth.com.rvt
9/1/2016 1:20:45 PM

SITE CIVIL AND LANDSCAPE DESIGN NARRATIVE (Prepared by CRW and Bettisworth North)

EXISTING CONDITIONS

Whaley School Campus Area (Image: Google Earth)

CONTEXT

Whaley School is located in the Municipality of Anchorage (MOA) at 2220 Nichols Street. The school building and site was constructed originally in 1972.

The Whaley School site is a 5.75 acre parcel located in northeast Anchorage on the west edge of Nichols Street; north of Northern Lights Boulevard, west of Boniface Parkway and south of East 20th Avenue. The project site is adjacent to numerous social service providers including: Hope Community Resources, the ARC of Anchorage, Mental Health Land Trust Authority, Catholic Social Services, Assets Inc., Salvation Army, and is a short distance away from East High School.

The Middle Fork of Chester Creek and adjacent multi-use greenbelt trail are located to the south, east, and northeast of the site. Chester Creek flows in a subgrade culvert from the northeast corner of the site, under the parking area in a designated storm drain easement, and daylights at the southeast corner of the parking area. The stream then flows west along the south boundary of the site to a culvert under a trail spur before continuing west.

OVERALL SITE PLAN

Whaley School Site (Image: Google Earth)

The Whaley School site is generally accessed from Nichols Street, a paved local road. The site includes one parking lot, to the east of the school buildings, with a delivery and maintenance area to the north. The parking lot was paved in 1979 and is used for both staff and visitor parking. The +/-60,000 square foot Whaley School occupies the center portion of the site and is oriented north-south. A +/- 27,000 square foot outdoor recreation area is located south of the school with immediate access from numerous exterior doorways. A larger outdoor recreation area (+/- 46,500 square feet) is located northwest of the facility and includes an asphalt-paved track, a large open lawn, a relocatable classroom, and a small play area. A small strip of maintained lawn connects the north recreation area to the south recreation area alongside the gym and classroom addition completed in 1991. The track and the hard play areas were completed with the school addition in 1991.

A majority of the site, including both recreation areas, is bounded by a 5’-0” height chainlink fence. A single pedestrian pass-through centered on the west boundary provides access to the neighboring ARC of Anchorage property and alleyway. An opening of the fence and adjacent vehicle swing gate provide access to the Salvation Army property to the north. Two 12’-6” wide vehicle gates for emergency/maintenance access are located at the far north adjacent to the service area and immediately south of the school with access to the parking lot.

View of Whaley School looking northwest from Nichols Street at the terminus of Middle Fork Chester Creek and Trail spur at south exit drive

View of Whaley School main entry area looking west from Community Park Loop

Fire Lane access gate at south recreation area

Service area with vehicle gates and pedestrian opening in perimeter fence with stairs and handrail in poor condition

Perimeter fence and pedestrian pass through west of the track with lawn strip and elevation change between properties

Maintained lawn connecting north recreation area to south recreation area

EXISTING VEHICULAR CIRCULATION

All vehicles enter the site from Nichols Street. Nichols Street is classified as a local residential street by the MOA. Recent vehicle counts from the Municipality show the traffic on Nichols Street is approximately 4000 vehicles per day. Because of the access Nichols Street provides to the local

neighborhood and the higher traffic volumes, Nichols Streets functions as more of a collector street than a local residential street.

Vehicles enter the Whaley School site from Nichols Street via a one-way access drive at the northeast corner of the site and exit via a one-way access drive at the southeast corner of the site. Between theses drives is an asphalt paved parking lot that stretches the full north-south length east of the school facility and accommodates 101 cars, including two van accessible spaces. A barrier curb stretches approximately 300’ from north to south adjacent to the main entry canopy and serves as the bus and parent drop-off area.

The two driveways are approximately 24-feet in width and meet MOA separation and corner clearance requirements for driveways. Additional turn lanes are not warranted and no traffic issues were observed with the two driveways. Sight distance for vehicles exiting the site from the south driveway is clear and unobstructed.

An asphalt paved service drive and turnaround area is located at the north end of the school and serves as a fire lane connection to the back of the facility via the north recreation area. The fire lane is secured with a lockable 12’-6” wide double-leaf vehicle swing gate and knox box. A second fire lane is located immediately south of the facility and is secured by a lockable 12’-6” wide double-leaf chain link fence swing gate and knox box.

Bus and parent drop-off area at east canopy, looking southwest towards Courtyard and Main Entry

SCHOOL PARKING

The existing parking lot has 101 parking spaces with two of those being handicap van accessible. Despite its age, the parking lot is in fair condition with some cracking in the asphalt. Vegetation is being allowed to grow in the cracks between the asphalt and the concrete curb. Visible impact damage can be seen in

the pavement by the temporary snow storage area on the south. Additionally, a portion of the pavement on the east side of the parking lot and directly across from the school's main entrance has settled. Evidence of water ponding in this area could be seen. The curbs that abut the parking lot are in fair condition with minor impact damage on a large portion of the curbs. Impact damage is severe on the south west corner parking lot likely due to snow plow operations as the area behind the curb is utilized for temporary snow storage. Additionally, the curb islands on the north and south side of the parking lot are in poor condition with severe impact damage and even curb missing from portions of the islands. With the exception of the islands, the damage is not impacting drainage and the curb is still functional. Most of the damage to asphalt and curb can be attributed to the age of the lot and snow plow damage. No evidence of subgrade failure was observed, and the settlement damage could be contributed to drainage issues.

Parking lot striping consists of paint 4-inch wide white stripes with handicap parking symbols. The striping has faded and is difficult to see. Fire lane curbs are painted red and curb in handicap parking areas are painted blue. Signage in the parking lot consists of handicap parking signs, directional signs and fire lane signs. The signs are in good condition with little evidence of damage or fading. Signs located in the parking islands have been obscured by vegetation and are difficult to see.

Overgrown vegetation in the parking lot islands blocks site distance for vehicles exiting the eastern parking aisle and for vehicles approaching the drop-off area. This vegetation is also overgrowing the drive areas causing part of the parking aisle to not be useable.

Overgrown Vegetation in the Parking Lot Island blocking Vehicle Site Distance

Concept Design Improvements

The school parking lot is in fair condition, and should not warrant replacement within the next ten years. However, the following items should be completed to ensure the pavement and the parking lot remain functional.

- Seal and re-stripe all existing asphalt pavement
- Replace missing and damaged concrete curbs in the parking islands
- Add concrete paved pedestrian neckdown at the main entry with ADA compliant walks, tactile warning strips, vertical curb and natural stone plaza seat wall features.
- Provide signage, flush transitions and an additional three parking spaces to meet ADA requirements.
- Reconstruct the center interior planting island to include concrete paved pedestrian path with 1.5ft tall natural stone seat walls, a new 30’ lighted flag pole and a depressed raingarden planting bed area with flowering shrubs, perennial plantings, and washed rock mulch.
- Provide new crosswalk striping and concrete sidewalk pedestrian connection with a culvert at east edge of parking lot to connect main entry to Nichols Street/Community Park Loop.
- Prune existing trees, clear and grub overgrown landscape areas (trees over 2” caliper to remain undisturbed) and replace with low-growing shrub, perennial plantings and shredded bark mulch to satisfy MOA Title 21 parking lot interior and perimeter landscape requirements.
- Topsoil and seed all other disturbed areas to limits of disturbance

Severely Damaged Curb on North Parking Lot Island

PARKING CODE STUDY

Per MOA's Title 21, Section 21.07-4 Off-Street Parking Requirements, in elementary and middle schools one parking space is required for every six students, based on the State of Alaska EED capacity provisions. For high schools, six spaces are required per classroom. Whaley School will have a capacity of 125 students and a total of six high school classrooms with eight students each, which equates to 50 parking spaces. Title 21 also limits the maximum number of parking spaces to 1 space per every 250 sf. Whaley School has a total of 101 parking spaces. Title 21 requires five parking spaces to be handicap accessible when you have between 101-150 parking spaces. One of the five spaces should be van accessible.

SERVICE AREA

The service area includes three dumpsters and a loading and unloading area. Similar to the parking lot, asphalt pavement in the service area is in fair condition with relatively minor cracking in the asphalt. Vegetation has begun to grow where concrete surfaces meet the pavement. The pavement bumpers that protect the doorways from the loading area are in poor condition due to their age and impact damage. The curb that edges the area on the north side has minor impact damage specifically at curve radii. Two concrete walls border the east and west side of the service area providing screening. The end cap on the top of these walls have been damaged. There are no signs identifying the area as service area and vehicles from the general public could enter this area without realizing it is not part of the parking lot.

Service area, fire lane and fire lane access gate at north end of school with gravel paved segment connecting to asphalt track and relocatable

Concept Design Improvements

Similar to the parking lot, the service area is in fair condition, and should not warrant replacement within the next ten years.

- Seal and re-stripe all existing asphalt pavement
- Replace three damaged concrete wheel stops
- Repair masonry and replace caps on the two existing 30’ long by 6’ht screen walls
- Provide appropriate signage
- Clear and grub landscaped areas, trees over 2” caliper to remain undisturbed.
- Topsoil and seed application or shredded bark mulch in cleared and grubbed areas.

PEDESTRIAN CIRCULATION

Pedestrian access from the parking lot to the school is provided by a sidewalk that fronts the east side of the building. An additional island in the middle of the parking lot provides a central point for pedestrians to cross. This pedestrian refuge island also serves as a crossing point for pedestrians headed east towards the Trust Authority. The refuge island is not handicap accessible. Two crosswalks are striped in the parking lot from the handicap accessible parking lot on the north and the pedestrian island to the front of the building. Neither of these crosswalks have associated signing to help identify them.

The large sidewalk that fronts the east side of the school is in good condition with relatively minor cracking and some evidence of spalling. Curb ramps are located in front of each of the two entrances to provide handicap access. These ramps do not meet current Americans with Disabilities Act Guidelines (ADA) in that they do not meet minimum width requirements and exceed maximum running slopes. A metal fence separates the patio area from the front entrance. This fence is in poor condition and several of the posts are no longer attached to the foundation.

Concrete pads are provided in front of all of the pedestrian entrances to the building. These pads on the north and east side of the school are at grade. The concrete pads on the south side of the school accessing the hard play area have a six to seven inch step separating them from the asphalt.

Both designated play areas are surfaced with pea gravel contained by pressure treated timber curbs without accessible transitions. The south play area includes a unitary rubber mat surface to serve as a firm and stable surface, but is not along an accessible route due to the timber curb barrier and lawn area buffer. The relocatable classroom included ramps and stairs but did not include a paved accessible route from the adjacent asphalt paved track.

Two pedestrian connections link the school to adjacent properties via openings in the perimeter fence but do not meet accessibility standards. Pedestrians can also access the site from the properties to the north and the west of the school. There are no sidewalks along the side of the driveways, so pedestrians from the school desiring to access Nichols Street must utilize the gravel shoulders of the driveway. Access to Whaley School from the Salvation Army property to the north is provided by a set of stairs. The railing on these stairs is in poor condition. Neither of the accesses from the north or west neighboring properties are ADA compliant.

Collector streets should provide pedestrian facilities along both sides to provide safe access to neighboring parcels. Currently, there are no sidewalks or defined shoulders along Nichols Street (Local Road), and pedestrian access along Nichols Street is poor. During winter, snow from Nichols Street is

stored along the sides of the roadway. Nichols Street does not have sidewalks, but does serve as an important link for the Chester Creek Trail by connecting the trail section south of the school to the leg north of the Mental Health Land Trust Authority property, to the northeast of the site.

Students at Whaley School circulate between the school and the Trust Authority on the east side of Nichols Street, ARC of Anchorage to the west, and Assets Inc. south of the site. Whaley School staff noted a long history of students transitioning to service providers located immediately adjacent to the school before, during, and after school hours without sufficient accessible or pedestrian connections. Site observations and conversations with staff suggest that students walk directly east from the Whaley School Main entry area to Alaska Mental Health Trust Authority, through the parking lot and across an unpaved path over a culvert between the parking lot and Nichols street, a route that is not accessible, and is also in conflict with vehicular circulation.

Two instances of vehicle-pedestrian crashes with injury involving Whaley students crossing Nichols Street were noted by staff, and were suggested as the impetus for the installation of existing signage and striping at the Chester Creek trail crossing at the northeast corner of the site. Increased traffic volumes and increased speeds were described by staff during morning and evening hours, generally mirroring East High School student arrival, departure, lunch periods and neighborhood rush hour traffic hours. Further traffic and speed studies in coordination with the Municipality of Anchorage Traffic Department are recommended to best understand off-site pedestrian connectivity as it relates to crossing Nichols Street and/or connecting the existing trail segments south and northeast of the School.

Main entry accessible crosswalk to van accessible space in parking area left of overgrown interior parking lot landscape island

South exterior entries with step down to asphalt pavement and overgrown vegetation

Inaccessible pea gravel play area with curb, asphalt track and exterior exits at north recreation area

Existing relocatable classroom in north recreation area without paved accessible route

Existing timber play curb, rubberized mat safety surfacing and lawn at swings in south recreation area

Pedestrians using east shoulder of Nichols Street to connect Chester Creek Trail segments looking north from parking area to crosswalk

North Chester Creek Trail segment terminus looking towards Whaley School north entry drive at crosswalk

Signed and striped crosswalk on Nichols Street looking south towards Whaley School north entry drive

Recently rehabilitated Chester Creek Trail segment terminates at west edge of Nichols Street near Whaley south exit drive

Concept Design Improvements

- Provide accessible routes, including appropriate ramps, sidewalks, and handrails where required to
    - All of the pedestrian entrances to the school shall be ADA compliant, including crosswalk transitions in the parking lot and driveways
    - Provide accessible routes to all play equipment and outdoor recreation areas
- Provide ADA compliant pedestrian access to the Salvation Army property to the north. Remove existing concrete stair and rail and construct a new 5ft wide reinforced concrete sidewalk at the back of curb north of the service area sloped at 5% maximum grade. Connect the new pedestrian path to the northeast or Life Skills entry of the school with an extended walk at the back of curb along the bus drop off. Include two new ADA transitions and striping at the service drive crossing.
- Provide ADA compliant pedestrian access to the ARC of Anchorage to the west. Remove the existing moose stile and replace with a chain link pedestrian gate sized to fit. Provide an asphalt paved path meeting ADA requirements that connects Whaley to the lane on the east side of the ARC.
- Provide ADA compliant pedestrian access to Nichols Street at the south exit drive. Extending the existing sidewalk at back of curb along the south side of the driveway to Nichols Street.
- Construct Type 1 concrete curb with a 6’ wide attached sidewalk on the west side of Nichols Street between the existing asphalt paved Chester Creek trail spur and Community Park Loop.
- Provide ADA compliant pedestrian sidewalk and crosswalks from Whaley to Nichols Street extending from the main entry to the Community Park Loop intersection (see other sections). Striping and an advanced warning sign shall be constructed for safe crossing of Nichols Street.
    - Coordination with MOA Traffic will be required for any work in Nichols Street including the installation of pedestrian facilities on Nichols Street, crosswalks and signage.
- Provide signage and striping at all road crossings
- Coordinate with the MOA Traffic Division and Parks and Recreation to construct off-site pedestrian facilities including connections to trails between neighboring service providers

LANDSCAPE & VEGETATION

The total site area for the Whaley School is approximately 5.75 acres. Approximately 3.49 acres, or 60.7%, of the project site consists of impervious surfacing; including building roof area and paved circulation areas.

The remaining site consists of permeable pea gravel surface play areas (~8,500 sf), maintained lawn (~30,000 sf), planting bed areas, and revegetated natural areas. Planting areas were observed to be severely overgrown and not well pruned or maintained. Mulched planting beds were overgrown with grass, aggressive vegetation such as cottonwood (*Populus balsamifera*) and Mayday/Bird Cherry (*Prunus padus*), and traction sand. Landscape vegetation was observed to be mature and generally in good health with the exception of three Canada Red (*Prunus virginiana*) trees south of the front entrance area (see image below). The damaged trees are in fair condition with adequate growth and leaf-out, but

showed signs of damage to trunks and branches inflicted from a likely combination of snow clearing equipment, humans, and/or moose browse.

Damaged Canada Red tree near main entry

Existing mature vegetation located on site included 8- to 12-inch diameter paper birch, green spruce, Canada red, and amur maple trees. Healthy existing and mature tree and shrub vegetation in and around the parking area may be considered to meet MOA Title 21 Land Use Planning Code landscape requirements as necessary and appropriate. Vegetation adjacent to the facility and entries shall be more closely evaluated and considered for appropriateness based on long-term plant health, safety and survivability dependent on the extent and scope of exterior renovations.

There is a hard-surface play area south of the school. The existing asphalt surfacing in the hard play areas are in fair condition with some cracking in the asphalt surface. Evidence of root damage can also be seen in the asphalt pavement and vegetation has become overgrown blocking a portion of the pavement. Furthermore, grass has begun to grow between the cracks in the asphalt which could lead to further damage of the pavement. There is one storm drain manhole located in the center of this area which has caused a stress crack along the pavement.

Hard Play Area Pavement Condition with Minor Cracking and Overgrown Vegetation

A small contained courtyard area (1,300 sf) is located immediately adjacent to the main entry with patio door entries from adjacent classrooms. The courtyard area is secured with two lockable pedestrian gates and black picket aluminum fence on top of a 18- to 24-inch height decorative brick wall matching the exterior of the school. The courtyard includes three mature paper birch (Betula papyrifera) trees contained within a short planter area with lawn and a concrete patio space used by the adjacent classrooms for outdoor activities. Two of the existing birch trees were observed to be in fair condition with recent pruning of branches and evidence of long-term damage to the base and trunks (see image below).

Concept Design Improvements

- Prune all Birch, Canada Red, Spruce and Mountain Ash trees over 2" caliper and in good health
- Remove all *Populus balsamifera and Prunus padus* and damaged or unhealthy trees and replace with Birch, Larch or Spruce trees to satisfy MOA Title 21 landscape requirements.
- Plant additional trees, shrubs, perennials and place shredded bark mulch to meet MOA Title 21 site landscape and screening requirements
- Re-seed and rehabilitate disturbed lawn areas with mowed lawn seed mix
- Install a sensory garden in the existing courtyard lawn space near main entry with ornamental, edible, and native plantings specifically selected for smell, texture, color and taste
- Install a sound garden west of the existing facility with native perennial plantings and permeable pavers or concrete sidewalks.

Install a self-contained plot garden area south of the school with 16 raised garden beds including topsoil, crushed aggregate paths, and relocation of an owner-furnished greenhouse

Main entry Courtyard area with damaged Paper Birch and lawn planter

SITE FURNISHINGS

Limited site furnishings and amenities exist on site. One movable bike rack in fair condition is located in the secured Courtyard near the main entry and is not accessible to the public. Four wood-topped benches with brick bases are in fair condition and are located near the two entries under the east canopy. A single basketball goal is in good condition and is located in the south recreation area. The

timber construction play equipment in both the north and south recreation areas are in poor to fair condition, are generally not age appropriate for the current and programmed school populations, and do not meet accessibility requirements for access (see Pedestrian Circulation). The natural learning area in the southwest corner of the site consists of eight vertically-placed concrete culvert 'planters' with three integrated wooden bench spans. The wooden benches appear in good condition. Seven concrete planters are in good condition and one is in poor condition with broken and spalling edges. A single concrete bench in good condition outside of the learning circle incorporates art tiles and markings for chess/checkers on the seat surface. The natural learning area is severely overgrown and does not appear to be used or maintained. Mayday/Bird Cherry trees and suckers show significant growth in the immediate area as well as along the north banks of the adjacent Chester Creek.

Concept Design Improvements

- Furnish three sensory tables meeting ADA requirements for student gardening and curricular activities in the existing courtyard/sensory garden
- Provide a permanent bike rack for a minimum of seven bicycles in the public area near the front entry and parking lot
- Provide additional seating at drop-off/entry areas, outdoor gathering areas and learning activity areas
- Replace timber play equipment in the north recreation areas with age-appropriate and accessible equipment, to include ADA swings, and appropriate safety surfacing
- Remove the play equipment, curbing and pea gravel surfacing in the south recreation area and replace with open lawn recreation area and a full basketball court with two goals.
- Remove trees and shrubs, regrade and construct two concrete paved learning activity areas. Repair, relocate and embed damaged concrete planters in an upright position to learning activity areas.
- Provide permanent outdoor tables and seating south of the soundgarden, immediately accessible from the Multi-Purpose Room.
- Provide an intermediate chain link fence west of the gym with pedestrian gate to separate user groups from the north and south recreation areas.
- Provide a 7ft tall screen fence for existing mechanical equipment with locked pedestrian gate.
- Provide a 7ft tall screen fence to contain the project yard, generally north of the activity lab overhead door with 12ft wide locked vehicle gate to match screen fence.
- Provide a 7ft tall screen wall with paintable or other exterior teaching surface along the north wall of the Gymnasium to obscure the new backup generator.
- Provide sculptural and artful musical equipment interspersed within the sound garden.
- Replace existing wall and fence at main entry courtyard, to include two pedestrian gates with locking mechanisms for securing area after hours.

Overgrown natural learning area with vertical concrete culvert planters and wooden bench

Natural learning area with mix of mature and young invasive tree growth (Mayday/Bird Cherry)

EXTERIOR MONUMENT SIGNAGE

No exterior monument or post-mounted signage exists at the Whaley School. The one signage location indicating the facility name and address are two lines of mounted letters above the main entry, blue in color in front of the light beige canopy, and read: "WHALEY SCHOOL" in larger letters, atop "2220 NICHOLS" below.

Concept Design Improvements

- Construct a new Whaley School monument sign with scrolling LED marque at edge of new pedestrian connection at Nichols Street/Community Park Loop intersection.
- Provide wayfinding signs throughout site to demarcate entries, service areas and other facilities, where appropriate

FLAG POLE

The existing single tapered aluminum flagpole south of the main entry was observed to be in fair condition, with wear of mechanisms, finish and base collar visible. Minor dents and scrapes to the base collar were also observed.

Concept Design Improvements

- Relocate flag pole to parking area center island with lighting

GEOTECHNICAL CONSIDERATIONS

Fourteen test holes were taken with the original construction of the school in 1972. Soils from the site included mainly gravel soils with a frost classification of NFS, F1 and F2. Several of the soil bores also showed a thin layer of clay (frost classification of F4) approximately 6' from the surface. The soil bores also showed ground water levels ranging from seven to twelve feet below the existing grade.

TOPOGRAPHY AND SITE EASEMENTS

The Whaley School sits on a relatively flat site with little vertical relief. The school building sits as the high point on the site with slight slopes that tend toward the east and west sides of the parcel. The Middle Fork of the Chester Creek runs in a 79" x 49" arch culvert on the east side, directly under the parking lot, and is open channel on the south side of the parcel. The culvert is owned and maintained by the Municipality of Anchorage

The 5.75 acre site is bound on the east and south by a 40-foot creek maintenance easement and a 10-foot wide utility easement on the north and west side of the parcel. No permanent structures are allowed to be developed on either of the easements. Additional ground disturbing activities including clearing and grubbing will not be allowed within the creek maintenance easement.

SNOW STORAGE

Snow storage for vehicle drive lanes and parking areas appears to be pushed into the interior parking island planting bed areas and along the south and east edge of the main parking area based on accumulations of gravels and damage to curbs. Additional small gravel deposits were observed as

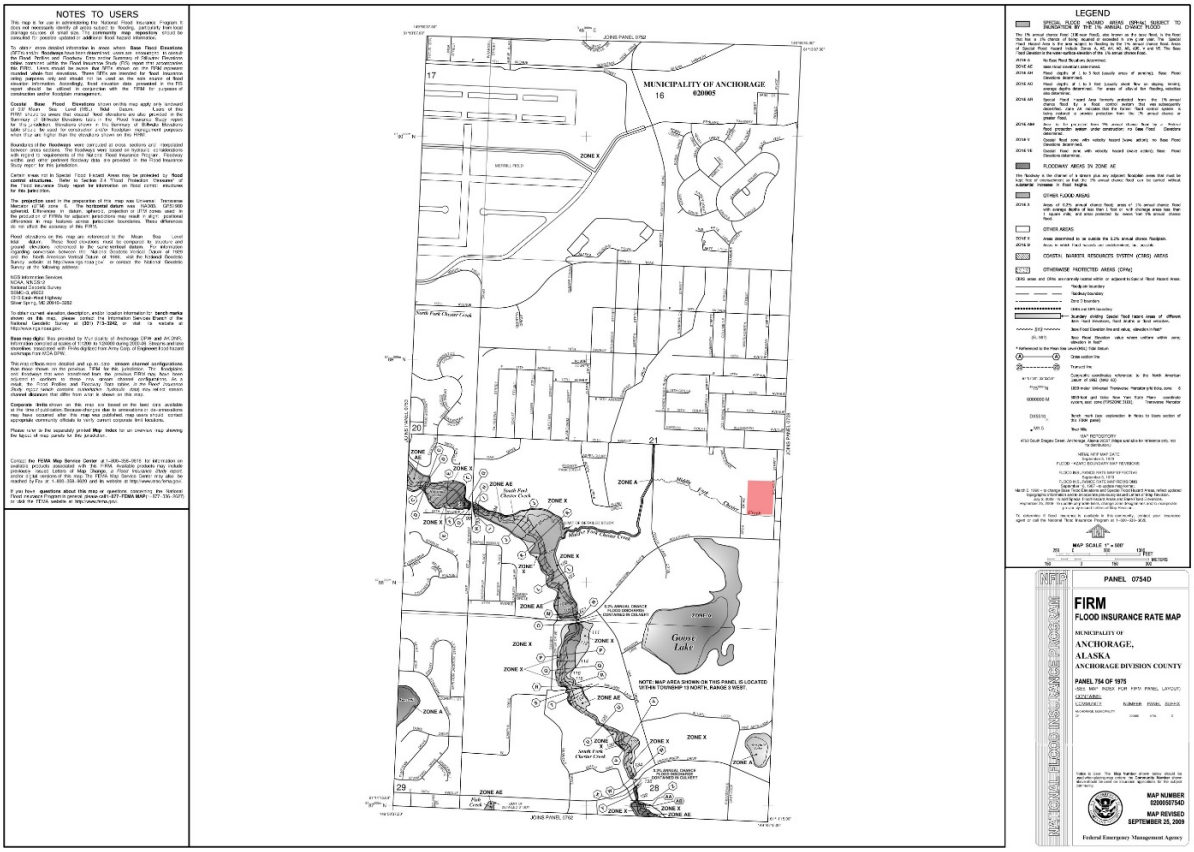
remnants of snow storage areas at the terminus of the fire lanes in both the north and south recreation areas.

SITE DRAINAGE

The facility roof is drained with internal rain leaders routed to a piped storm drain system connected at the south end of the school and extending to a submerged outlet at Chester Creek.

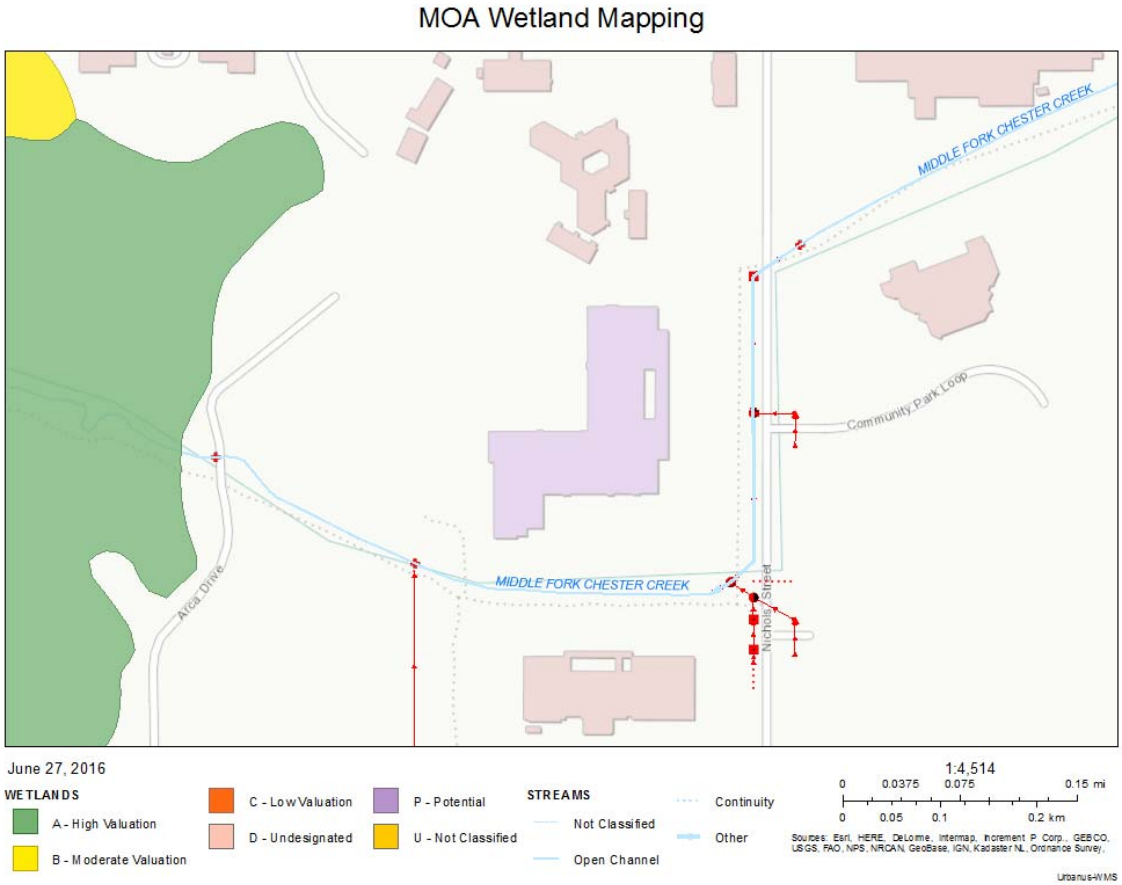
Drainage across the site typically sheet flows toward the east and west. To the east, surface runoff is directed towards the open ditch in Nichols Street. Curb cuts were constructed in the parking lot to allow for runoff from the parking lot to enter to ditch. A field inlet connected to the MOA owned storm drain system lies in an easement on the north east corner of the site and collects water from the northern driveway. Surface runoff on the south side of the school sheet flows to the creek on the south. Surface runoff from the track west of the school typically flows to the west ultimately out-falling in the creek.

Though immediately adjacent to a mapped waterway, observations on site included significant grade changes from the stream to the existing building elevation and dry and upland conditions. Additional research confirms that the site is located in Zone X; “areas determined to be outside the 0.2% annual chance floodplain” per Flood Insurance Rate Map [FIRM] Panel 020005-0754-D (see image below) with no anticipated stream impacts to the site or beyond the existing vegetated banks.



FIRM Panel 02005-0754-D showing project location

Beyond the banks of Chester Creek, site observations of facultative and upland vegetation along with evidence of adequate surface drainage via swales suggest that no wetland conditions are located in the project area. Early research confirms that no mapped wetlands exist on site per current MOA Watershed Management mapping (see image below). MOA Title 21 Land Use Planning Code for Natural Resource Protection standards (21.07.020) may affect potential development on the south edge of the site due to the presence of Chester Creek, and shall be considered during all phases of planning, design and construction to ensure compliance with the standards and requirements as outlined.



MOA Wetland Map with Whaley School shown at center

A 24-inch corrugated metal pipe culvert runs underneath the southern driveway connecting directly to the MOA owned storm drain system. The 24-inch culvert shows damage on the end and is lacking an end section. An additional 12-inch culvert runs underneath a raised dirt pathway connection to Nichols Street. The 12-inch culvert has been blocked and is no longer functioning.

While relatively flat, no drainage issues were observed on the west and south side of the school. However, grassed and paved slopes directly against the building are less than the Municipal minimum of 5.0% for vegetation and 2.0% for asphalt. These flat slopes may be contributing to the presence of water within the building. Vegetation abutting the curb cuts in the parking lot has overgrown and blocks

the drainage. Evidence of ASD maintenance cutting a ditch from the southernmost curb can be seen to allow for runoff to exit the parking lot. However, dirt has built up in this area, likely due to ponding water, making the adequacy of the ditch suspect. Having surface runoff only access this ditch has reduced the potential stormwater treatment in the grassy ditch, and stormwater is not effectively treated prior to entering the creek via the 24" driveway culvert. Vegetation also blocks drainage from reaching the field inlet to the northeast. The field inlet has a curb type casting installed making drainage access to it more difficult. Icing was reported by ASD staff between the island and the driveway on the north side of the parking lot.

The Whaley School has no method for detaining stormwater during a large storm event, and any development including adding additional asphalt pavement, that increases site runoff may trigger the need for the addition of stormwater detention.

Roof runoff from the original school building enters an 8-inch corrugated metal pipe storm drain and outfalls directly to the creek south of the school. The school addition included connecting the new roof drain to this 8-inch line via an underground 6-inch corrugated metal pipe storm drain pipe and manhole. The outfall was not found during the site inspections. Due to the asbuilt invert of the outfall and the elevation of the creek, it is highly likely that the outfall is submerged and a portion of the underground pipe is full of water.

Concept Design Improvements

- Remove vegetation blocking drainage at all parking lot curb cuts
- Construct a defined drainage path from the curb cuts to the ditch on Nichols Street
- Install a new 18-inch culvert at the new pedestrian connection at Nichols Street and Community Park Loop

All improvements on site that increase the impervious area (sidewalks, drives, etc.) will require detention of excess water to ensure the creek is not adversely impacted. Low Impact Development (LID) techniques such as raingardens and overland outflows will be constructed where possible to treat stormwater.

Existing Curb Cut in Pavement Area that has settled. Vegetation blocks drainage.

Existing Field Inlet on Northeast Corner of Site with Incorrect Casting and blocked by old erosion protection Measure

FIRE PROTECTION

Fire access is provided on the Whaley School site on the east, north, and south. Vegetation and topography prevent fire trucks from fully accessing the west side of the school. An existing fire hydrant is located along the eastern fire access route just south of the school. The drop off area and parking lot aisle adjacent to the school serve as the fire lane on the east side of the school. The track and maintenance area serve as the fire lane on the north and northwest side of the school. The hard play area in the south also serves as the fire lane on the south side of the school.

The International Fire Code (IFC) and the Municipality of Anchorage set requirements for fire truck access and fire hydrants. The IFC requires any point on the first floor of the building be within 150 feet of a fire lane. Fire lanes should have a clear width of 20-feet. Additionally, whenever a fire hydrant is located on a fire apparatus access road, the minimum road width needs to be 26 feet. Surfacing for fire lanes should be a stable surface with asphalt pavement being the preferred treatment. Turnarounds for fire trucks are required whenever a fire lane greater than 150 feet in length dead ends.

The existing gates on the north and south side of the school do not meet the minimum 20' width requirement for fire lanes.

The fire lanes on the northwest side and south side are not a minimum of 20 feet in width. Furthermore, the gates on the north and south side of the school are only 12.5 feet wide and do not meet the minimum 20 foot requirements. Every point on the first floor of Whaley School is within 150 feet of a fire lane, but there are no fire lane turnarounds on either the south side of the northwest side of the school.

Signage for the fire lanes in the parking area are adequate. However, the IFC requires posting signs on both sides of the fire lane when the fire lane is less than 26 feet in width. Additional fire lane signs are required within the driveways, the maintenance area, the hard play area, and the track.

Concept Design Improvements

- Replace two vehicle access gates at the north and south side of school with 20' minimum width and approved locking mechanisms
- Install additional fire lane signage at the service area, the hard play area, the track, and both driveways
- Extend fire lanes on the north and south of the school with 20ft wide (minimum) asphalt pavement or 6-inch reinforced concrete pavement to ensure 150ft maximum hose length coverage for the entire perimeter of the school facility
- Construct a T-turnaround for fire trucks on the northwest side of the school to utilize the existing hard play and track area

Construct a Y-turnaround for fire trucks on the southwest side of the school that also serves as a full court basketball area. Basketball posts and goals shall not obstruct or extend into the fire lane or turnaround.

WATER SERVICE

Water service to the school is provided by the Anchorage Water and Wastewater Utility (AWWU) through an underground piping system. A 3-inch cast iron water service was constructed with the original construction of the school in 1972. This service enters the school on the west side and connects to an AWWU main located in an easement west of the school. An additional 6-inch ductile iron water service was installed with the new addition in 1991. This line provides service to the on-site fire hydrant as well as the school and connects to an AWWU main on Nichols Street.

The condition of the two water service lines is unknown and no issues have been reported with either line. However, the 3-inch water line has exceeded its life expectancy and it should be inspected to determine if replacement is required.

Concept Design Improvements

- Replace the 3-inch water line due to exceeding of life expectancy

SANITARY SEWER

Sewer service to the school is also provided by the AWWU through an underground piping system. A 6-inch asbestos concrete sewer line exits from the northwest side of the school and flows directly into an AWWU owned sanitary sewer manhole located at the northwest corner of the parcel. The sewer service at the connection is approximately 12.5 feet deep. While the sewer line meets AWWU sewer service standards for depth and grade, sewer services are typically not allowed to connect directly to a sewer manhole. If any improvements to the sewer service are required, this should be corrected or a design waiver should be requested from AWWU.

The condition of the sewer service line is unknown. However, it is over 40 years old and has exceeded its life expectancy. It is recommended that the line be inspected with a closed circuit television camera to determine its condition and if it warrants replacement.

Concept Design Improvements

- Replace 3-inch sewer line due to exceeding life expectancy

OTHER SITE UTILITIES

ENSTAR Natural Gas Company owns a 1.25-inch steel gas line that runs east/west on the west side of the parcel. The gas service enters through the west side of the school near the same location as the water service.

Chugach Electric Association (CEA) provides power to the school. CEA has an existing underground power line that runs north/south beginning on the north side of the school and connecting to a transformer on the west side of the school near the entrance to the track area.

Alaska Communications (ACS) provides telecommunications service to the school. ACS's underground telephone lines run parallel to CEA's lines and on the west side of the building.

Additional Concept Design Opportunities

- Install flashing caution lights at street crossing on Nichols Street
- Replace existing lawn with artificial turf at the track
- Resurface and rehabilitate the track

ARCHITECTURAL EXTERIOR DESIGN NARRATIVE (Prepared by Bettisworth North)

ARCHITECTURAL SYSTEMS AND MATERIALS

Existing exterior envelope systems are original to each portion of the building, with the exception of the roof over the original building was replaced in 2002. Roofing over the 1991 addition is currently 24 years old and will likely be almost 30 years old by the time of construction. Exterior walls are half high brick blocks with insulated stud walls to the interior. Roofing materials are EPDM membrane over rigid insulation on sloped roof structure. Windows and exterior doors in both areas of the building are original and have exceeded their expected useful life expectancy. Existing window head height is 5'-10"to bottom of frame and is reflective of the school's original design as an elementary school. Such a low window head height, typical window height in commercial construction is 7'-0", adds to the often described "dark and cave-like" feeling of the school. Throughout meetings with staff and administrators the need for natural light and views to the exterior was often mentioned as a current deficiency of Whaley and as a specific need for the student population served. This highlights a mismatch between the existing conditions of the school and the needs specific to this special student population.

Existing Fan room over the original building

Existing Fan Room over the 1991 Addition.

A 6’-3” man at a typical exterior window

A 5’-3” woman and 6’-3” man at the interior looking through a typical window

Existing windows are easily stepped through and provide students with opportunity to leave classrooms.

Existing exit door alcoves with overhang

CONCEPT DESIGN – EXTERIOR ENVELOPE

The exterior wall system will primarily remain intact, with most work being repair oriented or required due to replacement of an existing element that has exceeded its useful life. Exterior wall renovation work includes new infill walls of metal stud framing, insulation and panelized rainscreen to infill existing masonry openings when windows and the precast concrete surround for them are replaced. This will occur around the entire building perimeter and will simultaneously raise the window head height to a more appropriate height for the age of the students served. This aspect of the project is in line with other parts of the project such as providing age appropriate outdoor equipment and spaces in transitioning Whaley from an elementary scaled space to one for middle and senior high students.

New exterior windows will be insulated units with thermally-broken frames, double-glazing with low-E coating, and argon filled for optimum energy performance. Exterior Doors will be insulated with glazed vision panels where appropriate.

The stud and panel system will also be used at four locations on the south end of the original building to infill wall space that is currently exterior space. These nooks existed on the original building due to code requirements that a door directly to the exterior be provided in each classroom. Due to the addition of sprinklers these doors are no longer required and provide a relatively easy way to add square footage due to footings and roof support already being in place. Reference A101A Demolition Plan and A103 Overall New Construction for these locations.

As part of the exterior design effort, sample exterior images were shared with the Building Design Committee during Workshop #1 held on July 18, 2016. Images that were viewed positively by the group were then categorized into four groups and styles of design including; Rustic, Hybrid, Modern and Pop of Color.

Exterior Thought Starters

Rustic

The Rustic aesthetic matches the Whaley setting and provides a warm and inviting entrance. The gable roof and multiple entries provides a desired design alternative to the current heavy canopy and dark entrance.

……

Hybrid

The Hybrid examples have a good expression of school spirit on the exterior through vision statements and color representation. They are pleasing to the eye, have visual interest, and provide places for kids to interact.

……

Modern

The Modern appearance employs straight lines, creating a welcoming look with an easy to find, grand entry. Maximum amounts of glass and windows offer open and airy spaces for ample daylighting.

……

Pop of Color

The sloped roof shapes a welcoming entry paired with a playful color scheme to create a friendly atmosphere. The bright colors and large amounts of glazing allow for the building to light up in the dark winter months, acting as beacons in the landscape.

Feedback and discussion generated by these images was used to generate potential exterior designs opportunities as shown below and on the following pages.

.....

Exterior Scheme Opportunities

Rustic

The Rustic Scheme explores gable rooflines with warm wood accents at the infill bump outs and entrances. The extensive front canopy is thinner in profile and broken up by intermediate gable canopies at each entry.

.....

Hybrid

The Hybrid Scheme combines features from all of the schemes. Colored window mullions and columns create a playful campus atmosphere, aiming to make Whaley identifiable as a school from the street.

……

Modern

Clean lines and heavy elements are merged with a flat roof to create a modem and sophisticated school. Maximum glazing is used to capture and bring daylight deep into the classrooms and adjacent spaces.

……

Pop of Color

The blank canvas is highlighted with vibrant colors which are pleasing to the eye. The sloped roofline and multiple canopies create movement and allow light into the building entrance.

……

These renderings were shared with the Building Design Committee during the final workshop on August 18th. The group unanimously favored the Rustic style theme, thus this design is what is reflected on sheet G004 of the Concept Design and the A 105 Roof Plan. This design will be the start of exterior design discussions during the Schematic Design phase.

SPECIALTY ARCHITECTURAL DESIGN NARRATIVE (Prepared by Perkins+Will)

EXISTING SITE CONDITIONS

While many of the site deficiencies are described in the Site Civil and Landscape narrative, there are additional concerns with the site based on the special populations who use the site on a daily basis. Besides being a special needs school, Whaley is the only all-year program in the Anchorage School District, thus the site has different requirements and opportunities than most school sites based not only on the populations served, but in serving them year-round.

Neighborhood and Campus Identity

From a behavioral health perspective, the existing conditions of the campus presents several exterior and site challenges for accessing programs both within and outside the campus. Multiple students receive mental health services or have vocational internships at various sites adjacent to the campus. Students walk from the campus to these sites daily without safe passage. The front entry drive has several blind spots to the road and does not provide a safe way to cross the street to services on the other side. At least two students have been reportedly struck while trying to cross this road. The Whaley population may often be too lost in their own thoughts or concerns to focus on safe site and off site movement and need a clear designated path to assist in achieving safe crossings.

At the front of the building and entry to the campus, there is no campus identity to send a clear message to the community or users about the program's safe and restorative purpose, or to simply identify the building as a school. Concerns were expressed that there is a stigmatism for students attending Whaley and the lack of entry signage and identity can play into the feeling of this school being less important than others. Parents and students entering the building under the stress of being sent to Whaley are not met with signage to find the school, clear welcoming entry to relieve stress, or basic wayfinding within the building to reduce frustration. In addition, security equipment and measures at the front entry can heighten the anxiety of entering the school.

Areas of Play and Recreation

There is currently only one exterior play field, which makes it difficult to have different types of activities suited to the variety of needs of the autistic and other populations on the site.

Exterior playscapes and swings are in poor condition with rotten wood and hornet's nests. The playscapes were previously designed for elementary students and not suitable for the student age, size, or disabilities at this campus. The basketball goal does not have a court or half court as it was designed to be an elementary practice goal.

Additional Areas of Concern

At the north end of the building, the current dumpster location is comingled with Autism tricycle storage and access to track. This condition puts autistic students at risk of mixing with trash trucks and increases the possibility that the noise of the trash truck may cause a sensory overload that will stress the

students on the spectrum. Teachers have reported such events have occurred and requested that these two space uses be separated.

Exterior play areas by the track in the NW corner of the site have blind spots for supervision caused by the relocatable. The populations on the campus are high risk for flight as well as other behaviors that need strong supervision. There is no place on the track and field area where all spaces can be viewed. Transformer and gas connections in this area should be secure from populations with mental impairments as they may pose a risk for self or other harm.

Exterior outdoor spaces do not have a secure perimeter fence with securable gates around the outdoor play areas to retain flight risk students or prevent nonstudents from entering the property.

While not Whaley students, Outreach program students currently located in the relocatable must enter Whaley to use the restrooms. Anchorage School District policy is to remove all relocatables and move students into space within the schools.

Positive Qualities of Campus

Lifeskills has a door into the front outdoor courtyard that allows positive pacing in good weather, providing an opportunity for self-soothing and emotional regulation. In addition, the outdoor track is a good outlet for thinking or exercising providing opportunities to practice emotional behavior skills as learned at Whaley. Finally, the campus is centrally located to many outside support services for both mental health and vocational training in what constitutes a broader mental health campus bounded by Northern Lights Boulevard to the south and Bragaw Street to the East.

CONCEPT DESIGN SITE AND EXTERIOR DESIGN FOR SPECIAL NEEDS STUDENTS

As described in detail in the Site Civil and Landscape narratives, many improvements are designed for the site which are specific and intentional to the special populations served.

Neighborhood and Campus Identity

The proposed design addresses site connectivity with sidewalks, signage and improves way finding from offsite to the front entry door. (See landscape and civil site plan) Connections to surrounding services and programs are strengthened for safe and easier passage.

Concept Design includes an exterior sign with a campus vision message and activity/accomplishment board visible to the community, giving the students and school an opportunity for a public voice. An example sign is shown below.

Areas of Play and Recreation

New age-appropriate play equipment is planned for the special education play area in the NW open space area with direct access from the Life Skills node. This will include swings as well as accessible playscape with sensory and proprioceptive activities.

The proposed design relocates the tricycle storage with direct access to the track from an interior corridor so the autistic students never mix with the dumpster and loading functions. In addition, rooms within the life skills pod will be provided with high STC walls to deck to block sound from exterior and interior noise transfer.

The new site plan includes an exterior half-court basketball court with age appropriate goal in the south side play area and various learning activity pods tied into the hard surfaces required for the fire lane extensions. These spaces will benefit the students in the Whaley program with opportunities to learn how to work as a team and socialize with others in loose social settings. Autism students as well as students with emotional difficulties require direct instruction for group social skills. Additional small groups academic spaces for outdoor learning are provided including outdoor science areas, learning lab activity areas, outdoor dining, and fitness courses.

Areas of Opportunity

The new concept design includes exterior fencing at the full perimeter of all the play areas to prevent student elopement. Exterior gates will have locks as appropriate for access by district personnel and knox box access as required for the fire department. Screening fences will block access to the mechanical and electrical equipment against the building in this outdoor area.

INTERIOR EXISTING CONDITIONS

Existing Building Organization and Spaces

The current building layout does not support separation of populations by age or special needs for core curriculum classes and is not configured like a neighborhood school where middle school and high school are separated. Such an arrangement causes challenges for autism students who are not

mainstreamed and have different sensory sensitivities. These students may need greater acoustical buffers to focus on tasks than the students in high school. High school students may also distract this student population while changing classes in the corridor. Separating the populations provides a space designed for the needs of this particular school.

The campus does not have a shower for life skills students other than the one in the PE coach's office. When a life skill student has an accident they are forced to walk the entire length of the building in soiled clothes to change and clean themselves. This is humiliating to the student and unsanitary for the rest of the population.

Laundry for life skills is located in the faculty lounge instead of a teaching space. This interferes with instructor's need for respite as well as the students need for learning self-care of residential living in a realistic home like setting. Soiled student clothing is also washed here after being carried down the hall. This activity in a faculty lounge is not sanitary or appropriate. Additionally, faculty and staff at this facility are under a high degree of stress in their daily support of the students and need a place to get away during their breaks.

The indoor exercise areas are currently limited to the gym. The emotional nature of the populations here need the ability for pacing and exercise as a cool down strategy rather than just an exercise class.

Restrooms, Fixtures, Furniture and Equipment, and Accessibility

Group restrooms pose a problem for violence, abuse, and bullying in populations with emotional disturbances. Group restrooms may also create embarrassment for students with gross motor or mobility issues. Currently students are only allowed to be in the group restrooms one at a time. Middle and High school should have separate restrooms with appropriately sized fixtures for their age. Life skills classrooms should have easy access to restrooms off of the classroom as many do not have well developed toileting skills. Autism students with mobility issues or gross motor deficiencies would not be able to use the undersized restrooms and fixtures without assistance or greater strain. The populations served here need full ADA compliance throughout. In addition, furniture in the building is not scaled for middle and high school students or large kids. Some of the furniture is light enough to be thrown as a weapon.

Additional Challenges

The building was designed as an elementary school and is not scaled appropriately for high school or middle school needs for restrooms, gym, classrooms, fixtures, or support fixtures.

Acoustics are a concern throughout the building due to construction of walls and the sensitivity of populations both to noise and privacy issues. Most of the existing walls do not go to deck or have sound insulation. This is not acceptable in offices and spaces where staff and counselors discuss highly sensitive topics.

Mold is a concern in the library. Not only is mold unhealthy to all populations but the odor may be more intense for those on the spectrum with olfactory sensitivities. Intense odors can cause severe emotional reactions or academic distractions. The district investigated the issue over the course of the project and removed the carpeting believed to be the source of the mold. No further action is believed to be required at this time.

Entry, security and School Persona

The building entry sequence does not support secure entry through administration or welcoming of students. The main door entry does not have a camera for security and there is no sightline from the office to the front door. The metal detector and xray are front and center on entry giving the impression of a punitive environment rather than a safe nurturing one. In addition, this equipment restricts required exiting width of this required fire exit. The entry sequence does not provide a parallel experience for sensitive autism populations free from the noise and crowding of the main entry without having to use a separate entry.

Overall tone of the building seems penal rather than supportive and restorative because of the entrance security, seclusion rooms in view of the corridors and the crisis support spaces in the public corridors. Seclusion areas do not have privacy for the person inside or facilities that allow active monitoring of the space by instructors and counselors. Seclusion areas have lay in ceilings rather than hard ceilings. Seclusion areas are being used at the direction of instructors as well as at the request of students who are attempting to self-regulate. There are no mini escape self-regulation areas to allow students to actively remove themselves into a non-penal area.

Finally, the campus lacks family support space so critical to helping the recovery and consistency of the strategies taught at Whaley. The school also lacks vocational or hands on learning spaces that would provide a source of accomplishment, future direction, or non-lecture oriented learning styles. Given the high visual and kinetic learning of students on the spectrum, these types of programs are necessary. The population at Whaley contains a number of foster children who would benefit from relationships with adults in the business world as mentors

Positive Qualities of Existing Building Interior

The text and quotes on the walls throughout the high school and middle school areas are very positive and affirming for students. They covey a clear message of encouragement, strength, and support.

CONCEPT DESIGN INTERIOR DESIGN FOR SPECIAL NEEDS STUDENTS

Building Organization and Spaces

The proposed concept creates small learning communities in separate pods for high school, middle school and the life skills students. Each small learning community has its own dedicated circulation, restrooms, lockers, and a commons area for small group interactions. The pod scheme houses the classrooms and science labs for each school within a school type to allow focused grade level or skill

level learning. The life skills pod is located away from the high school and middle school pods for sound control and would have upgraded acoustical systems in walls and doors.

Floor plan renovation work provides for transition spaces between pod classrooms and the more active gym and media center spaces. These transitions spaces are critical to helping students on the spectrum refocus before entering the quieter classroom pod. This new configuration allows these populations to function as units as they would in their home schools, but also mix in a controlled way in shared spaces like the activity labs, IMC, and MPR.

Sensory issues are addressed in a new dedicated sensory lab that is accessible from the lifeskills small learning community as well as the main corridor for inclusion of high school and middle school students needing sensory therapy. The new sensory lab will need an assortment of tools and equipment such as a swing that can spin attached to the structure, dimmable lighting, and a carpeted floor.

Pacing opportunities are provided within each small learning community commons, the corridors, and the cool off corridors into the crisis recovery suite. This includes outside access to activity courtyards for science, life skills, family support, and the applied learning lab. Additional fitness areas are proposed including a medium sized weight training lab and a small aerobic fitness lab that could be used by any group or by crisis recovery as a cool down strategy.

The new design provides for seclusion rooms only in the crisis recovery suite as a last resort. The concept provides spaces for a multistep opportunity to self-regulate and de-escalate prior to going into the crisis recovery suite.

- **Step 1 –** Classrooms and common spaces will be provided with wall nooks and/or furniture to escape the current frustration, reflect on the edge of the class and self soothe. The MPR and IMC is provided with a series of acoustical dining or study booths. These allow students with sensory issues to dine in the noisy space without being separated. It also allows an escape within the MPR for self-regulation.
- **Step 2 –** Commons areas and corridors allow for pacing as a physical outlet of frustration. The commons could include labyrinthine floor patterns to direct the pacing for inward reflection and focused resolution.
- **Step 3 –** Each pod has an escape nook in the corridor as a solace retreat for a student who needs to re-center without pacing. This provides an option to a student requesting to go into an isolation room. The escape nook is not penal but a place of respite so that the tools learned there can be applied in other locations in their home schools.
- **Step 4 –** The crisis recovery suite has a dedicated cool off corridor to the middle and high school small learning communities. This corridor allows privacy for pacing and de-escalation so that others in the small learning community are not an audience to the crisis at hand. The corridor also provides additional safety for the flight risk of the student with a single way into the crisis suite from each side.

- **Step 5-** Within the crisis suite are the seclusion rooms and support spaces needed to recover. The crisis recovery area also has access to a small private fitness area that would allow a positive physical way to resolve anger such as a treadmill or other equipment.

The new concept includes an applied learning lab, located between the High School and Middle School pods, that could function in a variety of ways for students to access vocational skills. The new learning lab is located off of a public corridor so that it is easily accessible from the main entry and does not mix with the small learning communities. Access to exterior space for large scale projects or activities that may cause odor are provided at the applied learning lab. Mentors can use the mini labs or the IMC for student interaction individually or in small groups.

Concept Design locates the laundry areas in the life skills area as well as in the living skills lab for convenience and different types of learning. The new plan double functions the nurse shower by providing access from the life skills pod as well as the nurse area for shower and changing as a means of reducing program square footage and associated cost.

Restrooms, Fixtures, Furniture and Equipment, and Accessibility

Concept Design floor plan removes all of the group restrooms and replaces them with single use restrooms so that more students can use the facilities at once without risking safety. Restrooms are added in the support spaces off of each of the life skills classrooms as many of these students may still be developing toileting skills. The new concept would bring all facilities up to current ADA codes with proper age scaled fixtures.

New furniture is critical to the safety and function of the building. New furniture should be heavy enough to not be thrown, but flexible for reconfiguration with lockable wheels. Scale of furniture should take into consideration the size of high school, middle school, and obese students. The staff lounge furniture should be very comfortable and relaxing. With the needs of the autism population as well as others with attention issues that are soothed by movement, the chairs should be flexible enough to facilitate bouncing and wiggling. This aids in focus as well as dispersal of energy. Sit/stand options for desking may make sense to allow further movement in place, as movement is a common de-escalator. Furniture in the IMC should be on wheels for ease of use for multiple purposes. There needs to be consideration of fixing the computers and monitors to the furniture so that they do not become projectiles.

Additional Design Features

Acoustics will be addressed in the renovations by extending existing walls to the deck and adding insulation, particularly in noisy spaces like the MPR and IMC. Additional acoustic construction will support the crisis recovery suite and cool off hallways to provide privacy to students needing interventions. All classrooms, the CTE kitchen, and the sensory lab in the life skills areas will have acoustical rated walls to deck to minimize sound sensitivity between rooms. It is also recommended that the HVAC in this area have low velocity air flow to reduce sensitivity issues. The acoustics should

also be addressed in the activity lab for functional absorption of musical instruments in the lab and practice areas. Given the nature of the possible tools in the applied learning labs, this area will need acoustical walls as well as wall and ceiling absorption. Reference the Acoustics Narrative for additional information. Due to the sensitive nature of the information shared with faculty and counselors, all offices and conference rooms will have high STC walls to deck and doors with sound seals.

Entry, security and School Persona

The new entry sequence is welcoming and allows for full security. The front door has an extended arctic entry vestibule with a clear sightline to the reception desk. When students arrive in the morning they would be directed through security for metal detection and xray of bags as needed, however for students who do not pose a threat or have sensory issue that the metal detection alarm would upset, they can pass freely into the building. Once school has started the vestibule doors would lock and all entry to the building would be through the secure vestibule into the reception and then buzzed into the building with an escort if needed.

This approach allows the students to not see themselves as being a threat and allows those who can and will follow the rules the privilege to become self-responsible. The concept also reduces any fear that the sight of the security equipment may generate in new students, parents or business partners may have with the previous system.

The new concept provides family and community outreach spaces at the welcoming reception desk. This allows visitors to be contained within the administration suite and provides a supportive environment.

The text and branding in the new scheme for the renovated Whaley will need to revolve around a stated vision that becomes the theme and way finding for the campus. Strategic branding locations will provide identity for various accomplishments or programs such as display areas for athletics, activities, and imagery and graphics will also make identity markers for each small learning community. New signage and wall graphics would convey these positive messages as well as support wayfinding. An example of such is provided below.

INTERIOR DESIGN NARRATIVE (Prepared by Bettisworth North)

PROJECT GOALS

Through our team investigations and project workshops, we have come to identify project goals voiced by the Design Committee, Staff and Faculty and the Anchorage School District:

- Safety | hazardous materials, glazing
- Security | confidentiality, access control,
- Life skills (for all students)
- Community Connectivity | support connections with community support services and school-business partners
- Design | Whaley should look and feel like a neighborhood school
- Functionality
- Future-Focused
- Change Perceptions | Whaley is not a punishment, but a supportive resource – a place you want to be!

PRIORITIES

Students → Families →Staff

Every decision for Whaley, whether related to the physical structure and learning environments, or curriculum and support programs, should be considered and executed with the students' best interests and recovery in mind. Critical to students' success is to support their families through connection to peers and Whaley staff, connection to community services and resources, and connection to their students' journeys. Finally, we must support staff needs for safety, rest and restoration, so they can continue to invest in the students.

CONSIDERATIONS

- **Safety & Security**
  - Access control
  - Sightlines and visibility
  - Privacy and Confidentiality
  - De-escalation
  - Glazing
  - Separation of SLCs and toileting
  - Egress
- **Accessibility**
  Accessible path | The proposed design removes obstruction to accessible movement within the school and removes obstacles to egress by shifting bag screening equipment to the side of the entry corridor and embedding metal detection within the surrounding wall and floor assemblies. Entries to all occupied spaces are adjusted to provide ADA clearances for easier access by all.

Accessible fixtures | The proposed design replaces all casework and plumbing fixtures with elements that are sized appropriately for the users. Fully ADA-compliant toileting facilities are included in all areas of the building.

Accessible features and amenities | Interior and site amenities, including escape nooks and outdoor playscapes, will be designed with accessibility in mind, ensuring that a variety of experiences are provided which are suitable to the range of students at Whaley.

- **Daylight**

  Daylighting is of proven benefit to students and staff alike. The proposed plan increases exterior openings for improved views and daylighting within perimeter spaces, and adds interior re-lights and clerestory lights to improve daylight penetration deeper into the building, ensuring nearly every occupied space enjoys the benefits of daylight.

  Control of the daylight will be important, particularly for life skills and sensory students. Likewise, interior control for privacy is paramount in administration, student and family support spaces. Exterior windows and interior relights will include manual shade devices to support those needs.

- **Acoustics**

  Separation and isolation | Separation of noise between classrooms, offices, conference rooms, activity spaces and corridors is critical. Additionally, isolation of noise within spaces like the MPR, Gym, Activity Lab and related mini lab (intended for music), and seclusion rooms must be addressed through upgraded assemblies and acoustically-appropriate surface finishes and accessories.

  Mitigation of background noise | Background noise such as that from mechanical systems can be incredibly distracting and sometimes agitating for students at Whaley. Such noise also contributes to teachers' energy and health, as it requires teachers to speak over the noise. Mechanical systems will be designed for low-velocity air flow, reducing noise within the systems.

  Absorption of ambient noise | For auditory comfort and optimum oral communication, it is imperative that the design address noise produced within each occupied space. Down corridors, the noise of foot traffic, carts rolling, the conversations of passersby and even locker noise can create a significant din that could bleed into adjacent classrooms or simply be too much to handle for a sensory student. Within classrooms, student chatter, papers rustling, wiggling and moving can all contribute to an undesirable noise level. These are just a few examples of ambient noise issues which must be addressed through absorption strategies.

  Privacy | Speech privacy is a particularly important consideration at Whaley, where confidential conversations occur frequently in administration, student support and family resource areas, and where privacy is directly tied to student dignity in recovery spaces.

  Openings | At doors to all occupied spaces, acoustical seals are of particular importance in contributing to noise isolation, minimizing noise transmission and privacy. Additionally, glazing units at the activity lab intended for music should be designed to minimize the transmission of high- and low-frequency sound in addition to typical mid-range sound associated with speech.

  Surface treatments | Floor, walls and ceiling surface treatments can enhance the acoustical performance of the assemblies. Carpeting and resilient floor, both with an attached cushion or

acoustical backing in some areas, can help reduce ambient noise from foot traffic. Applied wall finishes like cork and linoleum, and fabric-wrapped acoustical panels can contribute significantly to ambient noise reduction within the classroom. High-performance acoustical ceiling systems that address performance ratings of NRC (ambient noise reduction), CAC (barrier to airborne sound transmission) and AC (speech privacy) can further contribute the acoustical comfort within a space, as well as separation, isolation and privacy between spaces.

- **Durability and Maintenance**
  In any school, rugged durability is a key consideration when selecting interior finishes and feature elements. At Whaley, though the user group is smaller, finishes see an extreme level of use and abuse. Flooring, walls and ceilings must be nearly indestructible – tamper-resistant, easy to clean and maintain, simple to field repair, and safe even when damaged. Millwork and other built-in elements must structurally sound and securely fastened in plan, all with tamper-resistant fasteners and construction-grade adhesives. Detailing must consider the potential for an element to cause injury under special circumstances or for something, like a cabinet door pull, to be forcibly removed and used as a weapon or projectile.
  We recognize that maintenance is a critical concern for District operations and commit to being mindful of the daily and periodic maintenance requirements of the interior elements, including finishes, fixtures and features, particularly in light of limited operational funds and manpower. In addition to regular cleaning and maintenance, the interior design must also consider the reality of additional cleaning throughout the day related to accidents or behavioral incidents. Custodial support spaces are located throughout the school, ensuring quick and easy access to cleaning supplies. Finishes will be selected to ease daily maintenance requirements and simplify periodic maintenance. However, nothing is cleaning- or maintenance-free, and regular attention to cleaning and basic maintenance over the life of the school will directly impact the ease of daily and periodic maintenance as the facility ages.
- **The mission**
  INSPIRE pride in self, school and community, and encourage improved focus and behavior
  ENCOURAGE and upward/outward focus, that students might ASPIRE to academic success and college, career or trade pathways
  ENCOURAGE a sense of ownership in the school, thereby positively affecting SELF ESTEEM
  Encourage and support FAMILY and COMMUNITY involvement by providing flexible spaces designed for those interactions
  Demonstrate RESPECT for the students, that they may develop respect for self, peers, teacher, school, family and community
  Create a new Whaley that tells the story of SUPPORT and RESTORATION that is core to the work of the school

AESTHETICS

The interior design at Whaley school will create a fresh, new look to reinforce the identity of Whaley as a supportive resource, a place where students and staff want to be. Variety of materials, textures, patterns and colors will create interest, and strategic placement will enhance the sensory experience of

students, as well as improve way finding through the campus. Use of large-scale environmental graphics will reinforce the encouraging messaging being taught at Whaley and provide opportunity for art integration as well as image and branding. Finish schemes will be colorful, cheerful, and comfortable, but not agitative, and amenities will stimulate and empower students to be and do more.

PLAN AND BUILDING ORGANIZATION

The new plan for the Whaley School is arranged to provide separate, uniquely identified nodes for the High School, Middle School and Life Skills small learning communities, with shared programs and services located along common paths.

The entry to Whaley is adjusted to better accommodate morning security screening processes, while providing for clear egress and creating a welcoming entry sequence for students, parents and guests. As is common in newer ASD schools, the new entry sequence will direct guests straight into the admin reception area, where they can check in and receive direction to their destination.

In the new plan, small learning communities (nodes) can be secured, allowing for after-hours community use access to the gym, multi-purpose room (MPR), integrated media center (IMC), activity labs and family support areas.

The counseling and student support suite is relocated to be more central to all the areas counseling staff serve (learning communities, administration, recovery, family support). A new Family Support suite is embedded in the administration suite, providing easy and immediate access upon being greeted at reception. This suite connects directly to meeting spaces used for IEP meetings.

In this plan, the crisis recovery suite is embedded between the middle school and high school nodes, for reduced disturbance to other areas, a more friendly experience for guests, and improved privacy for students in distress. The new plan provides a middle school and high school cool-down zone, which serves as a final opportunity for self-regulation and redirection before entering the recovery suite for more direct interventions and support. In addition to the cool-down zones, five “escape nooks” will be located within each of the academic nodes and on approach to the Recovery suite. These nooks are small, elevated alcoves that provide a student an opportunity to retreat and regroup. The pods are comfortable (upholstered cushions) and acoustically treated to help reduce the surrounding din.

Where possible, windows and re-lites are used to improve daylight penetration deeper into occupied spaces and provide view for students and staff. In all cases, daylight control, as well as safety and privacy will be addressed through shading devices, applied films, and specialty glazing.

INTERIOR CONSTRUCTION, FINISHES AND SYSTEMS

Partitions

Interior non-load-bearing walls and partitions in student areas will generally be metal stud and painted abuse- and impact-resistant gypsum board system. In low abuse staff areas, partitions will be metal stud and painted gypsum board.

Partitions shall typically run from floor slab to roof deck and structure above. Where existing partitions are indicated to remain in place, they will be extended to the roof deck and structure above.

New demising walls at all administrative private office areas and classrooms will be metal stud, batt acoustic insulation and gypsum board for an STC rating of 50.

Perimeter walls of the crisis recovery suite will feature double-stud construction for improved acoustical separation to adjacent learning communities. Walls for the seclusion rooms will be similarly constructed, with plywood-backed abuse- and impact-resistant gypsum board and an abuse-resistant plaster veneer.

Operable partitions as shown on drawings to be paired panel type, to maintain an STC rating of 50.

Openings

Interior doors generally will be painted hollow metal with integral re-lite. Door size will generally be 3'-0" x 7'-0".

Fire rated doors and doors at custodial and utility rooms will be flush hollow metal. Frames for doors, sidelights and borrowed light partitions will be field painted 2" hollow metal.

Glazing at all doors, sidelights and borrowed light partitions within 72" of the floor will be laminated/tempered safety glazing type.

Hardware will typically be heavy duty mortise lock and latch sets with brushed stainless steel US32D finish trim. Where required, closers will be heavy duty, surface-mounted type. Butt hinges will be plain steel USP finish for field finish painting. Exit devices will be required at egress doors from assembly spaces. Miscellaneous hardware items will be US32D or US26D finish as required.

Electronic access control system will be integrated with door hardware at all exterior doors, doors into administration suites, and entry to the High School, Middle School and Life Skills nodes. Delayed egress exit devices will be required at all egress doors.

Ceilings

Ceilings will typically be mineral acoustical panels, tegular type, on exposed tee suspension systems. The media center and each node's Commons will include an accent ceiling element. Classrooms, lobbies and corridors shall be on a 2'x2' grid, preferred product is Armstrong Cirrus High-NRC. MPR and kitchen: Armstrong Ultima Health Zone High NRC. Custodial and server: USG Radar Ceramic Climaplus. Media Center and Commons accent ceilings will be panelized linear wood ceiling system by 9wood or similar.

Ceilings in seclusion rooms will be abuse- and impact-resistant gypsum board with plaster veneer and epoxy paint finish to match the walls.

Toilet rooms will be gypsum board with painted finish

As possible, ceilings will be 10'-0" in classrooms and corridors, 12'-0" in activity labs, 9'-0" in administration areas, and as high as possible in the Multi-Purpose Room. Ceilings lower than 9'-0" AFF will require hold-down security clips.

Wall Finishes

Interior paint systems will be low/no-VOC, high-performance, water-borne primers and paints. Colors will be limited to a standardized palette with strategic use of accent colors for way finding and visual interest, as well as for therapeutic purposes as in the Crisis Recovery spaces and the Sensory spaces.

Corridor walls will include decorative fiberglass-reinforced laminate (FRL) wainscot panels for improved abuse-resistance and durability, with graffiti-resistant porcelain tile in the Commons and restrooms. Acoustical wall panels will be applied on walls in the Multi-Purpose Room and Gymnasium.

Seclusion rooms will have a fiberglass-reinforced epoxy finish (Dur-a-Wall) in a satin sheen and soothing colors.

Kitchen and custodial spaces will include a 48”H high-impact panel (HIP) wainscot. (InPro, Acrovyn or similar)

Flooring

Where carpet is scheduled, provide 24”x24” modular carpet tile. (Classrooms, administrative areas)

Resilient flooring shall be minimum 3mm thick sheet rubber (Nora) or non-PVC sheet flooring (UPO Floor), heat welded. In corridors and the Multi-Purpose Room, sheet flooring shall include an acoustical backing for comfort under foot and improved acoustical performance.

Flooring in the seclusion rooms will slope to drain and be finished with decorative broadcast epoxy.

Flooring in the kitchen and adjacent food service support areas will be a heavy-duty, slip-resistant resinous flooring and flash-coved base. (Dur-a-Flex or similar)

Flooring in the Gymnasium will be resilient sports floor with painted game lines for modified full- and half-court basketball, volleyball, and pickleball. (Robbins urethane sports floor or similar)

In restrooms, shower rooms, laundry and kitchenettes, and custodial spaces, sheet flooring will be flash-coved for an integral 6-inch base. All other base trim will be applied Type TP Rubber 4” top-set coved toe base.

At all transitions between differing flooring types, provide low-profile rubber transition accessory designed for easy maneuvering of rolling loads.

Casework

Casework shall typically be AWI Custom Grade, flush panel, full-overlay, plastic-laminate-clad cabinetry with applied 3-mm PVC edge-banding, melamine interiors, and heavy-duty drawer glides. In admin areas, doors will have adjustable European styled hinges and back-mounted wire pulls. In classrooms, doors will have 5-knuckle hinges and ADA-compliant, recessed pulls.

Countertops and applied back/side splashes will typically be plastic laminate with 3-mm PVC edge banding. Counters in the Staff Lounge, Family Resource Center, Media Center and Reception will be solid surface with applied splashes.

Restroom vanities, if any, will be solid surface with integral back and side splashes supported with ADA-compliant steel vanity bracket (RAKKS or similar), and include a mechanically-fastened solid HDPE apron, which matches the partitions/urinal screens, to conceal plumbing fittings and controls

All classroom casework will have doors with concealed locking devices (Tot-Locks)

Window Treatment

Exterior windows (except clerestory windows) and interior re-lites will receive roller shades mounted between the jambs and with all trim required for a complete and aesthetically-pleasing installation. Shade cloth shall be 3% open, PVC-free, basket weave fabric. Operation shall be fully manual.

Exterior windows and interior re-lites in the Computer Lab and Sensory spaces will receive dual roller shades with black-out and 3% screen shade cloths.

Visual Display Surfaces

Anchorage School District has adopted a standard for interactive projection marker surfaces (SMART boards). All classrooms, conference rooms and the Media Center will be equipped with porcelain-steel marker boards and linoleum tack boards, as well as Owner-Furnished/Owner-Installed interactive projectors. MPR will have a motorized projection screen recessed in the ceiling

Toilet Accessories

Toilet Partitions, if any, will be floor-mounted/overhead-braced, solid HDPE type with stainless steel heavy-duty hardware. Urinal screens will be wall-mounted, solid HDPE type with full-length stainless steel angle attachment.

Toilet, Shower and Custodial Accessories including grab bars, channel-framed mirrors, waste receptacles, hooks, utility shelves, mop racks shall be standard stainless steel, surface-mount type. Dispensers for paper towels, soap and sanitizer, and toilet tissue will be Owner-Furnished/Contractor-Installed. (Georgia Pacific enMotion towel and soap dispensers, and related product for toilet tissue)

Lockers & Cubbies

Corridor Lockers in the Middle School and High School nodes and the Kitchen will be single-tier, all-welded lockers with integral master-keyed locks, continuous sloped tops, 2-prong ceiling and wall-mount hooks, and one fixed shelf, 15”W x 18”D to accommodate heavier winter coats and boots, gym shoes and other personal items. Lockers shall include all accessory devices to ensure quiet operation.

Corridor Cubbies in the Life Skills node will be millwork style open lockers constructed of phenolic-core laminate panels with a fixed shelf at the top for personal items and papers, 2-prong ceiling and wall-mount hooks, and open at the bottom to a fabricated metal grating boot shelf with a pan beneath to catch water from snowmelt. The lockers will be 15”W x 18”D.

Special Equipment and Accommodations

Sensory Room: Provide structurally-sound above-ceiling support for Autism Swing suspension hardware.

Gym: Provide 2-inch wall mats behind the full-court back-stops. Provide

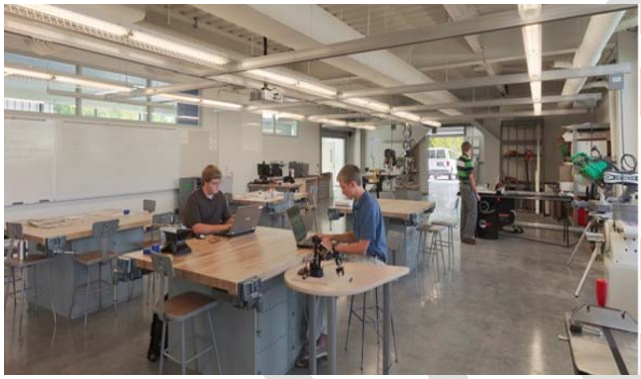
Fitness: Provide mirror wainscot along length of one wall, 18” AFF to 72” AFF. Mirror to be safety type. Trim with solid maple wood trim.

Escape Pods are elevated alcoves that provide an opportunity for a student on the verge of crisis to retreat and regroup. Provide fabric-wrapped acoustical panels and upholstered cushions, secured for tamper-resistance, at each of 5 locations (HS, MS and Life Skills nodes, and at each entry to Crisis Recovery suite).

VISIONING IMAGES

Activity Labs



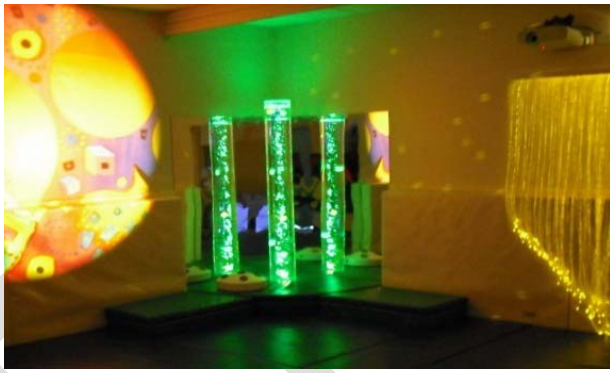



Activity labs with daylight and direct access to outdoor space will enable more varied CTE program offerings. A wide-open living skills activity lab (represented in the top left image) with mobile island cabinets will ensure the CR can flex for multiple uses. An Integrated Media Center (IMC) (represented in the bottom right photo) includes a small production set, varied seating/work area options, computer stations integrated throughout, daylight, and a mix of colors and finishes.

Admin/Family/Student Support


A large conference room (represented in the left photo) furnished and set up to support IEP meetings in the round would contribute to the team/partner approach in supporting Whaley's students. A counseling/student support/recovery suite (represented in the right photo) with key features including use of accent colors, soft, indirect lighting, and visual transparencies.

Sensory

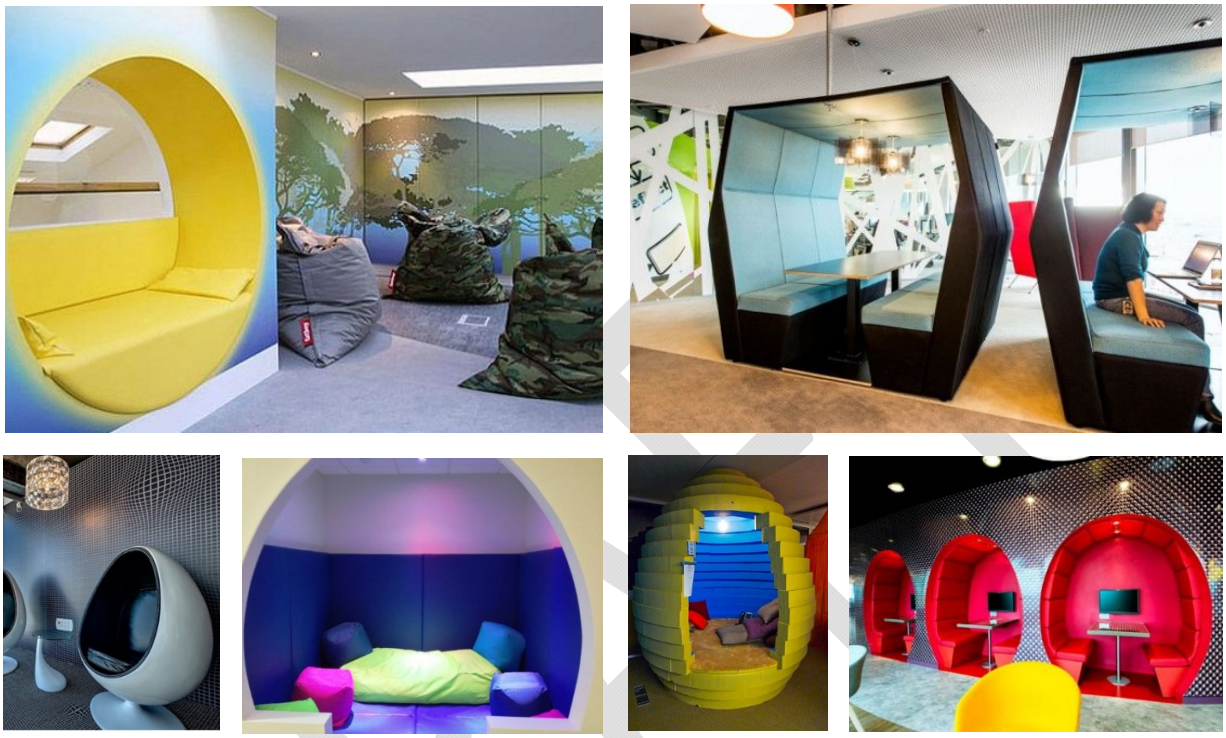


Sensory areas (represented in the top and middle left photos) may include a small gym with equipment to support PT/OT, as well as a sensory room with dimmable lighting, softer furnishings, acoustical control, and features for multi-sensory stimulation. Hard wearing, easily maintained finishes in a variety of colors, patterns and textures provides interest and multi-sensory experience.

Outdoor features could include a sensory garden. Such a project would provide a great opportunity to involve the students in design and execution of a new Whaley, fostering planning and problem solving skills, teamwork and seeing something through to completion. A walking path (represented in the

bottom right photo) could be incorporated outdoors or integrated into floor patterning within the MPR life skills commons or cool-down spaces.

Escape/Reboot



Quiet alcoves and escape pods, booths and cocoon-like furniture support students' in learning to self-regulate by providing opportunities for students to retreat, reboot, and de-escalate.

Interior Space Planning

Programmatic space requirements for the Whaley Remodel are based on the DRAFT Education Specifications for Whaley published February 29, 2016. A comparison of Existing, Education Specification and Proposed square footages is provided on the following page.

Whaley School Remodel, ASD
Project Number 16-116

Concept Design - Cost Estimate Submittal
August 31, 2016

	SPACE PROGRAM COMPARISON					
	EXISTING SF	ED SPEC SF	PROPOSED SF	DEVIATION (SF & %)		REMARKS (MAJOR DEVIATIONS)
ADMIN & STUDENT SERVICES						
Main Office/Welcome Center	2,602	2,600	2,458	-142	-5%	SRO/Debrief/Staff Room (for IC's) are same space, lcoated near the entry and security screening area
Family Partnership Center	0	1,200	491	-709	-59%	Partner office may flex as itinerant office or storage - currently accounted for in Main Office category
Student Support Services	3,432	1,700	1,280	-420	-25%	Conference located in main admin suite; Speech/Itinerant office in Life Skills node; all other offices squeeze slightly
Nurse/Health Office	558	600	717	117	20%	Toilet/Shower/Changing/Laundry area shared with Life Skills
Crisis Recovery	3,210	1,700	1,981	281	17%	Cool-off Halls are the intervention rooms (side rooms)
CLASSROOMS & SUPPORTS						
6-8 Learning Center	4,439	5,900	4,604	-1,296	-22%	Omitted 1 classroom, others are slightly under target SF
9-12 Learning Center	5,342	6,100	4,714	-1,386	-23%	Omitted 1 classroom, others are slightly under target SF
Transition/Flex Learning	0	1,000	0	-1,000	-100%	Living Skills classroom can also work as Flex or Transition
Life Skills	6,365	4,900	4,743	-157	-3%	Toilet/Shower/Changing/Laundry area shared (and included in area calc) with Nurse/Health Office
ACTIVITY PROGRAMS						
Activity Labs	1,504	5,000	3,786	-1,214	-24%	Activity lab classrooms are slightly smaller than District standard, but still appropriate for Whaley student loads; mini labs can flex for any of adjacent activity classrooms
IMC	852	2,000	1,797	-203	-10%	
Gym/Fitness	4,148	5,600	4,799	-801	-14%	MPR can flex as auxiliary PE space for group fitness; Small fitness space near Life Skills for recumbant bike or similar equipment
STUDENT COMMONS/DINING						
Student Commons	582	1,400	2,509	1,109	79%	Oversized student commons supports improved separation of HS and MS student circulation, as well as area for after-hours and increased school-business activities, and creates Small Learning Communities commons within the HS, MS and Life Skills nodes.
Food Services	2,439	3,600	3,121	-479	-13%	MPR is slightly smaller to carve out spot for Table Storage so the MPR can flex as an auxiliary fitness space; food services support spaces are expanded some, but not to full Ed Spec due to adjacent Life Skills classroom needs
BUILDING SERVICES						
Building Services	2,473	800	1,836	1,036	130%	Includes remove custodial closets, electrical and comms rooms not explicitly included in Ed Spec
ADDITIONAL PROGRAMS						
Outreach	1,467	1,600	0	-1,600	-100%	Propose to move this program off-campus
Total Programmed Area	**39,413**	**45,700**	**38,836**			
CIRCULATION	9,151	16,000	7,846			Circulation space is configured within each learning community for auxiliary commons
TOTAL NET AREA	48,564	61,700	46,682			

STRUCTURAL DESIGN NARRATIVE (Prepared by BBFM)

EXISTING CONDITIONS

DESIGN CRITERIA

The existing structure has been evaluated in accordance with the requirements for a Tier 1 analysis under the provisions of ASCE 41-13, Seismic Evaluation and Retrofit of Existing Buildings. Any structural modifications required by this remodel project will be designed in accordance with ASCE 41 or the 2012 International Existing Building Code and, where necessary, the 2012 International Building Code. The facility falls into Risk Category III, as it is an elementary or secondary school with an occupant load greater than 250.

Snow Load:	Pg = 50 psf, Pf = 40 psf (I = 1.1, Ce = 1.0, Ct = 1.0)
Wind Load:	MOA Wind Map Zone II, 150 mph 3-second gust; Exposure B
Seismic Loads:	Ss = 1.50g, S1 = 0.679g, I = 1.25, Site Class D Seismic Design Category D, Sds = 1.00, Sd1 = 0.679.

GENERAL

The original structure was built in 1972 under the provisions of the 1970 Uniform Building Code. It consists of three steel deck roofs spanning over steel joists that span between CMU walls and/or structural steel girders. The girders are supported by CMU walls and steel tube columns. There is a small elevated mechanical room that is a concrete structural slab supported by CMU walls. The foundation consists of a concrete slab-on-grade, strip footings at the CMU walls and spread footings at the columns.

An addition was constructed to the west of the main building in 1991 under the provisions of the 1988 Uniform Building Code. It is seismically separate from the original structure. The addition consists of a two level roof formed with a steel roof deck, steel joists, steel girders, steel tube columns, and CMU walls. The roof over the fan room (which is at the low roof elevation) is steel deck over steel joists supported by steel girders, columns, and a CMU wall. The fan room floor is a slab-on-steel-deck supported by wide flange steel beams and steel tube columns. The foundation consists of a concrete slab-on-grade, strip footings at the CMU walls and spread footings at the columns.

The roof diaphragm of the original structure was upgraded during a reroof project in 2001 under the provisions of the 1997 Uniform Building code. The vertical load resisting system was upgraded by the addition of snow drift displacement structures around the higher roof, so that snow drifts could not form on the lower roof. The lateral system work consisted of adding connectors from existing steel joists to the CMU walls to develop drag struts.

MATERIAL PROPERTIES

Concrete:	3000 psi
Rebar:	ASTM A615

Original Building – Fy = 40 ksi
Addition – Fy = 60 ksi

CMU Walls: f'm = 1500 psi

Steel Deck: Steel Deck Institute Wide Rib Steel Deck

Steel Joists: Steel Joist Institute Standard Joists
Original Structure – H Joists
Addition – K and LH Joists

Structural: Wide Flanges, Plates and Other Shapes: ASTM A36, Fy =36 ksi
Tube Steel: ASTM A500, Grade B, Fy = 46 ksi.

STRUCTURAL SYSTEMS

The vertical load resisting systems were designed for the same loads as are required by current codes, with the exception of snow drift loads at the original building. Those loads were not defined in the 1970 Uniform Building Code. However, those deficiencies were addressed by the Roof Replacement and Structural Upgrade Project in 2001.

Concept Design: No upgrades are deemed necessary other than as required for the proposed remodel project.

The lateral load resisting systems of the original building are CMU Shear Wall Buildings with flexible diaphragms (Type RM1). The Benchmark for this type of building is the 1997 Uniform Building Code, which was adopted later than the construction of the two structures. Thus, Tier 1 analyses of the two structures were completed. The Performance Standard selected was Life Safety using the BSE-1E earthquake (Ss = 0.786 and S1 = 0.330). The design earthquake loads were determined using Sxs=0.932 and Sx1 = 0.574. The following checklists were completed for each structure:

Summary Data Sheet
16.1 Basic Checklist
16.1.2LS Life Safety Basic Configuration Checklist
16.15LS Life Safety Structural Checklist for Building Type RM1
16.17 Nonstructural Checklist

The checklists and the back-up calculations will be provided for the Concept Design submittal. Many of the items on these checklists did not apply, however, with only one exception, the two structures comply with every applicable structural checklist item. The exception is the clear distance between the two seismically separate structures. The existing seismic joint is 4"" wide and the Tier 1 standard is 4% of the height of the lower building, which is 6.56" in this case. We can examine the expected amplified deflection of the building (as modified, or not) under IBC 2012 loads to determine whether there is actually a problem. The joint met the requirements of the UBC at the time it was constructed. Thus, any

changes to the structure should be due to remodel work, rather than being required to upgrade the existing structural system.

A quick look at the nonstructural systems found no seismic bracing, including ceilings, sprinklers, VAV boxes, ductwork, lights, etc. However, there will be major modifications to the architectural, mechanical and electrical systems as part of this remodel, so adding the bracing can be included as part of the remodel work.

STRUCTURAL WORK DUE TO REMODEL:

The following are the structural ramifications of architectural modifications planned for this facility:

- Enlarging Windows: At a number of locations, the existing windows will be enlarged. The plan is to keep the same width but extend the windows up approximately two feet or greater, which will allow the jamb steel to remain intact.. This will require adding an 8x6x3/8 angle header with the long leg vertical to the inside of the wall extending two feet past each edge of the opening. The shorter leg will be inserted into the mortar joint at the new head of the window. It will be full size across the opening and be coped to 1-1/2" width on each side of the window to prevent cutting the existing jamb reinforcing. The angle will be attached to the block using epoxy anchors at 16" oc across the window and at 8" on center on the sides of the opening.
- Adding Clearstories: At three locations, small (6'-8"x11'-0) pop-ups will be constructed on the existing roof. The existing roof deck will be removed from the interior of these structures to allow light into the space below. The existing steel joist at the center of the pop-up will remain intact. The deck edges will be reinforced by the addition of 3x3x1/4 angles spanning between the existing joists. The pop-ups are too small to require snow drift reinforcing at the existing roof. The pop-ups will be constructed with steel deck or plywood roofs, cold-formed metal roof joists and cold formed stud walls. The walls will be sheathed with plywood to act as shear walls.
- Raised Roof: There will be a new raised roof roughly from grid 11 to 17, F to H.3 wrapping around the existing high roof at the mechanical rooms.
    - Low Roof Gravity Load Resisting System: The existing low roof will be demolished between grids F&G 11 and 17. This e area between F & f.5 wll be reconstructed with steel joists capable of supporting the sliding and drifting snow which will occur there. The low roof area to the west of that zone will require reinforcing to support new snow drift loads. That will require three new 22K10 joists between grids F & G to the west of grid 11. There will also need to be five new 24K9 joists between grids 12 and 16 to the north of the grid H.3. There are existing drift displacement structures along grids 12 and J. The structure on 12 can be removed if additional joists are installed. There are insufficient removed joists to do this along the full length of grid 12, so some new joists would be required to fill in each of approximately 18 spaces. The structure along grid J will probably have to remain because the duct work crossing grid J between grids 11 and 12 precludes inserting new joists.

- Low Roof Lateral Load Resisting System: The diaphragm will need to be attached to the girder line along Grid F to drag loads from the area between grid 11 and 17 to the remaining diaphragm west of grid 11. This may require additional deck welding in that area. A CMU wall (or other vertical lateral load resisting element) will be required at grid H.3 to support the low and high roofs. Continuous cross ties will have to be created at grids 11 &12 to tie the low roof to the mezzanine walls north of grid G.
- Expanded Fan Room Gravity Load Resisting System: There will be two additions to the existing fan room east of grid 12. One will be between grids G & H and the other between grids H.1 and H.3. They will be at the same elevation as the existing fan room and will be roughly square. They will be constructed with a concrete slab-on-steel-deck supported by wide flange beams and girders. The beams and girders will be supported by hollow steel tube columns and the existing CMU wall.
- Raised Roof Gravity Load Resisting System: The raised roof will have steel deck supported by steel joists spanning north-south with bearing lines at the eaves and the ridge. The bearing lines will be wide flange steel girders supported by rectangular hollow structural section columns. The columns will go down to the foundation. Where possible, they will bear on existing CMU walls. Where necessary, due to additional loads, the existing footings will be reinforced or replaced.
- Expanded Fan Room Lateral Load Resisting System: The fan room expansion will use the concrete slab on deck and wide flange beams to deliver the lateral loads to the existing CMU walls at the fan room.
- Raised Roof Lateral Load Resisting System: The raised roof will tie to the existing mechanical room CMU walls at Grids 11, 12, and G. There will be new steel tube braced frames at Grids F.3, H.3, and 17. At grid 17, the brace will be above the existing roof level and a girt system at the existing roof height will be used to drag lateral loads into the CMU wall on 17 between grids C and F.

MECHANICAL DESIGN NARRATIVE (Prepared by RSA Engineering)

EXISTING CONDITIONS

DESIGN CRITERIA

The latest adopted version of the following codes and standards, as amended by the Municipality of Anchorage, are currently applicable for this project:

- International Building Code (IBC) 2012
- International Fire Code (IFC)
- International Energy Conservation Code (IECC)
- International Fuel Gas Code (IFGC)
- International Mechanical Code (IMC)
- Uniform Plumbing Code (UPC)
- Americans with Disabilities Act (ADA)
- ASHRAE/IES Standard 90.1
- ASHRAE Standard 62.1
- Anchorage School District General Mechanical and Electrical Design Standards
- Anchorage School District District-Wide Education Specifications

Special attention will be given to the Anchorage School District Design Standards. It is understood that the current standards are a working document in progress that will be continually modified by changing technology and innovative design solutions. Mechanical system design for this project will comply with the standards except where it is in the best interest of the District to deviate from the standards to provide systems with better operating characteristics in terms of cost, operation, maintenance or simplicity.

GENERAL

Observations of existing conditions were made on June 14th, 2016. A walk through of the entire building was performed to review the condition of the existing mechanical systems. The mechanical systems in the school varied in age and condition. The mechanical systems that remain from the original construction in 1972 were in fair condition but are at the end of their expected useful life and should be scheduled for replacement. Mechanical systems from the 1991 Addition and remodel were in fair condition, some of the systems in this portion of the building are nearing the end of their expected useful life and should be scheduled for replacement. There have been 2 major mechanical renovations projects at the school, a boiler replacement in 2005 and domestic water piping replacement project in 2007.

FIRE PROTECTION SYSTEM AND WATER SERVICE

The fire protection system is a wet sprinkler system. There are two water services and two sprinkler risers in the building. One sprinkler riser serves the original school area, one riser serves the addition. The risers are equipped with double check backflow preventers.

Sprinkler Riser in the original school mechanical room.

Sprinkler Riser in the school addition mechanical room.

Concept Design: The existing sprinkler piping will be demolished in areas of renovation. New sprinkler risers and water service entries will be installed in the sprinkler riser room. New sprinkler piping will be connected to the existing sprinkler risers. Sprinkler piping will be specified to be schedule 40 black steel piping. All piping will be specified to meet the requirements of NFPA 13 and FM Global. All sprinkler heads will be changed to quick response, all piping will be seismically restrained to FM Global. The sprinkler system will be performance-specified by the Engineer and designed/installed by the contractor.

PLUMBING SYSTEM

Domestic water and sanitary sewer service is provided to the school by Anchorage Water and Wastewater Utility. The roof drainage system is connected to an 8-inch corrugated metal pipe storm drain that outfalls directly to the creek south of the school; see the Site narrative for description of the site storm drainage system.

Water meter in the school addition mechanical room. Water meter for school addition is shown in school addition sprinkler riser photo.

The plumbing piping varies in condition from fair to good; the domestic water piping in the original area of the school was replaced in 2007 and is in good condition. The domestic water piping in the addition is copper piping is approximately 26 years old and is in fair condition.

The waste piping is buried and was not available for inspection. The underground piping should be flushed and inspected with a camera to review the condition of the piping.

The plumbing fixtures in the building are in fair to poor condition. The fixtures appear to be original from construction of the school and addition.

Plumbing fixtures.

Domestic hot water for the original area of the school is provided by an indirect fired hot water generator located in the mechanical room. The hot water generator is in good condition. Domestic hot water for the school addition area is provided by a 75 gallon, 75,100 Btu/hr input gas fired water heater located in the boiler room within the addition. The water heater was in good condition.

1991 addition Water heater.


Original school area Hot water generator.

Concept Design: Due to the age of the existing waste and underfloor roof drainage piping in the original area of the school, new piping or pipe lining is recommended. The existing underground piping should be investigated with a camera to evaluate the potential for re-use. Due to the extent of proposed renovation all branch piping will be new to new fixtures. Slab demolition will be required for the new piping; the piping will connect to the existing mains. The existing mains will be replaced in the same location or lined with Nu-flow. New roof drainage piping will be installed to align with new wall locations. The under slab rain leader piping will require saw cutting of the existing slab to allow rain leader connection to be reconfigured. Overflow drains will tie in to the primary storm drain lines inside the building, and an overflow scupper will be installed where each building storm sewer leaves the building in accordance with Handout Number 39 of the Municipality of Anchorage Building Safety Division. All new sanitary and rainleader piping will be cast iron no-hub or copper, drain waste and vent (DWV).

- The existing domestic water piping will be demolished due to the extent of the renovation work. The existing water service entrances will remain. All new domestic water piping will be specified as Copper piping or polypropylene piping. Polypropylene piping will only be allowed in areas that are not used as return air plenums.
- The existing domestic hot water heaters will remain. New domestic hot water piping will connect to the existing domestic hot water heaters.
- New plumbing fixtures will be installed throughout the facility. All the existing fixtures will be demolished. The new plumbing fixtures will be specified to include water and energy saving devices and will incorporate vandal resistant features to prevent tampering. New floor drains will be installed where required. All new floor drains will be equipped with trap primers as required by code.
- New exterior, frost-proof hose bibbs will be designed for both the new addition and original portion of the building. Hose bibs will be installed around the exterior of the building at approximately 150’ intervals. Hot water and cold water hose bibs will be installed in all the toilet rooms.
- No irrigation systems or ice rink fill systems are to be included in the renovation.

FUEL GAS

Natural gas piping consists of steel piping installed during the 1991 addition and the 2005 boiler room renovation. The piping is routed on the roof from the gas meter to the boiler room in the addition. The piping appeared to be in fair condition. The gas supply line to the building was equipped with a seismic valve.

Gas Meter.

Concept Design: The existing gas meter will remain. Natural gas piping to the building addition is routed on the roof, the piping will be removed and re-routed as required to accommodate the building renovation and new roof work. All new gas piping will be Schedule 40 black steel. Joints for piping two inches and larger will be welded or a Viega Mega Press system listed for use with Gas piping. Piping 2" and smaller will be malleable iron threaded fittings.

HEATING SYSTEM

The heating system consists of two, 2,640 MBH input Thermal Solutions gas-fired copper tube boilers. The boilers were installed in 2005 and appear to be in fair condition. The boilers are piped primary/secondary with a boiler circulation pump and 3-way boiler return water mixing valve to temper boiler return water. The mixing valve is installed to prevent condensation in the boiler that can damage the copper tube boilers. One set of lead/lag pumps circulate hot water from the boiler system to heating coils, heat exchangers and terminal heating equipment.

Boilers.

There are two heat exchangers in the school, one in the original school mechanical room and one in the building addition fan room. The heat exchangers transfer heat from hot water to 50% propylene glycol that is utilized for freeze protection in the AHU coils. Each heat exchanger system includes a set of lead/lag heating pumps to circulate glycol to the coils on the air handling units. The heat exchangers and associated hydronic specialties were installed in the 2005 boiler replacement project and are in fair condition.

Glycol heat exchanger.

The boiler room piping and heating pumps are in fair condition, the piping in the boiler room was all replaced in the 2005 boiler replacement project. The heating piping in the original portion of the school is steel piping; the piping has exceeded its useful life expectancy. The piping in the 1991 addition area is copper piping in fair condition.

Heating in the original school area is provided by two multi-zone air handling units (AH-1 and AH-2). The air handling units recirculated building air through underfloor ductwork to perimeter grilles. The

heating system does not provide for control of heat output in classrooms. The heat output from the central multi-zone AHU can adjust temperature for the underfloor ductwork serving each aspect of the building (north, south, east or west). This heating system is not efficient as the heat output cannot be adjusted based on individual classrooms; the heating has to be operated simultaneously with cooling system to maintain room temperature.

Multi-zone heating AHU.

Heating for the 1991 addition is provided by air handling units. The gymnasium heating is provided by AHU- 2. The classrooms are heated by AHU-1; heating coils in the ductwork supplement the heating from the AHU and provide zone temperature control.

Entry vestibules are heated with cabinet unit heaters, mechanical and storage rooms are heated with unit heaters. The heating equipment condition varies in condition from fair to poor; Heating equipment in the original area of the school has exceeded its useful life expectancy. Heating equipment in the 1991 addition is in fair condition.

The heating system equipment and piping is not seismically restrained in accordance with the 2012 edition of the IBC. Seismic restraint requirements have increased since the installation of the heating system.

Concept Design: The existing heating plant, boiler pumps and heat exchangers for the building will remain. New heating distribution pumps will be installed with variable frequency drives in the boiler room and original school mechanical room. Due to the extent of renovations and age of piping, a majority of the heating piping in the building will be demolished and replaced with new piping. New glycol heating piping will be installed from the existing heat exchanger to the new air handling units in the original school area. The heating piping from the boiler room to the fan room in the school addition will be re-used. The perimeter heating air handling unit that heats the original school area will be demolished. The perimeter heating grilles will be demolished, capped and sealed off. The underground ductwork abandoned in place. New heating system piping will be Type “L” insulated copper piping installed above the ceiling.

- The new heating systems for the Classrooms, offices and common areas will be fintube radiation or hydronic radiant panels along the exterior perimeter of the building. Duct heating coils will be installed in the VAV boxes to provide tempering of supply air and

supplemental heating. The perimeter hydronic heating system will provide heat to the building during unoccupied hours when the air-handling units are off. The gymnasium will be heated by the existing air handling unit serving the space. Entry areas will be heated using cabinet unit heaters. Storage rooms and unoccupied spaces will be heated with hydronic unit heaters or cabinet unit heaters.

- The existing heat exchangers, air separator and all valves 3" and larger will be insulated. All new piping and equipment will be insulated to comply with the IECC.
- No snowmelt systems are planned for the building.

VENTILATION SYSTEM

Ventilation for the original portion of the school is provided by a variable volume air handling unit (AH-3). The AHU, ductwork and variable air volume terminal units (VAVs) are all from the original construction of the school and have exceeded their useful life expectancy.

Ventilation for the 1991 school addition is provided by two constant volume air handling units. The air handling units are in fair condition.

School addition AHU.

Ventilation for common toilet rooms is provided by central exhaust fans. Individual toilet rooms in the school have ceiling mounted exhaust fans that are ducted up through the roof. The fans in the original portion of the school are in poor condition and have exceeded their useful life expectancy. The fans in the 1991 addition are in fair condition.

A type 1 hood is installed over the convection oven in the kitchen. The hood has exceeded its useful life expectancy and is oversized for the installed cooking equipment. The kitchen area does not have adequate ventilation when the hood is not operating.

The combustion air system for the boilers is an engineered system with boiler room ventilation fan and relief air/combustion air opening installed in the 2005 boiler replacement project.

Concept Design: The existing ventilation system will be demolished in its entirety throughout the original area of school. The existing air handling units will be replaced with two new variable air volume

air handling units. The two air handling units will be located in the fan room expansion areas. The air handling units will be configured to provide ventilation for the north and south areas of the original school.

The two existing air handling units in the school addition area will remain. The units will be refurbished to include cleaning, new motors, belts, bearings and controls. The air distribution system will be designed to conform to IMC to ensure good indoor air quality. Return air CO2 sensors and outside air intake volumetric measurement sensors will be employed to ensure adequate ventilation rates.

The new ventilation equipment will be specified as packaged air handling units. Each air-handling unit will include an internally isolated plenum fan section, heating coil section and filter mixing section. Air filters will be specified with a MERV 13 rating.

The air handling units will supply air to variable air volume terminal units located in the classrooms and offices. The variable air volume terminal units will adjust airflow between minimum and maximum as required to provide cooling and ventilation to the area served. Return air for the air handling units will be routed through an above ceiling return air plenum back to the fan rooms.

The variable air systems will include hydronic tempering (booster) coils at each classroom to allow individual room temperature control. The VAV system will be sized to cool the building using 60 degree F supply air in the ductwork distribution system. The VAV system supply air temperature will be reset based upon the air temperature required to cool the hottest room served by the respective unit. The air handling unit fan will modulate up or down as needed to meet the required demand load. The fintube radiation will be controlled with the local VAV box to maintain space temperature.

The variable air volume systems will include roof mounted relief fans to ensure air turnover during economizer operation. The relief fans will include a variable frequency drive to allow capacity modulation to maintain a +0.05” (adjustable) pressure differential between the indoor and outdoor. The fan rooms will serve as a return air plenum, drawing air from the space above the T-bar ceiling and returning the air to the air-handling units or exhaust air through roof mounted relief air fans.

The new toilet rooms located through the school will be served by ceiling mounted exhaust fans with the exhaust ductwork terminating above the roof. These exhaust fans will be interlocked with lights to operate when restroom is occupied.

It is our understanding that no food preparation other than basic food warming will take place in the food service area. A new Class II hood will be designed for the kitchen to remove heat and vapor only. A roof mounted exhaust fan will serve the hood. The fan will be interlocked with the kitchen hood and the VAV box that serves the space. Domestic style kitchen hoods will be installed in locations noted on the architectural plans. The domestic style range hood exhaust ductwork will terminate above the roof with roof curb mounted roof caps.

Communication closets will be provided with a dedicated cooling exhaust air fan or ventilation fan to maintain space temperature. The dedicated exhaust fan will be capable of 24/7 operation allowing cooling of the electrical rooms when main building air handling units are shut off during unoccupied modes.

The existing boiler room combustion air and ventilation systems will remain.

AIR CONDITIONING

No existing mechanical air conditioning systems exist in the building. The building is currently cooled using economizer cooling with outside air.

Concept Design: The school is used throughout the summer months, and installation of a mechanical cooling system would be required to reliably maintain temperatures in the building between district standards of 68-74 degrees. Currently temperatures exceed 74 degrees when outdoor temperatures are above 70 degrees. The use of operable windows, window shades and night time air handling unit operation to pre-cool the building would help maintain building temperature below 80 degrees in summer months if mechanical cooling is not installed. Due to Whaley's special needs student population and the intent of this remodel project to create a school better suited to accommodate their specific needs, Design Team recommends that air handling units will be designed with cooling coil sections to allow for future connection to an air cooled chiller.

CONTROLS

The control system utilized throughout the building is a combination of direct digital control (DDC) control system and pneumatic system. The original portion of the school includes pneumatic controlled VAV boxes and has pneumatic valve and damper operators on the AHUs. The pneumatic system has exceeded its useful life expectancy and should be replaced. The remaining DDC system should be upgraded to current ASD standard equipment.

Control air compressor.

Concept Design: Operating controls for the facility's mechanical systems are a combination of Siemens Apogee Direct Digital controls (DDC) and the originally installed pneumatic controls. The existing system will be replaced entirely with a new direct digital control (DDC) system. The control system will be

performance specified by the engineer to meet the sequence of operations listed in the contract documents. The control system will be specified to be a Siemens Building Automation system with no substitutions in accordance with the District's control standardization program.

The control system will include a full graphics package to allow point and click access for control of mechanical system. Sequences of operation and building alarms will be configured to match the existing standardized control algorithms preferred by the District.

The existing packaged boiler control system will remain. The boiler controller will communicate with the building DDC system to provide alarm and boiler system reporting to the School District monitoring system.

The existing heating pumps serving the building will be retrofit with new variable frequency drives to provide better control and reduced energy usage.

ELECTRICAL DESIGN NARRATIVE (Prepared by RSA Engineering)

EXISTING CONDITIONS

DESIGN CRITERIA

The latest adopted version of the following codes and standards, as amended by the Municipality of Anchorage, are currently applicable for this project:

- International Building Code
- International Fire Code
- International Energy Conservation Code
- National Electrical Code
- NFPA 72 National Fire Alarm Code
- Americans with Disabilities Act (ADA)
- National Electrical Safety Code
- TIA/EIA Telecommunications Building Wiring Systems
- IES Lighting Handbook, Tenth Edition
- ASHRAE/IES Standard 90.1
- Anchorage School District General Mechanical and Electrical Design Standards
- Anchorage School District District-Wide Education Specifications
- Anchorage School District Instructional Technology Plan

Special attention will be given to the Anchorage School District Design Standards. It is understood that the current standards are a working document in progress that will be continually modified by changing technology and innovative design solutions. Electrical system design for this project will comply with the standards except where it is in the best interest of the District to deviate from the standards to provide systems with better operating characteristics in terms of cost, operation, maintenance or simplicity.

The design parameters listed in this document may be considered a working document as well. As the design progresses, the parameters in this document may be revised as a result of changing technology, payback analysis and/or feedback from Anchorage School District Personnel.

POWER DISTRIBUTION SYSTEM

The existing service is 120/208V, 1,600A, 3-phase. A 300 kVA transformer on the west side of the building feeds a CT enclosure and service disconnect inside the electrical room. There is no exterior service disconnect, which is a violation of current ML&P service standards. The switchgear is made by ITE (now Siemens) and is original to the building.

Existing service disconnect inside of the building is not compliant with current ML&P standards

The motor control center (MCC) has 10 starter buckets and is rated at 400A, also located in the electrical room and of the same vintage. It is likely that replacement breakers and starters are either not available or very expensive.

The electrical room is undersized and it does not have an outswing door with panic hardware, as required by the NEC. This room exits into a landing area at the base of the 2nd floor stairs up to the fan room, making an outswing door impossible to install.

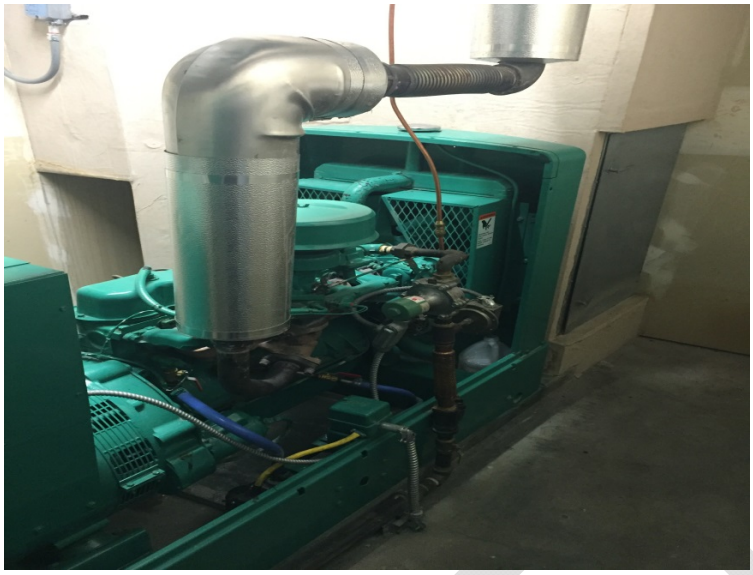
The branch panels in the older part of the building are also from the original construction and most appear to have limited spare capacity for expansion. Panels in the 1991 addition are made by Siemens and have slightly newer breakers and more spare capacity but are still over 25 years old.

The peak electrical demand in the past 12 months is 131.5 kW (456 amps at 0.8 power factor), which occurred in January of 2016. This shows that the existing service size is more than adequate for the planned remodel.

Concept Design: Install a new 1,600A fused service disconnect outside the building and feed a new 1,600A MDP. This will require site work to route feeders from the utility transformer to the new disconnect. Replace all branch panels (17 total) and the MCC with new gear that has more spare capacity. The new MDP and MCC will be installed in the existing electrical room once the service disconnect is moved outside. Egress from the room will be addressed by removing the existing door and creating an alcove with an outswing door towards the corridor.

GENERATOR

A 45kW generator with 150A automatic transfer switch was installed as part of the 1991 addition. The generator is installed in a dedicated room but it is on the 2nd floor and only has ladder access, making it difficult to maintain. Although this generator was designed as a true emergency system, it has both emergency and standby loads and is therefore not compliant with current codes. It is also undersized to serve the entire building. Disruption of school activities during an outage is unavoidable with an undersized generator.



Generator serving partial building load located on 2nd floor

Concept Design: The generator will be removed from the upstairs room and replaced with an exterior, diesel generator module. Estimated size is 150kW, with 24 hours of fuel supplied via integral skid-mounted "belly" tank. A recent project at a different school using this size of generator had the fuel tank sized at approximately 300 gallon capacity. The generator will be connected to a new service-entrance rated transfer switch and service disconnect, sized at 1600A.

LIGHTING

In the original portion of the building, the fixtures are mostly 2x4 recessed style. In the offices and classrooms, most of the fluorescent fixtures have been retrofitted with nLight dimmable LED kits. However, most of the classrooms do not have dimming controls, which means the teachers cannot take full advantage of the LED technology.

Lighting controls installed in office with the ability to program scenes for multiple zones of lighting

In the corridors and common spaces, the T12 fluorescent lamps have been replaced with LED tubes. Although this saves energy, the fixtures themselves are still very inefficient and they have dirty/yellowed lenses.

In the 1991 addition, the existing 2x4 and 1x4 recessed T12 parabolic fluorescent fixtures are untouched. In addition to being very inefficient from an energy perspective, this style of fixture makes the spaces feel very dark and "cave-like".

The exterior HPS fixtures use more energy than necessary to provide the light required, and have yellowed lenses and optics that produce glare on adjacent properties. There are large portions of the building with no exterior lighting, limiting usefulness and creating security concerns.

Example of aging exterior lighting

The exit signs are all self-powered (nuclear) and have an expiration date of 2021.

Concept Design: Replace all interior and exterior lights with new LED fixtures. Provide occupancy sensors and dimming controls in all spaces. Install new emergency lighting inverters to provide the code-required lighting levels along the paths of egress and at all exterior exits. Provide new powered LED exit signs throughout the building. Provide new LED building-mounted lighting around the perimeter of the school. Due to the proximity of other properties, lighting design will incorporate cutoff optics and controlled distribution/shielding to minimize glare and light trespass. Educational spaces will receive lighting controls with the ability to set programmed scenes, similar to those shown above in the existing office.

WIRING DEVICES

Receptacle distribution is generally sufficient, and original layout has been supplemented with surface raceway where needed. Devices are old and due for replacement.

Concept Design: Replace all receptacles throughout the building in all areas of renovation. All new walls will receive new receptacles, which will create better distribution for the classrooms. At existing receptacle locations that are not being demolished, new receptacles will be installed, with tamper-resistant/weather-resistant/GFCI requirements being met where applicable.

DATA COMMUNICATIONS SYSTEMS

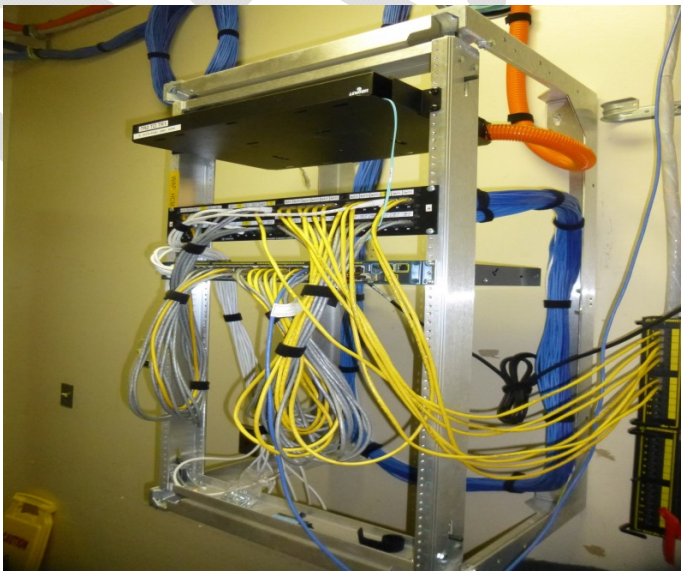
The building cabling system consists of Cat 5e plenum cable and 50 micron OM3 fiber backbone between racks.

There are three existing telecom rooms in the school:

- TR1: Located in Room 40 includes 2 racks, both are full. This is the MDF and includes the head-end equipment for the network switches/servers and the video surveillance system. The room has mechanical cooling and the temperature was good.

TR1 racks. Note width of room is inadequate to add any more equipment

- TR2: This is a single wall rack in a mechanical space in the 1991 addition. The rack is only partially full but the space where it is installed is inadequate for use as a telecom room.



TR2 wall rack mounted in mechanical space

- TR3: This is an enclosed cabinet located in the computer lab the cabinet is only partially full but having a cabinet like this in an instructional area is not ideal.

The building has 100% wireless coverage, although the quantity of access points (APs) is less than the current standard of one AP per classroom. This school is slated for expansion of the wireless system during the summer/fall of 2016.

Concept Design: The new TR1 will house two floor-mounted telecom racks, the new intercom cabinet, main security panel, and fire alarm head-end equipment. TR2 will be a new room with enough space for 2 racks. Increase the fiber count to a 12-strand cable from TR1 to TR2. TR3 will be relocated to the electrical room in the Life Skills area of the building. Relocate wireless access points as required to accommodate the remodel.

FIRE ALARM SYSTEM

The building fire alarm system was replaced in 2009. An EST-3 fire alarm panel is installed in the corridor area outside Office 56, along with a NAC booster panel. All field devices appear to be in code-compliant locations. The panel is still fully supported by the manufacturer but because the 2012 IBC now requires a voice evacuation fire alarm system for E occupancies, the entire system will have to be replaced.

Fire Alarm Control Panel and NAC booster currently installed in the corridor. New system requires voice evacuation.

Concept Design: Install a new voice evacuation fire alarm system, with pull stations at all exits and smoke detectors in the corridors, electrical rooms, telecom rooms, teacher workroom, teacher lounge, and all toilet rooms. Duct detectors will be required in all return air systems greater than 2,000 cfm. Speakers and speaker/strobes will be installed throughout the school.

SECURITY

The existing security system is an older model made by GE Security. It was installed in 2009 with the fire alarm system and includes door contacts at all exterior doors, glassbreak sensors in all rooms with windows at grade, and motion sensors at entry points and hallway intersections. All devices are connected as dedicated points on the system. The building has adequate security coverage but it is not in compliance with the new District standard, which is the Napco Gemini system, which utilizes addressable devices on a single communications loop.

At several locations, maglocks are installed on doors and there does not appear to be any local override button as required by code. In one location in Corridor 450, maglocks are installed on a set of double doors that is part of the egress pathway, which is also a code violation.

Egress pathway maglocks without local override, as required by code.

The front door is currently controlled from multiple locations, with staff able to monitor it via video surveillance before opening the door.

The duress button for APD is located in the staff work area (Room 51).

The main entry has a metal detector for screening.

Concept Design: Replace the entire security system with the new Napco addressable system that includes new field devices in locations as specified above. Either delete all maglocks or provide upgrades to make them code-compliant. Coordinate door controls with new entry vestibule layout, while maintaining multiple control points like currently configured. The metal detector will be relocated into the new entry vestibule. Move the APD duress button into the main office, and provide additional locations if needed.

VIDEO SURVEILLANCE SYSTEM

The school has an old analog CCTV system with approximately 20 cameras connected to a GE Security DVR via Cat 5e cables. The system is completely out of date and is scheduled be replaced with a new IP video system in summer of 2016.

Concept Design: Relocate cameras as required to accommodate the remodel. Depending on the extent of renovation, new cameras may be added at select locations.

INTERCOM/MASTER CLOCK

The existing intercom system is the Rauland Telecenter 21 series, which was likely installed in the late 80's. Some of the classrooms speakers appear to be even older, possibly from the original construction. This system is no longer supported by the manufacturer and should be replaced. There are no exterior paging speakers in the playground/track areas.

Intercom cabinet housing Telecenter 21 system, including cassette tape player

The existing master clock system is tied into the intercom system and controls clocks throughout the building. The clocks are powered by multiple 24V power supplies at various locations. The system appears to keep accurate time but it is beyond its usable life and should be replaced.

Concept Design: Install a new IP-based intercom system, with speakers, call switches, and IP phones in all classrooms. Install new Primex wireless clocks in all offices, teaching spaces, corridors, gym, MPR, and other common spaces. Both the clock and intercom head-end equipment will be located in TR1. Provide exterior paging speakers connected to the system.

GYM/MPR SOUND SYSTEMS

The MPR has an old in-wall intercom system that was installed as part of the 1991 addition. There used to be a stage platform installed at the south end of the MPR and it included microphone jacks in the floor. At some point in the early 90's, the stage was removed, along with the microphone jacks. The system is not functional and should be replaced if desired as part of the remodel project.

Defunct MPR sound system

There is no sound system in the gym.

Concept Design: Replace the existing system in the MPR with a new system, consisting of a drive rack with amplifier, wireless microphone receiver, and FM assisted listening system. Powered ceiling speakers will be connected to the system and a mobile cart will be provided to allow for connection of remote sources (CD, iPhone, etc.). Provide a similar system in the gym.

HAZ-MAT DESIGN NARRATIVE (Prepared by EHS-Alaska, Inc)

EXISTING CONDITIONS

BUILDING DESCRIPTION

The Whaley Center School was originally constructed in 1972 with one addition in 1991 along with various upgrades and repairs through the years. In 1997, selected cement asbestos board (CAB) panels were removed from portions of the school. In 1999 selected CAB panels and flooring materials were removed from 10 bathrooms in the south portion of the building. Limited CAB removal was also done at the toilets in the north central portion in 2011.

Corridor and classroom ceilings in the original construction were typically of 2' x 4' lay-in ceiling tiles. One 2' x 4' ceiling tile was previously found to contain asbestos and all of ceiling tiles in that area were replaced. A 1998 EHS-Alaska survey found the remaining ceiling tiles in the building to be a non-asbestos containing material. Floor finishes were mainly of carpet with some areas of vinyl asbestos tile (VAT) and asbestos-containing sheet vinyl (SV). The cream mosaic sheet vinyl flooring was typically exposed in the wet portion of the classrooms, and concealed under carpet in some other areas of the 1972 building.

Throughout the 1972 era of the facility, the gypsum wallboard is non-asbestos; however the joint compound was sampled and found to contain 1 – 2.4% Chrysotile. It is unlikely that asbestos-containing joint compound or asbestos-containing gypsum wall board will be present in the 1990 era. Also throughout the 1972 era of the school, the CAB contains 20% Chrysotile and the mastics of some of those CAB panels have been shown to be asbestos-containing.

ASBESTOS-CONTAINING MATERIALS

Asbestos-containing materials are known or assumed to exist in the 1972 era of this building. Portions of these materials may have been removed by previous projects. No sampling of suspect asbestos-containing materials has been conducted in the 1990 era, and the materials included are what would typically be expected to be found in a 1990 construction era. Drawings detailing the removal of the asbestos-containing materials affected by the project will be developed at later stages of this project. Concept level quantities of asbestos-containing and other potentially hazardous materials anticipated to be removed by this project are included on each line item below.

1. Asbestos-containing joint compound in original gypsum board systems (confirmed 1972 era). 48,825 square feet.
2. Asbestos-containing "hard and chalky" pipe fitting insulation (confirmed 1972 era). 490 each.
3. Cement asbestos board on walls of the corridors, kitchen, restrooms, and janitor closets (confirmed 1972 era). This material is concealed under newer wall finishes in some areas. 8,800 square feet.
4. Various colors and patterns of asbestos-containing sheet vinyl and associated mastics (confirmed 1972 era). This material is concealed under newer flooring finishes in some areas. 275 square feet of sheet vinyl.
5. Various sizes and patterns of asbestos-containing floor tile and associated mastics (confirmed 1972 era). This material is concealed under newer flooring finishes in some areas. 5,150 square feet.

6. Asbestos-containing grey ceiling grid mastic at 'L' channel grid supports (confirmed 1972 era). No quantity provided for mastic on walls with asbestos-containing joint compound. Approximately 625 linear feet on CMU or concrete walls.
7. Asbestos-containing pink and black sink undercoatings (confirmed 1972 era, assumed 1990 era). Other colors are also assumed to be asbestos-containing. 14 each.
8. Asbestos-containing high temperature wiring at older ovens, incandescent and fluorescent light fixtures, and HID light fixtures (assumed 1972 era). 300 linear feet.
9. Asbestos-containing heat shields in older incandescent light fixtures (assumed 1972 era). 22 each.
10. Asbestos-containing red duct sealants used mainly on the high pressure ductwork upstream of the VAV boxes (confirmed 1972 era, other colors assumed in the 1990 era). This material is both sprayed with a silver paint and covered by a non-asbestos white cloth wrap in some areas. 2,150 linear feet of ducts.
11. Asbestos-containing lining of underfloor "Spunstrand" supply air ducts (assumed 1972 era). 175 linear foot allowance for new trenches – otherwise abandoned in place.
12. Asbestos-containing sealants at exterior door frames (assumed 1972 era). 400 linear feet.
13. Various colors of asbestos-containing mastics used on cork boards, chalkboards, tack boards, white boards, cove bases, and wainscots (assumed 1972 era). No quantity provided for mastic on walls with asbestos-containing joint compound. Approximately 500 square feet on CMU or concrete walls.
14. Asbestos-containing tarry lining of clock/speaker housings (assumed 1972 and 1990 eras). 64 each.
15. Asbestos-containing window glazing compounds (assumed 1972 era). 875 square feet of windows.
16. Asbestos-containing exterior "Stucco" soffit and fascia panels (assumed 1972 era). 7,100 square feet.
17. Asbestos-containing perimeter sealants on exterior mechanical louvers (assumed 1972 era). 350 square feet of louvers.
18. Asbestos-containing gaskets and valve packings on piping and mechanical systems (assumed 1972 and 1990 eras). 1 lot.
19. Asbestos-containing gaskets and sealants on boilers and/or furnaces (assumed 1972 and 1990 eras). 0 each (boilers are currently scheduled to remain).
20. Asbestos-containing roofing materials such as remnant roofing materials below newer roofing materials, patch tars, sealants at seams and parapet caps, mastics, or tars of mechanical equipment & VTR's (assumed 1972 and 1990 eras). 5,900 square feet, just in area of roof removal.

LEAD-CONTAINING MATERIALS

1. Lead-containing paints throughout the 1972 and 1990 eras. Due to the age of the 1972 era of the building, lead-based paints are assumed to also be present in the 1972 era. Incidental to demolition of all painted components, not quantified.
2. Lead in the glazing of ceramic wall and floor tiles (assumed 1972 and 1990 eras). Incidental to asbestos-abatement, not quantified.
3. Lead in solder on copper piping (assumed 1972 and 1990 eras). Incidental to piping demolition, not quantified.
4. Poured lead sealants at bell and spigot joints of waste and vent piping (assumed 1972 era). Incidental to piping demolition, not quantified.
5. Lead acid batteries in emergency lights (assumed 1972 and 1990 eras). 80 each.

6. Lead flashings on roof VTR's (assumed 1972 and 1990 eras). 7 each.
7. Lead flashings on roof drain clamping rings (assumed 1972 and 1990 eras). 8 each.

OTHER POTENTIAL HAZARDOUS MATERIALS

Other potential hazardous materials anticipated to be present are summarized below.

1. Mercury-containing lamps in light fixtures (assumed 1972 and 1990 eras). 1,200 each.
2. Mercury switches in thermostats and boiler controls (assumed 1972 and 1990 eras). 0 each (boilers are currently scheduled to remain).
3. Heating system components with glycol (assumed 1972 and 1990 eras). 1 lot.
4. Radioactive components in exit signs and smoke detectors (assumed 1972 and 1990 eras). 32 each.
5. Ozone Depleting Substances (ODS) in refrigeration equipment (assumed 1972 and 1990 eras). 10 each.

HAZARDOUS MATERIAL RECOMMENDATIONS

All asbestos and other hazardous materials scheduled to be disturbed or removed should be removed and properly disposed of by trained workers under controlled conditions and in accordance with all applicable regulations.

POTENTIALLY HAZARDOUS BIOLOGICAL ISSUES

Reports from other sources indicated that mold is present under the carpet of the Library, and possibly other places. The areas in questions will need to be evaluated to determine the possible cause of the mold and sources of water. After a determination has been made of the water source(s) or other contributing factors, and corrective actions taken, materials will need to be removed and disposed of or decontaminated if possible. Flooring replacement in areas that smell of mold is in progress and investigation is pending.

There are further reports of urine and feces contaminated carpeting in the facility. This is an unacceptable condition and those materials should be removed and disposed of or otherwise sanitized. It is recommended that replacement materials in these areas have cleanable surfaces.

REGULATORY COMPLIANCE AND WASTE DISPOSAL

All work must be performed in compliance with applicable Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), and State of Alaska regulations and standards. The Contractor is responsible for properly storing, marking, labeling, securing, and transporting hazardous wastes. All hazardous wastes shall be collected in Contractor-furnished approved containers and taken to an approved landfill for disposal. The Contractor is responsible for all costs associated with waste disposal. All waste transportation and disposal activities must be conducted in accordance with the applicable federal and state regulations and standards.

The Federal Occupational Safety and Health Administration (29 CFR 1926.1101) and the State of Alaska Department of Labor (8 AAC 61) have promulgated regulations requiring testing for airborne asbestos fibers; setting allowable exposure limits for workers potentially exposed to airborne asbestos fibers; establishing contamination controls, work practices, and medical surveillance; and setting worker

certification and protection requirements. These regulations apply to all workplace activities involving asbestos.

The EPA regulations, issued as Title 40 of the Code of Federal Regulations, Part 61 (40 CFR 61) under the National Emission Standards for Hazardous Air Pollutants (NESHAP) established procedures for handling ACM during asbestos removal and waste disposal. These regulations required an owner (or the owner's contractor) to notify the EPA of asbestos removal operations and to establish responsibility for the removal, transportation, and disposal of asbestos.

The disposal of asbestos waste is regulated by the EPA, the Alaska Department of Environmental Conservation, and the disposal site operator. Wastes being transported to the disposal site must be sealed in leak tight containers prior to disposal and must be accompanied by disposal permits and waste manifests.

Federal OSHA (29 CFR 1926.62) and the State of Alaska (8 AAC Chapter 61) have promulgated regulations that apply to all construction work where employees may be exposed to lead. The disturbance of any surfaces painted with lead-containing paint requires lead-trained personnel, personnel protective procedures, and air monitoring until exposure levels can be determined. If initial monitoring verifies that the work practices being used are not exposing workers, monitoring and protection procedures may be relaxed.

The EPA requires that actual construction or demolition debris that contains lead or lead-containing paint or other heavy metals be tested using the TCLP test to determine if the waste must be treated as hazardous waste. All federal, state and local standards regulating lead and lead-containing wastes should be followed during the demolition of this building.

The EPA has promulgated regulations (40 CFR Part 761) that cover the proper handling and disposal of PCB-containing equipment. All construction workers who are required to remove or handle PCB-containing or PCB-contaminated equipment or to transport or dispose of PCB wastes shall be trained and certified as required by the U.S. Department of Labor (29 CFR 1910.120) and the State of Alaska Department of Labor (8 AAC 61).

Mercury and mercury-containing products are considered hazardous waste if TCLP testing of the waste for mercury confirms the mercury content to be greater than the EPA criteria of 0.2 mg/l. Typically mercury from fluorescent lights, thermostats, and thermometers is removed and recycled in accordance with the EPA Universal Waste Standard, 40 CFR 273.

CONCEPT DESIGN SOLUTIONS

Disturbance and removal of asbestos and other hazardous materials outlined above will have an impact on the planned scope of work for the Whaley School Remodel Project. This information, along with information from previous surveys and a future pre-renovation survey of the affected areas of the facility, will be used to prepare the estimated quantities of hazardous materials to be removed, as well as the hazardous materials design drawings and specifications for the planned renovation. The exact extent of the required removal or disturbance of these materials will depend on the chosen renewal option, and will be further developed as the design progresses.

ACOUSTICAL DESIGN (Prepared by Mullins Acoustics)

EXISTING CONDITIONS

The team's survey of existing conditions identified numerous pre-existing acoustical issues that should be addressed as part of the remodel. Several areas are noted as having excessively loud HVAC noise throughout, and other areas are noted for having a very "live" environment, which is generally due to hard finishes or a lack of sound absorption in the rooms.

Concept Design Opportunities:

Several rooms within the remodel plan are specially called out as needing better sound separation or upgraded walls. These include spaces like cool-down or isolation rooms for agitated students, the Recovery suite, large conference / small dining, and the Multi-Purpose/Dining Room. MPR serves as a group dining facility and will also be used for other functions throughout the school day. A small dining room across the hall will serve student populations whom are particularly noise-sensitive, such as autistic students and students of different age groups that might not mix together well or safely.

DESIGN CRITERIA

EdSpec design criteria for schools normally includes criteria for sound isolation (STC), maximum reverberation time (RT) in instructional spaces, and maximum allowable background noise (NC) from ventilation systems and building equipment.

Sound isolation between classrooms should be STC 50, which requires full-height walls all around classrooms, including corridors. STC 50 walls should have one layer of GWB on one side, two layers of GWB on the other side (often referred to as "2 + 1" walls) and must be fully insulated with batts.

Other spaces with increased sound isolation requirements are counseling rooms, isolation rooms, principal office, nurse's office, and multi-purpose spaces (depending on the planned use or the sensitivity of the user groups). These rooms should have walls rated at STC 54-55, which requires two layers of GWB on each side of light gauge metal studs, with batts in the cavity.

Areas requiring significantly upgraded isolation (such as the recovery suite and isolation rooms) should use true double stud walls with two layers of GWB on each side, and batts in each stud row. Double stud walls with multiple sheet rock layers yield ratings of STC 60-62. For comparison, the sound transmitting through an STC 50 wall is about four times louder than an STC 60 wall.

Background Noise criteria in schools generally includes:

NC 25-30 in libraries, conference rooms, special education classes

NC 30-35 in learning spaces, private offices, nurse, counseling

NC 40 in gyms and activity spaces, corridors, etc

These NC goals are only from building systems and equipment, and have nothing to do with occupant-created noise, or noise intrusion from outside the building (traffic, aircraft, etc).

Classrooms and learning areas need to have absorptive finishes to reduce reverberation (liveness or echo) and improve speech intelligibility and speech clarity between teacher and students. Typically this is achieved using a grid suspended mineral fiber acoustical tile ceiling system rated at NRC 0.65 minimum, plus commercial grade carpet on the floors. Sometimes we supplement that with fabric wrapped fiberglass acoustical panels on key wall surfaces. Given the student population served at Whaley, carpet will not be applied in student areas so alternative reverberation reducing strategies will need to be employed.

Absorptive treatment also helps to reduce the build-up of occupant noise as larger rooms get more crowded or during certain more boisterous activities. Such rooms require a substantial portion (65-75%) of the combined wall and ceiling area be covered with materials rated at NRC 0.85 or higher, which means they are roughly 85% absorptive.

In spaces like Multi-Purpose Rooms (MPR) and music rooms, we need to achieve certain tailored acoustical properties in the room that support the intended mission (music, assemblies, etc). Within the remodeled school, the Activity lab will serve as both art and music space with practice rooms and their acoustical needs will be addressed as the design progresses. We presume that any assemblies would use the commons or the MPR.

GENERAL

By its nature this is a dedicated special needs school serving student populations with heightened noise sensitivities and other needs. Many of the students are autistic or have other medical issues and are much more sensitive to noises and noisy areas. As a result, many of the spaces should have enhanced acoustical separation (better walls), quieter and less reverberant public areas (more absorption), and lower HVAC background noise (reduced NC levels). The main goal is to reduce occupant stressors and provide a calming environment.

The Design Team's field survey noted that several classrooms in the 1991 addition have excess HVAC noise throughout, as does the dining room. These problems will be addressed during the re-design effort. Given the age of the building, most of the major air handling equipment will be rebuilt with ductwork being reconfigured to accommodate the new floor plan. As a rule, return air paths are usually more problematic (noisier) than supply air. Air must be supplied in specific quantities to certain locations, whereas return air can be pulled from the plenum almost anywhere using very short, simple duct layouts.

A two story volume is proposed at the main entry area of the remodel plan. This area contains staff areas, counseling rooms, security spaces, library/IMC, the principal's office, student commons and other staff areas. Some of these rooms (principal, counseling, psych office) need upgraded walls to maintain confidential levels of speech privacy.

The middle and northern areas of the original building include areas for use by autistic and other sound-sensitive populations, as well as a quiet respite area for staff in the staff lounge. In addition, this area includes a large conference / small dining room, several small conference / isolation rooms, and classrooms for particularly noise-sensitive student groups. It also includes the Multi-Purpose room, which serves as a large group dining area. This room lies under a rooftop mechanical space and has untreated CMU walls. It has been indentified as being "particularly noisy" both for reverberation and for HVAC noise. Acoustical ceiling panels and wall panels can deal with the reverberation problem in the MPR, but addressing the excess HVAC noise will take some major effort that will likely include redesigned duct layouts, careful vibration isolation of equipment, or possibly even relocating air handlers from above the room. Specific remedial measures will depend on the nature and magnitude of the problems in each area.

The gymnasium is located in the 1991 addition and is used for PE classes and related activities and also as intermittent temporary open play space, due to the identified lack of appropriate outdoor playgrounds on site. Such a room should have a large amount of durable supplemental sound absorbing panels added to the ceiling and the upper walls, out of easy reach. The gym is well separated from other space by buffer zones, including the PE office, fitness room, corridors, and storage rooms. Therefore, no upgrades are needed to the gym walls for sound isolation (STC) purposes.